School of Library and Information Studies
THE UNIVERSITY OF OKLAHOMA

PROGRAM ASSESSMENT REPORT 2007-2008

UNDERGRADUATE PROGRAM

September 2008
Means of Program Assessment and Criteria for Success and Summary of Data Collected

Goal: To facilitate linkages between information technology workers and information users in a global society.

Objectives: Upon completion of the program, the student will be able to:

1. Articulate the cultural, social, political, and economic implications of the role of information within and outside of the U.S, and the importance of communication across ethnic, cultural, and social boundaries.
   - Means of Program Assessment and Criteria for Success and Summary of Data Collected:
     1. LIS 2003
        - In Fall 2007 and Spring 2008, 87% of those completing the course earned a C or better.
     2. Information and Enterprise Core
        - This defined area of expertise is partially fulfilled by successful completion of 1 of the 4 course options within the Information and Enterprise Core area with a grade of C or better.
     3. Organizational Communication Core
        - This defined area of expertise is partially fulfilled by successful completion of 1 of the 9 course options within the Information and Enterprise Core area with a grade of C or better.
     4. Information and Society Core
        - This defined area of expertise is partially fulfilled by successful completion of 1 of the 11 course options within the Information and Society Core area with a grade of C or better.
     5. BAIS Student Satisfaction and Learning Survey
        - Of the 5 questions addressing this objective (#s 4, 5, 6, 7, 11) the average of the “Yes” responses was 67% with a high of 89% 92 questions) and a low of 33% (1 question).

2. Apply human-centered design processes to satisfy user information needs in technologically intensive environments.
   - Means of Program Assessment and Criteria for Success and Summary of Data Collected:
     1. LIS 4103
        - In Fall 2007 and Spring 2008, 91% of those completing the course earned a C or better.
     2. LIS 4663
        - In Fall 2007 and Spring 2008, 100% of those completing the course earned a C or better.
     3. LIS 4823
        - In Fall 2007 and Spring 2008, of the 14 students who completed an internship, 13 earned a passing grade of S.
        - Typical responses of Placement Supervisors evaluations: “The student had a number of creative ideas regarding the project.” “showed creativity and ability to rapidly absorb information regarding technical functions performed by the company”
• Typical responses of Student evaluations: “I learned about how important technology and its roles are in preserving and disseminating ideas.”

4. Information and Enterprise Core
   • This defined area of expertise is partially fulfilled by successful completion of 1 of the 4 course options within the Information and Society Core area with a grade of C or better.

5. BAIS Student Satisfaction and Learning Survey
   • Of the 2 questions addressing this objective (#s1, 11) the average of “Yes” responses was 84%.

3. Analyze the information needs of organizations.
   • Means of Program Assessment and Criteria for Success and Summary of Data Collected:
     1. LIS 4003
        • In the Fall 2007, 100% of those completing the course earned a C or better.
        • In the Spring of 2008, BAIS seniors were allowed to enroll in LIS 5603 as a substitute for the LIS 4003 course, and 100% of those completing the course earned a C or better.
     2. LIS 4663
        • In Fall 2007 and Spring 2008, 100% of those completing the course earned a C or better.
     3. LIS 4823
        • In Fall 2007 and Spring 2008, of the 14 students who completed an internship, 13 earned a passing grade of S.
        • Typical responses of Placement Supervisors evaluations: “Working with multiple people and drawing consensus” “Showed strong initiative in gathering information from external sources.”
        • Typical responses of Student evaluations: “I learned about how important technology and its roles are in preserving and disseminating ideas.”

4. Use information architecture to coordinate design, technology, and business goals.
   • Means of Program Assessment and Criteria for Success and Summary of Data Collected:
     1. LIS 4103
        • In Fall 2007 and Spring 2008, 91% of those completing the course earned a C or better.
     2. Information and Enterprise Core
        • This defined area of expertise is partially fulfilled by successful completion of 1 of the 4 course options within the Information and Enterprise Core area with a grade of C or better.
     3. BAIS Student Satisfaction and Learning Survey
• Of the 1 question addressing this objective (#9) the average of “yes” responses was 100%.

