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Assessment Cycle: 2019 Reporting

Overall Review: Report Approved

COMPLIANT

## Mission Statement

The mission of the School of Information is to prepare engaged leaders for dynamic professions that serve current and emerging informational and lifelong learning needs of a diverse, global society, and to contribute to the body of theoretical and applied knowledge of the discipline.

## Goal 1: Critical Thinking Skills

Critical Thinking

### 1a. Student Learning Outcome Statement

Audit Review: AC

Students will be able to produce a written analysis of how issues relevant to library and information science affect practical, professional application of the core competencies of the profession.

### 1b. Method of Assessment

Audit Review: AC

Students select assignments from core and elective courses that qualify demonstrate mastery of Program Level Student Learning Outcomes (PLOs). As students progress through the 39 hours of the MA-LIS program, students will submit approved assignments for their portfolio. At the end of each academic year a sample of 20% of eligible student portfolios will be reviewed by professors using an internally developed, multi-criterion rubric. The rubric will rate student's ability to analyze how issues relevant to library and information science affect practical, professional application. Scores from faculty reviewers will be averaged to produce a final score between 1-3 for each student.

### 1c. Performance Targets

Audit Review: AC

We predict that 90% of the sample will produce a final score of 3 for this assessment.

### 1d. Assessment Results

Audit Review: AC

A sample of 20% of the portfolios submitted for the year were reviewed by a panel of 7 instructors using the approved rubric. Of the 16 portfolios reviewed, the average rating was 2.55, with 59% of those portfolios rated 3. The intraclass coefficient for the 7 reviewers was calculated to be .599.

### 1e. Use of Assessment Results

Audit Review: AC

Students' mastery of the critical thinking outcome area is assessed using an electronic portfolio. Students select assignments from core and elective courses that qualify demonstrate mastery of Program Level Student Learning Outcomes (PLOs). As students progress through the 39 hours of the MA-LIS program, they select approved assignments for their portfolio and upload them to a website that they have designed for this purpose. The portfolios are submitted and reviewed in the last semester of their program as a culminating assessment activity. Results of the portfolio reviews are provided to relevant committee chairs for review, discussion, and recommendations/summary to the faculty as part of ongoing systematic planning (curriculum, advising, placement, evaluation, program-related issues) as required by our department's external accreditation body, the American Library Association Committee on Accreditation. Follow-up is a part of the annual planning and assessment calendar. Closure of the continuous progress loop will be ensured, and any issues identified during the administration of the portfolio review and evaluation will be addressed by the relevant committee.

The results of this assessment indicate that students graduating from this program demonstrate the ability to critically analyze issues related to Library and Information Science, and to relate those issues to Program Level Student Learning Outcomes. Inter rater reliability statistics suggest a need for developing training materials for both faculty and students to improve portfolio quality and consistent analysis.

Additionally, an item-by-item analysis revealed that students need more support in demonstrating their mastery of one of the outcomes (Knowledge Representation). The Planning and Assessment Committee will communicate this information to faculty and the Curriculum Committee will integrate the information into courses and training materials.

Since this was the first time using the rubric to evaluate the sample of portfolios, the committee noted improvements that can be made to the portfolio review process in its administration and to its communication to students. Changes to the process will be communicated to students at a portfolio workshop in January of 2020. Additionally, the Curriculum Committee is considering incorporating the portfolio as an in-course assignment for one of the core courses. This will be discussed in more detail in 2020.

**Plan Review Comments**

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**Report Review Comments**

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**Assessment Methods**

**Course Related Assessments**

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- Oral Presentation
- Written Report or Essay
- Course Embedded Assignment
- Class Performance or Presentation
- Project Evaluation

**Cumulative Assessments**

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- Portfolio of Student Work

**Performance Related Assessments**

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**External-course Assessments**

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**Standard Assessments**

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