School of Library and Information Studies

THE UNIVERSITY OF OKLAHOMA

PROGRAM ASSESSMENT REPORT 2008-2009

UNDERGRADUATE PROGRAM

September 2009
School of Library and Information Studies  
Program Outcomes Assessment, September 2007  
Undergraduate Program  
Bachelor of Arts in Information Studies (BAIS)

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 2008 and Spring 2009, 90% of those completing the course earned a C or better (was 87% previous year)  
     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 86%. (was 67% last year)

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 2008 and Spring 2009, 89% of those completing the course earned a C or better, one student earned a D and will have to retake the course. (was 91% last year)  
     2. LIS 4663  
        • In Fall 2008 and Spring 2009, 100% of those completing the course earned a C or better.  
     3. LIS 4823  
        • In Fall 2008, Spring 2009, and Summer of 2009 of the 8 students who completed an internship, 7 earned a passing grade of S. The student who earned a U will have to re-take the course.  
        • Typical responses of Placement Supervisors evaluations: “She performed background research to contribute to our processes and make them better than before." “he has an excellent rapport with the staff and students…with our customers”
• Typical responses of Student evaluations: “applying concepts of usable website design in a practical environment.” “evaluate several websites and guide them (site owners) in making much needed improvements...might better accomplish their individual goals involving the websites.”

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 Enterprise 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 100%. (was 84% last year)

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 2009, 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.
     • In the Spring of 2009, BAIS students were allowed to enroll in LIS 4990 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 2008 and Spring 2009, 100% of those completing the course earned a C or better.
  3. LIS 4823
     • In Fall 2008, Spring 2009, and Summer of 2009 of the 8 students who completed an internship, 7 earned a passing grade of S. The student who earned a U will have to re-take the course.
     • Typical responses of Placement Supervisors evaluations: “familiar with every aspect of the workflow, and helped us dig out of the hole we were in.”
     • Typical responses of Student evaluations: “learning about servers, PCs, troubleshooting, and network components as well as how each of these things related to IT and running a network.”

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 Enterprise Core area with a grade of C or better.

5. 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.

6. BAIS Student Satisfaction and Learning Survey

• Of the 1 question addressing this objective (#8) the average of “yes” responses was 100%. (was 100% last year)

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 2008 and Spring 2009, 89% of those completing the course earned a C or better, one student earned a D and will have to retake the course. (was 91% last year).

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%. (was 100% last year)

4. LIS 4823
• In Fall 2008, Spring 2009, and Summer of 2009 of the 8 students who completed an internship, 7 earned a passing grade of S. The student who earned a U will have to re-take the course.
• Typical responses of Placement Supervisors evaluations: “He has taken primary role in revising organization of our web page” “(provided clients) with many notes...examples...an information architecture. The departments were very receptive to his input.”
• Typical responses of Student evaluations: “learning about servers, PCs, troubleshooting, and network components as well as how each of these things related to IT and running a network.” “evaluated it (the website) for the content and other ways to arrange this site.”

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:
5. LIS 3003
• In Fall 2007, 92% of those completing the course earned a C or better. One student earned a D and will have to re-take the course. (was 100% last year)

6. LIS 4003
• In the Fall 2009, 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
• In the Spring of 2009, BAIS students were allowed to enroll in LIS 4990 as a substitute for the LIS 4003 course, and 100% of those completing the course earned a C or better.

7. LIS 4663
• In Fall 2007 and Spring 2008, 100% of those completing the course earned a C or better.

8. LIS 4823
• In Fall 2008, Spring 2009, and Summer of 2009 of the 8 students who completed an internship, 7 earned a passing grade of S. The student who earned a U will have to re-take the course.
• Typical responses of Placement Supervisors evaluations: “involved in setting up new physical and virtual services...securing client equipment” “was able to rebuild much of the data pages to be in sync with our current software”
• Typical responses of Student evaluations: “I researched established methods of digitizing, editing, storing...etc” “My goal with this internship was to become oriented with a networked enterprise environment.” “These (technical implementation) activities directly related to my internship objectives.”

