

Detailed Assessment Report

As of: 11/10/2015 05:13 PM CDT

2014-2015 Library and Information Science MLIS**

Mission / Purpose

The mission of the School of Library and Information Science is to prepare qualified individuals for professional roles in libraries, archives, and other information environments with appropriate knowledge and skills to serve the information needs of their communities.

Values: The School of Library and Information Science is committed to: Student-centered learning: We are committed to cultivating an active, student-centered learning community. Diversity: We recognize and value the diversity of modern society and support inclusiveness in learning. Intellectual freedom: We embrace the ideals of intellectual and academic freedom and strive to nurture an open, respectful learning environment for the free exchange of ideas. Service: Because we believe that it is a core of the profession, we support service at all levels and encourage ongoing professional development as a means of enhancing skills and knowledge. Community: We believe in creating, fostering, and participating in learning and research communities that span borders on state, national, and international levels. Research: We believe that research is an essential part of scholarship, not just for the creation of new knowledge but also for the support of teaching and learning and the sharing of new knowledge with multiple communities of interest.

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

SLO 1: Knowledge of and Commitment to ethical practices

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

Related Measures:

M 1: Interpreting the Library Bill of Rights

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

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

Target:

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

Findings (2014-2015) - Target: Met

97% (38/39) students (combined, summer, fall, and spring) achieved satisfactory ranking on the rubrics for interpreting the Library Bill of Rights.. Four (100%) licensure students achieved satisfactory ranking. Thirty-four out of thirty-five (97%) non-licensure students achieved satisfactory ranking.

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.

Findings (2014-2015) - Target: Met

100% (42/42 combined summer, fall, and spring) students achieved satisfactory ranking according to the rubrics for the collection development policies. Five out of five (1000%) of licensure students achieved satisfactory. Thirty-seven out of thirty-seven (100%) non-licensure students achieved satisfactory.

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

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

Related Measures:

M 3:Application of the information process: reference support

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

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

Target:

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

Findings (2014-2015) - Target: Met

96% (47/49) of students (combined summer, fall, and spring) achieved satisfactory ranking against the reference question rubric. Three out of three (100%) licensure students achieved satisfactory ranking. Forty-four out of forty-six (95%) non-licensure students achieved satisfactory ranking.

M 4:Procedures and policy for collections

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

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

Target:

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

Findings (2014-2015) - Target: Met

100% (42/42) (combined summer, fall, and spring) achieved satisfactory ranking against the community analysis rubric. Six out of six (100%) licensure students achieved excellent or satisfactory. Thirty-six out of thirty-six (100%) non-licensure students achieved excellent or satisfactory.

M 5:Cataloging: Organization and services

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

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

Target:

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

Findings (2014-2015) - Target: Met

98% (49/50) (combined summer, fall, spring) achieved satisfactory performance of organizational activities related to the assignment rubrics. Five out of five (100%) licensure students achieved a satisfactory performance. Forty-four out of forty-five (99%) non-licensure students achieved a satisfactory performance.

M 12:Reference Interview Process

Students model the reference interview process including selecting resources and finding answers through video role-playing.

Source of Evidence: Video or audio tape (music, counseling, art)

Target:

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

Findings (2014-2015) - Target: Met

92% (45/49) (combined summer, fall, spring) students achieved satisfactory ranking against the reference question rubric. Three out of three (100%) licensure students achieved satisfactory ranking. Forty-two of forty-six (91%) non-licensure students achieved satisfactory ranking.

SLO 3: Professionalism

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

Related Measures:

M 6: Management of libraries and other information centers

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

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

Target:

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

Findings (2014-2015) - Target: Met

97% (40/41) (combined summer, fall, spring) achieved satisfactory ratings against the rubrics for written analyses of articles from the professional management literature. Three out of three (100%) licensure students achieved satisfactory ranking. Thirty-seven out of thirty-eight (97%) non-licensure students achieved satisfactory ranking.

M 7: Professional concepts

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

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

Target:

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

Findings (2014-2015) - Target: Met

95% (37/39) (combined summer, fall, and spring) of students' analysis of the impact of the Library Bill of Rights on librarianship ranked satisfactory on the rubrics. Four out of four (100%) licensure students ranked satisfactory. Thirty-three out of thirty-five (94%) non-licensure students achieved ranked satisfactory.

SLO 4: Research foundations

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

Related Measures:

M 8: Essential research

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

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

Target:

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

Findings (2014-2015) - Target: Met

100% (30/30) (combined summer, fall, spring) achieved satisfactory ranking against the research proposal rubric. Three out of three (100%) licensure students achieved satisfactory ranking. Twenty-seven out of twenty-seven (100%) non-licensure students achieved satisfactory ranking.

