

## Detailed Assessment Report

As of: 9/22/2018 10:19 PM CDT

### 2017-2018 Library and Information Science MLIS\*\*

#### 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**

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 (2017-2018) - Target: Met**

(online, n=33) 100% of the students (33/33; fall and spring semester combined) achieved satisfactory or excellent ranking on the Library Bill of Rights interpretation rubric. Non-licensure students - 100% (22/22; fall and spring semester combined) achieved satisfactory or excellent ranking on the rubric. Licensure-emphasis students - 100% (11/11; fall and spring semester combined) achieved satisfactory or excellent 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 policies 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 (2017-2018) - Target: Met**

(online, n=45) 100% (45/45; fall and spring semesters combined) achieved satisfactory or excellent ranking using the collection development policy rubric. Non-licensure emphasis students - 100% (30/30; fall and spring semesters combined) achieved satisfactory or excellent ranking on the rubric. Licensure-emphasis students - 100% (15/15; fall and spring semesters combined) achieved satisfactory or excellent ranking on the rubric.

**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 (2017-2018) - Target: Met**

(online, n=48) 98% (47/48; fall and spring semesters combined) achieved satisfactory or excellent ranking on the rubric for evaluating reference sources. Non-licensure students - 97% (29/30; fall and spring semesters combined) achieved satisfactory or excellent ranking on the rubric. Licensure-emphasis students - 100% (18/18; fall and spring semesters combined) achieved satisfactory or excellent ranking on the rubric.

**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 (2017-2018) - Target: Met**

(online, n=35) 94% (33/35; fall and spring semesters combined) achieved satisfactory or excellent ranking using the cataloging rubric. Non-licensure emphasis students - 91% (21/23; fall and spring semesters combined) achieved satisfactory or excellent ranking on the rubric. Licensure-emphasis students - 100% (12/12; fall and spring semesters combined) achieved satisfactory or excellent ranking on the rubric.

**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 (2017-2018) - Target: Met**

(online, n=34) 100% (34/34); fall and spring semesters combined) achieved satisfactory or excellent ranking using the article evaluation rubric. Non-licensure emphasis students - 100% (23/23; fall and spring semesters combined) achieved satisfactory or excellent ranking on the rubric. Licensure-emphasis students - 100% (11/11; fall and spring semesters combined) achieved satisfactory or excellent ranking on the rubric.

**M 6: Create annotated bibliography of IS research**

Students create an annotated bibliography of twenty resources related to an information science research topic. Annotations should be an objective critical analysis of the resources and should consider authority, bias, content, and recency (date) of the source. [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 (2017-2018) - Target: Met**

(online, n=36) 100% (36/36; fall and spring semesters combined) achieved satisfactory or excellent ranking using the annotated bibliography rubric. Non-licensure students - 100% (23/23; fall and spring semesters combined) achieved satisfactory or excellent ranking on the rubric.

Licensure-emphasis students - 100% (13/13; fall and spring semesters combined) achieved satisfactory or excellent ranking on the rubric.

#### **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 (2017-2018) - Target: Met**

(online, n=36) 100% (36/36; fall and spring semesters combined) achieved satisfactory or excellent ranking using the bibliometric research paper rubric. Non-licensure students - 100% (23/23; fall and spring semesters combined) achieved satisfactory or excellent ranking using the rubric. Licensure-emphasis students - 100% (13/13; fall and spring semesters combined) achieved satisfactory or excellent ranking using the rubric.

##### **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 (2017-2018) - Target: Met**

(online, n=33) 100% (33/33; fall and spring semesters combined) achieved satisfactory or excellent rating using the master's research project rubric. Non-licensure emphasis students - 100% (29/29; fall and spring semesters

combined) achieved satisfactory or excellent rating on the rubric.  
Licensure-emphasis students - 100% (4/4; fall and spring semesters combined) achieved satisfactory or excellent rating on the rubric.

### **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 (2017-2018) - Target: Met**

(online, n=40) 93% (37/40; fall and spring semesters combined) achieved satisfactory or excellent ranking on the rubric for the instructional vodcast or podcast. Non-licensure emphasis students - 92% (22/24; fall and spring semesters combined) achieved satisfactory or excellent ranking on the rubric. Licensure-emphasis students - 94% (15/16; fall and spring semesters combined) achieved satisfactory or excellent ranking on the rubric.

##### **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 (2017-2018) - Target: Met**

(online, n=46) 100% (46/46; fall and spring semesters combined) achieved satisfactory or excellent rating on the rubric for the e-portfolio. Non-licensure emphasis students - 100% (41/41; fall and spring semesters combined) achieved satisfactory or excellent rating on the rubric. Licensure-emphasis students - 100% (5/5 fall 2017 & spring 2018 combined) achieved satisfactory or excellent rating on the rubric.

