THE UNIVERSITY OF OKLAHOMA
SCHOOL OF LIBRARY AND INFORMATION STUDIES

PROGRAM ASSESSMENT REPORT FOR 2010-2011

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

September 2011
Table of Contents

Overview of Program Assessment ........................................... 1
Assessment Results, Based upon Goals and Objectives ............... 3
The Use of Assessment Data .................................................. 15

Appendices
MLIS Alumni Questionnaire .................................................. 17
MSKM Alumni Questionnaire ............................................... 23
End-of-Program Assessment Descriptions .............................. 29
Employers Survey ............................................................... 31
Exit Interview Questions, MLIS/MSKM ................................. 37
Integration of Cultural Diversity Survey .................................. 41
Integration of Interdisciplinary Components Survey ................... 45
Integration of Technology Survey ......................................... 47
Student Advisory Council Annual Report ................................. 49
<table>
<thead>
<tr>
<th>Assessment Mechanism</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
</tr>
</thead>
<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>In 2010-2011, six students submitted a portfolio and 100% passed. Fifty students took the comprehensive exam in 2010-2011 and ninety-six percent passed. During this academic year, no students chose the thesis as their end of program assessment.</td>
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<td><strong>Employer Survey (ES)</strong></td>
<td>The employer survey is taken every two years. It was last administered in October 2010.</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 Courses (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 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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<tr>
<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 and report their own progress to the School. (2) Using the returned</td>
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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 2010/2011, the students returned 83 responses to SLIS; the faculty prepared 161 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 2010/2011, 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 2010/2011, all SLIS students who took the Oklahoma SLM certification test were successful. |
| Student Advisory Council (SAC) | Annual report appended. |
Master Library and Information Studies (MLIS) and Master of Science in Knowledge Management (MSKM)

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>
</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. Upon completion of the program, the student will be able to:</td>
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</tbody>
</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
  o (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.”
  o (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
  o ((Q2 thru Q20) This series of employer questions addresses the broad spectrum of abilities related to the foundation of library and information studies ranging from the implementation of programs and services to professional cataloging practices and from community analysis to providing instruction in the use of libraries and information centers. When grouped together, the 70% of the employers responding ranked alumni employees at 3 or higher on a 5-point scale when asked this series of specific questions about their abilities to interpret, evaluate, and promote the field’s theories, principles, and practices.
  o (Q18) Seventy percent of the respondents ranked alumni employees at 3 or higher on a 5-point scale when asked if they “Apply research-based solutions to problem-solving.”

• Exit Interview
  o (Q5, Q7) Students’ typical responses to exit interview questions regarding the students’ achievement of goals and objectives include “I feel confident in my ability to meet the patron’s needs be it reference or reader’s advisory needs. I feel confident in my ability to help the patron meet their information need or desire.” One student says “I feel that I have gained a great deal of knowledge from my time in the program and that it is evident in my current job performance.” Additional statements include “I can combine the theoretical knowledge and practical experiences after completing the program” and “Yes, I do feel these goals and objectives were met. All of my classes built upon one another very nicely to achieve these goals.” Also, “I believe I can quickly and easily learn what needs to be done in most professional positions with only minimal training.”

• Required Course LIS 5033
  o (Obj.1) The foundation course for both graduate programs 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 2010-2011.

• Required Course LIS 5043
  o (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-three percent of the students earned a B or better in this course in 2010-2011.
### Objective 2

**MLIS and MSKM**

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

### Alumni Survey

- **(Q14)** 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.”
- **(Q15)** 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

- **(Q12)** Fifty-five percent 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.”
- **(Q13)** Eighty-one percent of the respondents ranked alumni employees at 3 or higher on a 5-point scale when asked if they “Apply appropriate standards or guidelines in their area(s) of expertise (such as development or evaluation of library services, collections, etc.)”
- **(Q14)** Seventy-eight percent of the respondents ranked alumni employees at 3 or higher on a 5-point scale when asked if alumni are able to “Evaluate electronic systems and operations to meet user community needs.”
- **(Q15)** Sixty-two percent of the respondents ranked alumni employees at 3 or higher on a 5-point scale when asked if alumni “Access information across resources and formats.”
- **(Q16)** Seventy-six 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 Survey

- **(Q6, Q7)** Students were asked if and how their expectations and perceptions of the field had changed since they entered the program. A typical response includes “Before entering the program, I had no idea how vast, multifaceted, and interesting LIS is. This was an exciting and energizing discovery.” Another student stated “My expectations in the field have changed dramatically. I did not realize how vital librarianship is in the ever-changing technological society!” When asked what they felt well prepared to do in terms of employment, responses included: “I feel prepared to take an academic or public library position and thrive by applying what I’ve learned at OU SLIS.” And, “I feel prepared to jump into whatever Library 2.0 technologies my employing library wishes to use. I also feel I have a better grasp of managerial practices.” One student commented, “I have a good preparation for the technology and current issues in the field.”

