The University of Southern Mississippi

Detailed Assessment Report
As of: 10/03/2019 04:23 PM CDT

2018-2019 Archives and Special Collections Graduate Certificate**

Mission / Purpose

This certificate provides the opportunity to add a credential to allow an individual to prepare for a career in Archives and Special Collections.

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

Related Measures:

M 1:Practicum
The on-site practicum supervisor will evaluate the student's work using a Practicum Evaluation Rubric (Appendix 1).

Source of Evidence: Standardized test of subject matter knowledge

Target:
Using the Practicum Evaluation Rubric, 90% of students will be rated satisfactory or exceptional.

M 2:Practicum Journal
Student's Reflective Practicum Journal will be evaluated by the faculty practicum adviser using the Reflective Journal Rubric (Appendix 2).

Source of Evidence: Academic indirect indicator of learning - other

Target:
Using the Reflective Journal Rubric, 90% of students will be rated satisfactory or excellent.

SLO 2:Scholarly Paper
Students will demonstrate the ability to write a scholarly 2500-word paper about a specific, approved topic related to archives or special collections.

Target:
Using the writing paper rubric, 90% of students will be rated satisfactory or excellent.

Mission / Purpose

The purpose of the undergraduate library and information science major (B.A./B.S.) is to educate students for careers in the field of librarianship and other information professions. Covering all types of media formats, the curriculum prepares future librarians and information professionals to create, develop, organize, access and evaluate print and digital resources in a variety of settings.

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

SLO 1:Locate, evaluate, and utilize appropriate reference resources
Students will locate, evaluate and utilize appropriate reference resources to resolve information problems by locating specific reference tools, in print or online, that offer information relevant to the question.

Related Measures:

M 1:Evaluating and Using Reference Tools
Students locate and evaluate reference resources to resolve reference questions. They report on the reference interview, types of questions, and types of appropriate reference resources such as encyclopedias, dictionaries, etc. [LIS 401]

Source of Evidence: Written assignment(s), usually scored by a rubric
M 1:Eval166 (eA)24(48.nnot6 5t)4.pecruB-6.6 (ha)10.5 bs ihgS0 cs 0re48. ofv611.1 (

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

Related Measures:

M 3:Library Bill of Rights Challenge
Students use a news article provided by the instructor that reports an event attempting to censor library materials (or restrict access). Students identify places within the article where The Library Bill of Rights was violated and they explain how specific sections of the Library Bill of Rights relate to the challenge. [LIS 440]

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students will achieve a satisfactory or excellent rating on the Library Bill of Rights challenge rubric.

M 4:Collection Development Policy
Students create a collection development policy with appropriate citation support. [LIS 411]

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

Target:
80% of students will achieve satisfactory or excellent rating using the collection development policy rubric.

SLO 3:Demonstrate written and oral communication skills in context
Students will write policies or analyses for hypothetical library situations that demonstrate writing skills as well as address specific elements of assignments with clarity and appropriate citation support.

Related Measures:

M 5:Capstone Paper
Students research and write a 3,000 word scholarly paper as part of the capstone experience. The paper includes scholarly sources as well as information gathered on-site and from organizational documents and websites. The paper is assessed based upon content, appropriate research documentation, consistent citation of sources, and appropriate formatting with no or few errors in grammar, punctuation, spelling and usage. [LIS 489]

Source of Evidence: Capstone course assignments measuring mastery

Target:

Target:

Target:
65% of the students choosing library and information science as a major will graduate with a Bachelor degree in six years or less.

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

Retention

Students who do not register will be contacted by advisor to see if they can be persuaded to return or if intervention would be helpful.

Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High

Responsible Person/Group: Faculty advisors

Emphasize Resources for Student Success

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

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High
Implementation Description: Resources for student success will be emphasized and links to the Student Success website will be provess

Mission / Purpose

The mission of the School of Library and Information Science (SLIS) 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. SLIS aspires to promote student success, improve information literacy, and serve diverse populations through excellence in teaching, research, service, and the use of emergent technologies.

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

SLO 1:Knowledge of and commitment to ethical practices

Master's degree candidates will demonstrate a knowledge of and commitment to ethical practices on the part of library and information professionals.

Related Measures:

M 1:Interpret the Library Bill of Rights

Students write a 1500-word paper on "The Library's Mission and the Library Bill of Rights" in which they select a particular type of library (i.e., public, academic, school, special, etc.) state the mission, role(s), and stakeholders in this type of library then discuss possible challenges to the library's mission related to the ALA Library Bill of Rights OR the ALA Code of Ethics. The paper is assessed using the Library Bill of Rights evaluation rubric. [LIS 636]

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

Target:
85% of students will achieve satisfactory or excellent ranking on the evaluation rubric for interpreting the Library Bill of Rights.

