

Assessment Plan

Division of Library and Information Science

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Summary

The assessment plan establishes a framework of measures for the ongoing review of MS LIS program. Direct measures (e.g. e-portfolios and course artifact assessment) and indirect measures (e.g. alumni two-year-out survey, annual student survey, and career outcomes survey) are incorporated. The plan recognizes the valuable contributions of program constituents (i.e. students, alumni, and employers) towards program improvement and includes all constituents in one or more measures.

DLIS has an advisory board consisting of alumni, employers, students, and faculty. The advisory board meets annually, advises DLIS on program changes and monitors program assessment. A planning committee consisting of seven board members meets two months prior to the annual meeting to determine the agenda. This document consists of a timeline of assessment administration, descriptions of each measure and the advisory board, and the annual reporting requirements.

Program Mission and Vision

The program's vision statement guides all decision-making. The vision is of an evolving, quality program for information professionals which recognizes and adapts to change and is in tune with the marketplace.

Program Vision Statement. Offer a quality program for information professionals that is informed continuously by developments in the information and communication technologies and provides graduates with the skills needed in the job market of today, and in the future. (revised May 2015)

The program's mission statement states that education, research, and service are the keys to realizing this vision.

Program Mission Statement. Consistent with St. John's University's Vincentian mission, the program is designed to prepare innovative critical thinkers to become ethical leaders in the information professions. (revised September 2017)

Program Goals and Learning Outcomes¹

Goal 1. Develop an Understanding of the Foundations of the Profession

- A. Demonstrate knowledge of the ethics, values, and foundational principles and the role of library and information professionals in the promotion of democratic and legal principles and intellectual freedom.
- B. Understand the history of human communication and its impact on libraries, and the importance of effective verbal and written advocacy for libraries, librarians, other library workers and library services.
- C. Demonstrate knowledge of historical and present-day libraries and librarianship as well as significant national and international policies and trends within the library and information profession.
- D. Demonstrate effective communication techniques (verbal and written) used to analyze complex problems and create appropriate solutions.
- E. Fulfilling certification and/or licensure requirements of specialized areas of the profession.

Goal 2. Develop an Understanding of Information Resources

- A. Understand the concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
- B. Understand the concepts, issues, and methods related to the acquisition and disposition of resources, and the management, preservation and maintenance of collections.

Goal 3. Demonstrate Ability to Organize Recorded Knowledge and Information

- A. Understand the principles involved and the developmental, descriptive, and evaluative skills needed in the organization, representation and retrieval of recorded knowledge and information resources.
- B. Demonstrate ability to organize recorded knowledge and information using the systems of cataloging, metadata, indexing, and classification standards and methods.

Goal 4. Apply Technological Knowledge and Skills to Practice

- A. Acquire, apply, analyze and assess information, communication, assistive, and other technological skills related to resources, service delivery, professionalism, efficacy, and cost-efficiency of current technologies and relevant technological improvements.

¹ Last reviewed September 2015; based on the ALA Core Competencies

(<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>)

Goal 5. Apply Reference and User Services

- A. Demonstrate knowledge and usage of the concepts, principles, and techniques of reference and user services, as well as retrieval techniques and evaluation methods, that provide access to relevant and accurate recorded knowledge and information from diverse sources to all patrons.
- B. Understand and demonstrate ability to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information, including information literacy techniques and methods.
- C. Understand and apply the principles of assessment towards communities, user preferences, and services and resources, as well as promoting methods of advocacy through development and services.

Goal 6. Master Research Methods

- A. Understand the fundamentals of quantitative and qualitative research methods, including central research findings and research literature of the field, and the principles and methods used to assess the actual and potential value of new research.

Goal 7. Experience Continuing Education and Lifelong Learning

- A. Continue professional development by maintaining and practicing the purpose and role of providing quality service for the lifelong learning of patrons and the promotion of library services.
- B. Apply the learning theories, instructional methods, and achievement measures to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Goal 8. Apply Key Concepts of Administration and Management

- A. Understanding the principles of planning and budgeting in libraries and other information agencies, as well as developing effective personnel practices and human resources.
- B. Understanding the concepts behind, issues relating to, and methods for the following: assessment and evaluation of library services and their outcomes, developing partnerships, collaborations, networks, and other structures, and principled, transformational leadership.