### Required Course 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-nine percent of the students earned a B or better in this course in 2010-2011.
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**
  - (Q6) Sixty-two percent of 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**
  - (Q1, Q5) In response to a question regarding factors influencing a decision to enter this field, one student responded “My academic interests in information science and the philosophy of information as well as my professional interest in finding, organizing, delivering and using information to support sound decision making.” Another response in this area included in part “…I feel that a library offers many opportunities for reaching the community in which it serves and offers services that some in the community would not be able to have if not through the library.” In response to the question regarding achievement of goals and objectives one student responded, in part ….”I appreciate the importance of professional development and the implementation of professional ethics. I understand the theories and see how they shape librarian practices and work. I have a greater appreciation of the ALA Bill of Rights and Code of Ethics in addition to the other work they do . The library community is a global one even within the boundaries of our nation.”

- **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-seven percent of the students earned a B or better in this course in 2010-2011.

- **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. Eighty-nine percent of the students earned a B or better in this course in 2010-2011.
**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**
  - (Q24) Eighty-one 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.”
  - (Q25) Seventy-eight percent of the respondents ranked alumni employees at 4 or higher on a 5-point scale when asked if they “Use interpersonal skills with diverse patrons.”

- **Exit Interviews**
  - (Q5,Q7) One student stated “I feel more confident in developing and implementing programs that meet the users’ needs than when I started.” Another response included “I have developed knowledge of different research methods and can foresee using these in the future to improve the service we provide to our patrons.” When asked what they felt well prepared to do in the future, one student responded “I feel well prepared to perform needs analysis, requirements gathering, competitive intelligence, and building and maintaining controlled vocabularies.” Other students typically indicated they felt prepared to accept a position and apply the knowledge they had acquired from the program.”

- **End-of Program Assessment (EAP)**
  - Students are expected to address issues of diversity and information needs when presenting a portfolio as EAP and comprehensive exams always include questions directed at these issues. In 2010-2011, ninety-six 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-seven percent of the students earned a B or better in this course in 2010-2011.

- **Required Course LIS 5053**
  - (Obj.1,2,7) This course is evaluated by the Curriculum Committee with input from outside constituencies. Eighty-nine percent of the students earned a B or better in this course in 2010-2011.

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

• **Employer Survey**
  o (Q19) Fifty-seven 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.”
  o (Q21) Sixty-five 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.”
  o (Q22) Eighty-one percent of the respondents ranked alumni employees at 4 or higher on a 5 point scale when asked if they could “Communicate orally.”
  o (Q23) Sixty-nine percent ranked alumni employees at 4 or higher on a 5-point scale when asked if they could “Communicate in writing (reports, proposals, etc.).”
  o (Q26) Seventy-six percent of the respondents ranked alumni employees at a 4 or higher on a 5 point scale when asked if they could “Work with other employees.”

• **Exit Interview**
  o (Q7) One student responded, “Since my focus was on public libraries, I feel well prepared to work in public libraries, but especially in the information services or adult services area. My current position is in cataloging and technical services, so I am also confident I could do any job within these areas as well. I also think I could function reasonably well in a special library.” Another student wrote, “I have good connections and resources available to me when help is needed.” Typical responses included references to “well prepared.”

• **End-of-Program Assessment**
  o Students are expected to address issues of management and administration when presenting a portfolio as EAP and comprehensive exams always include questions directed at these issues. In 2010-2011, ninety-six percent of those taking the comprehensive exam passed the exam. In addition, 100% of those submitting portfolios passed.

