

The University of Southern Mississippi

Detailed Assessment Report

As of: 10/03/2019 10:56 PM CDT

2018-2019 Archives and Special Collections Graduate Certificate**

Analysis Questions and Analysis Answers

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

Since the archival certificate is not required but is an option for students interested in working as an archivist or special collections librarian, students earning the certificate are dedicated scholars and willing to work 150 practicum hours or more in a repository (an archive or special collection) in addition to their other classes. The LIS 648 practicum course's reflective journal assignment allows students to relate the work they perform on their job placements to the theory and best practices they learn in their courses. The certificate program's Capstone Research Paper requires engagement in research related to an archival topic and includes a substantial review of related literature. Ten students earned the archival certificate in 2018-2019; three of those students participated in British Studies study-abroad class and wrote their archival papers on topics related to a British archive or special collection. Several students' Capstone Research Papers have been published (<http://ocean.otr.usm.edu/~w146169/mentorpubs.htm>). At least seven of the students earning an archival certificate with their MLIS degree are now working in archival or special collections-related positions.

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

The archival practicum course, LIS 648, is typically a rich experience but it is important for the practicum faculty supervisor to read the students' journal entries each week in order to monitor the progress of the practicum and to ensure that the practicum experience is a rich and varied one. On-site practicum supervisors evaluate student progress at the mid-point and at the end of the semester. The evaluation is done on a rating scale (quantitative measure) and includes a space for the Supervisor's comments (qualitative measure). The practicum supervisors' evaluation is an important measure that indicates whether there are issues or content that should be addressed in the archival courses.

Mission / Purpose

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

Description: The 18-credit hour certificate combines online coursework related to archival history, theory, methods, organization, and ethics, with an archival practicum. This course of study can be taken as part of a student's MLIS degree or as a post-master's certificate for those holding a MLS from an ALA-accredited program. Non-LIS graduate students are required to take LIS 505: Cataloging and Classification as a prerequisite.

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

SLO 1: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.

Related Measures:

M 1:Practicum

The on-site practicum supervisor will evaluate the student's work using a Practicum Evaluation Rubric (Appendix 1).

Source of Evidence: Standardized test of subject matter knowledge

Target:

Using the Practicum Evaluation Rubric, 90% of students will be rated satisfactory or exceptional.

Findings (2018-2019) - Target: Met

(online, n=14) 100% (14/14 fall, spring, summer semesters combined) of students achieved excellent or satisfactory ranking using the practicum evaluation rubric.

M 2:Practicum Journal

Student's Reflective Practicum Journal will be evaluated by the faculty practicum adviser using the Reflective Journal Rubric (Appendix 2).

Source of Evidence: Academic indirect indicator of learning - other

Target:

Using the Reflective Journal Rubric, 90% of students will be rated satisfactory or excellent.

Findings (2018-2019) - Target: Met

(online, n=14) 100% (14/14 fall, spring, and summer semesters combined) of students achieved excellent or satisfactory ranking on the practicum reflective journal.

SLO 2:Scholarly Paper

Students will demonstrate the ability to write a scholarly 2500-word paper about a specific, approved topic related to archives or special collections.

Related Measures:

M 3:Paper

The required archival capstone paper will be assessed using the paper writing rubric (Appendix 3).

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

Target:

Using the writing paper rubric, 90% of students will be rated satisfactory or excellent.

Findings (2018-2019) - Target: Met

(online, n=14) 100% (14/14 fall, spring, and summer semesters combined)

of students achieved excellent or satisfactory ranking on their archival papers using the paper writing rubric.

Annual Report Section Responses

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

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. 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 (non-MLIS students are required to take LIS 505: Cataloging and Classification as a prerequisite).

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

The 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. In 2016-17, SLIS faculty completed an assessment of the content and learning objectives for the required certificate courses using "Guidelines for a Graduate Program in Archival Studies" by the Society of American Archivists as well as a comparison of SLIS archival certificate program requirements and courses to other ALA-Accredited programs. The result was a revision of archival course titles and descriptions to reflect updated course content and to conform to current professional terminology.

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

To assist students in locating archival practicum opportunities near them: 1) national, regional, and local practicum opportunities are posted on student listservs; 2) a database with alumni professional positions, locations, and contact information is updated each semester to aid in locating professional alums who could serve as archival practicum supervisors; 3) students who produce a capstone paper that is worthy of publication are encouraged to submit to a refereed journal and a number of them have been published. In 2018, a special issue on British Studies published by SLIS Connecting e-journal contained four British Studies papers, two of which were also capstone papers for the archival certificate.

GEC Writing Requirement. In this field, give a brief summary of how the course meets the 2500 word writing assignment. For example, explain if this takes place in a series of lab reports with each report including a minimum of X number of words or if the writing requirement is met through 3 short papers of X words each based on reviews of concerts, etc.

