THE UNIVERSITY OF OKLAHOMA

SCHOOL OF LIBRARY AND INFORMATION STUDIES

PROGRAM ASSESSMENT REPORT FOR 2009-2010

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

September 2010
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### Master Library and Information Studies (MLIS) and Master of Science in Knowledge Management (MSKM)  
#### OVERVIEW OF PROGRAM ASSESSMENT (PA)

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<th>Assessment Mechanism</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
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<tr>
<td><strong>End-of-Program Assessments (EPA)</strong></td>
<td>Five students submitted a portfolio and passed. Fifty-three students took the comprehensive exam in 2009-2010 and eighty-nine percent passed, Five students will be taking the exam in a subsequent semester and one student left the program.</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>Employer Survey (ES)</strong> (attached as an appendix)</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 October 2010.</td>
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<tr>
<td><strong>Exit Interview (EI)</strong> Administered to graduating students each semester via email (attached as an appendix)</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 Courses (RC)</strong> The School’s two graduate programs share four required courses: LIS/KM 5033 Information and Knowledge Society LIS/KM 5023 Management of Information and Knowledge Organizations LIS/KM 5043 Organization of Information and Knowledge Resources LIS/KM 5053 Information Users in the Knowledge Society</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> (attached as appendix)</td>
<td>These surveys are completed when faculty members are teaching a course for the first time, teaching a 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 course insures learning in each of the three areas.</td>
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<td><strong>Student Evaluations of Progress in the Program (SE)</strong></td>
<td>In partnership with the Graduate College, this evaluation is scheduled each spring. It has three sequential components: (1) Students consider</td>
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and report their own progress to the School. (2) Using the returned students’ reports, 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 inclusion in 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 2009/2010, the students returned 71 responses to SLIS; the faculty prepared 170 advising reports; and, no students were referred to the Graduate College. This student assessment provides students information valuable to their retention in and completion of a graduate degree.

| Student Participation in SLIS Governance Committees (SP) | SLIS graduate students sit on all SLIS governance committees (except for personnel). In 2009/2010, SLIS offered ten opportunities for graduate students to participate in SLIS committees:
| --Admissions and Financial Aid (1)  
| --Curriculum (3)  
| --Graduate Studies (2)  
| --Search (1)  
| --Undergraduate Studies (1)  
| --School Library Media Certification Committee (2).  
| Due to some students only participating during one semester, a total of 13 students were members of the various committees. And, each monthly faculty meeting includes a graduate student representative, usually the president of the OLISSA (student association). |

| Subject-Area Test for Teacher Certification in School Library Media (SLM) | 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 2009/2010, all SLIS students who took the Oklahoma SLM certification test were successful. |

| Student Advisory Council (SAC) | Annual report appended. |
## Assessment Results of the MLIS and MSKM Programs, Based upon Goals and Objectives

<table>
<thead>
<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>
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<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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| Objective 1 | • **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**  
  - (Q17) 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 give reference services, do research, teach library instruction classes, be an indexer or abstractor, and manage databases.” Another comment was, “Yes especially #3. I’m much more aware of issues and concerns in the library world, and I feel more confident in handling them.” Also, “I’m confident that I can undertake projects in a variety of settings with the understanding behind a library’s mission and goals.”  
  - **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-two percent of the students earned a B or better in this course in 2009-2010.  
  - **Required Course LIS 5043**  
  - (Obj.1-6) This required course, which addresses the organization of information and knowledge resources is evaluated by the Curriculum Committee with input from outside constituencies. Ninety percent of the students earned a B or better in this course in 2009-2010. |
| 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. |
### Objective 2

