SCHOOL OF LIBRARY AND INFORMATION STUDIES
THE UNIVERSITY OF OKLAHOMA

PROGRAM ASSESSMENT REPORT 2009-2010

UNDERGRADUATE PROGRAM

September 2010
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 2009 and Spring 2010, 100% of those completing the course earned a C or better (was 90% 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 96.6%. (was 86% last year)

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1 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.

2 C or better in all Major requirements except for 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 redesigned in the Spring of 2008 to reflect the new student learning objectives 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 had a return rate of 18% (compared to 30% in 2009) of currently enrolled BAIS students. A copy of the Spring 2010 Survey is attached at the end of this document.
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 Spring 2010, 100% of those completing the course earned a C or better (was 89% last year)
  2. LIS 4663
     - In Fall 2009, 100% of those completing the course earned a C or better (was 100% last year)
  3. LIS 4823
     - In Fall 2009, Spring 2010, and Summer of 2010 of the 7 students who completed an internship, 6 earned a passing grade of S. The student who earned an ‘I’ will have one year to complete the course.
  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. Information Technology Core
     - This defined area of expertise is partially fulfilled by successful completion of 1 of the 5 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 2 questions addressing this objective (#s1, 11) the average of “Yes” responses was 83%. (was 100% last year)

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

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

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)

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.

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.

Information Technology: As members of a connected and technology intensive society, information workers must not only have a solid foundation in current information technology applications, but have the ability to respond to rapid changes in this realm. Evaluating the use of information technology, keeping abreast of new developments as well as applying creative solutions and problem solving for organizations through technology is essential for information professionals.

BAIS Student Satisfaction and Learning Survey was initiated in 2006, and redesigned in the Spring of 2008 to reflect the new student learning objectives 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 had a return rate of 18% (compared to 30% in 2009) of currently enrolled BAIS students. A copy of the Spring 2010 Survey is attached at the end of this document.
3. Analyze the information needs of organizations.
   • Means of Program Assessment and Criteria for Success and Summary of Data Collected:
     1. LIS 4990 14, 15
        • In the Fall of 2009, Spring of 2010, and Summer 2010 BAIS students were allowed to enroll in LIS 4990 as a substitute for the LIS 4003 course, and 100% of those completing the LIS 4990 course earned a C or better. (was 100% Sp ’09)
     2. LIS 4663 14, 16
        • In Fall 2009, 100% of those completing the course earned a C or better (was 100% last year)
     3. LIS 4823 14, 17
        • In Fall 2009, Spring 2010, and Summer of 2010 of the 7 students who completed an internship, 6 earned a passing grade of S. The student who earned an ‘I’ will have one year to complete the course.
     4. Information and Enterprise Core 18
        • 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 19
        • 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 20
        • Of the 1 question addressing this objective (#8) the average of “yes” responses was 100%. (was 100% last year)

14 C or better in all Major requirements except for LIS 4663 (which requires a B or better) and LIS 4823, which requires an S.
15 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.
16 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)
17 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.
18 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.
19 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
20 BAIS Student Satisfaction and Learning Survey was initiated in 2006, and redesigned in the Spring of 2008 to reflect the new student learning objectives 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 had a return rate of 18% (compared to 30% in 2009) of currently enrolled BAIS students. A copy of the Spring 2010 Survey is attached at the end of this document.
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\textsuperscript{21,22}
        • In Spring 2010, 100% of those completing the course earned a C or better (was 89% last year)
     2. Information and Enterprise Core \textsuperscript{21,23}
        • 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 \textsuperscript{24}
        • Of the 1 question addressing this objective (#9) the average of “yes” responses was 83%. (was 100% last year)
     4. LIS 4823\textsuperscript{2,25}
        • In Fall 2009, Spring 2010, and Summer of 2010 of the 7 students who completed an internship, 6 earned a passing grade of S. The student who earned an ‘I’ will have one year to complete the course.