9. BAIS Student Satisfaction and Learning Survey
• Of the 3 questions addressing this objective (#2, 3, 17) the average of “Yes” responses was 86%. (was 63% last year)

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, 92% of those completing the course earned a C or better. One student earned a D and will have to re-take the course. (was 100% last year).
     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 79%. (was 86% last year)

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 2008, Spring 2009, and Summer of 2009 of the 8 students who completed an internship, 7 earned a passing grade of S. The student who earned a U will have to re-take the course.
        • Typical responses of Placement Supervisors evaluations: “she communicated...very effectively” “...productive in handling complicated, unstructured situations” “he has an enviable ability to combine book learning, hands-on learning and instruction”
        • Typical responses of Student evaluations: “I was constantly asked for my feedback and opinions on what we were doing.” “working in a professional setting with a considerable number of people for the first time.”
     3. Leadership Core
        • 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
        • Of the 1 question addressing this objective (#10) the average of “Yes” responses was 100%. (was 89% last year)

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
        • In the Fall 2009, 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
In the Spring of 2009, BAIS students were allowed to enroll in LIS 4990 as a substitute for the LIS 4003 course, and 100% of those completing the course earned a C or better.

2. LIS 4103
   - In Fall 2008 and Spring 2009, 89% of those completing the course earned a C or better, one student earned a D and will have to retake the course. (was 91% last year).

3. LIS 4663
   - In Fall 2008 and Spring 2009, 89% of those completing the course earned a C or better, one student earned a D and will have to retake the course. (was 91% last year).

5. LIS 4823
   - In Fall 2008, Spring 2009, and Summer of 2009 of the 8 students who completed an internship, 7 earned a passing grade of S. The student who earned a U will have to re-take the course.
   - Typical responses of Placement Supervisors evaluations: “able to take initial direction…and work towards that goal with little direct supervision” “Willingness to tackle tough problems work independently and creatively” “worked well with little supervision” “…productive in handling complicated, unstructured situations” “he has an enviable ability to combine book learning, hands-on learning and instructions.”
   - Typical responses of Student evaluations: “the capstone class contributed most to my ability to work on a project independently.” “I was actually doing something worth my time and challenged me to think outside the box.” “It forced me to practice my communication skills”

6. 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.

7. Leadership Core
   - 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
   - Of the 4 questions addressing this objective (#18, 19, 20, 21) the average of “Yes” responses was 100%. (was 97% last year)
LIS 2003  Introduction to Information Studies (formerly 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.

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

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.

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.

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.

Public Information

BAIS Student Satisfaction and Learning Survey was initiated in 2006. The survey was
completely redesigned in the Spring of 2008 to reflect the new student learning objective in the
School's VMGO. The survey contains 21 yes/no questions addressing the School's 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 30% (compared to 31% in 2008) of currently
enrolled BAIS students. A copy of the Spring 2009 Survey is attached at the end of this document

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.

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 have been identified through the survey and internship feedback, and were addressed by the Undergraduate Studies Committee and the Curriculum Committee in the 2008-2009 year. As a response to the indicated need for more information technology experiences, the School is proposing, the addition of an Information Technology Category to the Major requirements (3 hours). Also, the School, through the Undergraduate Studies Committee and the Curriculum Committee has redesigned the required IT course (currently LIS 4003, Information Systems and Networks) and is replacing it with the proposed LIS 4603 Information and Communication Technologies.

Departmental Profiles reported for the next year, Fall 2008, that headcount decreased from 33 to 29 and a total of 8 degrees were conferred in 2007-2008, above the minimum of 5. The five-year average for headcount majors is 40.8, which is far above the minimum (12.5) for headcount majors. (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. Currently SLIS is offering online and in-class courses in the program, and began offering the program completely online with the first enrollments (2) in the Fall of 2008. Since the BAIS is an interdisciplinary degree, the School is working closely with the CAS Online Learning Resource Center to ensure online options for all of the categories in the program. To further facilitate this, the School has proposed a change to the structure of the degree, replacing the prescribed list of courses for each category with flexible language that allows the list to be maintained by the School. SLIS is also working on creating new elective courses for students, which is part of the charge for the Undergraduate Studies Committee for 2009-2010. Of the 6 LIS core courses, 4 are delivered predominantly online with the LIS 4663 Capstone and LIS 5823 Internship delivered in a both formats.

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