

The University of Southern Mississippi

Library and Information Science MLIS

July 06, 2021

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Library and Information Science MLIS

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Program Description/Summary

The MLIS program is the only program in the state that is accredited by the American Library Association. The MLIS degree requires 40 credit hours, 25 hours of required courses and 15 hours of electives. In addition to basic courses in reference, cataloging, and collection development, graduate students take courses in library management and in research. Our MLIS graduates work in a wide variety of settings, including schools, colleges, universities, public libraries, government libraries, corporate libraries, hospitals, military, museums, archives and other information-related environments. Many graduates of the MLIS program are directors or managers of library systems or programs.

Mission

The mission of the School of Library and Information Science (SLIS) is to prepare qualified individuals for professional roles in libraries, archives, and other information environments with appropriate knowledge and skills to serve the information needs of their communities.

Vision

The School of Library and Information Science aspires to promote student success, improve information literacy, and serve diverse populations through excellence in teaching, research, service, and the use of emergent technologies.

Values

The School of Library and Information Science is committed to:

Student-centered learning: We are committed to cultivating an active, student-centered learning community.

Diversity and Inclusion: We recognize and value the diversity of modern society and support inclusiveness in learning.

Intellectual freedom: We embrace the ideals of intellectual and academic freedom and strive to nurture an open, respectful learning environment for the free exchange of ideas.

Service: Because we believe it is a core of the profession, we support service at all levels and encourage

ongoing professional development as a means of enhancing skills and knowledge.

Community: We believe in creating, fostering, and participating in learning and research communities that span borders on state, national, and international levels.

Research: We believe research is an essential part of scholarship, not just for creation of new knowledge but for support of teaching and learning and sharing of new knowledge with multiple communities of interest.

1 Outcome Type Knowledge of and Commitment to Ethical Practices

1.1 Outcome
Demonstrate Knowledge of and Commitment to Ethical Practices of Library and Information Professionals
MLIS students will interpret intellectual freedom related to censorship and will develop collection policies for providing libraries and information centers with a variety of viewpoints through a balanced and inclusive selection of materials and services.

1.1.1 Measures
Interpret Intellectual Freedom Related to Censorship (Direct Measure)
Students write a 2000-word paper on how censorship impacts or could impact a particular type of library (public, academic, school, special). The paper must 1) state the definition of censorship and how it relates to intellectual freedom in the Library Bill of Rights, 2) how the type of library supports intellectual freedom, and 3) specific ways the library limits access to materials or information.

1.1.1.1 Targets
The written assignment is evaluated using the Intellectual Freedom Paper evaluation rubric. [LIS 636] **Met**

TARGET	90% of students will achieve satisfactory or excellent ranking on the evaluation rubric for interpreting intellectual freedom related to the Library Bill of Rights and censorship.
FINDINGS	100% (70/70, fall and spring semesters combined) achieved satisfactory or excellent ranking on the intellectual freedom evaluation rubric.
ANALYSIS OF FINDINGS	The good outcome is due in part to readings and class discussions on intellectual freedom, censorship, and the ALA Library Bill of Rights.

1.1.2 Measures

Group Project - Collection Development Policy (Direct Measure)

Students develop collection policies for providing libraries and information centers with a variety of viewpoints through a balanced and inclusive selection of materials and services and fostering the patron's right to read.

1.1.2.1 Targets

The written assignment is evaluated using the Collection Policy evaluation rubric. [LIS 511] **Met**

TARGET	90% of students will achieve satisfactory or excellent ranking on the collection development policy rubric.
FINDINGS	98.9% (92/93, fall and spring semesters combined) achieved satisfactory or excellent ranking on the collection development policy rubric.
ANALYSIS OF FINDINGS	This was a team assignment and all the teams did well, although one team member did not contribute.

2 Outcome Type

Professional Practice and Training Experiences

2.1 Outcome

Locate, Evaluate Reference Sources and Catalog a Variety of Materials

MLIS students will locate and evaluate appropriate reference sources to meet the informational needs of their patrons and they will demonstrate the basic tenets of cataloging through cataloging and classification exercises.

2.1.1 Measures

Locate and Evaluate Appropriate Reference Sources (Direct Measure)

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

2.1.1.1 Targets

The written assignment is evaluated using the Reference Sources evaluation rubric. [LIS 501] **Met**

TARGET	90% of students will achieve satisfactory or excellent ranking using the reference source evaluation rubric.
FINDINGS	99% (112/113, fall and spring semesters combined) achieved satisfactory or excellent ranking on the reference sources evaluation rubric.
ANALYSIS OF FINDINGS	Almost all students achieved at least a satisfactory rating on the evaluation rubric. Only one student did not achieve a satisfactory rating.

2.1.2 Measures

Catalog a Variety of Materials (Direct Measure)

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

2.1.2.1 Targets

The written assignment is evaluated using the writing evaluation rubric. [LIS 505]

Met

TARGET	90% of students will achieve excellent or satisfactory ratings on cataloging exercises using the writing rubric.
FINDINGS	100% (87/87, fall and spring semesters combined) achieved satisfactory or excellent ranking on the cataloging writing rubric.
ANALYSIS OF FINDINGS	The findings indicate that readings and class discussions prepare the students to achieve satisfactory ranking on the cataloging exercises.

3

Outcome Type

Knowledge of the LIS Literature

3.1 Outcome

Demonstrate Knowledge of LIS Literature by Locating and Evaluating LIS Journal Articles

MLIS students will locate and evaluate library management articles and they will create an annotated bibliography of LIS articles on an approved topic.

3.1.1 Measures

Locate and Evaluate Library Management Articles (Direct Measure)

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]

3.1.1.1 Targets

The written discussion board assignments are evaluated using the article evaluation rubric. [LIS 605] **Met**

TARGET 90% of students will achieve satisfactory or excellent ratings using the discussion board article evaluation rubric.

FINDINGS 98% (100/102, fall and spring semesters combined) achieved satisfactory or excellent ranking on the article evaluation rubric.

ANALYSIS OF FINDINGS Only two students did not achieve satisfactory ranking on the assignment.

3.1.2 Measures

Create an Annotated Bibliography of IS Research Articles (Direct Measure)

Students create an annotated bibliography of twenty resources related to an information science topic. Annotations should be an objective critical analysis of the resources and should consider authority, bias, content, and currency of the source. [LIS 651]

3.1.2.1 Targets

The written assignment is evaluated using the annotated bibliography rubric. [LIS 651] **Met**

TARGET 90% of students will achieve satisfactory or excellent ratings using the annotated bibliography evaluation rubric.

FINDINGS 96.5% (56/58, fall and spring semesters combined) achieved satisfactory or excellent ranking on the annotated bibliography evaluation rubric.

ANALYSIS OF FINDINGS Only two students did not achieve a satisfactory ranking on the assignment. One of the students is retaking the course.

4

Outcome Type

Engagement in Research

4.1 Outcome

Conduct Library and Information Science Research

MLIS students will engage in research and apply appropriate research methodology to specific problems in library and information science.

4.1.1 Measures

Research and Write a Bibliometric Study (Direct Measure)

Students complete a bibliometric 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, definitions, limitations, and assumptions; 2) review of relevant literature; 3) methodology, which includes description of data sources, data collection, how data 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]

4.1.1.1 Targets

The written assignment is evaluated using the bibliometric research paper rubric. [LIS 651] **Met**

TARGET	90% of students' bibliometric research papers will be rated satisfactory or excellent using the bibliometric research paper rubric.
FINDINGS	96.5% (56/58, fall and spring semesters combined) achieved satisfactory or excellent ranking on the bibliometric research evaluation rubric.
ANALYSIS OF FINDINGS	Only two students did not achieve satisfactory ranking on the bibliometric research assignment. One of the students is retaking the course.

4.1.2 Measures

Conduct Research and Write a Master's Research Project (Direct Measure)

Students demonstrate an understanding of the process and role of research in 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 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]

4.1.2.1 **Targets**

The written assignment is evaluated using the masters research project rubric.
[LIS695] **Met**

TARGET	95% of students' research projects will be rated satisfactory or excellent using the rubric for the master's research project.
FINDINGS	100% (48/48, fall and spring semesters combined) achieved satisfactory or excellent ranking on the master's research project rubric.
ANALYSIS OF FINDINGS	During the capstone research project process, students receive detailed feedback and mentoring from two faculty.

5

Outcome Type

MLIS Program Objectives - Retention and Graduation Rates

5.1 **Outcome**

MLIS Retention Rate and Graduation Rate

Retention Rate from Fall 2019 to Fall 2020, Graduation rate from 2016 to 2021

5.1.1 **Measures**

MLIS Program Retention Rate (Direct Measure)

Retention Rate from Fall 2019 to Fall 2020

5.1.1.1 **Targets**

Retention Rate data in HelioCampus (USM Institutional Research, 2021) **Met**

TARGET	80% of students in 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	Retention rate of MLIS students from fall 2019 to fall 2020 was 93% (HelioCampus, 2021)
ANALYSIS OF FINDINGS	The program-level outcomes, retention rate and graduation rate, were met this cycle, which reflects the University, College, and School's emphasis on student success and retention.

5.1.2 **Measures**

MLIS Graduation Rate (Direct Measure)

Graduation Rate from spring 2016 to spring 2021

5.1.2.1 Targets

Graduation Rate data in HelioCampus (USM Institutional Research, 2021) Met

TARGET	80% 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 in HelioCampus.
FINDINGS	86% of MLIS students graduated within five years.
ANALYSIS OF FINDINGS	While 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 required for continued accreditation by the American Library Association. Since our program is online, SLIS faculty, including adjuncts, completed the Quality Matters training and faculty are provided a QM checklist for their course syllabi and Canvas coursesites.

Project Attachments (12)

Attachments	File Size
 1.Intellectual_freedom_paper_grading_rubric.pdf	98KB
 2.Collection_development_policy_grading_rubric.pdf	15KB
 3.Reference_sources_evaluation_grading_rubric.pdf	130KB
 4.Cataloging_writing_rubric.pdf	120KB
 5.Management_article_evaluation_rubric.pdf	106KB
 6.Annotated_bibliography_rubric.pdf	12KB
 7.Bibliometric_research_paper_rubric.pdf	31KB
 8_Research_Project_grading_rubric.pdf	118KB

Attachments

File Size

 MLIS_action_plan_2020-21.pdf

216KB

 MLIS_graduation_rate.jpg

108KB

 MLIS_program_analysis_2020-21.pdf

194KB

 MLIS_retention_rate.jpg

54KB

Library and Information Science MLIS 2020-21 Action Plan

Description

Southern Miss MLIS program and graduate certificates are one of only fifty programs in the U.S. accredited by the American Library Association. As part of the continuous ALA accreditation process, SLIS has instituted a systematic planning process.

Systematic Planning

The SLIS *strategic planning process* consists of:

1. Defining the mission, vision, values, and goals
2. Collecting stakeholders' input, program statistics, other relevant data
3. Utilizing inputs to develop and implement action plans
4. Assessing and communicating the results.

1. Defining the Mission, Vision, Values, and Goals

Faculty and staff reviewed the SLIS mission statement and educational goals, updated the values, and developed a vision statement in spring 2019 to be in alignment with the mission, values, and vision of the College and University, which were revised during the Vision 2020 reorganization process.

SLIS's strategic goals and objectives were reviewed and reaffirmed in spring 2019 and will be reviewed again in spring 2021 (Appendix).

Collecting Stakeholders' Input, Program Statistics, Other Relevant Data

SLIS is a small school of nine full-time faculty (to increase to ten faculty in fall 2021), with four adjuncts, five graduate assistants, and two staff. SLIS is well-connected to a variety of stakeholders – students, alumni, employers, Advisory Board, and internal stakeholders within the University and College. Table 1 lists the SLIS stakeholders, their data input, and frequency.

Table 1. Stakeholders, Input Data, and Frequency

Stakeholders	Input Data	Frequency
Students	Course Evaluations	Each Semester
Students	Exit Surveys	Each Semester
Students	WEAVE SLO Assessments	Annually
Students	Capstone Research Project, e-Portfolio	Each Semester
Employers and Alumni	Focus Groups (Reports)	Annually
Employers and Alumni	Surveys	Every few years
Practicum Supervisors	Student Practicum Evaluations	Each Semester

Advisory Board	Retreats (Minutes)	Every few years
Faculty & Staff	Faculty/Staff Meetings (Minutes)	Monthly
Faculty & Staff	Performance Evaluations	Annually
SLIS Admin Team	Meetings (Notes)	Bi-Weekly
Curriculum Committee	Curriculum Modification Proposals	Monthly as needed
EHS College Dean	Dean/Directors Meetings (Minutes)	Twice a month
USM Council of Directors	Council Meeting (Minutes, Reports)	Twice a month

Other input data sources include:

- Formal and informal interaction with SLIS Advisory Board and alumni at professional conferences and via emails to the advisory board and alumni listservs.
- Information about SLIS graduates' job placement and advancement collected through social media and the slisalums listserv and compiled in an Excel spreadsheet.
- Enrollment, retention, and graduation statistical data (USM Institutional Research).

Utilizing Inputs to Develop and Implement Action Plans

The input data are reviewed and discussed in monthly SLIS Faculty/Staff meetings to identify gaps in the program and curriculum and in planning to address future trends. The Curriculum Committee, in particular, reviews stakeholder input and develops program and curriculum modification or development proposals that are presented at the monthly faculty/staff meetings for discussion and approval. The proposals are submitted to the College Curriculum Committee for review, then Graduate Council for final approval. Two recent proposals approved for fall 2021 modified course titles and descriptions to reflect updated content (Table 2).

Table 2. Course Modifications

Revised Title and Description	Previous Title and Description
<i>LIS 545. Information Needs of Underserved Populations.</i> Explores the information uses and needs of underserved social, ethnic, and cultural groups and the various means of providing information services to them.	<i>LIS 545. Sources of Information for a Multicultural Society.</i> Overview of the diversity of information resources available in print and other media for a multicultural society and the diversity of information utilization by that society.
<i>LIS 629. Studies in Early Children's Literature.</i> Advanced study and evaluation of early children's literature and trends in the field of storytime and literacy.	<i>LIS 629. Studies in Children's Literature.</i> Advanced study and evaluation of children's literature and publishing trends in the field.

