

### Mission / Purpose

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

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

#### **SLO 1: Knowledge of and Commitment to ethical practices**

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

#### Related Measures:

##### **M 1: Interpreting the Library Bill of Rights**

Discuss and defend the articles of the Library Bill of Rights. Students write a scholarly essay with a minimum of 1500 words after reviewing the Library Bill of Rights and associated interpretations provided by the ALA. The students focus on evaluation of library collections, censorship and Recommendations for Challenged Materials. They must then locate an actual challenge or attempt to censor library materials (or restrict access) and explain how each of these sections relates to the challenge, or should have related to the challenge. The report is assessed using the writing rubric and assesses content based on the presence and quality of 1) An overview of the situation and material that was challenged (based on the documentation) and of the ALA stance on the issues (based upon the web pages and the documentation). 2) The completeness of the discussion of the implications for collection development or access with attention to a) if the challenge stands, and b) if the challenge fails. The last element assessed is the discussion of the implications for the larger community, schools, families, etc. a) if the challenge stands, and b) if the challenge fails. [LIS 511]

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

#### **Target:**

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

#### **Findings (2011-2012) - Target: Met**

OVERALL TARGET MET 95% (59 of 62) students during the 2011-2012 year  
Analyzed by semester: Target: **Met for Fall 2011; Not Met for Spring 2012; Met for Summer 2012**

Fall 2011: There were 31 non-licensure students and 3 licensure students for a total of 34

students. 100% ranked excellent or satisfactory. 79% (27 of 34) students achieved excellent ranking and 21% (7 of 34) achieved satisfactory ranking based on the Library Bill of Rights rubrics.

Spring 2012: There were 13 non-licensure students. 77% (10 of 13) students achieved excellent or satisfactory ranking and 23% (3 of 13) needed improvement based on the rubrics. Faculty member notes several students had problems with writing style instructions and incomplete analysis.

Summer 2012: There were 15 non-licensure students. 100% ranked excellent or satisfactory. 27% (4 of 15) students achieved excellent ranking and 73% (11 of 15) achieved satisfactory ranking based on the Library Bill of Rights rubrics.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**re-evaluate course syllabi for clarity of instruction and rubric construction**

*Established in Cycle:* 2010-2011

LIS 651 Introduction to Information Science involves multiple topics including readings and assignments covering the historical ...

**move assessment to less dense course, review presentation for topic**

*Established in Cycle:* 2011-2012

The Library Bill of Rights assignment/assessment will be moved to Information: Libraries in Society (LIS 636). Faculty felt that...

**M 2:Develop balanced collection policies**

Develop policies for providing libraries and information centers with a variety of viewpoints through a balanced selection of materials and services and fostering the patron's right to read. (Previously treated as a group assignment, this was changed to an individual assignment in Fall 2011.)

Students write a collection development policy with a minimum of 2000 words. The collection development policy is for a hypothetical library and must provide information about the following: 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. Provide citations for all sources consulted. [LIS 511]

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

**Target:**

95% of students should achieve satisfactory ranking according to the rubrics for the collection development policies.

**Findings (2011-2012) - Target: Met**

This assignment was handled as an individual assignment beginning in Fall 2011.

OVERALL TARGET for 2011-2012 was met 97% (64/66) students achieved satisfactory or excellent.

When calculated by semester: **Target Was Met for Fall 2011 and Summer 2012; Target Was Not Met for Spring 2012**

Fall 2011: 100% (34 of 34 students) achieved excellent or satisfactory against the collection development policy rubric.

65% (22 of 34 students) achieved excellent on the rankings for the collection development policy rubrics.

35% (12 of 34 students) achieved satisfactory ranking for the collection development policy rubrics.

Of the 34 students, 3 were licensure students. 33% (1 of 3 students) achieved excellent ranking and 67% (2 of 3 students) achieved satisfactory ranking.

Of the 31 non-licensure students: 68% (21 of 31 students) achieved excellent ranking and 32% (10 of 31 students) achieved satisfactory ranking.

Spring 2012: 82% (14 of 17 students) achieved excellent or satisfactory against the collection development policy rubric.

71% (12 of 17 students) achieved excellent on the rankings for the collection development policy rubrics.

