

The University of Southern Mississippi

Detailed Assessment Report

2015-2016 Library and Information Science BS*

As of: 1/13/2017 02:29 PM CDT

(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.) is to educate students for careers in the information fields; in libraries, the BA/BS is a paraprofessional degree. The program supports the mission of the college and the university through provision of curriculum designed to serve the needs of the students while nurturing opportunities engage students, promote discourse, and enhance quality of life. The curriculum prepares future information specialists for roles that include modeling and valuing collaboration and effective communication, information based problem-solving, an appreciation of and respect for diversity, recognition and sensitivity to standards of ethical conduct, and how to organize, access and evaluate print and non-print information resources in a variety of settings.

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

SLO 1: Recognize and utilize appropriate information resources

Students demonstrate fundamental abilities in recognizing, 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 identify and evaluate reference resources to resolve reference questions.

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

Target:

80% of students will identify viable search strategies, appropriate potential reference resources to access the information.

Finding (2015-2016) - Target: Met

Fall 2015 (online, n=22): 81% (18 out of 22 students) ranked satisfactory or excellent on reference tools assignment evaluation rubric. LIS 401 was only offered in the fall.

M 2: Source evaluation annotated bibliography

Students create an annotated bibliography to demonstrate their ability to evaluate reference resources and present the information.

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

Target:

80% of students will complete the annotated bibliography achieving superior or satisfactory assessment as measured by the annotated bibliography rubric.

Finding (2015-2016) - Target: Met

Fall 2015 (online, n=22): 81% (18 out of 22 students) ranked satisfactory or excellent on the annotated bibliography evaluation rubric. LIS 401 was only offered in the fall.

SLO 2: 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 3: 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 (Introduction, Literature Review, Methodology, Discussion), few or no errors in grammar, punctuation, spelling and usage, and word choice related to clarity, vividness, and credibility.

Source of Evidence: Capstone course assignments measuring mastery

Target:

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

Finding (2015-2016) - Target: Met

(online, n=13) – Fall, 2015: 7 of 7 (100%) students achieved satisfactory or excellent as measured by the writing rubric for the LIS 489 scholarly paper. Spring, 2016: 6 of 6 (100%) of students achieved satisfactory or excellent as measured by the writing rubric for the LIS 489 scholarly paper. Total: 100% (13/13) students achieved satisfactory or excellent on the writing rubric for the LIS 489 scholarly paper.

M 4: 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.

Finding (2015-2016) - Target: Met

(online, n=13) – Fall, 2015: 100% (7/7) students achieved satisfactory or excellent as measured by the oral presentation rubric. Spring, 2016: 100% (6/6) of students achieved satisfactory or excellent as measured by the oral presentation rubric. Total: 100% (13/13) students achieved satisfactory or excellent as measured by the oral presentation rubric.

SLO 3: Demonstrate and articulate ethics of the field.

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

Related Measures

M 5: Collection development policy

Students design a collection development policy including all the elements of the collection development policy rubric.

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.

Finding (2015-2016) - Target: Met

Spring 2016 (online, n=22): 100% (22 out of 22) students achieved satisfactory or excellent as measured by the collection development policy rubric. LIS 411 was only offered in the spring semester.

M 6: 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.

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.

Finding (2015-2016) - Target: Met

Spring 2016 (online, n=22): 100% (22 out of 22) students achieved satisfactory or excellent as measured by the Library Bill of Rights challenges rubric. LIS 411 was only offered in the spring semester.

SLO 4: Demonstrate technology competency

Students employ current technology tools appropriate to the library field.

Related Measures

M 7: e-Portfolio

Students create an e-portfolio of appropriate artifacts.

Source of Evidence: Project, either individual or group

Target:

90% of student portfolios will achieve satisfactory or excellent ranking based on the portfolio evaluation rubric.

Finding (2015-2016) - Target: Met

(online, n=30) - Fall 2015: 100% (16/16) students achieved satisfactory or excellent as measured by the e-portfolio evaluation rubric. Spring 2016: 100% (14/14) students achieved satisfactory or excellent as measured by the e-portfolio evaluation rubric. Total: 100% (30/30) achieved satisfactory or excellent as measured by the e-portfolio evaluation rubric.

M 8: Multimedia educational artifact

Students use a free online tool to create an educational artifact that has both visual and audio components.

Source of Evidence: Academic direct measure of learning - other

Target:

90% of student multimedia artifacts will rate satisfactory or excellent on the assignment evaluation rubric.

Finding (2015-2016) - Target: Met

(online, n=30) Fall 2016: 100% (18/18) student multimedia artifacts rated satisfactory or excellent on the assignment evaluation rubric. Summer 2016: 91.7% (11/12) student multimedia artifacts rated satisfactory or excellent on the assignment evaluation rubric. Total: 96.7% (29/30) student multimedia artifacts rated satisfactory or excellent on the assignment evaluation rubric.

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

O/O 5: 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:

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

Finding (2015-2016) - Target: Met

85% (54/63) 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

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

Comprehensive curriculum review

Faculty will undertake a comprehensive curriculum review during the 2014-15 academic year. Current outcomes and measures will be reviewed for current relevancy and correct course placement.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Responsible Person/Group: Faculty

Additional Resources: 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: 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: 08/2016

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

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. 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 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. Students should be encouraged to use the resources on the Student Success website and to use the resources of 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

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 modeling and valuing collaboration, effective communication, information based problem-solving, an appreciation of and respect for diversity, recognition and sensitivity to standards of ethical conduct and how to organize, access and evaluate print and non-print information resources in a variety of settings. The undergraduate program addresses a growing interest in information technology and issues skills among new graduates and in preparation for emerging roles in archives and preservation, school library media support, and material management.

Continuous Improvement Initiatives

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 (Appendix A. LIS Self-Study document and attachments). The program external reviewer had words of praise for the LIS BA/BS program according to Dr. Bill Powell and rated the program highly on the External Reviewer's Rating Form (Appendix B. LIS 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 will be administered each year and data collected and compiled 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

Feedback from focus groups held each year at the Mississippi Library Association conference indicated a need for a course that focused on public libraries so LIS 415: Library Management was modified to LIS 415: Public Libraries that focuses on public library history and management. An increased emphasis in technology in LIS professional competencies by the American Library Association spurred the requirement that students take one of the technology electives, LIS 416, 457, or 458. Both of these initiatives were proposed by the Curriculum Committee and approved by SLIS faculty, College Curriculum Committee, and Academic Council.

Technology Use

Technology An increasing emphasis on technology from SACSCOC and from the American Library Association list of professional competencies 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 learn how to locate, evaluate, use and appropriately cite the information they need for scholarly papers and projects. They are also required to take one of the technology courses (LIS 416, LIS 457, LIS 458) in which they create a multimedia educational artifact and create an e-portfolio. In addition to the two measures for technology competency, technologies required for various courses that enhance student learning include: - Blackboard Collaborate virtual classroom, where students are required to participate each week in live, online classes - Office Word, Excel, PowerPoint (or equivalent) applications which are required for many class assignments - Web 2.0 applications: blogs, wikis, etc. - Cataloging online applications required for cataloging exercises in LIS 405.