Assessing and Communicating the Results

The primary assessment of SLOs is the annual WEAVE Report, compiled by SLIS faculty, then reviewed and assessed by the University Assessment Committee and [Office of Institutional Effectiveness](#). Statistical data such as semester enrollment, retention rates, and graduation rates are reported on the SLIS website "[About](#)" page and discussed at faculty/staff meetings and Dean/directors meetings.

The College of Education and Human Sciences (EHS) conducted program reviews in 2019 and 2020 to assess each School's programs, flag weak programs to phase out or revitalize, and identify emphasis areas that would be more appropriate as career tracks. The four SLIS programs (LIS Bachelor of Science, MLIS, Archival Certificate, Youth Services Certificate) have experienced substantial growth (since 2015, 89% increase in overall enrollment, 95% increase in graduate enrollment); MLIS was number one (49 degrees awarded) in Southern Miss Top Ten Master's Degrees Awarded in 2020. SLIS revised the licensure emphasis to licensure career track since the MLIS with licensure and MLIS differ only in the electives (approved by Graduate Council in fall 2020).

Program data such as enrollment statistics and the number of degrees awarded, along with SLIS faculty, program, and curriculum updates are presented annually to alumni, employers, and supporters each October in a [SLIS Director's Report](#) at the Mississippi Library Association, then sent as a link to the student, alumni, and Advisory Board listservs. Program data and updates are published [online](#) and in the [SLIS Connecting](#) e-journal.

Curriculum

The MLIS degree requires 40 credit hours, 25 core course hours, and 15 elective hours. Online classes require live sessions each week in Zoom virtual classrooms, where students may see, hear, and interact with professors and work collaboratively on group projects and presentations. Class sessions are recorded with transcription and available on a cloud server for at least two weeks.

- Students with little or no library experience are encouraged to do a library practicum.
- Two courses are designated service-learning – LIS 545: Information Resources for Underserved Populations and LIS 641: Public Libraries.
- Students can earn six credit hours in a study-abroad option in summer; LIS 580/587: British Libraries, Archives, and Special Collections, based in London.
- In fall 2019, faculty voted to revise the comprehensive exam from an open-book essay exam to a capstone e-portfolio that includes selected class papers, projects, and digital artifacts.

Course Sequence and Technology

LIS 500 is the one-credit-hour orientation course taken in the first semester. The 500-level courses on reference, cataloging, and collection development are taken early in the program. Scheduling of mid-level courses and electives is flexible; courses taken at the end of the program include LIS 651: Fundamentals of Information Science, LIS 668: LIS

Research Methods (where they develop a research proposal), then LIS 695, where students complete a research project and capstone e-portfolio.

In addition to a capstone e-portfolio, technology is incorporated throughout the curriculum. Examples include:

- In LIS 500, students download and use Microsoft Office 365 to submit assignments in docx, xlsx, pptx, or pdf format, and Grammarly to check their work before submitting. They use SOAR to register for classes, and use Canvas to access course materials, assignments, interactive discussion boards, and Zoom virtual classrooms.
- Database searching is required to locate the resources needed for classes, including general databases such as *Academic Search Premier*, *WorldCat*, and *Credo Reference*; specialized databases such as *LISTA*, *ISTA*, *LISS*, *ERIC*, *Education Source*, *JSTOR*; *Web of Science* citation databases and *JCR*; *Cabell's* and *Ulrichsweb* directories; archival databases and finding aids.
- Students create and edit video podcasts using their choice of applications in LIS 501: Reference, LIS 590: Library Instruction, LIS 605: Management, LIS 641: Public Libraries, and LIS 670: Special Topic – Graphic Novels.
- LIS 505: Cataloging and Classification and 506: Cataloging Multimedia Objects requires proficiency in specialized cataloging software including RDA Toolkit WebDewey, and Classification Web; ContentDM and FOAF Javascript are required for 645: Digital Preservation; Omeka.net and XML are required for LIS 652: Metadata for Multimedia Collections.
- Students are required to create Web 2.0 digital artifacts such as RSS feed, wikis, or blogs in LIS 516: Technology in School Libraries, LIS 557: Information Technology in Libraries, LIS 648: Archival Practicum, LIS 689: Library Practicum, and LIS 580 British Studies; HTML, XML, CSS are required to create webpages for LIS 558: Web Design and Evaluation.

Faculty

The current faculty of SLIS is comprised of nine full-time: seven tenured or tenure-track faculty and two instructors. In fall 2021, SLIS will have ten faculty when Dr. Sarah Mangrum joins us as an Assistant Teaching Professor (non-tenure-track) and Dr. Laura Clark Hunt joins us as a tenure-track Associate Professor to replace Dr. Matthew Griffis, who resigned to return to Canada.

New SLIS instructor, Ms. Ashley Marshall, is mentored by our senior instructor and undergraduate advisor, Mr. Edmand Pace. Two additional new faculty members, Dr. Jennifer Steele and Dr. Jeff Hirschy, were mentored by Dr. Matthew Griffis. New faculty participated in orientation and training in the USM Center for Faculty Development.

SLIS faculty are diverse (two are from underserved populations, one is international); they earned degrees from a variety of universities, and they represent SLIS in various types of university service. Faculty are active members in a variety of professional organizations, including an international organization QQML (Qualitative and Quantitative Methods in Libraries); national organizations such as ALA, ALISE, Medical Library Association, Society of American Archivists; regional and state organizations such as the Southeastern Library Association, Mississippi Library Association, and Society of Mississippi Archivists.

Students

Since we are an online program, there is great geographic diversity in the student body; 108 of the 257 graduate students (42%) live in Mississippi, while 58 percent are in 40 other states and Canada. We strive for diversity in our student population, and 40 percent of FTE graduate students are minorities (USM Institutional Research). Faculty advisement is assigned based on student interests and plan of study.

In fall 2020 and all semesters in 2021, the Graduate School allowed a GRE waiver for applicants since the testing centers were closed due to COVID. An analysis of applicants indicated no change in the quality; the Admissions Committee relied on other criteria such as undergraduate GPA, admissions essay, and recommendation letters.

SLIS communicates with students through the student listserv, [SLIS website](#), *SLIS Graduate Student Handbook*, and [SLIS Connecting](#) e-journal, published twice annually and downloaded more than 108,000 times from locations worldwide. SLIS is active on social media, primarily Facebook, Twitter, and YouTube.

Graduate Assistants

SLIS has five graduate assistants who receive a tuition waiver and a stipend of \$7200 over nine months for working 20 hours a week. One MLIS student has a graduate assistantship in de Grummond Children's Literature Collection, and another has an assistantship in the Graduate Dean's Office.

Student Research and Accomplishments

Graduate students are required to pass a comprehensive exam and complete a capstone master's research project as well as research papers in several core classes; some student research papers were published in peer-reviewed and professional journals.

SUMMARY

Since 2015, the School has experienced steady growth in enrollment and student credit hours. Attention is focused on strategic planning, program assessment, student recruitment, and retention. As a part of our community-building efforts, we created a listserv of SLIS alumni (now more than 1900), an Excel file of alums' professional positions and locations, and increased social media presence.

SLIS is perceived as a pioneer on campus in online programs and digital publishing. Our graduates do well and are placed in positions across the country in many different types of libraries and archives. Enthusiastic young faculty have brought new energy and focus to the School, and interested alumni continue to support and encourage us. SLIS strives for continuous program improvement to better serve our students and our constituents.

Established in Cycle: 2020-21

Implementation Status: [Planned]

Projected Completion Date: 2021-22

Responsible Individual/Group: Dr. Stacy Creel

Appendix. SLIS Strategic Goals (2016, reaffirmed 2019)

The School of Library and Information Science's strategic goals support the University's Strategic Goals (www.usm.edu/university/vision-mission-values.php)

Goal 1: Maintain recognition as a strong, accredited provider of library and information science education and training.

- **Objective 1:** Continue providing reasonable access to LIS education programs through accessible scheduling and diverse methods of teaching.
- **Objective 2:** Promote departmental scholarship and assistantship opportunities at state, regional, and national levels.
- **Objective 3:** Sustain quality of MLIS program by maintaining ALA accreditation.
- **Objective 4:** Prepare graduates for the current LIS job market.
- **Objective 5:** Maintain an inclusive community of learners that reflects and respects diversity of people and ideas.

Goal 2: Enhance the visibility of SLIS programs and faculty.

- **Objective 1:** Seek opportunities for collaboration with faculty from other departments or academic units.
- **Objective 2:** Distribute information on the accomplishments of the SLIS community.
- **Objective 3:** Faculty members maintain active memberships in appropriate professional and academic organizations.

Goal 3: Support targeted and strategic enrollment growth in undergraduate and graduate programs.

- **Objective 1:** Identify additional opportunities and/or methods for recruiting students into our undergraduate and graduate programs.
- **Objective 2:** Identify additional opportunities and/or methods for recruiting transfer students into the undergraduate program.
- **Objective 3:** Support institutional promotional activities.

Goal 4: Foster retention, progression, and graduation in LIS programs.

- **Objective 1:** Participate in and utilize all available student support services.
- **Objective 2:** Add student support statement and contact links to course syllabi.

Goal 5: Emphasize professional development for faculty and students.

- **Objective 1:** Introduce relevant professional associations in all relevant courses (e.g., Library Management would introduce the ALA management special interest group, Reference RUSA, etc.).
- **Objective 2:** Faculty members participate in professional development activities (as resources permit).
- **Objective 3:** Enhance student education with opportunities for professional development and training.

Goal 6: Maintain and develop connections with stakeholders to further the mission of the School of Library and Information Science.

- **Objective 1:** Explore possibilities for increasing cross-discipline course offerings, joint degrees and/or additional electives from other departments.
- **Objective 2:** Maintain official status for our SLIS student associations.

Goal 7: Support student research activities.

- **Objective 1:** Seek opportunities to mentor student research activities.
- **Objective 2:** Seek opportunities to collaborate with students on research.
- **Objective 3:** Encourage and support student scholarly communication.

Goal 8: Review departmental processes, objectives, and activities as necessary for continuous accreditation (ALA's *Resources for Program Administrators*: www.ala.org/accreditedprograms/standards)

- **Objective 1:** Regularly review SLIS mission, goals, and objectives.
- **Objective 2:** Regularly review curricular objectives to support established professional competencies.
- **Objective 3:** Regularly review and update student policies and procedures.

Goal 9: Contribute to scholarship.

- **Objective 1:** Establish scholarly profiles through appropriate venues and tools.
- **Objective 2:** Participate in funding initiatives.
- **Objective 3:** Contribute to scholarly and professional publications.
- **Objective 4:** Participate in institutional scholarly activities.
- **Objective 5:** Participate in external scholarly activities.

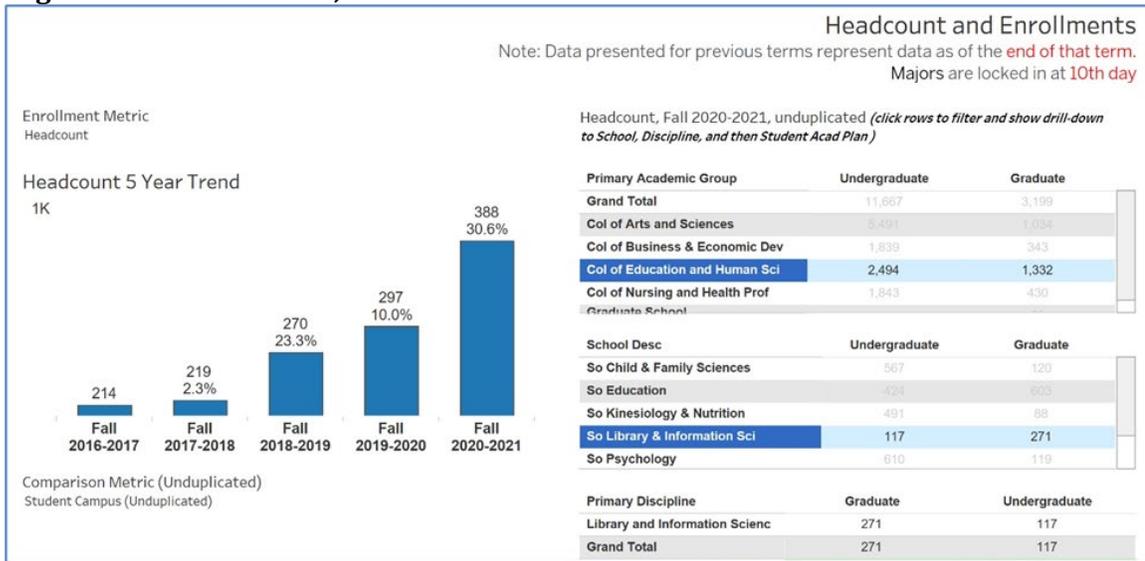
Library and Information Science MLIS Program Analysis, 2020-21

Program Strengths

The program-level outcomes, retention rate and graduation rate, were met this cycle, which reflects the University, College, and School’s emphasis on student success and retention.

- 30.6% growth in LIS program enrollment from fall 2019 to fall 2020 (Figure 1)
- 37% increase in minority enrollment in 2020-21 (USM Institutional Research, 2021)
- MLIS #1 in 2020 USM Top Ten Master’s Degrees Awarded (*IHL Degree Book, 2020*).
- Two new endowed LIS scholarships awarded in 2020.

Figure 1. LIS Enrollment, 2016-2020



What Requires Continued Attention?

Curriculum

While 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 required for continued accreditation by the American Library Association.

- Since our program is online, SLIS faculty, including adjuncts, completed the Quality Matters training for online instruction.
- Faculty are provided a QM checklist for their course syllabi and Canvas coursesites.
- SLIS conducts a focus group each fall at the Mississippi Library Association Annual Conference; graduating seniors complete an exit survey. This qualitative and quantitative data are used to modify and update the curriculum.
- LIS curriculum is guided by ALA’s [Core Competencies of Librarianship](#).

Ethics

A second ongoing initiative is to remind faculty and students each semester of specific policies related to information ethics:

- Academic integrity, ODA, and diversity/inclusion statements are required in course syllabi.
- SLIS policies, procedures, degree requirements, and contact information are updated each year in the *SLIS Graduate Student Handbook*, which is available on the SLIS website (www.usm.edu/slis) and reviewed in the LIS 500 introductory course.
- Graduate faculty complete the CITI training modules for responsible conduct of research every five years; new graduate students complete the CITI training for graduate students in LIS 500.
- Research papers are submitted to Turnitin to check for plagiarism.

