

Detailed Assessment Report

As of: 9/17/2017 01:24 PM CDT

2016-2017 Library and Information Science MLIS**

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

The School of Library and Information Science is committed to preparing its students for careers as library and information science professionals by offering a curriculum that is grounded in the traditional knowledge and skill areas of library and information science as well as focused on the diverse challenges of the future. The program embraces the philosophy that library and other information professionals must be prepared to participate in leadership roles for their profession and communities of service, be able to adapt to dynamic work environments and engage in life-long learning. The preparation of such individuals involves two fundamental elements; preparing candidates with the necessary intellectual and technical abilities to serve in the field of library and information science, and providing candidates with the appropriate perspectives of ethical responsibility and respect for diversity.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Knowledge of and commitment to ethical practices

To foster and promote among master's degree candidates a knowledge of and commitment to ethical practices on the part of library and information professionals.

Related Measures:

M 1: Interpret the Library Bill of Rights

Students write a 1500-word paper on "The Library's Missions and the Library Bill of Rights" in which they select a particular type of library (i.e., public, academic, school, special, etc.) and answer the following questions: 1. What is this type of library's mission? 2. What is/are its role(s)? 3. Who would be the stakeholders in this type of library? 4. Referring to the ALA Library Bill of Rights OR the ALA Code of Ethics, what specifically do you think could be a challenge about the mission of this type of library related to either the Bill of Rights or the Code of Ethics. Write a scenario to explain your concern (a situation, how it would be a challenge, and what options should be considered). Students must cite a minimum of 5 sources in the running text of the paper, at least 3 of which must be scholarly (i.e., peer-reviewed) research articles. [LIS 636]

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of students will achieve satisfactory ranking on the rubrics for interpreting the Library Bill of Rights.

Findings (2016-2017) - Target: Met

(online, n=29) - 100% of the total number of students (29/29 fall 2016 and spring 2017 combined) achieved satisfactory or excellent ranking on the rubric for interpreting the Library Bill of Rights. Non-licensure students - 100% (24/24 fall 2016 and spring 2017 combined) achieved satisfactory or excellent ranking on the rubric for interpreting the Library Bill of Rights.

Licensure-emphasis students - 100% (5/5 fall 2016 and spring 2017 combined) achieved satisfactory or excellent ranking on the rubric for interpreting the Library Bill of Rights.

M 2:Develop balanced collection policies: group project

Students develop policies for providing libraries and information centers with a variety of viewpoints through a balanced selection of materials and services and fostering the patron's right to read. As a team, students write a collection development policy for a hypothetical library and provide information about the mission, community profile, patrons needs assessment, goals by subject area/category or format, selection process, gift policy, de-selection process, collection evaluation, complaint policy, and copyright policy. [LIS 511]

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

90% of students (groups) should achieve satisfactory ranking according to the rubrics for the collection development policies.

Findings (2016-2017) - Target: Met

(online, n=45) 95% of the total number of students (43/45 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking on the rubric for interpreting the Library Bill of Rights. Non-licensure students - 95% (37/39 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking on the rubric for interpreting the Library Bill of Rights. Licensure-emphasis students - 100% (6/6 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking on the rubric for interpreting the Library Bill of Rights.

SLO 2:Professional practice and training experiences

Master's degree candidates demonstrate knowledge of the basic tenets of reference through the location and evaluation of appropriate reference sources to meet the informational needs of their patrons and the basic tenets of cataloging through cataloging and classification exercises.

Related Measures:

M 3:Locate and evaluate appropriate reference sources

Demonstrate the role of the library and of the librarian in the information-seeking process. Students locate and evaluate reference sources for 1) bibliographies, 2) encyclopedias or biographical sources, 3) health, law, or business, and 4) government or statistical sources. [LIS 501]

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of students will achieve excellent or satisfactory rating using the reference question rubric.

Findings (2016-2017) - Target: Met

(online, n=48) 98% of the total number of students (47/48 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking on the rubric for evaluating reference sources. Non-licensure students - 97% (29/30 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking on the rubric for evaluating reference sources. Licensure-emphasis

students - 100% (18/18 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking on the rubric for evaluating reference sources. .

M 4: Catalog a variety of materials

Demonstrate ability to catalog a variety of materials so that they are readily accessible to patrons served by a library or information center. [LIS 505]

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of students will achieve excellent or satisfactory ratings on cataloging exercises using the cataloging rubric.

Findings (2016-2017) - Target: Met

(online, n=56) 100% of the total number of students (56/56 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking using the cataloging rubric. Non-licensure students - 100% (40/40 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking using the cataloging rubric. Licensure-emphasis students - 100% (16/16 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking using the cataloging rubric.

