Student Achievement Is Our Goal!
Library and Information Science Program
Department of Information and Computer Sciences

WHY DO WE ASSESS?
The LIS Program engages in assessment to (1) produce evidence of how well our students are meeting the student learning outcomes, (2) use the evidence to fuel more in-depth discussions about the quality of our curriculum, and (3) collaboratively identify strategies for improving our efforts to design instruction that fosters greater student achievement of the learning outcomes.

WHAT DO WE ASSESS?
Students must demonstrate understanding and apply basic competencies in the following areas:

1. History, philosophy, principles, policies and ethics of library and information science and technology
2. Development, organization, and communication of knowledge
3. Management and design of information services and programs in a variety of information environments
4. Development and interrelationship of librarianship and information science
5. Evaluation, selection, and organization of information sources
6. Storage, retrieval, dissemination, utilization, and evaluation of information
7. Principles of administration applicable in libraries, archives, and information centers
8. Development of instructional programs in particular information environments
9. Research techniques and methods of applying new knowledge
10. Professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users
11. Latest specialized information technologies
12. Development of above goals within the perspective of prevailing and emerging technologies

HOW DO WE ASSESS?

1. ORAL COMPREHENSIVE EXAMS
This culminating experience is an hour-long examination with two faculty members presiding. Students receive a series of scenarios relating to a broad range of LIS topics and themes that reflect the student learning outcomes. Students are permitted to study in advance for the four scenarios that they elect to address. The administering faculty members make pass or fail decisions immediately following the completion of the exam. More details on the exam are available at http://www.hawaii.edu/lis/program.php?page=orals

2. STUDENT WORK SAMPLES
In the 2007-2008 year, the LIS Program launched an outcome-based approach to student learning that focused on clearly stated performance expectations for major course assignments as well as criteria by which performances were to be assessed. The Program instituted an incremental five-year plan that began with samples from the five required core courses. By 2011-2012, the Program will have implemented outcome-based assessment in all LIS courses. Participating instructors produce course portfolios that show evidence of students achieving critical learning objectives in each LIS course. Each portfolio must contain the following:
1. Student learning objectives.
2. Description of one of the major assignments in the course.
3. Description of criteria used to assess the assignment.
4. One example of student work.
5. Instructor’s written assessment of the example.

HOW DOES ASSESSMENT DRIVE IMPROVEMENT?
Faculty members examine the assessment data at an annual strategic retreat to help them develop a multi-year action plan. Priorities set in the action plan are then delegated to committees or individuals that make regular progress reports at the monthly Program meetings. Recent curriculum modifications based on the assessment data included adding a fifth core requirement in Collection Management and a requirement of 6 credits for ICT related courses.