Communication

A third ongoing initiative is communication with stakeholders.

- SLIS maintains a [website](#) and four MLIS-related listservs: graduate students (lisnews), alumni (slisalum), advisory board (slisboard), and LIS job postings (slisjobs).
- SLIS posts program updates and news to the Mississippi Library Association listserv (MLA) and Southeastern Library Association listserv (SELA).
- SLIS posts program updates and news to SLIS social media: Facebook, Twitter, YouTube, and LinkedIn.
- SLIS Director presents “What’s New at SLIS” each year at the Mississippi Library Association Annual Conference.
- SLIS publishes *SLIS Connecting* refereed e-journal twice a year with news columns and student research papers (<http://aquila.usm.edu/slisconnecting/>).
- SLIS Director authors a “SLIS Notes” column in *Mississippi Libraries*, a refereed journal published quarterly by the Mississippi Library Association.

Closing the Loop

Student funding was increased with the addition of two new endowed scholarships. New curriculum changes based on curriculum review and feedback from exit interviews and focus groups were approved by SLIS Curriculum Committee, College Curriculum Committee, and Graduate Council:

- Dr. Elizabeth Haynes LIS Scholarship, Dr. Teresa Welsh LIS Scholarship.
- Revision and update of LIS 545 and LIS 629 course titles, descriptions (Table 1)

Table 1. Course Modifications

Revised Title and Description	Previous Title and Description
<p><i>LIS 545. Information Needs of Underserved Populations.</i> Explores the information uses and needs of underserved social, ethnic, and cultural groups and the various means of providing information services to them.</p>	<p><i>LIS 545. Sources of Information for a Multicultural Society.</i> Overview of the diversity of information resources available in print and other media for a multicultural society and the diversity of information utilization by that society.</p>
<p><i>LIS 629. Studies in Early Children's Literature.</i> Advanced study and evaluation of early children's literature and trends in the field of storytime and literacy.</p>	<p><i>LIS 629. Studies in Children's Literature.</i> Advanced study and evaluation of children's literature and publishing trends in the field.</p>

LIS 636: Foundations of Librarianship Assignment Guidelines and Rubrics

Paper #2 Grading Rubric: Thought and Censorship at The Library

Excellent	Satisfactory	Needs Improvement
The topic is approved by Dr. Hirschy.	The topic is approved by Dr. Hirschy.	The topic is not approved by Dr. Hirschy.
All paper specifications are followed with little to no errors.	Paper specifications are followed at least 70 percent of the time.	Paper specifications are followed at a rate below 50 percent.
The paper makes sense. There is a thesis statement running throughout the paper.	The paper makes sense. There is kind of a thesis statement running throughout the paper but it gets lost at times.	The paper does not have a thesis statement that runs through the paper. It is confusing and disjointed.
There are little to no proofreading errors.	There are minor to major proofreading errors.	There are major proofreading errors throughout the paper.
0-10 points could be taken off.	10-30 points could be taken off.	30-70 points could be taken off.

**Collection Development Policy Group Project Rubric
LIS 511**

Criteria/Levels	Excellent: Consistent performance of all criteria To receive an A, the assignment must satisfy ALL of the conditions below.	Satisfactory: Consistent performance of most criteria	Requires Improvement	Unacceptable: Fails to meet more than 3 criteria
<p>Content: Write a collection development policy for a hypothetical library of choice containing the following elements:</p> <ol style="list-style-type: none"> 1. Overview <ol style="list-style-type: none"> a. Mission Statement b. Community Profile c. Patrons Needs Assessment 2. Goals <ol style="list-style-type: none"> a. By subject area or category b. By format 3. Selection Process <ol style="list-style-type: none"> a. Who selects? b. How are materials selected? 4. Miscellaneous Issues <ol style="list-style-type: none"> a. Gifts b. De-selection and Discards c. Evaluation d. Censorship issues e. Complaints f. Copyright 	Assignment meets or exceeds all requirements	Assignment meets most requirements	Assignment fails to meet one or two requirements	Assignment fails to meet three or more requirements
<p>Writing style and presentation:</p> <ol style="list-style-type: none"> 1. Paper is free of typos, punctuation errors, spelling errors, and grammatical errors. 2. Writing flows smoothly with good transitions between 	Assignment meets all criteria for writing style.	Assignment meets most criteria for writing style with not more than 3 typos or other errors.	Assignment meets some criteria for writing style, but there are several instances of typos or other errors.	Assignment has a large number of writing style errors. (more than 10)

major topics, paragraphs, etc.				
3. Writing incorporates varied, interesting, appropriate vocabulary and sentence structure.				
4. Written in third- person, objective, gender-free style.				

LIS 501: Reference and Information Resources and Services

Source Evaluation Rubric

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Formatting & Grammar	(0 to 0 points) Problems with APA citation and does not meet minimum word count. Not an approved source for the topic; more than two grammatical errors.	(0 to 1 points) Very few (if any) APA citation problems and meets minimum word count. Approved source for the topic; one to two grammatical errors.	(1 to 1 points) Uses correct APA citation and exceeds minimum word count. Approved source and no grammatical errors.
Content	(0 to 2 points) Fails to answer the questions or provide sufficient information in an organized, effective way.	(2 to 3 points) Answers the majority of the questions; provides sufficient information; fairly organized and effective.	(4 to 4 points) Answers questions; provides sufficient information; organized and effective.

Overall Writing Rubric

Criteria/Levels	Excellent: Consistent performance of all criteria – work that exceeds the expected level for undergraduate students	Satisfactory: Consistent performance of most criteria	Requires Improvement	Unacceptable: Fails to meet more than 3 criteria

<p>Assignment parameters/requirements</p> <p>Length, required number of sources, formatting, due date, any other assignment requirements – 15%</p>	<p>Assignment meets all parameters</p>		<p>Assignment fails to meet at least one parameter</p>	<p>Assignment fails to meet more than one parameter</p>
<p>1. Assignment shows judicious and applicable use of quotes and paraphrases. Not more than 15% of text is direct quotes.</p> <p>2. Quotes and paraphrases add to the discussion of the subject, but don't overwhelm it. Material taken from outside sources is suitably paraphrased or quoted directly.</p> <p>3. Quotes are in the correct format.</p> <p>4. Required in-text citations are present and in correct format.</p> <p>5. Sources in the Sources Cited or References list are reflected in the paper text.</p> <p>6. Bibliographic citations are in the correct format.</p> <p>25%</p>	<p>Assignment meets all criteria for use of quotes, paraphrases and citations.</p>	<p>Assignment has no more than three minor errors in using quotes, paraphrases and citations. Minor errors are formatting errors.</p>	<p>Assignment has 1 - 3 serious errors or more than 3 minor errors in using quotes, paraphrases and citations. Serious errors are failure to use quotation marks for quoted material or failure to suitably paraphrase.</p>	<p>Assignment has more than 3 serious errors in using quotes, paraphrases and citations</p>
<p>Content:</p> <p>1. Required subject content is present.</p> <p>2. Content is organized in a coherent, logical manner within the provided headings.</p> <p>3. Content synthesizes information from various</p>	<p>Assignment meets all criteria for content. Content includes insights, development of thoughts and arguments, and analysis that goes above and beyond that which is normal for an undergraduate-level paper.</p>	<p>Assignment meets all criteria for content Paper is a good undergraduate-level paper.</p>	<p>Assignment does not meet at least one aspect of content criteria. Paper is marginal in quality expected of a undergraduate-level paper.</p>	<p>Assignment does not meet more than one aspect of content criteria. Paper is unsatisfactory in terms of undergraduate-level paper.</p>

sources into a smooth, consistent whole. 35%				
<p>Writing style and presentation:</p> <p>Paper is free of typos, punctuation errors, spelling errors, and grammatical errors.</p> <p>Writing flows smoothly with good transitions between major topics, paragraphs, etc.</p> <p>Writing uses varied, interesting, appropriate vocabulary and sentence structure. Sentences flow smoothly and are generally neither short/choppy or too long/verbose.</p> <p>Unless specified otherwise in assignment, written in third-person, objective, gender-free style. 25%</p>	Assignment meets all criteria for writing style.	Assignment meets most criteria for writing style with not more than 3 typos or other errors.	Assignment meets some criteria for writing style, but there are several instances of typos or other errors.	Assignment has a large number of writing style errors. (more than 10)

	Needs Improvement	Satisfactory	Exceptional
Topic: 10%	Picked an inappropriate topic for the audience that could not be justified.	1. Picked an appropriate topic for the audience and sufficiently justified it through the introduction, 2. picked an appropriate topic but did not sufficiently justify it, or 3. Picked an inappropriate topic but provided sufficient justification.	Picked an appropriate topic for the audience and sufficiently justified it through the introduction.
Presentation: 70%	Presentation is not logical, organized, & clear. Does not cover appropriate/sufficient information. Does not provide appropriate introduction/background information.	Majority of the presentation is logical, organized, & clear. Mostly covers appropriate/sufficient information. Provides basic introduction/background information.	Presentation is logical, organized, & clear. Covers appropriate/sufficient information. Provides appropriate introduction/background information.

<p>Technical aspects: 20%</p>	<p>Sound quality and image quality is unacceptable (not able to clearly hear or see). Inappropriate media (i.e., PowerPoint, webpage, etc.) is used. Is not successfully posted for viewing.</p>	<p>Sound quality and image quality is acceptable. Appropriate media (i.e., PowerPoint, webpage, etc.) is used. Successfully posted for viewing.</p>	<p>Sound quality and image quality is very good. Appropriate media (i.e., PowerPoint, webpage, etc.) is used. Successfully posted for viewing.</p>
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LIS 505: Cataloging and Classification

Writing Rubric

Criteria/Levels	Excellent: Consistent performance of all criteria – work that exceeds the expected level for graduate students	Satisfactory: Consistent performance of most criteria	Requires Improvement	Unacceptable: Fails to meet more than 3 criteria
Assignment parameters/requirements Length, required number of sources, formatting, due date, any other assignment requirements – 15%	Assignment meets all parameters		Assignment fails to meet at least one parameter	Assignment fails to meet more than one parameter
Assignment shows judicious and applicable use of quotes and paraphrases. Not more than 15% of text is direct quotes. Quotes and paraphrase add to the discussion of the subject, but don't overwhelm it. Material taken from outside sources is suitably paraphrased or quoted directly.	Assignment meets all criteria for use of quotes, paraphrases and citations.	Assignment has no more than three minor errors in using quotes, paraphrases and citations. Minor errors are formatting errors.	Assignment has 1 - 3 serious errors or more than 3 minor errors in using quotes, paraphrases and citations. Serious errors are failure to use quotation marks for quoted material or failure to suitably paraphrase.	Assignment has more than 3 serious errors in using quotes, paraphrases and citations

<p>Quotes are in the correct format. Required in-text citations are present and in correct format. Sources in the Sources Cited or References list are reflected in the paper text. Bibliographic citations are in the correct format. 25%</p>				
<p>Content: Required subject content is present. Content is organized in a coherent, logical manner with an introduction, body, summary, and conclusion. Content synthesizes information from various sources into a smooth, consistent whole. 35%</p>	<p>Assignment meets all criteria for content. Content includes insights, development of thoughts and arguments, and analysis that goes above and beyond that which is normal for a graduate-level paper.</p>	<p>Assignment meets all criteria for content. Paper is a good graduate-level paper.</p>	<p>Assignment does not meet at least one aspect of content criteria. Paper is marginal in quality expected of a graduate-level paper.</p>	<p>Assignment does not meet more than one aspect of content criteria. Paper is unsatisfactorily in terms of graduate-level paper.</p>
<p>Writing style and presentation: Paper is free of typos, punctuation errors, spelling errors, and grammatical errors. Writing flows smoothly with</p>	<p>Assignment meets all criteria for writing style.</p>	<p>Assignment meets most criteria for writing style with not more than 3 typos or other errors.</p>	<p>Assignment meets some criteria for writing style, but there are several instances of typos or other errors.</p>	<p>Assignment has a large number of writing style errors. (more than 10)</p>

good transitions
between major
topics,
paragraphs, etc.

Writing
incorporates
varied,
interesting,
appropriate
vocabulary and
sentence
structure.
Sentences flow
smoothly and are
generally neither
short/choppy or
too long/verbose.

