

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, course artifact assessment) and indirect measures (e.g. alumni two-year-out survey, annual student survey, career outcomes survey, employer survey, exit survey, new student survey) are incorporated. All constituents are included in one or more measures. In addition, DLIS has two advisory boards. The DLIS Advisory Board meets annually and advises DLIS on curriculum changes and monitors program assessment. A planning committee meets two months prior to the Board meeting to determine the agenda. The Certificate in Management for Information Professionals (CMIP) Advisory Board meets each term to review the this new (Fall 2017) Certificate program. The CMIP Board advises on recruitment and course development. This document consists of the timeline in Table 1, the MS LIS program goals and learning outcomes, descriptions of each measure and the advisory boards.

Table 1. Academic Year Timeline of Assessment Measures and Advisory Board Meetings

Month of Assessment or Meeting	Measure	Constituency
August	<ul style="list-style-type: none"> E-Portfolio Reviews 	<ul style="list-style-type: none"> Graduating students
September	<ul style="list-style-type: none"> New Student Survey 	<ul style="list-style-type: none"> Students entering the program
October	<ul style="list-style-type: none"> Certificate in Management for Information Professionals Advisory Board 	<ul style="list-style-type: none"> Alumni and faculty
December	<ul style="list-style-type: none"> E-Portfolio Reviews Course Artifact Assessment 	<ul style="list-style-type: none"> Graduating students Faculty
January	<ul style="list-style-type: none"> New Student Survey Exit Survey 	<ul style="list-style-type: none"> Students entering the program Graduating students
February	<ul style="list-style-type: none"> Certificate in Management for Information Professionals Advisory Board Meeting 	<ul style="list-style-type: none"> Alumni and faculty
March	<ul style="list-style-type: none"> Annual Student Survey Advisory Board Planning Meeting 	<ul style="list-style-type: none"> Students Alumni, employers, faculty, and students
April	<ul style="list-style-type: none"> Alumni Two-Year-Out Survey Career Outcomes Survey 	<ul style="list-style-type: none"> Alumni Alumni
May	<ul style="list-style-type: none"> E-Portfolio Reviews Advisory Board Exit Survey Employer Survey (biennial) 	<ul style="list-style-type: none"> Graduating students Alumni, employers, faculty, and students Graduating students Employers
June	<ul style="list-style-type: none"> Course Artifact Assessment 	<ul style="list-style-type: none"> Faculty

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.

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 will ask 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, instruction, and courses most relevant (least relevant) towards satisfying the program goals and meeting their career goals. 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. The evaluations were revised in May

2017 to be implemented in Survey Monkey as online surveys. This online implementation will facilitate a more thorough analysis.

New Student Survey

The new student survey is administered at the start of the Fall and Spring terms. The purpose of this survey is to gather information on why students chose St. John's, their professional goals, and to evaluate the new student orientation. The orientation is held one week prior to the start of the 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 a course artifact (assignment/s or project) which can serve as a measure of learning the related outcomes. 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 artifacts are included with each review for illustration of two different grading examples, e.g. a 'good' and 'satisfactory' assignment.

E-Portfolio

In Spring 2013 DLIS faculty replaced the comprehensive exam with the e-portfolio as the end of program assessment. Students submit an e-portfolio in the last semester of coursework or the semester immediately following. 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 section 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 Boards

DLIS Advisory Board

The DLIS Advisory Board meets each May. The membership consists of all program constituents – students, faculty, alumni, and employers. The most recent meeting was on May 12, 2017. The meeting began with a welcome statement by James Vorbach, DLIS Director, and introductions by each board member. Dr. Vorbach reviewed the agenda, which consisted of three sessions:

1. Program update
2. Breakout session for small group discussion
3. General discussion with the entire board

The first session focused on the 2016 – 2017 Strategic Priorities and their implementation. The breakout session discussed four topics in small groups. Three of the four topics came from the planning survey, which was completed by board members in advance of the meeting. The planning survey was developed at the advisory board planning meeting in March. The fourth topic asked members for feedback on the program’s mission statement. The general discussion began with the recorders for each of the four topics summarizing the small-group discussions. A discussion ensued after each recorder’s summary. The meeting concluded with a brief discussion of topics on the planning survey which were not selected for the breakout session.

Management Certificate Advisory Board

Formerly called the Law Librarianship Advisory Board, this body advises DLIS on the new Certificate in Management for Information Professionals (CMIP), which began enrollment in Fall 2017. This Board was instrumental in the development of the certificate. The most recent meeting was held on January 24, 2017. This meeting followed the approval of the certificate by the New York State Education Department (NYSED). The agenda for the meeting was threefold:

- 1) Approving a CMIP course offering cycle
- 2) Developing a plan for promoting the CMIP program
- 3) Recruiting Adjunct Faculty for CMIP courses

Among the outcomes of the meeting were a course offering cycle and identifying an instructor for LIS 282 Knowledge Management in Spring 2018. A plan for promoting the program had to be scaled back due to a cut in the advertising budget for fiscal year 2018, which began June 1st. The current focus for promoting the program is the web site, social media, and at professional conferences.

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 summaries of the advisory board meetings held during the academic year. 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. The revised combined report (strategic directions and action items and the assessment report) is distributed to the advisory board by October 1st (Table 2).

Table 2. Reporting Timeline

Month	Action or Meeting
May	Advisory Board Meeting, closing the year's assessment calendar
June	Assessment Report completed
July	Proposed Strategic Priorities and Actions Items for next academic year completed and distributed to the faculty, along with the assessment report
September	First faculty meeting of the academic year; discussion of Combined Report (Strategic Priorities and Actions Items and the Assessment Report)
October	Distribution of Combined Report to the Advisory Board