Target:
85% of students will achieve satisfactory ranking on the rubrics for interpreting the Library Bill of Rights.

Findings (2013-2014) - Target: Met
96% (

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
85% of students will achieve satisfactory ranking against the reference question rubric.

Findings (2013-2014) - Target: Met
OVERALL TARGET 2013-2014 MET. 95% (45/47) of students (combined summer, fall, spring) achieved excellent or satisfactory ranking against the reference question rubric. Seven out of seven (100%) licensure students achieved excellent or satisfactory. Thirty-eight out of forty (95%) non-licensure students achieved excellent or satisfactory.

M 4:Procedures and policy for collections
Identify and develop procedures and policies for analyzing needs and providing a collection and services to meet those needs.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
85% of the students achieve satisfactory rankings against the community analysis rubric. Students analyze a community setting to develop the information necessary to establish appropriate service and collection policies and write a community analysis report. The

Students m

communities will be addressed.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
85% of students' analysis of the impact of the Library Bill of Rights on librarianship will rank satisfactory on the rubrics.

Findings (2013-2014) - Target: Met
OVERALL TARGET for 2013-2014 was met. 90% (48/53) (combined summer, fall spring) of students' analysis of the impact of the Library Bill of Rights on librarianship will rank satisfactory on the rubrics. Eight out of eight (100%) licensure students achieved satisfactory or excellent. Forty out of forty-five (89%) non-licensure students achieved satisfactory or excellent. .

SLO 4:Reseach foundations
Master's degree candidates demonstrate an understanding of scientific research, its role in building a knowledge base in library and information science, and demonstrate knowledge about research methods applicable to library and information studies and the ability to identify and apply appropriate research methodology to specific problems in library and information science.

Related Measures:

M 8:Essential research
Students demonstrate an ability to identify and apply appropriate research methodology to specific problems in library and information science.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
85% of students achieve satisfactory ranking against the research proposal rubric.

Findings (2013-2014) - Target: Met
OVERALL TARGET 2013 1 214.08 595.95 Tm0 g0 G[(-)] TJET0.00000912 0 612 792 r11(p)-7(p)-rT 201i380.9

Target:
95% of students achieve satisfactory against the rubric for the Master's Project as determined by at least two faculty evaluators.

Findings (2013-2014) - Target: Met
OVERALL TARGET 2013-2014 MET 100% (58/58) (combined summer, fall, spring) achieved satisfactory or excellent ranking against the rubric for the Master's Project as determined by at least two faculty members.. Eight out of eight (100%) licensure students were rated satisfactory or excellent. Fifty out of fifty (100%) non-licensure students were rated satisfactory or excellent.

SLO 5:Technology literacy

Candidates develop an awareness of the effects of technology on all library and information centers' operations, the uses of technology in management, public access, and instruction, and participate in technology applications to advance their skills and experiences.

Related Measures:

M 10:Technology and organizations

Candiates analyze new developments in information technologies and the ways in which these impact provision and usage of information on the part of professionals and patrons and demonstrate an understanding of the effects of technology on communication and organizational structures.

Source of Evidence: Academic direct measure of learning - other

Target:
90% of students should achieve a satisfactory rating based on the rubrics for analysis and

Students utilize a variety of essential technologies to develop technology literacy appropriate to the library information science field.

Source of Evidence: Academic direct measure of learning - other

Target:
90% of students will demonstrate satisfactory technological literacy through their use of a variety of current technologies, such as search engines, websites/webquests, pathfinders, blogs, wikis, task software such as Catalogers Desktop, ClassWeb, WebDewey, RDA toolkit, Lexis-Nexis, Credo, DIALOG, presentation software, wordprocessors, spreadsheets and other course identified software with satisfactory performance as measured on assignment rubrics. This target is assessed in LIS 516 Technology in the School LIbrary, LIS 557 Computer Application in Libraries, and LIS 558 Internet Resources. All students must take one of these courses as an elective.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 6:Retention and Graduation

Students admitted to the library and information science master's program will progress through the program and graduate.