The writing requirement is satisfied by 1) a reflective practicum journal, and 2) a 2500-word capstone paper on an approved archival topic. Technology requirement is satisfied by various assignments required in the archival courses: Web 2.0 applications: blogs, wikis, etc., HTML coding and xml coding to create a digital online collection, and

ContentDM online archival cataloging application to create metadata for a digital collection. Students are encouraged to include a digitization component in their archival practicum as that is a valued experience in the archival field.

Detailed Assessment Report
As of: 10/03/2019 10:56 PM CDT
2018-2019 Library and Information Science BS*

Analysis Questions and Analysis Answers

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

Analysis indicated that students in the upper-level classes have a higher ranking on assignment rubrics than those in the lower levels, which indicates an increasing proficiency of students who complete the program. Students are provided feedback in their coursework and encouraged to improve their writing and speaking skills so it was expected that they would show improvement in their final capstone course assignments. Students are encouraged to pay attention to assignment feedback to improve and refine their writing and speaking skills. Students in LIS 489 have their journal entries reviewed by the instructor so feedback can be given before the final paper is submitted. Students are encouraged to do their oral presentation to their on-site practicum supervisor and others to gain proficiency before the oral presentation is done in front of the class. In 2019, the LIS BA/BS program at Southern Miss was ranked second in the nation for online LIS bachelor of library science programs by bestcolleges.com as well as by bestvalueschools.com.

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

It is vital that faculty make an ongoing effort to give students feedback in their graded assignments as well as encouragement to succeed. Faculty in online courses record each lecture so students can review it as needed. Assignments are discussed in class and students encouraged to use the resources on the writing and speaking centers to improve their writing and speaking skills. It is required for students to complete tutorials on plagiarism before they complete a written assignment so they understand how to locate, use, and cite sources appropriately. It is important for faculty to strive for improvement in course content and delivery and, to this end, 100% of faculty have completed the Quality Matters (QM) training for online courses.

Mission / Purpose

The purpose of the undergraduate library and information science major (B.A./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.

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

SLO 1: Locate, evaluate, and utilize appropriate reference resources

Students will 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.

Related Measures:

M 1: Evaluating and Using Reference Tools

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]

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

Target:

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

Findings (2018-2019) - Target: Met

(online, n=39) 92.3% (36/39 fall-only assessment) of students rated excellent or satisfactory on the reference tools evaluation rubric.

M 2:Annotated Bibliography of Reference Resources

Students 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.

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

Target:

80% of students will complete a library handout of annotated reference resources and achieve excellent or satisfactory rating as measured by the rubric, which includes: 1) grammar and spelling 2) bibliographic citation 3) source selection and justification, 4) detail of description. [LIS 401]

Findings (2018-2019) - Target: Met

(online, n=39) 92.3% (36/39 fall-only assessment) of students rated excellent or satisfactory on the annotated bibliography evaluation rubric.

SLO 2:Demonstrate and articulate basic philosophy of the field.

Students will demonstrate an understanding of the key philosophies of the field through written assignments on specific topics and participation in practicum experiences.

Related Measures:

M 3:Library Bill of Rights Challenge

Students use a news article provided by the instructor that reports an event attempting to censor library materials (or restrict access). Students identify places within the article where The Library Bill of Rights was violated and they explain how specific sections of the Library Bill of Rights relate to the challenge. [LIS 440]

Source of Evidence: Academic direct measure of learning - other

Target:

80% of students will achieve a satisfactory or excellent rating on the Library Bill of Rights challenge rubric.

Findings (2018-2019) - Target: Met

(online, n=35) 85.7% (30/35 spring-only assessment) of students achieved excellent or satisfactory rating as measured by the Library Bill of Rights challenge rubric.

M 4:Collection Development Policy

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

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

Target:

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

Findings (2018-2019) - Target: Met

(online, n=35) 91.4% (32/35 spring-only assessment) of students achieved excellent or satisfactory rating as measured by the collection development policy rubric.

SLO 3: Demonstrate written and oral communication skills in context

Students will write policies or analyses for hypothetical library situations that demonstrate writing skills as well as address specific elements of assignments with clarity and appropriate citation support.

Related Measures:

M 5: Capstone Paper

Students research and write a 2,500 - 3,000 word scholarly paper as part of the capstone experience. The paper includes scholarly sources as well as information gathered on-site and from organizational documents and websites. The paper is assessed based upon content, appropriate research documentation, consistent citation of sources, and appropriate formatting with no or few errors in grammar, punctuation, spelling and usage. [LIS 489]

Source of Evidence: Capstone course assignments measuring mastery

Target:

95% of students will achieve satisfactory or excellent ranking using the writing rubric for the LIS 489 scholarly paper.

