SCHOOL OF LIBRARY AND INFORMATION STUDIES
THE UNIVERSITY OF OKLAHOMA

PROGRAM ASSESSMENT REPORT 2010-2011

UNDERGRADUATE PROGRAM

September 2011
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 2010 and Spring 2011, 85% 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 4 questions addressing this objective (#s 1, 2, 3, 4) all respondents answered “yes” except one Capstone student who responded “no” to #2 about the political role of information.

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 and again redesigned in the Fall of 2010 to better reflect the new student learning objectives in the School’s VMGO. The survey contains 17 yes/no questions addressing the School’s specific learning objectives as well as 2 questions addressing course materials and 9 open ended questions for student’s assessments of their learning experiences, and 1 question addressing students’ future plans. This survey was delivered online to students in the LIS 4663 Capstone class. The four students enrolled in the course in Spring 2011 all completed the questionnaire. A copy of the Spring 2011 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 2011, 71% of those completing the course earned a C or better, (1 student received a grade of I)
  2. LIS 4663
     - In Fall 2010 and Spring of 2011, 100% of those completing the course earned a C or better
  3. LIS 4823
     - In Fall 2010, Spring 2011, and Summer of 2011 of the 8 students who completed an internship, 100% earned a passing grade of S.
     - Comments from Placement Supervisor Evaluations include: “Talked with our customers over the phone very easily and was able to convey to them how to fix problems. He has a good eye for what enhancement our software could use and conveyed those to me in a clear way.”
  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 1 question addressing this objective (#5) 3 of the 4 Capstone students responded “yes.”

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7 C or better in all Major requirements except for LIS 4663 (which requires a B or better) and LIS 4823, which requires an S.
8 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.
9 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)
10 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.
11 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.
12 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.
13 BAIS Student Satisfaction and Learning Survey was initiated in 2006, and redesigned in the Spring of 2008 and again redesigned in the Fall of 2010 to better reflect the new student learning objectives in the School’s VMGO. The survey contains 17 yes/no questions addressing the School’s specific learning objectives as well as 2 questions addressing course materials and 9 open ended questions for student’s assessments of their learning experiences, and 1 question addressing students’ future plans. This survey was delivered online to students in the LIS 4663 Capstone class. The four students enrolled in the course in Spring 2011 all completed the questionnaire. A copy of the Spring 2011 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 4603 14, 15
        - In the Fall of 2010, Spring of 2011, and Summer 2011, 100% of those completing a C or better.
     2. LIS 4663 7, 16
        - In Fall 2010 and Spring of 2011, 100% of those completing the course earned a C or better.
     3. LIS 4823 7, 17
        - In Fall 2010, Spring 2011, and Summer of 2011 of the 8 students who completed an internship, 100% earned a passing grade of S.
        - Comments from Placement Supervisor Evaluations include: “he was able to make significant impact…was able to pick up how our main software product worked very quickly. He was able to assist us on the phone with technical support questions and was able to test the software effectively.”
     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 (#6) all Capstone students responded “yes”.

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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 4603 Information and Communication Technology
   Prerequisite: junior standing. Introduction to the theory and application of information and communication technologies including hardware, software, systems, systems analysis and the nature and functionality of networks; social, technical and organizational influences on the use and users of information technology
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 and again redesigned in the Fall of 2010 to better reflect the new student learning objectives in the School’s VMGO. The survey contains 17 yes/no questions addressing the School’s specific learning objectives as well as 2 questions addressing course materials and 9 open ended questions for student’s assessments of their learning experiences, and 1 question addressing students’ future plans. This survey was delivered online to students in the LIS 4663 Capstone class. The four students enrolled in the course in Spring 2011 all completed the questionnaire. A copy of the Spring 2011 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 21,22
     • In Spring 2011, 71% of those completing the course earned a C or better, (1 student received a grade of I).
  2. LIS 4823 23,24
     • In Fall 2010, Spring 2011, and Summer of 2011 of the 8 students who completed an internship, 100% earned a passing grade of S.
     • Comments from Placement Supervisor Evaluations include: “…has a great grasp of technology terminology and processes…He also works well with non-technical people.”
  3. Information and Enterprise Core 21,24
     • 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.
  4. BAIS Student Satisfaction and Learning Survey 25
     • Of the 1 question addressing this objective (#7) all Capstone students responded “yes”