## 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 (2017-2018) - Target: Met**

92% of students admitted in fall 2016 returned to the program in fall 2017 as determined by data from Institutional Research.

##### **M 12:Graduation**

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

Source of Evidence: Academic indirect indicator of learning - other

##### **Target:**

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

##### **Findings (2017-2018) - Target: Met**

85% of new fall 2012 students graduated on or before spring 2018 as determined by data from Institutional Research.

## Analysis Questions and Analysis Answers

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

Student learning outcomes/objectives that were revised to comply with new SACSCOC standards (knowledge of LIS literature, professional practice/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, vlogs, 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. The MLIS program is accredited by the American Library Association, which 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 has been created that includes work title, location, and professional contact information.

SLIS faculty meet each month and one of the topics discussed are problems that arise related to student success. Faculty are encouraged to contact students if they miss class or fail to submit assignments. As an ongoing area of emphasis, faculty are encouraged to include the link to the Student Success page ([usm.edu/success](http://usm.edu/success)) in their syllabi and Canvas course sites. 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. A document on the SLIS website, "How to Be a Successful Graduate Student" is reviewed and posted in the introductory class, LIS 500.

## **Annual Report Section Responses**

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

The Master of Library and Information Science (MLIS) program is accredited by the American Library Association (ALA) and is a comprehensive program 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 is a leader in innovative online education within the university and offered the first online master's degree at USM in 2002.

In 2017, the MLIS program was ranked #3 in Top Ten Graduate Degrees Awarded at Southern Miss (Degree Book, 2017). Southern Miss MLIS program was recently listed as one of the 30 Most Affordable Top MLIS Online Degrees by Best Master's Degrees, one of the Most Affordable Online Master's in LS Degrees by College Choice, one of 25 Best Online MLIS Degree Programs by The Best Schools, and of the 25 Best MLIS Degree Programs by Best Colleges Reviews. SLIS offers four dual-master's degrees, MLIS/ MA in History, MLIS/MA in Anthropology, MLIS/MA in Political Science, and MLIS/MS in Instructional Technology, the only dual-master's degree that is fully online.

SLIS offers two graduate certificates that may be earned together with the MLIS degree or post-MLIS degree: a Graduate Certificate in Archives and Special Collections and a Graduate Certificate in Youth Services and Literature.

Each summer, students may participate in a study-abroad LIS course on British libraries, archives, and special collections. Students earn 6 credit hours with lectures and behind-the-scenes guided tours by British librarians and archivists in London, Oxford, and Bletchley Park. USM British Studies is headquartered at a University of Westminster dorm in London. From 2007 - 2018, 193 students from 40 universities across the U.S. and Canada earned credit in the British Studies LIS class, with 19 in the class of June 2018.

SLIS is responsible for funding, planning, and organizing the Fay B. Kaigler Children's Book Festival each April, which requires year-round planning and preparation. It is recognized nationally as a premier event with participation by nationally and internationally-recognized authors and illustrators. The 2018 Children's Book Festival had record attendance of more than 550 adults and more than 1,500 elementary students at a special author event with Dav Pilkey, where each student received a copy of his book *Dog Man*, a Captain Underpants red cape, and a \$15 gift certificate to purchase another book of their choice.

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 66,000 times. SLIS students have published their research papers in a variety of peer-reviewed and professional journals and conference proceedings - <http://ocean.otr.usm.edu/~w146169/mentorpubs.htm>

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

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

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

As a result of the review of the archival certificate courses in 2016, faculty proposed modifications to course titles and descriptions to more accurately reflect the content and to conform to current professional standards. SLIS Curriculum Committee reviewed and with approval of SLIS faculty, proposed modifications of LIS 506, LIS 631, LIS 645, LIS 646, LIS 647, and LIS 652. These modifications were approved by SLIS faculty, College Curriculum Committee, Graduate Council, and the Provost and were implemented in fall 2017. Updates and modifications to the program and courses are communicated to students, alumni, prospective students, and professional colleagues through a Facebook page, website, SLIS Connecting e-journal published twice a year,



a regular column "SLIS Notes" published in Mississippi Libraries Journal, and via three different listservs: one for SLIS faculty, staff, and students; one for alumni; and one for the advisory board. Updates about the program are also posted to the Mississippi Library Association listserv, Southeastern Library Association listserv, and College of Education and 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.

**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.**

Writing requirement: 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.

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

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

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

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