Unless specified
otherwise in
assignment,
written in third-
person, objective,
gender-free style.
25%

<p>good transitions between major topics, paragraphs, etc.</p> <p>Writing incorporates varied, interesting, appropriate vocabulary and sentence structure. Sentences flow smoothly and are generally neither short/choppy or too long/verbose.</p> <p>Unless specified otherwise in assignment, written in third- person, objective, gender-free style. 25%</p>				
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Discussion Board - Article Evaluation Rubric
LIS 605

Criteria/Levels	Excellent: Consistent performance of all criteria	Satisfactory: Consistent performance of most criteria	Requires Improvement	Unacceptable: Fails to meet more than 3 criteria
Article summary Description of main issues Relation of article to course text	Assignment meets or exceeds all requirements	Assignment meets most requirements	Assignment fails to meet one or two requirements	Assignment fails to meet three or more requirements
<ol style="list-style-type: none"> 1. Assignment shows judicious and applicable use of quotes and paraphrases. 2. Quotes are in the correct format. 3. Required in-text citations are present and in correct format. 4. Bibliographic citations are in the correct format. 	Assignment meets all criteria for use of quotes, paraphrases and citations.	Assignment has no more than one error in using quotes, paraphrases and citations.	Assignment has 2 or 3 errors in using quotes, paraphrases and citations.	Assignment has more than 3 errors in using quotes, paraphrases and citations
<p>Writing style and presentation:</p> <ol style="list-style-type: none"> 1. Assignment is free of typos, punctuation errors, spelling errors, and grammatical errors. 2. Writing flows smoothly with good transitions between major topics, paragraphs, etc. 3. Writing incorporates varied, interesting, appropriate vocabulary and sentence structure. 4. Written in third-person, objective, gender-free style. 	Assignment meets all criteria for writing style.	Assignment meets most criteria for writing style with not more than 3 typos or other errors.	Assignment meets some criteria for writing style, but there are several instances of typos or other errors.	Assignment has a large number of writing style errors. (more than 10)

**Annotated Bibliography Rubric
LIS 651**

Criteria/Levels	Excellent: Consistent performance of all criteria	Satisfactory: Consistent performance of most criteria	Requires Improvement	Unacceptable: Fails to meet more than 3 criteria
<p>Content: Annotated bibliography (20 sources) with 5 keyword descriptors for each annotation</p>	<p>Assignment meets or exceeds all requirements.</p>	<p>Assignment meets most requirements.</p>	<p>Assignment fails to meet one or two requirements.</p>	<p>Assignment fails to meet three or more requirements.</p>
<p>Writing style and presentation:</p> <ol style="list-style-type: none"> 1. Assignment is free of typos, punctuation errors, spelling errors, and grammatical errors. 2. Consistent citation style 3. Clear and logical format 4. Writing incorporates varied, interesting, appropriate vocabulary and sentence structure. 5. Written in third-person, objective, gender-free style. 	<p>Assignment meets all criteria for writing style.</p>	<p>Assignment meets most criteria for writing style with not more than 3 typos or other errors.</p>	<p>Assignment meets some criteria for writing style, but there are several instances of typos or other errors.</p>	<p>Assignment has a large number of writing style errors. (more than 10)</p>

Bibliometric Research Paper Rubric
LIS 651

Criteria/ Levels	Good <i>Consistent</i>	Requires Improvement	Unacceptable: <i>Deficient</i>
Introductory Material: Statement of the problem	<p>Clear, concise and focused problem statement</p> <p>Clearly stated research questions</p> <p>Clear definitions and delimitations</p> <p>Precise statement of the assumptions</p> <p>Articulates the importance of the research project</p>	<p>moderately clear problem statement</p> <p>research questions stated, but not with clarity</p> <p>definitions and delimitations</p> <p>statement of assumptions</p> <p>suggests the importance of the research project</p>	<p>unclear problem statement</p> <p>no acceptable research questions</p> <p>poor definitions or delimitations</p> <p>confusion of assumptions and hypotheses</p> <p>does not state the importance of the research project</p>
Literature Review	<p>Evidence of a complete and appropriate literature review</p> <p>Clear description of body of literature reviewed</p> <p>Articulates the position of the completed study within the context of the literature</p>	<p>Evidence of a cursory literature review</p> <p>Basic description of body of literature reviewed</p> <p>vague presentation of the position of the current study in the body of the literature</p>	<p>Significant omissions</p> <p>incomplete description of the existing body of literature</p> <p>fails to position the current study within the context of the literature</p>
Methodology Employed	<p>Selection of the best appropriate methodology with justification</p> <p>Completeness of description of steps of identifying appropriate data, the sources of data, and data collection procedures</p> <p>Detailed description of organization and analysis of the data</p> <p>Correctly identify and describe the data collection instrument</p>	<p>Selection of a methodology not as clearly justified</p> <p>Incomplete description of the steps to identify the appropriate data, or the sources of data, or the data collection procedures</p> <p>moderate description of organization and analysis of data</p> <p>Incomplete description of the data collection instrument</p>	<p>Incorrect methodology or lack of justification</p> <p>fails to provide descriptions of data acquisition</p> <p>no description of organization and analysis of data</p> <p>fails to identify or describe the data collection instrument</p>
Writing Skills	<p>Consistently uses past tense in describing the completed procedures</p> <p>Diligently and consistently credits other sources employing appropriate citation style both in-text and in bibliography</p> <p>Uses varied, interesting, appropriate vocabulary and sentence structure</p> <p>Achieves coherence at sentence, paragraph and essay levels</p>	<p>Inconsistently uses past tense in describing the completed procedures</p> <p>Credits other sources employing appropriate citation style both in-text and in bibliography</p> <p>Uses adequate vocabulary and clear sentence structure</p> <p>Achieves coherence at some levels</p>	<p>Uses the incorrect tense</p> <p>Does not credit other sources employing appropriate citation style both in-text and in bibliography</p> <p>Uses uninteresting or inappropriate vocabulary and sentence structure</p> <p>Presents incoherent sentences and paragraphs</p>

	<p>Develops strong paragraph structure</p> <p>Creates strong transitions</p> <p>Writes error-free, grammatically correct prose</p> <p>Meets appropriate formal standards (proofreading, margins, font choice, etc.)</p> <p>Uses gender neutral language</p> <p>Employs only formal third person without any self-reflective phrasing</p>	<p>Develops some well-structured paragraphs</p> <p>Creates adequate transitions</p> <p>Writes prose which is mostly error-free and grammatically correct</p> <p>Shows effort to meet appropriate formal standards</p> <p>Inconsistently uses gender neutral language</p> <p>Inconsistently employs formal third person</p> <p>Some instances of self-reflective phrasing</p>	<p>Presents weak paragraph structure</p> <p>Does not use adequate transitions</p> <p>Demonstrates many errors in basic usage</p> <p>Shows little or no effort to meet appropriate formal standards</p> <p>Uses gender biases language</p> <p>Uses first person, or narrative style</p> <p>Uses self-reflective phrasing</p>
Data Analysis	<p>Complete description of the organization and extent of the data collected</p> <p>Complete description and results of statistical tests (if any)</p> <p>Clearly relate data to the hypotheses testing</p>	<p>incomplete description of organization and extent of the data collected</p> <p>incomplete description and results of statistical tests (if any)</p> <p>partially relate data to the hypotheses testing</p>	<p>no description of data collected</p> <p>no description of statistical tests or results</p> <p>failure to relate data to the hypotheses</p>
Data Presentation	<p>Comprehensible graphic display of data and analyses</p> <p>Detailed discussion of the data relation to the hypotheses results</p> <p>Explicitly labeled graphics and/or tables</p>	<p>somewhat comprehensible graphic display of data and analyses</p> <p>moderate discussion of the data relation to the hypotheses results</p> <p>some explicitly labeled graphics and/or tables</p>	<p>incomprehensible or missing graphic display of data analyses</p> <p>no discussion or inaccurate discussion of the data relation to the hypotheses results</p> <p>incorrectly labeled or unlabeled graphics and/or tables</p>
Conclusions	<p>Defensible interpretation of the data analysis including hypotheses results</p> <p>Suggest methods for improving the study</p> <p>Recommendations for further research, if appropriate</p>	<p>weak interpretation of the data analysis including hypotheses results</p>	<p>poor or missing interpretation of the data analysis and hypotheses</p>

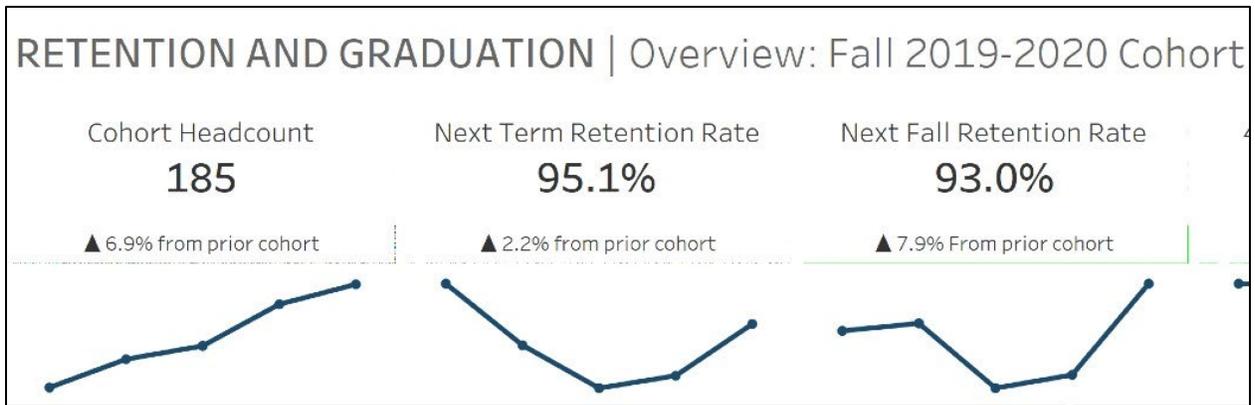
Grading Rubric for LIS Master's Research Project

Criteria/ Levels	Good or Excellent: <i>Consistent</i>	Requires Improvement: <i>Inconsistent</i>	Unacceptable: <i>Deficient</i>
Introduction	<p>Clear, concise and focused problem statement</p> <p>Clearly stated hypotheses or research question</p> <p>Clear definitions and limitations</p> <p>Precise statement of the assumptions</p> <p>Articulates the importance of the research project</p>	<p>Moderately clear problem statement</p> <p>Hypotheses/research question stated, but not with clarity</p> <p>Incomplete definitions and limitations</p> <p>Incomplete statement of assumptions</p> <p>Suggests the importance of the research project</p>	<p>Unclear problem statement</p> <p>No acceptable hypotheses or research questions</p> <p>Poor definitions or limitations</p> <p>Missing or inappropriate assumptions</p> <p>Does not state the importance of the research project</p>
Literature Review	<p>Evidence of a complete and appropriate initial literature review</p> <p>Clear description of body of literature reviewed</p> <p>Articulates the proposed study within the context of the literature</p>	<p>Evidence of a cursory literature review</p> <p>Basic description of body of literature reviewed</p> <p>Vague presentation of the position of the current study in the body of the literature</p>	<p>Significant omissions</p> <p>Incomplete description of the existing body of literature</p> <p>Fails to position the current study within the context of the literature</p>
Methodology	<p>Appropriate methodology</p> <p>Completeness of description of steps of identifying appropriate data, the sources of data, and data collection procedures</p> <p>Detailed description of planned organization of data (data categories)</p> <p>Detailed description of data compilation (including software used) and analysis</p> <p>Description of how results will be visualized/illustrated in tables and/or figures</p>	<p>Methodology not clear</p> <p>Incomplete description of the steps to identify the appropriate data, or the sources of data, or the data collection procedures</p> <p>Moderate description of planned organization</p> <p>Incomplete description of the data compilation and analysis</p> <p>Incomplete description of how results will be visualized/illustrated in tables and/or figures</p>	<p>Inappropriate methodology</p> <p>Fails to provide descriptions of data acquisition</p> <p>No description of planned data organization</p> <p>Fails to address or describe the data compilation and analysis</p> <p>Fails to address how results will be visualized/illustrated in tables and/or figures</p>
Results	<p>Restates each research question as a subtopic</p> <p>Answers each research question and states the results of the research in a clear manner.</p> <p>Uses tables or figures appropriately to illustrate the research results.</p>	<p>Uses subtopics but does not restate each research question.</p> <p>Answers each research question in a moderately clear manner.</p> <p>Uses tables or figures somewhat appropriately to illustrate the research results.</p>	<p>Does not use subtopics.</p> <p>Unclear or incomplete answer.</p> <p>Does not use tables or figures appropriately to illustrate the research results.</p>

MLIS Graduation Rate

Graduation Grid											
<i>Graduates are reported the next term *after* the term in which they graduated.</i>											
Term Year	Into 1st Year		Into 2nd Year		Into 3rd Year		Into 4th Year		Into 5th Year		Into 6th Year
	1 TERM	2 TERMS	3 TERMS	4 TERMS	5 TERMS	6 TERMS	7 TERMS	8 TERMS	9 TERMS	10 TERMS	11 TERMS
Spring 2016-2017	0% (0)	19% (27)	26% (37)	47% (67)	62% (88)	75% (106)	78% (111)	82% (117)	84% (119)	86% (122)	86% (122)
Spring 2017-2018	0% (0)	18% (28)	32% (51)	51% (80)	63% (99)	75% (119)	78% (124)	81% (128)	81% (128)		
Spring 2018-2019	0% (0)	18% (30)	30% (50)	53% (88)	63% (106)	69% (116)	69% (116)				
Spring 2019-2020	0% (0)	22% (42)	34% (65)	44% (85)	44% (85)						
Spring 2020-2021	0% (0)	8% (23)	8% (23)								

MLIS Retention Rate



The University of Southern Mississippi

Archives and Special Collections Graduate Certificate

July 06, 2021

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Archives and Special Collections Graduate Certificate

Archives and Special Collections Graduate Certificate 2020-21

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Archives and Special Collections Graduate Certificate

2020-21

Completed

3 GOALS 3 OUTCOMES 3 MEASURES 3 TARGETS 3 FINDINGS 3 ATTACHMENTS

Program Description/Summary

Mission: To prepare students for careers in archives and related fields such as special collections or cultural repositories.

Description: The 18-credit hour graduate certificate combines online coursework related to archival history, theory, methods, organization, and ethics, with an archival practicum. The certificate may be earned together with the MLIS degree or as a post-master's certificate for those holding a MLS from an ALA-accredited program. If earned together with the MLIS degree, up to 12 credit hours can count toward both certificate and degree. Non-LIS graduate students are required to take LIS 505: Cataloging and Classification as a prerequisite.

1

Outcome Type

Principles of Archival Theory, Organization, and Methods

1.1

Outcome

Apply the Principles of Archival Theory, Organization, and Methods

Students will apply the principles of archival theory, organization, and methods, including conservation, preservation and digitization, in a real-world environment by completing 150 hours of supervised practicum work in an archive or special collection.

1.1.1

Measures

Archival Practicum (Direct Measure)

The on-site practicum supervisor evaluates the student's work using a Practicum Evaluation Rubric.

1.1.1.1

Targets

The student's practicum work is evaluated using the Practicum Evaluation Rubric.

Met

TARGET

Using the Practicum Evaluation Rubric, 95% of students will be rated satisfactory or excellent.

FINDINGS

100% (14/14, summer, fall, and spring semesters) achieved excellent ranking on the Practicum Evaluation Rubric.

ANALYSIS OF FINDINGS

Practicum students are mentored and supervised by a special librarian or archivist who evaluates their work. The practicum program has been fortunate to have wonderful, dedicated practicum supervisors who ensure that students have rich and valuable practicum experiences.

2 Outcome Type Capstone Archival Research Paper

2.1 Outcome Write an Archival Research Paper

Students will demonstrate the ability to write a 2500-word research paper on an approved topic related to archives or special collections.

2.1.1 Measures A Research Paper on an Archival-Related Topic (Direct Measure)

Students will write a 2500-word capstone research paper on an approved topic related to archives or special collections.

2.1.1.1 Targets The written assignment is evaluated using the Written Communication Evaluation Rubric. [LIS 648] **Met**

TARGET Using the Written Communication Rubric, 95% of students will be rated satisfactory or excellent.

