



College of Communication and Information

School of Information Science

LIBRARY SCIENCE (MSLS) EXIT ASSESSMENT

PURPOSE

The Exit Assessment is the culminating experience in the library science program and serves as the program exit requirement for the MSLS degree. It provides the opportunity for you to reflect on and evaluate what you have learned and gained from the program, based on the four learning outcomes of the program:

- Describe how communities & individuals interact with/in information ecosystems
- Analyze the major tenets of information practice and apply them in multiple contexts
- Connect diverse communities & individuals with appropriate resources
- Explain the dependence of information retrieval on the organization of information.

[Note: An information ecology or ecosystem is “a system of people, practices, technologies, and values in a local environment.”]

SUBMISSION

You will self-enroll in a Canvas course shell for the purpose of developing the Exit Assessment. Guided tutorials will be available to help you through the process. The Exit Assessment will be submitted and graded through Canvas.

EXIT ASSESSMENT COMPONENTS

There are two components to the Exit Assessment: your professional resume and your learning outcomes essay. Both components must be submitted to receive a passing grade (though submission of both does not automatically guarantee a passing grade).

- **Resume/CV:** Guidance and resources for preparing a professional resume will be shared via Canvas.
- **Learning outcomes essay:** The learning outcomes essay should be 10-15 pages (double-spaced). In the essay, you must discuss all required courses (all four core courses and at least one technology course) and one or more elective courses; you should also include any other relevant experiences (practicums, Alternative Spring Break, work experience, etc.). This essay provides an opportunity to (1) reflect on your work in the program, (2) demonstrate what you have learned, and (3) describe how your professional knowledge has grown. The learning outcome essay should be structured as described below.

COMPONENTS OF LEARNING OUTCOMES ESSAY

- Introduction
- Personal goals/motivations for seeking the MSLS degree
- Discussion of concentration area(s) and reasons for focusing on it
- Learning Outcomes reflection: for *each* of the four outcomes describe:
 - The knowledge and skills pertaining to the learning outcome with which you entered the program
 - What you learned in the core courses pertaining to the learning outcome, synthesizing this into a well-rounded discussion
 - Your current knowledge of and comfort with the learning outcome using examples from other courses and experiences
 - Your future plans to continue mastering the learning outcome
- Discussion of plans for continuing education beyond the four learning outcomes
- Conclusion (overall summary)

TIMELINE FOR EXIT ASSESSMENT DEVELOPMENT

- **Throughout the program:** As you take core courses, you will complete assignments that contribute to your grasp of the four learning outcomes. This will continue with the electives that you choose. You are encouraged to keep notes that reflect on how the various assignments pertain to, and help advance your understanding of, the four learning outcomes.
- **Within the first 30 days of your final semester:** You must submit graduation paperwork and notify your adviser that you plan to submit the Exit Assessment.
- **At least two weeks before the Exit Assessment due date:** Submit your Exit Assessment to your adviser for review. Your adviser will review the two components of the Exit Assessment (your resume and your learning outcomes essay) and provide input.
- **Exit Assessment due date:** You will submit your Exit Assessment by the due date posted at the beginning of each semester on the listserv and on the School website. Note that once you share your Exit Assessment for review in the Canvas shell, it is considered your final submission and it will be graded.
- **Two weeks after the Exit Assessment due date:** You will receive your final pass/fail grade for the Exit Assessment.

CONNECTING COURSES TO PROGRAM LEARNING OUTCOMES

The charts below should help you connect courses (both core and elective) to the program learning outcomes. Note: these are suggestions. If you see a connection that is not mapped below, you can explain that in your learning outcomes essay.

Program Learning Outcome	Courses Covering the Outcome
1. Describe how communities & individuals interact with/in information ecosystems.	600, 603, 625, 626, 627, 634, 636, 640, 644, 645, 646, 647, 648, 659, 665, 668, 672, 676, 690, 695, Study Abroad
2. Analyze the major tenets of information practice and apply them in multiple contexts.	600, 601, 602, 603, 610, 611, 621, 625, 627, 629, 636, 640, 643, 644, 647, 648, 658, 659, 661, 662, 672, 676, 690, 695, Study Abroad
3. Connect diverse communities & individuals with appropriate resources.	600, 603, 608, 610, 611, 612, 613, 614, 644, 645, 646, 647, 648, 659, 672, 676, 690, 695, Study Abroad
4. Explain the dependence of information retrieval on the organization of information.	601, 602, 626, 630, 634, 636, 638, 658, 661, 662, 665, 668, 672, 690, 695

