The UNIVERSITY of OKLAHOMA
School of Library and Information Studies

PROGRAM ASSESSMENT REPORT 2011-2012

BACHELOR OF ARTS IN INFORMATION STUDIES PROGRAM

September 2012
School of Library and Information Studies
Bachelor of Arts in Information Studies
Goal and Objectives Based Assessment Methods & Results

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

Objective #1: Upon completion of the program the student will be able to 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.

1. LIS 2003 1.2
   - In Fall 2011 and Spring 2012, 91% of IS students completing the course earned a C or better.
2. Information and Enterprise Core 2.3
   - 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 2.4
   - This defined area of expertise is partially fulfilled by successful completion of 1 of the 9 course options within the Information and Enterprise Core area with a grade of C or better.
4. Information and Society Core 2.5
   - 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 6
   - Of the 4 questions addressing this objective (#s 1, 2, 3, 4) all Capstone students responded “yes.”
6. BAIS Alumni Survey, Spring-Summer 2012 7
   - Of the 4 questions addressing this objective (#s 1, 2, 3, 4) all Capstone students responded “yes.”

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1 LIS 2003 Introduction to Information Studies - 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 IS 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. Of the five students enrolled in the course in Spring 2012, four students completed the survey. A copy of the Spring 2012 Survey is attached at the end of this document.
7 IS Alumni Survey was designed in 2012, and contains 17 questions that address the understanding and importance of the specific learning objectives in the School’s VMGO, and 4 open ended questions about the students employment. The survey was delivered online and a total of 11 sets of responses were collected. A copy of the survey is attached at the end of this document.
Objective #2: Upon completion of the program the student will be able to apply human-centered design processes to satisfy user information needs in technologically intensive environments.

1. LIS 4633 8, 9
   - In Fall 2011, 82% of the IS Students completing the course earned a C or better.
2. LIS 4663 8, 10
   - In Fall 2011 and Spring of 2012 100% of the IS students completing the course earned a C or better.
3. LIS 4823 8, 11
   - In Fall 2011, Spring 2012, and Summer of 2012, 100% of the IS students earned a passing grade of S.
   - Comments from Placement Supervisor Evaluations include: “she was very organized in preparatory discussions about the web site including giving us a content sheet in which to give her information, and had...a draft to show us.”
4. Information and Enterprise Core 8, 12
   - 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 8, 13
   - 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 14
   - Of the 1 question addressing this objective (#5) all Capstone students responded “yes.”
7. BAIS Alumni Survey, Spring-Summer 2012 15
   - Of the 1 question addressing this objective (#5)
     - 27% rated “Very High,” 64% rated “High,” and 9% rated “Neutral” his/her understanding of this concept.
     - 36% rated “Very High,” 45% rated “High,” and 18% rated “Neutral” the importance of this concept to his/her career.

8 C or better in all Major requirements except for LIS 4663 (which requires a B or better) and LIS 4823, which requires an S.
9 LIS 4633 Design & Implementation of Web-based Information Services (Formerly 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.
10 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)
11 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.
12 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.
13 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.
14 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. This survey was delivered online to students in the LIS 4663 Capstone class. Of the five students enrolled in the course in Spring 2012, four students completed the survey. A copy of the Spring 2012 Survey is attached at the end of this document.
15 IS Alumni Survey was designed in 2012, and contains 17 questions that address the understanding and importance of the specific learning objectives in the School’s VMGO, and 4 open ended questions about the students employment. The survey was delivered online and a total of 11 sets of responses were collected. A copy of the survey is attached at the end of this document.
Objective #3: Upon completion of the program the student will be able to analyze the information needs of organizations.

1. LIS 4063 16, 17
   • In the Fall of 2011 (taught as LIS 4603), Spring of 2012, and Summer 2012, 84% of IS students completing a earned a C or better.
2. LIS 4663 16, 18
   • In Fall 2011 and Spring of 2012 100% of the IS students completing the course earned a C or better.
3. LIS 4823 16, 19
   • In Fall 2011, Spring 2012, and Summer of 2012, 100% of the IS students earned a passing grade of S.
   • Comments from Placement Supervisor Evaluations include: “She had researched and supplied us with information about using…our current database as a site backend and supplied us with information to obtain a (web)site through (OU)” “(she) ran the governance team meetings and document the results to produce our SharePoint governance plan”
4. Information and Enterprise Core 16, 20
   • 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 16, 21
   • 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 22
   • Of the 1 question addressing this objective (#6) all Capstone students responded “yes”.
7. BAIS Alumni Survey, Spring-Summer 2012 23
   • Of the 1 question addressing this objective (#6)
     o 64% rated “Very High” and 36% rated “High,” his/her understanding of this concept.
     o 82% rated “Very High” and 18% rated “High,” the importance of this concept to his/her career.