FINDINGS 100% (14/14, summer, fall, and spring semesters) achieved satisfactory or excellent ranking on the Written Communication Rubric.

ANALYSIS OF FINDINGS Practicum students are given detailed instructions by Dr. Hirschy, the practicum faculty advisor, who also mentors them through the capstone research paper process. The students also have examples of previous capstone papers that have been published in refereed journals.

3 Outcome Type Archival Certificate Program Objective - Graduation Rate

3.1

Outcome

Graduate Rate for 2020-2021

Graduation rate for students earning an archival certificate during 2020-21.

3.1.1

Measures

Archival Certificate Graduation Rate, 2020-2021 (Direct Measure)

Number of students graduating with an archival certificate in 2020-2021

3.1.1.1

Targets

Number of students graduating each year with an archival certificate as determined by Graduate School data. **Met**

TARGET	At least ten students per academic year will earn an archival certificate.
FINDINGS	Fifteen students graduated with an archival certificate in summer & fall 2020 and spring 2021 combined.
ANALYSIS OF FINDINGS	Certificate programs must maintain a graduation rate of 30 students over a three-year timeframe and the archival certificate program exceeds that requirement.

Project Attachments (3)

Attachments	File Size
 648_practicum_evaluation.docx	55KB
 Archival_certificate_action_plan_2020-21.pdf	151KB
 Written_communication_rubric.docx	16KB

Library and Information Science Archival Certificate 2020-21 Action Plan

Description

Southern Miss MLIS program and graduate certificates are one of only fifty programs in the U.S. accredited by the American Library Association.

The School of Library and Information Science offers an 18-credit hour Graduate Certificate in Archives and Special Collections to prepare students for careers in archives and related fields such as special collections or cultural repositories. It combines online courses related to archival history, theory, methods, organization, and ethics, with an archival practicum, which can be arranged at an archive or special collection near the student or remotely. The certificate may be earned with an MLIS degree, a related graduate degree, or earned post-master's for those holding an MLIS or other graduate degree from a related field (non-MLIS students are required to take LIS 505: Cataloging and Classification as a prerequisite).

The archival practicum course, LIS 648, is evaluated by the on-site practicum supervisor, a professional archivist, special collections librarian or curator who provides a mid-term and final practicum evaluation. The evaluation is both quantitative using a rating scale and qualitative (a space for comments). These evaluations are submitted to and reviewed by the faculty practicum advisor as a way to determine the quality of the practicum experience.

As part of the regular curriculum review required for accreditation, SLIS faculty annually review the course titles and content as well as analyze exit survey data, course evaluations, and focus group data to plan for revisions or additions to the curriculum. Feedback from analysis of focus-group and exit-survey data as well as student feedback indicate a need for more flexibility in the certificate courses. The SLIS Curriculum Committee is considering adding LIS 642: Special Libraries and LIS 664: Government Resources and Publications to the list of certificate electives and adding LIS 689: Library Practicum (in a special library or collection) and HUM 502: Digital Humanities (which includes a hands-on digitization project) as options for the archival practicum.

In 2020-21, due to COVID, the University policy on practicums was revised so that students were allowed a remote option. As libraries and repositories open back up, students will continue to have the option to have a remote practicum or a remote component to the practicum.

- **Established in Cycle: 2020-21**
- **Implementation Status:** [Planned]
- **Projected Completion Date: 2021-22**

Responsible Individual/Group: Dr. Jeff Hirschy, Dr. Stacy Creel



THE UNIVERSITY OF SOUTHERN MISSISSIPPI

School of Library and Information Science
118 College Drive #5146 | Hattiesburg, MS 39426-0001
Phone: 601.266.4228 | Fax: 601.266.5774 | slis@usm.edu | www.usm.edu/slis

LIS 648 Practicum Evaluation

Part I. Student, please complete Part 1 and then submit this form to your supervisor

Student Name: _____ Date: _____

Onsite Practicum Supervisor: _____

Practicum Site: _____

Part II. Practicum on-site supervisor, please complete the questions below and return to the student's practicum advisor (may type or print).

1. Please describe the student's responsibilities and/or projects.

2. Using a scale of 1-5 please evaluate the student's performance in the following areas:

- 1= Poor
- 2= Below Average
- 3= Average
- 4= Above Average
- 5= Excellent
- N/A= Not Applicable

	Rate 1-5
Quality of Work	
Completion of Assigned Tasks	
Demonstrated Skills in Writing, Research	
Collegiality with Others	
Sound Judgment	
Attitude and Cooperation	
Punctuality	
Attendance and Reliability	
Appropriate Attire and Professional Demeanor	
Overall Evaluation	

3. Please feel free to add any additional comment regarding the student's performance.

After completing the midterm evaluation form please send by mail, fax, or email attachment to the

Faculty Practicum Advisor: Dr. Jeff Hirschy

Advisor email: jeffery.hirschy@usm.edu

Or send via mail or fax to:

Dr. Jeff Hirschy, Assistant Professor
Southern Miss School of Library & Information Science
118 College Drive #5146
Hattiesburg, MS 39406

Fax: 601.266.5774

The University of Southern Mississippi - Quality Enhancement Program - Written Communication Assessment Rubric

Learning Outcome	1 – Unacceptable	2 – Minimally Acceptable	3 - Proficient	4 - Advanced	Score
Purpose and Content	Central idea/purpose is not present and/or content does not support purpose.	Central idea/purpose is present and/or content minimally supports purpose.	Central idea/purpose is present and content supports purpose.	Central idea/purpose is clearly present and content strongly supports purpose.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Evidence-Based Reasoning	Makes generalizations without support or cites irrelevant evidence.	Evidence is offered but is sometimes inadequate.	Credible evidence is provided but connection to assertion is not always made clear.	Strong evidence is provided for assertions.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Structure	Little or no structure present. Paper is frequently confusing to the reader because of lack of organization.	Structure is present but inconsistently executed; some material is out of place.	Structure is present and consistently executed.	Structure is purposeful and aids in presenting material in an effective way.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Language	Frequent problems with vocabulary, grammar, punctuation, spelling, and usage confuse reader and detract from credibility.	Isolated problems with vocabulary, grammar, punctuation, spelling, and/or usage sometimes confuse reader.	Mostly free of serious problems in vocabulary, grammar, punctuation, spelling, and usage.	Mostly free of problems in vocabulary, grammar, punctuation, spelling, and usage.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Audience	Inappropriate for audience	Occasionally inappropriate for audience	Appropriate for audience	Reflects a clear sense of targeted audience	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> <input type="checkbox"/> Unable to determine
Documentation of Sources (if applicable) Formatting consistent with citation style	Material is used but not cited <u>OR</u> minimum source requirement was not met and/or formatting inconsistent w/citation style	Sources are cited but there are significant errors in citations or formatting.	Sources are cited accurately with one or two minor errors in citations or formatting.	Format is correct and sources are cited accurately and consistent with citation style.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>

The University of Southern Mississippi

Youth Services and Literature Graduate Certificate

July 06, 2021

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Youth Services and Literature Graduate Certificate

Youth Services and Literature Graduate Certificate 2020-21

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- 1 Knowledge of Children’s or Young Adult Literature 2
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- 2 e-Portfolio 3
 - 2.1 Create an e-Portfolio 3
- 3 Certificate Program Objective - Graduation Rate 4
 - 3.1 Graduate Rate for 2020-2021 4
- Project Attachments 4

Youth Services and Literature Graduate Certificate

2020-21

Completed

3 GOALS 3 OUTCOMES 3 MEASURES 3 TARGETS 3 FINDINGS 3 ATTACHMENTS

Program Description/Summary

Southern Miss MLIS program and graduate certificates are one of only fifty programs in the U.S. accredited by the American Library Association.

The School of Library and Information Science offers a 15-credit-hour Graduate Certificate in Youth Services and Literature to prepare students for careers that focus on youth in public and school libraries. It consists of courses related to youth literature and programs, with three required courses and eight electives—three outside the school. The certificate may be earned with a MLIS degree, a related graduate degree or may be earned post-master's for those holding a MLIS or other graduate degree from a related field.

1 Outcome Type Knowledge of Children's or Young Adult Literature

1.1 Outcome
Demonstrate Knowledge of Children's or Young Adult Literature
Students will demonstrate knowledge of children's or young adult literature.

1.1.1 Measures
Online Annotated Bibliography (Direct Measure)
Using the online application of their choice, students will create an online annotated bibliography incorporating appropriate books, websites, and media related to children's literature or young adult literature.

1.1.1.1 Targets
The written assignment is evaluated using the Written Communication Evaluation rubric. **Met**

TARGET Using the Written Communication Evaluation rubric, 90% of students will achieve an excellent or satisfactory rating.

FINDINGS 98% (47/48, fall and spring semesters combined) achieved satisfactory or excellent ranking on the Written Communication Evaluation rubric.

ANALYSIS OF FINDINGS Only one student did not achieve a satisfactory ranking on the rubric. This high achievement rate is due to detailed instructions, class discussions on the topic, and

instructor feedback.

2 Outcome Type e-Portfolio

2.1 Outcome Create an e-Portfolio

Students will create a capstone e-portfolio.

Action Plan			
Budget Source	Amount	Due	Status
	\$0.00	no due date set	
Action Item 1	Created	Due	Status
	7/5/2021		

2.1.1 Measures Online e-Portfolio (Direct Measure)

Students will create a capstone e-portfolio that includes a statement on the importance and value of working with youth (using YALSA or ALSC competencies) and how the certificate helped prepare them to work with youth, course descriptions and relevance, assignment examples including multimedia, and reflection.

2.1.1.1 Targets The online written assignment is evaluated using the e-Portfolio rubric. Met

TARGET Using the e-Portfolio Evaluation rubric, 90% of students will achieve an excellent or satisfactory rating.

FINDINGS 100% (9/9, fall 20, spring and summer 21 semesters) achieved satisfactory or excellent ranking on the e-portfolio evaluation rubric.

ANALYSIS OF
FINDINGS

3

Outcome Type

Certificate Program Objective - Graduation Rate

3.1

Outcome

Graduate Rate for 2020-2021

Number of students graduating with a certificate in youth services and literature in 2020-2021

3.1.1

Measures

Graduate Rate for 2020-2021 (Direct Measure)

Number of students graduating each year with a certificate in youth services and literature..

3.1.1.1

Targets

Number of students graduating each year with a certificate in youth services and literature as determined by Graduate School data. Met

TARGET	At least ten students per academic year will earn a youth services & literature certificate.
FINDINGS	Twelve students graduated with a youth services & literature certificate in summer & fall 2020 and spring 2021 combined.
ANALYSIS OF FINDINGS	Certificate programs must maintain a graduation rate of 30 students over three years. The youth services certificate meets that requirement this cycle but the number of certificate in the past three years is 29, which is one short.

Project Attachments (3)

Attachments	File Size
 ePortfolio_rubric.docx	14KB
 Written_communication_rubric.docx	16KB
 YSL_certificate_action_plan_2020-21.pdf	180KB

Library and Information Science Youth Services and Literature Certificate 2020-21 Action Plan

Description

Southern Miss MLIS program and graduate certificates are one of only fifty programs in the U.S. accredited by the American Library Association.

The School of Library and Information Science offers a 15-credit hour Graduate Certificate in Youth Services and Literature to prepare students for careers that focus on youth in public and school libraries. It currently consists of courses related to youth literature and programs, with three required courses and eight electives—three outside the school. The certificate may be earned with an MLIS degree, a related graduate degree, or earned post-master's for those holding an MLIS or other graduate degree from a related field.

As part of the regular curriculum review required for accreditation, SLIS faculty annually review the course titles and content as well as analyze exit survey data, course evaluations, and focus group data to plan for revisions or additions to the curriculum. Additionally, an evaluation of similar certificate programs at other universities was conducted in Spring 2021/Summer 2021. Feedback from analysis of focus-group and exit-survey data as well as student feedback indicate a need for more flexibility in the certificate courses. This will also align our certificate with similar ones at other universities. The SLIS Curriculum Committee will be submitting the following additions through university protocol in Fall 2021:

- 545SL. Information Needs of Underserved Populations. 3 hrs. Explores the information uses and needs of underserved social, ethnic, and cultural groups and the various means of providing information services to them.
- 589. School Library Practicum. 1-3 hrs. Prerequisite: LIS 508 and LIS 516 or the consent of the advisor. Provides an opportunity for supervised practice in school libraries. (LIS 589 Practicum_Handbook.doc)
- 607. School Library and the Curriculum. 3 hrs. Prerequisite: LIS 508. Examines the relationship of the library program in the school curriculum, with emphasis on the role of the school librarian.
- 641SL. Public Libraries. 3 hrs. The development and administration of the public library. Problems in public library services.
- 689. Library Practicum. 2-4 hrs. Prerequisite: Permission of the practicum coordinator. Provides an opportunity for supervised practice in a library.
- 692. Special Problems. 1-3 hrs. An independent problem study to be approved by the director. Example: Library Marketing & P.R.

Additionally, we will be submitting that instead of all three of these courses (below) being required, they will choose between LIS 517 and LIS 518. LIS 519 will remain required. Those course descriptions are as follows:

- 517. Children's Literature and Related Media. 3 hrs. A survey of children's literature, traditional and modern, and other related materials for use by and with children from birth to grade 6.
- 518. Young Adult Literature and Related Media. 3 hrs. Study of adolescent literature and other related materials for use by and with young people of grades 7-12.
- 519. Programs and Services for Youth. 3 hrs. Introduction to programming for youth and its relation to learning and libraries.