18% (2 of 17 students) achieved satisfactory ranking for the collection development policy rubrics.

18% (2 of 17 students) were ranked as needing improvement and 6% (1 of 17 students) were ranked as unacceptable.

Summer 2012: 100% (15 of 15 students) achieved excellent or satisfactory against the collection development policy rubric.

33% (5 of 15 students) achieved excellent on the rankings for the collection development policy rubrics.

67% (10 of 15 students) achieved satisfactory ranking for the collection development policy rubrics.

Of the 15 students, all were non-licensure students.

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

#### **review course and assessments**

*Established in Cycle: 2011-2012*

Another assessment from LIS 511 Collection development that did not meet target in Spring 2012. The course materials and assessm...

#### **SLO 2: Knowledge of the basic tenets of reference, collection development and cataloging**

Master's degree candidates demonstrate knowledge of the basic tenets of reference through participation in the resolution of patrons' information problems, recognition of collection development/management of materials and information, management of libraries and other information agencies, and apply basic concepts and practices of cataloging. Candidates identify basic library and information science problems in the context of the mission of their parent institution and demonstrate creativity and initiative in their solution.

#### **Related Measures:**

#### **M 3: Application of the information process: reference support**

Demonstrate the role of the library and of the librarian in the information process: Students analyze hypothetical reference questions, identify key concepts for searching reference materials, identify possible useful sources, and evaluate the effectiveness of the transfer of that

information.

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

**Target:**

90% of students will achieve satisfactory ranking against the reference question rubric.

**Findings (2011-2012) - Target: Met**

OVERALL TARGET 2011-2012 MET 97% (60 of 62) students achieved satisfactory ranking against the reference question rubric.

Fall 2011: 100% (28 of 28) students achieved satisfactory ranking against the reference question rubric.

Spring 2012: 95% (20 of 21) students achieved satisfactory ranking against the reference question rubric. 5% (1 of 21) students were ranked as not acceptable.

Summer 2012: 92% (12 of 13) students achieved satisfactory ranking against the reference question rubric. 8% (1 of 13) students were ranked as not acceptable.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Video or audio demonstrations**

*Established in Cycle:* 2010-2011

In future, students will model the reference process using videotape or audiotape to provide a demonstration of an example inter...

**M 4:Procedures and policy for collections**

Identify and develop procedures and policies for analyzing needs and providing a collection and services to meet those needs.

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

**Target:**

90% of the students achieve satisfactory rankings against the community analysis rubric. Students analyze a community setting to develop the information necessary to establish appropriate service and collection policies and write a community analysis report. The community analysis requires 1) a description of the library, 2) details of the demographic and socio-economic characteristics of the library patrons and of the community it serves, 3) specific details of any focused service or community needs, 4) explanation of the sources of the data collected.

**Findings (2011-2012) - Target: Met**

OVERALL TARGET 2011-2012 MET 98% (63/64) achieved satisfactory ranking against the rubric.

Fall 2011: 97% (34 of 35) students achieved satisfactory ranking against the community analysis rubric.

Spring 2012: 100% (14 of 14) students achieved satisfactory ranking against the community analysis rubric.

Summer 2012: 100% (15 of 15) students achieved satisfactory ranking against the community analysis rubric.

### **M 5:Cataloging: Organization and services**

Demonstrate ability to organize materials and services so that they are readily accessible to the public being served by a library or information center.

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

#### **Target:**

80% of students will achieve satisfactory performance of organizational activities related to the assignment rubrics

#### **Findings (2011-2012) - Target: Met**

OVERALL TARGET 2011-2012 MET: 91% (68/75) achieved satisfactory ranking against the rubrics.

Fall 2011: 87% (27 of 31) students achieved satisfactory rating compared to the assignment rubrics. 13% (4 of 31) needed improvement.

Spring 2012: 93% (26 of 28) students achieved satisfactory rating compared to the assignment rubrics. 7% (2 of 28) students were ranked as not acceptable.

Summer 2012: 94% (15 of 16) students achieved satisfactory rating compared to the assignment rubrics. 6% (1 of 16) needed improvement.

### **SLO 3:Professionalism**

Master's degree candidates understand and appreciate the importance of professional organizations, continuing education, the evolution of libraries, and the library profession in the context of social and cultural diversities.