Related Measures:

M 13:Retention

70% of the students admitted to the library and information science master's program will be retained in the program. Retention will be measured by data from Institutional Research and/or data from PeopleSoft.

Source of Evidence: Academic indirect indicator of learning - other

Target:

70% of students will be retained in the program as measured by Institutional Research data and/or data from PeopleSoft.

Findings (2013-2014) - Target: Met

78% (289/370; n=370) of students were retained in the program as measured by data from PeopleSoft. This finding was obtained by looking at students admitted since fall of 2008 and tracking graduation, active, dismissal and discontinued students. Students who graduated or are currently active in the program were considered to be retained.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Retention

Established in Cycle: 2013-2014
Students who fail to register will be contacted to ascertain reasons and see if intervention is possible.

M 14:Graduation

90% of the students who graduated from the Library and Information Science master's program will graduate within three years as determined by data from Institutional Research or data from PeopleSoft.

Source of Evidence: Academic indirect indicator of learning - other

Target:

90% of the students who graduated from the Library and Information Science master's program will graduate within three years as determined by data from Institutional Research or data from SOAR.

Findings (2013-2014) - Target: Met

95% (186/194) of the students who graduated from the Library and Information Science

master's program did so within three years as determined by data from PeopleSoft. These students were tracked by looking at admitted students who graduated since fall of 2008.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

M10 re-evaluate course syllabi for clarity of instruction and rubric construction

LIS 651 Introduction to Information Science involves multiple topics including readings and assignments covering the historical development of technology and its impact on library and information science. Students read, analyze related historical research in the areas of communications, electronics, computer science and other allied disciplines that contribute to the modern library and information science center and its mission. Students also create literature reviews, and research proposals based on these readings. Faculty have determined the course needs to be re-evaluated to determine whether the content is too concentrated for one course, or if the instructions and rubrics are insufficient to support the students.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Technology and organizations | **Outcome/Objective:** Technology literacy

Implementation Description: curriculum committee will review the syllabus and all documents of the last reporting cycle to determine the appropriate course of action. At the same time student progress in the current offering will be very carefully monitored for symptoms of correctable issues.
Projected Completion Date: 05/29/2015
Responsible Person/Group: Curriculum Committee and LIS 651 teaching faculty

Curriculum Review

Faculty will undertake a comprehensive curriculum review during the 2014-15 academic year. Current outcomes and measures will be reviewed for current relevancy and correct course placement.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Responsible Person/Group: Faculty
Additional Resources Requested: None

Decide whether to add exit survey data as an outcome/measure

The department has begun to systematically give an exit survey and consideration will be given during this cycle as to whether that data should be incorporated as part of the formal assessment system.

course being at 95%. This change was decided upon because of the challenging material in the beginning courses and the adjustment that students often need to make to balance courses, especially online courses, jobs, and family responsibilities. These three courses are the foundation for the program and outcomes 1 and 2 have at least one measure in one or more of

Since library and information science has very dynamic evolving technology systems and structures, e.g., blogs, wikis, gaming, social media etc., we need to continuously monitor and appropriately increase technology engagement in the courses for the students. The Curriculum Committee has recently reviewed the technology implemented in each course and selected a common assignment in three courses to serve as the assignment for M11. The faculty will be reviewing courses and assignments this next cycle to identify if there are more appropriate courses and assessments to use as measures as well as to improve the quality of the program by avoiding duplication and ensuring coverage. Data were gathered during this cycle for M11 for the first time in three years and the assessment will be refined further during the coming cycle. Target percentages for those assessments falling in the three beginning courses were revised to 85% to reflect the subject matter difficulty and issues that students sometimes have in learning to balance work, family and school, especially online courses, as they begin a graduate program. Target percentages rise to 90% and finally to 950% a begia htoturage8(n)-7(e)-7h ri guate