

iSchool Annual Assessment Report Academic Year 2015-2016

Approved by faculty in August 2016

INTRODUCTION

This report is a record of the School's experience with its assessment process over the past academic year. The University of Wisconsin—Madison School of Library and Information Studies employs a process for continual program assessment and improvement centered on SLIS's performance in terms of achieving program level student learning outcomes. These program level learning outcomes were created and are annually re-supported by the faculty.

Assessment activities are primarily run through the SLIS Assessment Committee which includes both faculty, staff and student members. The chair of the Assessment Committee (currently the Director) ensures that assessment data collection activities take place throughout the year and organizes the data from various sources. The Assessment Committee discusses interim results of data analysis during the spring and summer. The full faculty discuss the draft annual report at the annual August retreat. The Assessment Committee and faculty then propose changes to the program, changes to assessment methodologies based on discussions of the data.

Assessment tools used during the 2015-2016 academic year included:

- a direct assessment of 63 graduating student portfolios,
- an online survey of 53 graduates,
- 27 exit interviews with graduates, and
- A survey of student performance from 620 and LILI practica completed during the year.
- Survey of 69 practicum supervisors about the degree to which student performance demonstrated key PLOs (moved from Survey monkey to Qualtrix for better management)

At the August 2015 retreat, the faculty/staff identified the following target areas for improvement for the 2016-2017 year, based on the data in this report:

- Revise program level learning outcomes in light of ongoing program changes
- Have more instructors include justification statement exercises in their courses (3 instructors did in 2015-2016).
- Pilot new careers/portfolio 1 credit class.
- Include career development materials in Instruction Practicum LIS 820
- Continue to position portfolio in terms of breadth requirement or as a portfolio of learning related to PLOs
- Finish revision of online career services resources to make them accessible via netID. Revision of the new "Career Services Toolbox" was started in summer 2016 and is still ongoing.

At the August 2016 retreat the faculty made the following decisions based on the report:

1. Clarify that the practicum, and other for credit activities, should not be used as evidence of extracurricular involvement for the portfolio (4c)
2. Clarify that organizational policies can only be used as examples of (2a) if they include “extensive” discussion of ethical issues.
3. For (4b) Suggest changing question wording to “I can write a work email to a supervisor work that summarizes issues and advocates for a certain decision.”
4. The faculty affirmed a desire to revise the program PLOs to account for the new curriculum – this planned for spring 2017.
5. The faculty set a goal to increase the number of instructors using a justification statement exercise to more than 3 (the number for 2014-2015)

STUDENT PORTFOLIOS – DIRECT MEASURE

SLIS assessed graduating student portfolios representing August 2015, December 2015 and May 2016 graduates in two phases:

1. Objective evaluation occurred *prior to graduation* in order to ensure that all students meet the portfolio requirement for graduation. This evaluation focuses on ensuring students meet graduation requirements and quantitative analysis of references to program level learning outcomes.
2. Subjective evaluation occurred after graduation but before the end of the academic contract year. This analysis focuses on qualitative direct measures of the degree to which portfolios show evidence of having met program level learning outcomes

Step 1: Objective Evaluation

This evaluation, completed by the portfolio manager and the Associate Director, ensures students meet the portfolio graduation requirement. Students missing portfolio elements were given ample warning and support in order to quickly finish and meet minimum portfolio criteria.

Step 2: Subjective evaluation

Portfolio review committees met and scored portfolios.

The portfolio review committee consisted of:

Assessment Committee Members including Kristin Eschenfelder, Cat Smith, Michele Besant, Mark Jochem (student) Bronwen Masemann. Other faculty and staff: Sunny Kim, Anna Palmer, Allison Kaplan, Ethelene Whitmire, Rebekah Willett, Susan Fenton

PhD Students: Mei Zhang, Ellen LeClere, MA students: Kelsey A Sorenson, Catherine Hannula, Alison Caffrey, Abigail Cahill

Reviewers reviewed the degree to which each portfolio demonstrated each of the 12 program level learning outcomes. Each portfolio therefore had 12 points of review. Reviewers gave either a pass or fail grade on each of the 12 points of review.

Review members then met in teams to resolve difficult cases. After a period of discussion the committee again met as a whole to identify learning outcomes that seemed especially problematic for the student body as a whole and to make suggestions for changes to the process.

Scoring: Scorers were instructed to look at each artifact and the justification statement associated with each artifact. Both had to provide evidence of having achieved one or more learning outcomes. Scorers were instructed to use a scoring instruction sheet (see appendix) that gave the artifact slightly more weight than the justification statement in assigning a final score. Each learning outcome could be given one of four scores: satisfactory, leaning satisfactory, leaning unsatisfactory, unsatisfactory.

- SLIS had set a goal that ideally at least 90% of portfolios would provide excellent evidence of each learning outcome, showing excellent achievement. **SLIS met this goal for five learning outcomes.**
- **Ten program level learning outcomes show at least 80% showed satisfactory evidence,** showing satisfactory achievement.
- Two learnings goal fell below 80%:
 - **(79%) 1a:** Students apply key concepts with respect to the relationship between power, knowledge, and information.
 - **(71%) 3c:** Students analyze information needs of diverse individuals and communities.

Explanation for 1a: Portfolio scores for 1a have fallen over the past three years. The faculty have expressed continued frustration with this PLO; however last year the faculty voted not to change it. Many suggest that students’ failure to show evidence of meeting the PLO stems from student lack of understanding of what the PLO means. Conversation among faculty and staff show lack of agreement about what students would need to do to show achievement of the PLO. Declining scores may also result from increased expectations coupled with growing frustration of faculty reviewers about lack of clarity and how to demonstrate achievement.