#### **Related Measures:**

### **M 6:Management of libraries and other information centers**

Recognize, develop, evaluate, and discuss the elements of management theory, including goal setting, budget and fiscal management, collection management, program planning, implementation, and evaluation. Through professional readings and written analysis students will develop an understanding of the philosophy and principles of contemporary management theories, specifically their relevance to the management of libraries and other information centers.

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

#### **Target:**

90% of students will achieve satisfactory ratings against the rubrics for written analyses of articles from the professional management literature.

#### **Findings (2011-2012) - Target: Met**

OVERALL TARGET 2011-2012 MET 97% (69/71) achieved satisfactory ranking against the rubric.

Fall 2011: 97% (29 of 30) achieved excellent or satisfactory ranking against the analysis

rubric. 87% (26 of 30) achieved excellent and 10% (3 of 30) achieved satisfactory. 3% (1 of 30) student's work was not acceptable.

Spring 2012: 96% (27 of 28) students achieved excellent or satisfactory ranking against the analysis rubric. 89% (25 of 28) achieved excellent and 7% (2 of 28) achieved satisfactory. 4% (1 of 28) student's work needed improvement.

Summer 2012: 100% (13 of 13) achieved excellent or satisfactory ranking against the analysis rubric. 85% (11 of 13) achieved excellent and 15% (2 of 13) achieved satisfactory. Of the 13 students enrolled in Summer 2012, 3 were licensure and 10 were non-licensure. Licensure students: 67% (2 of 3) achieved excellent ranking and 33% (1 of 3) achieved satisfactory ranking.

Non-Licensure students: 90% (9 of 10) achieved excellent ranking and 10% (1 of 10) achieved satisfactory ranking

### **M 7:Professional concepts**

Students examine and discuss the impact of the Library Bill of Rights and its significance to the past, present and future of library and information science to define a political image of librarianship in relation to censorship, filtering, the freedom of information and services to communities. Assessment considers the completeness of the discussion of the concept definition related to censorship and the Library Bill of Rights; issues including filtering, freedom of information access, and service to communities will be addressed.

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

#### **Target:**

85% of students' analysis of the impact of the Library Bill of Rights on librarianship will rank satisfactory on the rubrics.

#### **Findings (2011-2012) - Target: Met**

OVERALL TARGET 2011-2012 MET 100% (47/47) rated satisfactorily

Fall 2011: 100% (22 of 22) students achieved satisfactory ratings on both content analysis and concept analysis scales on the rubrics.

There were 20 non-licensure and 2 licensure students.

Spring 2012: 100% (21 of 21) students achieved satisfactory ratings on both content analysis and concept analysis scales on the rubrics.

Summer 2012: 100% (6 of 6) students achieved satisfactory ratings on both content analysis and concept analysis scales on the rubrics. There were 4 non-licensure and 2 licensure students.

### **SLO 4:Research foundations**

Master's degree candidates demonstrate an understanding of scientific research, its role in building a knowledge base in library and information science, and demonstrate knowledge about research methods applicable to library and information studies and the ability to identify and apply appropriate research methodology to specific problems in library and information science.

## Related Measures:

### **M 8:Essential research**

Students demonstrate an ability to identify and apply appropriate research methodology to specific problems in library and information science.

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

#### **Target:**

85% of students achieve satisfactory ranking against the research proposal rubric.

#### **Findings (2011-2012) - Target: Met**

OVERALL TARGET 2011-2012 MET 93% (51 of 55) achieved excellent or satisfactory ranking.

Fall 2011: 100% (23 of 23) of students achieved excellent or satisfactory ranking against the research proposal rubric. Of these, 57% (13 of 23) of students ranked as excellent while 43% (10 of 23) ranked as satisfactory.

Spring 2012: 78% (14 of 18) of students achieved excellent or satisfactory ranking against the research proposal rubric. Of these 14 students, 5 were ranked as excellent and 9 were ranked satisfactory. 22% (4 of 18) students were ranked as needing improvement.

Summer 2012: 100% (14 of 14) of students achieved excellent or satisfactory ranking against the research proposal rubric. Of these 14 students, 79% (11 of 14) were ranked as excellent and 21% (3 of 14) were ranked satisfactory.

