LIS PRAC grant report: "Community Engagement in Professional Outcomes Measurement"

In spring of 2015, the Department of Library and Information Science (LIS) was awarded a PRAC grant, in the amount of $2500.

$750 x 2	Stipend for 2 faculty for summer work	
	Paid to William Helling, at that time an experienced adjunct and practitioner. As of August 2015, a full time lecturer.	
$100 x 10	Stipend for 10 practitioner participants for their time and effort. Department will cover any travel costs and secretarial support.	

(business accounting details can be provided by Nancy Barker, nfish@iupui.edu)

There were three primary goals, which were achieved (# 3, partially):
1. Practitioner evaluation of program artifacts

Ten practitioners were recruited and provided both qualitative and quantitative feedback on student achievement. This supplemented faculty evaluations from previous iterations of program-level outcome evaluation.

> *Follow-through:* Both the ratings and the comments were shared with faculty and formed part of the 2-day Curriculum Conclave in May of 2016, part of which focused specifically on rubric creation / adaptation.

2. Program outcome review

The practitioners gave feedback on the seven specific program outcomes.

> *Follow-through*: This feedback reinforced the general usefulness and validity of the current program outcomes. For program accreditation, it is important that both faculty and external professionals (stakeholders) have input as to program outcomes.
>
> The outcomes underwent an update of mapping against required and elective coursework, in the Curriculum Conclave.

3. Evaluation system review

In the initial proposal we outlined getting feedback on the Oncourse matrix system of evaluation. Because of privacy concerns, we instead de-identified artifacts and transferred them to Box folders for professionals to access. There was no input from the professionals about Oncourse.

HOWEVER:

Many comments from the practitioners led to a discussion with the faculty and with the LIS Advisory Board about how best to tie together coursework, program outcomes, portfolios, and professional preparation.

This led to the most significant change associated with this grant[1], from a summative-only to a developmental+summative ePortfolio housed in the new Taskstream environment.
http://soic.iupui.edu/lis/master-library-science/eportfolio/

This change enhances professional development, links advising more closely to student progression, and requires students to take on a pro-active final course option.

- By the end of 18 credits (half-way), students will populate an ePortfolio with artifacts from introductory core courses (with instructor guidance) that demonstrate initial mastery. The introductory-level portfolio is reviewed with the faculty advisor.

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[1] This ePortfolio project in general has received a number of grants over the year, with support from the ePortfolio initiative and PRAC.

- By the end of the 36-credit program, students choose one of four courses (internship, research, readings, or [community-based] project.). Within this course, they show initiative and planning, and complete the summative level of the ePortfolio, again, with advisor assistance. Advisors will be the assigned instructors for the course.

There is one outcome only partially achieved at this point: dissemination.
- Kym Kramer will present on the ePortfolio at the campus symposium.
- No articles have been prepared as yet. The School of Informatics and Computing also underwent a school-wide review during 2015-2016, which used up faculty time and effort.

Results were shared with the LIS advisory board.

Rachel Applegate
Associate Professor, chair

Community Engagement in Professional Outcomes Measurement

William Helling

SoIC

Department of Library and Information Science

Background: MLS Learning Outcomes

Upon completion of the MLS program, graduates are prepared to:

1. Approach Professional Issues with Understanding
2. Assist and Educate Users
3. Develop and Manage Collections of Information Resources
4. Manage and Lead Libraries and Other Information Organizations
5. Represent and Organize Information Resources
6. Use Research Effectively
7. Deploy Information Technologies in Effective and Innovative Ways
8. Reflection Statement

ePortfolio

The LIS department has an evaluation process for the MLS program based on an ePortfolio.

Before graduating, students must submit examples for all program outcomes. Examples often come from class assignments.

This ePortfolio, created in 2011, was based in Oncourse and remained there even as we transitioned to Canvas (Canvas was not yet ready).
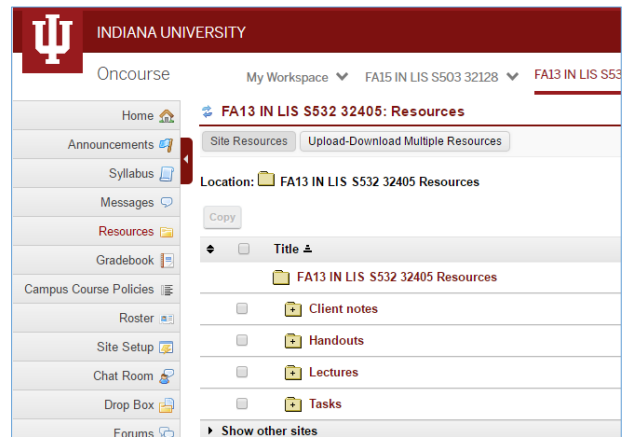
Opportunity?