**MLIS and MSKM**

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

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<tr>
<th><strong>Alumni Survey</strong></th>
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<td><em>(Q14)</em> 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.”</td>
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<tr>
<td><em>(Q15)</em> 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.”</td>
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<th><strong>Employer Survey</strong></th>
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<td><em>(Q11)</em> 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.”</td>
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<td><em>(Q12)</em> 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.”</td>
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<td><em>(Q13)</em> 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”</td>
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<tr>
<td><em>(Q14)</em> 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.”</td>
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<td><em>(Q15)</em> 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.”</td>
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<th><strong>Exit Survey</strong></th>
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<td><em>(Q6)</em> A typical response includes “I wasn’t aware of the level of innovation or of the dynamic nature of the field with regards to technology and the provision of information.” Another student stated “This field is much more complex and dynamic than I originally thought. The role of technology is much larger than I had thought.”</td>
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<tr>
<td><em>(Q7)</em> A typical response includes: “I feel well prepared to evaluate a library program, research reference questions for patrons and explain to them how to research, defend intellectual freedom and advocate for my library. Identify access and universal design issues in the library.” Another student replied: “I feel prepared to give reference services, do research, teach library instruction classes, be an indexer or abstractor, and manage databases.”</td>
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<th><strong>Required Course LIS 5053</strong></th>
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<td><em>(Obj. 1,2,7)</em> 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. Ninety-two percent of the students earned a B or better in this course in 2009-2010.</td>
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Objective 3

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

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

• 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 (Q4).
  - professional ethics, “ninety-four percent of the respondents strongly agreed or mostly agreed (Q5).
  - intellectual freedom, “ninety-seven percent of the respondents strongly agreed or mostly agreed (Q6).
  - access to information in a democratic society,” ninety-seven percent of the respondents strongly agreed or mostly agreed (Q7).

• Employer Survey
  - (Q5) 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
  - (Q7) Responses to exit interviews that addressed this objective included one from a student who feels “well prepared to evaluate a library program, research reference questions for patrons and explain to them how to research, defend intellectual freedom and advocate for my library. Identify access and universal design issues in the library.”
  - (Q9). Several responses to questions 9 also addressed this objective by responding that the “Children’s literature and young adult literature classes were the most beneficial – it helped to be taught by someone who is actively working in this field in a practical setting” and “several courses that provided a great deal of practical guidance throughout the program. Specifically, Reference Services and Collection Development were very beneficial.” Several students also complimented several faculty members for their ability to provide “an excellent combination of theory and practical information,” to demonstrate how to “apply the theories and techniques taught in the class to a real library job,” and for “making the information relevant to the current profession.”

• Required Course LIS 5033
  - (Obj.1) The foundation course discusses national and global organization information and infrastructures as well as the legal and ethical considerations in information and knowledge systems. The Curriculum Committee evaluates the course with input from outside constituencies. Ninety-two percent of the students earned a B or better in this course in 2009-2010.

• Required Course 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. Ninety-two percent of the students earned a B or better in this course in 2009-2010.
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
  - (Q9) One student found that “taking the intro technology course – learning how to create websites, databases, etc.” was “incredibly useful” while another said they “got a lot out of my public relations class.” One student “very much appreciated getting to hear from actual librarians in a variety of roles from a variety of institutions” and yet another discovered that “collaborating with classmates in each of my classes were wonderful learning experiences.”
  - (Q12) One student recognizes that “Libraries are moving away from traditional print media and new students need to have the skills to work in the library of the future.”

- End-of Program Assessment
  - Comprehensive exams include issues of diversity and information needs. In 2009-2010, eighty-nine percent of those taking the comprehensive exam passed the exam. In addition, 100% of those submitting portfolios passed.

- Required Course LIS 5033
  - (Obj.1) The foundation course discusses national and global organization information and infrastructures as well as the legal and ethical considerations in information and knowledge systems. The Curriculum Committee evaluates the course with input from outside constituencies. Ninety-two percent of the students earned a B or better in this course in 2009-2010.

- Required Course LIS 5053
  - (Obj.1,2,7) This course is evaluated by the Curriculum Committee with input from outside constituencies. Ninety-two percent of the students earned a B or better in this course in 2009-2010.

- 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.

- **Alumni Survey**
  - (Q28) Sixty-two percent of the respondents contribute to the LIS field by speaking to professional or community organizations;
  - (Q29) Twenty-one percent of the respondents contribute to the LIS field by writing for professional journals;
  - (Q30) Seventy-one percent of the respondents collaborate with other professionals in related areas (e.g., education and museums).

