

Detailed Assessment Report

As of: 9/14/2017 01:44 PM CDT

2016-2017 Library and Information Science BS*

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

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 demonstrate fundamental abilities in locating, evaluating and utilizing 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 conduct reference searching activities to locate and evaluate reference resources to resolve reference questions. They report complete information on the reference interview and types of questions, and types of appropriate reference resources such as encyclopedias, dictionaries, etc. The activities are assessed by completion of the tasks and reported search strategies.

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

Target:

80% of students will identify and locate appropriate reference resources and use viable search strategies to access the required information.

Findings (2016-2017) - Target: Met

Fall 2016 (online, n=41): 85% (35 out of 41 students) rated satisfactory or excellent on reference tools assignment evaluation rubric. LIS 401 was only offered in the fall.

M 2: Reference resources annotated bibliography

Students create an annotated bibliography to demonstrate their ability to locate and evaluate appropriate reference resources.

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

Target:

80% of students will complete the annotated bibliography of information resources and achieve excellent or satisfactory rating as measured by the appropriate rubric 1) grammar and spelling 2) bibliographic citation 3) source selection and justification, 4) detail of description.

Findings (2016-2017) - Target: Met

Fall 2016 (online, n=41): 85% (35 out of 41 students) rated satisfactory or excellent on the annotated bibliography evaluation rubric. LIS 401 was only offered in the fall.

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

Students 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 challenges

Students summarize an actual challenge or attempt to censor library materials (or restrict access) and explain how sections of the Library Bill of Rights relate to the challenge (Evaluation of Library Collections, Censorship and Recommendations for Challenged Materials).

Source of Evidence: Academic direct measure of learning - other

Target:

80% of students will achieve a satisfactory ranking compared to the rubric with 5% achieving superior ranking.

Findings (2016-2017) - Target: Met

Spring 2017 (online, n=16): 100% (16 out of 16) students achieved satisfactory or excellent as measured by the Library Bill of Rights challenges rubric. LIS 411 was only offered in the spring semester.

M 4: Collection development policy

Students design collection development policy including all the elements of the associated rubrics with clarity and appropriate citation support. Rubrics are found in LIS 411.

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

Target:

80% of students will achieve satisfactory ranking on all of the elements of the collection development policy rubrics.

Findings (2016-2017) - Target: Met

Spring 2017 (online, n=16): 100% (16 out of 16) students achieved satisfactory or excellent as measured by the collection development policy rubric. LIS 411 was only offered in the spring semester.

SLO 3: Demonstrate written and oral communication skills in context

Students 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: Demonstrate advanced writing skills: scholarly Paper

Students research and write a 3,000-word scholarly paper as part of the capstone (LIS 489 Practicum) experience. The paper includes scholarly sources as well as information gathered on-site and from organizational documents and Web sites. The paper is assessed based upon content, appropriate use of research with documentation and consistent citation of sources, compliance with the standard research formats, language has few errors in grammar, punctuation, spelling and usage.

Source of Evidence: Capstone course assignments measuring mastery

Target:

95% of students will achieve satisfactory as compared to the writing rubric for the LIS 489 scholarly paper.

Findings (2016-2017) - Target: Met

(online, n=18) - Fall, 2016: 14 of 14 (100%) students achieved satisfactory or excellent as measured by the writing rubric for the LIS 489 scholarly paper. Spring, 2017: 4 of 4 (100%) of students achieved satisfactory or excellent as measured by the writing rubric for the LIS 489 scholarly paper. Total: 100% (18/18) students achieved satisfactory or excellent on the writing rubric for the LIS 489 scholarly paper.

M 6: Oral presentation

Students make an oral presentation to a group of students and faculty in the capstone course (LIS 489 Practicum). The presentation is assessed for content, organization, language, verbal and nonverbal delivery, as well as the quality of the supporting PowerPoint Presentation or other mediation.

Source of Evidence: Presentation, either individual or group

Target:

90% of students should achieve satisfactory on the oral presentation based on the associated rubric.

Findings (2016-2017) - Target: Met

(online, n=18) - Fall, 2016: 14 of 14 (100%) students achieved satisfactory or excellent as measured by the oral presentation rubric for the LIS 489 oral presentation. Spring, 2017: 4 of 4 (100%) of students achieved satisfactory or excellent as measured by the oral presentation rubric for the LIS 489 practicum presentation. Total: 100% (18/18) students achieved satisfactory or excellent on the oral presentation rubric for the LIS 489 practicum presentation.