\textsuperscript{21} C or better in all Major requirements except for LIS 4663 (which requires a B or better) and LIS 4823, which requires an S.
\textsuperscript{22} 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.
\textsuperscript{23} 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.
\textsuperscript{24} BAIS Student Satisfaction and Learning Survey was initiated in 2006, and redesigned in the Spring of 2008 to reflect the new student learning objectives 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 had a return rate of 18% (compared to 30% in 2009) of currently enrolled BAIS students. A copy of the Spring 2010 Survey is attached at the end of this document
\textsuperscript{25} 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.
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** 26, 27
        - In Spring 2010, 100% of those completing the course earned a C or better. (was 92% last year)
     2. **LIS 4990** 26, 28
        - In the Fall of 2009, Spring of 2010, and Summer 2010 BAIS students were allowed to enroll in LIS 4990 as a substitute for the LIS 4003 course, and 100% of those completing the LIS 4990 course earned a C or better. (was 100% Sp '09)
     3. **LIS 4663** 26, 29
        - In Fall 2009, 100% of those completing the course earned a C or better (was 100% last year)
     4. **LIS 4823** 26, 30
        - In Fall 2009, Spring 2010, and Summer of 2010 of the 7 students who completed an internship, 6 earned a passing grade of S. The student who earned an ‘I’ will have one year to complete the course.

   5. **Information Technology Core** 26, 31
      - This defined area of expertise is partially fulfilled by successful completion of 1 of the 5 course options within

   6. **BAIS Student Satisfaction and Learning Survey** 32
      - Of the 3 questions addressing this objective (#2, 3, 17) the average of “Yes” responses was 78%. (was 86% last year)

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26 C or better in all Major requirements except for LIS 4663 (which requires a B or better) and LIS 4823, which requires an S.

27 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.

28 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.

29 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)

30 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.

31 Information Technology: As members of a connected and technology intensive society, information workers must not only have a solid foundation in current information technology applications, but have the ability to respond to rapid changes in this realm. Evaluating the use of information technology, keeping abreast of new developments as well as applying creative solutions and problem solving for organizations through technology is essential for information professionals.

32 *BAIS Student Satisfaction and Learning Survey* was initiated in 2006, and redesigned in the Spring of 2008 to reflect the new student learning objectives 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 had a return rate of 18% (compared to 30% in 2009) of currently enrolled BAIS students. A copy of the Spring 2010 Survey is attached at the end of this document.
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** 33,34
        - In Spring 2010, 100% of those completing the course earned a C or better. (was 92% last year)
     2. Information and Society Core 33,35
        - 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 36
        - Of the 4 questions addressing this objective (#13, 14, 15, 16) the average of “Yes” responses was 96%. (was 79% 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** 33,37
        - In Fall 2009, 100% of those completing the course earned a C or better (was 100% last year)
     2. **LIS 4823** 33,38
        - In Fall 2009, Spring 2010, and Summer of 2010 of the 7 students who completed an internship, 6 earned a passing grade of S. The student who earned an ‘I’ will have one year to complete the course.
     3. Leadership Core 33,39
        - 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 36
        - Of the 1 question addressing this objective (#10) the average of “Yes” responses was 100%. (was 100% last year)

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33 C or better in all Major requirements except for LIS 4663 (which requires a B or better) and LIS 4823, which requires an S.

34 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.

35 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.

36 BAIS Student Satisfaction and Learning Survey was initiated in 2006, and redesigned in the Spring of 2008 to reflect the new student learning objectives 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 had a return rate of 18% (compared to 30% in 2009) of currently enrolled BAIS students. A copy of the Spring 2010 Survey is attached at the end of this document.

37 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)

38 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.

39 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. Elements of leadership are also found in the required Information Studies Core courses.
8. Demonstrate critical thinking, professional writing, professional judgment, and analytical skills.

