

Graduate Learning Outcomes Assessment
 Master of Library Science (MLS) Program
 College of Information Studies
 Submitted: May 29, 2013
 Revised: January 28, 2015

The Master of Library Science (MLS) Committee developed a new Graduate Learning Outcomes Assessment plan with assessment statements and measurement points in Spring 2012. These were finalized in Fall 2012. The Learning Outcomes Assessment Plan and processes were phased in during the Spring 2013 semester, with full outcomes measurement and assessment taking effect in the Fall 2013 semester.

The MLS program has two key components: 1) Conceptual, foundational, and theoretical during the first 18 credits (which includes three of the four core courses); and 2) Practice, professional development, and application during the second 18 credits (which includes the Field Study and final Core class, LBSC 791 Designing Principled Inquiry). The MLS Committee designed its Learning Outcomes assessment approach to capture these two key aspects of the program, with one set of assessments occurring through the three initial core courses, and the second set of assessments occurring via the Field Study. The field study placement and course number are determined by the specialization selected by the student, but the learning outcomes are consistent across courses. The MLS Committee chose the Field Study due to the ability to gather learning outcome data from three sources to better inform program assessment (instructor, field placement supervisor, and student) as described below (see Table 1).

Full field study rubrics can be found in Appendix A. Full Core course rubrics can be found in Appendix B.

Program Learning Outcome	Point of Measurement
1) Demonstrate an understanding of how to be a contributor, leader, and change agent in information agencies and in a diverse information field.	LBSC 631: Achieving Organizational Excellence
2) Demonstrate an understanding of a user-centered approach to information programs and systems which provides inclusive services to diverse population.	LBSC 602: Serving Information Needs
3) Demonstrate an understanding of the theories, management, and practices of information creation, communication, identification, selection, acquisition, organization, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, and dissemination in order to provide inclusive services to diverse population.	LBSC 671: Creating Information Infrastructures
4) Demonstrate an ability to use knowledge gained from research, instruction, and service to contribute to the advancement of a diverse information field.	LBSC 703: Field Study in Archives, Records, and Information Management; LBSC 707: Field Study in Librarianship; and LBSC 744: Internship in School Library Media

The MLS program implemented the Learning Outcomes assessment plan in a phased and iterative process as follows:

- Spring semester 2013: outcome statement 4. Through the field study, the outcome was measured from three vantage points: the student; the field placement supervisor; and the field study course instructor. The rubrics were developed in collaboration by the field study instructors to have a unified assessment strategy.
- Fall semester 2013: outcomes statements 1-3. These outcomes were measured through the first three MLS Core courses.
- All outcomes have been consistently measured since Fall 2013.

Submitting Outcomes

Instructors for each section of the relevant courses complete the rubrics at the end of each term. Rubrics for Core courses are assessed in CANVAS using the learning outcomes and rubrics feature. Students can view their outcomes, though they are not directly tied to a specific assignment.

In the case of the Field Study the instructor, field study site supervisor, and the student submit course rubrics. Instructor and faculty rubrics are used to determine learning outcomes, while the student evaluation provides the program with feedback on the course and field study site. The MLS Program Coordinator serves as the coordinator for the rubrics completed by students and field study placement supervisors. Field Study site supervisors are asked if they wish to share their review with the student, if they consent the rubric is shared. As of Spring 2015 instructor evaluations will be collected in CANVAS using the learning outcomes and rubrics feature. Students will be able to view their outcomes, though they are not directly tied to a specific assignment.

Outcomes Review

Currently, the MLS Program Coordinator maintains the central repository of completed rubrics and creates learning outcome reports that are reviewed by the MLS Committee twice a year. The spring semester review covers summer and fall semesters (for example, spring semester 2015 will review summer term and fall semester 2014 rubrics); the fall semester review will cover spring semester courses (for example, fall semester 2014 reviewed spring semester 2014).

To determine the attainment of the specified learning outcomes, the MLS Committee uses the following rule: 90% or higher designation of Outstanding, Exceeds Expectations, or Meets Expectations across the measurable attributes of the rubrics. For example, using the Field Study placement supervisor placement rubric below, the Committee would tally across all students in the sections of the Field Study the assessments and determine whether 90% or more of students overall attained Meets Expectations or higher.