SLO 3: Knowledge of the LIS literature

Master's degree candidates must have knowledge of the body of literature related to the discipline of library and information science.

Related Measures:

M 5: Locate and evaluate library management articles

Students locate and evaluate at least two articles on a library management issue such as managing change, managing people, managing technology, HR issues, getting and managing grants. [LIS 605]

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of students will achieve excellent or satisfactory ratings on evaluation of library management articles using the article evaluation rubric.

Findings (2016-2017) - Target: Met

(online, n=27) 100% of the total number of students (27/27 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking using the article evaluation rubric. Non-licensure students - 100% (22/22 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking using the article evaluation rubric. Licensure-emphasis students - 100% (5/5 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking using the article evaluation rubric.

M 6: Create annotated bibliography of IS research

Students create an annotated bibliography of twenty resources related to an information science research topic. Annotations should be an objective critical analysis of the resources and should consider authority, bias, content, and recency (date) of the source. After each annotation, include a personal reflection of the resource - its strengths and weaknesses as well as how it applies to the research

topic. [LIS 651]

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

90% of students will achieve excellent or satisfactory ratings on the annotated bibliography of information science research using the bibliography rubric.

Findings (2016-2017) - Target: Met

(online, n=26) 100% of the total number of students (26/26 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking using the annotated bibliography rubric. Non-licensure students - 100% (25/25 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking using the annotated bibliography rubric. Licensure-emphasis students - 100% (1/1 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking using the annotated bibliography rubric.

SLO 4:Engagement in research

Master's degree candidates demonstrate knowledge and understanding of scholarly LIS research and demonstrate the ability to identify and apply appropriate research methodology to specific problems in library and information science.

Related Measures:

M 7:Bibliometric research paper

Students complete a study based on the characteristics of a specific set of scholarly, peer-reviewed articles. The study should include 1) introduction section, which includes background information purpose of the study, problem statement, research questions or hypotheses, definitions, limitations, and assumptions; 2) review of relevant literature; 3) methodology, which includes description of data sources, data collection, how it will be compiled, and analyzed; 4) results or findings of the research; 5) discussion of implications of the research results and conclusion with recommendations for further research. [LIS 651]

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

90% of students' bibliometric research papers will be rated excellent or satisfactory using the bibliometric research paper rubric.

Findings (2016-2017) - Target: Met

(online, n=26) 100% of the total number of students (26/26 fall 2016 & spring 2017 combined) achieved satisfactory or excellent rating using the bibliometric research paper rubric. Non-licensure students - 100% (25/25 fall 2016 & spring 2017 combined) achieved satisfactory or excellent rating using the bibliometric research paper rubric. Licensure-emphasis students - 100% (1/1 fall 2016 & spring 2017 combined) achieved satisfactory or excellent rating using the bibliometric research paper rubric.

M 8:Master's research project

Students demonstrate an understanding of the process and role of research in the field of library and information science through the completion of an original research project and report. The process includes submission of a research proposal in LIS 668, a LIS research methods course, then completion of the research project and report in LIS 695 capstone course. Evaluation of the

capstone master's research project is by at least two faculty who review and give feedback to the students at the proposal and draft stages of the project. The research project is evaluated on content and format using a master's research project rubric. [LIS 668, LIS 695]

Source of Evidence: Project, either individual or group

Target:

95% of students' research projects will be rated excellent or satisfactory as determined by at least two faculty evaluators using the rubric for the master's research project. .

Findings (2016-2017) - Target: Met

(online, n=34) 100% of the total number of students (34/34 fall 2016 & spring 2017 combined) achieved satisfactory or excellent rating using the master's research project rubric. Non-licensure students - 100% (30/30 fall 2016 & spring 2017 combined) achieved satisfactory or excellent rating using the master's research project rubric. Licensure-emphasis students - 100% (4/4 fall 2016 & spring 2017 combined) achieved satisfactory or excellent rating using the master's research project rubric.

SLO 5: Technical competency

Candidates develop an awareness of the use of technology in libraries and participate in technology applications, including creating an e-portfolio, to advance their skills and experiences.