The ePortfolio process had not been assessed since its creation, and Oncourse, was in its last few semesters.

The future of the ePortfolio would be through Canvas via Taskstream.

What We Proposed to Do

Late 2014…we sought a series of internal grants from various sources that supported our summer 2015 ePortfolio program assessment project.

Budget:

$750 x 2	Stipend for faculty for summer work
$100 x 10	Stipend for 10 practitioner participants
	Department covered any travel costs and secretarial support.

Total: $2,500

Purpose of project

This project had three purposes, one direct and two indirect.

1. **Primary purpose:** Engage external, community-based practitioners (i.e., reviewers) in the evaluation of our program outcomes.
2. Engage those practitioners in a discussion of a revision of the program outcomes themselves.
3. Fine-tune the ePortfolio evaluation system.

12/6/2016

Activity

During summer 2015, LIS faculty engaged various reviewers (librarians, information professionals) in the evaluation:

- Public Library -- Manager, Organizational Learning and Development
- University Library -- Organizational Development Librarian
- Public Library – Head of Reference Department
- Public Library – Associate Director of System-Wide Services
- Public Library – Deputy Director
- State Library -- Library Development Office
- University Library -- Associate Professor of Library Science
- Public Library -- Children & Youth Services Manager
- Public Library – Teen Librarian
- Public Library -- Branch Manager
- University Library -- Associate Professor of Library Science

Activity

A departmental assistant collected random student artifacts (25-30) from each outcome and anonymized them.

We made the artifacts available to the reviewers in IU Box.

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LIS project director

- organized materials and information for reviewers
- communicated with and coached reviewers
- organized ratings of artifacts
- gathered and summarized quantitative ratings and qualitative feedback
- reported results to LIS Department, LIS Board, and others

Process

We assumed 4 hours of work, at minimum.

Reviewers were split into two groups:

One group did evens, one group did odds.

4-01.docx
Updated Jul 1, 2015 by Haley Gast   124.6 KB   7

4-02.docx
Updated Jul 1, 2015 by Haley Gast   839.2 KB   10

4-03.docx
Updated Jul 1, 2015 by Haley Gast   18.7 KB   9

4-04.docx
Updated Jul 1, 2015 by Haley Gast   901.8 KB   12

4-05.docx
Updated Jul 1, 2015 by Haley Gast   589.7 KB   11

4-06.docx
Updated Jul 1, 2015 by Haley Gast   17.5 KB   9

4-07.docx
Updated Jul 1, 2015 by Haley Gast   115 KB   10

4-08.docx
Updated Jul 1, 2015 by Haley Gast   39.8 KB   10

4-09.docx
Updated Jul 1, 2015 by Haley Gast   35.3 KB   9

4-10.docx
Uploaded Jul 1, 2015 by Haley Gast   41.7 KB   10

4-11.docx
Uploaded Jul 1, 2015 by Haley Gast   18.1 KB   11

Process

The reviewers:
- read student artifacts related to the outcomes
- provided numeric scores on each artifact:
  - 1 --Omitted parts of the goal
  - 2 --Included all parts but with poor quality
  - 3 --Included all parts at the level of an introductory course
  - 4 --Showed exceptional creativity and/or advanced knowledge
- provided written comments
- provided feedback on the ePortfolio system
- provided feedback on MLS program outcomes

LIS Project Director tabulated the results of each reviewer for each artifact, with averages and standard deviations. Comments on each artifact were collected.