### **M 9:Master's research project**

Students demonstrate an understanding of the process and role of research in the field of library and information science through the completion of a quality research document appropriate to the field. The process includes submission of a proposal beyond the research proposal for the LIS 668 Research Methods course, and requires all the elements of a research article. Evaluation of the capstone Master's Project is by a student selected committee against the proposal and project rubric, and the student's own proposal design. Rubrics are scaled as good (clarity in presentation and compliance with good research approach), requires improvement (less clarity in presentation and compliance with good research approach), or unacceptable (unacceptable presentation, lack of good research approach).

Source of Evidence: Project, either individual or group

#### **Target:**

95% of students achieve satisfactory ranking against the rubric for the Master's Project as determined by at least two faculty evaluators.

#### **Findings (2011-2012) - Target: Met**

OVERALL TARGET 2011-2012 MET 98% (51/52) achieved satisfactory or excellent ranking against the rubrics

Fall 2011: 100% (14 of 14) students that completed the project achieved excellent or satisfactory ranking against the rubrics for the Master's Project as determined by two faculty members. 64% (9 of 14) students achieved excellent ranking and 36% (5 of 14) achieved satisfactory ranking. Four students enrolled in fall 2011 did not finish and carried

over into spring 2012.

Spring 2012: 96% (27 of 28) students that completed the project achieved excellent or satisfactory ranking against the rubrics for the Master's Project as determined by two faculty members. 75% (21 of 28) students achieved excellent ranking and 21% (6 of 28) achieved satisfactory ranking. 4% (1 of 28) was ranked as needing improvement. Two students enrolled in spring 2012 did not finish in spring and carried over into summer 2012.

All 4 students who carried over from fall 2011 completed in spring. Two achieved excellent ranking and two achieved satisfactory ranking. The 4 who carried over are included in the 27 students that completed in spring 2012.

Summer 2012: 100% (10 of 10) students that completed the project during summer achieved excellent or satisfactory rankings against the rubrics for the Master's Project as determined by two faculty members. 80% (8 of 10) students achieved excellent ranking and 20% (2 of 10) achieved satisfactory ranking. One student enrolled in summer did not finish in summer and will carry over into fall 2012. The student that carried over from spring 2012 completed the project and was 1 of the 8 that achieved an excellent ranking.

### **SLO 5:Technology literacy**

Candidates develop an awareness of the effects of technology on all library and information centers' operations and participate in technology applications to advance their skills and experiences.

#### **Related Measures:**

#### **M 10:Technology and organizations**

Candidates analyze new developments in information technologies and the ways in which these impact provision and usage of information on the part of professionals and patrons and demonstrate an understanding of the effects of technology on communication and organizational structures.

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

90% of students should achieve a satisfactory rating based on the rubrics for analysis and reporting on professional reading and research activities in LIS 605 Library Management and LIS 651 Introduction to Information Science assignments. Assessment requires students demonstrate an ability to analyze, evaluate, and compare published reports of research studies in library and information science and in disciplines other than library and information science.

#### **Findings (2011-2012) - Target: Met**

OVERALL TARGET 2011-2012 MET 93% (120/129) students achieved satisfactory

Fall 2011: 97% (29 of 30) students achieved a satisfactory rating based on the rubrics for analysis and reporting on professional readings and research activities. 3% (1 of 30) students was rated as unacceptable. (LIS 605)

Fall 2011: There were 16 non-licensure students and 5 licensure students for a total of 21 students. 100% (21 of 21) students achieved a satisfactory rating based on the rubrics for analysis and reporting on professional readings and research activities. (LIS 651)

Spring 2012: 96% (27 of 28) students achieved a satisfactory rating based on the rubrics for analysis and reporting on professional readings and research activities. 4% (1 of 28) students were rated as needing improvement. (LIS 605)

Spring 2012: 68% (15 of 22) students achieved a satisfactory rating based on the rubrics for analysis and reporting on professional readings and research activities. 32% (7 of 22) students rated as needing improvement. (LIS 651)