Indicators	Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
1. Worked independently with no more than necessary supervision or instruction.					
2. Demonstrated innovation and creativity.					
3. Completed assignment on time and met project goals, allowing for unforeseen circumstances.					
4. Interacted effectively with staff, users and others.					
5. Communicated effectively orally and in writing.					
6. Organized and managed multiple work assignments.					

For outcome statements 1-3, the Subcommittee would use the same rule: 90% or higher designation of Outstanding, Exceeds Expectations, or Meets Expectations across the measureable attributes of each course rubric (LBSC 602, learning outcome 2; LBSC 631, learning outcome 1; and LBSC 671, learning outcome 3).

At each review the Committee receives a summary of findings, and discusses if necessary, any actions required to ensure the attainment of the MLS program learning outcomes.

Appendix A – Field Study Rubrics



FIELD STUDY EVALUATION COVER SHEET

For LBSC 703-Field Study in Archives, Records and Information Management / LBSC 707-Field Study in Library Service / LBSC 744-Internship in School Library

Student's Name: _____

Date: _____

Course Section #: _____

Location (circle one): CP SG ONLINE

Semester/Year: _____

Instructor Name/Signature/Date: _____

print name

signature

date

Field Side Institution: _____

Student's Start Date: _____

Student's End Date: _____

Supervisor Name/Signature/Date: _____

print name

signature

date

Advisor Name/Signature/Date: _____



FIELD STUDY SUPERVISOR'S EVALUATION

Outcome: Student demonstrated ability to use knowledge gained from theory, classroom instruction, or prior experience to successfully complete the assigned project, contribute to the institution's program, and work effectively in the diverse environment of the field site.

Part 1: Performance Indicators

For each of the indicators below, note whether the student's performance has been: outstanding, exceeded expectations, met expectations, below expectations, or unsatisfactory.

Indicators	Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
1. Worked independently with no more than necessary supervision or instruction.					
2. Demonstrated innovation and creativity.					
3. Completed assignment on time and met project goals, allowing for unforeseen circumstances.					
4. Interacted effectively with staff, users and others.					
5. Communicated effectively orally and in writing.					
6. Organized and managed multiple work assignments.					



Assessment Guidelines

Indicator: Worked independently with no more than necessary supervision or instruction.	
Outstanding	The student always worked independently, with little supervision or instruction necessary.
Exceeds Expectations	The student almost always worked independently, with only minimal supervision or instruction necessary.
Meets Expectations	The student regularly worked independently, with a moderate amount supervision or instruction necessary.
Below Expectations	The student seldom worked independently, with much supervision or instruction necessary.
Unsatisfactory	The student never worked independently, requiring a burdensome amount of supervision or instruction.

Indicator: Demonstrated innovation and creativity.	
Outstanding	The student was always innovative and creative in his/her work.
Exceeds Expectations	The student was almost always innovative and creative in his/her work.
Meets Expectations	The student was regularly innovative and creative in his/her work.
Below Expectations	The student was seldom innovative and creative in his/her work.
Unsatisfactory	The student was never innovative and creative in his/her work.



Indicator: Completed assignment on time and met project goals, allowing for unforeseen circumstances.	
Outstanding	The student always completed assignment on time and met project goals.
Exceeds Expectations	The student almost always completed assignment on time and met project goals.
Meets Expectations	The student regularly completed assignment on time and met project goals.
Below Expectations	The student seldom completed assignment on time and met project goals.
Unsatisfactory	The student never completed assignment on time and met project goals.

Indicator: Interacted effectively with staff, users and others.	
Outstanding	The student always interacted effectively with staff, users and others.
Exceeds Expectations	The student almost always interacted effectively with staff, users and others.
Meets Expectations	The student regularly interacted effectively with staff, users and others.
Below Expectations	The student seldom interacted effectively with staff, users and others.
Unsatisfactory	The student never interacted effectively with staff, users and others.



Indicator: Communicated effectively orally and in writing.	
Outstanding	The student always communicated effectively orally and in writing.
Exceeds Expectations	The student almost always communicated effectively orally and in writing.
Meets Expectations	The student regularly communicated effectively orally and in writing.
Below Expectations	The student seldom communicated effectively orally and in writing.
Unsatisfactory	The student never communicated effectively orally and in writing.