- **Employer Survey**
  - (Q18) 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.”
  - (Q20) 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.”
  - (Q21) 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.”
  - (Q22) 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.).”
  - (Q25) 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.”

- **Exit Interview**
  - (Q7) One student responded, “I feel confident in my ability to go into management, reference librarianship, archives, research, or indexing. More important, I feel I have the basic background knowledge to adapt to any situation that I might need to.” Another student wrote, “I feel well prepared to lead a library media program in a public school. I also feel confident that I could contribute to any type of library program at least on some level. One student feels “feel prepared to manage my library and to promote my library in an overall and general sense.”

- **End-of-Program Assessment**
  - There is almost always at least one question on the comprehensive exam that addresses issues of management and administration. In 2009-2010, eighty-nine percent of those taking the comprehensive exam passed the exam.

- **Required Course LIS 5023**
  - (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-two percent of the students in this course earned a B or better in 2009-2010.
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>MLIS and MSKM</th>
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<tr>
<td>State the methods by which the literature of library and information science may be critically evaluated and utilized.</td>
<td><strong>Alumni Survey</strong></td>
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<tr>
<td>o (Q8) 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.”</td>
<td><strong>Exit Interview</strong></td>
</tr>
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<td>o (Q6) A student responded that they “pay a lot more attention to how I do my own research, especially knowing I will be turning around to help someone else.” (Q7) Another student feels “well prepared to…research reference questions for patrons and explain to them how to research….” And this is echoed by another student who believes to be “prepared to give reference services, do research.”</td>
<td><strong>LIS 5713 Research Methods</strong></td>
</tr>
<tr>
<td>o 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. Ninety-seven percent of the students earned a B or better in this course in 2009-2010.</td>
<td><strong>LIS 5733 Evaluation Methods</strong></td>
</tr>
<tr>
<td>o This is guided elective course is evaluated by the Curriculum Committee with input from outside constituencies and constituencies and is especially related to the evaluation of library and information center policies, processes and procedures; use of evaluation in planning for continuous quality assessment and improvement One-hundred percent of the students earned a B or better in this course in 2009-2010.</td>
<td><strong>Required Course LIS 5033</strong></td>
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<td>o Explicitly addresses the evaluation of professional literature. Ninety-two percent of the students in 5033 earned a B or better.</td>
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<td>Objective 2</td>
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<tr>
<td><strong>MLIS</strong></td>
<td>Apply basic principles and techniques of research methodologies appropriate for library and information science.</td>
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<tr>
<td><strong>MSKM</strong></td>
<td>Apply basic principles and techniques of research methodologies appropriate for library and information science.</td>
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<tr>
<td><strong>Alumni Survey</strong></td>
<td>o (Q9) 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.”</td>
</tr>
<tr>
<td><strong>Employer Survey</strong></td>
<td>o (Q17) 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.”</td>
</tr>
<tr>
<td><strong>Exit Interview</strong></td>
<td>o (Q7) A student responded that they are “well prepared to evaluate a library program.” And another student believes to be “prepared to … do research.”</td>
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<tr>
<td><strong>LIS 5713 Research Methods</strong></td>
<td>o (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. Ninety-seven percent of the students earned a B or better in this course in 2009-2010.</td>
</tr>
<tr>
<td><strong>LIS 5733 Evaluation Methods</strong></td>
<td>o This is guided elective course is evaluated by the Curriculum Committee with input from outside constituencies and constituencies and is especially related to the evaluation of library and information center policies, processes and procedures; use of evaluation in planning for continuous quality assessment and improvement One-hundred percent of the students earned a B or better in this course in 2009-2010.</td>
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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**
  - (Q10) 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 2009-2010 comprehensive exams required that students apply research methodologies to a specific issue in a library or information center. In 2009-2010, eighty-nine 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. Ninety-seven percent of the students earned a B or better in this course in 2009-2010.

