

2022-23 Assessment and Action Plan
 Library and Information Science MSLIS

2022-23 Academic Year

Library and Information Science MS Learning Outcomes

Demonstrate Information Literacy and Technological Agility **MET**

5. Demonstrate information literacy and technological agility.

MEASURES	RESULTS	ACTIONS
<p>IST 611 Collaborative Technology Project</p> <p>A rubric is used to evaluate a collaborative project for an organization (school, library, etc.) to work on a need/problem/goal that can be addressed thoughtfully using a technology tool. Projects are evaluated on the quality of the advanced and appropriate use of technology, organizational need, the challenges of the project, results, reflection, and professional presentation of the project.</p> <p>Direct - Project</p> <p><i>Information Technologies in Educational Organizations: IST 611</i></p> <p>Target</p> <p>Using a rubric on a scale of 0 to 2, 3, and 4 points (depending upon criteria category), and a combined total of 25 points, 85% of students will achieve a total score of 21 to 25 on their project.</p>	<p>MET</p> <p>Summary</p> <p>Of 26 LIS students, the average score was 23.6. 25 students exceeded expectations, with 1 student earning below 21 who did not meet the criteria.</p> <p>Analysis</p> <p>Most students exceed expectations on this assignment, developing technology solutions that have strong potential impact for their intended learners. Some students have slightly lower scores not because of any lower quality of their technology solutions, but rather because they have not adequately described their process of work on the project as required for the written report. When students do show lower quality of their technology solutions, it is typically because they have put off their work until the end of the term rather than spreading it throughout the term, and have not taken advantage of the built-in supports throughout the term to guide their progress.</p>	<p>Maintain Assessment Strategy</p> <p>This assessment strategy can continue in its current form, however some changes may be made to the wording in the rubric related to other changes in the course over the last several years (especially since Covid). It is more challenging now for students to find external organizations to collaborate with, so many now collaborate with a partner from class instead, and this can be adjusted in the Collaboration criteria wording. Similarly, more flexibility has been incorporated in assignment deadlines, and the criteria for Reports can be changed to focus more on the quality vs. the timeliness of the status reports – typically if their status reports are late the quality of the project also suffers, and that is where they should (and do) lose credit. The use of the term “creative” in the Technology criteria is very subjective and could be replaced with better wording. Number scores in the rubric could also be adjusted to better address smaller nuances in quality.</p> <p>Action Recommended Due Date: Either Spring 2024 or Fall 2024 (depending on timing of other updates).</p>
<p>IST 611 Coding in the Library</p> <p>A rubric will be used to assess the one-page planning document for a coding event in the library, create a 1-2 minute promotional video for the event, and create two games using Scratch.</p> <p>Direct - Assignment</p> <p><i>Information Technologies in Educational Organizations: IST 611</i></p> <p>Target</p> <p>Using a summative score of 15 possible points, students will score a minimum of 12 (80%) on the Coding in the Library assignment.</p>	<p>MET</p> <p>Summary</p> <p>Of the 25 students who completed this coding project, 24 scored 13 or higher, and met the criteria with an average of 14.2, and 23 of those exceeded the criteria. One student did not meet the criteria.</p> <p>Analysis</p> <p>Students are excelling with this assignment of planning, coding two games, and promoting a library event. The student who did not meet the criteria submitted an incomplete assignment.</p>	<p>Maintain Assessment Strategy</p> <p>[No additional description is provided.]</p>
<p>IST 605 Reference Scenario</p> <p>A rubric is used to assess the student skill in describing user information needs in detail.</p> <p>Direct - Assignment</p> <p><i>Reference and Information Literacy Services: IST 605</i></p>	<p>MET</p> <p>Summary</p> <p>Of the 22 LIS students submitting the assignment, 3 (14%) did not meet the criteria (rubric scores 0-3), 4 (18%) met the criteria (rubric score of 4), and 15 (68%) exceeded the criteria (rubric score of 5).</p> <p>Analysis</p>	<p>Other - [Reinforce stated criteria for this element]</p> <p>Not Started</p> <p>Reinforce stated criteria for this element by sharing the new rubric with students and clarifying expectations in a variety of modes (beyond the written assignment and occasional verbal confirmation of requirements).</p>

<p>Target</p> <p>Using a rubric with a scale of 0-5 (no evidence, underdeveloped, developing, novice, advanced, emerging expert), 85% of students will achieve a rating of 4 or 5 on the specific section of the reference scenario assignment.</p>	<p>In general, students are doing well with describing user information needs, particularly in terms of user characteristics, and elements of their information need, query behavior. Students who did not meet the criteria fell short in including the user cultural considerations and/or including published literature on information behavior matching the user in the assignment scenario. Overall, the work to revise this assignment based on new program outcomes and meeting a high level of user information need description has resulted in vastly improved student demonstrated student learning in fulling understanding a particular user's information needs in a complex context.</p>	<p>Previously, the expectations were outlined in the class assignment description and ad hoc verbal reminders of the assignment requirements. Adding the rubric for this assignment, and this element in particular will help, as will reinforcing with section instructors the need to review expectations multiple times.</p> <p>Action Recommended Due Date: Upcoming instructional quarter.</p>
<p>IST 605 Reference Scenario</p> <p>A rubric is used to assess the student skill in applying multiple evaluation criteria to sources.</p> <p>Direct - Assignment</p> <p><i>Reference and Information Literacy Services: IST 605</i></p> <p>Target</p> <p>Using a rubric with a scale of 0-5 (no evidence, underdeveloped, developing, novice, advanced, emerging expert), 85% of students will achieve a rating of 4 or 5 on the specific section of the reference scenario assignment.</p>	<p>NOT MET</p> <p>Summary</p> <p>Of the 22 LIS students submitting the assignment, 6 (27%) did not meet the criteria (rubric scores 0-3) and 16 (73%) exceeded the criteria (rubric score of 5).</p> <p>Analysis</p> <p>Most students excelled in this area, using 5 or 6 (depending on assignment version) evaluative criteria. Those who are not excelling are doing quite poorly; the divide is a big one. It seems students either understand and demonstrate the ability to analyze information sources using evaluative criteria or merely describe them, for example stating an author's credentials, but not why they are or are not relevant and appropriate for the intended use of the information source and a good match with the information user's needs.</p>	<p>Other - [Improve Pedagogy]</p> <p>Not Started</p> <p>Improve instruction around analysis, rather than description, in the area of applying evaluative criteria to information sources.</p> <p>Add instructional content around the need to analyze (not just describe) an information source in the context of a particular user or intended use. Compare anonymized past examples and ask students to point out the differences between the two treatments.</p> <p>Recommended Due Date: 04/30/2024</p>

Conclusion

[IST 611] All students meet the criteria, with many exceeding expectations. These assessments, and others, provide strong opportunities for students to “demonstrate information literacy and technological agility.” The IST611 Collaborative Technology Project combines both parts, with students developing instructional activities that use technology tools to support information literacy skill development for their learners. The Coding in the Library project allows students to demonstrate their ability to code two games using Scratch, plan for and create a promotional video for a coding in the library event highlighting the two games created. Students are meeting criteria focused on technology agility with these and other assessments in IST611, a course focused on the use of technology in educational settings.

[IST 605] Students are progressing well in areas where the instruction and transparent assignment design is supporting their learning, but sharing the rubric with students (now that a new version is available) and increasing time-on-task for these skills should help more students meet or exceed the criteria set.