Explanation for 3c: Portfolio scores for 3c have fallen over the past three years as SLIS faculty expectations for 3c may have increased. At the 2015 faculty retreat, the faculty discussed the importance of focusing students’ efforts on specific types of diversity such as race, ethnicity, religion, sexuality and ableness. In the past, faculty were willing to count a greater array of arguments for diversity as evidence (e.g., K-12 vs. university teachers). The increased expectations for 3c explain the falling scores: Student portfolios have not kept up with changes in faculty expectations for the PLO. The portfolio planning worksheet advised students to focus examples on the narrower desired array of topics, but not all students employed the worksheet.

Table 1 compares the 2015-2016 portfolio scores with scores from the prior academic year (2014-2105).

Table 1: Portfolio Assessment scoring

Learning Outcome	Combined Satisfactory and Leaning Satisfactory		
	# 2016 (N=63)	% 2016	% 2015 comparison

1a: Students apply key concepts with respect to the relationship between power, knowledge, and information.	50	79	83
1b: Students apply key concepts with respect to theories and practices of literacies, reading, and information use.	55	87	83
2a: Students evaluate and debate information policy and ethics issues applicable in local, national or global contexts.	55	87	83
2b: Students apply core ethical principles to professional practice.	54	86	88
3a: Students organize and describe print and digital information resources.	57	90	92
3b: Students select and evaluate print and digital information resources.	59	94	96
3c: Students analyze information needs of diverse individuals and communities.	45	71	86
3d: Students understand and use appropriate information technologies.	58	92	92
4a: Students evaluate, problem solve and think critically, both individually and in teams.	58	92	97
4b: Students demonstrate good oral and written communication skills.	61	97	97
4c: Students participate in extracurricular activities in the field.	56	89	91
4d: Students demonstrate innovation and skills necessary for leadership.	56	89	88

Portfolio Assessment Committee Comments

The committee urged that SLIS clarify:

- Whether or not the practicum could count as an extracurricular activity for 4c. **This was discussed at the retreat and the faculty voted no because the practicum is for credit. But a paid internship that is not for credit is ok (action item: update portfolio workbook)**
- what it means by “diversity” in 3c
- Whether organizational policies (e.g., collection development policy, HR policy) count for 2a. **This was discussed at the retreat and the faculty suggested that it would only count if its included “extensive” discussion of ethical issues (action item: update portfolio workbook)**
- Clarify 1a and 1b - the committee noted it was particularly difficult to judge the justification statements and artifacts associated with 1a.

The committee pointed out problems created by PLOs that refer to processes (e.g., “critical thinking” “organize and describe”) and artifacts that only show end results. When examining the end result, it is not possible to judge the degree to which a student engaged in the process. This is particularly difficult with group projects.

The committee suggested the following additions/modifications to PLOs:

- consider a PLO on planning, assessment, evaluation
- consider a PLO on preparation for lifelong learning

GRADUATES SURVEY – INDIRECT MEASURE

The Graduates Survey was fielded during April of 2016. It was sent to 68 students who qualified as December, May and August graduates. It was completed by 53 students for an overall response rate of 78%. Campus students had an 85% response rate online students had a 64% response rate.

2016 Upcoming Graduates Survey Responses

In order to get an understanding of the career aspirations of the respondents, they survey asked respondents to choose the specialization with which they most identified.

Specialization Area	Total % Respondents	% Campus Respondents	% Online Respondents
academic libraries	25	26	21
archives/records	19	25	--
public libraries	19	15	29
info tech	17	15	21
children/youth	13	10	21
other	4	5	--
school library	3	7	4
Info/data management	0	0	0
Total	53	100	

This section continues by describing the 2016 data associated with the graduates' survey. The survey asks students to rate their confidence level in describing tasks. Each task is an indicator of a PLO.

SLIS considers 85% achievement to be "good" achievement for a task at the class level.

The task measures that fell below 80% include the following:

(77% prepared) Task: I could refer to standards or rules to create metadata for a book or webpage or digital image. Indicator for PLO 3a. Students Organize and Describe Print and Digital Information Resources.

(64% Prepared) Task: I could create Dublin Core metadata with the help of Dublin Core documentation. Indicator for PLO 3a. Students Organize and Describe Print and Digital Information Resources.

Time gone by: For students who did not pursue advanced coursework in organization of information, they simply forgot the information they learned in their first semester. As one

described, “students don’t remember course content from 3 years ago, but ideas may come back to them in work setting”

Not enough hands on practice: Students whose only exposure was through 551 explained their lack of confidence in terms of lack of hands on exercises. They had to memorize concepts for quizzes, but got less hands on experience applying them.

(78% prepared) Task: can write a persuasive memo to a supervisor in order to influence a management decision. Indicator for PLO 4b. Students demonstrate good oral and written communication skills.

Harder wording: SLIS changed the wording for this question in 2015-2016. The prior question wording was too easy and near 100 percent of students had rated themselves confident. The harder wording succeeded and students’ reported lower confidence. In exit interviews students explained that while students wrote many manager memos in class, the prospect of doing persuasive writing for real life was more intimidating and students lacked confidence in their ability to persuade, even if they had good writing skills. As one student explained *“I think students responded negatively because they felt incapable of effecting a management decision. I feel like I was introduced to different types of writing at SLIS, such as memo writing, and feel more competent than when I started”*

(84% prepared) Task: I could design programs and services to meet the information needs of a given user group. Indicator for PLO 1b. Students apply key concepts with respect to theories and practices of literacies, reading, and information use.

(83% prepared) Task: I could address concerns of a patron who is offended by the content in a collection. Indicator for PLO 2b. Students apply core ethical principles to professional practice.

Practice makes perfect: Students who had taken courses where this was directly addressed (Collection Development) and even practiced (YA classes) explained that they felt more confident.

Job Experience: Students suggested that those with more on the job experience might feel more confident.

Emotional Management: Students admitted feeling intimidated by the prospect of dealing with angry or upset people. As one student noted, “Addressing concerns from a patron can be very intimidating and so I’m just concerned I won’t handle it well.” Another explained that while he remembered course material related to policies, courses didn’t prepare him to deal with patron’s emotions, “the finer points of calming someone down isn’t taught as clearly. We haven’t ever been taught how to work with someone’s emotions/anger.”

