THE UNIVERSITY OF OKLAHOMA

SCHOOL OF LIBRARY AND INFORMATION STUDIES

PROGRAM ASSESSMENT REPORT FOR 2008-2009

Graduate Programs:
Master Library and Information Studies
Master of Science in Knowledge Management

September 2009
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## OVERVIEW OF PROGRAM ASSESSMENT (PA)

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<tr>
<th>Assessment Mechanism</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
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<tbody>
<tr>
<td><strong>Alumni Survey (AS)</strong></td>
<td>Data gathered in 2009 from graduates in 2004 and 2007.</td>
<td>Throughout the year, the SLIS director and SLIS committees aggregate and monitor assessment data. The committees (e.g., admissions and financial aid, curriculum, and graduate studies) use the data in proposals for improvement which are addressed by the faculty in monthly faculty meetings. Records of these activities are in the committee minutes and annual reports and in the faculty meeting minutes. At annual fall faculty meetings the two graduate programs are reviewed by their individual sets of SLIS graduate student goals and objectives.</td>
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<tr>
<td><strong>End-of-Program Assessments (EPA)</strong></td>
<td>The comprehensive examination comprised all such assessments in 2008-2009. Ninety-eight percent of the 62 students taking the comprehensive exam in 2008/2009 passed the comprehensive exam, and one student will take the exam for her second and final attempt during 2009/2010 academic year. The 2009 summer comprehensive exam was the exam’s final summer offering. That is, future exams will be given in the fall and spring only.</td>
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<tr>
<td><strong>Employer Survey (ES)</strong></td>
<td>The employer survey is taken every two years. Ninety percent responded at the 2 highest levels on a 5 point Likert scale with a 6th item of “not applicable.” It will be next administered in Fall 2009.</td>
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<tr>
<td><strong>Exit Interview (EI)</strong></td>
<td>Qualitative data collected at the point of graduation. Qualitative data are analyzed by the Graduate Studies Committee to identify issues/trends. The analysis is sent to the Curriculum Committee and is available to the faculty.</td>
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<tr>
<td><strong>Required Course (RC)</strong></td>
<td>GPA (end of semester); SLIS audits of syllabi for objectives, rotating across courses every 4 years.</td>
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<tr>
<td><strong>Surveys on the Integration of Technology (IT), Interdisciplinarity (II), and Cultural Diversity (ICD)</strong></td>
<td>These surveys are completed when faculty members are teaching a course for the first time, teaching the course with significant new revisions, or teaching a new SLIS course. All three surveys are completed by the instructor to document the degree of integration of technology, interdisciplinarity, and cultural diversity across the graduate curriculum. Thus, success in a</td>
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course insures learning in each of the three areas.

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<tr>
<th>Student Evaluations of Progress in the Program (SE)</th>
<th>In partnership with the Graduate College, this evaluation is scheduled each spring. It has three sequential components: (1) Students consider and report their own progress to the School. (2) Using the students’ reports (if they are returned), departmental advisors (all regular faculty) prepare a progress and advising report for each SLIS student and send the report to the SLIS office for distribution to the student and the student’s individual SLIS file. (3) Names of students with less than satisfactory progress are reported to the Graduate College, which sends to each of these students a letter identifying problem issues and their possible consequences. In 2008/2009, the students returned 120 responses to SLIS; the faculty prepared 171 advising reports; and, seven students were referred to the Graduate College. This student assessment provides students information valuable to their retention in and completion of a graduate degree.</th>
</tr>
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<tr>
<td>Student Participation in SLIS Governance Committees (SP)</td>
<td>SLIS graduate students sit on all SLIS governance committees (except for personnel). In 2008/2009, 10 SLIS graduate students participated in the following committees: --Admissions and Financial Aid (1) --Curriculum (3) --Graduate Studies (2) --Search (1) --Undergraduate Studies (1) --School Library Media Certification Committee (2). And, each monthly faculty meeting includes a graduate student representative, usually the president of the OLISSA (student association).</td>
</tr>
<tr>
<td>Subject-Area Test for Teacher Certification in School Library Media (SLM)</td>
<td>Students who have completed SLIS admission and course requirements for SLM certification are recommended for the subject area test in SLM, and those who pass fulfill a significant requirement for Oklahoma SLM certification. In 2008-2009, all SLIS students who took the Oklahoma SLM certification test were successful.</td>
</tr>
<tr>
<td>Student Advisory Council (SAC)</td>
<td>Annual report appended.</td>
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</table>
Master Library and Information Science (MLIS) and Master of Science in Knowledge Management (MSKM)

Assessment Results of the MLIS and MSKM Programs, Based upon Goals and Objectives

<table>
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<tr>
<th>The School’s student goals and objectives for the Master of Library and Information Studies program focus on the three areas of information provision, research, and professional service.</th>
<th>Means of Program Assessment and Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Goal: Function effectively in the provision of information services and products to a multicultural, multiethnic, multilingual, and global society.</td>
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<tr>
<td>Upon completion of the program, the student will be able to:</td>
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</table>
## Objective 1

**MLIS**
Interpret, evaluate, and promote the theories, principles, and practices that form the foundation of library and information science.

**MSKM**
Interpret, evaluate, and promote the theories, principles, and practices that form the foundation of knowledge management.

### • Alumni Survey
- **(Q1)** Ninety-three percent of the respondents strongly agreed or mostly agreed with the statement, “Curriculum emphasized interpreting, evaluating and promoting the principles that form the foundation of library and information studies.”
- **(Q2)** Sixty percent of the respondents strongly agreed or mostly agreed, and 28 percent somewhat agreed with the statement “The curriculum emphasized interpreting, evaluating, and promoting the practices that form the foundations of library and information science.”

### • Employer Survey
- **(Q 17)** Seventy-one percent of the respondents ranked alumni employees at 3 or higher on a 5-point scale when asked if they “Understand and apply the research base that underlies library and information science to solution of problems.”

### • Exit Interview
- **(Q5, Q7)** Students Typical responses to exit interview questions regarding the students’ achievement of goals and objectives include, “I feel prepared to participate and design research projects, effectively communicate orally and in writing and network with colleagues.” Another comment was, “I feel prepared to tackle all types of library employment.” Also “I feel I am well-prepared to work in either an academic or public library.”

### • Required Course LIS 5033
- **(Obj.1)** The foundation course for both graduate programs is evaluated by the Curriculum Committee with input from outside constituencies. Ninety-five percent of the students earned a B or better in this course in 2008-2009.

### • Required Course LIS 5043
- **(Obj.1-6)** This required course, which address the organization of information and knowledge resources is evaluated by the Curriculum Committee with input from outside constituencies. Ninety-seven percent of the students earned a B or better in this course in 2008-2009.
Objective 2
MLIS and MSKM
Interpret, evaluate and promote the use of information resources, technologies and services.

- **Alumni Survey**
  - (Q 14) Seventy-eight percent of the respondents strongly or mostly agreed with the statement “The curriculum integrated technology (theory, application, and use) throughout all courses in a way that prepared students to interpret, evaluate and promote use of technology in a work environment.”
  - (Q 15) Seventy-two percent of the respondents strongly agreed or mostly agreed with the statement, “The curriculum integrated technology (theory, application, and use) throughout all courses in a way that prepared students to interpret, evaluate, and promote the use of information resources and services in a work environment.”

