

The University of Southern Mississippi

Detailed Assessment Report

2012-2013 Library and Information Science MLIS**

As of: 1/13/2017 02:24 PM CDT

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

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.

Finding (2012-2013) - Target: Met

95% (42/44) students (combined, summer, fall and spring) achieved satisfactory or excellent. - Five licensure students: all met the target - Thirty-seven non-licensure students met the target: 2 students did not turn in papers.

M 2: Develop balanced collection policies: group project

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. As a team, 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 (groups) should achieve satisfactory ranking according to the rubrics for the collection development policies.

Finding (2012-2013) - Target: Not Met

OVERALL TARGET for 2012-2013 (combined summer, fall, spring) was NOT MET with 87% (48/55) students achieving satisfactory or excellent. There were 2 licensure students and both of them achieved excellent rating. Forty-six (out of 53) non-licensure students achieved excellent or satisfactory. This assignment was taught as a group project although students were also evaluated individually.

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

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

Collection Development Policy

Established in Cycle: 2012-2013

It has been determined by the Curriculum Assessment Committee review that the group project assignment is an inappropriate cho...

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.

Finding (2012-2013) - Target: Not Met

OVERALL TARGET 2012-2013 NOT MET 88% (56/64) students (combined summer, fall, spring) achieved excellent or satisfactory ranking against the reference question rubric. Two out of four licensure students achieved excellent or satisfactory. Fifty-six out of sixty non-licensure students achieved excellent or satisfactory.

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

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

Revised target percentage

Established in Cycle: 2012-2013

The curriculum committee has recommended that assessments from the introductory courses (LIS 501, 505 and 511) have uniform targ...

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

Finding (2012-2013) - Target: Met

OVERALL TARGET 2012-2013 MET: 94% (51/54) (combined summer, fall, spring) achieved satisfactory or excellent ranking against the rubrics. Eight out of eight licensure students achieved a rating of excellent or satisfactory. Forty-two out of forty-five non-licensure students achieved a rating of excellent or satisfactory.

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

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

Cataloging: Organization and Services

Established in Cycle: 2012-2013

It has been determined by the Curriculum Assessment Committee review that as an introductory course (one of the first three: L...

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.

Finding (2012-2013) - Target: Met

OVERALL TARGET 2012-2013 MET 92% (59/64) (combined summer, fall, spring) achieved satisfactory or excellent ranking against the rubric. Seven out of seven licensure students achieved excellent or satisfactory ratings. Fifty-two out of fifty-seven non-licensure students achieved excellent or satisfactory ratings.

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.

Finding (2012-2013) - Target: Met

OVERALL TARGET for 2012-2013 was met 95% (42/44) (combined summer, fall spring) students achieved satisfactory or excellent. Five licensure students: all met the target Thirty-seven out of thirty-nine licensure students met the target

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

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

Professional Concepts

Established in Cycle: 2012-2013

It has been determined by the Curriculum Assessment Committee review that ONLY an introductory course (one of the first three:...

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.

Finding (2012-2013) - Target: Met

OVERALL TARGET 2012-2013 MET 94% (51/54) (combined summer, fall, spring) achieved excellent or satisfactory ranking. Three out of four licensure students achieved excellent or satisfactory ranking. Forty-eight out of fifty non-licensure students achieved excellent or satisfactory ranking.

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

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

Essntial Research

Established in Cycle: 2012-2013

It has been determined by the Curriculum Assessment Committee review that ONLY an introductory course (one of the first three:...

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 against the rubric for the Master's Project as determined by at least two faculty evaluators.

Finding (2012-2013) - Target: Not Met

OVERALL TARGET 2012-2013 NOT MET 94% (49/52) (combined summer, fall, spring) achieved satisfactory or excellent ranking against the rubrics. All 3 licensure students were rated satisfactory or excellent. Of the 49 non-licensure students, 3 were rated needs improvement—one in Spring 2013 and two in Fall 2012. In all three cases students did not incorporate feedback on their drafts that would have brought them into the satisfactory range.

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

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

Master's Research Project

Established in Cycle: 2012-2013

Working with the instructor, the Curriculum Committee will verify that the timeline was appropriate for allowing students time...

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.

Finding (2012-2013) - Target: Met

OVERALL TARGET 2012-2013 MET 94% (118/126) (combined summer, fall, spring) students achieved satisfactory Target for LIS 651 was MET: 95% (59/62) achieved satisfactory or excellent ranking against the rubric. Five licensure students were rated as excellent or satisfactory Fifty-four out of fifty-seven non-licensure students were rated as excellent or satisfactory. Target for 605 was MET: 92% (59/64) (combined summer, fall spring) achieved satisfactory or excellent ranking against the rubric. All 7 licensure students were excellent or satisfactory. Fifty-four out of fifty-seven non-licensure students were excellent or satisfactory.

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 ...

Technology and Organizations

Established in Cycle: 2012-2013

In the Fall of 2012, a new technology elective requirement was put into place with students required to take one of three poss...