Summer 2012: 100% (13 of 13) achieved excellent or satisfactory ranking based on the rubrics for analysis and reporting on professional readings and research activities. 85% (11 of 13) achieved excellent ranking and 15% (2 of 13) achieved satisfactory ranking. Of the 13 students, 3 were licensure and 10 were non-licensure. Licensure students: 67% (2 of 3) achieved excellent ranking and 33% (1 of 3) achieved satisfactory ranking. Non-licensure students: 90% (9 of 10) achieved excellent ranking and 10% (1 of 10) achieved satisfactory ranking. (LIS 605)

Summer 2012: 100% (15 of 15) achieved excellent or satisfactory ranking based on the rubrics for analysis and reporting on professional readings and research activities. 80% (12 of 15) achieved excellent ranking and 20% (3 of 15) achieved satisfactory ranking. All 15 students were non-licensure. (LIS 651)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**re-evaluate course syllabi for clarity of instruction and rubric construction**

*Established in Cycle:* 2010-2011

LIS 651 Introduction to Information Science involves multiple topics including readings and assignments covering the historical ...

**M 11:Technology tool assessment**

Students utilize a variety of essential technologies to develop technology literacy appropriate to the library information science field.

Source of Evidence: Academic direct measure of learning - other

**Target:**

90% of students will demonstrate satisfactory technological literacy through their use of a variety of current technologies, such as search engines, websites/webquests, pathfinders, blogs, wikis, task software such as Catalogers Desktop, ClassWeb, WebDewey, RDA toolkit, Lexis-Nexis, Credo, DIALOG, presentation software, word processors, spreadsheets and other course identified software.

**Findings (2011-2012) - Target: Not Reported This Cycle**

Failure to implement. Agreed upon data points were not properly established and the data were not collected.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

### **Addressing an implementation failure**

*Established in Cycle:* 2010-2011

Data were not collected from the courses specific to technology use during this cycle. Faculty are currently identifying specifi...

### **review design and implementation**

*Established in Cycle:* 2011-2012

The plan for implementation of documenting the specified assessments failed. The assessment and process will have to be designed...

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

### **Addressing an implementation failure**

Data were not collected from the courses specific to technology use during this cycle. Faculty are currently identifying specific technology tasks to be assessed. Faculty have also requested a modification to the MLIS program to require that one of the five electives be selected from one of three very technology focused courses: LIS 516 Media Utilization, LIS 557 Computers in Libraries, LIS 558 Internet Resources for Librarianship. Specific technology tasks in the core courses will also be identified and a clarification of assessments designed.

**Established in Cycle:** 2010-2011

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Technology tool assessment | **Outcome/Objective:** Technology literacy

**Implementation Description:** The revised rubrics and clarification of technology assessment points are to be in place before the beginning of Spring 2013 semester.

**Projected Completion Date:** 01/14/2013

**Responsible Person/Group:** Faculty, Curriculum Committee

**Additional Resources Requested:** none

**Budget Amount Requested:** \$0.00 (no request)

### **re-evaluate course syllabi for clarity of instruction and rubric construction**

LIS 651 Introduction to Information Science involves multiple topics including readings and assignments covering the historical development of technology and its impact on library and information science. Students read and analyze related historical research in the areas of communications, electronics, computer science and other allied disciplines that contribute to the modern library and information science center and its mission. Students also create literature reviews and research proposals based on these readings. Faculty have determined the course needs to be re-evaluated to determine whether the content is too concentrated for one course, or if the instructions and rubrics are insufficient to support the students.

**Established in Cycle:** 2010-2011

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Interpreting the Library Bill of Rights | **Outcome/Objective:** Knowledge of and Commitment to ethical practices

**Measure:** Technology and organizations | **Outcome/Objective:** Technology literacy

**Implementation Description:** curriculum committee will review the syllabus and all documents of the last reporting cycle to determine the appropriate course of action. At the same time student progress in the current offering will be very carefully monitored for symptoms of correctable issues.

**Projected Completion Date:** 08/14/2013

**Responsible Person/Group:** Curriculum Committee and LIS 651 teaching faculty

**Budget Amount Requested:** \$0.00 (no request)

### **Video or audio demonstrations**

In future, students will model the reference process using videotape or audiotape to provide a demonstration of an example interaction.

