

The University of Southern Mississippi

Detailed Assessment Report

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2015-2016 Library and Information Science MLIS**

Mission / Purpose

The School of Library and Information Science is committed to preparing its students for careers as library and information science professionals by offering a curriculum that is grounded in the traditional knowledge and skill areas of library and information science as well as focused on the diverse challenges of the future. The program embraces the philosophy that library and other information professionals must be prepared to participate in leadership roles for their profession and communities of service, be able to adapt to dynamic work environments and engage in life-long learning. The preparation of such individuals involves two fundamental elements; preparing candidates with the necessary intellectual and technical abilities to serve in the field of library and information science, and providing candidates with the appropriate perspectives of ethical responsibility and respect for diversity.

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

SLO 1: Knowledge of and commitment to ethical practices

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: Discuss and defend the Library Bill of Rights

Discuss and defend the articles of the Library Bill of Rights. Students write a scholarly essay after reviewing the Library Bill of Rights and associated interpretations provided by the ALA as they relate to real-world censorship and challenges to library books or collections.

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

Target:

85% of students will achieve satisfactory or excellent ranking on the rubric for the Library Bill of Rights assignment.

Findings (2015-2016) - Target: Met

(online, n=22) - Fall 2015: 100% (8/8) non-licensure students and 100% (3/3) licensure students achieved satisfactory or excellent ranking on the rubric for interpreting the Library Bill of Rights. Spring 2016: 100% (8/8) non-licensure students and 100% (3/3) licensure students achieved satisfactory or excellent ranking on the rubric for interpreting the Library Bill of Rights.

M 2: Develop balanced collection policies: group project

Students 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 for a hypothetical library and provide information about the mission, community profile, patrons needs assessment, goals by subject area/category or format, selection process, gift policy, de-selection process, collection evaluation, complaint policy, and copyright policy.

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

Target:

90% of students should achieve satisfactory or excellent ranking according to the collection development policy rubric.

Findings (2015-2016) - Target: Met

(online, n=33) - Fall 2015: 100% (14/14) non-licensure students achieved satisfactory or excellent ranking according to the collection development policy rubric; 100% (1/1) licensure student achieved satisfactory or excellent ranking according to the collection development policy rubric. Spring 2016: 100% (11/11) non-licensure students achieved satisfactory or excellent ranking according to the collection development policy rubric; 100% (7/7) licensure students achieved satisfactory or excellent ranking according to the collection development policy rubric.

SLO 2: Professional practice and training experiences

Master's degree candidates participate in the resolution of patrons' information problems and in developing an appropriate collection development policy.

Related Measures:

M 3: Locate and evaluate appropriate reference sources

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, locate appropriate 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 (2015-2016) - Target: Met

(online, n=43) - Fall 2015: 100% (22/22) non-licensure students achieved satisfactory or excellent ranking according to the reference question rubric; 100% (4/4) licensure students achieved satisfactory or excellent ranking according to the reference question rubric. Spring 2016: 100% (13/13) non-licensure students achieved satisfactory or excellent ranking according to the reference question rubric; 100% (4/4) licensure students achieved satisfactory or excellent ranking according to the reference question rubric.

M 4: Catalog and organize materials

Demonstrate ability to understand cataloging systems as well as organize materials so that they are readily accessible to patrons 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 or excellent performance of organizational activities related to the assignment rubric.

Findings (2015-2016) - Target: Met

(online, n=33) - Fall 2015: 100% (17/17) non-licensure students achieved satisfactory or excellent ranking according to the organizational activities rubric; 100% (2/2) licensure students achieved satisfactory or excellent ranking according to the organizational activities rubric. Spring 2016: 100% (14/14) non-licensure students achieved satisfactory or excellent ranking according to the organizational activities rubric; no licensure students in spring semester.

SLO 3: Knowledge of LIS literature

Master's degree candidates have knowledge of the scholarly journals and literature related to library and information science.