- **LIS 5733 Evaluation Methods**
  - This is a guided elective course is evaluated by the Curriculum Committee with input from outside constituencies and constituencies and is especially related to the evaluation of library and information center policies, processes and procedures; use of evaluation in planning for continuous quality assessment and improvement. One-hundred percent of the students earned a B or better in this course in 2009-2010.

- **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 by two LIS students.
  - **American Library Association** Annual Conference was attended by one LIS student who participated in the ALA staff-to-student program.
### Objective 2
MLIS and MSKM
Participate in programs of continuing education.

- **Alumni Survey**
  - (Q11) 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.”
  - (Q61) 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?”

- **Employer Survey**
  - (Q29) 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.”

- **Required Course LIS 5033**
  - (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-two percent of the students earned a B or better in this course in 2009-2010.

### Objective 3
MLIS and MSKM
Contribute through speaking, writing, and collaboration.

- **Alumni Survey**
  - (Q28) 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?
  - (Q29) 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?”
  - (Q30) 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?”

- **Professional Organizations**
  - [Oklahoma Library Association](#) Annual Conference was attended by two LIS students.
  - [American Library Association](#) Annual Conference was attended by one LIS student who participated in the ALA staff-to-student program.
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<th>Objective 4</th>
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<td>MLIS and MSKM</td>
<td>Assume leadership roles within their professional</td>
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<td>communities.</td>
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<td>• <strong>Alumni Survey</strong></td>
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<tr>
<td>o (Q60) Eighty percent of respondents identified one or more professional</td>
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<td>organization in which they were actively participating.</td>
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<td>• <strong>Employer Survey</strong></td>
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<td>o (Q30) Eighty percent the respondents ranked alumni employees at 3 or</td>
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<td>higher on a 5 point scale when asked if they “Participate in</td>
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<td>professional associations.”</td>
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<tr>
<td>• <strong>Required Course LIS 5033</strong></td>
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<td>o Leadership within the professional is a central objective in LIS 5033</td>
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<td>Information and the Knowledge Society. This required course is</td>
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<td>evaluated by the Curriculum Committee with input from outside</td>
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<td>constituencies.) Ninety-two percent of the students earned a B or</td>
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<td>better in this course in 2009-2010.</td>
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<td>• <strong>SLIS</strong></td>
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<tr>
<td>o Thirteen students participated in university governance; serving on</td>
<td></td>
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<tr>
<td>the graduate student senate; participating in the School’s student</td>
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<tr>
<td>organization (OLISSA), including serving as officers; and holding</td>
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<tr>
<td>memberships on SLIS governance committees (except for the personnel</td>
<td></td>
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<tr>
<td>committee).</td>
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Master Library and Information Studies (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.” 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. This continuous assessment with the ongoing dialogue across all constituencies sustains positive student outcomes detailed in this report.

The 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). Additionally, other SLIS assessments specifically seek input from students 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 (e.g. Curriculum Committee, Graduate Studies Committee), and course teaching evaluations (especially written comments), and student memberships in the School’s Undergraduate and Graduate Student Advisory Councils.

The instruments listed above contribute to the School’s ability to meet the needs of our diverse audience that lives in an ever changing, highly technological environment by guiding the nimble and flexible delivery of a program that specifically aligns with our students’ educational goals. An explicit result of the input from students, graduates, faculty, employers, and alumni in 2009-10 are the several course and curriculum changes being put forward by the School in Fall 2010. Of particular note is the proposal to make Digital Collection a “permanent” course. In the past the course was delivered as a 5990 and by establishing it as KM/LIS 5453 and slashlisted as LIS 4453 it will meet the need and desire of undergraduate and graduate students to be equipped to create and develop digital collections. Similarly, in response to students’ needs to understand the theory and application of database design, this Fall SLIS is proposing the introduction of a new course: KM/LIS 5663/LIS 4663 Database Design for Information Organization. Other changes being proposed reflect constituents’ request for greater flexibility in the curriculum structure as well as their suggestion for ways to emphasize the current vital and dynamic nature of the field of library and information studies.