5. **Implement and protect information systems and networks, using appropriate technological tools and processes, including programming, security protocols, systems design and other foundational approaches and methods.**

   • Means of Program Assessment and Criteria for Success and Summary of Data Collected:
     1. LIS 3003
        • In Fall 2007, 100% of those completing the course earned a C or better.
     2. LIS 4003
        • In the Fall 2007, 100% of those completing the course earned a C or better.
        In the Spring of 2008, BAIS seniors were allowed to enroll in LIS 5603 as a substitute for the LIS 4003 course, and 100% of those completing the course earned a C or better.
     3. LIS 4663
        • In Fall 2007 and Spring 2008, 100% of those completing the course earned a C or better.
     4. LIS 4823
        • In Fall 2007 and Spring 2008, of the 14 students who completed an internship, 13 earned a passing grade of S.
        • Typical responses of Placement Supervisors evaluations: “(student showed) Creativity in developing web page” “She should work on improving her technical knowledge.”
        • Typical responses of Student evaluations: “All LIS courses helped me especially with planning and problem solving” “I had a project that taught me things that I would actually use at a future job.”
     5. BAIS Student Satisfaction and Learning Survey
        • Of the 3 questions addressing this objective (#2, 3, 17) the average of “Yes” responses was 63%.

6. **Demonstrate understanding of information policy, information economics, professional roles, and information ethics within the information professions.**

   • Means of Program Assessment and Criteria for Success and Summary of Data Collected:
     1. LIS 3003
        • In Fall 2007, 100% of those completing the course earned a C or better.
     2. Information and Society Core
        • This defined area of expertise is partially fulfilled by successful completion of 1 of the 11 course options within the Information and Society Core area with a grade of C or better.
     3. BAIS Student Satisfaction and Learning Survey
        • Of the 4 questions addressing this objective (#13, 14, 15, 16) the average of “Yes” responses was 86%.

7. **Function in leadership and management roles.**

   • Means of Program Assessment and Criteria for Success and Summary of Data Collected:
     1. LIS 4663
        • In Fall 2007 and Spring 2008, 100% of those completing the course earned a C or better.
     2. LIS 4823
In Fall 2007 and Spring 2008, of the 14 students who completed an internship, 13 earned a passing grade of S.

Typical responses of Placement Supervisors evaluations: "(she) made intelligent decisions when immediate supervision was not available" "Student was quick learning and adapted to changing environment"

Typical responses of Student evaluations: "(within the internship) I do need a bit more structures – deadlines for specific phases, etc."

3. Leadership Core $^{7,13}$
   - This defined area of expertise is partially fulfilled by successful completion of the course defined within the Leadership Core area with a grade of C or better.

4. BAIS Student Satisfaction and Learning Survey $^{6}$
   - Of the 1 question addressing this objective (#10) the average of “Yes” responses was 89%.

8. Demonstrate critical thinking, professional writing, professional judgment, and analytical skills.
   - Means of Program Assessment and Criteria for Success and Summary of Data Collected:
     1. LIS 4003 $^{10}$
        - In the Fall 2007, 100% of those completing the course earned a C or better. In the Spring of 2008, BAIS seniors were allowed to enroll in LIS 5603 $^{11}$ as a substitute for the LIS 4003 course, and 100% of those completing the course earned a C or better.
     2. LIS 4103 $^{7}$
        - In Fall 2007 and Spring 2008, 91% of those completing the course earned a C or better.
     3. LIS 4663 $^{8}$
        - In Fall 2007 and Spring 2008, 100% of those completing the course earned a C or better.
     5. LIS 4823 $^{9}$
        - In Fall 2007 and Spring 2008, of the 14 students who completed an internship, 13 earned a passing grade of S.
        - Typical responses of Placement Supervisors evaluations: "(she) made intelligent decisions when immediate supervision was not available" "Student was quick learning and adapted to changing environment" "Her attitude was professional in every respect"
        - Typical responses of Student evaluations: "All LIS courses helped me especially with planning and problem solving."
     6. Organizational Communication Core $^{4}$
        - This defined area of expertise is partially fulfilled by successful completion of 1 of the 9 course options within the Information and Enterprise Core area with a grade of C or better.
     7. Leadership Core $^{7,13}$
        - This defined area of expertise is partially fulfilled by successful completion of the course defined within the Leadership Core area with a grade of C or better.
     8. BAIS Student Satisfaction and Learning Survey $^{6}$
        - Of the 4 questions addressing this objective (#18, 19, 20, 21) the average of “Yes” responses was 97%.
LIS 2003 The Information Environment - Explores the definition, impact, and history of information and information transmission. Introduces technology used to create, read, store, retrieve and transmit information. Analyzes societal institutions, techniques, and processes for the creation, distribution and management of information. Assesses the role of the information professions and information systems in culture and society.