Sample	R1	R2	R3	R4	R5	AVG	STDE	Comments R1	Comments R2	Comments R3
2-01	3	4	3	4	3	3.40	0.55			Still a bit light on ethical & legal standards
2-03	2	1	3	2	3	2.20	0.84	seems incomplete	this looked incomplete -- first section was good but I don't see anything but the instructions in part 2	
2-05	3	3	3	4	3	3.20	0.45			
2-07	3	3	1	4	3	2.80	1.10			Handles ethics; but no evidence of policy design and application or management of resources: weeding, especially.
2-09	4	4	1	4	4	3.40	1.34			Policies & ethics addressed, but how do they manage collections?
2-11	3	3	3	3	3	3.00	0.00			
2-13	4	3	3	4	3	3.40	0.55			
2-15	3	2	1	3	2	2.20	0.84			Does not elaborate on collection maintenance, selection policies and procedures.
2-17	4	3	4	3	3	3.40	0.55	this was between a 3-4 for me, but was missing the section on vendors that would have made it a 4		Very specific and detailed.
2-19	3	2	3	3	2	2.60	0.55			
2-21	3	1	2	4	3	2.60	1.14	Formatting issues		Wow!this is hard to read!!

All reviewer scores were averaged to determine if we had high/low scorers.

Outcome	R1	R2	R3	R4	R5	AVG
1	3.27	3.00	1.53	3.13	2.73	2.72
2	3.29	2.71	2.43	3.50	3.00	2.99
3	3.13	3.07	2.47	3.87	2.92	3.11
4	3.50	3.50	1.92	3.75	3.27	3.18
5	3.64	3.50	2.86	3.36	2.92	3.26
6	3.77	3.38	2.08	3.46	2.69	3.08
7	3.29	3.14	1.86	3.07	2.64	2.80
8	3.25	3.00	2.92	3.67	3.00	3.17
AVG per reviewer	3.39	3.16	2.26	3.48	2.90	3.04

Outcome	R6	R7	R8	R9	R10	R11	AVG
1	3.13	3.20	3.47	2.67	3.57	2.33	3.04
2	3.00	3.07	2.93	2.86	3.07	2.14	2.85
3	2.93	2.71	3.14	2.71	3.00	3.71	3.04
4	3.00	2.08	3.25	2.58	2.67	1.92	2.59
5	2.77	2.00	3.23	2.69	2.92	1.23	2.47
6	3.54	2.31	3.27	2.85	3.15	2.92	2.99
7	3.23	2.92	3.77	2.62	3.31	2.69	3.09
8	3.00	2.75	2.92	2.75	3.33	2.67	2.90
AVG per reviewer	3.08	2.63	3.25	2.72	3.13	2.45	2.87

The average for each artifact from each outcome was then displayed to see high/low examples, if necessary.

Outcome	AVG score	Outcome	AVG score	Outcome	AVG score
1-01	2.00	2-01	3.40	3-01	2.40
1-02	2.00	2-02	3.00	3-02	3.33
1-03	2.80	2-03	2.20	3-03	2.80
1-04	2.17	2-04	2.50	3-04	3.00
1-05	3.00	2-05	3.20	3-05	3.20
1-06	1.83	2-06	3.17	3-06	3.17
1-07	3.60	2-07	2.80	3-07	3.40
1-08	3.50	2-08	3.00	3-08	3.50
1-09	2.80	2-09	3.40	3-09	3.00
1-10	2.83	2-10	3.67	3-10	2.00
1-11	2.80	2-11	3.00	3-11	3.00
1-12	2.50	2-12	3.00	3-12	3.00
1-13	2.60	2-13	3.40	3-13	3.40
1-14	2.83	2-14	2.33	3-14	3.00
1-15	1.20	2-15	2.20	3-15	3.20
1-16	3.50	2-16	1.33	3-16	3.17
1-17	3.20	2-17	3.40	3-17	3.20
1-18	3.50	2-18	3.33	3-18	3.17
1-19	2.60	2-19	2.60	3-19	3.20
1-20	3.50	2-20	3.17	3-20	3.17
1-21	3.00	2-21	2.60	3-21	2.60
1-22	3.33	2-22	3.17	3-22	3.17
1-23	3.20	2-23	3.40	3-23	3.00
1-24	3.83	2-24	3.00	3-24	3.00
1-25	2.25	2-25	3.60	3-25	3.00
1-26	3.67	2-26	2.17	3-26	2.83
1-27	2.75	2-27	2.60	3-27	3.50
1-28	3.83	2-28	3.00	3-28	3.00
1-29	3.00			3-29	3.75

Reviewer comments for each outcome were collected together for comparison.

4 – Manage and Lead Libraries and Other Information Organizations
- **Perform basic managerial functions, including planning, budgeting, an evaluation**
- **Communicate effectively to a variety of audiences**
- **Apply theories of organizational behavior and structure**

R1: More general "reportings" of interviews from managers instead of looking a different management functions and how to best perform them.