Findings (2018-2019) - Target: Met

(online, n=28) 100% (28/28 fall, spring, summer semesters combined) of students achieved excellent or satisfactory rating on the writing rubric for the LIS 489 capstone paper.

M 6: Oral presentation

Students make an oral presentation that is assessed for content, organization, language, and quality of the supporting PowerPoint design. [LIS 489]

Source of Evidence: Presentation, either individual or group

Target:

90% of students will achieve satisfactory or excellent rating based on the oral presentation rubric.

Findings (2018-2019) - Target: Met

(online, n=28) 100% (28/28 fall, spring, summer semesters combined) of students achieved excellent or satisfactory rating on the oral presentation rubric.

SLO 4: Demonstrate technology competency

Students will employ current technology tools appropriate to the library field in coursework assignments.

Related Measures:

M 7:e-Portfolio

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

Source of Evidence: Project, either individual or group

Target:

90% of students will achieve satisfactory or excellent rating based on the e-portfolio rubric.

Findings (2018-2019) - Target: Met

(online, n=92) 90.2% (83/92 fall and spring semesters combined) of students achieved excellent or satisfactory rating as measured by the e-portfolio rubric.

M 8: Instructional vodcast or podcast

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. The final product must be at least 5 minutes and is assessed against a rubrics for instructional design and presentation. [LIS 491]

Source of Evidence: Academic direct measure of learning - other

Target:

85% of student instructional vodcasts/podcasts will be rated satisfactory or excellent on the instructional design and presentation rubric.

Findings (2018-2019) - Target: Met

(online, n=27) 88.9% (24/27 spring-only assessment) of students rated excellent or satisfactory rating on the instructional design and presentation rubric.

SLO 5: Program ranking and graduation rate

The BA/BS in Library Science will be ranked in a national list of best online programs; students majoring in library science will progress through the program and graduate.

Related Measures:

M 9: Program Ranking

The online bachelor of library science program will be ranked in a national list of best college programs.

Source of Evidence: Honors and awards outside the institution

Target:

The LIS bachelor's degree program will be ranked on a national list of best college programs.

Findings (2018-2019) - Target: Met

In 2019, LIS bachelor's degree program was ranked as number 2 online bachelor of library science program in the country according to bestvalueschools.com and by bestcolleges.com based on criteria such as retention rate.

M 10: Graduation Rate

Students choosing library and information science as a major will graduate with a B.A. or B.S. degree.

Source of Evidence: Academic indirect indicator of learning - other

Target:

65% of the students choosing library and information science as a major will graduate with a Bachelor degree in six years or less.

Findings (2018-2019) - Target: Met

73% (97/133) of the students in the bachelor's degree in library and information science graduated in six years or less. This percentage was calculated for students who have been in the program from fall 2014 - spring 2019 who have graduated.

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

Retention

Students who do not register will be contacted by advisor to see if they can be persuaded to return or if intervention would be helpful.

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: High

Responsible Person/Group: Faculty advisors

Emphasize Resources for Student Success

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

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

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

Projected Completion Date: 08/23/2016

Responsible Person/Group: SLIS corps of instruction

Annual Report Section Responses

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

The purpose of the undergraduate library and information science major (BA/BS) is to educate students for careers related to librarianship. The curriculum prepares future information specialists for roles that include information-based problem-solving, how to organize, access and evaluate print and non-print information resources in a variety of settings, an appreciation of and respect for diversity, and knowledge of professional standards of ethical conduct. The undergraduate program addresses a growing interest in information technology and skills among new graduates and prepares them for emerging roles in a variety of libraries and archival repositories and for further study in a graduate program. To encourage students to maintain a high GPA and to attract the top BA/BS students into the MLIS program, an Accelerated Master's Option (AMO) was approved by the SLIS Curriculum Committee, College Curriculum Committee, Academic Council, Graduate Council, and the Provost. The Accelerated Master's Option allows senior undergraduate students in the Library and Information Science program who have a GPA of 3.5 or higher to earn up to 9 credit hours of graduate credit. Students pay undergraduate tuition for up to 9 credit hours of graduate courses and the credit counts toward both their undergraduate degree and toward the MLIS degree at Southern Miss.

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

The LIS BA/BS degree continuous improvement initiatives include a focus group of students, graduates, employers, and other stakeholders conducted each October at the Mississippi Library Association Annual Conference. These quantitative and qualitative data, along with student course evaluations, are reviewed each year by faculty to determine student satisfaction with the program, strengths of the program, and weaknesses or omissions in the curriculum that need to be addressed. In 2018-19, feedback indicated a need for more flexibility and more emergent technology. Students are required to take 45 credit hours of LIS courses, most of which are upper-level courses and students have more flexibility in which LIS courses they take. To comply with the University initiative of "Finish in 4", SLIS revised the LIS BA/BS degree requirements from 124 credit hours to 120 credit hours so that students may take 15 credit hours a semester and finish the degree in four years.