• **Required Course LIS 5023**
  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-seven percent of the students in this course earned a B or better in 2010-2011.
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>
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<tbody>
<tr>
<td>MLIS and MSKM</td>
<td>State the methods by which the literature of library and information science may be critically evaluated and utilized.</td>
</tr>
<tr>
<td>• Alumni Survey</td>
<td>(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>
</tr>
<tr>
<td>• LIS 5713 Research Methods</td>
<td>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. Eighty-eight percent of the students earned a B or better in this course in 2010-2011.</td>
</tr>
<tr>
<td>• LIS 5733 Evaluation Methods</td>
<td>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 Ninety-seven percent of the students earned a B or better in this course in 2010-2011.</td>
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<tr>
<td>• Required Course LIS 5033</td>
<td>Explicitly addresses the evaluation of professional literature. Ninety-seven 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><strong>Employer Survey</strong></td>
</tr>
<tr>
<td>Apply basic principles and techniques of research methodologies appropriate for library and information science.</td>
<td>(Q18) Seventy percent of the respondents ranked alumni employees at 3 or higher on a 5 point scale when asked if they “Apply research-based solutions to problem-solving.”</td>
</tr>
<tr>
<td><strong>MSKM</strong></td>
<td><strong>Exit Interview</strong></td>
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<tr>
<td>Apply basic principles and techniques of research methodologies appropriate for library and information science.</td>
<td>(Q7) Some student responses to a question regarding their ‘preparedness’ included: “…anything related to administration, reference and instruction”, “reference”, and “reference work, in academic, public or medical settings.”</td>
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<tr>
<td><strong>Alumni Survey</strong></td>
<td><strong>LIS 5713 Research Methods</strong></td>
</tr>
<tr>
<td>(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>
<td>(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. Eighty-eight percent of the students earned a B or better in this course in 2010-2011. We had one student enrolled in an independent directed research and three students enrolled in Research for Master’s Thesis.</td>
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<tr>
<td><strong>LIS 5733 Evaluation Methods</strong></td>
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<tr>
<td>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. Ninety-seven percent of the students earned a B or better in this course in 2010-2011.</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; fourteen percent somewhat disagreed or disagreed.

• **End-of-Program Assessment**
  - Students are expected to incorporate research methodologies and findings from other fields in their portfolio defense and the comprehensive exam requires students apply research methodologies to a specific issue. In 2010-2011, ninety-six percent of those taking the comprehensive exam passed the exam. In addition, 100% of those submitting portfolios passed.

• **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. Eighty-eight percent of the students earned a B or better in this course in 2010-2011. We had one student enrolled in an independent directed research and three students enrolled in Research for Master’s Thesis.

• **LIS 5733 Evaluation Methods**
  - 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 Ninety-seven percent of the students earned a B or better in this course in 2010-2011.

• **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:

<table>
<thead>
<tr>
<th>Objective 1</th>
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<tbody>
<tr>
<td><strong>MLIS</strong></td>
<td>Participate actively in programs for information professionals.</td>
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<tr>
<td><strong>MSKM</strong></td>
<td>Participate actively in programs for information and knowledge professionals.</td>
</tr>
</tbody>
</table>

- **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 more than 25 students, with seven students doing presentations.
  - **American Library Association** Annual conference was attended by two LIS students.
  - **Oklahoma Association of College and Research Librarians** Annual conference was attended by eight students.
  - **Association of College and Research Librarians** Annual conference was attended by 14 students with one presenting.
  - At least five other local and regional conferences were identified and attended by more than 13 students.

<table>
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<th>Objective 2</th>
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<tbody>
<tr>
<td><strong>MLIS and MSKM</strong></td>
<td>Participate in programs of continuing education.</td>
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</table>

- **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**
  - (Q30) Eighty-three percent of respondents ranked alumni employees at 3 or higher on a 5 point scale when asked if students “Initiate/participate in continuing education for growth.”

- **Exit Interview**
  - (Q6, Q7) In various responses, students recognize the need and plan for continuing and additional education.

- **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-seven percent of the students earned a B or better in this course in 2010-2011.
### 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 more than 25 students, with seven students doing presentations.
  - **American Library Association**
    - Annual conference was attended by two LIS students.
  - **Oklahoma Association of College and Research Librarians**
    - Annual conference was attended by eight students.
  - **Association of College and Research Librarians**
    - Annual conference was attended by 14 students with one presenting.
  - At least five other local and regional conferences were identified and attended by more than 13 students.

### Objective 4

**MLIS and MSKM**
Assume leadership roles within their professional communities.

- **Alumni Survey**
  - (Q60) Eighty percent of respondents identified one or more professional organization in which they were actively participating.

- **Employer Survey,**
  - (Q31) Seventy-six percent of the respondents ranked alumni employees at 3 or higher on a 5 point scale when asked if they “Participate in professional associations.”

- **Required Course LIS 5033**
  - 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-seven percent of the students earned a B or better in this course in 2010-2011.

- **SLIS**
  - Thirteen students participated 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).
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), OU SLIS 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 the positive student outcomes detailed in this report.