- **Employer Survey**
  - (Q 11) Sixty-nine ranked alumni employees at 3 or above on a 5-point scale when asked if alumni “Implement selection policies combining analysis of community needs and principles of intellectual freedom.”
  - (Q 12) Eighty-seven percent of the respondents ranked alumni employees at 3 or higher on a 5-point scale when asked if they “Apply appropriate standards of guidelines to develop and evaluate collections and service.”
  - (Q 13) Seventy-two percent of the respondents ranked alumni employees at 3 or higher on a 5-point scale when asked if alumni are able to “Evaluate and implement automated systems and operations”
  - (Q 14) Eighty-two percent of the respondents ranked alumni employees at 3 or higher on a 5-point scale when asked if alumni “Effectively search online databases.”
  - (Q15) Sixty-three percent of the respondents ranked alumni employees at 3 or higher on a 5-point scale when asked if alumni “Demonstrate knowledge of networking options.”

- **Exit Interview**
  - A typical response includes “I never realized the scope of the field. It requires much more knowledge in different areas than I had perceived before entering the program.” Another student stated “…you begin to realize all the skills and knowledge that are needed for each one. Of course, that is not including all of very frequent changes that come about in the field because of the technological changes.”

- **RC LIS 5053**
  - (Obj. 1,2,7) This required course, which is evaluated by the Curriculum Committee with input from outside constituencies, specifically addresses information users, their information-seeking behavior, and their use of information. Eighty-seven percent of the students earned a B or better in this course in 2008-2009.
<table>
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<tr>
<th>Objective 3</th>
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<tbody>
<tr>
<td>MLIS</td>
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<tr>
<td>Demonstrate professional attitudes regarding scholarship, professional</td>
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<td>ethics, intellectual freedom, and access to information in a democratic</td>
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<td>society.</td>
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<td>MSKM</td>
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<td>Demonstrate professional attitudes regarding scholarship, professional</td>
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<tr>
<td>ethics, intellectual freedom, and access to information and knowledge in</td>
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<td>a democratic society.</td>
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</table>

- **Alumni Survey**
  When alumni were asked to respond to the statements “The program developed professional attitudes in the following areas:
  - scholarship, “eighty-two percent of the respondents strongly agreed or mostly agreed (Q 4)
  - professional ethics, “ninety-four percent of the respondents strongly agreed or mostly agreed (Q 5).
  - intellectual freedom, “ninety-seven percent of the respondents strongly agreed or mostly agreed (Q 6).
  - access to information in a democratic society,” ninety-seven percent of the respondents strongly agreed or mostly agreed (Q 7).

- **Employer Survey**
  - (Q 5) Respondents ranked alumni employees at 4 or higher on a 5-point scale when asked whether graduates “Demonstrate an understanding of ethical issues facing information professionals.”

- **Exit Interview**
  - Responses to exit interviews that addressed this objective often focus on access to information and knowledge in a democratic society. Some students expressed surprised at how their views of librarianship change during the course of the program; for example, one student wrote, “I really knew nothing about aspects of this profession when I entered the program. Now I understand what librarians stand for and am even more passionate about libraries.” Another wrote, “While I entered the program with a fair amount of practical public library experience, I now have a clear vision of the purpose of the profession—to promote access to information and protect intellectual freedom. I have the theory, training and core values to adapt to the myriad scenarios facing the information profession. I am confident my education at OU will assist me in navigating a successful career as a library professional.” Importantly, several noted that they chose the field because it was compatible with their values in that it “supports democratic ideals” and “provides help” to other people.

- **RC LIS 5053 (Obj. 1, 2, 7)**
  - This required course addresses information seekers and users and their environments, emphasizing access. It is evaluated by the Curriculum Committee with input from outside constituencies. Eighty-seven percent of the students earned a B or better in this course in 2008-2009.
Objective 4
MLIS and MSKM
Design and implement information products and services that respond effectively to changes in an increasingly multicultural, multiethnic, multilingual, and global society.

- **Alumni Survey**
  - (Q3) Fifty-eight percent of respondents strongly agreed or mostly agreed and 31 percent somewhat agreed with the statement, “The program prepared students to design and implement information services and products in a multicultural, multilingual, multiethnic and global context.” Further, they also strongly agreed or most agreed (84 percent) that the SLIS faculty evidenced a diversity of backgrounds.

- **Employer Survey**
  - (Q23) Seventy percent of the respondents ranked alumni employees at 4 or higher on a 5-point scale when asked if they “Respond to the information needs of a multicultural and multiethnic society.”
  - (Q24) Seventy percent of the respondents ranked alumni employees at 4 or higher on a 5-point scale when asked if they “Use effective interpersonal skills with diverse patrons.”

- **Exit Interviews**
  - Students commented specifically on the SLIS multicultural course and its positive impact on their views regarding information studies, and other students noted Native American issues which had been introduced in a Santa Fe-delivered course.

- **End-of Program Assessment**
  - Comprehensive exams include issues of diversity and information needs. In 2008-2009, 98 percent of those taking the comprehensive exam passed the exam.

- **RC LIS 5053**
  - This course is evaluated by the Curriculum Committee with input from outside constituencies. Eighty-seven percent of the students earned a B or better in this course in 2008-2009.

- **Surveys of Integration of Cultural Diversity**,
  - Completed by faculty who document that cultural diversity is integrated throughout the SLIS program.
Objective 5
MLIS and MSKM
Demonstrate competency in communication, leadership, and management skills.

<table>
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<tr>
<th>• Alumni Survey</th>
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<tbody>
<tr>
<td>o (Q28) Sixty-two percent of the respondents contribute to the LIS field by speaking to professional or community organizations;</td>
</tr>
<tr>
<td>o (Q29) Twenty-one percent of the respondents contribute to the LIS field by writing for professional journals;</td>
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<tr>
<td>o (Q30) Seventy-one percent of the respondents collaborate with other professionals in related areas (e.g., education and museums).</td>
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<tr>
<th>• Employer Survey</th>
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<tbody>
<tr>
<td>o (Q 18) Sixty-four percent of the respondents ranked alumni employees at 3 or higher on a 5 point scale when asked if they could “Evaluate the effectiveness and/or cost benefit of specific programs/services.”</td>
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<tr>
<td>o (Q 20) Seventy-four percent of the respondents ranked alumni employees at 3 or higher on a 5 point scale when asked if they could “Prepare/deliver presentations in formal settings.”</td>
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<tr>
<td>o (Q 21) Eighty-five percent of the respondents ranked alumni employees at 4 or higher on a 5 point scale when asked if they could “Communicate effectively in one to one or group settings.”</td>
</tr>
<tr>
<td>o (Q 22) Seventy percent ranked alumni employees at 4 or higher on a 5 point scale when asked if they could “Communicate effectively in writing (reports, proposals, etc.).”</td>
</tr>
<tr>
<td>o (Q 25) Eighty percent of the respondents ranked alumni employees at a 4 or higher on a 5 point scale when asked if they could “Work successfully with other employees.”</td>
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<th>• Exit Interview</th>
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<tr>
<td>o A recommendation for gaining additional skill in this area was, “... preparation would be useful in managing customer service” and “handling problems problems/confrontations.”</td>
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<tr>
<th>• End-of-Program Assessment</th>
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<tr>
<td>o There is almost always at least one question on the comprehensive exam that addresses issues of management and administration. In 2009, 98 percent of those taking the comprehensive exam passed the exam.</td>
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<tr>
<th>• LIS 5023</th>
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<tr>
<td>o (Obj. 1-6) This course addresses the management of information and knowledge agencies and is evaluated by the Curriculum Committee with input from outside constituencies. Ninety-eight percent of the students in this course earned a B or better in 2008-2009.</td>
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</table>