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

Feedback from course evaluations and from the focus group held each year at the Mississippi Library Association conference indicated a need for more student support and more flexibility. As one measure to address this, the faculty approved the Accelerated Master's Option, which allows senior undergraduate students in the LIS program who have a GPA of 3.5 or higher to earn up to 9 graduate credit hours during their senior year that counts toward their undergraduate degree and the ALA-accredited MLIS degree at Southern Miss, which is a great savings of graduate tuition. To increase student support, faculty contribute regularly to a scholarship fund that is scheduled to be endowed in fall 2019. Students are still required to take 45 credit hours of LIS courses but have more flexibility in which LIS courses they take. Revision of the LIS degree plan from 124 hours to 120 hours per the Provost's "Four in Four" initiative was approved to help students graduate in a timely manner in four years. Per the feedback for more flexibility in course schedules, SLIS increased the number of 8-week course offerings: LIS 201: Introduction to Information Literacy is offered every semester, LIS 457: Information Technology & Libraries is offered in fall, and LIS 491: Library Instruction in spring.

GEC Writing Requirement. In this field, give a brief summary of how the course meets the 2500 word writing assignment. For example, explain if this takes place in

a series of lab reports with each report including a minimum of X number of words or if the writing requirement is met through 3 short papers of X words each based on reviews of concerts, etc.

The writing requirement is met in the writing-intensive course (ENG 333 or IT 380) and in the LIS 489 capstone course 2,500 - 3,500 paper requirement. The technology requirement is satisfied by assignments that demonstrate competency in Microsoft Office in LIS 201: Introduction to Information Literacy as well as proficiency in database searching and how to evaluate, use, and cite scholarly resources. Technologies required for various courses that enhance student learning include: a virtual classroom, where students are required to create an online profile with an image and participate each week in live, online classes, post and reply to discussion boards, complete Web 2.0 assignments: blogs, wikis, etc., and use online cataloging applications for required exercises in LIS 405. Rubrics for technology assignments include assessment of both content and format. Students are required to take at least one, and encouraged to take two, technology courses (LIS 416, LIS 457, LIS 458) in which they create digital artifacts and create an e-portfolio. LIS 416 focuses on technology in school libraries, LIS 457 is a general technology course, and LIS 458 focuses on web design and evaluation and students learn basic HTML code and webpage construction.

Detailed Assessment Report

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2018-2019 Library and Information Science MLIS**

Analysis Questions and Analysis Answers

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

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

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

While all of the student learning outcomes/objectives measures were met this cycle, SLIS faculty strives for continuous review, evaluation, improvement, and updating of the curriculum and the program. After a rigorous review and evaluation process, the MLIS program was given continued accreditation by the American Library Association in July 2019. ALA has rigorous standards and requires evidence of student competency and student success. SLIS offers three practicum courses: LIS 589: School Library Practicum, LIS 648: Archival Practicum, and LIS 689: Library Practicum for student with little or no library work experience. Since many of the best practicum supervisors and mentors are graduates of the Southern Miss MLIS program, an alumni database is updated each semester with information such as work title, location, and professional contact information. SLIS faculty meet each month and one of the topics discussed are problems that arise related to student success. Faculty are encouraged to contact students if they miss class or fail to submit assignments; faculty and students who are stressed are encouraged to use Eagle Cares, the online emotional support application. A second ongoing initiative is to remind students each semester of the academic integrity policy included in the syllabi and the importance of communicating with faculty. SLIS policies, procedures, degree requirements, and contact information, as well as tips on how to be a successful graduate student are updated each year in the Graduate Student Handbook, which is available online and reviewed in the LIS 500 introductory orientation course.

Mission / Purpose

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

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

SLO 1: Knowledge of and commitment to ethical practices

Master's degree candidates will demonstrate a knowledge of and commitment to ethical practices on the part of library and information professionals.

Related Measures:

M 1: Interpret the Library Bill of Rights

Students write a 1500-word paper on "The Library's Mission and the Library Bill of Rights" in which they select a particular type of library (i.e., public, academic, school, special, etc.) state the mission, role(s), and stakeholders in this type of library then discuss possible challenges to the library's mission related to the ALA Library Bill of Rights OR the ALA Code of Ethics. The paper is assessed using the Library Bill of Rights evaluation rubric. [LIS 636]

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

Target:

85% of students will achieve satisfactory or excellent ranking on the evaluation rubric for interpreting the Library Bill of Rights.

