

Library & Information Science - BSIS

2017 - 2018 Assessment Plan

Currently status is: Report Accepted

I. ANNUAL REPORT FOR 2016 - 2017

Mission Statement

The mission of the University of South Carolina School of Library and Information Science is to provide and promote education and leadership in library and information science, services, and studies through the highest levels of teaching, research and service. The mission of the Bachelor of Science in Information Science (BSIS) degree at the University of South Carolina is to provide students with opportunities to acquire foundation and specialized knowledge in the field of information science, as well as essential core skills for career development, professional development, and life-long learning. The BSIS program matriculated its first students in the fall 2008 semester. This undergraduate degree will prepare students for careers of all types related to information or for graduate study in library and information science or a number of other disciplines.

Goal 1.

To enable the student to perform effectively in the information science field by demonstrating an understanding of the many ways in which information can be created, stored, organized, transformed, and communicated in order to benefit individuals, organizations, and society.

Curriculum

SLIS 201, SLIS 202, SLIS 301, and SLIS 402

Learning Outcome 1.

Students will describe the techniques and principles for creating, storing, organizing, transforming, and communicating information to various information seekers.

Measures and Criteria

Students will take either SLIS 494 (Independent Study) or SLIS 496 (Internship) and will, as a requirement of the course, present to a faculty panel on their experience. Students will be evaluated on a rubric, which will measure how well the student reflected on how the course helped them to describe the techniques and principles for creating, storing, organizing, transforming, and communicating information to various information seekers. 85% of all graduating students should score proficient or higher.

Methods

Independent Study/Internship faculty supervisors will share the rubric with the students at the beginning of the semester. Students will create a presentation highlighting how the experience helped them meet the learning outcome. A faculty panel (members of the Undergraduate Committee) will score the presentation using a rubric. The Undergraduate Committee will compile the results annually, share results with the full faculty at the beginning of the fall semester, and use the results to recommend changes.

Results

One student presented their internship experience to a faculty panel. He scored proficiently on this learning outcome.

Use of Results

The draft rubric that was used is attached. However, the BSIS program is undergoing significant changes as it has a new faculty administrator. Some changes are reflected in next year's plan (new goals and learning outcomes). Curriculum changes are also coming. A new rubric will be drafted to reflect the new goals and learning outcomes.

Goal 2.

To enable the student to perform effectively in the information science field by demonstrating practical skills for analyzing, processing and managing information and developing and managing the underlying information systems in our knowledge-based society. These skills include problem solving and decision-making so that they

will be able to both develop and utilize information systems and information tools effectively, thus establishing their leadership in our evolving information economy.

Curriculum

All SLIS undergraduate courses.

Learning Outcome 1.

Students will demonstrate practical skills of information science and the use of information systems.

Measures and Criteria

Students will take either SLIS 494 (Independent Study) or SLIS 496 (Internship) and will, as a requirement of the course, present to a faculty panel on their experience. Students will be evaluated on a rubric, which will measure how well the student reflected on how the course helped them to demonstrate practical skills of information science and the use of information systems. 85% of all graduating students should score proficient or higher.

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Goal 3.

To enable the student to perform effectively in the information science field by demonstrating comprehension of the cultural, historical, economic, and social values of information and information tools for individuals, organizations, and the society at large. Students will be prepared to evaluate the role of information in a variety of industries, in different organizational settings, for different populations, and for different purposes.

Curriculum

SLIS 201, SLIS 310, SLIS 402, SLIS 410, SLIS 430, SLIS 435, and SLIS 440

Learning Outcome 1.

Students will demonstrate the comprehension of the valuable role of information and information technology in society as well as the diversity of needs and uses for information.

Measures and Criteria

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II. FUTURE ASSESSMENT PLAN FOR 2017 - 2018

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Goal 1.

Build relationships and communities through the application of social, human, and technical knowledge-based solutions.

Curriculum

All SLIS undergraduate courses.

Learning Outcome 1.

Evaluate, select, implement, and manage social issues and technological solutions.

Measures and Criteria

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- presenting at Discovery Day or Information Science Day;
- presenting to the BSIS Committee; OR
- writing a reflective essay.

Presentation or essay will reflect at least four learning outcomes, with at least one from each goal. Students will be evaluated on a rubric, which will measure how well the student reflected on how the course/experience helped them to achieve the learning outcome. 85% of all graduating students should score proficient or higher.

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Independent Study/Internship faculty supervisors will share the rubric with the students at the beginning of the semester. Students will create a presentation/essay highlighting how the experience helped them meet the learning outcome. A faculty panel (members of the Undergraduate Committee) will score the presentation/essay using a rubric. The Undergraduate Committee will compile the results annually, share results with the full faculty at the beginning of the fall semester, and use the results to recommend changes.

Learning Outcome 2.

Discover meaningful patterns in objective data that help solve business and community-related problems.

Measures and Criteria

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Goal 2.

Demonstrate the ability to create and manage knowledge to strengthen communities.

Curriculum

All SLIS undergraduate courses.

Learning Outcome 1.

Manage knowledge-based projects.

Measures and Criteria

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Learning Outcome 2.

Communicate the knowledge needs of communities and organizations to inform policy and decision makers.

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Learning Outcome 3.

Discover, organize, and provide access to information that business and community members need.

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Goal 3.

Demonstrate an understanding of the practices and applications related to data, information, and knowledge.

Curriculum

All SLIS undergraduate courses.

Learning Outcome 1.

Demonstrate the importance of reflecting on, and internalizing, information with a keen awareness of the influence of existing beliefs, attitudes, and experiences.

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Learning Outcome 2.

Demonstrate an understanding of the role that literacy plays in the discovery and ethical use of knowledge.

Measures and Criteria

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Learning Outcome 3.

Work with vague and imprecise directions, understanding the emergent nature of innovation.

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