

PRAC Spring 2015 Grant Proposal

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Title: Community Engagement in Professional Outcomes Measurement

Project Dates: Spring and summer, 2015

Project Checklist:

- Statement of support.
The chair is the author. Dr. Karl MacDorman, Associate Dean for Academic Affairs, School of Informatics and Computing, is sending a letter of support.
- Simple budget
\$750 x 2: summer stipend for two full time faculty to work on this during the summer months. \$100 x 10 for stipends for practitioners to provide evaluative input.
- IRB: not yet filed.
The project will be fall either under “exempt” or “not human subjects” classification (information from practitioners is about the program, not about themselves.)

Title: Community Engagement in Professional Outcomes Measurement

Department of Library and Information Science, School of Informatics and Computing

Abstract: During the summer 2015, LIS faculty will engage practitioners (librarians, information professionals) in the evaluation of student learning outcomes. The LIS department has a robust repository of student work, tied to program outcomes, and a system wherein faculty evaluate the levels of achievement and derive feedback to improve the curriculum. This activity will add another very desirable layer to program assessment: faculty will examine how practitioner evaluations are the same as or differ from academic evaluations, and during the process, will also engage in an intense conversation with the practitioner community about not only the evidence but the goals themselves.

Purpose of project:

This project has three purposes, one direct and two indirect. The primary purpose is to engage external, community-based practitioners in the evaluation of program outcomes for the Master of Library Science degree. The second, indirect, purpose is to engage those providing outcomes evaluation in discussion of revision of the program outcomes themselves. The third, indirect, purpose is to fine-tune the evaluation system.

1. Practitioner evaluation

- Outcome: Quantitative measurement and qualitative feedback of student achievement of program outcomes. Comparison with faculty evaluations.

The LIS department has an evaluation process for the MLS program based on an ePortfolio (Oncourse matrix) that has captured artifacts from all students (matriculating

fall 2011 or later) for all program outcomes, along with goal-specific and overall program reflections. There is an established quick rubric (4-point: inadequate, weak, acceptable, outstanding). Best practice, according to American Library Association Standards for Accreditation and other assessment sources, encourages the involvement of end-user constituencies in the evaluation process.

The LIS Department has a diverse Advisory Board (see Appendix). Members of the Board will be solicited to participate directly or to nominate members of their organizations (such as front-line managers) to participate. This has the benefit of solidifying the mutually beneficial ties between the Board and the department.

This data will be added to faculty evaluations in the normal program review cycle, with the outcome of data-driven curricular improvements.

2. Program Outcome Review

- Outcome: Systematic and semi-structured feedback from the practitioners on the outcomes themselves.

While reviewing student work (artifacts) and student reflections about their learning, it is inevitable that the reviewers will think about the program goals themselves. They are themselves applying the principles of the profession in their daily work and should thus be able to judge whether the LIS academic/educational goals up to date, comprehensive, and logical: taken as a whole, do they provide the appropriate preparation for entry-level MLS librarians/information professionals?

This evaluation project provides a very efficient method by which to capture the feedback of practitioners in a systematic way. This is not a formal or comprehensive

review of the goals but it does provide valuable stakeholder input that will contribute to the next review process.

3. Evaluation System Review

- Outcome: Guidance for migration of the ePortfolio to the new system (TaskStream), for revision of measurement tools (rubrics), and for basic user-friendliness.

Currently, the MLS program goals are embedded in an ePort matrix that was developed (with the support of an Integrative Departmental Grant) several years ago. The MLS matrix from its inception was somewhat different from other IUPUI instances of a matrix, as it was not developmental (did not have stages within each outcome), and it was not auto-populated (students select their own artifacts—this is a specific design feature intended to increase reflection and awareness).

Any evaluation system needs to be workable for both students and evaluators. The ePort matrix has been very workable by students—although that changes with the adoption of Canvas over Oncourse. This summer's work will provide systematic feedback and input for the appropriate design for the next iteration. By the nature of their profession, the practitioners involved in evaluation will have experience with a variety of learning, assessment, and content management systems.

Assessment Methods

Data will be captured from practitioners in these ways:

- Purpose 1: Quantitative scores (per student, per outcome) of student evidence based on a rubric.

- Purpose 1: Open-ended questions/observations on student achievement.
- Purpose 2: Two brief interviews (after reviewing some evidence, then after finishing the reviews) regarding the program outcomes themselves.
- Purpose 3: At the beginning of the project, a think-aloud protocol on navigating the ePort matrix; end of project, a brief interview. (Not all evaluators will participate in this.)

Data Analysis Methods

- Reliability/validity statistics on the quantitative scores of practitioners vs. faculty
- Topical coding of qualitative data

Evaluation and Dissemination

The project report will be presented through three categories of venues:

- IUPUI assessment forums, including PRAC and the project report;
- The LIS Advisory Board and other LIS program stakeholders, in regular meetings;
- ALISE: Association of Library and Information Science Educators; paper/presentation; also JELIS: Journal of Education in Library and Information Science.

These are all in addition to the use of these results for annual and periodic reviews for the program and School. (SoIC is being reviewed—the whole school—during 2015-2016.)

Budget:

\$750 x 2 Stipend for 2 faculty for summer work

\$100 x 10 Stipend for 10 practitioner participants for their time and effort.

Department will cover any travel costs and secretarial support.

Total: \$2,500

Appendix

DLIS Advisory Board

Jackie Nytes, Chief Executive Officer
Indianapolis Public Library

Jim Lingenfelter, AIA
<http://www.five2fivedesign.com/>

Diane Parr Walker, Edward H. Arnold University Librarian
University of Notre Dame Hesburgh Libraries

Nancy Newport, Assistant Director
Carmel Clay Public Library

Janet Brewer, Director
Nicholson Library, Anderson University

Michael Witt, Associate Professor of Library Science
Purdue University, Head, Distributed Data Curation Center (D2C2)

Nancy Kirkpatrick, Library Director
Hackelmeier Memorial Library, Marian University

Carolyn A. Anthony
Skokie Public Library [President, Public Library Association]

Jason Kelly
Director, IUPUI Arts and Humanities Institute
Associate Professor of British History, IUPUI

Steven Schmidt
Library Development Office
Indiana State Library

Susie Highley
Creston Middle School

Christopher Bishop, Health Sciences Librarian
Marian University

Lorelle Swader, Director
American Library Association
Office of Human Resource Development and Recruitment

Dr. Susan Mannan, Statewide Library Technical Assistant Program Chair
Ivy Tech Community College