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.
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.
23 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.
24 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.
25 BAIS Student Satisfaction and Learning Survey was initiated in 2006, and redesigned in the Spring of 2008 and again redesigned in the Fall of 2010 to better reflect the new student learning objectives in the School’s VMGO. The survey contains 17 yes/no questions addressing the School’s specific learning objectives as well as 2 questions addressing course materials and 9 open ended questions for student’s assessments of their learning experiences, and 1 question addressing students’ future plans. This survey was delivered online to students in the LIS 4663 Capstone class. The four students enrolled in the course in Spring 2011 all completed the questionnaire. A copy of the Spring 2011 Survey is attached at the end of this document.
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 Spring 2011, 86% of those completing the course earned a C or better.
  2. LIS 4603
     - In the Fall of 2010, Spring of 2011, and Summer 2011, 100% of those completing a C or better.
  3. LIS 4663
     - In Fall 2010 and Spring of 2011, 100% of those completing the course earned a C or better.
  4. LIS 4823
     - In Fall 2010, Spring 2011, and Summer of 2011 of the 8 students who completed an internship, 100% earned a passing grade of S.
     - Comments from Placement Supervisor Evaluations include: “Developed a public knowledge base portal, which fulfills a longstanding need at the department. We will be able to utilize this tool extensively going forward.”

5. Information Technology Core
    - 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
    - Of the 1 question addressing this objective (#5) all responded “yes.”

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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 C or better in all Major requirements except for LIS 4663 (which requires a B or better) and LIS 4823, which requires an S.
29 LIS 4603 Information and Communication Technology
Prerequisite: junior standing. Introduction to the theory and application of information and communication technologies including hardware, software, systems, systems analysis and the nature and functionality of networks; social, technical and organizational influences on the use and users of information technology.
30 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)
31 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.
32 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.
33 BAIS Student Satisfaction and Learning Survey was initiated in 2006, and redesigned in the Spring of 2008 and again redesigned in the Fall of 2010 to better reflect the new student learning objectives in the School’s VMGO. The survey contains 17 yes/no questions addressing the School’s specific learning objectives as well as 2 questions addressing course materials and 9 open ended questions for student’s assessments of their learning experiences, and 1 question addressing students’ future plans. This survey was delivered online to students in the LIS 4663 Capstone class. The four students enrolled in the course in Spring 2011 all completed the questionnaire. A copy of the Spring 2011 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 4663 34,35
     - In Fall 2010 and Spring 2011, 85% of those completing the course earned a C or better.
  2. Information and Society Core 33,36
     - 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 37
     - Of the 4 questions addressing this objective (#9, 10, 11, 12) all four Capstone students responded “yes” to the questions about developing an understanding of information policy and develop an understanding of professional roles in the information environment. Three of the four students responded “yes” to the questions about developing an understanding of information economics and an understanding of information ethics.

7. Function in leadership and management roles.

- Means of Program Assessment and Criteria for Success and Summary of Data Collected:
  1. LIS 4663 33,38
     - In Fall 2010 and Spring of 2011, 100% of those completing the course earned a C or better.
  2. LIS 4823 33,39
     - In Fall 2010, Spring 2011, and Summer of 2011 of the 8 students who completed an internship, 100% earned a passing grade of S.
     - Comments from Placement Supervisor Evaluations include: “With his interpersonal skills, he should be able to move into a managerial position and well be well-loved by his employees because he’s done their jobs and can empathize with them.”, “He’ll do well in a management position that deals with technology.”
  3. Leadership Core 33,40
     - 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 (#13) all responded “yes”.

34 C or better in all Major requirements except for LIS 4663 (which requires a B or better) and LIS 4823, which requires an S.
35 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.
36 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.
37 BAIS Student Satisfaction and Learning Survey was initiated in 2006, and redesigned in the Spring of 2008 and again redesigned in the Fall of 2010 to better reflect the new student learning objectives in the School’s VMGO. The survey contains 17 yes/no questions addressing the School’s specific learning objectives as well as 2 questions addressing course materials and 9 open ended questions for student’s assessments of their learning experiences, and 1 question addressing students’ future plans. This survey was delivered online to students in the LIS 4663 Capstone class. The four students enrolled in the course in Spring 2011 all completed the questionnaire. A copy of the Spring 2011 Survey is attached at the end of this document.
38 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)
39 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.
40 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. Utilize critical thinking, professional writing, professional judgment, and analytical skills.
   • Means of Program Assessment and Criteria for Success and Summary of Data Collected:
     a. LIS 4603 41,42
        • In the Fall of 2010, Spring of 2011, and Summer 2011, 100% of those completing a C or better.
     b. LIS 4103 39,43
        • In Spring 2011, 71% of those completing the course earned a C or better, (1 student received a grade of I).
     c. LIS 4663 39,44
        • In Fall 2010 and Spring of 2011, 100% of those completing the course earned a C or better.
     d. LIS 4823 39,45
        • In Fall 2010, Spring 2011, and Summer of 2011 of the 8 students who completed an internship, 100% earned a passing grade of S. (Note, one student who earned an 'I' has already completed the work for the course and received an S.)
        • Comments from Placement Supervisor Evaluations include: “He demonstrated great document writing and bug reporting.”

