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.

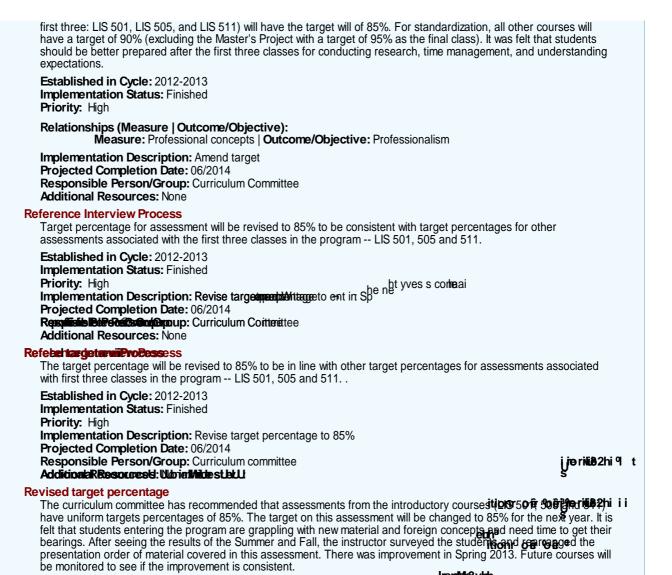
Related Action Plans (by Established cycle, then alpha):

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

Revised target percentage Established in Cycle: 2012-2013 The curricwlcaul

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



Established in Cycle: 2012-2013 Infigurentiatatictatistatus: Finished Priority: H@h ∣rsne¥ska3ybh ijiejnäldinderaan AiU ss

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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 udents work wo Istibipa icip n fabdologsi