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.

Findings (2014-2015) - Target: Met

97% (39/40) (combined summer, fall, spring) achieved satisfactory ranking against the rubric for the Master's Project as determined by at least two faculty members. Seven out of seven (100%) licensure students achieved

satisfactory ranking. Thirty-two out of thirty-three (100%) non-licensure students achieved satisfactory ranking.

SLO 5:Technology literacy

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

Related Measures:

M 10:Technology and organizations

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

Source of Evidence: Academic direct measure of learning - other

Target:

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

Findings (2014-2015) - Target: Met

96% (27-28) (combined summer, fall, spring) students achieved a satisfactory rating based on the rubrics for analysis and reporting on professional reading and research activities in LIS 651 Introduction to Information Science assignments. Three of three (100%) licensure students achieved a satisfactory rating. Twenty-four out of twenty-five (96%) non-licensure students achieved a satisfactory rating.

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, and e-portfolios.

Findings (2014-2015) - Target: Met

100% (33/33) students (combined LIS 516, 557, and 558) demonstrated satisfactory technological literacy through their use of a variety of current technologies as measured on assignment rubrics. Four out of four licensure students demonstrated satisfactory technological literacy. Twenty-nine out of twenty-nine (100%) non-licensure students demonstrated satisfactory technological literacy. Three out of three students (100%) in LIS 516 (fall 2014) demonstrated satisfactory technological literacy through construction of a webquest; of those, one

was licensure and two were non-licensure. Twenty-two out of twenty-two students (100%) in LIS 557 (summer 2014, spring 2015) demonstrated satisfactory technological literacy through construction of an electronic portfolio. There were no licensure students in the class. Eight out of eight students (100%) in LIS 558 (fall 2014) demonstrated satisfactory technological literacy through construction of an electronic portfolio. Of those, one was licensure and seven were non-licensure.

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 ...

Develop plan to systematically collect data for technology measure

Established in Cycle: 2014-2015

A plan will be developed to be sure that data is collected in all three technology classes for Measures 10 and 11. Students must...

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.

Related Measures:

M 12:Retention

Students admitted to the library and information science master's program will be retained in the program.

Source of Evidence: Academic indirect indicator of learning - other

Target:

80% of students will be retained in the program as measured by Institutional Research data or internal department data.

Findings (2014-2015) - Target: Met

80% (299/373; n=373) of students were retained in the program as measured by data from PeopleSoft. This finding was obtained by looking at students admitted since summer of 2009 and tracking graduation, active, dismissal and discontinued students. Students who graduated or are currently active in the program were considered to be retained.

M 13:Graduation

Students admitted to the library and information science master's program will graduate within five/six years (depending on date of admittance).

Source of Evidence: Academic indirect indicator of learning - other

Target:

80% of the students admitted to the library and information science master's program and who graduate will graduate within three years as determined by data from Institutional Research or data from SOAR.

Findings (2014-2015) - Target: Met

91% (178/195) of the students admitted to the library and information science master's program and who graduate did so within three years as determined by data from SOAR. These students were tracked by looking at admitted students who graduated beginning with summer of 2009.

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: Terminated

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: 01/13/2012

Responsible Person/Group: Faculty, Curriculum Committee, Director

Additional Resources Requested: none

Budget Amount Requested: \$0.00 (no request)

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

LIS 651 Introduction to Information Science involves multiple topics including readings and assignments covering the historical development of technology and its impact on library and information science. Students read, 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: In-Progress

Priority: High

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: 05/27/2015

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

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: Planned

Priority: High

Responsible Person/Group: Faculty

Additional Resources Requested: None

Decide whether to add exit survey data as an outcome/measure

The department has begun to systematically give an exit survey and consideration will be given during this cycle as to whether that data should be incorporated as part of the formal assessment system.

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: High

Responsible Person/Group: Faculty

Additional Resources Requested: None

M11 Improve assessment alignment between assignments

Data gathered from three different courses. Review syllabi, assignments, and rubrics to ensure alignment of assessment coverage.

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: High

Projected Completion Date: 05/29/2015

Responsible Person/Group: Faculty teaching LIS 516, 557, 558

Additional Resources Requested: None

Retention

Students who fail to register will be contacted to ascertain reasons and see if intervention is possible.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Responsible Person/Group: Faculty advisors.