Academic Year Timeline of Assessment Measures

Month of Assessment or Meeting	Measure	Constituency
August	E-Portfolio Reviews	Graduating students
September	New Student Survey	Students entering the program
December	E-Portfolio Reviews	Graduating students
	Course Artifact Assessment	Faculty
January	New Student Survey	Students entering the program
	Exit Survey	Graduating students
March	Annual Student Survey	Students
	Advisory Board Planning Meeting	Alumni, employers, and faculty
April	Alumni Two-Year-Out Survey	Alumni
	Career Outcomes Survey	Alumni
May	E-Portfolio Reviews	Graduating students
	Advisory Board	Alumni, employers, faculty, and students
	Exit Survey	Graduating students
	Employer Survey (biennial)	Employers
June	Course Artifact Assessment	Faculty

Indirect Measures

Alumni Two-Year-Out Survey

The alumni survey is distributed to alumni two years after graduation for their feedback on the quality of the MS LIS program, the preparation received for their career, and suggestions for improving the program. The design of the survey closely follows that of the exit survey administered to students upon graduation. The survey asks alumni to reflect on their respective programs of study and answer questions covering five areas: program, interactions with students and faculty, teaching, courses offered, and resources.

Annual Student Survey

The annual student survey seeks student feedback in five categories: program, faculty, administration, field experience, and facilities.

Career Outcomes Survey

The career outcomes survey is administered annually by St. John's University's Career Services Center. The result of this survey measures how well the program prepares graduates for the job market. The survey collects data on whether graduates are employed and/or furthering their education.

Employer Survey

The employer survey is administered to employers in the LIS field every two years. This survey focuses on three areas: general skills, specialized skills, and, for those employing St. John's graduates, how they compare with graduates from other LIS Schools.

Exit Survey

The exit survey is administered to graduating students and seeks their input on the program and instruction. The exit survey asks students to reflect on their programs of study and answer questions covering five areas: program, interactions with students and faculty, teaching, course offerings, and resources.

Internship Evaluations

At the completion of an internship student and host site supervisor each complete evaluations. The student evaluates the internship experience in terms of his/her expectations as described in the Internship Agreement. The supervisor evaluates the student's performance in meeting the objectives as described in the Internship Agreement.

New Student Survey

The new student survey is administered at the start of the summer, fall, spring terms. This survey gathers information on the students' choice of St. John's, their professional goals, and their feedback on the new student orientation. The orientation is held one the first day of each term. This information is used to improve recruiting strategies for the MS LIS program, and to improve the new student orientation.

Direct Measures

Course Artifact Assessment

Course-artifact assessment is an ongoing effort to ensure that courses contribute as expected towards students' achieving the program learning outcomes. Each course in the program relates to one or more outcomes, which are specified in the course syllabi. The course instructor selects one course artifact (assignment/s or project) which can serve as a measure of learning the related outcome/s. The instructor reviews the class' performance on the artifact and describes any needed modifications to improve the course. Over four years every course in the program is reviewed. Two student artifacts are included with each review for illustration of student performance and assessment.

E-Portfolio

Students submit an e-portfolio in the last semester of coursework, or the semester immediately following, as the end of program assessment.. The principal body of the e-portfolio is the Program Goals section in which students provide evidence from their coursework of satisfying each of the eight program goals of the MS LIS program. Students write a reflection for each goal which describes the manner in which the artifact satisfies the respective goal, the lessons learned, and any changes in approach or content if they were to repeat the assignment. E-portfolios are submitted three times each year coinciding with summer, fall, and spring graduation cycle. Each e-portfolio is reviewed by two DLIS faculty. If the two reviewers differ with regards to a satisfactory outcome, a third faculty member reviews the e-portfolio to break the tie.

Advisory Board

The DLIS Advisory Board meets each May. The membership consists of all program constituents –students, faculty, alumni, and employers. A committee of board members, called the Planning Board, meets in March to set the agenda for meeting. The meeting is chaired by the DLIS Director and is general structured as follows:

1. Welcome and introduction - strategic priorities and their implementation, enrollment, and program updates
2. Breakout session for small group discussion
3. General discussion with the entire board

Reporting

The Director summarizes the results of the aforementioned measures and prepares a report to the faculty on an annual basis. The report also includes a summary of the annual advisory board meeting. This assessment report and the results from the implementation of the previous year’s action items are the basis for modifying the strategic priorities and proposing new action items. The proposed strategic priorities and action items for the coming academic year, and the assessment report are reviewed at the first faculty meeting in September. After approval by the faculty, the revised strategic priorities and the assessment report are distributed to the advisory board.

Reporting Timeline

Month	Action or Meeting
May	Advisory Board Meeting, closing the year’s assessment calendar
June	Assessment Report completed and distributed to the faculty
September	First faculty meeting of the academic year; discussion of the assessment report and proposed changes to the current strategic priorities and action items
October	Distribution revised strategic priorities and the assessment report to the advisory board