In 2010-11 SLIS will continue to employ a wide variety of assessment techniques and in turn leverage them for positive student outcomes. These data will be used to continue to provide SLIS’s program of dynamic, innovative, and relevant education that enables our graduates “to meet the needs of a rapidly changing technological and global society.”
MLIS 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.

**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.

<table>
<thead>
<tr>
<th>A = Strongly Agree</th>
<th>D = Somewhat Disagree</th>
<th>G = Insufficient information</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 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:
<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>

### 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.
<table>
<thead>
<tr>
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</table>

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  
   B__ ALA  
   C__ ASIS&T  
   D__ MLA  
   E__ SLA  
   F__ Other information/education associations. Please name:
   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.

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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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<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>Mostly Agree</td>
<td>Somewhat Agree</td>
<td>Mostly Disagree</td>
</tr>
<tr>
<td>D</td>
<td>E</td>
<td>F</td>
<td>G</td>
</tr>
<tr>
<td>Somewhat Disagree</td>
<td>Strongly Disagree</td>
<td>Insufficient information</td>
<td>to judge</td>
</tr>
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I. CURRICULUM AND INSTRUCTION

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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.

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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.
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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.

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33. Faculty evidenced a diversity of backgrounds.

34. Please make any additional comments related to faculty:

III. STUDENT SERVICES

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Please make any additional comments related to Resources and Facilities:
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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 ____________________________________________________________
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 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 NA</td>
<td>1. Plan, evaluate and develop services and programs to meet user needs.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>1 2 3 4 5 NA</td>
<td>2. Develop a mission statement.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>1 2 3 4 5 NA</td>
<td>3. Interpret trends in librarianship and apply to the local situation.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>1 2 3 4 5 NA</td>
<td>4. Assess legislation in terms of implications for libraries/information centers.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>1 2 3 4 5 NA</td>
<td>5. Demonstrate an understanding of ethical issues facing information professionals.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>1 2 3 4 5 NA</td>
<td>6. Retrieve, produce, evaluate and use information.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>1 2 3 4 5 NA</td>
<td>7. Apply knowledge of bibliographic tools.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>1 2 3 4 5 NA</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 NA</td>
</tr>
<tr>
<td>1 2 3 4 5 NA</td>
<td>9. Apply indexing/abstracting techniques to local materials.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>1 2 3 4 5 NA</td>
<td>10. Apply appropriate principles to weeding and inventorying of materials.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>1 2 3 4 5 NA</td>
<td>11. Implement selection policies combining analysis of community needs and principles of intellectual freedom.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>1 2 3 4 5 NA</td>
<td>12. Apply appropriate standards or guidelines to develop and evaluate collections and service.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>1 2 3 4 5 NA</td>
<td>13. Evaluate and implement automated systems and operations.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>1 2 3 4 5 NA</td>
<td>14. Effectively search online databases.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>15. Demonstrate knowledge of</td>
<td>1 2 3 4 5</td>
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<tr>
<td></td>
<td>networking options.</td>
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</tr>
<tr>
<td>1</td>
<td>Prepare a pathfinder/subject guide.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Understand and apply the research base that underlies library and information science to solution of problems.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Evaluate the effectiveness and/or cost benefit of specific programs/services.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Provide instruction in the use of the library/information center.</td>
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<tr>
<td>1</td>
<td>Prepare/deliver presentations in formal settings.</td>
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<tr>
<td>1</td>
<td>Communicate effectively in one to one or group settings.</td>
<td></td>
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<tr>
<td>1</td>
<td>Communicate effectively in writing (reports, proposals, etc.).</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Respond to the information needs of a multicultural and multiethnic society.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Use effective interpersonal skills with diverse patrons.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Library/Information Center Area</td>
<td>Importance to Job</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>1</td>
<td>Work successfully with other employees.</td>
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<td>Adapt to changes in work environment.</td>
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<td>Exhibit a professional attitude in the performance of duties.</td>
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<td>Initiate/participate in continuing education for growth.</td>
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<td>Participate in professional associations.</td>
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31. What suggestions do you have that would improve our library and information studies education program?

