

Assessment Section

Revision:

As a professional program, the existing MLS degree has been accredited by the American Library Association Committee on Accreditation (continuous since 1952, renewed July 2012). Both visiting teams and the Committee itself are composed of both practicing professionals and educators.

Internally, the School employs a variety of assessment methods, both broad-based and student learning focused.

Broad:

- Annual curriculum survey of students. Conducted on both campuses by student members of the Curriculum Steering Committee. This achieves between 30 and 70% response rates each year, and provides in-depth, qualitative, and extensive student feedback about course quality and availability.
 - Use: The Curriculum Steering Committee reads all comments each year and a summary is presented to all faculty. Specific courses are developed or revised each year based on this.
- Survey of graduates (6 months after each graduation). Response rate is approximately 30%. Alumni name most and least important courses. A core course that has been offered online, S501, has had distinctively positive responses in this survey.
 - Use: the EAD examines results for both personnel and curricular feedback.
- Alumni and Advisory Boards. These are composed of practitioners, alumni, and employers.
 - Use: The Dean discusses with them School mission and program goals. This is primarily used periodically when the MLS is revised (next revision estimated fall of 2013).

Student Learning Outcomes:

- Pre and post-testing in basic core courses. This is on a schedule of one core area per year. The Dean / Director of the MLS program (Bloomington based) and the Executive Associate Dean (Indianapolis) work with faculty teaching the particular core courses. In 2011-2012, the area was Assist and Educate Users, with S501 Reference the corresponding core course.
 - Use: The instructors discuss how to improve that core course, and a report is made to the general SLIS faculty as a whole, on each campus, both for general program understanding and because electives build upon core courses.
- Portfolio/student work: Using Oncourse's ePortfolio matrix format, SLIS students entering as of Fall 2011 each have an ePort constructed to frame their mastery of program goals. Each goal has a cell in the matrix, and students select their own projects to demonstrate the goals, describing why

the item is applicable. This taps into the range of student activities, going beyond the basic core courses into advanced electives and internships.

- In a trial run, the artifacts of 20 participating students were examined by two faculty and the results discussed by all faculty at the fall retreat. In the trial run, data suggested that some students were not seeing the integration of technology into all courses and areas as important, and were neglecting some analytical aspects of system design. All faculty (technology) and specific faculty (systems) adapted their teaching to emphasize these goals. ¹
- The next round of analysis of data will be conducted in May of 2013. One faculty who teaches in a particular program area, and one who does not, will examine the artifacts and report the results to the rest of the faculty. The EAD coordinates student participation and faculty discussions.

The schedule of assessments is as follows:

Timing	Instrument	Administration	Review of results
February	Curriculum Survey	By Curriculum Steering Committee	April, by CSC and then entire faculty
Fall and Spring Every year one of 5 core areas	Content-specific, pre and post tests	Faculty in core courses	Fall faculty retreat
Biannual	Discussion: Alumni and Advisory Boards	Dean and EAD	Built into periodic MLS degree review
Completed each term by graduates	ePortfolio artifacts	EAD, select faculty	Fall faculty retreat
6 months after each graduation	Alumni survey	EAD/staff; summarized by EAD	Fall faculty retreat

In all assessments, demographic questions allow results to be filtered by program/online status.

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School-Level and Program-Level Assessment

The Indiana University MLS degree has been continually accredited by the American Library Association since 1952. The content and delivery of the program have changed remarkably over these decades, but a reliable constant is the School's commitment to professional programs that educates and challenges students as they prepare to become leaders in the information fields. SLIS received accreditation in 2012 (through 2019), at which time the ALA expressed its interest in seeing SLIS move ahead with the online MLS degree.

SLIS Indianapolis has developed an electronic portfolio assessment system through which

¹ Rachel Applegate and Marilyn Irwin, "Learning Outcomes Assessment Via Electronic Portfolios," *Advances in Librarianship*, vol. 35, forthcoming

program-level evaluation takes place. E-portfolio requirements and contents are directly mapped to specific course and program goals and educational outcomes, then evaluated to determine to what extent students are fulfilling School requirements and those of the ALA, the accrediting body for library science programs. This assessment process is also used internally to judge the effectiveness of core and advanced course content.

All online MLS program students will be required to develop an e-portfolio, which will be used for rigorous, program-level assessment. For each learning outcome, students select course artifacts (documents, websites, projects, papers, etc.) that represent mastery of that outcome. Items can come from required courses, electives, independent studies or internships. Reviewers can access all or a random selection of student work relevant to each program goal. Because the portfolio is a graduation requirement, the achievements of all students — strong and weak, memorable and less distinctive — are included.

[We will likely need more detail on who conducts program-level assessment and when. It is generally helpful to be very explicit about what can happen as a result of the ongoing assessment, e.g. a course could be dropped from or added to the curriculum, a faculty member reassigned, marketing expanded or modified, etc.]