SJSU Annual Program Assessment Form
Academic Year 2014-2015

Department: School of Information
Program: Master of Library and Information Science (MLIS)
College: CASA
Website: http://ischool.sjsu.edu

X Check here if your website addresses the University Learning Goals.
http://ischool.sjsu.edu/sites/default/files/content_pdf/ulgmlis.pdf

Program Accreditation (if any): American Library Association

Contact Person and Email: Sandy Hirsh (sandy.hirsh@sjsu.edu); Linda Main (linda.main@sjsu.edu)

Date of Report: May 2015

Please note: The MLIS is a graduate only program with 75% of all students in special session; and 25% in regular session.

Part A
1. List of Program Learning Outcomes (PLOs)

The mission of the SJSU School of Information is to “educate information professionals who are highly competent in virtual and physical environments and who contribute to the well-being of our global communities.”

In pursuit of this mission, we have structured our curriculum around a set of Core Competencies that serve as our Program Learning Outcomes. We have taken input from the American Library Association (ALA) and core competencies articulated by ALA divisions, the Special Libraries Association (SLA), the American Association of Law Libraries (AALL), and two major state associations, the California Library Association (CLA) and the California School Library Association (CSLA), among others.

The Core Competencies (Program Learning Outcomes) are as follows:

Each graduate of the Master of Library and Information Science program is able to:

A. Articulate the ethics, values, and foundational principles of library and information professionals and their role in the promotion of intellectual freedom

B. Describe and compare the organizational settings in which library and information professionals practice

C. Recognize and describe cultural and economic diversity in the clientele of libraries or information organizations

D. Apply the fundamental principles of planning, management, marketing, and advocacy

E. Design, query, and evaluate information retrieval systems

F. Use the basic concepts and principles related to the selection, evaluation, organization, and preservation of physical and digital items and collections

G. Demonstrate understanding of basic principles and standards involved in organizing
information, including classification, cataloging, metadata, or other systems

H. Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies

I. Use service concepts, principles, and techniques to connect individuals or groups with accurate, relevant, and appropriate information

J. Describe the fundamental concepts of information-seeking behaviors

K. Design instructional programs based on learning principles and theories

L. Demonstrate understanding of quantitative and qualitative research methods and of the evaluation and synthesis of research literature

M. Demonstrate oral and written communication skills necessary for professional collaboration and presentations

N. Evaluate programs and services on measurable criteria

O. Contribute to the cultural, economic, educational, and social well-being of our global communities

Mapping to the University Learning goals.

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

Competency Statement (Program Learning Outcomes) Rubrics


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 Student Learning Outcomes (SLOs)—about to be renamed as Course Learning Outcomes (CLOs). Each assignment is linked to the specific Student Learning Outcome(s) it fulfills, and this information is indicated on each course syllabus. All sections of a single course share common Student Learning Outcomes, although individual instructors have the freedom to meet those objectives through their own assignments and class activities. To help instructors establish SLOs for their courses, link SLOs 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 SLOs or Core Competencies (Program Learning Outcomes) for a current course, the instructor submits the proposed Core Competencies and SLOs 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 Student Learning Outcomes to be sure they fulfill the chosen competencies.

These connections between Core Competencies (Program Learning Outcomes), Student Learning Outcomes, and course assignments are publicly available on our syllabi. In addition, students can easily view the Core Competencies (Program Learning Outcomes) and SLOs for each course by using this database. (To use the database, click on a specific course; the Core Competencies and SLOs 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 and then view all courses that support the competency.)

As part of our curriculum review process, the competencies (Program Learning Outcomes) were reexamined and revised in 2009–2010 and again in 2011–2012 as we looked for gaps, overlaps, and areas in need of updating. They are being reviewed again in 2014-2015 and we will report on the review in June 2016.

See:

Core competencies (program learning outcomes) mapped to classes
http://ischoolapps.sjsu.edu/slo-core/core.php

Classes listed with student learning outcomes (course learning outcomes) and core competencies (program learning outcomes)
http://ischoolapps.sjsu.edu/slo-core/mlis.php

MLIS Program Performance
http://ischool.sjsu.edu/about-slis/mlis-program-performance#program

2. Map of PLOs to University Learning Goals (ULGs)
   http://ischool.sjsu.edu/sites/default/files/content_pdf/ulgmlis.pdf

3. Alignment – Matrix of PLOs to Courses
   See:
   Core competencies (program learning outcomes) mapped to classes
   http://ischoolapps.sjsu.edu/slo-core/core.php
   Classes listed with student learning outcomes and core competencies (program learning outcomes)
   http://ischoolapps.sjsu.edu/slo-core/mlis.php
4. Planning – Assessment Schedule

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 2015 will have been completed by May 2015.