B. Goal: Participate in and promote research, research programs, and creative activities.

Upon completion of the program, the student will be able to:
<table>
<thead>
<tr>
<th>Objective 1</th>
<th></th>
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<tbody>
<tr>
<td><strong>MLIS and MSKM</strong>&lt;br&gt;State the methods by which the literature of library and information science may be critically evaluated and utilized.</td>
<td><strong>Alumni Survey</strong>&lt;br&gt;• (Q 8) Eighty-two percent of the respondents strongly agreed or mostly agreed with the statement, “The program developed knowledge of the methods by which the literature of library and information science may be critically evaluated and utilized.”&lt;br&gt;<strong>LIS 5713 Research Methods</strong>&lt;br&gt;• (Obj. 2) This guided elective course is evaluated by the Curriculum Committee with input from outside constituencies and is especially related to the evaluation of research-based professional literature. In future semesters, students will also have access to an equivalent guided elective, <strong>LIS 5733 Evaluation Methods</strong>.&lt;br&gt;• Also, LIS 5033, a required course, explicitly addresses the evaluation of professional literature. Eighty-seven percent of the students in 5033 earned a B or better.</td>
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<th>Objective 2</th>
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<tr>
<td><strong>MLIS</strong>&lt;br&gt;Apply basic principles and techniques of research methodologies appropriate for library and information science.</td>
<td><strong>Alumni Survey</strong>&lt;br&gt;• (Q 9) Seventy-two percent of respondents strongly agreed or mostly agreed, and 21 percent somewhat agreed with the statement, “The program provided preparation to apply basic principles and techniques of research methodologies appropriate for library and information science.”&lt;br&gt;<strong>Employer Survey</strong>&lt;br&gt;• (Q 17) Seventy-two percent of the respondents ranked alumni employees at 3 or higher on a 5 point scale when asked if they “Understand and apply the research base that underlies library and information science to solution of problems.”&lt;br&gt;<strong>LIS 5713 Research Methods</strong>&lt;br&gt;• (Obj. 4-5) This guided elective course is evaluated by the Curriculum Committee with input from outside constituencies and addresses principles, techniques, and methods of research. In summer 2008, 100% of the students earned a B or better in the course. In future semesters students will also have access to an equivalent guided elective <strong>LIS 5733 Evaluation Methods</strong>.</td>
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</table>
### Objective 3

**MLIS**
Incorporate research methodologies and findings from other fields in the conduct of research to solve information problems.

**MSKM**
Incorporate research methodologies and findings from other fields in the conduct of research to solve knowledge management problems.

- **Alumni Survey**
  - (Q 10) Fifty-two percent of respondents strongly agreed or mostly agreed with the statement, “The curriculum incorporated research methodologies and findings from other fields for the conduct of research to solve information problems.” Thirty-four percent somewhat agreed; 14 percent somewhat disagreed or disagreed.

- **End-of-Program Assessment**
  - The 2008/2009 comprehensive exams required that students apply research methodologies to a specific issue in a library or information center. In 2008-2009, percent of those taking the comprehensive exam passed the exam in the first written attempt or the oral defense of the first written attempt.

- **LIS 5713 Research Methods**
  - (Obj. 4) This course was evaluated by the Curriculum Committee with input from outside constituencies. Research methodologies are emphasized, and students generate research projects. Student research projects reflect a broad range of methodologies related to other disciplines. One hundred percent of the students earn a B or better in this course in summer 2008.

- **Surveys on Integration of Interdisciplinary Components**
  - Surveys are completed by faculty who document the integration of interdisciplinarity across the curriculum (including LIS 5713).

### C. Goal: Provide leadership, consultation, and guidance to the professional and information communities.

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

### Objective 1

**MLIS**
Participate actively in programs for information professionals.

**MSKM**
Participate actively in programs for information and knowledge professionals.

- **Alumni Survey**
  - (Q 60) Eighty percent of respondents identified one or more professional organizations in which they have been actively participating.

- **Professional Organizations**
  - **Oklahoma Library Association** Annual Conference was attended in by LIS students; three presented papers.
  - **American Library Association** Annual Conference was attended by LIS students; two delivered research presentations.
<table>
<thead>
<tr>
<th>Objective 2</th>
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<tbody>
<tr>
<td>MLIS and MSKM</td>
<td>Participate in programs of continuing education.</td>
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<tr>
<td>• Alumni Survey</td>
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<tr>
<td>o (Q 11) Sixty-nine percent of respondents strongly agreed or mostly agreed, and twenty-four percent somewhat agreed with the statement, “The curriculum developed in students the commitment to participate in programs of continuing education to foster continuous professional growth.”</td>
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<tr>
<td>o (Q 65) Eighty-one percent of respondents answered “yes” to the question, “Have you taken any continuing education (CE) courses, workshops, or institutes since completing your master’s program?”</td>
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<tr>
<td>• Employer Survey</td>
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<tr>
<td>o (Q 29) Seventy-six percent of respondents ranked alumni employees at 3 or higher on a 5 point scale when asked if they “Initiate/participate in continuing education for growth.”</td>
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<tr>
<td>• Required Course LIS 5033</td>
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<tr>
<td>o (Obj. 4) This required course is evaluated by the Curriculum Committee with input from outside constituencies. This is a foundation course that emphasizes lifelong learning in a rapidly changing environment. Ninety-five percent of the students earned a B or better in this course in 2008-2009.</td>
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<tr>
<th>Objective 3</th>
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<tr>
<td>MLIS and MSKM</td>
<td>Contribute through speaking, writing, and collaboration.</td>
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<tr>
<td>• Alumni Survey</td>
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<tr>
<td>o (Q 28) Sixty-two percent of respondents answered “yes” to the question “Do you contribute to the field of library and information studies by speaking to professional or community organizations?”</td>
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<tr>
<td>o (Q 29) Twenty-one percent of respondents answered “yes” to the question “Do you contribute to the field of library and information studies by writing for professional journals?”</td>
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<tr>
<td>o (Q 30) Seventy-nine percent of respondents answered “yes” to the question “Do you contribute to the field of library and information studies by collaborating with other professionals in related areas, such as education and museums?”</td>
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<tr>
<td>• Professional Organizations</td>
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<tr>
<td>o Oklahoma Library Association Annual Conference was attended by a number of LIS students, three presented papers.</td>
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<tr>
<td>o American Library Association Annual Conference was attended by LIS students, and two delivered research presentations.</td>
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Objective 4

MLIS and MSKM
Assume leadership roles within their professional communities.