Indicator: Organized and managed multiple work assignments.	
Outstanding	The student always organized and managed multiple work assignments.
Exceeds Expectations	The student almost always organized and managed multiple work assignments.
Meets Expectations	The student regularly organized and managed multiple work assignments.
Below Expectations	The student seldom organized and managed multiple work assignments.
Unsatisfactory	The student never organized and managed multiple work assignments.



Part 2: Supervisory Analysis

1. Please comment on any notable strengths demonstrated by the student, and areas of performance/conduct that need improvement.

2. If a professional position were available at your institution would you recommend this student for employment? Yes No Please explain your answer.

3. Additional comments.

Part 3: Permission

Please share a copy of this form with the student.

Please do not share a copy of this form with the student.



FIELD STUDY STUDENT'S EVALUATION

Outcome: Student experienced the opportunity to use knowledge gained from theory, classroom instruction, and the field site assignment to successfully complete the project, to contribute to the institution's program, and work effectively in the diverse environment of the field site.

Part 1: Performance Indicators

For each of the indicators below, note whether the student's performance has been: outstanding, exceeded expectations, met expectations, below expectations, or unsatisfactory.

CLASS SITE INDICATORS

Indicators	Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
1. Course instructor provided direction, assistance, and feedback as needed.					
2. Field study class experience supported professional development.					



ASSESSMENT GUIDELINES

Indicator: Course instructor provided direction, assistance, and feedback as needed.	
Outstanding	The course instructor presents a detailed written description of course expectations, and provides individualized assistance and prompt constructive feedback.
Exceeds Expectations	The course instructor presents an overview of the course expectations, and provides individualized assistance and constructive feedback in a timely fashion.
Meets Expectations	The course instructor provides an overview of the course expectations, and provides group assistance and general feedback when asked.
Below Expectations	The course instructor provides a vague summary of the course expectations, and provides limited assistance and feedback.
Unsatisfactory	The course instructor does not provide a description of course expectations, and does not offer assistance nor feedback.

Indicator: Field study class experience supported professional development.	
Outstanding	The class meets regularly in a supportive environment to analyze and reflect upon field experiences, and to share best practices that support professional growth.
Exceeds Expectations	The class meets regularly to analyze and reflect upon field experiences, and to share best practices that support professional growth.
Meets Expectations	The class meets regularly to share anecdotes from the field experiences, and to share best practices.
Below Expectations	The class does not meet regularly. When the class does meet students share anecdotes from the field experiences.
Unsatisfactory	The class does not meet regularly. When the class does meet the environment is not conducive to sharing ideas or best practices.



FIELD SITE INDICATORS

Indicators	Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
1. Field site supervisor provided direction, assistance, and feedback as needed.					
2. Work assignment clear with material support provided as needed					
3. Opportunity provided to interact with institution's staff and programs.					
4. Project facilitated professional development.					



ASSESSMENT GUIDELINES

Indicator: Field site supervisor provided direction, assistance, and feedback as needed.	
Outstanding	The supervisor presents clear instructions for the successful completion of tasks, offers assistance and additional training when needed, and promptly provides constructive feedback.
Exceeds Expectations	The supervisor presents clear instructions for the successful completion of tasks, offers assistance or additional training when requested, and promptly provides constructive feedback.
Meets Expectations	The supervisor presents guidelines for a task, offers assistance or additional training when requested, and provides feedback when asked.
Below Expectations	The supervisor presents vague task-related guidelines, limited assistance to complete the task, and does not provide feedback when asked.
Unsatisfactory	The supervisor presents vague task-related guidelines, does not offer the assistance necessary for the successful completion of the task, and does not provide constructive feedback.

Indicator: Work assignment clear with material support provided as needed.	
Outstanding	Written work instructions precisely describe how to successfully complete a task and direct the student to appropriate reference and support material.
Exceeds Expectations	Written work instructions describe how to successfully complete a task and direct the student to appropriate reference and support material.
Meets Expectations	Written work instructions vaguely describe how to complete a task. Additional references and support material are available as needed.
Below Expectations	Work instructions vaguely describe how to complete a task. No additional references and support material are made available.
Unsatisfactory	There are no instructions that describe how to complete a task. No references or support material is available.