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16, 17 C or better in all Major requirements except for LIS 4663 (which requires a B or better) and LIS 4823, which requires an S.
18 LIS 4063 Information and Communication Technology (Formerly LIS 4603 Information and Communication Technology)
19 LIS 4663 Information Studies Field Project (Capstone)
20 LIS 4823 Internship in Information Studies
21 LIS 4823 Internship in Information Studies
22 BAIS Alumni Survey was designed in 2012, and contains 17 questions that address the understanding and importance of the specific learning objectives in the School’s VMGO, and 4 open ended questions about the students employment. The survey was delivered online and a total of 11 sets of responses were collected. A copy of the survey is attached at the end of this document.
23 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. This survey was delivered online to students in the LIS 4663 Capstone class. Of the five students enrolled in the course in Spring 2012, four students completed the survey. A copy of the Spring 2012 Survey is attached at the end of this document.
Objective #4: Upon completion of the program the student will be able to use information architecture to coordinate design, technology, and business goals.

1. LIS 4633 24-25
   • In Fall 2011, 82% of the IS students completing the course earned a C or better.

2. LIS 4823 24-26
   • In Fall 2011, Spring 2012, and Summer of 2012, 100% of the IS students earned a passing grade of S.
   • Comments from Placement Supervisor Evaluations include: “…analysis skills are top-notch.”

3. Information and Enterprise Core 21-27
   • 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 28
   • Of the 1 question addressing this objective (#7) all Capstone students responded “yes”

5. BAIS Alumni Survey, Spring-Summer 2012 29
   • Of the 1 question addressing this objective (#7)
     o 55% rated “Very High,” 36% rated “High,” and 9% rated “Neutral” his/her understanding of this concept.
     o 82% rated “Very High” and 18% rated “High,” the importance of this concept to his/her career.

24 C or better in all Major requirements except for LIS 4663 (which requires a B or better) and LIS 4823, which requires an S.
25 LIS 4633 Design & Implementation of Web-based Information Services (Formerly 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.
26 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.
27 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.
28 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. This survey was delivered online to students in the LIS 4663 Capstone class. Of the five students enrolled in the course in Spring 2012, four students completed the survey. A copy of the Spring 2012 Survey is attached at the end of this document.
29 BAIS Alumni Survey was designed in 2012, and contains 17 questions that address the understanding and importance of the specific learning objectives in the School’s VMGO, and 4 open ended questions about the students employment. The survey was delivered online and a total of 11 sets of responses were collected. A copy of the survey is attached at the end of this document.
Objective #5: Upon completion of the program the student will be able to 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.

1. LIS 3003 30,31
   • In Spring 2012, 73% IS students completing a earned a C or better.
2. LIS 4063 30,32
   • In the Fall of 2011 (taught as LIS4603), Spring of 2012, and Summer 2012, 84% of IS students completing a earned a C or better.
3. LIS 4663 30,33
   • In Fall 2011 and Spring of 2012 100% of the IS students completing the course earned a C or better.
4. LIS 4823 30,34
   • In Fall 2011, Spring 2012, and Summer of 2012, 100% of the IS students earned a passing grade of S.
   • Comments from Placement Supervisor Evaluations include: “(she) designed a lovely temporary (web)site” “(she) ran the governance team meetings and document the results to produce our SharePoint governance plan”
5. Information Technology Core 30,35
   • 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 36
   • Of the 1 question addressing this objective (#8) all Capstone students responded “yes”
7. BAIS Alumni Survey, Spring-Summer 2012 37
   • Of the 1 question addressing this objective (#8)
     o 36% rated “Very High,” 45% rated “High,” 9% rated “Neutral,” and 9% rate “Low” his/her understanding of this concept.
     o 64% rated “Very High,” 27% rated “High,” and 9% rated “Very Low” the importance of this concept to his/her career.