OUTCOME 1A. STUDENTS APPLY KEY CONCEPTS WITH RESPECT TO THE RELATIONSHIP BETWEEN POWER, KNOWLEDGE, AND INFORMATION.

This section continues by providing data on every task measure/indicator organized by PLO.

Measure: I could explain how labeling and vocabulary issues influence use of information resources.

Student population	Percent students describing themselves as moderately or very well prepared
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All students	97
Campus students	97
Distance students	93

OUTCOME 1B. STUDENTS APPLY KEY CONCEPTS WITH RESPECT TO THEORIES AND PRACTICES OF LITERACIES, READING, AND INFORMATION USE.

Measure: I could design programs and services to meet the information needs of a given user group.

Student population	Percent students describing themselves as moderately or very well prepared
All students	84
Campus students	79
Distance students	100

Measure: I could meet the information needs of patrons with varying levels of information literacy

Student population	Percent students describing themselves as moderately or very well prepared
All students	96
Campus students	95
Distance students	100

OUTCOME 2A. STUDENTS EVALUATE AND DEBATE INFORMATION POLICY AND ETHICS ISSUES APPLICABLE IN LOCAL, NATIONAL OR GLOBAL CONTEXTS.

Measure: I could explain to an elected official, dean or board member why support of information and cultural heritage organizations is important.

Student population	Percent students describing themselves as moderately or very well prepared
All students	90
Campus students	87
Distance students	100

OUTCOME 2B. STUDENTS APPLY CORE ETHICAL PRINCIPLES TO PROFESSIONAL PRACTICE.

Measure: I can assess professional ethical issues related to my work.

Student population	Percent students describing themselves as moderately or very well prepared
All students	94
Campus students	92
Distance students	100

Measure: I could address concerns of a patron who is offended by the content in a collection.

Student population	Percent students describing themselves as moderately or very well prepared
All students	83
Campus students	76
Distance students	100

OUTCOME 3A. STUDENTS ORGANIZE AND DESCRIBE PRINT AND DIGITAL INFORMATION RESOURCES.

Measure: to describe some basic approaches for organizing information

Student population	Percent students describing themselves as moderately or very well prepared
All students	93
Campus students	90
Distance students	100

Measure: I could refer to standards or rules to create metadata for a book or webpage or digital image.

Student population	Percent students describing themselves as moderately or very well prepared
All students	77
Campus students	69
Distance students	100

Measure: create Dublin Core metadata with the help of Dublin Core documentation

Student population	Percent students describing themselves as moderately or very well prepared
All students	64
Campus students	58
Distance students	79

Measure: *I could catalog print information resources using FRBR/RDA (advanced cataloging skill – not part of student learning outcomes for all students)

Student population	Percent students describing themselves as moderately or very well prepared
All students	37
Campus students	26

Distance students	64
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OUTCOME 3B. STUDENTS SELECT AND EVALUATE PRINT AND DIGITAL INFORMATION RESOURCES.

Measure: select appropriate materials for a collection following a collection development policy (LIS 450)

Student population	Percent students describing themselves as moderately or very well prepared
All students	92
Campus students	90
Distance students	100

Measure: interpret a catalog/metadata record for a patron who did not understand it?

Student population	Percent students describing themselves as moderately or very well prepared
All students	91
Campus students	87
Distance students	100

Measure: to explain the basics of how web search engines work (e.g., Google) to a person outside the field.

Student population	Percent students describing themselves as moderately or very well prepared
All students	99
Campus students	95
Distance students	100

(I) Measure: I understand how the structure and controlled vocabularies of vendor databases or catalogs shape how one searches for information?

Student population	Percent students describing themselves as moderately or very well prepared
All students	96
Campus students	94
Distance students	100

OUTCOME 3C. STUDENTS ANALYZE INFORMATION NEEDS OF DIVERSE INDIVIDUALS AND COMMUNITIES.

Measure: I could understand and respond to the information needs of diverse social, economic and cultural communities

Student population	Percent students describing themselves as moderately or very well prepared
All students	88
Campus students	84
Distance students	100

OUTCOME 3D. STUDENTS UNDERSTAND AND USE APPROPRIATE INFORMATION TECHNOLOGIES.

Measure: To assess different information technologies in terms of how they could help solve specific organizational problems.

Student population	Percent students describing themselves as moderately or very well prepared
All students	94
Campus students	92
Distance students	100

Old measure: To teach myself new technologies and software relevant for my job, using widely available resources. – 100%

Measure: I could develop a small relational database for my organization.* (advanced question not included in program level student learning outcomes)

Student population	Percent students describing themselves as moderately or very well prepared
All students	46
Campus students	37
Distance students	72

Measure: to refer to appropriate resources in order to create a hyperlink in HTML code.

Student population	Percent students describing themselves as moderately or very well prepared
All students	93
Campus students	89
Distance students	100

OUTCOME 4A. STUDENTS EVALUATE, PROBLEM SOLVE AND THINK CRITICALLY, BOTH INDIVIDUALLY AND IN TEAMS.

Measure: assess the effectiveness of a program or service in your organization.

Student population	Percent students describing themselves as moderately or very well prepared
All students	87
Campus students	81
Distance students	100

OUTCOME 4B. STUDENTS DEMONSTRATE GOOD ORAL AND WRITTEN COMMUNICATION SKILLS.

Measure: Give an 8 minute presentation at a professional conference.

Student population	Percent students describing themselves as moderately or very well prepared
All students	86
Campus students	84
Distance students	92

Old measure: I can give an effective fifteen minute oral presentation (94%)

Measure: I can write a persuasive memo to a supervisor in order to influence a management decision.

Student population	Percent students describing themselves as moderately or very well prepared
All students	78
Campus students	74
Distance students	93

Old Measure: I can communicate effectively in writing - routinely 100%

OUTCOME 4C. STUDENTS PARTICIPATE IN EXTRACURRICULAR ACTIVITIES IN THE FIELD.