Findings (2018-2019) - Target: Met
online (n=47) 89.4% of the students (42/47 fall and spring semesters combined) achieved excellent or satisfactory ranking on the Library Bill of Rights interpretation rubric. Non-licensure students - 90.9% (30/33 fall and spring semesters combined) achieved excellent or satisfactory ranking on the rubric. Licensure emphasis students - 85.7% (12/14 fall and spring semesters combined) achieved excellent or satisfactory ranking on the rubric.

M 2:Develop balanced and inclusive collection policies

Students develop collection policies for providing libraries and information centers with a variety of viewpoints through a balanced and inclusive selection of materials and services and fostering the patron's right to read. As a team, students write a collection development policies for a hypothetical library and provide information about the mission, community profile and needs assessment, goals by subject

area/category or format, selection process, gift policy, de-selection process, collection evaluation, complaint policy, and copyright policy. [LIS 511]

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

Target:
90% of students will achieve satisfactory or excellent ranking on the collection development policy rubric.

Findings (2018-2019) - Target: Met
online, n=53) 100% (53/53 fall and spring semesters combined) achieved excellent or satisfactory ranking using the collection development policy rubric. 100% (42/42) of non-licensure students achieved excellent or satisfactory ranking and 100% (11/11) licensure students achieved excellent or satisfactory ranking.

SLO 2:Professional practice and training experiences
Master's degree candidates will locate and evaluate appropriate reference sources to meet the informational needs of their patrons and they will demonstrate the basic tenets of cataloging through cataloging and classification exercises.

Related Measures:

M 3:Locate and evaluate appropriate reference sources
Students demonstrate the role of the library and of the librarian in the information-seeking process by locating and evaluating reference sources for 1) bibliographies, 2) encyclopedias or biographical sources, 3) health, law, or business, and 4) government or statistical sources. [LIS 501]

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licensure students achieved excellent or satisfactory ranking using the rubric and 94.1% (16/17) licensure students achieved excellent or

Students create a 3-5 minute podcast of a bibliographic instruction lesson (i.e., how to use the catalog, plagiarism, how to evaluate a website, etc.) or introduction to a reference resource (i.e., database, tool, etc.). Students may do an enhanced podcast (usually includes some images or screen shots) or a vodcast (includes video) and may upload their vodcast/podcast to any site, such as DailyMotion, Podomatic, Google Apps, or YouTube, that may be accessed by their classmates. Students also submit a brief description, intended audience, and how it could be used in the library. [LIS 501]

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

Target:
90% of students will achieve an excellent or satisfactory rating based on the rubrics for the multimedia instructional vodcast or podcast, which includes criteria for content and presentation.

Findings (2018-2019) - Target: Met
(online, n=72) 100% (72/72 fall and spring semesters combined) achieved excellent or satisfactory ranking using the rubric for creating an instructional vodcast or podcast; 100% (55/55) non-licensure students achieved excellent or satisfactory ranking and 100% (17/17) licensure students achieved excellent or satisfactory ranking.

M 10:Create an e-Portfolio
Students create an e-portfolio that contains: 1) an image of themselves and some basic information on the home page; 2) resume or vita in pdf format; 3) links to at least two student papers, and multimedia projects such as blog, glog, vodcast and/or podcast, powerpoint or prezi. [LIS 516, 557, or 558]

Source of Evidence: Portfolio, showing skill development or best work

Target:
95% of students' e-portfolios will be rated excellent or satisfactory using the e-portfolio rubric.

Findings (2018-2019) - Target: Met
(online, n=44) 100% (44/44 fall and spring semesters combined) non-licensure students achieved satisfactory or excellent ranking using the rubric for creating an e-portfolio in LIS 557: Information Technology in Libraries or LIS 558: Web Design and Evaluation. (online, n=24) 100% (24/24, spring semester) licensure students achieved satisfactory or excellent ranking using the rubric for the e-portfolio required for LIS 516: Technology in School Libraries, a required course for licensure students.

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.

Relevant Associations:

Institutional Priority Associations:

1 Graduation Rate

Priority: High

Emphasize resources for student success
Resources for student success will be emphasized and links to the Student Success

Program Summary. Summarize highlights of the past year for this particular academic program. Provide context to an outside reviewer.

The Master of Library and Information Science (MLIS) program has been accredited by the American Library Association (ALA) since 1980 and was awarded continuous accreditation status in July 2019 until 2026. The MLIS program is comprehensive with a required core of courses to prepare students for a wide variety of roles in the profession. Within the curriculum there are opportunities to choose electives or career tracks that enable students to assume professional positions in school, academic, public and special libraries as well as archives. The MLIS with school licensure emphasis is accredited by the Council for the Accreditation of Educator Preparation (CAEP). 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 a Graduate Certificate in Archives and Special Collections and a Graduate Certificate in Youth Services and Literature, which may be earned with the MLIS or post-MLIS. SLIS is a leader in innovative online education within the university and offered the first fully-online master's degree at USM in 2002. Some highlights of the past year include: In 2019, the MLIS program was ranked #1 Most Affordable Online MLIS degree by www.affordablecollegesonline.org MLIS degree was #4 in Top Ten Graduate Degrees Awarded at Southern Miss (Degree Book, IHL 2018). SLIS faculty completed Quality Mat.7 (s)8.9 (def6.7 (s0.5 (t)-6.)-6 (s)-2.7 (s))-2 (t 2.7 (s))-2 (t 2.7 (sun-6.6 (S)2 rf)10.5 (abl)11.3 (f)-17.