SLO 4: Demonstrate technology competency

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

Related Measures:

M 6:Oral presentation

Students make an oral presentation to a group of students and faculty in the capstone course (LIS 489 Practicum). The presentation is assessed for content, organization, language, verbal and nonverbal delivery, as well as the quality of the supporting PowerPoint Presentation or other mediation.

Source of Evidence: Presentation, either individual or group

Target:

90% of students should achieve a satisfactory rating for the PowerPoint Presentation associated with their oral presentation based on the AudioVisual/PowerPoint rubric.

M 7:Technology projects

Students create a technology portfolio of appropriate and acceptable artifacts in the Media Utilization course (LIS 416). Individual element rubrics yield an overall portfolio assessment, students demonstrate ability to create and present lesson plans for teaching various technologies, provide detailed instructions with examples for setting up or installing software or equipment, produce PowerPoints with specified elements.

Source of Evidence: Project, either individual or group

Target:

90% of students will achieve satisfactory ranking based on the portfolio evaluation rubric.

Findings (2016-2017) - Target: Met

(online, n=42) - Fall 2016: 100% (27/27) students achieved satisfactory or excellent as measured by the e-portfolio evaluation rubric. Spring 2017: 100% (15/15) students achieved satisfactory or excellent as measured by the e-portfolio evaluation rubric. Total: 100% (42/42) achieved satisfactory or excellent as measured by the e-portfolio evaluation rubric.

M 8:Creation of an instructional vodcast or podcast

Students create a bibliographic instruction vodcast or podcast. They create a lesson plan and then 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 rubrics for instructional design and presentation.

Source of Evidence: Academic direct measure of learning - other

Target:

85% of student instructional vodcasts/podcasts will be satisfactory compared to the rubrics of instructional design and presentation.

Findings (2016-2017) - Target: Met

(online, n=17) Spring 2017: 88% (15/17) student multimedia artifacts rated satisfactory or excellent on the assignment evaluation rubric. LIS 491 is only offered in spring semesters.

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

O/O 5: Retention and graduation

Students majoring in library and information science will progress through the program and graduate.

Related Measures:

M 9: Graduation

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:

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

Findings (2016-2017) - Target: Met

71% (56/79) of the students who have graduated with a bachelor's degree in library and information science did so in six years or less. This percentage was calculated for students who have been admitted since fall of 2010 and 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: Planned

Priority: High

Responsible Person/Group: Faculty advisors

Track degree plan changes

Track student course choices under changed degree plan to see if further changes in plan are needed.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Responsible Person/Group: Faculty

Additional Resources Requested: None

Emphasize Resources for Student Success

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

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

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

Exit survey

An exit survey was developed for LIS BA/BS majors and was first administered in spring 2016. SLIS has been asked to keep track of placement rate so a question about whether a student has obtained a LIS position has been added. This survey will be administered each year and data compiled to determine trends and identify needed modifications to course requirements.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Responsible Person/Group: SLIS Curriculum Committee

Student success emphasized

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

Analysis Questions and Analysis Answers

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

The analysis indicates that students in the entry-level classes do not score as well on written or oral assignments as they do in the capstone LIS 489 class so in spring 2017, faculty reviewed and adjusted the targets according to the level of course difficulty and the level expected of students as they progress through the program. Students are provided

feedback in their coursework and encouraged to improve their writing and speaking skills so it is expected that they would show improvement in their final capstone course assignments. Students are encouraged to use the resources on the student success site, www.usm.edu/success, and 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.

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

It is vital that students be given feedback in all their coursework as well as encouragement to succeed. Faculty in online courses record each lecture so students can re-view it if needed. Assignments are discussed in class and students encouraged to use the resources on the student success website and the writing and speaking centers to improve their writing and speaking skills. It is also vital for students to complete tutorials on plagiarism and academic integrity so they understand how to locate, use, and cite sources appropriately.