The instruments include the Alumni Survey, the Employer Survey, the Exit Survey (with graduating students), and Key Concept Surveys 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), and students’ participation in SLIS governance committees (e.g. Curriculum Committee, Graduate Studies Committee), 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 through the delivery of a nimble and flexible program that specifically aligns with our students’ educational goals. In direct response to the concern expressed on these instruments over the past two years by students, graduates, faculty, employers and alumni about the need to enhance our graduates' technological facilities, LIS5063: Information and Communication Technology was established as a required course in Fall 2011. Another direct result is the redesign of the comprehensive examination from a three question, in-person, timed experience to a weekend-long take-home essay starting in Spring 2012. Other changes for 2011-2012 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. These include offering a Special Topics course on a regular basis beginning in Fall 2011 with LIS5990: Libraries and Popular Culture. In Spring 2012, LIS5970: Digital Information Ethics will be offered. In response to constituents’ desire for more practical learning experiences to be folded into the program, in 2010-2011 the SLIS Curriculum Committee was charged with exploring the possibility of offering an internship as a 3-hour course group experience as well as the development of courses, course components, or other learning structures that provide opportunities for hands-on utilization and real world applications of technology. The 2011-2012 Curriculum Committee will continue to work on these charges.

In 2011-2012 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 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></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:
A = Strongly Agree  D = Somewhat Disagree  G = Insufficient information
to judge
B = Mostly Agree  E = Mostly Disagree
C = Somewhat Agree  F = Strongly Disagree

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

51. 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 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
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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I. CURRICULUM AND INSTRUCTION

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4. – 5. The program developed professional attitudes in the following areas:
   4. scholarship
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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:
A = Strongly Agree  D = Somewhat Disagree  G = Insufficient information
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B = Mostly Agree  E = Mostly Disagree
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30. Faculty were competent in their teaching areas.
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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
Master Library and Information Studies (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 are advised to 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 their ability to solve problems, and 4) to test their 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 is an electronic and oral 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 electronically 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) LIS5713: Elements of Research; 2) proficiency in 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.
### Results Overview

#### MLIS Employers Survey 2010

- **Respondents:** 67 displayed, 67 total
- **Status:** Open
- **Launched Date:** 08/31/2010
- **Closed Date:** 11/10/2010
- **Display:** Page 1 of 1, 0 filters
- **Active Report Filters:** None Active.
- **Share Results:** Disabled

#### 1. Have you employed a graduate of the OU MLIS program within the last 3 years?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>36</td>
</tr>
</tbody>
</table>

- **Response Total:** 69
- **Response Percent:** 48%
- **Points:** n/a
- **Avg:** n/a

#### 2. Implement services and/or programs to meet organizational needs.

<table>
<thead>
<tr>
<th>High</th>
<th>-</th>
<th>-</th>
<th>Low</th>
<th>NA</th>
<th>Response Total</th>
<th>Points</th>
<th>Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated's performance</td>
<td>54.05% (29)</td>
<td>31.62% (18)</td>
<td>0% (0)</td>
<td>4.34% (2)</td>
<td>37</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Importance to your organization</td>
<td>68.75% (44)</td>
<td>31.25% (20)</td>
<td>4.69% (3)</td>
<td>5.55% (3)</td>
<td>64</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

- **Total Respondents:** 64

#### 3. Develop a mission statement.

<table>
<thead>
<tr>
<th>High</th>
<th>-</th>
<th>-</th>
<th>Low</th>
<th>NA</th>
<th>Response Total</th>
<th>Points</th>
<th>Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated's performance</td>
<td>16.22% (9)</td>
<td>24.32% (14)</td>
<td>8.11% (5)</td>
<td>0% (0)</td>
<td>37</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Importance to your organization</td>
<td>28.12% (18)</td>
<td>9.33% (6)</td>
<td>26.56% (17)</td>
<td>7.81% (5)</td>
<td>64</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

- **Total Respondents:** 64

#### 4. Apply current trends in library and information studies to the local situation.

<table>
<thead>
<tr>
<th>High</th>
<th>-</th>
<th>-</th>
<th>Low</th>
<th>NA</th>
<th>Response Total</th>
<th>Points</th>
<th>Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated's performance</td>
<td>47.42% (25)</td>
<td>34.15% (20)</td>
<td>10.69% (6)</td>
<td>7.76% (5)</td>
<td>42</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Importance to your organization</td>
<td>50% (32)</td>
<td>37.5% (24)</td>
<td>5.5% (3)</td>
<td>6.25% (4)</td>
<td>64</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

