

## ASSESSMENT MATRIX



<b>PROGRAM OR SCHOOL</b>	Master of Library and Information Science		
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<b>Program or School Mission Statement</b>	The mission of the School of Information Sciences is to support and advance the broader education, research and service mission of the University by educating students, furthering knowledge, and contributing our expertise to advance humankind's progress through information.		
<b>Program or School Goals</b>	<p>The Library and Information Science Degree Program offers a professional degree at the master's level for students who have earned a baccalaureate-degree in order to prepare them to enter the information professions as librarians or archivists. Upon completion of the degree, graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. Draw effectively upon the ethics, values, principles, knowledge and history of library and information science and other related disciplines;</li> <li>2. Apply the principles of the information life cycle (selection, organization, dissemination and preservation);</li> <li>3. Advance the intelligent and ethical applications of information technologies;</li> <li>4. Apply the principles of management (planning and assessment, budgeting, human resources development and evaluation) to various functions in information environments;</li> <li>5. Plan, implement, evaluate and advocate for reference and user services to meet the needs of diverse users;</li> <li>6. Promote the ideals of open access to information and of intellectual freedom;</li> <li>7. Understand and apply research in library and information science; and</li> <li>8. Demonstrate a commitment to the advancement of the information professions through advocacy, continuing education and lifelong learning.</li> </ol>		
	<p>All students in the 36-credit MLIS program are required to complete two core courses: LIS 2000 Understanding Information and LIS 2600 Introduction to Information Technologies. Depending on which of the eight specializations the student has selected, the student takes other required courses and a choice of electives.</p> <p>The faculty is considering that in the term of graduation, students will prepare a portfolio of their work demonstrating how they are meeting these outcomes. Portfolios of demonstrated competencies are already required of students completing the School Library Certification Program, and students in other specializations (except the Archives, Preservation and Records Management specializations) prepare a portfolio of work samples to meet a requirement of the core course LIS 2700 Managing Libraries.</p>		

<b>Learning Outcomes</b> <i>What will students know and be able to do when they graduate?</i>	<b>Assessment Methods</b> <i>How will the outcome be measured? Who will be assessed, when, and how often?</i>	<b>Standards of Comparison</b> <i>How well should students be able to do on the assessment?</i>	<b>Interpretation of Results</b> <i>What do the data show?</i>	<b>Use of Results/Action Plan</b> <i>Who reviewed the finding? What changes were made after reviewing the results?</i>
<p><b>Outcome 3: Advance the intelligent and ethical applications of information technologies</b></p> <p>Students will be able to:  Identify and explain the concepts of open access to information through the use of various information technologies that illustrate the socio-economic aspects that relate to scholarly publishing</p>	<p>Using a faculty-developed rubric, two faculty members will examine a representative sample of essays from students enrolled in LIS 2000 Understanding Information in which students read Albert-Laszlo Barbasí's <i>Linked: How Everything is Connected to Everything Else and What it Means</i>, Christine Borgman's <i>Scholarship in the Digital Age: Information, Infrastructure, and the Internet</i>, and David Weinberger's <i>Everything Is Miscellaneous: the Power of the New Digital Disorder</i>, and write a 2,500-word essay explaining the socio-economic aspects of open access as related to scholarly publishing</p> <p>Rubric used by assessors:  Exceeds expectations as set forth in the instructor rubric = 3</p> <p>Meets expectations as set forth in the instructor rubric = 2</p> <p>Does not meet expectations as set forth in the instructor rubric = 1</p> <p>This assessment will be conducted biannually</p>	<p>85 % of the sampled essays written by students in LIS 2000 will meet or exceed expectations to demonstrate an understanding of the socio-economic aspects of open access as related to scholarly publishing.</p>	<p>Assessment was made by two LIS faculty members who do not teach this course. These faculty members assessed essays by 43 students selected at random from among the 209 students who registered for and completed the course LIS 2000 in Fall Term 2009 .</p> <p>Of these 43 essays assessed, the two faculty found that:  7 essays exceeded expectations (16%)  31 essays met expectations (72%)  5 essays did not meet expectations (12%)</p> <p>88% of the essays assessed met or exceeded the expectations, thus exceeding the standard of comparison set by the LIS faculty of 85%.</p>	<p>The LIS faculty reviewed the finding (data results) and was encouraged by the results.</p> <p>In the previous year (2008-2009), the faculty had identified reading and writing critically as key skills for MLIS students to succeed in the program. As a result, a section of the two-day orientation for new MLIS students was devoted to "critical writing competencies."</p> <p>The majority of new MLIS students participated in this session (offered 3 times to smaller groups) and all new students had access to and were encouraged to view a Panopto video of the session available online.</p> <p>Because this assignment represents the first critical analysis the new students write, the faculty believe there should be a more descriptive rubric for the students to follow and that a "draft" option should be promoted for the first paper to help students with the concept of critical writing as an iterative process.</p>