<table>
<thead>
<tr>
<th>Curriculum Component</th>
<th>Timeline</th>
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<tbody>
<tr>
<td><strong>Previous Accreditation Period</strong></td>
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<tr>
<td>Specializations and course clusters</td>
<td>Spring 2004–Spring 2005</td>
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<tr>
<td>Course clusters</td>
<td>Fall 2005–Spring 2006</td>
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<tr>
<td>Culminating experience</td>
<td>Fall 2006–Spring 2007</td>
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<tr>
<td>Core courses</td>
<td>Fall 2006–Spring 2007</td>
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<tr>
<td><strong>Current Accreditation Period: Review #1</strong></td>
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<tr>
<td>Specializations and course clusters</td>
<td>Fall 2007–Spring 2008</td>
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<tr>
<td>Culminating experience</td>
<td>Fall 2008–Spring 2009</td>
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<tr>
<td>Core courses, LIBR 203, and LIBR 285</td>
<td>Fall 2009–Spring 2010</td>
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<td><strong>Current Accreditation Period: Review #2</strong></td>
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<tr>
<td>Career Pathways</td>
<td>Fall 2010–Spring 2011</td>
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<tr>
<td>Course clusters</td>
<td>Fall 2011</td>
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<tr>
<td>Culminating experience</td>
<td>Fall 2011–Spring 2012</td>
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<tr>
<td>Core courses, LIBR 203, and LIBR 285</td>
<td>Fall 2012–Spring 2013</td>
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<td><strong>Next Accreditation Period: Review #1</strong></td>
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<td>Development of new core courses (to be implemented in Fall 2014)</td>
<td>Fall 2013–Spring 2014</td>
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<tr>
<td>Career Pathways</td>
<td>Fall 2013–Spring 2014</td>
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<tr>
<td>Culminating experience</td>
<td>Fall 2014–Spring 2015</td>
</tr>
<tr>
<td>Core courses, LIBR 203, and LIBR 285</td>
<td>Fall 2015–Spring 2016</td>
</tr>
</tbody>
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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

In addition each semester we collect data on individual program outcomes, discuss the results, and make changes. See: [http://ischool.sjsu.edu/about-slis/mlis-program-performance#program](http://ischool.sjsu.edu/about-slis/mlis-program-performance#program) 
[Review and Measurement of Individual Program Learning Outcomes; and Assessment of Individual Program Learning Outcomes Reports MLIS at above URL]

5. Student Experience

Core competencies (program learning outcomes) mapped to classes
[http://ischoolapps.sjsu.edu/slo-core/core.php](http://ischoolapps.sjsu.edu/slo-core/core.php)

Classes listed with student learning outcomes (course learning outcomes) and core competencies (program learning outcomes)

MLIS Program Performance

Our [Course Cluster Coordination model](http://ischool.sjsu.edu/about-slis/mlis-program-performance), our [Program Advisory Committees](http://ischool.sjsu.edu/about-slis/mlis-program-performance), our [International Advisory Council](http://ischool.sjsu.edu/about-slis/mlis-program-performance), 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
- Employment data
- Employer surveys

**Note:** All survey data is gathered via Qualtrics
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:

- Improved navigation of the course site
- Adjusted flow of assignments
- Increased frequency of feedback provided to students regarding their performance
- Modified assignments to include group work, presentations, and/or screencasts
- Increased use of collaborative authoring tools to share material with classmates
- Increased use of video lectures by faculty, to supplement audio lectures or written lectures
- Revised course readings
- Incorporated new technology tools into assignments, so students are introduced to emerging technology and required to explore the technology
- Added optional web conferencing drop-in sessions, where faculty and students interact and discuss course activities
- Offered assignment alternatives to accommodate diverse learning interests
- Updated assignment instructions, and provided those instructions via written documents, as well as screencasts and podcasts

Graduating Student 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. Starting this year we are going to publish results annually so will publish the Fall 2014 and Spring 2015 results before the June 2016 assessment report.

Alumni Surveys
We collect data from alumni through our annual alumni survey –the most recent was sent in June 2014. 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.

Employer Survey
In 2012, we conducted our first survey of employers who have hired our alumni. We are running another employer survey and will report the result in the June 2016 report.
Other Evidence of the Impact of our Curriculum on Student Achievement

Finally, anecdotal evidence of School of Information student success abounds, helping to demonstrate the breadth of our curriculum and how it helps our students pursue a range of career opportunities. Examples include the following narratives from our Community Profiles, published on our website:

- Students Working with Digital Assets
- Students Taking Leadership Roles
- Students Working with Usability and Design
- Students Working with Virtual Services
- Students Working with Web Programming
- Students Working with Youth Services
- International Students

Part B

It is important to note for all items for 6-9

- We are a graduate only program
- We are a 43 unit program
- 75% of our students are in special session. Special session is not counted into ftes or SFR or headcount or any of the items in 6-9.

For special session reports please click on these two icons (note the data includes MLIS and MARA)

![Microsoft Excel Worksheet](image1.png)
![Microsoft Excel Worksheet](image2.png)

The following data is only for regular session (25% of our student body)

6. Exhibit 10 (click on icon below)
Part C

10. Closing the Loop/Recommended Actions

Each semester we collect data on individual program outcomes, discuss the results, and make changes. See: [Review and Measurement of Individual Program Learning Outcomes; and Assessment of Individual Program Learning Outcomes Reports MLIS at above URL]

In addition we make changes based on the results of the parts of the curriculum that are reviewed following our curriculum review calendar

11. Assessment Data

See: [Review and Measurement of Individual Program Learning Outcomes; and Assessment of Individual Program Learning Outcomes Reports MLIS at above URL]

Data that supports the individual program outcomes changes is collected via Excel by faculty who oversee Libr 289—ePortfolio. Survey data such as student exit survey data, alumni surveys, employer surveys are gathered via Qualtrics.
12. Analysis

See:  http://ischool.sjsu.edu/about-slis/mlis-program-performance#program
[Review and Measurement of Individual Program Learning Outcomes; and Assessment of Individual Program Learning Outcomes Reports MLIS at above URL]

Also:  https://ischool.sjsu.edu/about-slis/mlis-program-performance

13. Proposed changes and goals (if any)

Broad changes

In 2014-2015 we implemented our 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.

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.

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.

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

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.

In 2014 the School of Information won the Outstanding Online Program in any discipline award for its exclusively online Master of Library and Information Science (MLIS) degree program. As part of this the School uses a Scorecard to assess many features of the School’s programs. We share this on our web site as it shows how we assess a variety of features. We update it every summer.