STANDARDS & OUTCOMES
MASTER'S PROGRAM

April 2008

Standards from:
Office for Accreditation, American Library Association. 2008. *Standards for Accreditation of Master's Programs in Library and Information Studies*.

Some outcomes reworded from:
Appendix IB, FSU Biennial Narrative. 2006. [Accompanies ALISE/COA Annual Report] Cited as IB below.

CI Goals
The College of Information has identified the following five goals for its masters program. They are:

1. to educate students to become leaders in the information professions with vision, imagination, and innovation
2. to provide a curriculum based on innovative research, theory and practice
3. to educate students who are able to work proactively and effectively within culturally diverse environments
4. to educate students to use information technology to bridge the gap between people and their information needs in dynamic environments
5. to foster commitment to professional growth through active and ongoing engagement in professional associations and literature in the field

use IEP verbs, not COA

Standard I: Mission, Goals, and Objectives

I.1 "A school's mission and program goals are pursued, and its program objectives achieved, through implementation of a broad-based planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education."

I.2 "Program objectives are stated in terms of educational results to be achieved and reflect:

I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management

Learning Outcome Students gain a foundation in the information disciplines through completing the 4 required core courses (*Introduction to Information Policy, Information Organization, Research in Information Studies*, and *Management of Information Organizations*).
Goal 100% of students complete the 4 courses with grades of "B" or better.
Data Source(s) Review of each student's transcript performed as part of the required graduation check.
Assessment A tabulation of the graduation checks are reviewed by Master's and Specialist Program Team each fall. The team makes a determination of our performance on this outcome as evidenced by department assessment and enrollment statistics.
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I.2.2 the philosophy, principles, and ethics of the field

Learning Outcome Students understand the philosophy, principles and ethics of information technology through completing the Information Architecture and Technology program of study.
Goal 100% of students complete the program with a GPA of 3.00 or better.
Data Source(s) Review of each student's transcript performed as part of the required graduation check.
Assessment A tabulation of the graduation checks are reviewed by Master's and Specialist Program Team each fall. The team makes a determination of our performance on this outcome as evidenced by department assessment and enrollment statistics.

I.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations

Learning Outcome Students graduate having the knowledge, skills and abilities necessary for youth services librarianship (ALSC, 1999; YALSA, 2003) through completing the Youth Services program of study.
Goal 100% of students complete the program with a GPA of 3.00 or better.
Data Source(s) Review of each student's transcript performed as part of the required graduation check.
Assessment A tabulation of the graduation checks are reviewed by Master's and Specialist Program Team each fall. The team makes a determination of our performance on this outcome as evidenced by department assessment and enrollment statistics.

I.2.4 the value of teaching and service to the advancement of the field

Service

Learning Outcome Students appreciate the value of service through participation in professional organizations.

Goal 70% of students participate in a service capacity in professional organizations at the local, regional or national level.

Data Source(s) [Responses to an item addressing participation on an annual survey of current students?]

Assessment [Survey item responses are reviewed by the Master's and Specialist Program Team each fall to determine our performance on this outcome.]

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Need one for Teaching – Instructional role

I.2.5 the importance of research to the advancement of the field's knowledge base

Learning Outcome Students learn how research enlarges and refines the knowledge base of the information sciences through completing the required course, *Research in Information Studies.*

Goal 100% of students complete the course with a grade of "B" or better.

Data Source(s) Review of each student's transcript performed as part of the required graduation check.

Assessment A tabulation of the graduation checks are reviewed by Master's and Specialist Program Team each fall. The team makes a determination of our performance on this outcome as evidenced by department assessment and enrollment statistics.

I.2.6 the importance of contributions of library and information studies to other fields of knowledge

Education, look for others

I.2.7 the importance of contributions of other fields of knowledge to library and information studies

Law, statistics, marketing

I.2.8 the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups

Learning Outcome Students understand the issues relevant to providing reference services to a diverse and changing population of clients through completing *Introduction to Information Services*, the required core course for the Reference and Instruction program of study.

Goal 100% of students complete the course with a grade of "B" or better.

Data Source(s) Review of each student's transcript performed as part of the required graduation check.

Assessment A tabulation of the graduation checks are reviewed by Master's and Specialist Program Team each fall. The team makes a determination of our performance on this outcome as evidenced by department assessment and enrollment statistics.

I.2.9 the role of library and information services in a rapidly changing technological society

Learning Outcome Each student learns the applicability of current information technologies appropriate to his/her area of interest through enrollment in a program of study. Each of the 8 programs of study has at least 1 elective information technology course.

Goal 80% of students complete an information technology course with a grade of "B" or better.
Data Source(s) Review of each student's transcript performed as part of the required graduation check.
Assessment A tabulation of the graduation checks are reviewed by Master's and Specialist Program Team each fall. The team makes a determination of our performance on this outcome as evidenced by department assessment and enrollment statistics.

I.2.10 the needs of the constituencies that a program seeks to serve."

Program Outcome Each semester the Dean and the Associate Dean provides students with an open forum in which they can provide feedback concerning the Master's program, courses within the program, and other issues affecting it.
Goal 50% of current students participate in the forum.
Data Source(s) Forum logs.
Assessment A summary of the issues mentioned are provided to the Master's and Specialist Program Team for program evaluation and planning purposes.

I.3 "Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents."

Literature Cited

Association for Library Service to Children. 1999. *Competencies for Librarians Serving Children in Public Libraries.*
http://ala8.ala.org/ala/alsc/alscresources/forlibrarians/professionaldev/competencies.htm

Young Adult Library Services Association. 2003. *Young Adults Deserve the Best: Competencies for Librarians Serving Youth.* http://www.ala.org/ala/yalsa/profdev/youngadultsdeserve.cfm