Findings (2018-2019) - Target: Met

online (n=47) 89.4% of the students (42/47 fall and spring semesters combined) achieved excellent or satisfactory ranking on the Library Bill of Rights interpretation rubric. Non-licensure students - 90.9% (30/33 fall and spring semesters combined) achieved excellent or satisfactory ranking on the rubric. Licensure emphasis students - 85.7% (12/14 fall and spring semesters combined) achieved excellent or satisfactory ranking on the rubric.

M 2: Develop balanced and inclusive collection policies

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. As a team, students write a collection development policy for a hypothetical library and provide information about the mission, community profile and needs assessment, goals by subject area/category or format, selection process, gift policy, de-selection process, collection evaluation, complaint policy, and copyright policy. [LIS 511]

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

Target:

90% of students will achieve satisfactory or excellent ranking on the collection development policy rubric.

Findings (2018-2019) - Target: Met

online, n=53) 100% (53/53 fall and spring semesters combined) achieved excellent or satisfactory ranking using the collection development policy rubric. 100% (42/42) of non-licensure students achieved excellent or satisfactory ranking and 100% (11/11) licensure students achieved excellent or satisfactory ranking.

SLO 2: Professional practice and training experiences

Master's degree candidates 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.

Related Measures:

M 3: Locate and evaluate appropriate reference sources

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]

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

Target:

90% of students will achieve satisfactory or excellent ranking using the reference source evaluation rubric.

Findings (2018-2019) - Target: Met

(online, n=72) 100% (72/72 fall and spring semesters combined) achieved excellent or satisfactory ranking on the rubric for evaluating reference sources. 100% of non-licensure students achieved excellent or satisfactory ranking and 100% of licensure students achieved excellent or satisfactory ranking.

M 4: Catalog a variety of materials

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

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

Target:

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

Findings (2018-2019) - Target: Met

(online, n=59) 96.6% (57/59 fall and spring semesters combined) achieved excellent or satisfactory ranking using the cataloging rubric; 97.6% of non-licensure students achieved excellent or satisfactory ranking using the rubric and 94.1% (16/17) licensure students achieved excellent or satisfactory ranking.

SLO 3: Knowledge of the LIS literature

Master's degree candidates will demonstrate a knowledge of the scholarly library and information science literature.

Related Measures:

M 5: Locate and evaluate library management articles

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

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

Target:

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

Findings (2018-2019) - Target: Met

(online, n=45) 100% (45/45 fall and spring semesters combined) achieved excellent or satisfactory ranking using the management article evaluation rubric; 100% (26/26) of non-licensure students achieved excellent or satisfactory ranking and 100% (19/19) licensure students achieved excellent or satisfactory ranking.

M 6: Create annotated bibliography of IS research

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

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

Target:

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

Findings (2018-2019) - Target: Met

(online, n=47) 93.6% (44/47 fall and spring semesters combined) achieved excellent or satisfactory ranking using the annotated bibliography rubric; 93% (28/30) non-licensure students achieved excellent or satisfactory ranking and 94% (16/17) licensure students achieved excellent or satisfactory ranking.

SLO 4: Engagement in research

Master's degree candidates will engage in research and apply appropriate research methodology to specific problems in library and information science.

Related Measures:

M 7: Research and write a bibliometric study

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 or hypotheses, 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]

Source of Evidence: Academic direct measure of learning - other

Target:

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

Findings (2018-2019) - Target: Met

(online, n=47) 93.6% (44/47 fall and spring semesters combined) achieved excellent or satisfactory ranking using the bibliometric research paper rubric; 93% (28/30) non-licensure students achieved excellent or satisfactory ranking and 94% (16/17) licensure students achieved excellent or satisfactory ranking.

M 8: Research and write a master's research project

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]

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

Target:

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

Findings (2018-2019) - Target: Met

(online, n=39) 100% (39/39 fall and spring semesters combined) achieved excellent or satisfactory ranking using the master's research project rubric; 100% (30/30) non-licensure students achieved excellent or satisfactory ranking and 100% (9/9) licensure students achieved excellent or satisfactory ranking.

SLO 5: Technical competency

Students will use a variety of information technologies to create educational artifacts including podcasts, vodcasts, and e-portfolios,

Related Measures:

M 9: Create multimedia vodcast or podcast

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

Source of Evidence: Video or audio tape (music, counseling, art)

Target:

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

Findings (2018-2019) - Target: Met

(online, n=72) 100% (72/72 fall and spring semesters combined) achieved excellent or satisfactory ranking using the rubric for creating an instructional vodcast or podcast; 100% (55/55) non-licensure students achieved excellent or satisfactory ranking and 100% (17/17) licensure students achieved excellent or satisfactory ranking.

M 10:Create an e-Portfolio

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

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

Target:

95% of students' e-portfolios will be rated excellent or satisfactory using the e-portfolio rubric.