- **Total Respondents:** 64

#### 5. Assess legislation in terms of implications for libraries/information centers.

<table>
<thead>
<tr>
<th>High</th>
<th>-</th>
<th>-</th>
<th>Low</th>
<th>NA</th>
<th>Response Total</th>
<th>Points</th>
<th>Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated's performance</td>
<td>5.45% (2)</td>
<td>19.61% (11)</td>
<td>41.92% (25)</td>
<td>37.5% (22)</td>
<td>37</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Importance to your organization</td>
<td>23.81% (15)</td>
<td>26.57% (16)</td>
<td>40.95% (25)</td>
<td>9.64% (6)</td>
<td>63</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

- **Total Respondents:** 63

#### 6. Demonstrate an understanding of ethical issues facing information professionals.

<table>
<thead>
<tr>
<th>High</th>
<th>-</th>
<th>-</th>
<th>Low</th>
<th>NA</th>
<th>Response Total</th>
<th>Points</th>
<th>Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated's performance</td>
<td>43.24% (25)</td>
<td>38.27% (23)</td>
<td>11.25% (7)</td>
<td>3.78% (2)</td>
<td>37</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Importance to your organization</td>
<td>56.76% (37)</td>
<td>15.6% (10)</td>
<td>14.29% (9)</td>
<td>3.78% (2)</td>
<td>63</td>
<td>n/a</td>
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- **Total Respondents:** 63

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https://selectsurvey.net/oit/ResultsOverview.aspx?SurveyID=962L3o9
7. Perform competently as an information professional (such as retrieve, produce, evaluate, and use relevant information).

<table>
<thead>
<tr>
<th></th>
<th>High</th>
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<tbody>
<tr>
<td>Graduates' performance</td>
<td>64.85% (24)</td>
<td>18.82% (7)</td>
<td>1.41% (2)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>10.81% (4)</td>
<td>69</td>
<td>n/a</td>
</tr>
<tr>
<td>Importance to your organization</td>
<td>94.56% (39)</td>
<td>10.34% (7)</td>
<td>1.12% (2)</td>
<td>0% (0)</td>
<td>9% (2)</td>
<td>1.56% (3)</td>
<td>54</td>
<td>n/a</td>
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</table>

8. Apply knowledge of bibliographic tools.

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<tbody>
<tr>
<td>Graduates' performance</td>
<td>51.35% (27)</td>
<td>17.25% (10)</td>
<td>1.81% (4)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>10.81% (4)</td>
<td>39</td>
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<tr>
<td>Importance to your organization</td>
<td>46.77% (29)</td>
<td>40.32% (25)</td>
<td>1.68% (6)</td>
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<td>1.61% (1)</td>
<td>1.61% (1)</td>
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9. Appropriately adhere to professional cataloging practices.

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<tbody>
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10. Apply indexing/abstracting techniques to local materials.

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<td>18.82% (7)</td>
<td>1.41% (2)</td>
<td>0% (0)</td>
<td>9.41% (2)</td>
<td>54.51% (22)</td>
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<tr>
<td>Importance to your organization</td>
<td>15.62% (10)</td>
<td>25.10% (10)</td>
<td>4.75% (1)</td>
<td>8.41% (1)</td>
<td>26.56% (17)</td>
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<td>n/a</td>
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</table>

11. Apply appropriate principles to weeding and inventorying of materials.

<table>
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12. Implement selection policies combining analysis of community needs and principles of intellectual freedom.

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<td>26.69% (19)</td>
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<td>6.25% (4)</td>
<td>10.94% (7)</td>
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</table>

13. Apply appropriate standards or guidelines in their areas(s) of expertise (such as development or evaluation of library services, collections, etc.).

<table>
<thead>
<tr>
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<th>High</th>
<th>-</th>
<th>Low</th>
<th>NA</th>
<th>Responses</th>
<th>Total</th>
<th>Points</th>
<th>Avg</th>
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</thead>
<tbody>
<tr>
<td>Graduates' performance</td>
<td>45.95% (17)</td>
<td>21.82% (8)</td>
<td>11.55% (5)</td>
<td>2.75% (1)</td>
<td>7% (0)</td>
<td>16.22% (6)</td>
<td>37</td>
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<tr>
<td>Importance to your organization</td>
<td>51.56% (23)</td>
<td>22.61% (21)</td>
<td>6.39% (6)</td>
<td>1.56% (1)</td>
<td>1.56% (1)</td>
<td>3.12% (2)</td>
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14. Evaluate electronic systems and operations to meet user community needs.
## Survey Results