**Established in Cycle:** 2010-2011

**Implementation Status:** In-Progress

**Priority:** High

### **Relationships (Measure | Outcome/Objective):**

**Measure:** Application of the information process: reference support | **Outcome/Objective:** Knowledge of the basic tenets of reference, collection development and cataloging

**Implementation Description:** For the fall 2011 spring 2012 summer 2012 period. Trail runs will be undertaken in fall 2011 with full implementation in spring 2012

**Responsible Person/Group:** Course instructor

**Additional Resources Requested:** none

### **move assessment to less dense course, review presentation for topic**

The Library Bill of Rights assignment/assessment will be moved to Information: Libraries in Society (LIS 636). Faculty felt that the number of assessment points in LIS 511 created an unbalanced situation. Moving the assignment and spending more time reviewing writing and instructions should improve performance. Faculty will also examine the presentation of the basic materials for the topic to ensure there is sufficient support for this student activity.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

### **Relationships (Measure | Outcome/Objective):**

**Measure:** Interpreting the Library Bill of Rights | **Outcome/Objective:** Knowledge of and Commitment to ethical practices

**Implementation Description:** faculty will be reviewing the presentations associated with the assignment and redesigning the assignment for placement in another course.

**Projected Completion Date:** 05/10/2013

**Responsible Person/Group:** Curriculum committee, LIS 511 instructor, and LIS 636 instructor

**Additional Resources Requested:** none

### **review course and assessments**

Another assessment from LIS 511 Collection development that did not meet target in Spring 2012. The course materials and assessments will be reviewed.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Develop balanced collection policies | **Outcome/Objective:** Knowledge of and Commitment to ethical practices

**Implementation Description:** curriculum committee, LIS 511 instructor will review the course materials for spring 2012 and compare them to previously used materials to determine if there was a change or omission. The assessment itself will be reviewed.

**Projected Completion Date:** 08/14/2013

**Responsible Person/Group:** Curriculum committee and the LIS 511 instructor

**review design and implementation**

The plan for implementation of documenting the specified assessments failed. The assessment and process will have to be designed and implemented.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Technology tool assessment | **Outcome/Objective:** Technology literacy

**Implementation Description:** Curriculum committee and faculty will have to redesign and plan implementation of same to provide this technology assessment.

**Responsible Person/Group:** Curriculum committee and whole faculty

**Analysis Questions and Analysis Answers**

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

For the most part the students are demonstrating superior skills and comprehension of the tools of the field. There seems to be an increase in performance over time, in all areas. There is controversy in several areas, such as collection development and the appropriateness of the ALA Library Bill of Rights, but overall performance of students has been successful.

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

Spring semester results for interpreting the ALA Library Bill of Rights and analyzing collection development materials indicate there may be a weakness in the presentation material, the teaching style, or assessments related to these areas. Though overall annual targets were met, the spring semester was not as successful for students as we desire. It is not unreasonable to expect that some students will not perform as well in some topics as in others. It is naturally our goal to assist those students in developing strengths where they have had weakness. We will examine the instructions, readings, teaching materials etc. for these two areas very closely to identify the underlying problem. It was noted by more than one faculty member that the spring semester had several students who did not see the ALA Library Bill of Rights as being a positive statement, and therefore their interpretation

of the ethics and standards generally associated with the collection development policies recommended by the professional association may have caused some problems.

## Annual Report Section Responses

### **Program Summary**

The Master's of Library and Information Science program is accredited by the American Library Association, and is the only such program in the state of Mississippi, as well as one of only 62 ALA accredited Master's programs in North America. The School of Library and Information Science at The University of Southern Mississippi is one of only 16 American Library Association accredited programs that offer a fully online master's degree. The MLIS program produces professionals for all areas of the library/information fields; academic, public, school, archives, and special libraries all hire our graduates. Students from across the nation, including Hawaii and Alaska, participate in our MLIS program; we also have provided classes for students residing in Peru, Belize, India, England, Germany, Japan, the Virgin Islands, as well as other countries. We offer an online supplemental school library media specialist endorsement non-degree program that also attracts students from other states and other countries. In 2009-2010 we proposed and had approved a Graduate Certificate in Archives and Special Collections, which has attracted new students as well as alums. In 2011-2012 we had two students successfully complete the certificate.