Findings (2018-2019) - Target: Met

(online, n=44) 100% (44/44 fall and spring semesters combined) non-licensure students achieved satisfactory or excellent ranking using the rubric for creating an e-portfolio in LIS 557: Information Technology in Libraries or LIS 558: Web Design and Evaluation. (online, n=24) 100% (24/24, spring semester) licensure students achieved satisfactory or excellent ranking using the rubric for the e-portfolio required for LIS 516: Technology in School Libraries, a required course for licensure students.

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

O/O 6:Retention and Graduation

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

Relevant Associations:

Institutional Priority Associations:

1 Graduation Rate

Related Measures:

M 11:Retention

New students admitted to the library and information science master's program in fall will return in fall the following year.

Source of Evidence: Academic indirect indicator of learning - other

Target:

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

Findings (2018-2019) - Target: Met

95% of students admitted in fall 2017 returned to the program in fall 2018 as determined by data from HelioCampus.

M 12: Graduation

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

Source of Evidence: Academic indirect indicator of learning - other

Target:

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

Findings (2018-2019) - Target: Met

90% of the students admitted to the MLIS program in 2014 graduated within five years as determined by data from HelioCampus.

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

Retention

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

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: High

Responsible Person/Group: Faculty advisors.

Emphasize academic integrity policy

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

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Emphasize resources for student success

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

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Annual Report Section Responses

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

The Master of Library and Information Science (MLIS) program has been accredited by the American Library Association (ALA) since 1980 and was awarded continuous accreditation status in July 2019 until 2026. The MLIS program is comprehensive with a required core of courses to prepare students for a wide variety of roles in the profession. Within the curriculum there are opportunities to choose electives or career tracks that enable students to assume professional positions in school, academic, public and special libraries as well as archives. The MLIS with school licensure emphasis is accredited by the Council for the Accreditation of Educator Preparation (CAEP). Forty semester hours are required for graduation, which includes completion of a three-credit hour master's research project and a comprehensive exam. SLIS offers a Graduate Certificate in Archives and Special Collections and a Graduate Certificate in Youth Services and Literature, which may be earned with the MLIS or post-MLIS. SLIS is a leader in innovative online education within the university and offered the first fully-online master's degree at USM in 2002. Some highlights of the past year include: In 2019, the MLIS program was ranked #1 Most Affordable Online MLIS degree by www.affordablecollegesonline.org MLIS degree was #4 in Top Ten Graduate Degrees Awarded at Southern Miss (Degree Book, IHL 2018). SLIS faculty completed Quality Matters training for online courses and Dr. Bomhold completed QM peer-review training. SLIS supports the Council on Community Literacy and Reading, directed by Dr. Bomhold, which distributes many hundreds of new early literacy books each semester at literacy events. SLIS supports and coordinates the annual Fay B. Kaigler Children's Book Festival, which attracted more than 550 teachers, librarians, and scholars in April 3-5, 2019. Tamora Pierce was the USM Medallion Award Winner and keynote speakers included Brian Floca, Kevin Lewis, Javaka Steptoe, and Coleen Salley Storytelling Award recipient William Joyce. At an associated literacy event, Brian Floca spoke to students in local middle schools about his latest book on space travel and free books were distributed to the students. SLIS publishes a scholarly refereed e-journal SLIS Connecting twice a year (<http://aquila.usm.edu/slisconnecting/>) that is indexed in UlrichsWeb and in Directory of Open Access Journals and has been downloaded internationally more than 79,000 times. SLIS students have published their research papers in a variety of peer-reviewed and professional journals and conference proceedings - <http://ocean.otr.usm.edu/~w146169/mentorpubs.htm> SLIS Director publishes a SLIS Notes column in Mississippi Libraries, a refereed journal published quarterly by the Mississippi Library Association.

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

American Library Association accreditation requires ongoing program assessment and improvement and this is accomplished by: regular faculty curriculum review to determine if the most current ALA professional competencies are addressed in SLOs, an annual review of the strategic plan, an exit survey of graduates, an annual focus group of students, alums, and employers at the Mississippi Library Association annual conference, and communications with alumni and the SLIS Advisory Board. The School of Library and Information Science is an organizational member of ALISE (Association of Library and Information Science Educators) and is required to report annual program statistics, including faculty credentials.

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

SLIS increased efforts to connect and communicate with online students during 2018-19. In addition to social media (Facebook, Twitter, YouTube), SLIS maintains webpages, publishes a refereed e-journal SLIS Connecting twice a year, a regular

column "SLIS Notes" in Mississippi Libraries Journal, and five different listservs: one for SLIS faculty, staff, and graduate students; one for faculty, staff, undergrad students, one for alumni; one for the Advisory Board, and a slisjobs listserv. Updates about the program are posted to the Mississippi Library Association listserv, Southeastern Library Association listserv, and College of Education and Health Sciences listserv. Each year, changes in the program and curriculum are presented at the Alumni Breakfast and at the focus group at the annual Mississippi Library Association Conference and feedback is sought about the updates and about other curricular needs of students, alums, and employers. In 2019, SLIS sponsored an exhibit table as well as a reception for students, alums, and others interested in the program, during the American Library Association Annual Conference, Washington, D.C., June 22-25. The reception was held on Sunday afternoon, June 23, at Busboys and Poets.