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<thead>
<tr>
<th>• Alumni Survey</th>
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<tr>
<td>o  (Q 60) Eighty percent of respondents identified one or more professional organization in which they were actively participating.</td>
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<th>• Employer Survey,</th>
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<tr>
<td>o  (Q 30) Eighty percent the respondents ranked alumni employees at 3 or higher on a 5 point scale when asked if they “Participate in professional associations.”</td>
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<tr>
<th>• RC LIS 5033</th>
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<td>o  Leadership within the professional is a central objective in LIS 5033 Information and the Knowledge Society. This required course is evaluated by the Curriculum Committee with input from outside constituencies.) Ninety-five percent of the students earned a B or better in this course in 2008-2009.</td>
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<th>• SLIS</th>
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<tr>
<td>o  Students participate in university governance; serving on the graduate student senate; participating in the School’s student organization (OLISSA), including serving as officers; and holding memberships on SLIS governance committees (except for the personnel committee).</td>
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Master Library and Information Science (MLIS) and Master of Science in Knowledge Management (MSKM)

The Use of Assessment Data

Guided by the American Library Association’s *Standards for Accreditation of Master’s Programs in Library and Information Studies* (2008), the School has long valued each competency listed in the document, including (for example) the ability “to meet the needs of a rapidly changing technological and global society” (page 7). Changes in all aspects of the LIS field present a constant challenge to the SLIS curriculum and have resulted over the years in a set of data collection instruments that are regularly evaluated for their relevance and that provide an ongoing source of information for rapidly changing times. These instruments include the Alumni Survey, The Employer Survey, the Exit Interview (with graduating students), and Key Concept Survey for technology, diversity, and interdisciplinarity (conducted by the faculty for the courses they teach to insure that student success in a specific course includes success within these three areas). Further, there are other SLIS assessments that specifically seek input from students; these include the master’s end-of-program assessment (i.e., the comprehensive exam, portfolio development and defense, or the master’s thesis), students’ participation in SLIS governance committees, course teaching evaluations (especially the written comments), and student memberships in the School’s Student Advisory Council. As an example of the importance of these instruments to the School, SLIS relied on these sources of data collection (in addition to specific key constituencies) for the development of its two new programs (BAIS and MSKM), each compatibly aligned with the structure of the MLIS.

Importantly, these instruments contribute to the School’s dialogue, and through dialogue, change is generated. Sorting the dialogue does not always lead from cause to effect in explaining change; however, few decisions for change within the School’s two graduate programs occur without multiple sources of assessment data, including input from students, graduates, faculty, and other constituencies. Yet, preceding change, there is often the appearance of a tipping point, and such a point occurred within the last two years through student participation in three SLIS committees, especially the Curriculum Committee. Students there voiced their assessment of their learning in comments and reflections that led to a revision of a course in the School’s curriculum. In September 2009, the School put forth for approval:

- Revisions of a technology course (changing LIS/KM 5603 Information Systems and Networks to LIS/KM 5603 Information and Communication Technology)
- A new course for the undergraduate program (LIS 4603 Information and Communication Technology to be slash-listed with the LIS 5603)
- The deletion of LIS 4003 Information Systems and Networks.

Student evaluation of courses, including their verbal participation in SLIS committees, is their assessment of their learning as has been their more recent evaluation of the revised course (first tested as a 5990 course), which has been positive on formal student teacher evaluations and in comments and email sent to SLIS faculty. This small explanation of revision within a single course is, however, a snapshot of the School’s commitment to continuous assessment of student learning. It is the continuous assessment with the ongoing dialogue across all constituencies that sustains positive student outcomes.
Please respond to the questions in the assessment below. You may print off the questions or save them in a separate file, and write or type your responses. Please return the completed assessment to Maggie Ryan via e-mail attachment, or by mail to the address in my signature block at the end of the e-mail. The responses are intended to be anonymous, but I need a separate communication from you informing me that you have or will submit an assessment. We simply note on your record that you completed an assessment, but the responses for each semester are aggregated, and are made available with no student names attached. Please respond by next MONDAY, MAY 11, 2009 AT 5:00 P.M., and let me know if you need additional information or have any questions.

Congratulations! You are receiving this End of Program Assessment because you have successfully completed the master's program. As an information professional, you are hereby given the opportunity to express your opinions about the program. Your suggestions and comments are needed so the OU School of Library and Information Studies can continue to improve the program and can ensure that it continues to produce quality professionals, such as yourself. Thank you for your time.

1. What factors influenced your decision to enter this field?

2. Why did you choose the OU/SLIS for your master's degree?

3. Did you have a preferred area for employment when you entered the program? If so, what area? Has that changed during the program?

4. Were the Program Planning process and other advising opportunities effective in shaping a program to meet your needs and goals?

5. Do you think you achieved the student goals and objectives for the master's program? (MLIS student goals and objectives are copied at the bottom of this program assessment document)

6. How have your expectations and perceptions of the field changed since you entered the program?

7. What do you feel well prepared to do, in terms of the employment in the field?

8. What do you feel you need more education and/or training in order to do?

9. What was the best educational experience during the time in the program?
10. What was the most disappointing aspect of your educational experience?

11. Were you able to access the library and lab resources you needed for your program?

12. If you were the SLIS Director here, what changes would you make?

13. Are there any additional questions that we should ask in this end of program assessment? If so, what, and what are your answers?

14. Do you have any other comments that would help us to improve our program?

The School's student goals and objectives for the Master of Library and Information Studies program focus on the three areas of information provision, research, and professional service.

A. Goal: Function effectively in the provision of information services and products to a multicultural, multiethnic, multilingual, and global society.

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

1. Interpret, evaluate, and promote the theories, principles, and practices that form the foundation of library and information science.

2. Interpret, evaluate and promote the use of information resources, technologies and services.

3. Demonstrate professional attitudes regarding scholarship, professional ethics, intellectual freedom, and access to information in a democratic society.

4. Design and implement information products and services that respond effectively to changes in an increasingly multicultural, multiethnic, multilingual, and global society.

5. Demonstrate competency in communication, leadership, and management skills.

B. Goal: Participate in and promote research, research programs, and creative activities.

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

1. State the methods by which the literature of library and information science may be critically evaluated and utilized.

2. Apply basic principles and techniques of research methodologies appropriate for library and information science.

3. Incorporate research methodologies and findings from other fields in the conduct of research to solve information problems.
C. Goal: Provide leadership, consultation, and guidance to the professional and information communities.

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

1. Participate actively in programs for information professionals.
2. Participate in programs of continuing education.
3. Contribute through speaking, writing, and collaboration.
4. Assume leadership roles within their professional communities.
Please respond to the questions in the assessment below. You may print off the questions or save them in a separate file, and write or type your responses. Please return the completed assessment to Maggie Ryan via e-mail attachment, or by mail to the address in my signature block at the end of the e-mail. The responses are intended to be anonymous, but I need a separate communication from you informing me that you have or will submit an assessment. We simply note on your record that you completed an assessment, but the responses for each semester are aggregated, and are made available with no student names attached. Please respond by next MONDAY, MAY 11, 2009 AT 5:00 P.M., and let me know if you need additional information or have any questions.