Measure: While at SLIS, I had a job relevant to the career I hope to pursue.

Student population	Percent students answering yes
All students	91
Campus students	92
Distance students	86

Measure: I was a member of a student group

Student population	Percent students answering yes
All students	56
Campus students	68
Distance students	21

Measure: I attended one or more professional conferences while a student at SLIS (local, regional, national or international)

Student population	Percent students answering yes
All students	63
Campus students	84
Distance students	92

Measure: I presented at one or more workshops or conferences while a student at SLIS

Student population	Percent students answering yes
All students	46
Campus students	47
Distance students	43

OUTCOME 4D. STUDENTS DEMONSTRATE INNOVATION AND SKILLS NECESSARY FOR LEADERSHIP.

Measure: I am prepared to be an advocate within the profession

Student population	Percent students answering yes
All students	86
Campus students	82
Distance students	100

Measure: lead a team or a working group

Student population	Percent students describing themselves as moderately or very well prepared
All students	97
Campus students	95
Distance students	100

Measure: While a student at SLIS, I played a leadership role in (select all that apply)

	% campus students answering yes	Percent distance students answering yes
Student club or organization	39	7
Professional organization (local, regional, national)	11	7
Community organization	3	36
Recreational group	5	21
Other (answers included current job, church)	3	36
Work based project or team (paid work)	53	64
None of the above	16	21

Measure: I was/am a volunteer or held an unpaid position relevant to the career I hope to pursue (exclude practicum positions)

Student population	Percent students describing themselves as moderately or very well prepared
All students	44
Campus students	47
Distance students	36

Of students who volunteered, 21% did so for under 5 hours per week and 4% did so for under 10 hours per week. 2% volunteered for more than 11 hours per week.

LIS 620 PRACTICUM

SLIS asked closed ended survey questions, open ended survey questions and exit interview questions related to the LIS 620 practicum experience.

Survey Measure: My 620 practicum placement was helpful to my professional development

Student population	Percent students answering agree or strongly agree
Campus students	82
Distance students	92

Survey Measure: The in-class portion of the LIS 620 class was helpful to my professional development

Student population	Percent students answering agree or strongly agree
Campus students	36
Distance students	92

CAREER SERVICES

The number of SLIS Career Services, L&S Career Services, or Writing Center events I attended or viewed online was:

Number of Career Services Events Attended or Viewed at a Later Time	% of Campus Students	% of Online Students
None	34	57
1-2	45	36
3-4	18	0
More than 5	3	7

E-PORTFOLIO

SLIS gathered data about the e-portfolio in the Graduates Survey and in exit interviews.

Graduates Survey

Data from the Graduates Survey show that SLIS has made improvements in providing support for completion of the e-portfolio. The percent of students who felt SLIS provided sufficient support increased dramatically from 13% in 2014 to 71% in 2016, showing evidence of SLIS improvements to students' portfolio experiences.

One major improvement in the 2014-2015 year was the creation by Professors Willett and Eschenfelder of the portfolio worksheet (see appendix) that provides students with structure for working through the portfolio, examples and tips on things to avoid.

Measure: SLIS provided sufficient support for me to fulfill my portfolio requirement.

Answer	% of Students Responding			
	2016	2015		2015
	% all	% campus	% online	% all students
Strongly agree	15	3	0	15
Agree	56	8	0	49
Neither agree nor disagree	21	21	21	26
Disagree	6	58	50	9
Strongly disagree	2	11	29	1

The percent of students who believed the portfolio helped them remember and reflect on accomplishments rose from 13% in 2014, to 32% in 2015, to 56% in 2016.

Measure: Creating my SLIS e-portfolio helped me remember and reflect on what I have accomplished while I was a student at SLIS.

Answer	% of Students Responding			
	2016			2015
	% all	% campus	% online	% all students
Strongly agree	19	5	7	1
Agree	37	16	14	32
Neither agree nor disagree	23	26	14	22
Disagree	15	45	14	28
Strongly disagree	6	8	50	16

Old Measure: the preparation of my SLIS e-portfolio was helpful to me.

Exit interviews

SLIS asked about students experiences with the portfolio in exit interviews.

Students appreciated simplifications to the portfolio requirements made this year, portfolio worksheet, portfolio pizza party in the library, and instructors requiring practice justification statements with assignments. As one student described “things were more in her mind in doing job interviews” because of the portfolio prep.

Suggestions for improvement: Get advisors to give more consistent information about requirements and expectations; get more instructors to work justification statements into their assignments; create a one credit careers course that would give you time for resume/cover letters and have cover letter assignment tied to learning outcomes.

Other issues: Some students still perceive that the portfolio should display their best work, regardless of topic, rather than serving as evidence of breadth. As one student described “The learning outcomes did not necessarily match with the work that I was most proud of. It was frustrating to have to showcase work that I wasn't proud of and I couldn't showcase the work that I was proud of” Some students experienced confusion created by transition from old to new portfolio template because the portfolio website needed to contain instructions for both formats. Students complained about the vague learning outcome wording especially 1a and 1b.

PRACTICUM SUPERVISOR QUESTIONNAIRE – DIRECT MEASURE

SLIS asks each practicum supervisor to fill out a survey about their students’ work performance at the end of the practicum experience. This evaluation is a direct measure of student performance at professional activities during the practicum.

This data is based on supervisor responses submitted via an online questionnaires for the summer 2015, fall 2015 and spring 2016 terms representing the field experiences of 60 students.

Note: SLIS moved from surveymonkey to Qualtrix for the survey delivery platform in order to facilitate better management and reporting of the survey data. The survey did not “force answers” to questions meaning that supervisors could skip questions and still submit the survey. Not all supervisors answered all questions.

Overall practicum supervisors scored SLIS students very well and showed improvement over prior years in the areas of communication and initiative.

- 100% of students met or exceeded supervisor expectations
- Daily Tasks: 100% received positive scores
- Teamwork: 100% of students received positive score
- 97% of supervisors would recommend their student for a job opening in their organization.

