



Information Science | 2014-2015 Assessment Report

1. Please give a brief overview of the assessment data you collected this year. This can be in any form you feel is appropriate, such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. You will, however, likely want to submit results for each learning outcome you assessed this year individually.

Information Sciences has four learning outcomes. In the past, the primary assessment tool of the Information Sciences program was a survey administered in the capstone course (IS 410 Advanced Information Problems) to students to have them report their own satisfaction in meeting the learning outcomes. In the past, we've targeted learning outcomes 1 - 3. This year we decided to assess the fourth one:

- Students will show knowledge of fundamental concepts in the following fields: communication; discrete mathematics; language structure; information processing; information/data storage, access, and retrieval; computer software design; management and organizational communication; information technologies; the information society, including issues of audience diversity; and information regulation and control.

In particular, we targeted the written communication skills of students in our capstone course. The results showed that students were confident of their written skills even though they recognized a need to improve. The faculty assessment was less positive because of two major concerns: 1) organizational issues, and 2) basic grammar issues.

2. How will you use what you've learned from the data that was collected? Some examples are: particular improvements to the curriculum, incorporation of a different pedagogy, a change in assessment plan for the following year in order to obtain more specific feedback, better information or a better response rate, a determined need for faculty development in a particular area, better career alignment, a faculty retreat to discuss the data and how best to use it, etc.

In the Fall of 2015, we will discuss how to better manage these issues. However, the program faces a number of issues because we lost over 30% of our faculty due to retirements and career changes. These changes are significant enough that the department is considering an entirely new direction.