Develop plan to systematically collect data for technology measure

A plan will be developed to be sure that data is collected in all three technology classes for Measures 10 and 11. Students must take one of the three classes and an e-portfolio that includes a variety of student papers and e-projects will be required in each class.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

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

Projected Completion Date: 05/31/2016

Responsible Person/Group: Faculty

Additional Resources Requested: None

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 in meeting the outcomes/objectives of the program. Failure to achieve at least satisfactory on the student's part is generally due to either not completing the assignment or failing to follow assignment instructions. Faculty are consistently gathering data and some changes in courses based on past data have improved results. Specifically, assignments were rearranged in LIS 501 (Reference) which seems to have led to increased clarity on the part of students in how to proceed with reference assignments. The faculty is engaged in an ongoing curriculum review, which was begun during 2014-15 and which will end in some realignment of measures with courses and possible new measures for student outcomes.

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

The introductory courses were given standardized performance targets of 85% for the 2013-14 cycle and performance at the new levels continues to be monitored. So far this has proven to be successful. 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. M11 was implemented last year for the first time in several years because of previous failure to collect data. The target was rewritten and assigned to three elective classes; all students are required to take at least one of those three electives. A comprehensive curriculum review is being carried out that began during this academic year and this may result in some changes to outcomes/objectives and/or measures. We have begun to collect systematic data through an exit survey and consideration is being given to incorporating that data as a measure for one or more outcomes.

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 approximately 60 ALA-accredited Master's programs in North America. The

School of Library and Information Science at The University of Southern Mississippi is one of approximately 20 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, Honduras, Brazil, India, England, Germany, Japan, the Virgin Islands, as well as other countries. We offer an online supplemental school library media specialist endorsement non-degree program that also attracts students from other states and other countries. In 2009-2010 we proposed and had approved a Graduate Certificate in Archives and Special Collections, which has attracted new students as well as alums. An increasing number of students are successfully completing the certificate. The newer Youth Services and Literature certificate approved in 2012 is also producing increasing numbers of completers. The MLIS is one of the most frequently awarded master's degrees at The University of Southern Mississippi. Master student enrollment is consistently over 100 students. 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 48 years. The festival attracts national attention and participants for the Southern Mississippi Silver Medallion awarded annually for the last 46 years. The 2013 winner was Jon Scieszka, 2014 winner was Christopher Paul Curtis, and 2015 was Paul Zelinsky; all are recipients of multiple literary awards. They joined a long list of authors, illustrators and storytellers honored to receive the Medallion. In 2012, the Ezra Jack Keats Book Awards were and 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, 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 evolving information technologies. The field of library and information science is a dynamic and evolving collection of many disciplines. Our students are prepared to work and excel in diverse venues, limited only by the imagination of the student. Our faculty have expertise in public, school, special and academic libraries as well as archives, museums, telecommunications, information science theory, digitization, records management, distance education and much more. The School of Library and Information Science engages in an ongoing self-review of all aspects of the program.

As an American Library Association accredited program we report on our enrollments, student composition, activities, and budgets annually, and prepare a biennial overview report. The report submitted in December of 2014 was received with no comments or questions by the ALA Committee on Accreditation. 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: I) Mission, Goals and Objectives of the program, II) Curriculum, III)

Faculty, IV) Students, V) Administrative and Financial Support, and finally, VI) Physical Resources and Facilities.

Continuous Improvement Initiatives

The entire assessment process must be handled as a continuous improvement initiative. We are striving to align all of our assessments with our mission, goals, and objectives as linked to the American Library Association's core competencies. We had hoped to accomplish this alignment in this cycle, but it will take several cycles to fully implement that redesign. Significant progress has been made, but we are still aligning courses and competencies. A comprehensive planning and review process for the department was initiated during 2014-15 and is envisioned to take several years. The focus for 2014-15 was to complete a curriculum review to pinpoint duplication, ensure coverage of needed material, and focus on embedded technologies. Much of this was accomplished but some review still remains to be done during 2015-16. The faculty did develop and approve a strategic plan with revised mission statement and a new vision statement during the spring and fall of 2015. We continue to focus on technology since that is so important in our field, both in measuring student learning in the technology area and in implementing it in coursework. Annual focus groups with students and alums as well as compiled comments from the exit survey have resulted in several changes in the curriculum and will likely result in more. A course in law libraries was offered for the first time because of interest on the part of students and alumni.

Closing the Loop

Since library and information science has very dynamic evolving technology systems and structures, e.g., blogs, wikis, gaming, specialized software, social media, 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 there selected a common assignment in three courses to serve as the assignment for M11. Data were collected for the first time in several years for M11 during 2013-14 and continued in 2014-15. An ongoing curriculum review by the faculty may result in additional changes in outcomes and measures.