R2: As someone who works with library leaders to build we need to transform this outcome in all of our LIS prog theory, human behavior, stakeholder analysis and conti skills for today's library leaders that they aren't learning asked to move into leadership positions. A class that te the program.

R3: All sub-points should be developed for sufficient ev be accomplished, in my opinion, with a specialized essa

R4: This, in my opinion, is a subject area that library sch entering the workforce with practical skill but almost no continue to build this into their SLIS program; their grac competition.

3 – Represent and Organize Information Resources
- **Understand and apply principles of represe**

R1:

R2:

R3: Interviews with other people who do have maste organization DO NOT prove mastery by the student. instructions. MARC records, in my opinion, do show marked by a professor as to their correctness? Othe their mastery of the concept without knowing if they

R4: From a public libraries standpoint, this outcome library staff. In general, cataloging should be deemp

R5:

R6: With the program going online, assignments such as the reference desk obs especially for students who don't already work in this setting. Additionally, the

7 – Approach Professional Issues with Understanding
- **Understand the social, political, ethical, and legal aspects of informatio ownership, service, and communication**
- **Anticipate emerging trends and respond proactively**

R1: This was a tough one – didn't see much in the way of major issues or anticipa trends.

R2:

R3: I found many of these projects insufficient to prove complex, multi-part crite full evidence of each and every specified sub-outcome, and I think this would be an outcome proof best provided by an essay question with a specific list of requi

R4: This is another important outcome. Practicing librarians often struggle know profession fits in with the rest of the political/legal world. Any practical guidanc be useful.

R5:

R6: In libraries, nothing happens in a bubble. There are a lot of driving forces beh budgets, political climates, geography) and a number of considerations (e.g. cop that need to be made. It's not as simple as it appears on the outside (e.g. people books, leave). A graduate should be able to demonstrate some understanding of trends in libraries, technology, and literature. A graduate should be aware of the

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General outcome feedback was solicited and gathered.

GENERAL PROGRAM OUTCOME FEEDBACK

FEEDBACK:

R1: For the most part I think the overall program is sound. I think the more that asked to actually "do" a task instead of reading about it and evaluating it, the m learning will be. It seemed to me like some of the students just read about a top what they had learned and not how to apply the knowledge. I would also like to given about what they have learned.

R2: Overall I thought all of the project submissions were of great quality – most and 4s with a few outliers (mostly for what appeared to be incomplete work, an formatting issue that made the entire report unreadable). I see a need for creat in our library professionals now more than ever and it's not something we norm school – we look for creativity in assignments and outcomes, but how are LIS stu build such skills?

R3: Outcomes can most effectively be judged with assignments that fit a broade objectives. In the core classes, perhaps a final summary essay would be an effec input on whether the student can integrate individual modules of professional le effective (and balanced) whole. Individual examples of very specific tasks do no student has internalized the concept, only that they can follow the assignment's Perhaps placing a customized essay opportunity embedded into each core class specialized information to interpret, as well as making process more automatic.

What We Learned From Reviewer Comments/Scores

- Student submissions were sometimes irrelevant.
- Students showed lack of depth or were vague.
- Student reflections were inconsistent.
- Average for all scores 2.9/4

"I was surprised by the wide range of demonstrations of mastery for each outcome. Some were quite excellent; others rarely exceeded what I would expect from a high school student."

What We Learned From Reviewer Comments/Scores

Reviewers appreciated our outcomes and the standards they suggest.

"Not having attended the IUPUI SLIS program, I was unfamiliar with this outcome process at the outset. After having reviewed the materials and the goals of the program, I was impressed with the way it gave **cohesion to the MLS program as a whole**. It seemed like a useful tool for providing students with **perspective upon completion** of the program."

Current outcomes are solid and should be maintained.

How We Are Using What We Learned?
We need to…

1. Improve instructions for students on what ePortfolio is and meant to do
2. Make Tasksteam via Canvas easier to use than was Oncourse
3. Emphasize the standards for submission
4. Require double submissions for each outcome – early and late
5. Require reflections on personal development after 2nd submission
6. Initiate advisor feedback for each submission
7. Engage instructors to consider ePortfolio needs in their assignments
8. Coordinate what outcomes are covered and in which classes
9. Perform a LIS curriculum review

Thank you for making this possible