32. What are the most critical skills for library and information professionals in the 21st century?
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.

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?

FORM BELOW UPDATED 12/17/08 (current MLIS program goals/objectives were added at the end)
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.

Congratulations! You are receiving this End of Program Assessment because you have 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.
SURVEY ON THE INTEGRATION OF TECHNOLOGY 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 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.
<table>
<thead>
<tr>
<th>Technological concept, application or experience</th>
<th>Included in Course Description</th>
<th>Included in Course Goals &amp; Objectives</th>
<th>Included in Required Readings/Materials</th>
<th>Included in Optional Readings/Materials</th>
<th>Covered in Lecture(s)</th>
<th>Covered in Discussion</th>
<th>Covered in a Class Activity</th>
<th>Included in a Required Assignment</th>
<th>Covered by Test or Quiz</th>
<th>Other (Please specify)</th>
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</table>
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.
<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>Included in Course Description</th>
<th>Included in Course Goals &amp; Objectives</th>
<th>Included in Required Readings/Materials</th>
<th>Included in Optional Readings/Materials</th>
<th>Covered in Lecture(s)</th>
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**PART TWO: SUMMARY**
### SURVEY ON THE INTEGRATION OF CULTURAL DIVERSITY INTO INDIVIDUAL COURSES
#### PART ONE: OPEN-ENDED QUESTIONS

<table>
<thead>
<tr>
<th>Course number:</th>
<th>Course Title:</th>
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<tr>
<td>Instructor:</td>
<td>Date Form Completed:</td>
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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

<table>
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<tr>
<th>Content Area</th>
<th>Included in Course Description</th>
<th>Included in Course Goals &amp; Objectives</th>
<th>Included in Required Readings/ Materials</th>
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SLIS STUDENT ADVISORY COUNCILS MEETING DAYS:
October 7, 2009
November 11, 2009
February 3, 2010
March 3, 2010
April 7, 2010

SLIS GRADUATE STUDENTS WILL MEET AT 3:00 VIA VIDEO IN NORMAN/TULSA.
Lori Chatman, Graduate Student, Lori1813@ou.edu
Brittany Potter, Graduate Student, Brittany.D.Potter-1@ou.edu
Suzanne Rooker, Graduate Student, s.rooker@ou.edu
Chrissy Shackle, Graduate Student, chrissy.shackle@ou.edu
Ruth Neal, Graduate Student, r.e.neal@ou.edu (Tulsa)

SLIS UNDERGRADUATE STUDENTS WILL MEET AT 4:00 IN THE SLIS LAB.
Williams, Tera Dawn, Undergraduate Student tdwilliams@ou.edu
Kenton-McGaha, Leah, Undergraduate Student lkenton-cgaha@ou.edu
Tanaka, Cody Lynn, Undergraduate Student codytanaka@ou.edu
Grice, Austin Miles, Undergraduate Student agrice@ou.edu
Graham, Cassidy L, Undergraduate Student Cassidy.L.Graham-@ou.edu
Haney, Kaydee Jean, Undergraduate Student Kaydee.J.Haney-1@ou.edu

SLIS REPRESENTATIVES TO THE DEAN’S STUDENT ADVISORY COUNCIL, MEETING DAYS:
October 14, 2009
November 18, 2009
February 10, 2010
March 10, 2010
April 14, 2010

SLIS REPRESENTATIVES:
Lori Chatman, Graduate Student, Lori1813@ou.edu
Brittany Potter, Graduate Student, Brittany.D.Potter-1@ou.edu

One SLIS undergraduate representative will attend each Dean’s SAC meeting (Lea for October 14)

OCTOBER 7, 2009
Notes, Oct 7, 2009, Graduate Students
Reporting from Director:
A SLIS request for a Director’s Search is being sent forward from the School.
Courses changes are forthcoming for LIS 5603 Information and Communication Technologies.
The SLIS SAC plans for representation at the Dean’s SAC.