Outcome data for Goal 3: Techniques and Technologies

Outcome 3a. Students organize and describe print and digital information resources.

Outcome 3b. Students search for, select and evaluate print and digital information resources.

Outcome 3c. Students analyze information needs of diverse individuals and communities.

Measure: How well did the student meet your expectations?

Percent supervisors rating	Summer 2015 N= 20	Fall 2015 N=28	Spring 2016 N=21	Total for Year N=69
Exceeds expectations	20	17	12	49
Meets expectations		11	9	20
Short of expectations				
Not applicable				
Total satisfactory or above	20	28	21	69

Measure: Please rate the quality of the student's work in terms of daily tasks (e.g. reference, cataloging, collection management, digitization, instruction, etc.)

Percent supervisors rating	Summer 2015 N=19	Fall 2015 N=25	Spring 2016 N=19	Total for Year N=63
Exceeds expectations	18	15	12	45
Satisfactory	1	10	7	18
Unsatisfactory				
Not applicable				
Total satisfactory or above	19	25	19	63

Measure: Please rate the quality of the student's work in terms of specific projects (e.g. weeding, acquisitions, guides, etc.).

Percent supervisors rating	Summer 2015 N=18	Fall 2015 N=24	Spring 2016 N=15	Total for Year N=57
Exceeds expectations	17	20	12	49
Satisfactory	1	4	3	8
Unsatisfactory				
Not applicable				
Total satisfactory or above	18	24	15	57

Measure: If I were an administrator and there was an appropriate level job in my organization, I would recommend this student.

Percent supervisors rating	Summer 2015 N=20	Fall 2015 N=28	Spring 2016 N=21	Total for Year N=69
Strongly Agree	20	19	13	52
Agree		8	7	15
Disagree			1	1
No basis for judgement		1		1
Total agree	20	27	20	67

Outcome data for Goal 4: Professionalism

Outcome 4a Students participate effectively as team members to solve problems

Measures: *The student worked effectively as a team member during the course of this placement.*

Percent supervisors rating	Summer 2015 N=20	Fall 2015 N=28	Spring 2016 N=20	Total for Year N=68
Strongly Agree	19	23	12	54
Agree	1	5	8	14
Disagree				
No basis for judgment				
Total agree	20	28	20	68

4d. Students demonstrate innovation and skills necessary for leadership.

Measure: *The student worked independently to accomplish goals during the course of this placement.*

Percent supervisors rating	Summer 2015 N= 20	Fall 2015 N=28	Spring 2016 N=21	Total for Year N=69
Strongly Agree	19	19	18	56
Agree		9	3	12
Disagree				
No basis for judgement	1			1
Total agree	20	28	21	69

Measure: *The student displayed initiative during the course of this placement.*

Percent supervisors rating	Summer 2015 N=20	Fall 2015 N=27	Spring 2016 N=21	Total for Year N=68
Strongly Agree	20	20	14	54
Agree		7	7	14
Disagree				

No basis for judgement				
Total agree	20	27	21	68

Outcome 4b. Students demonstrate good oral and written communication skills

Measure: *The student displayed the communications skills needed to be an effective professional during the course of this placement.*

Percent supervisors rating	Summer 2015 N= 20	Fall 2015 N=27	Spring 2016 N=21	Total for Year N=68
Strongly Agree	20	18	14	52
Agree		9	7	16
Disagree				
Total satisfactory or above	20	27	21	68

OTHER ASSESSMENT ACTIVITIES:

Bootcamp:

Assessment of the 2015 online program bootcamp was done via a student survey. Based on the survey results and general student feedback about expense concerns, SLIS decided to shorten bootcamp from 5 days to 4 days.

Assessment Committee:

In the 2015-2016 year the Assessment Committee undertook a special project to review alternative direct measure assessment methods and make recommendations for SLIS assessment processes. The Committee looked at the direct measure assessment techniques used by 10 other peer programs and based on that review made recommendations to improve SLIS’s direct measures including suggesting creation of a worksheet to support student e-portfolio construction and revisions to the SLIS 620 Practicum Supervisor Feedback form to increase the quality of feedback received about student communications proficiencies.

Advisory Board meeting:

The spring 2015 Advisory Board meeting focused primarily on getting feedback about a proposed program name change to “Information School.”

Student Org Leaders Lunches: The Director met with student organizational leaders in the fall to get feedback on the changes to the SLIS MA curriculum. The spring meeting focused on getting student feedback, hopes and concerns related to the proposed program name change to Information School.

COURSE ENROLLMENT DATA

SLIS students took the following Tier 2 classes in summer 2015-May 2016.

Tier 2 Classes

Course Name	Course Number	Number Students
Digital Tools, Trends & Debates	644	95
Collection Management	655	72
Reference	635	53
Management	654	51
Info Literacy Pedagogy	639	44
Introduction to Archives	734	40
Cataloging	651	29
Metadata Standards	853	26
Information Policy	661	20
Research & Assessment	710	17

SLIS students took the following Tier T classes in summer 2015-May 2016 (not including topics classes).

Course Name	Course Number	Number Students
Digital Tools, Trends & Debates	644	95
Information Architecture	861	55
Database Design	751	44
XML & Linked Data	652	24
Digital Curation	668	21
Digital Libraries	879	21

