2016-2017 Assessment Report
Program Goal Achievement Based on Course Assessments, 2016-2017
Prepared April 2018

ASSESSMENT DATA 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: 342

Total Demonstrating Learning Outcomes:	321	93.9%
Total NOT Demonstrating Learning Outcomes:	9	2.6%
Total Incomplete	35	3.5%

Learning Outcome Levels (Bloom): L2, L3, L4, L6

MS Program Goal #2

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

Total Assessments: 526

Total Demonstrating Learning Outcomes:	491	93.3%
Total NOT Demonstrating Learning Outcomes:	35	6.7%
Total Incomplete	20	3.8%

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: 464

Total Demonstrating Learning Outcomes:	424	91.4%
Total NOT Demonstrating Learning Outcomes:	40	8.6%
Total Incomplete	18	3.9%

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: 297

Total Demonstrating Learning Outcomes:	277	93.3%
Total NOT Demonstrating Learning Outcomes:	20	6.7%
Total Incomplete	9	3.0%

Learning Outcome Levels (Bloom): L1 – L6

Summary

Based on the data, it is clear that the courses taught within the MS curriculum are aligning with and meeting the program goals (93% average). The learning outcomes for Goal 1 include 4 of 6 levels of Bloom's learning taxonomy (L2, L3, L4, L6), Goals 2 and 3 include 5 of 6 (L2-L6), and Goal 4 spans all 6 levels. The percentage of students who do not demonstrate mastery of the learning outcomes for the courses remains low (7% average), as does the average percentage of students who do not complete the assessments (3.3%).

Respectfully submitted by Valerie Nesset

Learning Outcome Levels (Bloom): L1-L6 Analysis

BLOOM'S TAXONOMY			
Learning Number	**Learning Level**	**Definition**	**Sample Verbs**
L1	**Knowledge**	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Write, List, Label, Name, State, Define
L2	**Comprehension**	Student translates, comprehends, or interprets information based on prior learning.	Explain, Summarize, Paraphrase, Describe, Illustrate
L3	**Application**	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction	Use, Compute, Solve, Demonstrate, Apply, Construct
L4	**Analysis**	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question	Analyze, Categorize, Compare, Contrast, Separate
L5	**Synthesis**	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her	Create, Design, Hypothesize, Invent, Develop
L6	**Evaluation**	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge, Recommend, Critique, Justify