Discussion (initiated by students):
The opportunity for an internship
The desire to see a completed portfolio
The preference to have core courses offered online and offline
Preferences regarding orientation
A sense of isolation in online courses

Notes, October 7, 2009, Undergraduate Students
Reporting from the Director:
Course and program changes
Purpose of and participation in SACs
Planning for attendance at the Dean’s SAC

Notes, November 11, 2009
Reporting from the director:
Opportunities for field experiences identified (e.g., directed project, internship, visits/observations, reading)
Announced was the national search underway for the recruitment of a new director. The search will be a national one with the most focused recruitment occurring at the January 2010 meeting (Boston) of the Association for Library and Information Science Education (ALISE).
Orientation for the spring 2010 semester is scheduled to be delivered in one and one half days after the semester begins (to accommodate the ALISE conference.
Retrospectively, the issue of a perception by some students of a sense of isolation in online courses has not been an issue raised on SLIS Student Teacher Evaluations. More detailed information on this issue was sought from students.
Students were encouraged to attend the School’s annual SLISebration, for which a December book sale was scheduled to fund student dinners at the SLISebration. The OLISSA student organization had agreed to manage and staff the book sale.
Seniors in the BAIS program were encouraged to apply for the IMLS graduate fellowships (MLIS degree) available for Spring and Fall 2010.
Graduate students were encouraged to develop papers for presentation at the Spring 2010 annual conference of the Oklahoma Library Association.
Discussion (initiated by students):
Students sought details about the management and expectations for the national search. Regarding isolation in online classes, one student expressed a need/preference for more direct interaction with the online instructors.

Notes, February 3, 2010
Report (from the Director):
Two candidates had sent applications for the SLIS director position; one, Professor Wallace Koehler, was scheduled to arrive on February 21 for an on-campus interview, spending the 22nd in Norman and the 23rd in Tulsa. Students in Norman and Tulsa were invited to attend the meetings scheduled for them at each campus. The other candidate was Professor Cecelia Brown, whose candidacy was announced but yet to be scheduled in detail for her on-campus interview.
Details for the spring SLISebration were provided: Oklahoma Memorial Union on March 27; the featured speaker would be Professor Charles McClure (Florida State University); and students could request dinner reservations sponsored by
OLISSA by calling the SLIS office.
Students were made aware of new health foci on the Tulsa campus.
The director’s report included a discussion of SLIS curricular/course issues, especially in regard to changes or potential changes.

Discussion (initiated by students):
Student sought details and expectations about attending lectures and interview with candidates for the director position.
Student also sought information about the spring process of applying for SLIS scholarships and financial aid.
Students also asked about fee and tuition increases in past, current, and future semesters.

Notes, March 4, 2010 (The meeting had been originally scheduled for March 3; however, the second candidate for the director’s position had been scheduled to deliver a presentation during that meeting time. Thus, students were invited to attend the candidate’s March 3 presentation (video to Tulsa) and afterward Norman students visited as a group with the candidate.)

Report (from the Director):
The SLIS SAC meeting on the 4th with Norman and Tulsa had a smaller attendance, especially with conflicting class schedules in Norman and with on-site interviewing scheduled in Tulsa. Thus, the SLIS SAC meeting was informal and discussion was largely centered by students on the three candidates.
Neither the director nor students introduced new topics.
The third candidate would be Professor Loriene Roy (University of Texas at Austin), who was scheduled to arrive on March 9.

Notes, April 7, 2010
Report (from the Director):
The outcome of the search process was reported. The SLIS faculty recommended the hiring of Professor Cecelia Brown to the Dean of the College of Arts and Sciences.
The SLISebration was well attended by students who had OLISSA sponsorship for their dinners. Also, to ensure consistency in support through the first year of the new director, there was enough funding remaining from the December book sale to provide equal funding for students attending SLISebration in 2011.
Course changes that would go forward for University approval in 2010 / 2011 were reported and discussed.

Discussion (initiated by students):
The discussion was limited by a lack of attendees in Norman. However, there were student questions about the process of the SLIS comprehensive examination and, though generally addressed individually and in small groups, it will be a continuing topic.