- **Established in Cycle: 2020-21**
 - **Implementation Status: [Planned]**
 - **Projected Completion Date: 2021-22**
- Responsible Individual/Group: Dr. Stacy Creel**

e-Portfolio Rubric					
Portfolio Requirement	Poor ePortfolio is missing more than 4 minimum requirements as stated in the syllabus.	Fair ePortfolio is missing 3 minimum requirements as stated in the syllabus.	Good ePortfolio meets all minimum requirements as stated in the syllabus.	Exceptional ePortfolio meets all minimum and above requirements as stated in the syllabus.	
Creative use of Technology	Poor No use of graphics, Internet resources, photographs, sound and /or video to enhance ePortfolio and reflective statements.	Fair Little use of graphics, Internet resources, photographs, sound and /or video to enhance ePortfolio and reflective statements.	Good Some use of graphics, Internet resources, photographs, sound and /or video to enhance ePortfolio and reflective statements.	Exceptional Good use of graphics, Internet resources, photographs, sound and /or video to enhance ePortfolio and reflective statements.	
Artifacts	Poor Most artifacts and work samples are unrelated to the purpose of the course and portfolio.	Fair Few artifacts and work samples are related to the purpose of the course.	Good Most artifacts and work samples are related to the purpose of the course and portfolio.	Exceptional All artifacts and work samples are clearly and directly related to the purpose of the course and portfolio.	
Organization & Writing	Poor The text has many errors in grammar capitalization, punctuation, and spelling requiring major editing and revision.	Fair The text has errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.	Good The text has a few errors in grammar, capitalization, punctuation, and spelling requiring editing and revision. Easy to read and navigate.	Exceptional The text has no errors in grammar, capitalization, punctuation, and spelling. Easy to read and navigate.	
Reflections	Poor Considerable difficulty in expressing reflections demonstrates level students' progress and knowledge development. Reflections incorporate the what, so what and now what in artifacts.	Fair Difficulty expressing and reflecting demonstrates level students' progress and knowledge development. Reflections incorporate the what, so what and now what in artifacts.	Good Most reflections demonstrate students' progress and knowledge development. Reflections incorporate the what, so what and now what in artifacts.	Exceptional All reflections demonstrate students' progress and knowledge development. Reflections incorporate the what, so what and now what in artifacts	

The University of Southern Mississippi - Quality Enhancement Program - Written Communication Assessment Rubric

Learning Outcome	1 – Unacceptable	2 – Minimally Acceptable	3 - Proficient	4 - Advanced	Score
Purpose and Content	Central idea/purpose is not present and/or content does not support purpose.	Central idea/purpose is present and/or content minimally supports purpose.	Central idea/purpose is present and content supports purpose.	Central idea/purpose is clearly present and content strongly supports purpose.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Evidence-Based Reasoning	Makes generalizations without support or cites irrelevant evidence.	Evidence is offered but is sometimes inadequate.	Credible evidence is provided but connection to assertion is not always made clear.	Strong evidence is provided for assertions.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Structure	Little or no structure present. Paper is frequently confusing to the reader because of lack of organization.	Structure is present but inconsistently executed; some material is out of place.	Structure is present and consistently executed.	Structure is purposeful and aids in presenting material in an effective way.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Language	Frequent problems with vocabulary, grammar, punctuation, spelling, and usage confuse reader and detract from credibility.	Isolated problems with vocabulary, grammar, punctuation, spelling, and/or usage sometimes confuse reader.	Mostly free of serious problems in vocabulary, grammar, punctuation, spelling, and usage.	Mostly free of problems in vocabulary, grammar, punctuation, spelling, and usage.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Audience	Inappropriate for audience	Occasionally inappropriate for audience	Appropriate for audience	Reflects a clear sense of targeted audience	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> <input type="checkbox"/> Unable to determine
Documentation of Sources (if applicable) Formatting consistent with citation style	Material is used but not cited <u>OR</u> minimum source requirement was not met and/or formatting inconsistent w/citation style	Sources are cited but there are significant errors in citations or formatting.	Sources are cited accurately with one or two minor errors in citations or formatting.	Format is correct and sources are cited accurately and consistent with citation style.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>

The University of Southern Mississippi

Library and Information Science BS

July 06, 2021

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Library and Information Science BS

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- 2 Understand the Basic Philosophies of the Field 3
 - 2.1 Demonstrate and Articulate the Basic Philosophies of the Field 3
- 3 Oral and Written Communication Skills 4
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- 5 Program Objectives - Retention and Graduation Rates 7
 - 5.1 LIS Students Retention Rate and Graduation Rate 7
- Project Attachments 8

Completed

5 GOALS 5 OUTCOMES 10 MEASURES 10 TARGETS 10 FINDINGS 10 ATTACHMENTS

Program Description/Summary

The purpose of the online undergraduate library and information science major (B.S.) is to educate students for careers in the field of librarianship and other information professions. Covering all types of media formats, the curriculum prepares future librarians and information professionals to create, develop, organize, access and evaluate print and digital resources in a variety of settings. The degree also prepares students for the MLIS degree program.

The degree requires 120 credit hours, 45 of which are library science courses.

1 Outcome Type Locate, Evaluate, and Utilize Appropriate Reference Resources

1.1 Outcome Demonstrate the Ability to Locate, Evaluate, and Utilize Appropriate Reference Resources

Students will demonstrate the ability to locate, evaluate and utilize appropriate reference resources to resolve information problems by locating specific reference tools, in print or online, that offer information relevant to the question.

1.1.1 Measures Location and Evaluation of Reference Tools (Direct Measure) Students locate and evaluate reference resources to resolve reference questions. They report on the reference interview, types of questions, and types of appropriate reference resources such as encyclopedias, dictionaries, etc. [LIS 401]

1.1.1.1 Targets The written assignment is evaluated using the reference sources evaluation rubric (see "401_reference_rubric" attached). **Met**

TARGET 80% of students will identify and locate appropriate reference resources to address the information needs of the patron.

FINDINGS 97.6% (41/42, fall semester only) achieved satisfactory or excellent ranking on the reference resources evaluation rubric.

Only one student did not achieve a satisfactory rating on the rubric.

1.1.2 Measures

Annotated Bibliography of Reference Resources (Direct Measure)

Students will demonstrate the ability to locate and evaluate appropriate reference resources and create a library handout. Selected resources are organized into categories based on common reference questions and annotated with source descriptions.

1.1.2.1 Targets

The written assignment is evaluated using the reference sources evaluation rubric (see "401_reference_rubric" attached). **Met**

TARGET 80% of students will complete a library handout of annotated reference resources and achieve excellent or satisfactory rating as measured by the rubric.

FINDINGS 97.6% (41/42, fall semester only) achieved satisfactory or excellent ranking on the reference resources evaluation rubric.

ANALYSIS OF FINDINGS Only one student did not achieve a satisfactory rating on the rubric.

2 Outcome Type

Understand the Basic Philosophies of the Field

2.1 Outcome

Demonstrate and Articulate the Basic Philosophies of the Field

Students will demonstrate an understanding of the key philosophies of the field through oral and written assignments and participation in collection development.

2.1.1 Measures

Library Bill of Rights Debate (Direct Measure)

Students research and debate on a current events topic related to libraries and librarianship as assigned by the instructor. Students are required to look at the issue from multiple viewpoints and use the Library Bill of Rights to support their stance on the issue. Students create a written annotated bibliography with sources used in preparing for the debate, written arguments, and participate in an in-class oral debate. [LIS 440]

2.1.1.1 Targets

The oral and written assignment is evaluated using the oral and written communication rubrics (see oral and communication rubrics attached). **Met**

TARGET 80% of students will achieve a satisfactory or excellent rating on the oral and written communication rubrics.

FINDINGS 95% (38/40, spring semester only) achieved satisfactory or excellent ranking on the oral and written communication rubrics.

ANALYSIS OF FINDINGS Only two students did not achieve a satisfactory rating on the evaluation rubrics.

2.1.2 Measures

Collection Development Policy (Direct Measure)

Students create a collection development policy with appropriate citation support. [LIS 411]

2.1.2.1 Targets

The written assignment is evaluated using the collection development policy evaluation rubric (see "411_collection_development_policy_rubric" attached). **Met**

TARGET 80% of students will achieve satisfactory or excellent rating using the collection development policy rubric.

FINDINGS 100% (44/44, spring semester only) achieved satisfactory or excellent ranking on the collection development policy evaluation rubric.

ANALYSIS OF FINDINGS This was a group project and all the groups' collection development policies achieved a satisfactory ranking on the evaluation rubric.

3

Outcome Type

Oral and Written Communication Skills

3.1 Outcome

Demonstrate Oral and Written Communication Skills

Students will write a capstone paper and do an oral presentation related to their practicum experiences in a library or archive.

3.1.1 Measures

Capstone Paper (Direct Measure)

Students research and write a 2,500-word scholarly paper as part of the capstone practicum experience in a library or archive. The paper includes scholarly sources as well as information gathered on-site and from organizational documents and websites. [LIS 489]

3.1.1.1 Targets

The written assignment is evaluated using the written communication rubric (see written communication rubric attached). **Met**

TARGET	95% of students will achieve satisfactory or excellent ranking using the written communication rubric.
FINDINGS	96% (25/26, fall and spring semesters) achieved satisfactory or excellent ranking on the written communication rubric.
ANALYSIS OF FINDINGS	Only one student did not achieve a satisfactory ranking on the written communication rubric.

3.1.2 Measures

Oral presentation (Direct Measure)

Students will make an oral presentation related to their capstone practicum experience. [LIS 489]

3.1.2.1 Targets

The oral assignment is evaluated using the oral communication rubric (see oral communication rubric attached). **Met**

TARGET	90% of students will achieve satisfactory or excellent rating based on the oral communication rubric.
FINDINGS	96% (25/26, fall and spring semesters) achieved satisfactory or excellent ranking on the oral communication rubric.
ANALYSIS OF FINDINGS	

4

Outcome Type

Technology Competency

4.1 Outcome

Demonstrate Technology Competency

Students will demonstrate technical competency by employing current technology tools appropriate to the library field in coursework assignments.

4.1.1 Measures

e-Portfolio (Direct Measure)

Students create an e-portfolio of appropriate digital artifacts. [LIS 416, LIS 457, or LIS 458]

4.1.1.1 Targets

e-Portfolio project will be evaluated using the "ePortfolio_rubric" attached. **Met**

TARGET	90% of students will achieve satisfactory or excellent rating based on the e-portfolio rubric.
FINDINGS	97.6% (81/83, fall and spring semesters) achieved satisfactory or excellent ranking on the e-portfolio rubric.
ANALYSIS OF FINDINGS	Only two students did not achieve a satisfactory ranking on the e-portfolio rubric.

4.1.2 Measures

Instructional Vodcast or Podcast (Direct Measure)

Students create a bibliographic instruction vodcast or podcast. They create a lesson plan, record it, and post on YouTube, DailyMotion, Google, or some other website. [LIS 491]

4.1.2.1 Targets

The final product must be at least 5 minutes and is assessed against the instructional podcast rubric (see attached). **Met**

TARGET	85% of student instructional vodcasts/podcasts will be rated satisfactory or excellent on the instructional podcast rubric.
FINDINGS	97.4% (37/38, spring semester only) achieved satisfactory or excellent ranking on the instructional the instructional podcast rubric.
ANALYSIS OF FINDINGS	Only one student did not achieve a satisfactory ranking on the instructional podcast rubric.

5

Outcome Type

Program Objectives - Retention and Graduation Rates

5.1

Outcome

LIS Students Retention Rate and Graduation Rate

Retention Rate from Fall 2019 to Fall 2020, Graduation rate from 2015 to 2021

5.1.1

Measures

LIS Students Retention Rate (Direct Measure)

Retention rate from fall 2019 to fall 2020.

5.1.1.1

TargetsRetention rate data in HelioCampus (USM Institutional Research, 2021) **Met**

TARGET	80% of students in the library science program in fall will return in fall the following year as determined by data from Institutional Research.
FINDINGS	Retention rate of LIS students from fall 2019 to fall 2020 was 81.1% (Heliocampus, 2021)
ANALYSIS OF FINDINGS	The program-level outcome retention rate was met this cycle, despite COVID, which reflects the University, College, and School's emphasis on student success and retention.

5.1.2

Measures

LIS Students Graduation Rate (Direct Measure)

Graduation rate data in HelioCampus (USM Institutional Research, 2021)

5.1.2.1

TargetsGraduation rate data in HelioCampus (USM Institutional Research, 2021) **Met**

TARGET	75% of the students admitted to the library science program will graduate within six years as determined by data from Institutional Research in HelioCampus.
FINDINGS	78.4% of LIS students graduated within six years.
ANALYSIS OF FINDINGS	Many non-traditional students are part-time, so six years is a reasonable average timeframe for graduation. Some students take longer than six years.

Project Attachments (10)

Attachments	File Size
 401_reference_rubric.pdf	100KB
 411_collection_development_policy_rubric.pdf	116KB
 491_instructional_presentation_rubric.docx	27KB
 ePortfolio_rubric.docx	14KB
 LIS_action_plan_2020-21.pdf	208KB
 LIS_graduation_rate.jpg	51KB
 LIS_retention_rate.jpg	54KB
 LISBS_program_analysis_2020-21.pdf	182KB
 Oral_communication_rubric.docx	21KB
 Written_communication_rubric.docx	16KB

Library and Information Science LIS BS 2020-21 Action Plan

Description

Southern Miss LIS program is a growing program with a Bachelor of Science degree and an 18-credit-hour minor. The LIS program is one of four in the School of Library and Information Science. To maintain the quality of all four programs, SLIS has instituted a systematic planning process.

Systematic Planning

The SLIS *strategic planning process* consists of:

1. Defining the mission, vision, values, and goals
2. Collecting stakeholders' input, program statistics, other relevant data
3. Utilizing inputs to develop and implement action plans
4. Assessing and communicating the results.

Defining the Mission, Vision, Values, and Goals

Faculty and staff reviewed the SLIS mission statement and educational goals, updated the values, and developed a vision statement in spring 2019 to be in alignment with the mission, values, and vision of the College and University, which were revised during the Vision 2020 reorganization process.

SLIS's strategic goals and objectives were reviewed and reaffirmed in spring 2019 and will be reviewed again in spring 2021 (Appendix).

Collecting Stakeholders' Input, Program Statistics, Other Relevant Data

SLIS is a small school of nine full-time faculty (to increase to ten faculty in fall 2021), with four adjuncts, five graduate assistants, and two staff. SLIS is well-connected to a variety of stakeholders – students, alumni, employers, Advisory Board, and internal stakeholders within the University and College. Table 1 lists the SLIS stakeholders, their data input, and frequency.