Congratulations! You are receiving this End of Program Assessment because you have are successfully approaching the completion of the master’s program. As an information professional, you are hereby given the opportunity to express your opinions about the program. Your suggestions and comments are needed so the OU School of Library and Information Studies can continue to improve the program and can ensure that it continues to produce quality professionals, such as yourself. Thank you for your time.

1. What factors influenced your decision to enter this field?

2. Why did you choose the OU/SLIS for your master's degree?

3. Did you have a preferred area for employment when you entered the program? If so, what area? Has that changed during the program?

4. Were the Program Planning process and other advising opportunities effective in shaping a program to meet your needs and goals?

5. Do you think you achieved the student goals and objectives for the master's program? (please see student goals and objectives below)

6. How have your expectations and perceptions of the field changed since you entered the program?

7. What do you feel well prepared to do, in terms of the employment in the field?

8. What do you feel you need more education and/or training in order to do?

9. What was the best educational experience during the time in the program?

10. What was the most disappointing aspect of your educational experience?
11. Were you able to access the library and lab resources you needed for your program?

12. If you were the SLIS Director here, what changes would you make?

13. Are there any additional questions that we should ask in this end of program assessment? If so, what, and what are your answers?

14. Do you have any other comments that would help us to improve our program?

The School's student goals and objectives for the Master of Science in Knowledge Management program focus on the three areas of information provision, research, and professional service.

A. Goal: Function effectively in a complex knowledge environment and be able to provide information and knowledge services and products to a multicultural, multiethnic, multilingual, and global society.

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

1. Interpret, evaluate, and promote the theories, principles, and practices that form the foundation of knowledge management.
2. Interpret, evaluate and promote the use of information and knowledge resources, technologies and services.
3. Demonstrate professional attitudes regarding scholarship, professional ethics, intellectual freedom and access to information and knowledge management in a democratic society.
4. Design and implement information and knowledge products and services that respond effectively to changes in an increasingly multicultural, multiethnic, multilingual, and global society.
5. Demonstrate competency in communication, leadership, and management skills.

B. Goal: Participate in and promote research, research programs, and creative activities.

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

1. State the methods by which the literature of knowledge management may be critically evaluated and utilized.
2. Apply basic principles and techniques of research methodologies appropriate for knowledge management.
3. Incorporate research methodologies and findings from other fields in the conduct of research to solve knowledge management problems.

C. Goal: Provide leadership, consultation, and guidance to the professional and information communities.

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

1. Participate actively in programs for information and knowledge professionals.
2. Participate in programs of continuing education.
3. Contribute through speaking, writing, and collaboration.
4. Assume leadership roles in creating knowledge-sharing cultural environments within organizations.
Master Library and Information Science (MLIS) and Master of Science in Knowledge Management (MSKM)

Graduate Programs End-of-Program Assessment (PA)

The School provides three options for end-of-program assessment at the graduate level. All students entering the MLIS program have the option of preparing a portfolio, writing a thesis, or taking a comprehensive examination to complete graduation requirements. Students in the MSKM program have the option of a comprehensive examination or a thesis. Students should consult with their faculty advisors during their first semester of enrollment to determine which evaluation is most appropriate for their career goals and to make program plans and choices accordingly.

The Comprehensive Examination

The objectives of the comprehensive examination are 1) to give students an opportunity to demonstrate their ability to organize and synthesize knowledge developed throughout the program, 2) to test knowledge in specific subject areas, and 3) to test ability to solve problems, and 4) to test the ability to establish and defend positions on current issues, and trends.

The examination is designed to test mastery of a body of knowledge, not merely recall of specific factual data. Students are expected to use not only the information learned in their course work, but also information from a variety of learning experiences, such as reading the professional literature and other appropriate activities. Responses should demonstrate an ability to organize thoughts into coherent narratives.

The Portfolio

The portfolio preparation and presentation is a culminating experience for the MLIS program, comparable to the comprehensive examination or thesis. The portfolio is a presentation of its author's professional self, as developed in the MLIS program. Development of the portfolio is a student driven experience, providing the student with ongoing opportunity for self-reflection based upon a set of professional competencies, formative self-evaluation, and synthesis and integration of learning experiences. The student presents the recorded form of the portfolio in advance of a culminating experience comprised of an in-person presentation and oral defense to a panel of three.

The Thesis

The thesis option allows students to pursue specialized interests in greater depth, to develop new interests, and to make contributions to the field. The process is supported by research proficiencies that may consist of the following: 1) LIS 5713 Elements of Research; 2) proficiency in both qualitative methods of research and data analysis techniques; 3) proficiency in quantitative methods and data analysis techniques; 4) reading knowledge of a language other than English; and 5) knowledge of a computer programming language. The culminating point of the process is the oral defense of the thesis before the student’s thesis committee and an outside audience.
EMPLOYERS SURVEY

Have you employed a graduate of the OU MLIS program within the last 5 years? ___Yes ___No
If No, please return the survey in the envelope provided. If Yes, please complete the survey.

In the left column, please rank the graduate’s ability to perform in each of the areas listed. In the right column, please rank the importance of each area to the graduate’s job.
(Circle the appropriate number: 1 = HIGH, 5 = VERY LOW, NA = NOT APPLICABLE)

<table>
<thead>
<tr>
<th>Graduate’s Performance</th>
<th>Library/Information Center Area</th>
<th>Importance to Job High Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Plan, evaluate and develop services and programs to meet user needs.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Low</td>
<td>1 2 3 4 5</td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>1 2 3 4 5</td>
<td>NA</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>2. Develop a mission statement.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>NA</td>
<td>1 2 3 4 5</td>
<td>NA</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>3. Interpret trends in librarianship and apply to the local situation.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>NA</td>
<td>1 2 3 4 5</td>
<td>NA</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>4. Assess legislation in terms of implications for libraries/information centers.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>NA</td>
<td>1 2 3 4 5</td>
<td>NA</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>5. Demonstrate an understanding of ethical issues facing information professionals.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>NA</td>
<td>1 2 3 4 5</td>
<td>NA</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>6. Retrieve, produce, evaluate and use information.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>NA</td>
<td>1 2 3 4 5</td>
<td>NA</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>7. Apply knowledge of bibliographic tools.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>NA</td>
<td>1 2 3 4 5</td>
<td>NA</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>8. Effectively use standards and tools to produce original/copy cataloging or to modify the online catalog.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>NA</td>
<td>1 2 3 4 5</td>
<td>NA</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>9. Apply indexing/abstracting techniques to local materials.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>NA</td>
<td>1 2 3 4 5</td>
<td>NA</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>10. Apply appropriate principles to weeding and inventorying of materials.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>NA</td>
<td>1 2 3 4 5</td>
<td>NA</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>11. Implement selection policies combining analysis of community needs and principles of intellectual freedom.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>NA</td>
<td>1 2 3 4 5</td>
<td>NA</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>12. Apply appropriate standards or guidelines to develop and evaluate collections and service.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>NA</td>
<td>1 2 3 4 5</td>
<td>NA</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>13. Evaluate and implement automated systems and operations.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>NA</td>
<td>1 2 3 4 5</td>
<td>NA</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>14. Effectively search online databases.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>NA</td>
<td>1 2 3 4 5</td>
<td>NA</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>15. Demonstrate knowledge of</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Graduate's Performance High</td>
<td>Library/Information Center Area</td>
<td>Importance to Job High</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>NA</td>
<td>networking options.</td>
<td>NA</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>16. Prepare a pathfinder/subject guide.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>17. Understand and apply the research base that underlies library and information science to solution of problems.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>18. Evaluate the effectiveness and/or cost benefit of specific programs/services.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>19. Provide instruction in the use of the library/information center.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>20. Prepare/deliver presentations in formal settings.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>21. Communicate effectively in one to one or group settings.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>22. Communicate effectively in writing (reports, proposals, etc.).</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>23. Respond to the information needs of a multicultural and multiethnic society.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>24. Use effective interpersonal skills with diverse patrons.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>25. Work successfully with other employees.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>26. Evaluate personnel appropriately.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>27. Adapt to changes in work environment.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>28. Exhibit a professional attitude in the performance of duties.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>29. Initiate/participate in continuing education for growth.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>30. Participate in professional associations.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>31. What suggestions do you have that would improve our library and information studies education program?</td>
<td></td>
</tr>
</tbody>
</table>
32. What are the most critical skills for library and information professionals in the 21st century?
This questionnaire is part of the University of Oklahoma School of Library and Information Studies program of ongoing assessment and evaluation. Responses will be used to assist the School in assessing how well it is doing in meeting the needs of the constituencies that the School seeks to serve and in identifying areas needing modification or revision. No individually identifiable information will be reported from this questionnaire.