Related Measures:

M 5: Knowledge of information science literature

Students will develop an awareness of the history and development of information science and an understanding of basic theoretical concepts of communication and information through the scholarly information science literature.

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

Target:

90% of students will achieve satisfactory or excellent rating using the bibliometric research paper rubric on the literature review portion of their paper.

Findings (2015-2016) - Target: Met

(online, n=34) - Fall 2015: 100% (7/7) non-licensure students achieved satisfactory or excellent ranking on their literature review according to the bibliometric research paper rubric; no licensure students. Spring 2016: 100% (24/24) non-licensure students achieved satisfactory or excellent ranking on their literature review according to the bibliometric research paper rubric; 100% (3/3) licensure students achieved satisfactory or excellent ranking on their literature review according to the bibliometric research paper rubric.

M 6: Knowledge of LIS research literature

Students locate and review scholarly LIS research articles for the literature review chapter of their research proposal.

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

Target:

85% of students' literature review chapters will rate acceptable or excellent using the research proposal rubric.

Findings (2015-2016) - Target: Met

(online, n=30) - Fall 2015: 88% (15/17) non-licensure students achieved satisfactory or excellent ranking according to the research proposal rubric;

100% (2/2) licensure students achieved satisfactory or excellent ranking according to the research proposal rubric. Spring 2016: 100% (9/9) non-licensure students achieved satisfactory or excellent ranking according to the research proposal rubric; 100% (2/2) licensure students achieved satisfactory or excellent ranking according to the research proposal rubric.

SLO 4:Engagement in research

Master's degree candidates identify appropriate research methodology and conduct original research to specific problems in library and information science

Related Measures:

M 7:LIS research

Students identify appropriate research methodology and conduct original research related to specific problems in library and information science.

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

Target:

85% of students' research projects achieve satisfactory or excellent rating using the research project rubric.

Findings (2015-2016) - Target: Met

(online, n=28) - Fall 2015: 87.5% (7/8) non-licensure students achieved satisfactory or excellent ranking according to the research project rubric; no licensure students. Spring 2016: 100% (18/18) non-licensure students achieved satisfactory or excellent ranking according to the research project rubric; 100% (2/2) licensure students achieved satisfactory or excellent ranking according to the research project rubric.

M 8:Bibliometric research

Students learn about the definition and types of bibliometric research and complete an original bibliometric research paper.

Source of Evidence: Project, either individual or group

Target:

90% of students will achieve satisfactory or excellent rating using the bibliometric research paper rubric.

Findings (2015-2016) - Target: Met

(online, n=34) - Fall 2015: 100% (7/7) non-licensure students achieved satisfactory or excellent ranking according to the bibliometric research paper rubric; no licensure students. Spring 2016: 100% (24/24) non-licensure students achieved satisfactory or excellent ranking according to the bibliometric research paper rubric; 100% (3/3) licensure students achieved satisfactory or excellent ranking according to the bibliometric research paper rubric.

SLO 5:Technology competency

Candidates develop an awareness of the use of technology in libraries and participate in technology applications, including creating an e-portfolio, to advance their skills and experiences.

Related Measures:

M 9:Video podcast (vodcast)

Students create a video podcast (vodcast) on an appropriate topic related to librarianship.

Source of Evidence: Academic direct measure of learning - other

Target:

90% of students should achieve a satisfactory or excellent rating using the vodcast rubric.

Findings (2015-2016) - Target: Met

(online, n=43) - Fall 2015: 100% (22/22) non-licensure students achieved satisfactory or excellent ranking according to the podcast rubric; 100% (4/4) licensure students achieved satisfactory or excellent ranking according to the podcast rubric. Spring 2016: 100% (13/13) non-licensure students achieved satisfactory or excellent ranking according to the podcast rubric; 100% (4/4) licensure students achieved satisfactory or excellent ranking according to the podcast rubric.