Related Measures:

M 9: Create multimedia vodcast or podcast

Students create a 3-5 minute podcast of a bibliographic instruction lesson (i.e., how to use the catalog, plagiarism, how to evaluate a website, etc.) or introduction to a reference resource (i.e., database, tool, etc.). Students may do an enhanced podcast (usually includes some images or screen shots) or a vodcast (includes video) and may upload their vodcast/podcast to any site, such as DailyMotion, Podomatic, Google Apps, or YouTube, that may be accessed by their classmates. Students also submit a brief description, intended audience, and how it could be used in the library. [LIS 501]

Source of Evidence: Academic direct measure of learning - other

Target:

90% of students will achieve an excellent or satisfactory rating based on the rubrics for the multimedia instructional vodcast or podcast, which includes criteria for content and presentation.

Findings (2016-2017) - Target: Met

(online, n=48) 98% of the total number of students (47/48 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking on the rubric for the instructional vodcast or podcast. Non-licensure students - 97% (29/30 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking on the rubric for the instructional vodcast or podcast. Licensure-emphasis students - 100% (18/18 fall 2016 & spring 2017 combined) achieved satisfactory or excellent ranking on the rubric for the instructional vodcast or podcast.

M 10:Create an e-portfolio

Students create an e-portfolio that contains: 1) an image of themselves and some basic information on the home page; 2) resume or vita in pdf format; 3) links to at least two student papers, and multimedia projects such as blog, glog, vodcast and/or podcast, powerpoint or prezi. [LIS 516, 557, or 558]

Source of Evidence: Portfolio, showing skill development or best work

Target:

90% of students' e-portfolios will be rated excellent or satisfactory using the e-portfolio rubric.

Findings (2016-2017) - Target: Met

(online, n=35) 100% of the total number of non-licensure students (35/35 fall 2016 & spring 2017 combined) achieved satisfactory or excellent rating on the rubric for the e-portfolio. LIS 516, the technology course for licensure students, was not offered in 2016-17.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 6:Retention and graduation

Students admitted to the library and information science master's program will progress through the program and graduate.

Related Measures:

M 11:Retention

MLIS students entering the program in fall semester will return in the fall semester the following year.

Source of Evidence: Academic indirect indicator of learning - other

Target:

85% of new students admitted to the library and information science master's program in fall will return in fall the following year as determined by data from Institutional Research.

Findings (2016-2017) - Target: Met

89% of students admitted in fall 2015 returned to the program in fall 2016 as determined by data from Institutional Research.

M 12:Graduation

Students admitted to the library and information science master's program will graduate within five years.

Source of Evidence: Academic indirect indicator of learning - other

Target:

75% of the students admitted to the library and information science master's program will graduate within five years as determined by data from Institutional Research.

Findings (2016-2017) - Target: Met

77% of new fall 2011 students graduated on or before fall 2016 as determined by data from Institutional Research.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Retention

Students who fail to register will be contacted to ascertain reasons and see if intervention is possible.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Responsible Person/Group: Faculty advisors.

Emphasize academic integrity policy

Emphasize USM academic integrity policy and required tutorial in class syllabi and Blackboard coursesites.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Emphasize resources for student success

Resources for student success will be emphasized and links to the Student Success website will be provided in Blackboard coursesites and in the syllabus.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Analysis Questions and Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

Student learning outcomes/objectives that were revised to comply with new SACSCOC standards: knowledge of LIS literature, professional practice and training experiences, and engagement in research as well as previous outcomes/objectives such as knowledge of and commitment to ethical practices and technology competency targets were met. The program-level outcomes, retention rate and graduation rate, were met this cycle, which reflected the emphasis on student success and retention rates. An increasing emphasis on technology from SACSCOC and the American Library Association list of professional competencies led SLIS to increase the level of technology required for the MLIS degree. The new, common technology requirement for the three technology courses, an e-portfolio assignment, requires a variety of digital artifacts such as links to blogs, glogs, and wikis, links to digital multimedia instructional projects, and class papers.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

While all of the student learning outcomes/objectives measures were met this cycle, SLIS faculty strives for continuous review, evaluation, improvement, and updating of the curriculum and the program. The MLIS program is accredited by the American Library Association, which has rigorous standards and requires evidence of student student competency and student success. SLIS offers three practicum courses: LIS 589: School Library Practicum, LIS 648: Archival Practicum, and LIS 689: Library Practicum. Students are required to locate a suitable practicum site near them but many times they seek our advice. Since many of the best practicum supervisors and mentors are graduates of the Southern Miss MLIS program, an alumni database has been created that includes work title, location, and professional contact information. SLIS faculty meet each month and one of the topics discussed are problems that arise related to student success. Faculty are encouraged to contact students if they miss class or fail to submit assignments. If students have a personal problem or family crisis that prevents them from succeeding, faculty are encouraged to submit their name to CARES in SOAR. As an ongoing area of emphasis, faculty are encouraged to include the link to the Student Success page (usm.edu/success) in their syllabi and Canvas coursesites and to use the CARES option in SOAR to report students who have stressful situations that impede them from achieving success. A second ongoing initiative is to remind students each semester of the academic integrity policy included in the syllabi and the importance of communicating with faculty.