5. Organizational Communication Core 39,46
   • 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 39,47
   • 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 48
   • Of the 4 questions addressing this objective (#14, 15, 16, 17) all students responded “yes”.

41 C or better in all Major requirements except for LIS 4663 (which requires a B or better) and LIS 4823, which requires an S.
42 LIS 4603 Information and Communication Technology
  Prerequisite: junior standing. Introduction to the theory and application of information and communication technologies including hardware, software, systems, systems analysis and the nature and functionality of networks; social, technical and organizational influences on the use and users of information technology.
43 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.
44 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)
45 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.
46 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
47 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.
48 BAIS Student Satisfaction and Learning Survey was initiated in 2006, and redesigned in the Spring of 2008 and again redesigned in the Fall of 2010 to better reflect the new student learning objectives in the School’s VMGO. The survey contains 17 yes/no questions addressing the School’s specific learning objectives as well as 2 questions addressing course materials and 9 open ended questions for student’s assessments of their learning experiences, and 1 question addressing students’ future plans. This survey was delivered online to students in the LIS 4663 Capstone class The four students enrolled in the course in Spring 2011 all completed the questionnaire. A copy of the Spring 2011 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 2010, the program had a total of 32 enrolled students (5 in the online program and 27 in the traditional program). In Spring 2011, 36 students were enrolled (4 in the online program and 32 in the traditional program). A total of 10 degrees were conferred in the 2008-2009 school year (from the most recent OU Factbook). According to the 101 College Reports for Fall 2010, Spring 2011, and Summer 2011; 6 BAIS degrees were conferred. The five-year average for headcount for BAIS majors is 36. (The departmental profile information is gathered 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 the Undergraduate Studies Committee redesigned the Internship in Information Studies Student & Placement Supervisor Evaluation Forms to align with the goals and objectives of the BAIS program (attached). The forms were used for the first time in Summer 2011 and will continue to be used in 2011-12 to evaluate the internship experience. In 2011-12 SLIS will deploy the employer and alumni student surveys designed by the UGS in 2010-11 and 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.
Congratulations!

You are receiving this Program Assessment Survey because you are nearing the successful completion of the Bachelor of Arts in Information Studies degree. This survey is designed to gather your feedback about the degree based upon the program objectives as well as your general impression about SLIS and the degree. Your responses and comments will be used by the School to improve the degree program and the overall experience for our students.

- The first 17 questions specifically address the Learning Objectives for the Information Studies Program.
- The next 11 questions address your general impressions of the School and the Program.

The survey should take approximately 30 minutes to complete.

Thank you for your time

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1. Did you learn about the **social/cultural role** of information?
   - Yes
   - No

2. Did you learn about the **political role** of information?
   - Yes
   - No

3. Did you learn about the **economic role** of information?
   - Yes
   - No

4. Did you learn about the **global context** of information systems?
   - Yes
   - No

5. Did you learn about **human-centered design processes**?
   - Yes
   - No

6. Did you learn to **analyze the information needs** of organizations?
6. Did you learn to analyze the information needs of organizations?
   - Yes
   - No

7. Did you learn to use the principles of information architecture to coordinate business, design, and technology goals?
   - Yes
   - No

8. Did you learn about the foundations of information systems design?
   - Yes
   - No

9. Did you develop an understanding of information policy?
   - Yes
   - No

10. Did you develop an understanding of information economics?
    - Yes
    - No

11. Did you develop an understanding of information ethics?
    - Yes
    - No

12. Did you develop an understanding of professional roles in the information environment?
    - Yes
    - No

13. Did you learn to function in leadership and/or management roles in information environments?
    - Yes
    - No

14. Did you develop/utilize critical thinking skills?
    - Yes
    - No

15. Did you develop/utilize professional writing skills?
    - Yes
    - No

16. Did you develop/utilize professional judgment skills?
    - Yes
    - No

17. Did you develop/utilize analytical skills?
    - Yes
    - No

18. Please list the MOST useful learning experience(s) from your LIS courses:
    (Check all that apply)
    - readings
    - essays
    - hands-on assignments
    - exams
    - internships
    - capstone course
19. Please list the LEAST useful learning experience(s) in your LIS courses:
(Check all that apply)

- readings
- essays
- hands-on assignments
- exams
- internships
- capstone course
- discussions

- group work
- Other, please specify

20. As a Information Studies student, what have you liked most about the program?

21. As a Information Studies student, what have you found most frustrating about the program?

22. How did you first learn about the Information Studies Major?

23. Why did you select the Information Studies Major?

24. In what professional area(s) do you plan to look for employment?
Select all that apply.

- Business
- Information Technology
- Project Management
- Librarianship with no MLIS
- Further degree - MLIS focus
- Further degree - IS focus
- Other, please specify

25. What do you feel well prepared to do, in terms of employment in the field?
26. What do you feel you need more education and/or training in order to do?