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, wordprocessors, spreadsheets and other course identified software.

Finding (2012-2013) - Target: Not Reported This Cycle

Not implemented this cycle.

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

No data was collected from the courses specific to technology use during this cycle. Faculty are currently identifying specific ...

Technology Tool Assessment

Established in Cycle: 2012-2013

It was decided on by the Curriculum Assessment Committee that this measure as it was written was too difficult to assess since...

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

Addressing an implementation failure

No data was 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 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: In-Progress

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 2012 semester.

Projected Completion Date: 01/2012

Responsible Person/Group: Faculty, Curriculum Committee, Director

Additional Resources: 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, 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: 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: 08/2012

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

Budget Amount Requested: \$0.00 (no request)

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: Finished

Priority: High

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

Cataloging: Organization and Services

It has been determined by the Curriculum Assessment Committee review that as an introductory course (one of the

first three: LIS 501, LIS 505, and LIS 511), the target will be amended to 85% for the standardization in the first three class. It was felt that many new students struggle with adjusting to the online format, understanding class expectations, and time management; however, 80% was deemed to be too low after review.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Cataloging: Organization and services | **Outcome/Objective:** Knowledge of the basic tenets of reference, collection development and cataloging

Implementation Description: Target will be amended.

Projected Completion Date: 06/2014

Responsible Person/Group: Curriculum Committee

Additional Resources: None

Collection Development Policy

It has been determined by the Curriculum Assessment Committee review that the group project assignment is an inappropriate choice for assessment. The committee felt that some students' grades would be negatively impacted by poor group members and in other cases, some students do more of the work (and in turn get more of the learning). The community analysis found in M4 is more appropriate as an individual project and as an in-depth research project.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

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

Implementation Description: This assessment measure will be deleted for the next cycle. No replacement is planned at this time.

Projected Completion Date: 06/2014

Responsible Person/Group: Curriculum Committee

Additional Resources: None

Essential Research

It has been determined by the Curriculum Assessment Committee review that ONLY an introductory course (one of the first three: LIS 501, LIS 505, and LIS 511) will have the target of 85%. For standardization, all other courses will have a target of 90% (excluding the Master's Project with a target of 95% as the final class). This reflects our expectation that students must reach higher standards as they progress throughout their coursework, and it was felt that students should be better prepared after the first three classes for conducting research, time management, and understanding expectations.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Essential research | **Outcome/Objective:** Research foundations

Implementation Description: Amend target

Projected Completion Date: 06/2014

Responsible Person/Group: Curriculum Committee

Additional Resources: None

Master's Research Project

Working with the instructor, the Curriculum Committee will verify that the timeline was appropriate for allowing students time to incorporate draft feedback in consideration with other graduation requirement.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Master's research project | **Outcome/Objective:** Research foundations

Implementation Description: Review timeline for draft feedback and incorporation.

Projected Completion Date: 06/2014

Responsible Person/Group: Curriculum Committee

Additional Resources: None

Procedures and Policy for Collections

The course materials and assessments will be reviewed again by the curriculum committee. The course has been taught by a number of different faculty members; when new members teach it, an emphasis on the assessments being consistent will be stressed. Additionally, it has been determined by the Curriculum Assessment Committee review that as an introductory course (one of the first three: LIS 501, LIS 505, and LIS 511), the target will be amended to 85% for the standardization in the first three classes. It was felt that many new students struggle with adjusting to the online format, understanding class expectations, and time management.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Implementation Description: Target will be amended. Discussion regarding faculty standardization in assessment will be carried out.

Projected Completion Date: 06/2014

Responsible Person/Group: Curriculum Committee

Additional Resources: None

Professional Concepts

It has been determined by the Curriculum Assessment Committee review that ONLY an introductory course (one of the

first three: LIS 501, LIS 505, and LIS 511) will have the target will of 85%. For standardization, all other courses will have a target of 90% (excluding the Master's Project with a target of 95% as the final class). It was felt that students should be better prepared after the first three classes for conducting research, time management, and understanding expectations.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Professional concepts | **Outcome/Objective:** Professionalism

Implementation Description: Amend target

Projected Completion Date: 06/2014

Responsible Person/Group: Curriculum Committee

Additional Resources: None

Reference Interview Process

Target percentage for assessment will be revised to 85% to be consistent with target percentages for other assessments associated with the first three classes in the program -- LIS 501, 505 and 511.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Implementation Description: Revise target percentage

Projected Completion Date: 06/2014

Responsible Person/Group: Curriculum Committee

Additional Resources: None

Reference Interview Process

The target percentage will be revised to 85% to be in line with other target percentages for assessments associated with first three classes in the program -- LIS 501, 505 and 511. .

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Implementation Description: Revise target percentage to 85%

Projected Completion Date: 06/2014

Responsible Person/Group: Curriculum committee

Additional Resources: None.