GEC Writing Requirement. In this field, give a brief summary of how the course meets the 2500 word writing assignment. For example, explain if this takes place in a series of lab reports with each report including a minimum of X number of words or if the writing requirement is met through 3 short papers of X words each based on reviews of concerts, etc.

MLIS students complete a bibliometric research paper in LIS 651 that is at least 2,500 words; in LIS 668: Research Methods, they develop a research proposal of at least 2,500 words, and in LIS 695 capstone course, they complete a research project that is at least 3,500 words. According to ALA's Core Competencies of Librarianship, the fourth core competency is: 4. Technological Knowledge and Skills 4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies. 4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications. 4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services. 4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements. To address the ALA technology core competency, students are required to take at least one of three technology courses: LIS 516. Technology in the School Library. 3 hrs. A survey of technology utilized in elementary and secondary school libraries. LIS 557. Examines various applications and contexts in which computers and other forms of information technology are utilized in different types of information centers and libraries. LIS 558. Introduces principles of Web design and development including basic HTML and XML coding, Web usability, and evaluation of Web sites including library Web sites. Technology-related outcomes required for various courses include: creation and evaluation of Web 2.0 applications: blogs, wikis, etc.; creation of an e-portfolio with appropriate images, links, and examples of class papers and multimedia projects; creation of an instructional vodcast or podcast; cataloging exercises using online professional cataloging tools. Technology is a vital part of librarianship so it is important for LIS students to become proficient in various computer applications, emergent technologies, creative and appropriate use of social media so they can teach technology skills to patrons and students. Examples of technology being used to enhance student learning in online classes include: use of Adobe Connect virtual classroom for synchronous online class sessions where students see, hear, and interact with the professor, present materials to other students, view and discuss educational videos, and practice searching scholarly databases; requirement to evaluate various online tutorials and to create and upload their own instructional vodcasts or podcasts. Students have access to Microsoft Office 365 and are required to use Microsoft applications to create and format documents, spreadsheets, and presentations; students are required to complete tutorials and format documents in APA format. In the required cataloging course, students become proficient in online

cataloging by completing exercises using Library of Congress and OCLC online software. University Libraries provides a subject LibGuide and tutorials for various databases and useful free online tools such as citation managers (Mendeley, Zotero). In LIS 501 and 557, students are required to locate and evaluate emergent technology tools.

Detailed Assessment Report

As of: 10/03/2019 10:56 PM CDT

2018-2019 Youth Services and Literature Graduate Certificate**

Analysis Questions and Analysis Answers

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

The youth services certificate student learning outcomes (SLOs) met the targeted measures this cycle, which indicates that students gained knowledge of children's or young adult literature through creation of a pathfinder (annotated bibliography), gained professional experience through development of a detailed annual programming plan for youth services in libraries, and demonstrated subject and technical proficiency through creation of an e-portfolio on youth services and literature.

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

While assessment of student learning outcomes has been positive, it is important to review student course evaluations annually to determine what content or assignments need to be updated or enriched. An increasing number of students requested and were allowed to use LIS 641: Public Libraries as an elective for the certificate since it has relevant content and assignments so this indicates a need to add it to the approved list of electives and to review other potential electives to increase flexibility.

Mission / Purpose

This certificate prepares students for educational or library careers related to children and young adult literature, programs and services.

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

SLO 1: Knowledge of children's or young adult literature

Students will create an online annotated bibliography related to LIS 517: Children's Literature or LIS 518: Young Adult Literature.

Relevant Associations:

Educational Goals: SLIS educational goals for MLIS students include: Knowledge of and commitment to ethical practices Professional practice and training experiences Knowledge of the LIS literature Engagement in research Technical competency.

Related Measures:

M 1: Online Annotated Bibliography

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; the project will be evaluated for content, writing and aesthetics using the pathfinder evaluation rubric.

Source of Evidence: Project, either individual or group

Target:

Using the Annotated Bibliography Evaluation Rubric, 90% of students will achieve an excellent or satisfactory rating.

Findings (2018-2019) - Target: Met

(online, n=44) 100% (44/44 spring and summer semesters combined) of students rated excellent or satisfactory using the annotated bibliography evaluation rubric.

SLO 2: Professional practice and training for youth services in libraries

Students will create a year's worth of programs (12), coordinating audience, topic, themes, planning, supplies and budget, implementation, advertisements, and select examples for a targeted youth population.