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	<p>beginning in Spring Term 2010 based on the offering of LIS 2000 from Fall Term 2009.</p> <p>The essays of approximately 20% of the students who completed the course will be included in the assessment. (In Fall Term 2009, 209 students were enrolled)</p>			
<p><b>Outcome 7: Understand and apply research in library and information science.</b></p> <p>Students will be able to write a comparative analysis of a publication from the professional or research literature on information and assess the author's findings by using supporting examples from the text.</p>	<p>Using a faculty-developed rubric, four faculty members will examine a representative sample of critical assessments of professional research publications written by students in LIS 2000 Understanding Information.</p> <p>Rubric used by assessors:</p> <ul style="list-style-type: none"> <li>Exceeds expectations as set forth in the instructor rubric = 3</li> <li>Meets expectations as set forth in the instructor rubric = 2</li> <li>Does not meet expectations as set forth in the instructor rubric = 1</li> </ul> <p>This assessment will be conducted biannually beginning in Spring Term 2010 based on the previous Fall Term's offering of LIS 2000. The papers of approximately 20% of the students who</p>	<p>85% of the sampled comparative analyses written by students in the Fall Term LIS 2000 course in odd numbered years will meet or exceed expectations identified in the rubric of demonstrating critical writing, understanding of research findings and using examples to support critical opinion.</p>	<p>Assessment was made by four LIS faculty members who do not teach this course. These faculty members assessed 47 papers selected at random from among the 209 students who registered for and completed the course LIS 2000 in Fall Term 2009 (22%).</p> <p>Of these 47 papers assessed, the four faculty found that:</p> <ul style="list-style-type: none"> <li>24 papers exceeded expectations (51%)</li> <li>20 papers met expectations (43%)</li> <li>3 papers did not meet expectations (6%)</li> </ul> <p>94% of the papers assessed met or exceeded the expectations, thus exceeding the standard of comparison set by the LIS faculty of 85%.</p>	<p>In Fall and Spring Terms 2009-2010, all instructors made an effort to emphasize critical writing skills in each course and to incorporate these skills into grading rubrics. The LIS faculty adopted the <i>Chicago Manual of Style</i> as its standard to encourage students to use a citation system with ease and confidence.</p> <p>The Information Sciences Library staff offered multiple small-group instruction sessions on using RefWorks to help students with citations.</p> <p>The LIS faculty will expand the time spent on "critical writing competencies" in the Fall 2010 orientation for new MLIS students to emphasize the importance of gathering and evaluating information effectively and appropriately.</p>

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	<p>complete the course will be included in the assessment. (In Fall Term 2009, 209 students were registered)</p>			
<p><b>Outcome 2: Apply the principles of the information life cycle (selection, organization, dissemination and preservation).</b></p> <p>Students will be able to use research, collaborative and social networking tools to generate and to share content electronically through their blogs</p>	<p>Using a faculty-developed rubric, two faculty members will examine a representative sample of projects from students enrolled in LIS 2600 Introduction to Information Technologies in which students use research and collaborative tools Jing, Zotero, and RefWorks to produce a learning module from a network-based service.</p> <p>Rubric used by assessors:</p> <ul style="list-style-type: none"> <li>Exceeds expectations as set forth in the instructor rubric = 3</li> <li>Meets expectations as set forth in the instructor rubric = 2</li> <li>Does not meet expectations as set forth in the instructor rubric = 1</li> </ul> <p>This assessment will be conducted biannually beginning in Spring Term 2010 based on the offering of LIS 2600 the previous Summer Term. The projects of approximately 20% of the</p>	<p>85% of the sampled projects produced by students in LIS 2600 will meet or exceed expectations to demonstrate using screen-capture software, configuring a Web browser and producing a learning module delivered from a network-based service.</p>	<p>Assessment was made by two LIS faculty members who do not teach this course. These faculty members assessed electronic demonstrations by seven students selected at random from among the 33 students who registered for and completed the course LIS 2600 in Summer Term 2009 (21%).</p> <p>Of these 7 demonstrations assessed, the two faculty found that:</p> <ul style="list-style-type: none"> <li>2 demonstrations exceeded expectations (29%)</li> <li>5 demonstrations met expectations (71%)</li> <li>0 demonstrations did not meet expectations (0%)</li> </ul> <p>100% of the demonstrations assessed met or exceeded the expectations, thus exceeding the standard of comparison set by the LIS faculty of 85%. All of the student demonstrations met the technical requirements; the two demonstrations that exceeded expectations did so because of the clarity and</p>	<p>In Feb. 2010, the LIS faculty developed a document identifying Information Technology needs of instructors and students (that is now being discussed at the School level) that articulated objectives that will provide a competitive advantage for students.</p> <p>The LIS faculty will use the results of this assessment as it develops a revised, refocused and more challenging core course in technology as discussed at meetings on April 7 and 23, 2010. The faculty is planning a series of on-line modules to help students build their technology skills before beginning the program so that a newly formulated core course can begin at a higher conceptual level.</p> <p>All LIS instructors make an effort to embed technology skills into each course that are most appropriate for that course; these results will help faculty plan.</p>

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	students who completed the course will be included in the assessment. (In Summer Term 2009, 33 students were enrolled)		simplicity of the directions provided and the effectiveness of the oral communication skills of those students	