<table>
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<th>-</th>
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<td>15. Access information across resources and formats.</td>
<td>35.14% (13)</td>
<td>39.73% (12)</td>
<td>5.11% (2)</td>
<td>7.7% (1)</td>
<td>0% (0)</td>
<td>2.7% (7)</td>
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<td>n/a</td>
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<tr>
<td>16. Demonstrate knowledge of networking options.</td>
<td>35.14% (13)</td>
<td>39.73% (12)</td>
<td>5.11% (2)</td>
<td>7.7% (1)</td>
<td>0% (0)</td>
<td>2.7% (7)</td>
<td>37</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>17. Prepare a pathfinder/subject guide.</td>
<td>35.14% (13)</td>
<td>39.73% (12)</td>
<td>5.11% (2)</td>
<td>7.7% (1)</td>
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<td>n/a</td>
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<tr>
<td>18. Apply research-based solutions to problem-solving.</td>
<td>35.14% (13)</td>
<td>39.73% (12)</td>
<td>5.11% (2)</td>
<td>7.7% (1)</td>
<td>0% (0)</td>
<td>2.7% (7)</td>
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<td>n/a</td>
<td>n/a</td>
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<tr>
<td>19. Evaluate the effectiveness and/or cost benefit of specific programs/services.</td>
<td>35.14% (13)</td>
<td>39.73% (12)</td>
<td>5.11% (2)</td>
<td>7.7% (1)</td>
<td>0% (0)</td>
<td>2.7% (7)</td>
<td>37</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>20. Provide instruction in the use of the library/information center.</td>
<td>35.14% (13)</td>
<td>39.73% (12)</td>
<td>5.11% (2)</td>
<td>7.7% (1)</td>
<td>0% (0)</td>
<td>2.7% (7)</td>
<td>37</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>21. Prepare/deliver presentations in formal settings.</td>
<td>35.14% (13)</td>
<td>39.73% (12)</td>
<td>5.11% (2)</td>
<td>7.7% (1)</td>
<td>0% (0)</td>
<td>2.7% (7)</td>
<td>37</td>
<td>n/a</td>
<td>n/a</td>
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https://selectsurvey.net/uitl/Results/OverView.aspx?SurveyID=962L3o9

Page 3 of 5
## Survey Results

11/16/10 10:09 AM

### 22. Communicate orally.

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<tr>
<td>Graduate's performance</td>
<td>58.3% (21)</td>
<td>22.2% (8)</td>
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<td>0% (0)</td>
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<td>Importance to your organization</td>
<td>79.0% (49)</td>
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<td>0% (0)</td>
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Total Respondents: 82

### 23. Communicate in writing (reports, proposals, etc.).

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<th>Avg</th>
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<tbody>
<tr>
<td>Graduate's performance</td>
<td>56.1% (17)</td>
<td>23.5% (11)</td>
<td>16.7% (5)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>16.7% (5)</td>
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</tr>
<tr>
<td>Importance to your organization</td>
<td>54.0% (36)</td>
<td>37.1% (23)</td>
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<td>1.6% (1)</td>
<td>3.3% (2)</td>
<td>61</td>
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Total Respondents: 63

### 24. Respond to the information needs of a multicultural and multiethnic society.

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<tbody>
<tr>
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<td>45.9% (17)</td>
<td>35.1% (13)</td>
<td>17.1% (6)</td>
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<td>0% (0)</td>
<td>10.0% (4)</td>
<td>37</td>
<td>n/a</td>
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<tr>
<td>Importance to your organization</td>
<td>45.3% (29)</td>
<td>35.1% (17)</td>
<td>16.7% (10)</td>
<td>0% (0)</td>
<td>1.6% (1)</td>
<td>5.6% (1)</td>
<td>64</td>
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Total Respondents: 64

### 25. Use interpersonal skills with diverse patrons.

<table>
<thead>
<tr>
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<th>Points</th>
<th>Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate's performance</td>
<td>54.5% (20)</td>
<td>24.2% (9)</td>
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<td>0% (0)</td>
<td>2.7% (1)</td>
<td>12.3% (5)</td>
<td>33</td>
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<td>Importance to your organization</td>
<td>62.5% (52)</td>
<td>12.7% (8)</td>
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<td>1.0% (1)</td>
<td>1.5% (1)</td>
<td>63</td>
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Total Respondents: 63

### 26. Work with other employees.

<table>
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<tr>
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<tr>
<td>Graduate's performance</td>
<td>48.5% (18)</td>
<td>37.0% (10)</td>
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<td>0% (0)</td>
<td>10.0% (4)</td>
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<td>Importance to your organization</td>
<td>87.3% (35)</td>
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<td>1.7% (2)</td>
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Total Respondents: 63