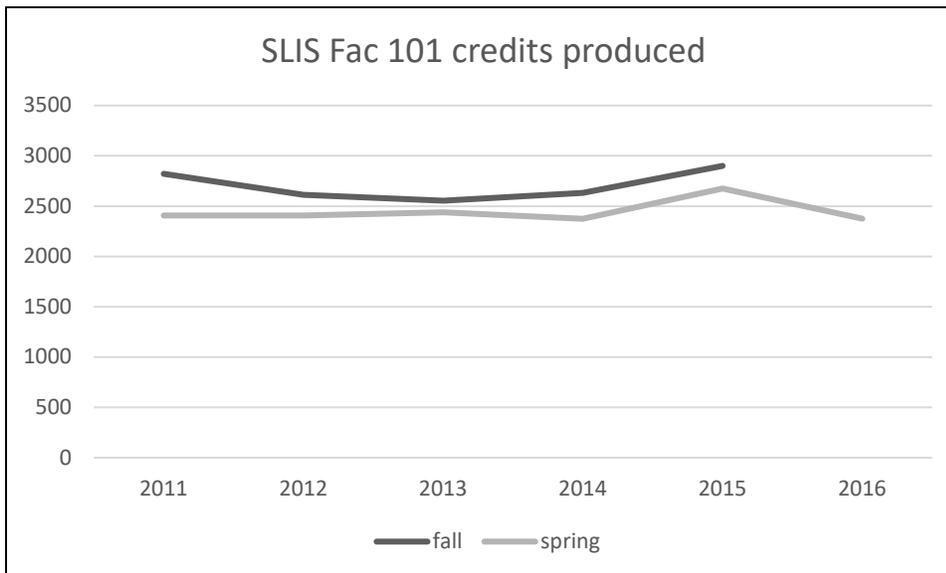
Instructors and # Students Taught (Includes online, but does not include 999/990 or non LIS courses)

Name	Summer 2015	Fall 2015	Spring 2016	Total	Notes
Besant	4	26	17	47	
Eschenfelder	--	5	26	31	
Kaplan	22	22	15		Reduced load
Kim	--	--	35	35	Sabbatical
Masemann	--	38	13	51	
Rubel	--	131	9	140	

Salo	40	146	39 (and 25 in a 1 credit class)	225	
Senchyne	--	47	15	62	
Shapiro	28	64	59	151	
Smith	103	63	53	219	
Whitmire	--	17	28	45	
Willett	--	33	204	354	
Total	197	601	513		

LIS 101 credit produced by SLIS faculty (including Legal Studies, Afro Am)

	2011	2012	2013	2014	2015	2016
Fall	2821	2611	2554	2632	2900	
Spring	2408	2408	2440	2374	2675	2376



Fall: The Provosts Office reports our fall 2015 credits were up 10.2% from fall 2014 (2,632 to 2900 credits)

Spring: But our spring 2016 credits were down 11.2% from the prior spring. Spring 2015 had 2,675 total credits and spring 2016 had 2,376 credits.

What types of 101 credits do we produce?

- Grad: 53% of credits produced
- Undergrad: 45.7% of credits produced

Who produces 101 credits?

- 47% credits academic staff produced

- 43% credits faculty produced
- 10% credits graduate student produced

APPENDIX – SLIS PROGRAM LEARNING OUTCOMES AUGUST 2015

Change approved for 1b and 3b as indicated below. Changes to the wording of 3c still under debate.

Goal 1 Theory and history

- 1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.
- 1b. Students apply key concepts with respect to theories and practices of literacies, reading, and information use *of others*. (modified)

Goal 2 Information ethics and policy

- 2a. Students evaluate and debate information policy and ethics issues applicable in local, national or global contexts.
- 2b. Students apply core ethical principles to professional practice.

Goal 3 Techniques and technologies

- 3a. Students organize and describe print and digital information resources.
- 3b. Students search for, select and evaluate print and digital information resources *for others* (modified).
- 3c. Students analyze information needs of diverse individuals and communities.
- 3d. Students understand and use appropriate information technologies.

Goal 4. Professionalism and leadership

- 4a. Students evaluate, problem solve and think critically, both individually and in teams
- 4b. Students demonstrate good oral and written communication skills.
- 4c. Students participate in extracurricular activities in the field.
- 4d. Students demonstrate innovation and skills necessary for leadership.

APPENDIX PORTFOLIO SCORING MATERIALS 2016

May 2016

E-portfolio review sheet

Reviewer initials_____

Portfolio Name_____

Learning Outcome	Check one only per learning outcome			
	Satisfactory	Learning Satisfactory	Learning Unsatisfactory	Unsatisfactory
1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.				
1b. Students apply key concepts with respect to theories and practices of literacies, reading, and information use.				
2a. Students evaluate and debate information policy and ethics issues applicable in local, national or global contexts.				
2b. Students apply core ethical principles to professional practice.				
3a. Students organize and describe print and digital information resources.				
3b. Students select and evaluate print and digital information resources.				
3c. Students analyze information needs of diverse individuals and communities.				
3d. Students understand and use appropriate information technologies.				
4a. Students evaluate, problem solve and think critically, both individually and in teams.				
4b. Students demonstrate good oral and written communication skills.				
4c. Students participate in extracurricular activities in the field.				
4d. Students demonstrate innovation and skills necessary for leadership.				

Comments (please note learning outcome number)

Learning Outcome Review Instruction Sheet 2016

In deciding whether a given portfolio demonstrates learning outcome _____, you should look at:

- The artifacts tagged with learning outcome _____
- Justification statements associated with those artifacts

(1) Determine first if *at least one* artifact demonstrates the learning outcome in satisfactory way.

There may be multiple artifacts tagged for a given learning outcome. You only need one to demonstrate satisfactory evidence.

(2) Then, you should determine if *at least one* associated justification statement explains how the artifact demonstrates the learning outcome in a satisfactory way.

There may be multiple justification statements associated with a given learning outcome. You only need one to demonstrate satisfactory evidence.

This grid may be helpful in guiding decision making:

	Artifact Demonstrates Learning Outcome	Artifact Does Not Demonstrate Learning Outcome
Justification Statement Explains Link to Learning Outcome	<i>Satisfactory</i>	<i>Uncertain – leaning Unsatisfactory</i>
Justification Statement Does Not Explain Link to Learning Outcome	<i>Uncertain – leaning Satisfactory</i>	<i>Unsatisfactory</i>

Appendix 3: SLIS E-PORTFOLIO WORKSHEETS

PURPOSE: The purpose of these worksheets is to help you identify and build the parts of your e-portfolio on paper. It provides good and bad examples and thinking exercises related to specific program level learning outcomes. Write your ideas on the worksheet as you work through the grid starting on page 3.