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 in the information fields; in libraries the bachelor's degree is a paraprofessional degree. 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 proposed and approved by the SLIS Curriculum Committee, College Curriculum Committee, Academic Council, Graduate Council, and the Provost. The Accelerated Master's Option would allow senior undergraduate students in the Library and Information Science program who have a GPA of 3.5 or higher to take up to 9 credit hours of graduate credit in the following cross-listed elective courses during their senior year: LIS 406/506 - Cataloging Multimedia Objects LIS 416/516 - Technology in the School Library LIS 433/533 - History of the Book LIS 417/517 - Children's Literature LIS 418/518 - Young Adult Literature LIS 419/519 - Programs and Services for Youth LIS 428/528 - Storytelling LIS 440/540 - Information Ethics LIS 445/545 - Sources of Information for a Multicultural Society LIS 457/557 - Information Technology and Libraries LIS 458/558 - Web Design and Evaluation Students will pay undergraduate tuition for up to 9 credit hours of graduate courses and the credit will count toward both their undergraduate degree and toward the MLIS degree at Southern Miss. Students engaged in an AMO will be charged the undergraduate tuition rate. AMO students will retain their eligibility for financial aid at the undergraduate level provided they maintain a full-time student classification. AMO students are limited to 15 hours of combined undergraduate/graduate coursework during a semester. Students may opt out of an AMO at any time and complete the required undergraduate degree plan. Any graduate credit

earned to that point can be applied to the undergraduate degree plan. AMO students retain an undergraduate classification until they have completed all the requirements of their undergraduate degree plan. It is expected that a student will complete the undergraduate degree within two years of being accepted into an Accelerated Master's Option. Completion of the AMO does not automatically result in admission to the graduate program. Students completing the AMO are required to complete the same graduate application process as all applicants - an application fee will be required upon completion of the undergraduate degree and prior to be enrolled as a graduate, degree-seeking student.

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 underwent a rigorous evaluation in 2015-16. SLIS faculty were required to submit a self-study and to have an external reviewer evaluate the report and the program via an on-site visit. The program external reviewer had words of praise for the LIS BA/BS program and rated the program highly on the External Reviewer's Rating Form. In addition to the annual focus group, the Curriculum Committee developed an exit survey for LIS BA/BS graduates. This survey instrument was approved by IRB and first administered in spring 2016. The survey is administered each year and the quantitative data collected and compiled. A focus group of students, graduates, employers, and other stakeholders is conducted each October at the Mississippi Library Association Annual Conference and the qualitative data collected and compiled. The quantitative and qualitative data, including 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.

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

Feedback from the exit survey and the focus group held each year at the Mississippi Library Association conference indicated a need for more student support. As one measure to address this, the faculty approved the Accelerated Master's Option, which will allow senior undergraduate students in the LIS program who have a GPA of 3.5 or higher to earn graduate credit during their senior year that will count toward their undergraduate degree and the ALA-accredited MLIS degree at Southern Miss. Students will pay undergraduate rates for up to 9 credit hours that can count for both LIS and MLIS degrees. Faculty are in the process of revising the LIS degree plan from 124 hours to 120 hours per the Provost's "Four in Four" initiative to help students graduate in four years. Per the Provost's request for more 8-week courses, SLIS has increased the second 8-week course offerings: LIS 201: Introduction to Information Literacy offered every semester, LIS 457: Information Technology & Libraries in fall, and LIS 491: Library Instruction in spring, as well as several rotating course options in the May intercession and in summer.

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

An increasing emphasis on technology from SACSCOC and from the American Library Association list of professional competencies has led SLIS to increase the level of technology required for the LIS degree. Students are required to take LIS 201: Introduction to Information Literacy, in which they are required to show competency in Word, Excel, and PowerPoint and proficiency in searching scholarly databases. 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 a discussion board, 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, of the technology courses (LIS 416, LIS 457, LIS 458) in which they create digital multimedia educational 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.

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.

USM students now have access to Office 365 so SLIS students are required to use and demonstrate proficiency in using Word, Excel, and PowerPoint in their assignments. Virtual class sessions are recorded so that students may view them if unable to attend a live session or re-view them to ensure understanding of the lecture content. Some of the core classes required students to divide up into breakout rooms, work together on a group project, then present that project to the entire class using the display screen, webcam and microphone. In LIS 491, students are required to locate and evaluate online tutorials then to produce their own multimedia tutorials, which they will be able to use in the real world for library instruction. In LIS 457 and 458, they are required to use online applications to create artifacts that promote library programs and services and they are required to develop an e-portfolio that includes their image, some basic information about themselves, a vita in pdf format, and links to class papers and projects.