Table 1. Stakeholders, Input Data, and Frequency

Stakeholders	Input Data	Frequency
Students	Course Evaluations	Each Semester
Students	Exit Surveys	Each Semester
Students	WEAVE SLO Assessments	Annually
Students	Capstone Research Project, e-Portfolio	Each Semester
Employers and Alumni	Focus Groups (Reports)	Annually
Employers and Alumni	Surveys	Every few years
Practicum Supervisors	Student Practicum Evaluations	Each Semester
Advisory Board	Retreats (Minutes)	Every few years

Faculty & Staff	Faculty/Staff Meetings (Minutes)	Monthly
Faculty & Staff	Performance Evaluations	Annually
SLIS Admin Team	Meetings (Notes)	Bi-Weekly
Curriculum Committee	Curriculum Modification Proposals	Monthly as needed
EHS College Dean	Dean/Directors Meetings (Minutes)	Twice a month
USM Council of Directors	Council Meeting (Minutes, Reports)	Twice a month

Other input data sources include:

- Formal and informal interaction with SLIS Advisory Board and alumni at professional conferences and via emails to the advisory board and alumni listservs.
- Information about SLIS graduates' job placement and advancement collected through social media and the slisalums listserv and compiled in an Excel spreadsheet.
- Enrollment, retention, and graduation statistical data (USM Institutional Research).

Utilizing Inputs to Develop and Implement Action Plans

The input data are reviewed and discussed in monthly SLIS Faculty/Staff meetings to identify gaps in the program and curriculum and in planning to address future trends. The Curriculum Committee, in particular, reviews stakeholder input and develops program and curriculum modification or development proposals that are presented at the monthly faculty/staff meetings for discussion and approval. The proposals are submitted to the College Curriculum Committee for review, then Academic Council for final approval. A recent proposal approved for fall 2021 modified course title and description to reflect updated content (Table 2).

Table 2. Course Modifications

Revised Title and Description	Previous Title and Description
<i>LIS 445. Information Needs of Underserved Populations.</i> Explores the information uses and needs of underserved social, ethnic, and cultural groups and the various means of providing information services to them.	<i>LIS 445. Sources of Information for a Multicultural Society.</i> Overview of the diversity of information resources available in print and other media for a multicultural society and the diversity of information utilization by that society.

Assessing and Communicating the Results

The primary assessment of SLOs is the annual WEAVE Report, compiled by SLIS faculty, then reviewed and assessed by the University Assessment Committee and [Office of Institutional Effectiveness](#). Statistical data such as semester enrollment, retention rates,

and graduation rates are reported on the SLIS website "[About](#)" page and discussed at faculty/staff meetings and Dean/directors meetings.

The College of Education and Human Sciences (EHS) conducted program reviews in 2019 and 2020 to assess each School's programs, flag weak programs to phase out or revitalize, and identify emphasis areas that would be more appropriate as career tracks. The four SLIS programs (LIS Bachelor of Science, MLIS, Archival Certificate, Youth Services Certificate) have experienced substantial growth (since 2015, 89% increase in overall enrollment).

Program data such as enrollment statistics and the number of degrees awarded, along with SLIS faculty, program, and curriculum updates are presented annually to alumni, employers, and supporters each October in a [SLIS Director's Report](#) at the Mississippi Library Association, then sent as a link to the student, alumni, and Advisory Board listservs. Program data and updates are also published [online](#) and in the [SLIS Connecting](#) e-journal.

Curriculum

The LIS BS requires 120 credit hours, 45 of which are LIS credit hours. Online classes require live sessions each week in Zoom classrooms, where students may see, hear, interact with professors and work collaboratively on group projects and presentations. Class sessions are recorded with transcription and available for at least two weeks.

- Students must complete a capstone library practicum course in their senior year, which requires 150 practicum hours in a library or archive.
- One course is designated service-learning – LIS 445: Information Resources for Underserved Populations
- Students can earn six credit hours in a study-abroad option in summer; [LIS 480/487: British Libraries, Archives, and Special Collections](#), based in London and Edinburgh.
- Seniors who earn top grades may apply for the Advanced Master's Option program (AMO) and earn up to nine credit hour of graduate credit, which are applied to their LIS BS degree and also toward the MLIS degree.

Course Sequence and Technology

LIS 201 is an information literacy course that is taken early in the program. Basic courses in reference, cataloging, and collection development are taken in the junior and senior years, with the capstone course, LIS 580, completed in the senior year. Students must take at least one technical course, either LIS 416, 457, or 458, in which they create an e-portfolio. In addition, technology is incorporated throughout the curriculum. Examples include:

- In LIS 201, students use Microsoft Office 365 to submit assignments in docx, xlsx, pptx, or pdf format, and Grammarly to check their work before submitting. They use SOAR and use Canvas to access course materials, assignments, interactive discussion boards, and Zoom virtual classrooms.
- Database searching is required to locate the resources needed for classes, including *Academic Search Premier*, *WorldCat*, *Credo Reference*; specialized

databases such as *LISTA, ISTA, LISS, ERIC, Education Source, JSTOR; Web of Science, JCR; Cabell's and Ulrichsweb* directories.

- Students create and edit video podcasts using their choice of applications in LIS 401: Reference and LIS 491: Library Instruction.
- LIS 405: Cataloging and 406: Cataloging Multimedia Objects requires proficiency in cataloging software: RDA Toolkit, WebDewey, and Classification Web.
- Students create Web 2.0 digital artifacts such as RSS feed, wikis, or blogs in LIS 416: Technology in School Libraries, LIS 457: Information Technology in Libraries, LIS 489: Library Practicum, and LIS 480 British Studies; HTML, XML, CSS are required to create webpages for LIS 458: Web Design and Evaluation.

Faculty

The current faculty of SLIS is comprised of nine full-time: seven tenured or tenure-track faculty and two instructors. In fall 2021, SLIS will have ten faculty with Assistant Teaching Professor Dr. Sarah Mangrum and Assistant Professor Dr. Laura Clark Hunt, who will replace Dr. Matthew Griffis, who resigned to return to Canada.

New SLIS instructor, Ms. Ashley Marshall, is mentored by our senior instructor and undergraduate advisor, Mr. J. Edmand Pace. An additional new faculty in 2020, Dr. Hirschy was mentored by Dr. Griffis. New faculty participate in orientation activities and training in the [USM Center for Faculty Development](#).

SLIS faculty are diverse (two are from underserved populations, one is international); they earned degrees from a variety of universities, and they represent SLIS in various types of university service. Faculty are active members in a variety of professional national organizations such as ALA, ALISE, Medical Library Association, Society of American Archivists; regional and state organizations such as the Southeastern Library Association, Mississippi Library Association, and Society of Mississippi Archivists.

SUMMARY

Since 2015, the School has experienced steady growth in enrollment and student credit hours. Attention is focused on strategic planning, program assessment, student recruitment, and retention. As a part of our community-building efforts, we created a listserv of SLIS alumni (now more than 1900), an Excel file of alums' professional positions and locations, and increased social media presence.

SLIS is perceived as a pioneer on campus in online programs and digital publishing. Our graduates do well and are placed in positions across the country in many different types of libraries and archives. Enthusiastic young faculty have brought new energy and focus to the School, and interested alumni continue to support and encourage us. SLIS strives for continuous program improvement to better serve our students and our constituents.

Established in Cycle: 2020-21

Implementation Status: [Planned]

Projected Completion Date: 2021-22

Responsible Individual/Group: Dr. Stacy Creel

Appendix. SLIS Strategic Goals (2016, reaffirmed 2019)

The School of Library and Information Science's strategic goals support the University's Strategic Goals (www.usm.edu/university/vision-mission-values.php)

Goal 1: Maintain recognition as a strong, accredited provider of library and information science education and training.

- **Objective 1:** Continue providing reasonable access to LIS education programs through accessible scheduling and diverse methods of teaching.
- **Objective 2:** Promote departmental scholarship and assistantship opportunities at state, regional, and national levels.
- **Objective 3:** Sustain quality of MLIS program by maintaining ALA accreditation.
- **Objective 4:** Prepare graduates for the current LIS job market.
- **Objective 5:** Maintain an inclusive community of learners that reflects and respects diversity of people and ideas.

Goal 2: Enhance the visibility of SLIS programs and faculty.

- **Objective 1:** Seek opportunities for collaboration with faculty from other departments or academic units.
- **Objective 2:** Distribute information on the accomplishments of the SLIS community.
- **Objective 3:** Faculty members maintain active memberships in appropriate professional and academic organizations.

Goal 3: Support targeted and strategic enrollment growth in undergraduate and graduate programs.

- **Objective 1:** Identify additional opportunities and/or methods for recruiting students into our undergraduate and graduate programs.
- **Objective 2:** Identify additional opportunities and/or methods for recruiting transfer students into the undergraduate program.
- **Objective 3:** Support institutional promotional activities.

Goal 4: Foster retention, progression, and graduation in LIS programs.

- **Objective 1:** Participate in and utilize all available student support services.
- **Objective 2:** Add student support statement and contact links to course syllabi.

Goal 5: Emphasize professional development for faculty and students.

- **Objective 1:** Introduce relevant professional associations in all relevant courses (e.g., Library Management would introduce the ALA management special interest group, Reference RUSA, etc.).
- **Objective 2:** Faculty members participate in professional development activities (as resources permit).
- **Objective 3:** Enhance student education with opportunities for professional development and training.

Goal 6: Maintain and develop connections with stakeholders to further the mission of the School of Library and Information Science.

- **Objective 1:** Explore possibilities for increasing cross-discipline course offerings, joint degrees and/or additional electives from other departments.
- **Objective 2:** Maintain official status for our SLIS student associations.

Goal 7: Support student research activities.

- **Objective 1:** Seek opportunities to mentor student research activities.
- **Objective 2:** Seek opportunities to collaborate with students on research.
- **Objective 3:** Encourage and support student scholarly communication.

Goal 8: Review departmental processes, objectives, and activities as necessary for continuous accreditation (ALA's *Resources for Program Administrators*: www.ala.org/accreditedprograms/standards)

- **Objective 1:** Regularly review SLIS mission, goals, and objectives.
- **Objective 2:** Regularly review curricular objectives to support established professional competencies.
- **Objective 3:** Regularly review and update student policies and procedures.

Goal 9: Contribute to scholarship.

- **Objective 1:** Establish scholarly profiles through appropriate venues and tools.
- **Objective 2:** Participate in funding initiatives.
- **Objective 3:** Contribute to scholarly and professional publications.
- **Objective 4:** Participate in institutional scholarly activities.
- **Objective 5:** Participate in external scholarly activities.

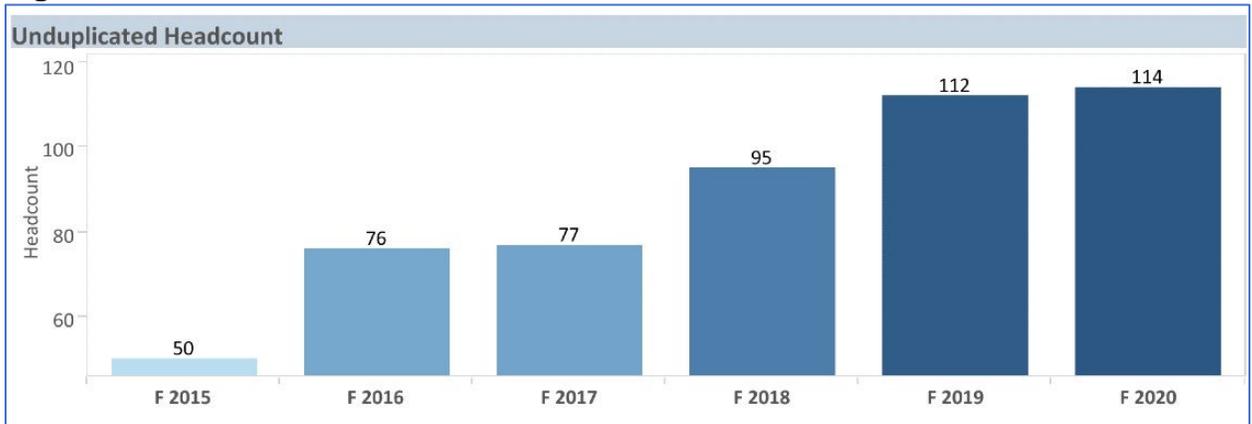
Library and Information Science LIS BS Program Analysis, 2020-21

Program Strengths

The program-level outcomes, retention rate and graduation rate, were met this cycle, which reflects the University, College, and School's emphasis on student success and retention.

- steady growth in LIS program enrollment from fall 2015 to fall 2020 (Figure 1)
- Advanced Master's Option (AMO) LIS BS program, offer seniors who maintain 3.0 GPA an opportunity to earn up to nine credit hours of graduate credit that can count toward the LIS BS degree and the MLIS degree.

Figure 1. LIS BS Enrollment, 2015-2020



What Requires Continued Attention?

Curriculum

While 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.

- Since our program is online, SLIS faculty, including adjuncts, completed the Quality Matters training for online instruction.
- Faculty are provided a QM checklist for their course syllabi and Canvas coursesites.
- SLIS conducts a focus group each fall at the Mississippi Library Association Annual Conference; graduating seniors complete an exit survey. This qualitative and quantitative data are used to modify and update the curriculum.
- LIS curriculum is guided by ALA's [Core Competencies of Librarianship](#).

Ethics

A second ongoing initiative is to remind faculty and students each semester of specific policies related to information ethics:

- Academic integrity, ODA, and diversity/inclusion statements are required in course syllabi.
- SLIS policies, procedures, degree requirements, and contact information are updated each year in the *SLIS Undergraduate Student Handbook*, which is available on the SLIS website (www.usm.edu/slis) and reviewed in the introductory courses.
- Research papers are submitted to Turnitin to check for plagiarism.

Communication

A third ongoing initiative is communication with stakeholders.

- SLIS maintains a [website](#) and four LISBS-related listservs: undergraduate students (lisugrads), alumni (slisalum), advisory board (slisboard), and LIS job postings (slisjobs).
- SLIS posts program updates and news to the Mississippi Library Association listserv (MLA) and Southeastern Library Association listserv (SELA).
- SLIS posts program updates and news to SLIS social media: Facebook, Twitter, YouTube, and LinkedIn.
- SLIS Director presents “What’s New at SLIS” each year at the Mississippi Library Association Annual Conference.
- SLIS publishes *SLIS Connecting* refereed e-journal twice a year with news columns and student research papers (<http://aquila.usm.edu/slisconnecting/>).
- SLIS Director authors a “SLIS Notes” column in *Mississippi Libraries*, a refereed journal published quarterly by the Mississippi Library Association.