Indicator: Opportunity provided to interact with institution's staff and programs.	
Outstanding	Formal and informal interactions with staff, and opportunities for hands-on experience with the institution's programs are encouraged and scheduled into daily routines.
Exceeds Expectations	Formal and informal interactions with staff, and opportunities to learn about the institution's programs are encouraged and scheduled into daily routines.
Meets Expectations	Formal and informal interactions with staff, and opportunities to learn about the institution's programs are encouraged.
Below Expectations	Some interactions with staff, and exploration of the institution's programs are available when requested.
Unsatisfactory	Interactions with staff, and exploration of the institution's programs are discouraged during working hours.

Indicator: Project facilitated professional development.	
Outstanding	The project facilitated strategic relationship building, and led to the knowledge acquisition, application, and analysis skills necessary for continuous, focused professional growth.
Exceeds Expectations	The project facilitated relationship building, and contributed to the knowledge acquisition, application, or analysis skills necessary for continuous, focused professional growth.
Meets Expectations	The project facilitated some relationship building, and involved the application and acquisition of skills necessary for continuous professional growth.
Below Expectations	The project facilitated limited relationship building, and involved some application and acquisition of skills necessary for professional growth.
Unsatisfactory	The project limited relationship building, and did not involve the application or acquisition of skills necessary for professional growth.



FIELD STUDY INSTRUCTOR'S EVALUATION

Outcome: Student demonstrated ability to use knowledge gained from theory, classroom instruction, or prior experience to successfully complete the assigned project, contribute to the institution's program, and work effectively in the diverse environment of the field site.

Part 1: Performance Indicators

For each of the indicators below, note whether the student's performance has been: outstanding, exceeded expectations, met expectations, below expectations, or unsatisfactory.

Indicators	Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
1. Completed class assignments with no more than the expected level of supervision or instruction.					
2. Demonstrated innovation and creativity in class sessions and assignments					
3. Completed class assignments on time, allowing for unforeseen circumstances.					
4. Interacted effectively with instructor, classmates, and field site colleagues.					
5. Communicated effectively orally and in writing.					



ASSESSMENT GUIDELINES

Indicator: Completed class assignments with no more than the expected level of supervision or instruction.	
Outstanding	The student always completed class assignments with no more than the expected level of supervision or instruction.
Exceeds Expectations	The student almost always completed class assignments with no more than the expected level of supervision or instruction.
Meets Expectations	The student sometimes required additional supervision or instruction to complete assignments.
Below Expectations	The student always required some additional supervision or instruction to complete assignments.
Unsatisfactory	The student required much more supervision or instruction than is appropriate for an advanced master's student in order to complete assignments.

Indicator: Demonstrated innovation and creativity in class sessions and assignments.	
Outstanding	The student was always innovative and creative in class sessions and assignments.
Exceeds Expectations	The student was almost always innovative and creative in class sessions and assignments.
Meets Expectations	The student was regularly innovative and creative in class sessions and assignments.
Below Expectations	The student was seldom innovative and creative in class sessions and assignments.
Unsatisfactory	The student was never innovative and creative in class sessions and assignments.



Indicator: Completed assignments on time, allowing for unforeseen circumstances.	
Outstanding	The student always completed assignments on time.
Exceeds Expectations	The student almost always completed assignment on time.
Meets Expectations	The student regularly completed assignment on time.
Below Expectations	The student seldom completed assignment on time.
Unsatisfactory	The student never completed assignment on time.

Indicator: Interacted effectively with the instructor, classmates, and field site colleagues.	
Outstanding	The student always interacted effectively with the instructor, classmates, and field study colleagues.
Exceeds Expectations	The student almost always interacted effectively with the instructor, classmates, and field study colleagues.
Meets Expectations	The student regularly interacted effectively with the instructor, classmates, and field study colleagues.
Below Expectations	The student seldom interacted effectively with the instructor, classmates, and field study colleagues.
Unsatisfactory	The student never interacted effectively with the instructor, classmates, and field study colleagues.



Indicator: Communicated effectively orally and in writing.	
Outstanding	The student always communicated effectively orally and in writing.
Exceeds Expectations	The student almost always communicated effectively orally and in writing.
Meets Expectations	The student regularly communicated effectively orally and in writing.
Below Expectations	The student seldom communicated effectively orally and in writing.
Unsatisfactory	The student never communicated effectively orally and in writing.

Part 2: Instructor's Analysis

1. Please comment on notable strengths demonstrated by the student, and any areas of performance/conduct that need improvement.

2. If a professional position were available at the student's field site institution, would you recommend this student for employment? Yes No Please explain your answer.