2 C or better in all Major requirements except LIS 4663 which requires a B or better and LIS 4823 which requires an S.

3 Information and Enterprise: Working in any information environment requires not only basic business acumen (knowing how businesses work and understanding fundamental business processes) but also strategic and tactical understanding of the roles played by public and private organizations and the ways in which those roles fit into the social fabric. Information workers must understand how organizations operate and be familiar with the economic and social cultures of organizations. The role of technology in organizations and in the economy and the ways in which policy and practice are shaped are of particular importance. Vision, creative thinking, and understanding evolve from a core knowledge of societal and organizational functions.

4 Organizational Communication: The information enterprise – in business, industry, government, education, or elsewhere – is dependent on high-quality written and spoken communication. Graduates will be responsible for analyzing client needs, interacting in a team environment with designers and programmers, developing plans and reports, and effectively communicating needs and solutions. Understanding communication structures and facilitating communication processes at the micro and macro levels is essential, as is knowledge of both competitive and collaborative processes.

5 Information in Society: Knowledge of the interaction between information and various societal factors influencing communication of information is critical to understanding the impact of information in society. Analysis of the differing effects of such factors as ethnicity, culture, national philosophy, political system, delivery medium, and historical development on the interaction of information and the individual operating in a particular societal framework is a core component in assessing the role of information in today's environment.

6 BAIS Student Satisfaction and Learning Survey was initiated in 2006 and also delivered in 2007. The survey was completely redesigned in the Spring fo 2008 to reflect the new student learning objective in the School’s VMGO. The previous survey had 5 Likert scaled questions that seek students’ assessment of their developing skills/abilities and 4 open-ended questions for students’ assessments of their learning experiences. The new Spring 2008 survey contains 21 yes/no questions addressing the specific learning objectives as well as 2 questions addressing course materials and 2 open ended questions for student’s assessments of their learning experiences. This survey was delivered online and consequently had a return rate of 31% of currently enrolled BAIS students. A copy of the Spring 2008 Survey is attached at the end of this document.

7 LIS 4103 Design & Implementation of Networked Information Services
Prerequisite: junior standing. Design fundamentals for networked information services; implementation of storage, access, and distribution systems; knowledge representation methods; metadata and information structures; connectivity infrastructure; characteristics and behavior of networked audiences; systems use and usability.

8 LIS 4663 Information Studies Field Project (Capstone)
Prerequisite: 2003, 3003, 4003, 4103, and senior standing. Capstone course for the Bachelor of Arts in Information Studies; design and development of an operational prototype information system in a selected organizational setting. (F, Sp, Su)
9 LIS 4823  Internship in Information Studies
Prerequisite: 4003, 4103, and a grade of B or better in 4663 or permission of instructor and adviser. Provides an opportunity for student synthesis of principles and theories acquired in coursework and application of these principles and theories in a working environment. Under professional supervision, the student will complete 135 hours emphasizing general understanding of the specific assignment and completion of a focused project.

10 LIS 4003  Information Systems & Networks
Prerequisite: junior standing. Management of information technology; fundamental issues in operations and services associated with networked, digital resources; computers and communications in the digital age; storage and retrieval of text, images, and sound; understanding the use and users of networked information.

11 LIS 5603 Information Systems & Networks
Introduction to digital information technology, including historical origins and development. Introduction to systems, systems analysis, and nature and functionality of networks. Includes hands-on basic introduction to technical aspects of computer hardware and software.

12 LIS 3003  Object-Oriented Information Systems
Prerequisite: junior standing. Data and information structures; information architecture; information representation; information needs assessment; flow analysis; programming concepts and languages.

13 Leadership: Graduates of the BAIS program are expected to move quickly into team leadership positions and to have the potential for rising into increasingly responsible leadership roles in the organization by which they are employed. Element of leadership are also found in the required Information Studies Core courses.
Assessment Criteria and Procedures

The BAIS program was introduced in Fall 2001. Development of specific outcomes and objectives for the BAIS program was a major activity of the School during 2003-2004. The BAIS Student Satisfaction and Learning Survey was first developed during 2004-2005, and updated and delivered online in the Spring of 2008 based upon the new Student Learning Objectives for the School. The Curriculum Committee and the Undergraduate Studies Committee review the results of the Survey as well as review comments from Internship Evaluations. The new survey provides additional information into how students view the information presented in the program as it is tied to the Student Learning Objectives allowing for increased feedback in curriculum review.