30 C or better in all Major requirements except for LIS 4663 (which requires a B or better) and LIS 4823, which requires an S.
31 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.
32 LIS 4063 Information and Communication Technology (Formerly 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
33 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)
34 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.
35 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.
36 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. This survey was delivered online to students in the LIS 4663 Capstone class. Of the five students enrolled in the course in Spring 2012, four students completed the survey. A copy of the Spring 2012 Survey is attached at the end of this document.
37 IS Alumni Survey was designed in 2012, and contains 17 questions that address the understanding and importance of the specific learning objectives in the School’s VMGO, and 4 open ended questions about the students employment. The survey was delivered online and a total of 11 sets of responses were collected. A copy of the survey is attached at the end of this document.
Objective #6: Upon completion of the program the student will be able to demonstrate an understanding of information policy, information economics, professional roles, and information ethics within the information professions.

1. LIS 2003 38, 39
   - In Fall 2011 and Spring 2012, 91% of IS students completing the course earned a C or better.
2. Information and Society Core 38, 40
   - 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 41
   - 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 (Q9), developing and understanding of information ethics (Q10) and develop an understanding of professional roles in the information environment (Q12). Three of the four students responded “yes” to the questions about developing an understanding of information economics (Q11).

2. BAIS Alumni Survey, Spring-Summer 2012 42
   - Of the 1 question addressing information policy (#9)
     - 27% rated “Very High,” 64% rated “High,” and 9% rated “Neutral” his/her understanding of this concept.
     - 45% rated “Very High,” 36% rated “High,” and 18% rated “Neutral” the importance of this concept to his/her career.
   - Of the 1 question addressing information economics (#10)
     - 9% rated “Very High,” 36% rated “High,” and 55% rated “Neutral” his/her understanding of this concept.
     - 9% rated “Very High,” 36% rated “High,” 45% rated “Neutral,” and 9% rated “Low” the importance of this concept to his/her career.
   - Of the 1 question addressing information ethics (#11)
     - 55% rated “Very High,” and 45% rated “High,” his/her understanding of this concept.
     - 72% rated “Very High,” 18% rated “High,” and 9% rated “Low” the importance of this concept to his/her career.
   - Of the 1 question addressing professional roles in the information environment (#12)
     - 45% rated “Very High,” 36% rated “High,” and 18% rated “Neutral” his/her understanding of this concept.
     - 36% rated “Very High,” 55% rated “High,” and 9% rated “Neutral” the importance of this concept to his/her career.

38 C or better in all Major requirements except for LIS 4663 (which requires a B or better) and LIS 4823, which requires an S.
39 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.
40 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.
41 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. This survey was delivered online to students in the LIS 4663 Capstone class. Of the five students enrolled in the course in Spring 2012, four students completed the survey. A copy of the Spring 2012 Survey is attached at the end of this document.
42 IS Alumni Survey was designed in 2012, and contains 17 questions that address the understanding and importance of the specific learning objectives in the School’s VMGO, and 4 open ended questions about the students employment. The survey was delivered online and a total of 11 sets of responses were collected. A copy of the survey is attached at the end of this document.
Objective #7: Upon completion of the program the student will be able to function in leadership and management roles.

1. LIS 4663 43 44
   • In Fall 2011 and Spring of 2012 100% of the IS students completing the course earned a C or better.
2. LIS 4823 43 48
   • In Fall 2011, Spring 2012, and Summer of 2012, 100% of the IS students earned a passing grade of S.
3. Leadership Core 43 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.
4. BAIS Student Satisfaction and Learning Survey 46
   • Of the 1 question addressing this objective (#13) all responded “yes”.
5. BAIS Alumni Survey, Spring-Summer 2012 47
   • Of the 1 question addressing this objective (#13)
     o 64% rated “Very High,” 27% rated “High,” and 9% rate “Neutral” his/her understanding of this concept.
     o 72% rated “Very High,” 9% rated “High,” 9% rated “Neutral,” and 9% rated “Low” the importance of this concept to his/her career.

43 C or better in all Major requirements except for LIS 4663 (which requires a B or better) and LIS 4823, which requires an S.
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 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 IS Alumni Survey was designed in 2012, and contains 17 questions that address the understanding and importance of the specific learning objectives in the School’s VMGO, and 4 open ended questions about the students employment. The survey was delivered online and a total of 11 sets of responses were collected. A copy of the survey is attached at the end of this document.
Objective #8: Upon completion of the program the student will be able to utilize critical thinking, professional writing, professional judgment, and analytical skills.