3. Additional comments:

Appendix B – Course Rubrics



LBSC 602: Serving Information Needs

Master's Graduate Outcomes Assessment (MGOA)

Master of Library Science

Outcome: Successfully completes the course, including all assignments, and demonstrates knowledge consistent with the learning objectives of the course.

Student's Name: _____

Date: _____

Course Section #: _____

Location (circle one): CP SG ONLINE

Semester/Year: _____

Instructor Name/Signature/Date: _____

print name

signature

date

Advisor Name/Signature/Date: _____

print name

signature

date

Indicators	Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
1. Demonstrates an appreciation of the role of institutions in generating and disseminating information to users.					
2. Demonstrates awareness of the core values, ethics, social responsibilities, and information policy issues that affect the profession and users' lives and the roles of professional associations in supporting them.					
3. Demonstrates an ability to assess and address the information needs of users from diverse populations, applying models and theories of information behavior and/or findings from empirical studies of information behavior (as applicable).					
4. Performs a comparative evaluation of multiple reference services and applies successful reference techniques in order to elicit a user's information needs and to provide guidance to him/her in accessing and using relevant information.					
5. Develops, implements, and assesses a strategy for searching various types of electronic information resources in order to meet a particular user's information need.					
6. Develops and delivers training materials (including a pathfinder/digital research resource guide) aimed at instructing users in identifying, locating, evaluating, and synthesizing information from diverse sources.					

Please fill out and sign this form and submit it to the Student Services Office. Thank you!

Assessment Guidelines

Indicator: Demonstrates an appreciation of the role of institutions in generating and disseminating information to users	
Outstanding	The student exhibited an outstanding appreciation of the role of institutions in generating and disseminating information to users.
Exceeds Expectations	The student exhibited a very strong appreciation of the role of institutions in generating and disseminating information to users.
Meets Expectations	The student exhibited an appreciation of the role of institutions in generating and disseminating information to users.
Below Expectations	The student exhibited inadequate appreciation of the role of institutions in generating and disseminating information to users.
Unsatisfactory	The student exhibited little to no appreciation of the role of institutions in generating and disseminating information to users.

Indicator: Demonstrates awareness of the core values, ethics, social responsibilities, and information policy issues that affect the profession and users' lives and the roles of professional associations in supporting them	
Outstanding	The student demonstrated an outstanding level of awareness of the core values, ethics, social responsibilities, and information policy issues that affect the profession and users' lives and the roles of professional associations in supporting them.
Exceeds Expectations	The student demonstrated very strong awareness of the core values, ethics, social responsibilities, and information policy issues that affect the profession and users' lives and the roles of professional associations in supporting them.
Meets Expectations	The student demonstrated an awareness of the core values, ethics, social responsibilities, and information policy issues that affect the profession and users' lives and the roles of professional associations in supporting them.
Below Expectations	The student demonstrated insufficient awareness of the core values, ethics, social responsibilities, and information policy issues that affect the profession and users' lives and the roles of professional associations in supporting them.
Unsatisfactory	The student demonstrated little to no awareness of the core values, ethics, social responsibilities, and information policy issues that affect the profession and users' lives and the roles of professional associations in supporting them.



Assessment Guidelines (Continued)

Indicator: Demonstrates an ability to assess and address the information needs of users from diverse populations, applying models and theories of information behavior and/or findings from empirical studies of information behavior (as applicable)	
Outstanding	The student's work in the class demonstrated an outstanding ability to assess and address the information needs of users from diverse populations.
Exceeds Expectations	The student's work in the class demonstrated a very strong ability to assess and address the information needs of users from diverse populations.
Meets Expectations	The student's work in the class demonstrated an ability to assess and address the information needs of users from diverse populations.
Below Expectations	The student's work in the class demonstrated an inadequate ability to assess and address the information needs of users from diverse populations.
Unsatisfactory	The student's work in the class demonstrated little to no ability to assess and address the information needs of users from diverse populations.