WHY PORTFOLIO? SLIS uses the portfolio for assessment, but how can it help you? Preparing the portfolio should help you prepare for writing cover letters and answering interview questions. In preparing your portfolio, you will review your accomplishments and your learning achievements in light of goals highly valued by the people who will be hiring you. Further, you will develop language describing your accomplishments and learning that you can reuse in letters and interviews. As explained by some 2015 grads, preparing the portfolio provides “a valuable way to synthesize my experience in the program” and helps students in “developing a concise understanding of [their] proficiencies in the profession:” and that this “helped prep me for job interviews” and “which [was] increasingly helpful in my job search.”

1. JUSTIFICATION STATEMENTS

Every Program Level Learning Outcome (1a-4d) needs to have a separate justification statement.

The Justification Statement is 3-5 sentences long. It explains HOW or WHY the artifact demonstrates the Program Level Learning Outcome.

- A good justification statement will discuss one and only one Learning Outcome. The statement will explain how you achieved a Learning Outcome through various activities while at SLIS and as represented by the artifact. It will justify claims about Learning Outcomes by describing experiences you had and pointing to particular aspects of the artifact.
- A poor justification statement merely describes the artifact, or merely repeats the Program Level Learning Outcome. It may make claims about achieving Learning Outcomes without pointing to any evidence (described experience or artifacts). It may attempt to combine multiple Learning Outcomes into one statement.

Each Program Level Learning Outcome referenced will require a separate Justification Statement. Do not combine Justification Statements. Label them clearly.

EXAMPLE JUSTIFICATION STATEMENTS

PROGRAM LEVEL LEARNING OUTCOME 1A. STUDENTS APPLY KEY CONCEPTS WITH RESPECT TO THE RELATIONSHIP BETWEEN POWER, KNOWLEDGE, AND INFORMATION.

“This assignment required me to clearly and effectively synthesize theoretical and historical concepts from course reading, discussion and extensive individual research. Writing this paper gave me the occasion to consider and explore the relationships between major figures in the art world and their influence on the communication behaviors of the wider public.”

Program level learning outcome 2a. Students evaluate and debate information policy and ethics issues applicable in local, national or global contexts.

“This artifact demonstrates my ability to examine print culture through a global lens. For the literature review portion of this essay, I conducted research into the economic and literary histories of Argentina in particular and Latin America in general, and I explored how the socioeconomic and political realities of the Global South produced the conditions for the *cartonera* publishing movement to emerge. This artifact also demonstrates my ability to apply global contexts to local situations, as the coda to my essay explores the limitations and possibilities of “translating” the *cartonera* movement back to Madison.”

PROGRAM LEVEL LEARNING OUTCOME 3A. STUDENTS ORGANIZE AND DESCRIBE PRINT AND DIGITAL INFORMATION RESOURCES.

“I utilized the RDA toolkit to write a detailed explanation of cataloging a banjo (or other similar musical instrument) for a library collection in MARC. This project demonstrates the competencies I developed as part of this course and my ability to navigate professional cataloging resources effectively.”

BAD EXAMPLE: “IN MY FINAL PAPER FOR LIS XXX, I applied key concepts with respect to the relationship between power, knowledge, and information”

This is a bad example because (a) it does not clearly identify which program level learning outcome it is talking about (b) it does not explain how the paper demonstrates learning outcome 1a. (c) It does not point out what section of the paper demonstrates 1a.

For more examples, click on the links to portfolios from students who have graduated from SLIS: <http://portfolio.slis.wisc.edu/>

2. FINDING ARTIFACTS THAT DEMONSTRATE PROGRAM LEVEL LEARNING OUTCOMES

Each justification statement must have an associated artifact.

There are two types of artifacts you can use:

1. Digital object – a document, audio file, video file, image. Example: paper from class. Artifacts can be produced by individuals or teams.
2. Reflection statement – a 1/2 page essay that describes and reflects on an important experience. No associated digital object exists. Example: description of profound/noteworthy volunteer experience.

Where do artifacts come from? Class, practica, work, clubs, volunteer activities, other professional activities.

3. PLANNING GRID

Use the following grid to review the program level learning outcomes, brainstorm artifacts you have created, and draft justification statements related to each artifact and the program level learning outcomes.

Program Level Learning Outcomes	Justification Statement for each Program Level Learning Outcome.	Put your ideas for possible artifacts in this column.	Example assignments from SLIS classes related to each learning outcome.
	Answers the question “How does an artifact provide evidence of the achievement of the learning outcome?”	Any given artifact may be associated with more than one Program Level Learning Outcome. Five or more artifacts are required.	THIS LIST IS NOT EXHAUSTIVE and content in courses varies by instructor. Check your course syllabi to see which classes/assignments you have completed related to each program level learning outcome. Every SLIS courses syllabi should contain this information. If you have lost your syllabi, call the SLIS library to access a copy.