1. LIS 4063, LIS 4633, LIS 4634, LIS 4663, and LIS 4823
   1. In the Fall of 2011 (taught as LIS4603), Spring of 2012, and Summer 2012, 84% of IS students completing the course earned a C or better.
   2. In Fall 2011, 82% of the IS students completing the course earned a C or better.
   3. In Fall 2011 and Spring of 2012 100% of the IS students completing the course earned a C or better.
   4. In Fall 2011, Spring 2012, and Summer of 2012, 100% of the IS students earned a passing grade of S.
   5. Comments from Placement Supervisor Evaluations include: “(she) presented herself very professionally, listened well, and asked pertinent questions during planning sessions. She was very well organized in preparatory discussion.” “(he) was able to work with very little supervision…he presented his project well and trained others with ease.”

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. 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.

7. BAIS Student Satisfaction and Learning Survey
   - Of the 4 questions addressing this objective (#14, 15, 16, 17) all students responded “yes”.

8. BAIS Alumni Survey, Spring-Summer 2012
   - Of the 1 question addressing critical thinking skills (#14)
     o 36% “Strongly Agreed,” 45% “Agreed,” 9% were “Neutral” and 9% “Strongly Disagreed” that he/she had developed these skills.
     o 91% “Strongly Agreed,” and 9% “Agreed” that these skills were important to his/her career.
   - Of the 1 question addressing professional writing skills (#15)
     o 27% “Strongly Agreed,” 36% “Agreed,” 18% were “Neutral,” and 18% “Strongly Disagreed” that he/she had developed these skills.
     o 65% “Strongly Agreed,” 36 “Agreed,” and 9% were “Neutral” that these skills were important to his/her career.
   - Of the 1 question addressing professional judgment skills (#16)
     o 36% “Strongly Agreed,” 36% “Agreed,” and 27% were “Neutral” that he/she had developed these skills.
     o 82% “Strongly Agreed,” and 18% “Agreed” that these skills were important to his/her career.
   - Of the 1 question addressing analytical skills (#17)
     o 45% “Strongly Agreed,” 45% “Agreed,” and 9% were “Neutral” that he/she had developed these skills.
     o 91% “Strongly Agreed,” and 9% “Agreed” that these skills were important to his/her career

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45 C or better in all Major requirements except for LIS 4663 (which requires a B or better) and LIS 4823, which requires an S.
46 LIS 4063 Information and Communication Technology (Formerly 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
47 LIS 4633 Design & Implementation of Web-based Information Services (Formerly 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.
48 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)
49 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.
50 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
51 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.
52 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. This survey was delivered online to students in the LIS 4663 Capstone class. Of the five students enrolled in the course in Spring 2012, four students completed the survey. A copy of the Spring 2012 Survey is attached at the end of this document.
53 IS Alumni Survey was designed in 2012, and contains 17 questions that address the understanding and importance of the specific learning objectives in the School’s VMGO, and 4 open ended questions about the students employment. The survey was delivered online and a total of 11 sets of responses were collected. A copy of the 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 student objectives were revised in 2008 and 2010.

The initial BAIS Student Satisfaction and Learning Survey was developed during 2004-2005, and updated and delivered online in the Spring of 2008, and updated in the Spring of 2010 based upon the 2010 Student Learning Objectives for the School. The Curriculum Committee and the Undergraduate Studies Committee review the results of the surveys as well as review comments from Internship Evaluations. The first Alumni survey was delivered in the Spring/Summer of 2012 and was also developed based upon the 2010 SLIS BAIS Student Learning Objectives. This survey explores alums’ understanding and importance of the School’s learning objectives. The survey also includes four open-ended questions about respondents’ employment. The Alumni survey was delivered online and a total of 11 sets of responses were collected. In addition to the BAIS Student Satisfaction and Learning and Alumni surveys, the School receives direct input from students through membership in two standing committees: the Undergraduate Studies and Curriculum committees. Input is also gathered from the SLIS Undergraduate Student Advisory Board, which meets with the SLIS Director throughout the school year.

In Fall 2011, the program had a total of 36 enrolled students (seven in the online program and 29 in the traditional program). In Spring 2012, 41 students were enrolled (eight in the online program and 33 in the traditional program). A total of five degrees were conferred in the 2010-2011 school year (from the most recent OU Factbook). According to the 101 College Reports for Fall 2011, Spring 2012, and Summer 2012, five BAIS degrees were conferred.