### 27. Evaluate personnel appropriately.

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<th>Avg</th>
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<tbody>
<tr>
<td>Graduate's performance</td>
<td>56.2% (6)</td>
<td>18.2% (2)</td>
<td>15.1% (2)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>45.9% (7)</td>
<td>37</td>
<td>n/a</td>
</tr>
<tr>
<td>Importance to your organization</td>
<td>46.6% (8)</td>
<td>23.4% (4)</td>
<td>25.5% (4)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>18.7% (3)</td>
<td>64</td>
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</tbody>
</table>

Total Respondents: 64

### 28. Adapt to changes in work environment.

<table>
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<td>39.4% (15)</td>
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<td>0% (0)</td>
<td>15.3% (6)</td>
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<td>Importance to your organization</td>
<td>70.8% (44)</td>
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<td>3.2% (2)</td>
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Total Respondents: 64
### 31. Exhibit a professional attitude in the performance of duties.

<table>
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<th>Avg</th>
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</thead>
<tbody>
<tr>
<td>Graduate’s performance</td>
<td>35.46% (33)</td>
<td>12.11% (11)</td>
<td>11.51% (10)</td>
<td>3.7% (1)</td>
<td>0% (0)</td>
<td>10.61% (10)</td>
<td>33</td>
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</tr>
<tr>
<td>Importance to your organization</td>
<td>79.65% (51)</td>
<td>15.62% (10)</td>
<td>1.12% (2)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>1.56% (1)</td>
<td>64</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Total Respondents: 64

(dropped this question) 3

View conditional responses (if applicable) [ ]

### 32. Initiate/participate in continuing education for growth.

<table>
<thead>
<tr>
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<th>Points</th>
<th>Avg</th>
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</thead>
<tbody>
<tr>
<td>Graduate’s performance</td>
<td>50% (15)</td>
<td>22.22% (4)</td>
<td>31.11% (4)</td>
<td>0% (0)</td>
<td>1.56% (1)</td>
<td>13.89% (5)</td>
<td>34</td>
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<tr>
<td>Importance to your organization</td>
<td>62.5% (40)</td>
<td>21.88% (14)</td>
<td>13.94% (7)</td>
<td>0% (0)</td>
<td>1.56% (1)</td>
<td>3.12% (2)</td>
<td>64</td>
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</tr>
</tbody>
</table>

Total Respondents: 64

(dropped this question) 3

View conditional responses (if applicable) [ ]

### 33. Participate in professional associations.

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>-</th>
<th>-</th>
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<th>Avg</th>
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</thead>
<tbody>
<tr>
<td>Graduate’s performance</td>
<td>49.24% (16)</td>
<td>15.31% (5)</td>
<td>31.22% (5)</td>
<td>0% (0)</td>
<td>5.41% (2)</td>
<td>21.52% (3)</td>
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<tr>
<td>Importance to your organization</td>
<td>40.62% (26)</td>
<td>25% (16)</td>
<td>16.75% (1)</td>
<td>1.56% (1)</td>
<td>6.25% (0)</td>
<td>7.81% (5)</td>
<td>64</td>
<td>n/a</td>
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</tbody>
</table>

Total Respondents: 64

(dropped this question) 3

View conditional responses (if applicable) [ ]

### 34. Please indicate the type of library for which you are responding.

<table>
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<td>6%</td>
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Total Respondents: 67

View conditional responses (if applicable) [ ]

### 35. What suggestions do you have that would improve our library and information studies education program?

View responses to this question [ ]

Total Respondents: 31

### 36. As you look toward the future, what are the most critical skills for library and information professionals in the 21st century?

View responses to this question [ ]

Total Respondents: 31

(dropped this question) 7
FORM BELOW UPDATED 12/17/08 (current MLIS/KM program goals/objectives were added at the end)

UNIVERSITY OF OKLAHOMA
SCHOOL OF LIBRARY AND INFORMATION STUDIES

END OF PROGRAM ASSESSMENT
Fall 2010 and Spring 2011
Master of Library and Information Studies
Master of Science in Knowledge Management

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 you. 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? (Goals and objectives are copied at the bottom of this 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.
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 CULTURAL DIVERSITY 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 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>
<thead>
<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>
<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>
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PART ONE: OPEN-ENDED QUESTIONS

SURVEY ON THE INTEGRATION OF INTERDISCIPLINARY COMPONENTS INTO INDIVIDUAL COURSES

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

Note: You may attach extra pages if needed.