Specific areas identified through the survey and internship feedback, including increased opportunities for advanced technical instruction as well as increased focus on identifying the fundamental concepts of information studies will be addressed by these committees with the input of the BAIS Advisory board. This board consisting of six members who represent two Oklahoma companies, two state agencies, and Oklahoma higher education interests) is consulted to ensure the curriculum is responsive to students’ professional and career needs, to needs in information industries, and to open avenues for practical learning experiences through directed field projects and internships.

Departmental Profiles reported for the next year, Fall 2007, that headcount decreased from 45 to 34 but also that a total of 13 degrees (the largest number at that time) were conferred. The five-year average for headcount majors is 44, which is far above the minimum (12.5) for headcount majors. In the four subsequent years (2003-2004, 2004-2005, 2005-2006, 2006-2007) the average number of graduates is 9, above the minimum of 5. When compared to the 15 undergraduate programs within schools that also had an ALA-accredited master’s degree, the 2004 SLIS BAIS enrollment of 47 students was within the range of that of the 15 comparable schools (17.1 to 464.2) but attained only 31 percent of the 15 schools’ average enrollment (Saye 2008, 76-77). (Departmental profile information gathered from the OU Factbook.)

In the fall of 2005, SLIS submitted a proposal for an online format of the BAIS degree program, and currently SLIS is offering online and in-class courses in the program. The online format has been well received. Typical comments in the Student Satisfaction and Learning Survey include, “(I like)the many online courses.” Of the 6 LIS core courses, 4 are delivered predominantly online with the LIS 4663 Capstone and LIS 5823 Internship delivered in a traditional format.

The School receives direct input from students through membership in standing committees, including Undergraduate Studies and Curriculum as well as the Student Advisory Board which meets with the Direct of SLIS throughout the school year.

SLIS has continued to strengthen the faculty teaching in the BAIS program, in addition to the full time instructor in the BAIS program, in the Spring 2007 and Fall 2008 undergraduates are enrolling in 3 courses taught by the graduate faculty through slash-listed courses, courses designed specifically for the undergraduate students, as well as student enrollment in graduate courses. These courses provide the BAIS students with the experience of working with graduate students in the classroom as well as working directly with graduate faculty.
1. Across the courses you are taking for the BAIS degree, are you learning about human-centered design processes?

2. Across the courses you are taking for the BAIS degree, are you learning about the foundations of computer programming?

3. Across the courses you are taking for the BAIS degree, are you learning about the foundations of information systems design?

4. Across the courses you are taking for the BAIS degree, are you learning about the social/cultural implications of information in the United States?

5. Across the courses you are taking for the BAIS degree, are you learning about the political implications of information in the United States?

6. Across the courses you are taking for the BAIS degree, are you learning about the economic implications of information in the United States?

7. Across the courses you are taking for the BAIS degree, are you learning about the global context of information systems?

8. Are you learning to analyze the information needs of organizations?

9. Are you learning to use information architecture to meet business, technology, and/or design goals?

10. Are you learning to function in leadership and/or management roles in information environments?

11. Are you learning to satisfy user needs in technologically intensive environments?

12. Are you learning to work with people from different countries, ethnicities, and/or social backgrounds?

13. Are you developing an understanding of information policy?

14. Are you developing an understanding of information economics?

15. Are you developing an understanding of professional roles in the information environment?

16. Are you developing an understanding of information ethics?

17. Are you developing an understanding of information security protocols?

18. Through your undergraduate courses at OU, are you developing critical thinking skills?

19. Through your undergraduate courses at OU, are you developing professional writing skills?

20. Through your undergraduate courses at OU, are you developing professional judgment skills?

21. Through your undergraduate courses at OU, are you developing analytical skills?
22. Please list the MOST useful learning experience(s) you have had this school year:
   - readings
   - essays
   - practical assignments
   - exams
   - internships
   - Other, please specify

23. Please list the LEAST useful learning experience(s) you have had this school year:
   - readings
   - essays
   - practical assignments
   - exams
   - internships
   - Other, please specify

24. As a BAIS student, what have you liked most about the program?
25. As a BAIS student, what have you found most frustrating about the program?
26. What is your current status?
   - Response Total Response Percent
   - Freshman
   - Sophomore
   - Junior
   - Senior