Indicator: Performs a comparative evaluation of multiple reference services and applies successful reference techniques in order to elicit a user's information needs and to provide guidance to him/her in accessing and using relevant information	
Outstanding	The student performed an exceptionally successful evaluation of reference services, employing exceptionally successful techniques to identify user information needs and to provide guidance to him/her in accessing and using relevant information.
Exceeds Expectations	The student performed a highly successful evaluation of reference services, employing highly successful techniques to identify user information needs and to provide guidance to him/her in accessing and using relevant information.
Meets Expectations	The student performed an adequately successful evaluation of reference services, employing adequately successful techniques to identify user information needs and to provide guidance to him/her in accessing and using relevant information.
Below Expectations	The student performed a marginally successful evaluation of reference services, employing marginally successful techniques to identify user information needs and to provide guidance to him/her in accessing and using relevant information.
Unsatisfactory	The student performed an unsuccessful evaluation of reference services, employing unsuccessful techniques to identify user information needs and to provide guidance to him/her in accessing and using relevant information.



Assessment Guidelines (Continued)

Indicator: Develops, implements, and assesses a strategy for searching various types of electronic information resources in order to meet a particular user's information need	
Outstanding	The student developed and implemented an exceptionally successful search strategy in order to meet a particular user's information needs. He/she also demonstrated an outstanding ability to retrospectively assess the efficacy of his/her search strategy.
Exceeds Expectations	The student developed and implemented a highly successful search strategy in order to meet a particular user's information needs. He/she also demonstrated a very strong ability to retrospectively assess the efficacy of his/her search strategy.
Meets Expectations	The student developed and implemented a successful search strategy in order to meet a particular user's information needs. He/she also demonstrated an ability to retrospectively assess the efficacy of his/her search strategy.
Below Expectations	The student developed and implemented a marginally successful search strategy in an attempt to meet a particular user's information needs. He/she was only minimally able to retrospectively assess the efficacy of his/her search strategy.
Unsatisfactory	The student developed and implemented an unsuccessful search strategy in an attempt to meet a particular user's information needs. He/she was unable to retrospectively assess the efficacy of his/her search strategy.

Indicator: Develops and delivers training materials (including a pathfinder/digital research resource guide) aimed at instructing users in identifying, locating, evaluating, and synthesizing information from diverse sources	
Outstanding	The student did an exceptional job of developing and delivering training materials aimed at instructing users in identifying, locating, evaluating, and synthesizing information from diverse sources.
Exceeds Expectations	The student did a very good job of developing and delivering training materials aimed at instructing users in identifying, locating, evaluating, and synthesizing information from diverse sources.
Meets Expectations	The student did an acceptable job of developing and delivering training materials aimed at instructing users in identifying, locating, evaluating, and synthesizing information from diverse sources.
Below Expectations	The student did a marginally successful job of developing and delivering training materials aimed at instructing users in identifying, locating, evaluating, and synthesizing information from diverse sources.
Unsatisfactory	The student did an unsuccessful job of developing and delivering training materials aimed at instructing users in identifying, locating, evaluating, and synthesizing information from diverse sources.

LBSC 631: Achieving Organizational Excellence

Master's Graduate Outcomes Assessment (MGOA)

Master of Library Science

Learning Outcome 1: Be familiar with the concepts and methods of principled leadership.

Learning Outcome 2: Develop and demonstrate skills in organizational planning; program management (analysis, implementation, evaluation); and the utilization of technology-based products and services.

Learning Outcome 3: Understand and apply sound principles in developing and utilizing human capital, financial resources, and facilities.

Learning Outcome 4: Develop and apply principles in communications, advocacy, building partnerships and networks, and customer service.

Student's Name: _____

Date: _____

Course Section #: _____

Location (circle one): CP SG ONLINE

Semester/Year: _____

Instructor Name/Signature/Date: _____

print name

signature

date

Advisor Name/Signature/Date: _____

Learning Outcome 1

Indicators	Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
1. Clearly demonstrates (e.g., class discussions, oral presentations) mastery of the concepts and methods of principled leadership involved in organizational performance and achievement.					
2. Clearly demonstrates (e.g., written assignments such as reports, exams, projects) mastery of the concepts and methods of principled leadership involved in organizational performance and achievement.					

Assessment Guidelines

Indicator Metrics	
Outstanding	The student demonstrates an impressive grasp of leadership concepts and methods.
Exceeds Expectations	The student demonstrates a strong grasp of leadership concepts and methods.
Meets Expectations	The student demonstrates a satisfactory grasp of leadership methods and concepts.
Below Expectations	The student demonstrates a minimal grasp of leadership concepts and methods.
Unsatisfactory	The student demonstrates no grasp of leadership concepts and methods.