Annual Report Section Responses

Program Summary. Summarize highlights of the past year for this particular academic program. Provide context to an outside reviewer.

The Master of Library and Information Science (MLIS) program is accredited by the American Library Association and is a comprehensive program with a required core of courses fundamental to the profession that prepare students for a wide variety of roles in the profession. Within the curriculum there are opportunities to choose electives or career tracks that enable students to assume professional positions in school, academic, public and special libraries as well as archives. Forty semester hours are required for graduation, which includes completion of a three-credit hour master's research project and a comprehensive exam. SLIS is a leader in innovative online education within the university and offered the first online master's degree at USM in 2002. Southern Miss SLIS was recently listed as one of the 25 Best Online MLIS Degree Programs www.bestcollegereviews.org/top/online-masters-in-library-science/ SLIS offers four dual-master's degrees, MLIS/ MA in History, MLIS/MA in Anthropology, MLIS/MA in Political Science, and MLIS/MS in Instructional Technology, the only dual-master's degree that is fully online. SLIS also offers two graduate certificates that may be earned with the MLIS degree or post-MLIS degree: a Graduate Certificate in Archives and Special Collections and a Graduate Certificate in Youth Services and Literature. Each summer, students may participate in a study-abroad LIS course on British libraries, archives, and special collections. Students earn 6 credit hours from behind-the-scenes guided tours and lectures by British librarians and archivists in London, Oxford, and Edinburgh. USM British Studies is headquartered at a University of Westminster dorm in London and at a University of Edinburgh dorm in Edinburgh. From 2007 - 2017, 193 students from 40 universities across the U.S. and Canada have earned credit in the British Studies LIS class, with 12 in the class of June 2017. SLIS is responsible for funding, planning, and organizing the Fay B. Kaigler Children's Book Festival each April, which requires year-round planning and preparation. It is recognized nationally as a premier event with participation by nationally and internationally-recognized authors and illustrators. The 2017 Children's Book Festival

just celebrated its 50th year with record attendance of more than 550 adults and more than 500 4th grade students. The students attended a special author event with Kate DiCamillo, where each received a copy of her book *Tales of Despereaux*. To celebrate the 50th Anniversary, all of the book festival programs have been digitized and are available online at www.usm.edu/childrens-book-festival/past-programs SLIS publishes a scholarly e-journal *SLIS Connecting* twice a year (<http://aquila.usm.edu/slisconnecting/>). *SLIS Connecting* is listed as a refereed journal in Ulrichs and in Directory of Open Access Journals and the journal has been downloaded internationally more than 55,000 times. SLIS students have published their research papers in a variety of peer-reviewed and professional journals and conference proceedings - <http://ocean.otr.usm.edu/~w146169/mentorpubs.htm>

Continuous Improvement Initiatives. Any department-level or program-level action plans for improvement that are not necessarily tied to a specific student learning outcome or program objective should be described in this field.

The MLIS program is accredited by the American Library Association and is scheduled for re-accreditation in 2019. ALA accreditation is a rigorous process of review each seven years supplemented with annual and semi-annual reports to the ALA Committee on Accreditation to keep them updated on the program. ALA requires ongoing program assessment and improvement and this is accomplished by: regular faculty curriculum review to determine if the most current ALA professional competencies are addressed in SLOs, an exit survey of graduates, an annual focus group of students and alums at the Mississippi Library Association annual conference, and communication with alumni and the SLIS Advisory Board. The School of Library and Information Science is an organizational member of ALISE (Association of Library and Information Science Educators) and is required to report annual program statistics, including faculty credentials.

Closing the Loop. Summarize the results of previous action plan implementation. Provide evidence of improvement based on analysis of the results.

