

**2017-2018 Assessment Report**  
**Program Goal Achievement Based on Course Assessments, 2017-2018**  
**Prepared January 2019**

**ASSESSMENT DATA BY PROGRAM GOAL**

**MS Program Goal #1**

Graduates demonstrate theoretical and conceptual understanding of information science, including the creation, representation, organization, retrieval, dissemination, use, and curation of information.

<b>Total Assessments:</b>	<b>748</b>	
Total Demonstrating Learning Outcomes:	725	96.9%
Total NOT Demonstrating Learning Outcomes:	23	3.1%
Total Incomplete:	25	3.2%

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

**MS Program Goal #2**

Graduates apply disciplinary knowledge and skills required in diverse information contexts.

<b>Total Assessments:</b>	<b>851</b>	
Total Demonstrating Learning Outcomes:	819	96.2%
Total NOT Demonstrating Learning Outcomes:	32	3.8%
Total Incomplete:	27	3.1%

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

**MS Program Goal #3**

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

<b>Total Assessments:</b>	<b>918</b>	
Total Demonstrating Learning Outcomes:	887	96.6%
Total NOT Demonstrating Learning Outcomes:	31	3.4%
Total Incomplete:	31	3.3%

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

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**MS Program Goal #4**

Graduates demonstrate the values, attitudes, and behaviors associated with the roles and responsibilities of information and library professionals.

<b>Total Assessments:</b>	<b>776</b>	
Total Demonstrating Learning Outcomes:	760	97.9%
Total NOT Demonstrating Learning Outcomes:	16	2.1%
Total Incomplete:	20	2.5%

**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 (96.9% average). The learning outcomes for Goals 1, 2, 3, and 4 meet all six levels of Bloom's learning taxonomy (L1, L2, L3, L4, L5, L6). The percentage of students who do not demonstrate mastery of the learning outcomes for the courses remains low (3.1% average), as does the average percentage of students who do not complete the assessments (3.0%).

**Respectfully submitted by Dr. Heidi Julien.**

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

BLOOM'S TAXONOMY			
Learning Number	Learning Level	Definition	Sample Verbs
L1	<b>Knowledge</b>	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Write, List, Label, Name, State, Define
L2	<b>Comprehension</b>	Student translates, comprehends, or interprets information based on prior learning.	Explain, Summarize, Paraphrase, Describe, Illustrate
L3	<b>Application</b>	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	<b>Analysis</b>	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question	Analyze, Categorize, Compare, Contrast, Separate
L5	<b>Synthesis</b>	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	<b>Evaluation</b>	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge, Recommend, Critique, Justify