Learning Outcome 2

Indicators	Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
1. Exhibits a clear understanding (e.g., class discussions, oral presentations) of relevant management concepts and their applicability in organizational performance and achievement.					
2. Exhibits a clear understanding (e.g., written assignments such as reports, exams, project papers) of relevant management concepts and their applicability in organizational performance and achievement.					

Assessment Guidelines

Indicator Metrics	
Outstanding	The student demonstrates an impressive understanding of applicable management concepts and how to implement them in organizational performance and achievement.
Exceeds Expectations	The student demonstrates a strong understanding of applicable management concepts and how to implement them in organizational performance and achievement.
Meets Expectations	The student demonstrates a satisfactory understanding of applicable management concepts and how to implement them in organizational performance and achievement.
Below Expectations	The student demonstrates a minimal understanding of applicable management concepts and how to implement them in organizational performance and achievement.
Unsatisfactory	The student demonstrates no understanding of applicable management concepts and how to implement them in organizational performance and achievement.



Learning Outcome 3

Indicators	Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
1. Demonstrates a clear understanding (class discussions, oral presentations) of the role of support services (human resources, finance, facilities) in overall organizational performance and achievement.					
2. Demonstrates a clear understanding (in written assignments such as reports, exams, and class papers) of the role of support services (human resources, finance, facilities) in overall organizational performance and achievement.					

Assessment Guidelines

Indicator Metrics	
Outstanding	The student exhibits an impressive understanding of the role of support services in organizational performance and achievement.
Exceeds Expectations	The student exhibits a strong understanding of the role of support services in organizational performance and achievement.
Meets Expectations	The student exhibits a satisfactory understanding of the role of support services in organizational performance and achievement.
Below Expectations	The student exhibits a minimal understanding of the role of support services in organizational performance and achievement.
Unsatisfactory	The student exhibits no understanding of the role of support services in organizational performance and achievement.

Learning Outcome 4

Indicators	Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
1. Demonstrates (class discussions, oral presentations) a clear understanding of the role of communications, networking, and managing relationships in overall organizational performance and achievement.					
2. Demonstrates (in written assignments such as reports, exams, and class papers) a clear understanding of the role of communications, networking, and managing relationships in overall organizational performance and achievement.					

Assessment Guidelines

Indicator Metrics	
Outstanding	The student demonstrates an impressive understanding of how communications, networking, and managing relationships contribute to organizational performance and achievement.
Exceeds Expectations	The student demonstrates a strong understanding of how communications, networking, and managing relationships contribute to organizational performance and achievement.
Meets Expectations	The student demonstrates a satisfactory understanding of how communications, networking, and managing relationships contribute to organizational performance and achievement.
Below Expectations	The student demonstrates a minimal understanding of how communications, networking, and managing relationships contribute to organizational performance and achievement.
Unsatisfactory	The student demonstrates no understanding of how communications, networking, and managing relationships contribute to organizational performance and achievement.

LBSC 671: Creating Information Infrastructures

Master's Graduate Outcomes Assessment (MGOA)

Master of Library Science

Outcome: Successfully completes the course, including all assignments, and demonstrates knowledge consistent with the learning objectives of the course.

Student's Name: _____

Date: _____

Course Section #: _____

Location (circle one): CP SG ONLINE

Semester/Year: _____

Instructor Name/Signature/Date: _____
print name

signature

date

Advisor Name/Signature/Date: _____
print name

signature

date

Indicators	Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Demonstrate mastery of concepts, models and information structures for life-cycle management of information assets by libraries, archives, and schools.					
Demonstrate knowledge of the capabilities and limitations of current methods for acquisition, preservation, management, discovery and delivery of information in physical and digital form.					
Demonstrate proficiency in creating and applying models, schema, representations and encodings for organizing information.					
Demonstrate proficiency in designing and implementing information services that leverage current technologies.					
Demonstrate familiarity with the effects of current trends in information creation, information technology, and information use on methods for acquisition, preservation, organization, management, discovery, and delivery of information.					

Please fill out and sign this form and submit it to the Student Services Office. Thank you!