M 10:e-Portfolio

Students create an e-portfolio that includes images, links, and classwork including selected papers and projects.

Source of Evidence: Academic direct measure of learning - other

Target:

90% of students' e-portfolios will achieve a rating of satisfactory or excellent using the e-portfolio rubric.

Findings (2015-2016) - Target: Met

(online, n=55) - Fall 2015: 96.5% (28/29) non-licensure students achieved satisfactory or excellent ranking according to the e-portfolio rubric. Spring 2016: 100% (17/17) non-licensure students achieved satisfactory or excellent ranking according to the e-portfolio rubric. Summer 2016: 100% (9/9) licensure students achieved satisfactory or excellent ranking according to the e-portfolio rubric.

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

O/O 6:Retention and Graduation

Students admitted to the library and information science master's program will progress through the program and graduate.

Related Measures:

M 11:Retention

MLIS students entering the program in fall 2015 will return in fall 2016.

Source of Evidence: Academic indirect indicator of learning - other

Target:

85% of new students admitted to the library and information science master's

program in fall 2015 will return in fall 2016 as determined by data from Institutional Research.

Findings (2015-2016) - Target: Met

88% of students admitted in fall 2015 returned to the program in fall 2016 as determined by data from Institutional Research.

M 12: Graduation

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

Source of Evidence: Academic indirect indicator of learning - other

Target:

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

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

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.

Emphasize academic integrity policy

Emphasize USM academic integrity policy and required tutorial in class syllabi and Blackboard coursesites.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

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

Analysis Questions and Analysis Answers

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

Student learning outcomes/objectives were revised to comply with new SACSCOC standards. Three SLO s were revised from previous similar outcomes to: knowledge of LIS literature, professional practice and training experiences, and engagement in research. The other student learning outcomes/objectives categories are: knowledge of and commitment to ethical practices and technology literacy. The program-level outcomes are retention rate and graduation rate. Each of the five student learning outcomes has two measures and all of the measures were met this cycle.

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 MLIS degree. A new, common technology requirement was added to the three technology courses, an e-portfolio assignment. The e-portfolio that all three technology courses have in common is one of the measures for assessing technology competency since students must have at least one technology course. The other measure used to assess technology competency is the video podcast (vodcast) assignment for LIS 501, a required course for all MLIS students. 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.
- Creation of a vodcast
- Cataloging online applications required for cataloging exercises in LIS 505.

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

While all of the student learning outcomes/objectives measures were met, SLIS faculty strives for continuous review, evaluation, improvement, and updating of the curriculum and the program. The MLIS program is accredited by the American Library Association, which has rigorous standards and requires evidence of student learning outcomes and student competency and success. One new requirement that will be implemented in the future is to keep a record of practicum sites. SLIS offers three practicum courses: LIS 589: School Library Practicum (just approved this year), LIS 648: Archival Practicum, and LIS 689: Library Practicum. Students are required to locate a suitable practicum site near them but many times they seek our advice. Since we hear from many librarians and archivists who request a student practicum, we are planning to compile a database of practicum opportunities including location and professional contact information.

SLIS faculty meet each month and one of the topics discussed are problems that arise related to student success. Faculty are encouraged to use the "CARES" option in SOAR if a student doesn't attend class or submit assignments. The CARES option, in addition to our efforts to contact students, lets them know we are interested in their success and that it is vital to communicate if they have a problem. As an ongoing area of emphasis, faculty are encouraged to include the link to the Student Success page (usm.edu/success) in their syllabi and Blackboard coursesites and to use the CARES option in SOAR to report students who are not attending class or submitting assignments. A second ongoing initiative is to remind students each semester of the academic integrity policy included in the syllabi.