<p>1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.</p>	<p>Example: In the attached artifact I demonstrate my ability to analyze the relationships between power and knowledge by analyzing the difference between the knowledge claims made by the powerful party x and the less powerful party y. Party x’s knowledge claim received more attention in the media due to.... Party y’s knowledge claim...</p>	<p>1a tip – What projects have you done that address: differences in who has access to information and why? Differences in what types of information get produced and why? Variations in the quality of information available to different communities? Variations in group perception of the value of different types of information or knowledge? The impact of any of the above on a group, community or society?</p>	<p>Examples: 450 Op Ed exercise; Journal review exercise (Senchyne) 451 Info Literacy Workshop (Shapiro) 569 Term Paper 640 Code & Power: power assignments; DH toolkit – Diversity and DH assignment 654 participant observation memo (Besant) 658 issue brief 710 exercise on types of knowledge claims</p>
<p>1b. Students apply key concepts with respect to theories and practices of literacies, reading, and the information use of others.</p>	<p>1b.Tip: This cannot focus on your personal literacies. Suggested focus areas for <i>theories of literacies</i>: digital literacies, ability to evaluate information quality, financial/health information literacies. Suggested focus areas for <i>theories of reading</i>: how does reading create community? Community variance in valuation of reading as an activity, variance in types of reading behaviors/sources. Suggested focus areas for <i>theories of information use</i>: information behaviors of different groups, information avoidance, source preferences, typical patterns or processes of information use, emotion related to information use.</p>		<p>Examples: 450 Grant application 630 Teen Workshop, Media Collection 639 Critique of Tutorial, Teaching Module 655 Assignment 3 (Smith) 658 issue brief 661 final paper 712 Patron complaint letter 879 final project</p>
<p>2a. Students evaluate and debate information policy and ethics issues applicable in local, national or global contexts.</p>	<p>2a Tip: Think of exercises where you have evaluated or analyzed policy or ethics related issues. Local and organizational policies count! “Debate” can mean debate with yourself in a pro/con comparison or debate within a class project.</p>		<p>Examples: 450 FOIA request; Op Ed 551 In class exercises on problematic vocabularies 551 OI system review (Kim and Shapiro) 658 issue brief 654 Term paper (Pawley) 661 final paper 668 Horror story analysis 710 research ethics discussion 722 organizational policy review 879 final project</p>
<p>2b. Students apply core ethical principles to professional practice.</p>	<p>2b Tip: this cannot refer to your use of proper citation practices. This row includes an <i>example personal reflection statement</i> (see row 1 column 3 for definition of reflection statement). You could also use an artifact.</p>		<p>Examples: 450 collection development exercise 616 review paper 658 issue brief 661 final paper 732 HR skills planning and evaluation</p>

	<p>In my time at SLIS I experienced several opportunities to apply core ethical principles to professional practice. One example I will always remember was my experience working at the Cheesville Library reference desk. A patron approached the desk and complained about another patron being disruptive... Thinking about (insert ethnical principle).. I decided to.... The end result was..... Other staff at the library described how.... The experience made me realize how difficult it can be know the correct thing to do given competing values. (The personal reflection should be ½ page in length)</p>	
<p>3a. Students organize and describe print and digital information resources.</p>	<p>3a Tip: this should focus on organizing or describing information resources for other people (not yourself).</p>	<p><i>Examples:</i> 451 Lib Guide; Information Literacy Presentation 551 assignments and exams 635 weekly assignments 651 final assignment 652 weekly assignments 751 final project 875 processing plan 861 navigation/org scheme for website</p>
<p>3b. Students select and evaluate print and digital information resources for use by others.</p>	<p>3b Tip: this should focus on selecting and evaluating information resources for other people (not yourself).</p>	<p><i>Examples:</i> 450 Collection development exercise; Review and bibliography exercise; Journal review exercise (Senchyne) 451 Annotated bibliography; 451 Lib Guide, Exercises 1-8 551 In class exercise on problematic vocabulary; OI system review 631 choose your own adventure 635 weekly assignments 651 final assignment 652 weekly assignments 655 assignments 1-3 875 processing paper</p>
<p>3c. Students analyze information needs of diverse individuals and communities.</p>	<p>Tip: How can you show competencies with ethnic-socio-economic diversities as these are important to the field?</p> <p>Example: In my time at SLIS I increased my cultural competencies working with diverse populations by volunteering with the _____ group. My experience is reflected in the attached artifact/report_____. In developing</p>	<p><i>Examples:</i> 450 Collection development exercise 451 Discussion postings; Final project (Shapiro) 551 In class exercise on problematic vocabulary 639 critique of tutorial, teaching assignment, scoring rubric 655 assignment 2</p>

	the report, I analyzed _____ and compared _____. In doing so I came to better understand _____.		772 program design 861 accessibility analysis
3d. Students understand and use appropriate information technologies.	3d Tip: Demonstrating competencies with technologies beyond standard productivity and presentation software is more valuable.		<i>Examples:</i> 451 Final project (Shapiro) 551 HTML, CSS, XML and microdata assignments 640 DH Toolkit How did they make that? 644 teach a tech topic 751 final assignment 652 weekly assignments 861 handcoding and final group project
4a. Students evaluate, problem solve and think critically, both individually and in teams.	<i>Example: In the attached team artifact demonstrates my ability to work in teams to accomplish goals. I was team leader for this project and faced challenges ensuring full participation by all team members. While I don't think I completely succeeded in ensuring equal participation, I learned that _____. The next time I lead a team I will do _____ differently. I will (you can turn a not so great group experience into a good justification statement)</i>		<i>Examples:</i> 450 Grant application 551 OI system review
4b. Students demonstrate good oral and written communication skills.	Students typically submit papers as artifacts showing evidence of 4b. We'd love to see more presentations. You can include them via Jing video links.		<i>Examples:</i> Any class paper Any class oral presentation Presentation at conference/workshop
4c. Students participate in extracurricular activities in the field.	Tip: What things have you done outside of class that develop yourself professionally and integrate yourself into the information professions?		<i>Examples:</i> Student club membership, professional conference attendance or participation, webinar participation, community organization membership/participation, volunteer experience. Paid work should only be used as a last resort. Practicum should only be used as a last resort

<p>4d. Students demonstrate innovation and skills necessary for leadership.</p>	<p>Pro tip: Talk about things you learned about yourself and others, even identifying areas where you need to grow in the future.</p> <p>Example: As part of my experience working with the ____ student organization, I organized the group's trip to _____. This involved _____ and _____ leadership skills. See the attached artifact/group final report.</p>	<p><i>Examples:</i> 450 Op Ed 640 DH Toolkit Grant 652 Theory of Change assignment 712 Field Project 772 Grant assignment 853 final report, schema profile presentation 855 Leadership assignments 861 Project leaders and project plans 710 interview exercise Other: Group leadership, student organization leadership, organizing/coordinating group, community or professional activities, practicum experience</p>
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