webpages, publishes a refereed e-journal SLIS Connecting twice a year, a regular column "SLIS Notes" in Mississippi Libraries Journal, and five different listservs: one for SLIS faculty, staff, and graduate students; one for faculty, staff, undergrad students, one for alumni; one for the Advisory Board, and a slisjobs listserv. Updates about the program are posted to the Mississippi Library Association listserv, Southeastern Library Association listserv, and College of Education and Health Sciences listserv. Each year, changes in the program and curriculum are presented at the Alumni Breakfast and at the focus group at the annual Mississippi Library Association Conference and feedback is sought about the updates and about other curricular needs of students, alums, and employers. In 2019, SLIS sponsored an exhibit table as well as a reception for students, alums, and others interested in the program, during the American Library Association Annual Conference, Washington, D.C., June 22-25. The reception was held on Sunday afternoon, June 23, at Busboys and Poets.

GEC Writing Requirement. In this field, give a brief summary of how the course meets the 2500 word writing assignment. For example, explain if this takes place in a series of lab reports with each report including a minimum of X number of words or if the writing requirement is met through 3 short papers of X words each based on reviews of concerts, etc.

MLIS students complete a bibliometric research paper in LIS 651 that is at least 2,500 words; in LIS 668: Research Methods, they develop a research proposal of at least 2,500 words, and in LIS 695 capstone course, they complete a research project that is at least 3,500 words. According to ALA's Core Competencies of Librarianship, the fourth core competency is: 4. Technological Knowledge and Skills 4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies. 4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications. 4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services. 4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements. To address the ALA technology core competency, students are required to take at least one of three technology courses: LIS 516. Technology in the School Library. 3 hrs. A survey of technology utilized in elementary and secondary school libraries. LIS 557. Examines various applications and contexts in which computers and other forms of information technology are utilized in different types of information centers and libraries. LIS 558. Introduces principles of Web design and development including basic HTML and XML coding, Web usability, and evaluation of Web sites including library Web sites. Technology-related outcomes required for various courses include: creation and evaluation of Web 2.0 applications: blogs, wikis, etc.; creation of an e-portfolio with appropriate images, links, and examples of class papers and multimedia projects; creation of an instructional vodcast or podcast; cataloging exercises using online professional cataloging tools. Technology Use Part 2. Develop a narrative to support Technology Use Part 1 by providing program assessment results (if applicable), examples of technology being used to enhance student learning, examples of technology being used to meet program objectives/outcomes, and examples of providing access to and training in the use of technology. Technology is a vital part of librarianship so it is important for LIS students to become proficient in various computer applications, emergent technologies, creative and appropriate use of social media so they can teach technology skills to patrons and students. Examples of technology being used to enhance student learning in online classes include: use of Adobe Connect virtual classroom for synchronous online class sessions where students see, hear, and interact with the professor, present materials to other students, view and discuss educational videos, and practice searching scholarly databases; requirement to

evaluate various online tutorials and to create and upload their own instructional vodcasts or podcasts. Students have access to Microsoft Office 365 and are required to use Microsoft applications to create and format documents, spreadsheets, and presentations; students are required to complete tutorials and format documents in APA format. In the required cataloging course, students become proficient in online cataloging by completing exercises using Library of Congress and OCLC online software. University Libraries provides a subject LibGuide and tutorials for various databases and useful free online tools such as citation managers (Mendeley, Zotero). In LIS 501 and 557, students are required to locate and evaluate emergent technology tools.

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Educational Goals: SLIS educational goals for MLIS students include: Knowledge of and commitment to ethical practices Professional practice and training experiences Knowledge of the LIS literature Engagement in research Technical competency. To align with the American Library Association's Public Programs Office, the former calendar assignment was modified to fit their Program Guide Format.

Related Mnp9suenb96.6 age

Source of Evidence: Portfolio, showing skill development or best work

Target:
Using the Rubrics, 100% of students' e-Portfolios will be rated satisfactory or excellent. As a requirement for graduation, the students are allowed revisions as needed to be rated satisfactory or excellent.

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

Assessment of certificate against other university certificates
Review graduate Youth Services and Literature Certificates at other universities to ensure that courses in the certificate is comparable and competitive.

Established in Cycle: 2017-2018
Implementation Status: Planned
Priority: Medium

Projected Completion Date: 05/10/2019
Responsible Person/Group: Dr. Stacy Creel