27. Is there anything you would change about your experiences as an Information Studies student?

28. Are there any additional questions that we should ask in this survey? If so what are they and what are your answers?
SCHOOL OF LIBRARY AND INFORMATION STUDIES

LIS4823
INTERNSHIP IN INFORMATION STUDIES
STUDENT EVALUATION

Student Name: 
Placement Supervisor: 
Internship Site: 
Supervising Faculty Member: 

Date: 
Student ID: 

Please respond to each of the following questions. If there is insufficient space, you may attach additional pages. Return your completed evaluation to the Supervising Faculty Member.

A. PROCESS

1. Did the supervising faculty member, the internship documents, and the placement supervisor adequately orient you to the internship experience?

   Yes □  No □

   Any comment?

2. Was communication among you, the placement supervisor, and the supervising faculty member effective?

   Yes □  No □

   Any comment?

3. Did your placement supervisor provide adequate opportunities and guidance for a meaningful work experience?

   Yes □  No □

   Any comment?

B. LEARNING OBJECTIVES

The internship experience is designed to advance the OU SLIS Student Goal of “facilitating linkages between information technology workers and information users in a global society.” Specifically,

1. Were you able to identify and analyze the information needs of the organization?

   Not at all □  To some extent □  To a great extent □

   Explain:
2. Did you apply human-centered design processes to satisfy your users’ information needs?

Not at all □ To some extent □ To a great extent □

Briefly describe the relevant activities and outcomes:

3. Did you use the principles of information architecture to coordinate business, design, and technology goals?

Not at all □ To some extent □ To a great extent □

Explain:

4. Did you learn how to use technological tools and processes to implement and protect information systems and networks? These tools might include programming, security, systems design among other foundation approaches and methods.

Not at all □ To some extent □ To a great extent □

List the tools or processes you used and describe their applications.
5. Did your internship activities advance your leadership and management skills?

Not at all □ To some extent □ To a great extent □

Explain:

6. Did you use any of the following skills:

a. Critical thinking and analysis?

Not at all □ To some extent □ To a great extent □

Explain:

b. Professional judgment?

Not at all □ To some extent □ To a great extent □

Explain:

c. Professional writing?

Not at all □ To some extent □ To a great extent □

Explain:
C. GENERAL REFLECTIONS
1. Was your coursework helpful to you in preparing for this experience?
   Not at all   To some extent   To a great extent
   Which courses were most helpful?
   Which course were least helpful?

2. What were the best parts of the internship experience?

3. What were the worst parts of the internship experience?

4. How could your internship experience have been improved?

5. Would you recommend this site to another student?
   Yes ☐    No ☐
   Any comment?

   Do you have any other comments or reflections on your internship experience?
Please respond to each of the following questions. If there is insufficient space, you may attach additional pages. Return your completed evaluation to the Supervising Faculty Member.

C. PROCESS

4. Did the supervising faculty member and the internship documents adequately orient you to the internship experience?
   
   Yes ☐  No ☐
   
   Any comment?

5. Was communication among you, the student, and the supervising faculty member effective?
   
   Yes ☐  No ☐
   
   Any comment?

B. LEARNING OBJECTIVES

1. Was the student intern able to make a contribution to your organization?
   
   Yes ☐  No ☐
   
   Explain:
2. Please indicate the degree to which the student was able to demonstrate the following during the internship.

<table>
<thead>
<tr>
<th>The student was able to:</th>
<th>Not at all</th>
<th>To some extent</th>
<th>To a great extent</th>
<th>N/A</th>
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<tbody>
<tr>
<td>identify and analyze the information needs of the organization</td>
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<tr>
<td>apply human-centered design processes to satisfy your users’ information needs</td>
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<tr>
<td>use the principles of information architecture to coordinate design, technology, and business goals</td>
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<tr>
<td>use technological tools and processes to implement and protect information systems and networks *</td>
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<tr>
<td>demonstrate leadership and management skills</td>
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<td>demonstrate critical thinking and analysis</td>
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<td>demonstrate professional writing</td>
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</table>

* These tools might include programming, security, systems design among others.

Please add any comments related to the above.

6. What strengths did the student exhibit in the internship experience?

7. What areas would you suggest the student concentrate on for improved performance?

8. Would you be willing to host another BAIS intern?
   - Yes [ ] No [x]

Do you have any additional comments for the School?