Closing the Loop

New curriculum changes based on curriculum review and feedback from exit interviews and focus groups were approved by SLIS Curriculum Committee, College Curriculum Committee, and Academic Council:

- Revision and update of LIS 445 course title and description (Table 1)
- Added PSY 372 and PSY 374 to degree plan psychology elective options.

Table 1. LIS 445 Title and Description

Revised Title and Description	Previous Title and Description
<i>LIS 445. Information Needs of Underserved Populations.</i> Explores the information uses and needs of underserved social, ethnic, and cultural groups and the various means of providing information services to them.	<i>LIS 445. Sources of Information for a Multicultural Society.</i> Overview of the diversity of information resources available in print and other media for a multicultural society and the diversity of information utilization by that society.

LIS 401: Reference Sources

Evaluation of Reference Sources

You will create an annotated bibliography, describing ten different reference sources. You will do this using the discussion board. This will be completed in a journal format so that you can do part of it each week.

Criteria						
Number of sources	8 or less	0	8 – 9	.25	10	.5
Sources	Sources are either not scholarly or will not work for the paper	0	Most are scholarly and contribute to knowledge of the subject	2	All are scholarly and obviously contribute to knowledge of the subject	3
Bibliographic Citations	Missing or incomplete citations	0	Small errors in bibliographic citations	.5	No errors	1
Grammar and Spelling	Interfered with reading or understanding	0	Small errors, but did not interfere with reading or understanding	.25	No problems	.5

Collection Development Policy Rubric

Criteria/Levels	Excellent: Consistent performance of all criteria	Satisfactory: Consistent performance of most criteria	Requires Improvement	Unacceptable
Coll. Dev. Policy				
Assignment parameters – Assignment is on time, is required length, required format, double-spaced, and meets any other stated criteria.	Meets all parameters		Does not meet one parameter	Does not meet more than one parameter.
Write a collection development policy for a hypothetical library of choice containing the following elements: 1. Overview a. Mission Statement b. Community Profile c. Patrons Needs Assessment 2. Goals a. By subject area or category b. By format 3. Selection Process a. Who selects? b. How are materials selected? c. Selection sources? 4. Miscellaneous Issues a. Gifts b. De-selection and Discards c. Evaluation d. Censorship issues e. Complaints f. Copyright 5. Reference your textbooks for supporting documentation and provide citations for all sources consulted.	Meets or exceeds all requirements	Meets all requirements but one or two areas could be improved.	Missing at least one requirement or more than two areas are weak or need improvement.	Missing more than one requirement.
References and citations: <ul style="list-style-type: none"> • Assignment shows judicious and applicable use of quotes and paraphrases. • Quotes and paraphrases add to the discussion of the subject, but do not overwhelm it. • Quotes are in the correct format. • Required in-text citations are present and in correct format. • Sources in the Sources Cited list are reflected in the assignment text. • Bibliographic citations are correct and consistent. 	Assignment meets all criteria for use of quotes, paraphrases and citations.	Assignment has no more than 3 minor formatting errors in using quotes, paraphrases and citations.	Assignment has more than 3 minor errors or one or more serious errors in using quotes, paraphrases and citations.	Assignment has more than 1 serious error in using quotes, paraphrases and citations

<p>Writing style and presentation:</p> <ul style="list-style-type: none"> • Report is free of typos, punctuation errors, spelling errors, and grammatical errors. • Arrangement is clear and logical • Writing incorporates varied, interesting, appropriate vocabulary and sentence structure. • Written in third-person, objective, gender-free style. • Minimum 1500 words, double-spaced. 	<p>Assignment meets all criteria for writing style.</p>	<p>Assignment meets most criteria for writing style with not more than 3 typos or other errors.</p>	<p>Assignment meets some criteria for writing style, but there are several instances of typos or other errors.</p>	<p>Assignment has a large number of writing style errors</p>
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Online Vodcast Instruction Rubric

Target audience:

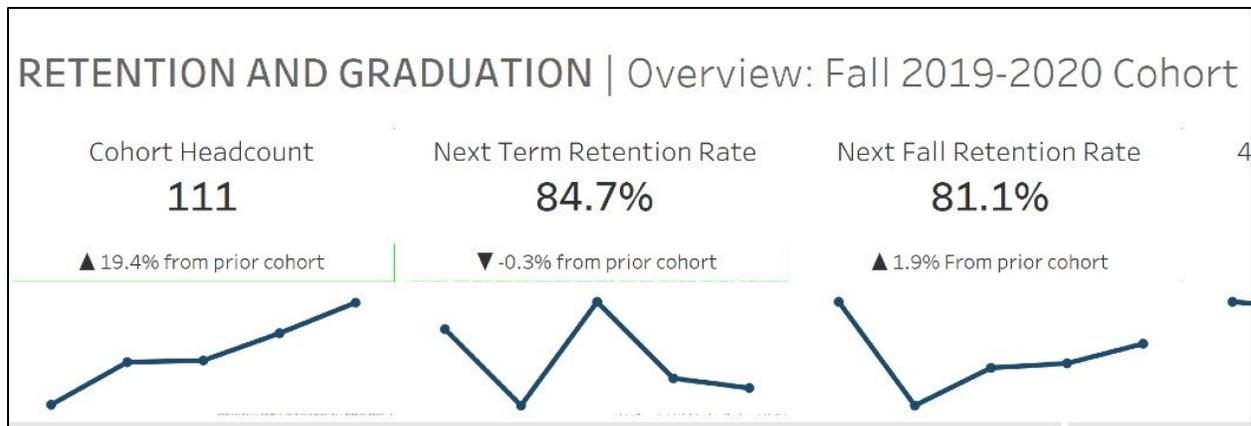
	Needs Improvement	Satisfactory	Exceptional
Topic: 10%	Picked an inappropriate topic for the audience that could not be justified.	1. Picked an appropriate topic for the audience and sufficiently justified it through the introduction, 2. picked an appropriate topic but did not sufficiently justify it, or 3. Picked an inappropriate topic but provided sufficient justification.	Picked an appropriate topic for the audience and sufficiently justified it through the introduction.
Presentation: 70%	Presentation is not logical, organized, & clear. Does not cover appropriate/sufficient information. Does not provide appropriate introduction/background information.	Majority of the presentation is logical, organized, & clear. Mostly covers appropriate/sufficient information. Provides basic introduction/background information.	Presentation is logical, organized, & clear. Covers appropriate/sufficient information. Provides appropriate introduction/background information.
Technical aspects: 20%	Sound quality and image quality is unacceptable (not able to clearly hear or see). Inappropriate media (i.e., PowerPoint, webpage, etc.) is used. Is not successfully posted for viewing.	Sound quality and image quality is acceptable. Appropriate media (i.e., PowerPoint, webpage, etc.) is used. Successfully posted for viewing.	Sound quality and image quality is very good. Appropriate media (i.e., PowerPoint, webpage, etc.) is used. Successfully posted for viewing.

e-Portfolio Rubric					
Portfolio Requirement	Poor ePortfolio is missing more than 4 minimum requirements as stated in the syllabus.	Fair ePortfolio is missing 3 minimum requirements as stated in the syllabus.	Good ePortfolio meets all minimum requirements as stated in the syllabus.	Exceptional ePortfolio meets all minimum and above requirements as stated in the syllabus.	
Creative use of Technology	Poor No use of graphics, Internet resources, photographs, sound and /or video to enhance ePortfolio and reflective statements.	Fair Little use of graphics, Internet resources, photographs, sound and /or video to enhance ePortfolio and reflective statements.	Good Some use of graphics, Internet resources, photographs, sound and /or video to enhance ePortfolio and reflective statements.	Exceptional Good use of graphics, Internet resources, photographs, sound and /or video to enhance ePortfolio and reflective statements.	
Artifacts	Poor Most artifacts and work samples are unrelated to the purpose of the course and portfolio.	Fair Few artifacts and work samples are related to the purpose of the course.	Good Most artifacts and work samples are related to the purpose of the course and portfolio.	Exceptional All artifacts and work samples are clearly and directly related to the purpose of the course and portfolio.	
Organization & Writing	Poor The text has many errors in grammar capitalization, punctuation, and spelling requiring major editing and revision.	Fair The text has errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.	Good The text has a few errors in grammar, capitalization, punctuation, and spelling requiring editing and revision. Easy to read and navigate.	Exceptional The text has no errors in grammar, capitalization, punctuation, and spelling. Easy to read and navigate.	
Reflections	Poor Considerable difficulty in expressing reflections demonstrates level students' progress and knowledge development. Reflections incorporate the what, so what and now what in artifacts.	Fair Difficulty expressing and reflecting demonstrates level students' progress and knowledge development. Reflections incorporate the what, so what and now what in artifacts.	Good Most reflections demonstrate students' progress and knowledge development. Reflections incorporate the what, so what and now what in artifacts.	Exceptional All reflections demonstrate students' progress and knowledge development. Reflections incorporate the what, so what and now what in artifacts	

LIS BS Graduation Rate



LIS Retention Rate



The University of Southern Mississippi - Quality Enhancement Program - Oral Communication Assessment Rubric

Learning Outcome	1 – Unacceptable	2 – Minimally Acceptable	3 - Proficient	4 - Advanced	Score
Purpose and Content	Central idea/purpose is <u>not present</u> and/or content <u>does not support</u> purpose.	Central idea/purpose is <u>present</u> and/or content <u>minimally supports</u> purpose.	Central idea/purpose is <u>clear</u> and content <u>supports</u> purpose.	Central idea/purpose is <u>effectively presented</u> and content <u>strongly supports</u> purpose.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Support for Reasoning	Makes generalizations <u>without support</u> or cites irrelevant evidence.	Evidence is offered but is sometimes <u>inadequate</u> for assertions.	<u>Credible evidence is provided</u> but connection to assertion is not always made clear.	<u>Strong evidence is provided</u> for assertions.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Structure	<u>Little or no structure present</u> , thus making the presentation <u>confusing</u> because of lack of organization.	Structure is <u>present but inconsistently</u> executed; some material is out of place.	Structure is <u>present and consistently</u> executed.	Structure is <u>purposeful and aids in</u> presenting material in an effective way.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Language	<u>Frequent problems</u> with vocabulary, grammar, and usage confuse audience and <u>detract from credibility</u> .	<u>Isolated problems</u> with vocabulary, grammar, and/or usage <u>sometimes detract from credibility</u> .	<u>Mostly free of serious</u> problems in vocabulary, grammar, and usage. Language is <u>mostly concise</u> and <u>adds to understanding</u> .	<u>Free of problems</u> in vocabulary, grammar, and usage (with a few exceptions). Language is concise and <u>strongly adds to understanding</u> .	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Audience	Content and/or style of presentation are <u>inappropriate for the audience</u> .	Content and/or style of presentation are <u>occasionally inappropriate for audience</u> .	Content and/or style of presentation are <u>appropriate for audience</u> .	Content and/or style of presentation <u>reflects a clear sense</u> of the targeted audience.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Vocal Delivery	Vocal delivery is too soft to hear, rate is too fast to understand, tone distracts from message, and/or speech disruptions (repetitions; filled pauses, e.g., "um") are <u>inappropriate and significantly distracting</u> .	Vocal delivery is audible. Rate, volume, tone, or speech disruptions are only <u>occasionally distracting</u> .	Vocal delivery is clear and distinct. Rate, volume, and tone <u>facilitate audience comprehension</u> . Speech disruptions are rare.	Vocal delivery is varied and dynamic. Speech rate, volume, and tone <u>significantly enhance</u> listener interest and understanding. Practically no speech disruptions.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Nonverbal Delivery	Eye contact, posture, attire, gestures, movement, and/or facial expressions are <u>inappropriate and significantly distracting</u> .	Eye contact, posture, attire, gestures, movement, and facial expressions are only <u>occasionally distracting</u> .	Eye contact, posture, attire, gestures, movement or facial expressions <u>facilitate audience comprehension</u> .	Eye contact, posture, attire, gestures, movement or facial expressions <u>significantly enhance</u> the presentation.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Audio-visual Aids	Audio/visual aid is <u>significantly distracting</u> due to appearance (content or format) or delivery (handling of visual aid).	Audio/visual aid is <u>occasionally distracting</u> due to appearance (content or format) or delivery (handling of visual aid).	Audio/visual aid <u>adds to understanding</u> through professional appearance and delivery.	Audio/visual aid <u>significantly enhances</u> the presentation through professional appearance and delivery.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> <input type="checkbox"/> No visual aid or unable to assess

The University of Southern Mississippi - Quality Enhancement Program - Written Communication Assessment Rubric

Learning Outcome	1 – Unacceptable	2 – Minimally Acceptable	3 - Proficient	4 - Advanced	Score
Purpose and Content	Central idea/purpose is not present and/or content does not support purpose.	Central idea/purpose is present and/or content minimally supports purpose.	Central idea/purpose is present and content supports purpose.	Central idea/purpose is clearly present and content strongly supports purpose.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Evidence-Based Reasoning	Makes generalizations without support or cites irrelevant evidence.	Evidence is offered but is sometimes inadequate.	Credible evidence is provided but connection to assertion is not always made clear.	Strong evidence is provided for assertions.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Structure	Little or no structure present. Paper is frequently confusing to the reader because of lack of organization.	Structure is present but inconsistently executed; some material is out of place.	Structure is present and consistently executed.	Structure is purposeful and aids in presenting material in an effective way.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Language	Frequent problems with vocabulary, grammar, punctuation, spelling, and usage confuse reader and detract from credibility.	Isolated problems with vocabulary, grammar, punctuation, spelling, and/or usage sometimes confuse reader.	Mostly free of serious problems in vocabulary, grammar, punctuation, spelling, and usage.	Mostly free of problems in vocabulary, grammar, punctuation, spelling, and usage.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Audience	Inappropriate for audience	Occasionally inappropriate for audience	Appropriate for audience	Reflects a clear sense of targeted audience	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> <input type="checkbox"/> Unable to determine
Documentation of Sources (if applicable) Formatting consistent with citation style	Material is used but not cited <u>OR</u> minimum source requirement was not met and/or formatting inconsistent w/citation style	Sources are cited but there are significant errors in citations or formatting.	Sources are cited accurately with one or two minor errors in citations or formatting.	Format is correct and sources are cited accurately and consistent with citation style.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>