Your response is very important to us.

Thank you very much for your assistance.

This questionnaire has five parts.

Parts I-IV asks for assessment of your experiences during your Master of Library and Information Studies degree program. Responses should be made on the green NCS Answer Sheet, except for the open ended questions at the end of each section, which should be answered directly on this questionnaire.

Part V asks for information about you. For most questions, you will need only record your responses on the green NCS Answer Sheet. For questions 53, 56, 57, and 58, you may need to record additional information directly on this questionnaire.

In making responses on the green Answer Sheet, please observe the following:

• Ignore the left side of Side 1; do not put your name, birthdate, or other identifying information on this section.
• Use a black soft lead pencil only (No. 2 pencil works best).
• Completely fill the response circle.
• If you change an answer, be sure to erase completely.

To what extent do you agree with the following statements about experiences during your Master of Library and Information Studies degree program? Please give your opinion based on your best recollection of your experiences. Mark one answer for each statement.
I. CURRICULUM AND INSTRUCTION

1. The curriculum emphasized interpreting, evaluating, and promoting the **principles** that form the foundations of library and information science.

2. The curriculum emphasized interpreting, evaluating, and promoting the **practices** that form the foundations of library and information science.

3. The program prepared students to design and implement information services and products within a multicultural, multilingual, multiethnic, and global context.

4. – 7. The program developed professional attitudes in the following areas:
   - 4. scholarship
   - 5. professional ethics
   - 6. intellectual freedom
   - 7. access to information in a democratic society.

8. The program developed knowledge of the methods by which the literature of library and information science may be critically evaluated and utilized.

9. The program provided preparation to apply basic principles and techniques of research methodologies appropriate for library and information science.

10. The curriculum incorporated research methodologies and findings from other fields for the conduct of research to solve information problems.

11. The curriculum developed in students the commitment to participate in programs of continuing education to foster continuous professional growth.

12. The curriculum offered a variety of elective courses that provided for concentration within a focused aspect of library and information science.

13. The curriculum fostered development of the ability to play an assertive role in providing information services.

14. The curriculum integrated technology (theory, application, and use) throughout all courses in a way that prepared students to interpret, evaluate, and promote the use of **technology** in a work environment.
15. The curriculum integrated technology (theory, application, and use) throughout all courses in a way that prepared students to interpret, evaluate, and promote the use of information resources and services in a work environment.

16. The curriculum included an orientation toward future library information services, as well as current applications.

17. Program requirements were clearly stated.

18. Information on independent study options (internships, directed readings, directed research, and directed projects) was provided.

19. Criteria for evaluating student performance were available and clearly communicated in each course.

20. Systematic, multifaceted evaluation of student performance was provided.

21. The faculty and staff encouraged consultation and provided advice on program planning and course selection.

22. The advisement/program planning process was helpful.

23. Course schedules were available in a timely manner.

24. The frequency of required course offerings met student needs.

25. The frequency of elective course offerings met student needs.

26. The time of day that courses were offered met student needs.

27. The format for class delivery (once a week, selected Saturdays, intensive weekends, online) met scheduling needs.

28-30. Do you contribute to the field of library and information studies by

28. Speaking to professional or community organizations?
   A__Yes       B__No

29. Writing for professional journals?
   A__Yes       B__No

30. Collaborating with other professionals in related areas, such as education and museums?
   A__Yes       B__No

Please make any additional comments related to Curriculum and Instruction below:
II   FACULTY

31. Faculty were competent in their teaching areas.

32. Faculty were effective in their course design and delivery.

33. Faculty exhibited awareness of new technological developments and their application to design and provision of information products and services.

34. Faculty evidenced a diversity of backgrounds.

*Please make any additional comments related to faculty below:*

---

III. STUDENT SERVICES

35. Current, accurate information on the School and the program was available to students and prospective students.

36. To the best of my knowledge, the School followed stated policy and procedure in admissions.

37. To the best of my knowledge, the School maintained admissions standards appropriate to the requirements of the program and for success in the field.

38. Information on financial aid and on procedures for applying for financial aid was available.

39. Career guidance was available from faculty and staff.

40. Effective placement assistance was provided to students and graduates.

41. The School provided opportunities for students to serve on School committees.
42. The School provided opportunities to participate in the student organization.

43. Office staff were responsive to student requests for information in a courteous and timely manner.

44. The School’s Director was accessible to students.

*Please make any additional comments related to Student Services below:*

**IV. RESOURCES AND FACILITIES**

45. Library resources needed to support the curriculum were sufficient.

46. Library hours met student needs.

47. Computer lab hours met student needs.

48. Computer lab facilities supported curricular needs.

49. Classrooms and equipment supported instruction.

*Please make any additional comments related to Resources and Facilities below:*
In the following section, please provide information about yourself by marking the appropriate letter or letters on the green Answer Sheet.

V. GENERAL INFORMATION

50-51. In what semester did you receive your degree?

50.  A__Spring 2004    B__Summer 2004    C__Fall 2004

52. On which campus(es) did you take courses?
A__Norman only    B__Tulsa only
C__Norman and Tulsa    D__Other (specify)_______________________

53-54. Were you working either full or part time while completing your degree?

53.  A__Yes    B__No
54. If yes, did you work primarily
A__in a library?
B__in another information agency?
C__in a job not related to information?

55. Upon completing your degree, did you

A__remain in/return to the same job?
B__have a new job in the same library or information agency?
C__obtain a new position in a new library or information agency?
D__obtain a position in a field outside of library and information studies?
E__other (specify)_______________________

56. Are you now

A__in the first job you held after completing your degree?
B__in a job other than the first one held after completing the degree?
C__other (specify)_______________________

57. Please indicate if you actively participate in any of the following professional associations by selecting all that are applicable:

A__Your state library association    F__Other information/education associations. Please name:
B__ALA
C__ASIS&T
D__MLA
E__SLA
g__Other library associations. Please name:
58-59. Have you enrolled in formal course work since completing your degree?