During four of the last five years, the MLIS has been the most frequently awarded master's degree at The University of Southern Mississippi, and was the second most frequent the other year. Master student enrollment during 2010-2011 was 152 in fall 2010, 154 in spring 2011 and 129 in summer 2011. Data available at this time places the enrollment during fall 2011 at 156, 158 in spring of 2012 and 128 in summer 2012. Our graduates have gone on to earn doctoral degrees in programs at Urbana-Champaign Illinois, Rutgers, Simmons, University of Mississippi, Alabama, and others.

The School has sponsored and directed the Fay B. Kaigler Children's Book Festival for the last 45 years. The festival attracts national attention and participants to the university for the Southern Mississippi Silver Medallion awarded annually for the last 44 years. The 2009 medallion winner was author Judy Blume, the 2010 winner was illustrator David Wiesner, the 2011 winner was author T.A. Barron and the 2012 winner was author and poet Jane Yolen; all are recipients of multiple literary awards. They joined a long list of authors, illustrators and storytellers honored to receive the Medallion. Also in 2012, the Erza Jack Keats Book Awards were moved from the New York Public Library to the Festival for annual presentation. The festival is one of the features of The University of Southern Mississippi that is nationally recognized in conjunction with the de Grummond Children's Literature Collection.

The School of Library and Information Science has been a leader in the development and offering of online courses since offering the first online courses in 1995. The MLIS is the first approved online Master's degree program at The University of Southern Mississippi (2002). SLIS faculty members have participated in the pilots for WebCT, Horizon Wimba, Live Classroom, and Podcasting and continue to be active in testing new technology appropriate for our field. Our courses now include aspects of Web and Library 2.0, social media, wikis, blogs, globs, social networking, and the evolving information technologies. The field of library and information science is a dynamic and evolving collection of many disciplines. Our students are prepared to work and excel in diverse venues, limited only by the imagination of the student. Our faculty have expertise in public, school, special and academic libraries as well as archives, museums, telecommunications, information science theory, digitization, records management, distance education and much more.

The School of Library and Information Science engages in an ongoing self-review of all aspects of the program. As an American Library Association accredited program we report on our enrollments,

student composition, activities, and budgets annually, and prepare a biennial overview report. We are conscious of the character and quality of our program as a component of retaining accreditation and presenting The University of Southern Mississippi in the best light. We underwent our seven year accreditation review in February 2012 and received the full 7 year continuing accreditation until 2019. ALA accreditation is essentially a continuous process, but the seven year review involves a focused campus visit by an assessment team composed of practitioners, educators and administrators in our disciplines. The standards of our accreditation cover the I Mission, Goals and Objectives of the program, II Curriculum, III Faculty, IV Students, V Administrative and Financial Support, and finally VI the Physical Resources and Facilities.

### **Continuous Improvement Initiatives**

The entire assessment process must be handled as a continuous improvement initiative. We are striving to align all of our assessments with our mission, goals and objectives as linked to the American Library Association's core competencies. We had hoped to accomplish this alignment in this cycle, but it will take several cycles to fully implement that redesign. Significant progress has been made, but we are still aligning courses and competencies.

### **Closing the Loop**

Since library and information science has very dynamic evolving technology systems and structures, e.g., Second Life, blogs, wikis, gaming, etc., we need to continuously monitor and appropriately increase technology engagement in the courses for the students. The curriculum committee reviews the technology implementation in every core course annually. Technology has been integrated into all courses, Students work with all forms of technology and social networking in order to be cognizant of their impact on society in general and the library community in particular. Students now use blogs, wikis, and review gaming as a teaching tool, and participate through the online courseware, Blackboard, in a wide number of technological tools: chat rooms, Wimba, podcasts, vodcasts, etc. The SLIS faculty is participating in a pilot of Collaborate Classroom and has been working with LEC to pinpoint problem areas that impact student participation. Technology will continue to be a carefully monitored aspect of the curriculum and in fact we petitioned to change our degree program so that students are required to take at least one of the technology intensive courses, LIS 516 Media Utilization, LIS 557 Computers in Libraries or LIS 558 Internet Resources. The petition was approved, but we have not gotten the entire assessment process in place as of this writing. The review of the area will be ongoing but the action plan has been labeled as finished.