Relevant Associations:

Educational Goals: SLIS educational goals for MLIS students include: Knowledge of and commitment to ethical practices Professional practice and training experiences Knowledge of the LIS literature Engagement in research Technical competency. To align with the American Library Association's Public Programs Office, the former calendar assignment was modified to fit their Program Guide Format.

Related Measures:

M 2: Youth Library Program Planning

The library program planning for youth assignments will be assessed using the appropriate rubrics paying special attention to the incorporation of theme months, creativity, age-appropriate selection of materials and program. Source of Evidence: Rubric rating score for calendar, budget, advertisements, and examples [LIS 519].

Source of Evidence: Project, either individual or group

Target:

Using the rubrics, 90% of students' youth library program planning assignment will be rated satisfactory or excellent.

Findings (2018-2019) - Target: Met

(online, n=12) 100% (12/12 summer semester only) of students achieved an excellent or satisfactory rating on the youth library programming plans using an evaluation rubric.

SLO 3: Capstone e-Portfolio

Program-level SLO: Students will create an e-portfolio on youth services and literature that includes a professional competencies statement, relevant course descriptions, assignment examples and reflection.

Relevant Associations:

Educational Goals: SLIS educational goals for MLIS students include: Knowledge of and commitment to ethical practices Professional practice and training experiences Knowledge of the LIS literature Engagement in research Technical competency.

Related Measures:

M 1: Online Annotated Bibliography

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; the project will be evaluated for content, writing and aesthetics using the pathfinder evaluation rubric.

Source of Evidence: Project, either individual or group

M 2: Youth Library Program Planning

The library program planning for youth assignments will be assessed using the appropriate rubrics paying special attention to the incorporation of theme months, creativity, age-appropriate selection of materials and program. Source of Evidence: Rubric rating score for calendar, budget, advertisements, and examples [LIS 519].

Source of Evidence: Project, either individual or group

M 3: Capstone e-Portfolio

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. Source of Evidence: Rubric rating score for e-portfolio on design/layout and content.

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

Target:

Using the Rubrics, 100% of students' e-Portfolios will be rated satisfactory or excellent. As a requirement for graduation, the students are allowed revisions as needed to be rated satisfactory or excellent.

Findings (2018-2019) - Target: Met

(online, n=10) 100% (10/10; fall, spring, summer semesters combined) of students' e-Portfolios were rated excellent or satisfactory using the e-Portfolio evaluation rubric.

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

Assessment of certificate against other university certificates

Review graduate Youth Services and Literature Certificates at other universities to ensure that courses in the certificate is comparable and competitive.

Established in Cycle: 2017-2018

Implementation Status: Planned

Priority: Medium

Projected Completion Date: 05/10/2019

Responsible Person/Group: Dr. Stacy Creel

Annual Report Section Responses

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

This 15-credit hour certificate includes online courses related to children's and young adult literature, programs, and services for youth (birth to age 18). The Graduate Certificate in Youth Services and Literature reflects one of the strengths of the MLIS program, children's and young adult literature. SLIS is the sponsor and coordinator of the annual Fay B. Kaigler Children's Book Festival, which allows faculty and students to learn from and interact with award-winning children's and YA authors and illustrators. Tamora Pierce was the 2019 Southern Miss Medallion winner and keynote speakers included Brian Floca, Kevin Lewis, Bweela Steptoe, Javaka Steptoe, and William Joyce, winner of the Coleen Salley Storytelling Award.

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

Regular review of student course evaluations and feedback from the annual focus group at the Mississippi Library Association conference by the Curriculum Committee and certificate advisor ensures course content is relevant and course delivery is effective. SLIS faculty, including the certificate advisor, serve on the USM Children's Book Festival Committee and the Magnolia Award Committee and they attend and participate in the Children's Book Festival to keep current on the most recent children's and young adult award nominees and winners to enrich course content and ensure currency.

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

Feedback from students and alums indicate a need for more flexibility in the certificate courses so LIS 641: Public Libraries is accepted as an elective and the Curriculum Committee is in the process of proposing to add LIS 641 to the list of approved electives as well as LIS 587: British Studies research paper if on an approved topic related to youth services or literature.

GEC Writing Requirement. In this field, give a brief summary of how the course meets the 2500 word writing assignment. For example, explain if this takes place in a series of lab reports with each report including a minimum of X number of words or if the writing requirement is met through 3 short papers of X words each based on reviews of concerts, etc.

The writing requirement is satisfied by the pathfinder/annotated bibliography assignment in LIS 517 and LIS 518 as well as the 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. Technology-related student learning outcomes specific to the certificate include creation of a digital pathfinder and creation of an e-portfolio that includes at least one digital image, and links to relevant multimedia and Web 2.0 assignments, such as their video booktalk.