

Graduate Learning Outcomes Assessment  
 Master of Library Science (MLS) Program  
 College of Information Studies  
 Submitted: October 29, 2015

The Master of Library Science (MLS) Committee finalized a graduate learning outcomes strategy in Fall 2012. Since then the full outcomes measurement and assessment plan been fully implemented.

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).

<b>Table 1. Graduate Learning Outcomes for the MLS Program.</b>	
<b>Program Learning Outcome</b>	<b>Point of Measurement</b>
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.

Three evaluations are collected as part of the field study course; the instructor, field study site supervisor, and students all submit individual evaluations. Instructor and faculty evaluations 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 Manager collects the evaluations from students and field study placement supervisors. Faculty members are given student evaluations after grades have been posted. Field Study site supervisors are asked if they wish to share their review with the student, if they consent, the evaluations and commentary are shared. As of Spring 2015 instructor evaluations have been collected in CANVAS using the learning outcomes and rubrics feature. Students may view their outcomes, though they are not directly tied to a specific assignment.

### **Outcomes Review**

The MLS Program Manager 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 2016 will review summer term and fall semester 2015 rubrics); the fall semester review will cover spring semester courses (for example, fall semester 2015 reviewed spring semester 2015).

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.

Table 1: Field Study Supervisor Evaluation Rubric

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, which are evaluated in the first three Core MLS courses, the MLS Committee uses 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.

**Aggregated Learning Outcome Assessments by Semester (Fall 2013 – Spring 2015)**