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

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

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

If yes, list those disciplines:

Does the course content include components from other disciplines?

Course number:
Instructor:
Date Form Completed:
Course Title:
<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>COVERED IN:</th>
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<td>LECTURE(S)</td>
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<td>REQUIRED READING/READINGS</td>
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<td>OTHER (PLEASE SPECIFY)</td>
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**PART TWO: SUMMARY**
SURVEY ON THE INTEGRATION OF TECHNOLOGY 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 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

| Technological concept, application or experience | Included in Course Description | Included in Course Goals & Objectives | Included in Required Readings/Materials | Included in Optional Readings/Materials | Covered in Lecture(s) | Covered in Discussion | Covered in a Class Activity | Included in a Required Assignment | Covered by Test or Quiz | Other (Please specify) |
Activities of the SLIS UGSAC

Membership:

Fall 2010:
- Amanda Barringer*
- Ryan Battles
- Jarrett Gately
- David Hallum
- Jeremy Hudson
- Hanh Nguyen
- Rebecca West

Spring 2011:
- Amanda Barringer*
- Kevin M. Buck
- Anthony Omini
- Christopher Nguyen

*Representative to Dean’s SAC

Meeting Schedule:
- September 22nd
- October 20th
- November 10th
- February 23rd
- April 10th

Meeting Highlights:

Marketing and Recruitment Efforts:
- Move away from using “library” in the marketing materials
- Go to high schools, technical schools (MNTC), and community colleges (OCCC)
- Make BAIS t-shirts, hold a design contest
- More extracurricular activities

Course Availability and Content:
- More IT courses
- Psychology Leadership course was not well received due to content, textbooks, quizzes
- Seamless integration between MLIS and IS students in slashlisted courses

Internships:
- More forewarning about internships
- Summer availability of internships

Advantages and disadvantages to small number of instructors in the BAIS core classes:
- Positives:
  - Individualized attention
  - Small class size
  - Builds relationships with the professor
  - Professor is more accessible
  - Learn professor’s expectations and teaching style and in turn they learn the students’
- Negatives:
  - Fewer job references
• Narrow range of viewpoints

Enrollment & Advising:
• All students on the Council are advised by Zemke or in the College even though they have faculty advisors
• Don't know how to connect with SLIS faculty: "Who is my advisor?"
• Advising with Tulsa faculty members is problematic (BAIS students are no longer assigned to Tulsa faculty advisors)
• Summer advising is problematic

Online Courses:
• Like the idea of hybrid courses that meet one per month in the evenings, not Fridays, not weekends; must be a regular schedule
• Like the idea of some BAIS courses be delivered face-to-face by SLIS faculty with 50% of courses online and 50% face-to-face

Espirt des Corps:
• BAIS student would like a presence on SLIS website with information about career paths for BAIS
• Want to be included on OLISSA listserve—Brown informed OLISSA President Rumela Bose
• No response to Amanda’s 12-6-10 email to the BAIS listserve inviting input from other BAIS students (see below for email text)

Hello Library and Information Studies Students!
I’m Amanda C. Barringer and I’m your Undergraduate Representative for the Dean’s Student Advisory Council for the College of Arts & Sciences. The Dean’s Student Advisory Council is an important conduit for open interaction between students and the administration, and is responsible for discussing current issues in the College and reviewing proposed special course fees. As your representative I am here to serve you and act as that link between you and the Dean and the College of Arts & Sciences Administration. As such feel free to contact me at any time with questions, concerns, suggestions for improvement, no matter how trivial it may seem!

For more information about the SAC, please visit: https://casweb.ou.edu/home/students/information/info_sac_mod.html
For more information about the College of Arts & Sciences in general, please visit: https://casweb.ou.edu/home/
The homepage features links to a general form to communicate with CAS as well as a link to ideas for the new CAS website currently being built. The new website is a priority for CAS Administration and I encourage you to e-mail myself or use the CAS homepage link to tell us: What do you want to see on the College of Arts & Sciences homepage?? I hope to hear from you all of you soon!

Sincerely,
Amanda C. Barringer
E-mail: Amanda.C.Barringer-1@ou.edu

**In the month of December, the CAS will open it’s doors for an Open House at Ellison Hall, featuring snacks, sweets and a look at your college! All students are encouraged to drop by!**

Amanda C. Barringer, B.A.
M: 713-269-3097
Amanda.C.Barringer-1@ou.edu
Boomer Sooner!