In addition, here is a chart mapping core course assignments to the program learning outcomes. This chart can be used *for reference* while completing the Exit Assessment*:

Program learning outcome	600	601	602	603
1. Describe how communities & individuals interact with/in information ecosystems.	Information Ecology Paper			Final Reflection
2. Analyze the major tenets of information practice and apply them in multiple contexts.	Community Engagement Activity Elevator Pitch	Searching Library Online Databases	Omeka Digital Library Authority Control Principles Papers Final Paper	Strategic Plan
3. Connect diverse communities & individuals with appropriate resources.		Searching OPAC Systems Searching Digital Libraries		Strategic Plan
4. Explain the dependence of information retrieval on the organization of information.		Searching Library Online Databases Searching OPAC Systems Searching Digital Libraries	Crosswalk Authority Control Essay	

*Depending on your semester and year of matriculation, your core course works may be different from the examples charted here. *You should discuss whichever core course works you completed in your classes in program and their connections to the current program learning outcomes.*

FACULTY ROLE IN THE EXIT ASSESSMENT

The faculty have two roles in the Exit Assessment process. They may advise you on the elements of your Exit Assessment, and they will grade the final Exit Assessment.

- **Advising:** Your adviser can give you feedback **one time** on your Exit Assessment prior to final submission; if you desire feedback, you must submit the Exit Assessment to your adviser at least two weeks prior to final submission (see the timeline above). It is expected that you will submit your best effort to your adviser for their review. The adviser does not serve as your editor and will not do line-by-line corrections.
- **Grading:** The Exit Assessment is graded Pass/Fail only. Your adviser and one other faculty member will grade it. Both the resume and learning outcomes essay must be included for the Exit Assessment to be considered complete; incomplete Exit Assessments will not be graded. The learning outcomes essay is graded on both content and the quality of the writing (see rubric below). You will be notified of the result only when the Exit Assessment has been fully graded, and you should not expect detailed commentary on the Exit Assessment beyond the Pass/Fail grade.

GRADING RUBRIC FOR THE EXIT ASSESSMENT

	Criteria	Exemplary (3)	Target (2)	Acceptable (1)	Unacceptable (0)
For each Learning Outcome #1-#4:	<i>Analysis</i>	<p style="text-align: center;">→ A score of exemplary exceeds target expectations for criteria area (see next column right) →</p>	The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.	The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.	Reflection does not move beyond description of the learning experience(s).
	<i>Interconnections</i>		The reflection explicitly discusses the connection between content learned in the core courses, in other courses, and professional goals. If relevant, the reflection includes connections to professional experience.	The reflection provides some discussion of the connection between content learned in the core courses, in other courses, and professional goals. If relevant, the reflection includes connections to professional experience.	There is little to no attempt to discuss the connection between content learned in the core courses, in other courses, and professional goals.
	<i>Self-awareness</i>		The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.	There is some attempt at self-evaluation, but on a whole the reflection lacks depth.	There is little to no attempt to self-evaluate

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	Criteria	Exemplary (3)	Target (2)	Acceptable (1)	Unacceptable (0)
Overall:	<i>Planned application to real-world practice</i>	→ A score of exemplary exceeds target expectations for criteria area (see next column right) →	Reflection statement provides evidence of student's anticipated use of knowledge gained from the program to appraise, compare, contrast, plan for new actions or response, or propose remedies within the context of library and information practice.	There is some attempt to explain how knowledge gained from the program will be applied to the context of library and information practice, but examples provided are shallow or unrealistic.	No attempt is made to explain how knowledge gained from the program will be applied to the context of library and information practice.
	<i>Organization</i>		Reflection has a clear structure and few if any digressions or irrelevant discussion.	Reflection has a sense of structure, but also includes digressions or irrelevant discussion.	Reflection has no discernable structure and loses focus frequently.
	<i>Clarity</i>		Ideas are expressed clearly and are easy to follow.	Ideas are usually expressed clearly but are sometimes difficult to follow.	Ideas are not expressed clearly and are difficult to follow.

To pass the Exit Assessment, students must (A) have a category total ≥ 2 for each of the 5 overall categories (LO 1, LO 2, LO 3, LO 4, and Overall) AND (B) score an Unacceptable in no more than 1 sub-categories for each of the 5 overall categories.