58. A Yes    B No

59. If yes, have you enrolled in courses in
    A library and information studies (LIS)?
    B another area?
    C Both LIS and another area?

60. If you have enrolled in courses in library and information studies, have you been enrolled in a formal degree or certificate program?
    A Yes    B No

61-62. Have you taken any continuing education (CE) courses, workshops, or institutes since completing your master’s program?

61. A Yes    B No

62. If yes, were the CE activities in
    A library and information studies?
    B other areas?
    C both LIS and other areas?

63. Were you a citizen of the U.S. at the time you completed your degree program?
    A Yes    B No

64. How do you describe yourself?
    A American Indian or Alaskan Native
    B Asian or Pacific Islander
    C Black not of Hispanic origin
    D Hispanic
    E White, not of Hispanic origin
    F International student
MSKM ALUMNI QUESTIONNAIRE

This questionnaire is part of the University of Oklahoma School of Library and Information Studies program of ongoing assessment and evaluation. Responses will be used to assist the School in assessing how well it is doing in meeting the needs of the constituencies that the School seeks to serve and in identifying areas needing modification or revision. No individually identifiable information will be reported from this questionnaire.

Your response is very important to us.

Thank you very much for your assistance.

PLEASE READ THESE INSTRUCTIONS BEFORE BEGINNING

This questionnaire has five parts.

**Parts I-IV** asks for assessment of your experiences during your Master of Library and Information Studies degree program. Responses should be made on the green NCS Answer Sheet, except for the open ended questions at the end of each section, which should be answered directly on this questionnaire.

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- Ignore the left side of Side 1; do not put your name, birthdate, or other identifying information on this section.
- Use a black soft lead pencil only (No. 2 pencil works best).
- Completely fill the response circle.
- If you change an answer, be sure to erase completely.
To what extent do you agree with the following statements about experiences during your Master of Library and Information Studies degree program? Please give your opinion based on your best recollection of your experiences. Mark one answer for each statement.

<table>
<thead>
<tr>
<th>A = Strongly Agree</th>
<th>D = Somewhat Disagree</th>
<th>G = Insufficient information to judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>B = Mostly Agree</td>
<td>E = Mostly Disagree</td>
<td></td>
</tr>
<tr>
<td>C = Somewhat Agree</td>
<td>F = Strongly Disagree</td>
<td></td>
</tr>
</tbody>
</table>

I. CURRICULUM AND INSTRUCTION

1. The curriculum emphasized interpreting, evaluating, and promoting the **principles** that form the foundations of knowledge management and information studies.

2. The curriculum emphasized interpreting, evaluating, and promoting the **practices** that form the foundations of knowledge management and information studies.

3. The program prepared students to design and implement knowledge management and information services and products within a multicultural, multilingual, multiethnic, and global context.

4. – 5. The program developed professional attitudes in the following areas:

   4. scholarship
   5. professional ethics.

6. The program developed knowledge of the methods by which the literature of knowledge and information science may be critically evaluated and utilized.

7. The program provided preparation to apply basic principles and techniques of research methodologies appropriate for knowledge management and information science.

8. The curriculum incorporated research methodologies and findings from other fields for the conduct of research to solve information and knowledge management problems.

9. The curriculum developed in students the commitment to participate in programs of continuing education to foster continuous professional growth.

10. The curriculum offered a variety of elective courses that provided for concentration within a focused aspect of knowledge management and information science.

11. The curriculum fostered development of the ability to play an assertive role in providing knowledge management information services.

12. The curriculum integrated technology (theory, application, and use) throughout all courses in a way that prepared students to interpret, evaluate, and promote the use of **technology** in a work environment.
13. The curriculum integrated technology (theory, application, and use) throughout all courses in a way that prepared students to interpret, evaluate, and promote the use of information resources and services in a work environment.

14. The curriculum included an orientation toward future knowledge management and information services, as well as current applications.

15. Program requirements were clearly stated.

16. Information on independent study options (internships, directed readings, directed research, and directed projects) was provided.

17. Criteria for evaluating student performance were available and clearly communicated in each course.

18. Systematic, multifaceted evaluation of student performance was provided.

19. The faculty and staff encouraged consultation and provided advice on program planning and course selection.

20. The advisement/program planning process was helpful.

21. Course schedules were available in a timely manner.

22. The frequency of required course offerings met student needs.

23. The frequency of elective course offerings met student needs.

24. The time of day that courses were offered met student needs.

25. The format for class delivery (once a week, selected Saturdays, intensive weekends, online) met scheduling needs.

26-28. Do you contribute to the field of knowledge management and information studies by

26. Speaking to professional or community organizations?
   A__Yes   B__No

27. Writing for professional journals?
   A__Yes   B__No

28. Collaborating with other knowledge management professionals in related areas?
   A__Yes   B__No

29. Please make any additional comments related to Curriculum and Instruction:
II FACULTY

30. Faculty were competent in their teaching areas.

31. Faculty were effective in their course design and delivery.

32. Faculty exhibited awareness of new technological developments and their application to design and provision of information products and services.

33. Faculty evidenced a diversity of backgrounds.

34. Please make any additional comments related to faculty:

III. STUDENT SERVICES

35. Current, accurate information on the School and the program was available to students and prospective students.

36. To the best of my knowledge, the School followed stated policy and procedure in admissions.

37. To the best of my knowledge, the School maintained admissions standards appropriate to the requirements of the program and for success in the field.

38. Information on financial aid and on procedures for applying for financial aid was available.

39. Career guidance was available from faculty and staff.

40. Effective placement assistance was provided to students and graduates.

41. The School provided opportunities for students to serve on School committees.
42. The School provided opportunities to participate in the student organization.

43. Office staff were responsive to student requests for information in a courteous and timely manner.

44. The School’s Director was accessible to students.

45. Please make any additional comments related to Student Services:

IV. RESOURCES AND FACILITIES

46. Library resources needed to support the curriculum were sufficient.

47. Library hours met student needs.

48. Computer lab hours met student needs.

49. Computer lab facilities supported curricular needs.

50. Classrooms and equipment supported instruction.

Please make any additional comments related to Resources and Facilities:
In the following section, please provide information about yourself by marking the appropriate letter or letters on the green Answer Sheet.

V. GENERAL INFORMATION

51. In what semester did you receive your degree?
   A__Spring 2007       B__Summer 2007       C__Fall 2007

52. On which campus(es) did you take courses?
   A__Norman only       B__Tulsa only
   C__Norman and Tulsa  D__Other (specify) ______________________________

53-54. Were you working either full or part time while completing your degree?

53.     A__Yes       B__No
54. If yes, did you work primarily
   A__ in a managerial position?
   B__ in a knowledge management position?
   C__ in a job not related to management or knowledge management?