Assessment Guidelines

Indicator: Demonstrate mastery of concepts, models and information structures for life-cycle management of information assets by libraries, archives, and schools.	
Outstanding	The student comprehensively described the information life-cycle in the context of two or more types of institutions and is able to articulate and explain concepts, models and information structures that are appropriate to institutions of those types.
Exceeds Expectations	The student comprehensively described the information life-cycle in the context of one type of institution and is able to articulate and explain concepts, models and information structures that are appropriate to institutions of that type.
Meets Expectations	The student accurately described the information life-cycle in the context of one specific institution and was able to articulate and explain concepts, models and information structures that are appropriate to that institution.
Below Expectations	The student articulated a generalized understanding of elements of the information life-cycle and explained some concepts, models and information structures, but without grounding that understanding in one or more specific institutions.
Unsatisfactory	The student was not familiar with the information life cycle model, or had only a very incomplete understanding of concepts, models and information structures that might be employed in an information institution.

Indicator: Demonstrate knowledge of the capabilities and limitations of current methods for acquisition, preservation, management, discovery and delivery of information in physical and digital form.	
Outstanding	The student described the capabilities and limitations of a comprehensive set of methods for acquisition, preservation, management, discovery and delivery of information in the context of two or more types of information institutions.
Exceeds Expectations	The student described the capabilities and limitations of a comprehensive set of methods for acquisition, preservation, management, discovery and delivery of information in the context of one type of information institution.
Meets Expectations	The student described the capabilities and limitations of a comprehensive set of methods for acquisition, preservation, management, discovery and delivery of information in the context of a specific institution.
Below Expectations	The student described the capabilities and limitations of a generic set of methods for acquisition, preservation, management, discovery and delivery of information, but without grounding that understanding in the context of a specific institution.
Unsatisfactory	The student had an incomplete understanding of the capabilities and limitations of many methods for acquisition, preservation, management, discovery and delivery of information that might be employed in an information institution.

Assessment Guidelines (Continued)

Indicator: Demonstrate proficiency in creating and applying models, schema, representations and encodings for organizing information.	
Outstanding	The student extended an existing model, an existing schema, an existing representation, or an existing encoding, and used their resulting extensions to organize a collection, performing the task with error.
Exceeds Expectations	The student accurately applied an existing model, an existing schema, an existing representation, and an existing encoding to organize a collection, performing the task with error.
Meets Expectations	The student applied an existing model, an existing schema, an existing representation, and an existing encoding to organize a collection, performing the task with only minor deviations from established standards.
Below Expectations	The student applied an existing model, an existing schema, an existing representation, and an existing encoding in an effort to organize a collection, but deviated substantially from established standards at one point.
Unsatisfactory	The student attempted to apply an existing model, an existing schema, an existing representation, and an existing encoding to organize a collection, but deviated substantially from established standards at two or more points.

Indicator: Demonstrate proficiency in designing and implementing information services that leverage current technologies.	
Outstanding	The student designed and implemented an information service that effectively employed advanced or emerging technologies to meet the needs of one or more specific stakeholders.
Exceeds Expectations	The student designed and implemented an information service that demonstrated a detailed understanding of the needs of one or more specific stakeholders.
Meets Expectations	The student designed and implemented an effective information service.
Below Expectations	The student made substantial progress towards the implementation of an information service, but one or more required capabilities were not completed.
Unsatisfactory	The student was not able to implement an information service that could provide any useful degree of capability.

Assessment Guidelines (Continued)

Indicator: Demonstrate familiarity with the effects of current trends in information creation, information technology, and information use on methods for acquisition, preservation, organization, management, discovery, and delivery of information.	
Outstanding	The student described a rich and diverse set of trends and provided a well reasoned description of the potential effect of each trend on the acquisition, preservation, organization, management, discovery and delivery of information in the context of two or more types of information institution.
Exceeds Expectations	The student described a rich and diverse set of trends and provided a well reasoned description of the potential effect of each trend on the acquisition, preservation, organization, management, discovery and delivery of information in the context of one type of information institution.
Meets Expectations	The student described a rich and diverse set of trends and provided a well reasoned description of the potential effect of each trend on the acquisition, preservation, organization, management, discovery and delivery of information in the context of a specific institution.
Below Expectations	The student described some trends and provided a generalized description of the potential effect of those trends on the acquisition, preservation, organization, management, discovery and delivery of information.
Unsatisfactory	The student was unable to identify specific trends that have a potential effect on the acquisition, preservation, organization, management, discovery and delivery of information.