Annual Report Section Responses

Program Summary

The Master of Library and Information Science (MLIS) program is accredited by the American Library Association and is a comprehensive program with a required core of courses fundamental to the profession that prepare students for a wide variety of roles in the profession. Within the curriculum there are opportunities to choose emphases or career tracks that enable students to assume professional positions in school, academic, public and special libraries as well as archives. Forty semester hours are required for graduation, which includes completion of a three-credit hour master's research project and a comprehensive exam.

SLIS offers four dual-master's degrees, with the Department of History, the Department of Anthropology, the Department of Political Science, and Instructional Technology within the Department of Curriculum and Instruction. The newest dual degree MLIS/IT is the first all online dual degree, which is appropriate since the MLIS degree was the first online master's degree offered at USM. SLIS also offers two graduate certificates that may be earned with the MLIS degree or post-MLIS degree: Graduate Certificate in Archives and Special Collections and Graduate Certificate in Youth Services and Literature. Each summer, students may participate in a study-abroad LIS course on British Libraries, Archives, and Special Collections. Students earn 6 credit hours from on-site guided tours and lectures by British librarians and archivists in London, Oxford, and Edinburgh. USM British Studies stays at a University of Westminster dorm in London and at a University of Edinburgh dorm in Edinburgh.

Continuous Improvement Initiatives

ALA Accreditation The MLIS program is accredited by the American Library Association and is scheduled for re-accreditation in 2019. ALA accreditation is a rigorous process of review each seven years supplemented with annual and semi-annual reports to the ALA Committee on Accreditation to keep them updated on the program.

ALA requires ongoing program assessment and improvement and this is accomplished by: regular faculty curriculum review to determine if the most current ALA professional competencies are addressed in SLOs, an exit survey of graduates, an annual focus group of students and alums at the Mississippi Library Association conference, and communication with the SLIS Advisory Board. The School of Library and Information Science is an organizational member of ALISE (Association of Library and Information Science Educators) and is required to report annual program statistics, including faculty credentials.

Closing the Loop

Curriculum Review and Revisions In 2015-16, faculty systematically reviewed the curriculum and several course title and description modifications were proposed by the Curriculum Committee and approved by SLIS faculty, College Curriculum Committee, and Graduate Council: - LIS 557: Computer Applications in Libraries was modified to LIS 557: Information Technology and Libraries - LIS 558: Internet Resources and Applications was modified to LIS 558: Web Design and Evaluation - LIS 654: Library Automation was modified to LIS 654: e-Resources Management. Feedback from the annual focus group and from the exit survey indicated a need for finance and business courses for many of our students and alums who become directors of libraries or library systems. While library budgets and basics of management are covered in the library management courses, students and graduates who want more courses in business may now earn a Graduate Certificate in Business Foundations, a new online certificate program offered by the College of Business, with their MLIS or post-MLIS. Other

specialized graduate certificates that students may earn online with their MLIS degree or post-degree include the Graduate Certificate in Archives and Special Collections, Graduate Certificate in Youth Services and Literature, and the Graduate Certificate in Instructional Technology.

A dual master's degree in library and information science and instructional technology was proposed by the Curriculum Committee and approved by SLIS faculty and IT faculty, College Curriculum Committee, Graduate Council, and IHL. This dual MLIS/IT degree, the first fully-online dual degree at USM, requires 31 hours of LIS courses and 30 hours of IT courses. Updates and modifications to the program and courses are communicated to students, alumni, prospective students, and professional colleagues through a Facebook page, website, SLIS Connecting e-journal published twice a year, and via three different listservs: one for SLIS faculty, staff, and students; one for alumni; and one for the advisory board. Updates about the program are also posted to the Mississippi Library Association listserv, Southeastern Library Association listserv, and College of Education and Psychology listserv.

Technology Use

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), Prezi and other applications required for many class assignments - Web 2.0 applications: blogs, wikis, etc. Technology-related assignments specific to the MLIS degree include: - creation of an e-portfolio with appropriate images, links, and examples of class papers and multimedia projects - creation of a video podcast (vodcast) - cataloging exercises using online professional cataloging tools.