55. Upon completing your degree, did you
   A__ remain in/return to the same job?
   B__ have a new job in the same agency?
   C__ obtain a new position in a new agency?
   D__ obtain a position in a field outside of knowledge management?
   E__ other (specify) __________________________________________

56. Are you now
   A__ in the first job you held after completing your degree?
   B__ in a job other than the first one held after completing the degree?
   C__ other (specify) __________________________________________

57. Please identify (specify) the professional associations in which you participate.
   A ______________________________________________________________
   B _____________________________________________________________
   C _____________________________________________________________
   D _____________________________________________________________
   E _____________________________________________________________

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58-59. Have you enrolled in formal course work since completing your degree?

58. A__Yes  B__No
59. If yes, have you enrolled in courses in
   A__ knowledge management and information studies?
   B__ another area?
   C__ both knowledge management and another area?

60. If you have enrolled in courses in knowledge management and information science, have you been enrolled in a formal degree or certificate program?
   A__Yes  B__No

61-62. Have you taken any continuing education (CE) courses, workshops, or institutes since completing your master’s program?

61. A__Yes  B__No
62. If yes, were the CE activities in
   A__ knowledge management and information studies?
   B__ other areas?
   C__ both knowledge management and other areas?

63. Were you a citizen of the U.S. at the time you completed your degree program?
   A__Yes  B__No

64. How do you describe yourself?
   A__ American Indian or Alaskan Native
   B__ Asian or Pacific Islander
   C__ Black not of Hispanic origin
   D__ Hispanic
   E__ White, not of Hispanic origin
   F__ International student
The SLIS Student Advisory Council met five times during the 2008/2009 academic year:

- September 22, 2008
- October 22, 2008
- February 18, 2008
- March 11, 2008
- April 15, 2008

Consistent attendees included: Lyle Barbato, Andrew Bregar, Shaye White, Rumela Bose, Jackie Slater, and George Gottschalk. Andrew Bregar and Lyle Barbato agreed to serve on the Dean’s SAC, when able to do so; also, available to serve on the Deans SAC (when needed) were: Shaye White, Rumella Bose, Jackie Slater, and George Gottschalk, who was the most frequent and often the only Tulsa-based student who attended the meetings (via Norman/Tulsa video).

A. **September 22, 2008.** Issues discussed and reported included possible program options for students who make an F a required class within the BAIS program; SLIS request for hiring a replacement for a faculty member who left the School in May; the scheduling of the master degrees’ comprehensive exam in Summer 2009 but not during the summers sessions beyond 2009; opportunities for student travel to conferences through applications to the School and to the College; volunteers for attending the Dean’s SAC meetings; announcement of the School’s SLISberration date (April 4, 2009) and activities (Beta Phi Mu, Reception, and a presentation by Ann Weeks regarding the Development of the International Children’s Digital Library; and greater involvement of SLIS graduate and undergraduate students and of Norman- and Tulsa-based students. Students asked questions about the use of funds from student fees.

B. **October 22, 2008.** Issues discussed and reported included details about SLIS’s use of student course fees and processes for requesting increases in student course fees (No increases in course fees were requested by SLIS in 2008.); review of A&S minutes; and the University’s permission to recruit a replacement faculty member.

C. **February 18, 2008.** Issues discussed and reported included details about OU budgeting and the constraints within the University, College, and School. The Council also discussed SLIS planning and scheduling to allow delivery of the three degree programs online. Students expressed a desire to be able to take classes in either online or video/f2f formats.

D. **March 11, 2008.** Issues discussed and reported included details about the SLIS exit interviews conducted at the close of each semester; the progress of the faculty recruitment, including feedback from students who had participated in interviewing; budget issues for the College and the School; and the publication of outstanding/recognized student papers on the SLIS website.
E. **April 15, 2008.** This meeting was held with the SLIS director on the Tulsa campus. Feedback regarding the exit interviews needs to be completed at the first Fall 2009 SLIS SAC meeting. The director reported information regarding Education Abroad. Issues discussed included student requests that course objectives be included with SLIS courses listed on the SLIS website, that objectives for the 5990 Information and Communication Technologies course be published. Students offered suggestions for the MLIS and MSKM comprehensive examination: that all defenses be completed within two weeks and that students are given 10 possible questions at the beginning of the semester. These requests will be discussed at the SLIS May faculty meeting.
SURVEY ON THE INTEGRATION OF TECHNOLOGY INTO INDIVIDUAL COURSES
PART ONE: OPEN-ENDED QUESTIONS

Note: You may attach extra pages if needed.

**Does the course content include coverage of concepts relating to any aspects of technology?**

If yes, list those concepts:

Are there any additional technological concepts that should be integrated into this course? If yes, explain.

**Does the course content include coverage of applications of technology?**

If yes, list those applications.

Are there any additional technological applications that should be integrated into the course? If yes, explain.

**Does the course provide students with hands-on experience using any technologies?**

If yes, list all such hands-on experiences:

Is there any additional hands-on technological experience that should be integrated into the course? If yes, explain.
## PART TWO: SUMMARY

### Technology

<table>
<thead>
<tr>
<th>Technological concept, application or experience</th>
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<th>Included in Course Goals &amp; Objectives</th>
<th>Included in Required Readings/Materials</th>
<th>Included in Optional Readings/Materials</th>
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SURVEY ON THE INTEGRATION OF INTERDISCIPLINARY COMPONENTS INTO INDIVIDUAL COURSES
PART ONE: OPEN-ENDED QUESTIONS

Course number: Course Title: Instructor: Date Form Completed:

Note: You may attach extra pages if needed.

Does the course content include components from other disciplines?

If yes, list those disciplines:

If no, could/should interdisciplinary components be integrated into the course? What disciplines would be appropriate to include?

If yes, is there subject matter from any additional disciplines that should also be integrated into the course? What are those additional disciplines?

For each discipline that you listed above, indicate how it is or should be integrated into the course.
PART TWO: SUMMARY

Interdisciplinarity

<table>
<thead>
<tr>
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### PART TWO: SUMMARY

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SURVEY ON THE INTEGRATION OF CULTURAL DIVERSITY INTO INDIVIDUAL COURSES
PART ONE: OPEN-ENDED QUESTIONS

Course number:  
Instructor:  
Course Title:  
Date Form Completed:  

Note: You may attach extra pages if needed.

Does the course content include coverage of ethnic and racial diversity?
If yes, how?
If no, why not? Could/should such coverage be included?

Does the course content include coverage of gender differences?
If yes, how?
If no, why not? Could/should such coverage be included?

Does the course content include coverage of multilingual populations?
If yes, how?
If no, why not? Could/should such coverage be included?

Does the course content include coverage of age differences?
If yes, how?
If no, why not?

Does the course content include coverage of differently abled populations?
If yes, how?
If no, why not? Could/should such coverage be included?
Does the course content include coverage of global perspectives?

If yes, how?

If no, why not? Could/should such coverage be included?

Does the course content include coverage of different sexual orientations?

If yes, how?

If no, why not? Could/should such coverage be included?

Does the course content include coverage of socio-economic differences?

If yes, how?

If no, why not? Could/should such coverage be included?

Does the course content include coverage of any other cultural diversity concerns?

If yes, what are they and how are they integrated into the course?

If no, why not? Could/should such coverage be included?
## PART TWO: SUMMARY

### Diversity

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