

**2015-2016 Assessment Report**  
**Program Goal Achievement Based on Course Assessments, 2015-16**  
**Prepared May 2017**

The assessment data broken down by program goal:

**MS Program Goal #1**

Graduates demonstrate an understanding of information and library science, including its historical foundations, as well as the creation, representation, organization, dissemination, use, and curation of information.

**Total Assessments: 525**

Total Demonstrating Learning Outcomes:	487	92.7%
Total NOT Demonstrating Learning Outcomes:	38	7.3%
Total Incomplete	35	3.5%

**Learning Outcome Levels (Bloom): L1-L6**

**MS Program Goal #2**

Graduates apply domain knowledge and skills required in diverse information environments.

**Total Assessments: 326**

Total Demonstrating Learning Outcomes:	304	93.3%
Total NOT Demonstrating Learning Outcomes:	22	6.7%
Total Incomplete	9	3.0%

**Learning Outcome Levels (Bloom): L2-L6**

**MS Program Goal #3**

Graduates demonstrate professional competences, including leadership, critical thinking, inquiry, communication, collaboration, reflective practice, and ethical adherence.

**Total Assessments: 413**

Total Demonstrating Learning Outcomes:	382	92.7%
Total NOT Demonstrating Learning Outcomes:	30	7.3%
Total Incomplete	20	4.6%

**Learning Outcome Levels (Bloom): L2-L6**

**MS Program Goal #4**

Graduates apply an understanding of information and library professions and the roles, responsibilities, and professional dispositions (i.e., values, attitudes, behaviors).

**Total Assessments: 388**

Total Demonstrating Learning Outcomes:	361	93.0%
Total NOT Demonstrating Learning Outcomes:	27	7.0%
Total Incomplete	14	3.5%

**Learning Outcome Levels (Bloom): L1-L6****Analysis**

Based on the data, it is clear that the courses taught within the MS curriculum are aligning with and meeting the program goals (93%). The learning outcomes for goals 1 and 4 span all 6 levels of Bloom's learning taxonomy. Goals 2 and 3 demonstrate levels 2 to 6. The percentage of students who do not demonstrate mastery of the learning outcomes for the courses remains low (7%), as does the average percentage of students who do not complete the assessments (3.7%).

**Respectfully Submitted by Valerie Nessel**