Revised target percentage

The curriculum committee has recommended that assessments from the introductory courses (LIS 501, 505 and 511) have uniform targets percentages of 85%. The target on this assessment will be changed to 85% for the next year. It is felt that students entering the program are grappling with new material and foreign concepts and need time to get their bearings. After seeing the results of the Summer and Fall, the instructor surveyed the students and rearranged the presentation order of material covered in this assessment. There was improvement in Spring 2013. Future courses will be monitored to see if the improvement is consistent.

Established in Cycle: 2012-2013

Implementation Status: Finished

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: Target will be adjusted. Assessment will be monitored to see if improvement continues.

Projected Completion Date: 06/2014

Responsible Person/Group: Curriculum committee and instructor

Additional Resources: None

Technology and Organizations

In the Fall of 2012, a new technology elective requirement was put into place with students required to take one of three possible courses as one of their electives. Assessment will be moved to LIS 557, LIS 558, and LIS 516. In each course a common assignment involving a type of Web page design has been identified and a common rubric will be distributed. These technology focused classes are more suited for fitting the student learning outcome. Additionally, the previously used classes did not address the "spirit" of M10.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

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

Implementation Description: Assessment will be moved to a different course.

Projected Completion Date: 06/2014

Responsible Person/Group: Curriculum Committee

Additional Resources: None

Technology Tool Assessment

It was decided on by the Curriculum Assessment Committee that this measure as it was written was too difficult to assess since the listed components were found in multiple courses. Instead, M11 will be deleted since M10 in its new structure will address technology implementation and assessment.

Established in Cycle: 2012-2013

Implementation Status: Terminated

Priority: High

Relationships (Measure | Outcome/Objective):

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

Implementation Description: Measure will be deleted.

Projected Completion Date: 06/2014

Responsible Person/Group: Curriculum Committee

Additional Resources: None

Video Reference Interview

The target percentage will be revised to 85% to be in line with other target percentages for assessments associated with first three classes in the program -- LIS 501, 505 and 511. .

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Projected Completion Date: 06/2014

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 in their upper level courses. In light of their struggles in LIS 501, 505, and 511—the three introductory courses, it was determined that the performance target would be lowered to 85% for standardization and to help students as they learn how to balance coursework and jobs, life, etc. In several cases, although the target was met, it was determined that as upper level course assessments should be raised and standardized to 90%. Long-term reporting shows that overall this increase is warranted for assessments M5, M7, and M8. One assessment M2 was removed since it was deemed inappropriate by the Curriculum Assessment committee to rate a group project and M11 was removed as it was deemed impractical to assess. Overall, moving M1 from LIS 511 to LIS 636 indicates progress in student improvement. There was a new assessment (M12) created in response to last year's plan, and students were overall very successful in meeting the target. Additionally, M10 was moved to be assessed LIS 557, LIS 558, and LIS 516 using a common assignment.

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

The introductory courses will be given standardized performance targets of 85% for the next cycle and whether they meet the new target will be monitored over the next several cycles. Additionally, as courses are often rotated among faculty, when a new faculty member teaches a course, it will be emphasized what the assessment for the course is and that the rubric and assessments be consistent. For M3, the instructor rearranged the presentation order of material, and there has been improvement in Spring 2013 and future cycles will be monitored to see if the improvement continues. In the M9, the assessment target was not met, but only by one percentage point. It was suggested by the Curriculum Assessment Committee that the timeline of the coursework be re-evaluated to allow students adequate time to incorporate feedback. The Curriculum Assessment Committee will evaluate and potentially change M7 since it is now very similar to M1 and is located in the same course. Additionally, overall each measure will be re-evaluated to assess how and if we are meeting the outcome objectives as stated. Overall, there may be significant re-evaluation of the objectives and measures.

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 22 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. 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. Student enrollment averages between 140 and 150. 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 46 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 2010 winner was illustrator David Wiesner, the 2011 winner was author T.A. Barron, the 2012 winner was author and poet Jane Yolen and the 2013 winner was author Jon Scieszka; 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 was 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, Collaborate 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. During 2013 we have had students receive prestigious internships at the Holocaust Museum in Washington D.C., the Smithsonian, and the National Park Service archives. 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/Additional Action Plans

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. Additionally, one new faculty member was added during this past cycle and one new faculty member will be joining us in the next cycle. Each brings a new area of expertise which will allow SLIS to offer new courses and highlight their talent. A new internal PR committee was formed and created new materials for advertising the MLIS. In hopes of attracting more dual degree students, the requirements for the dual degree programs were updated. A concerted effort has been made to promote the successes of our students through national and international venues in order to raise our profile.

Closing the Loop/Action Plan Tracking

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 has recently reviewed the technology implemented in each course and has selected a common assignment in three courses to serve as the assessment for M10. The Curriculum Committee will be reviewing the assignments in every course this next cycle to identify if there are more appropriate courses and assessments to use as measures as well as to improve the quality of the program by avoiding duplication. Additionally, as technology has been integrated into all courses, faculty will share information about new and exciting technologies incorporated in courses at the first faculty meeting in the Fall and Spring semesters. 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 has participated in multiple LEC technology trainings on Blackboard in order to incorporate tools in the most successful manner.