- Means of Program Assessment and Criteria for Success and Summary of Data Collected:
  a. LIS 4990 40,41
     - In the Fall of 2009, Spring of 2010, and Summer 2010 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. (was 100% Sp ’09)
  b. LIS 4103 39,42
     - In Spring 2010, 100% of those completing the course earned a C or better (was 89% last year)
  c. LIS 4663 39,43
     - In Fall 2009, 100% of those completing the course earned a C or better (was 100% last year)
  d. LIS 4823 39,44
     - In Fall 2009, Spring 2010, and Summer of 2010 of the 7 students who completed an internship, 6 earned a passing grade of S. The student who earned an ‘I’ will have one year to complete the course.

5. Organizational Communication Core 39,45

- 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. Leadership Core 39,46

- 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.

7. BAIS Student Satisfaction and Learning Survey 47

- Of the 4 questions addressing this objective (#18, 19, 20, 21) the average of “Yes” responses was 100%. (was 100% last year)

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40 C or better in all Major requirements except for LIS 4663 (which requires a B or better) and LIS 4823, which requires an S.
41 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.
42 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.
43 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)
44 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.
45 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
46 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. Elements of leadership are also found in the required Information Studies Core courses.
47 BAIS Student Satisfaction and Learning Survey was initiated in 2006, and redesigned in the Spring of 2008 to reflect the new student learning objectives 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 had a return rate of 18% (compared to 30% in 2009) of currently enrolled BAIS students. A copy of the Spring 2010 Survey is attached at the end of this document.
Bachelor of Arts in Library and Studies (BAIS)
Use of Assessment Data

The BAIS program, introduced in Fall 2001, is an inter-disciplinary degree designed to prepare students to explore and analyze information needs, and deploy appropriate and effective approaches to satisfying those needs. The central theme of the degree is facilitating the link between people and the information they need to succeed. Development of specific outcomes and objectives for the BAIS program that focus on intermediation between information, information systems, and information users 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 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 for curriculum review. Additionally 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 SLIS Director throughout the school year.

Specific areas have been identified through the survey and internship feedback, and were addressed by the Undergraduate Studies Committee (USC) and the Curriculum Committee in the 2008-2009 year. As a response to the indicated need for more information technology experiences, the School has added a new core competency area, Information Technology Category, to the Major requirements (3 hours). The USC currently has 5 course options for this category, has proposed the addition of 2 courses (CS 1313 Programming for Non-majors and GEOG 2453 Introduction to Computer Mapping and Analysis), and will continue to search for appropriate courses within the university this school year. The School has worked to re-design multiple courses to better meet the needs of current students, many of them focused on the Information Technology competency area, including LIS 4453 Digital Collections, and LIS 4663 Database Design for Information Organizations.

For Fall 2009, the program had a total of 29 enrolled students (2 in the online program and 27 in the traditional program). In Spring 2010, 33 students were enrolled (a breakdown was not available). A total of 12 degrees were conferred in the 2008-2009 school year. The five-year average for headcount for BAIS majors is 36. (The departmental profile information is normally gathered from the University Factbook, however these data have not been updated for the most recent year and therefore the data presented is from the College 101 Reports).

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 College of Arts & Sciences Online Learning Resource Center to ensure online options for all of the categories in the program. In one year the online program option has grown from 2 (Fall 2009) to 5 (Fall 2010) students. Of the 6 LIS core courses, 4 are delivered predominantly online with the LIS 4663 Capstone and LIS 5823 Internship being delivered in a both formats.

By slash-listing 4 undergraduate courses with graduate courses SLIS has continued to diversify the learning opportunities for BAIS students. Members of the SLIS full-time faculty deliver all of these courses and these courses therefore provide the BAIS students with the experience of working directly with graduate faculty as well as with graduate students.

In 2010-11 SLIS will continue to employ a wide variety of assessment techniques and in turn leverage the results for positive undergraduate student outcomes. These data will be used to continue to provide SLIS’s program of dynamic, innovative, and relevant education that enables our graduates to facilitate linkages between information technology workers and information users in a global society.
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?
   - Freshman
   - Sophomore
   - Junior
   - Senior