In fall 2016, SLIS faculty who teach required and elective courses for the archival certificate (Dr. Griffis, Dr. Welsh, and Dr. Yu) conducted a systematic review of current archival course titles, descriptions, and content as well as graduate archival educational guidelines of the Society of American Archivists (www2.archivists.org/prof-education/graduate/gpas). As a result of the review, faculty proposed modifications to course titles and descriptions to more accurately reflect the content and to conform to current professional standards. SLIS Curriculum Committee reviewed and with approval of SLIS faculty, proposed the modifications listed below of LIS 506, LIS 631, LIS 645, LIS 646, LIS 647, and LIS 652. These modifications were approved by SLIS faculty, College Curriculum Committee, Graduate Council, and the Provost. Revised from: Revised to: LIS 506. Advanced Cataloging and Classification. 3 hrs. Prerequisite: LIS 505. Advanced study of the principles and methods of descriptive and subject cataloging and classification with attention to nonprint materials. LIS 506. Cataloging Multimedia Objects. 3 hrs. Prerequisite: LIS 505. Study of the principles and methods of descriptive and subject cataloging and classification of multimedia materials. LIS 631. History of Libraries. 3 hrs. Development of libraries from ancient times to the present with special reference to the relationship of libraries to sociocultural, economic, and political trends. LIS 631. History of Libraries and Librarianship. 3 hrs. A study of the origins and development of modern public, academic, and school libraries as well as the development of librarianship as a modern profession. LIS 645. Digital Libraries. 3 hrs. A comprehensive overview of digital libraries from conceptual understandings of digital libraries to crucial issues in design, management and evaluation. LIS 645. Digital Preservation. 3 hrs. A comprehensive overview of digital preservation from conceptual understandings to crucial issues of planning, developing and managing digital collections. LIS 646. Special Collections and Archives. 3 hrs. The acquisition,

processing, preservation, and management of materials in special collections and archives. LIS 646. Introduction to Archival Theory and Practice. 3 hrs. An introduction to the basic concepts and theory related to the acquisition, processing, organization, and preservation of archival materials and special collections. LIS 647. Introduction to Archival Organization. 3 hrs. Basic instruction on the handling, arrangement, conservation, and description of materials of archival significance. LIS 647. Introduction to Archival Organization. 3 hrs. Basic instruction on the organization, arrangement, and description of materials of archival significance. LIS 652. Metadata. 3 hrs. Prerequisite: LIS 505. Cataloging and Classification. Investigates the representation, organization, and retrieval of information using various forms of metadata. LIS 652. Metadata for Digital Collections. 3 hrs. Prerequisite: LIS 505. An overview of metadata as it applies to digital resources in libraries, archives, and museums. Updates and modifications to the program and courses are communicated to students, alumni, prospective students, and professional colleagues through a Facebook page, website, SLIS Connecting e-journal published twice a year, and via three different listservs: one for SLIS faculty, staff, and students; one for alumni; and one for the advisory board. Updates about the program are also posted to the Mississippi Library Association listserv, Southeastern Library Association listserv, and College of Education and Psychology listserv.

Technology Use Part 1. State/explain the role of technology in the discipline and outcomes related to technology.

According to ALA's Core Competencies of Librarianship (www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf), the fourth core competency is: 4. Technological Knowledge and Skills 4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies. 4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications. 4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services. 4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements. To address the ALA technology core competency, students are required to take at least one of three technology courses: LIS 516. Technology in the School Library. 3 hrs. A survey of technology utilized in elementary and secondary school libraries. LIS 557. Examines various applications and contexts in which computers and other forms of information technology are utilized in different types of information centers and libraries. LIS 558. Introduces principles of Web design and development including basic HTML and XML coding, Web usability, and evaluation of Web sites including library Web sites. Technology related outcomes required for various courses include: creation and evaluation of Web 2.0 applications: blogs, wikis, etc.; creation of an e-portfolio with appropriate images, links, and examples of class papers and multimedia projects; creation of an instructional vodcast or podcast; cataloging exercises using online professional cataloging tools.

Technology Use Part 2. Develop a narrative to support Technology Use Part 1 by providing program assessment results (if applicable), examples of technology being used to enhance student learning, examples of technology being used to meet program objectives/outcomes, and examples of providing access to and training in the use of technology.

Technology is a vital part of librarianship so it is important for LIS students to become proficient in various computer applications, emergent technologies, creative and appropriate use of social media so they can teach technology skills to patrons and students. Examples of technology being used to enhance student learning in online classes include: use of Canvas online learning platform for asynchronous assignments

and discussion board postings; use of Adobe Connect virtual classroom for synchronous online class sessions where students see, hear, and interact with the professor, present materials to other students, view and discuss educational videos, and practice searching scholarly databases; requirement to evaluate various online tutorials and to create and upload their own instructional vodcasts or podcasts. Students have access to Microsoft Office 365 and are required to use Microsoft applications to create and format documents, spreadsheets, and presentations; students are required to complete tutorials and format documents in APA format. In the required cataloging course, students become proficient in online cataloging by completing exercises using Library of Congress and OCLC online software.