In the fall of 2005, SLIS submitted a proposal for delivery of the BAIS degree program in an online format. Currently SLIS is offering online and in-class courses in the program, and began offering the program completely online with the first two enrollments in the Fall of 2008. The online program option has grown from two (Fall 2009) to five (Fall 2010) to seven (Fall of 2011) students. Of the six LIS core courses, four are delivered predominantly online with the LIS 4663 Capstone and LIS 5823 Internship being delivered in a both formats.

During the 2011-2012 school year the Undergraduate Studies Committee undertook a complete review of the course options for all content categories in the degree program. The focus was to identify new elective possibility for students, and to add more online electives for our distant students. As a result, the SLIS faculty passed the following motions on September 10, 2012:

- Move LIS 4223 from an elective to a required course
- Move LIS 3003 from the required courses to an elective in the Information Technology category.
- Addition of new elective options from across campus in the categories of Information & Enterprise (6 added), Interpersonal Communication (7), Organizational Communication (1), Leadership (5), Information and Society (6), Information Technology (4), and Technical Writing (1).
- Remove MATH 2123 Calculus II for Business, Life & Social Sciences as a requirement to allow students to take additional electives in a specialty area.
- Two of the new courses added (LIS 4143 and LIS 4523) be slash-listed courses with graduate courses. Members of the SLIS full-time faculty deliver both of these courses and providing the BAIS students with the experience of working directly with graduate faculty as well as with graduate students.
- Courses no longer fitting the BAIS content categories or no longer taught at the university were removed from the elective list (12).

These changes were submitted to the College of Arts and Sciences for review on September 25, 2012.

During 2012 to 2013 the Undergraduate Studies Committee will further examine the results of the 2012 BAIS Alumni Survey with particular emphasis on how the feedback garnered may be used to revise and update the syllabi of three of our core courses: LIS 4063, LIS 4223, and LIS 4633.
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

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?
Hello, and thank you for taking the time to look at our survey.

This questionnaire is part of the University of Oklahoma School of Library and Information Studies ongoing self-assessment and evaluation. We are currently seeking input from Information Studies alumni. We will use these responses to assess how well we are meeting the needs of our current students, and to identify areas we need to modify or revise. Please help us evaluate and improve our program by taking approximately 20 minutes of your time to complete the following survey. Your responses will be kept secure and confidential.

There are a total of 22 questions in this survey.

For questions 1 through 13, please rank the following concepts in terms of how clearly you understand each concept, and how important that concept is to your career.

For questions 14 through 17, please rank your agreement with the statements and how important that concept is to your career.

There are also some general questions about you at the end of the survey and room for comments.

Thank you again for your time!

1. The social/cultural role of information.

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2. **The political role of information.**

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The importance of this concept to my career.

The importance of this concept to my career.

3. **The economic role of information.**

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4. **The global context of information systems.**

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5. **The human-centered design process.**

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The importance of this concept to my career.

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6. **Analyze the information needs of organizations.**

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7. **The principles of information architecture** used to coordinate business, design, and technology goals.

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8. The **foundations of information systems design**.

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9. An understanding of **information policy**.

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10. An understanding of **information economics**.

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11. An understanding of **information ethics**.

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12. An understanding of **professional roles** in the information environment.

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13. **Leadership and/or management roles** in information environments.

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The importance of this concept to my career.

14. Within the Information Studies Program, I developed **critical thinking skills**.

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I agree with this statement.
This knowledge has been important to my career.

15. Within the Information Studies Program, I developed **professional writing skills**.

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I agree with this statement.
This knowledge has been important to my career.

16. Within the Information Studies Program, I developed **professional judgement skills**.

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I agree with this statement.
This knowledge has been important to my career.

17. Within the Information Studies Program, I developed and utilized **analytical skills**.

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I agree with this statement.
This knowledge has been important to my career.

18. What semester and year did you graduate (ex. Spring 2005)?

19. What type of organization do you work for?
   - Small Business (less that 50 employees)
   - Large Business (over 50 employees)
Non-profit organization
Library
Other, please specify

20. Why type of position do you currently hold? (You may select as many as you feel apply to your position).
- Information Technology Support
- Software Design Support
- Project Management
- Information Technology Management
- Network Management
- Customer Support
- Document and Records Management
- Librarian
- Other, please specify

21. If you currently enrolled in or plan to enroll in a graduate program, what area or discipline?
- MLIS degree
- MIS degree
- Business Administration
- Other, please specify

22. Please add any comments about the Information Studies degree and how the courses in the degree have or have not been applicable to the jobs that you have taken and your career. (There is no character limit to this response).