

Detailed Assessment Report
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2012-2013 Library and Information Science BA

Mission / Purpose

The purpose of the undergraduate library and information science major (B.A.) is to educate students for careers in the information fields; in libraries the B.A. is a paraprofessional degree. The program supports the mission of the college and the university through provision of curriculum designed to serve the needs of the students while nurturing opportunities that create a vigorous region, engage students, promote discourse, and enhance quality of life. The curriculum prepares future information specialists for roles that include modeling and valuing collaboration, effective communication, information based problem-solving, an appreciation of and respect for diversity, recognition and sensitivity to standards of ethical conduct and how to organize, access and evaluate print and non-print information resources in a variety of settings.

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

SLO 1: Recognize and utilize appropriate information resources

Students demonstrate fundamental abilities in recognizing, evaluating and utilizing 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 conduct reference searching activities to identify and evaluate reference resources to resolve reference questions. They report complete information on the reference interview, types of reference, types of questions, encyclopedias, dictionaries, etc. The activities are assessed by completion of the tasks and strategies reported.

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

Target:

80% of students will identify viable search strategies, appropriate potential reference resources to access the information as demonstrated by ranking satisfactory or excellent on the rubric for this project.

Findings (2012-2013) - Target: Met

80% (10/13) students ranked satisfactory or excellent as measured by the rubric. LIS 401 was only offered in the fall semester.

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

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

Revised LIS 401 Reference syllabus and rubrics

Established in Cycle: 2010-2011

For fall 2011 the syllabus for the LIS 401 Reference Resources course has been revised and the searching exercises relate to an ...

M 2: Source evaluation annotated bibliography

Students create an annotated bibliography to demonstrate their ability to evaluate reference resources and present the information. This assignment is evaluated on a standard rubric for: 1) grammar and spelling 2) bibliographic citation 3) on source selection and source justification, and 4) detail of description.

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

Target:

85% of students will complete the annotated bibliography achieving superior or satisfactory assessment using a rubric with criteria for: 1) grammar and spelling 2) bibliographic citation 3) on source selection and source justification, and 4) detail of description.

Findings (2012-2013) - Target: Not Met

80% (10/13) students ranked satisfactory or excellent on the annotated bibliography as measured by the rubric. LIS 401 is only offered in the fall semester.

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

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

Annotated bibliography

Established in Cycle: 2012-2013

Students create an annotated bibliography to demonstrate their ability to evaluate reference resources and present the informati...

SLO 2: Demonstrate written and oral communication skills in context

Students 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 3: Demonstrate essential writing skills: Collection Development

A collection development policy for an hypothetical library that is 1) free of typos, punctuation errors, spelling errors, and grammatical errors 2) clear and logically arranged 3) incorporates varied, interesting, appropriate vocabulary and sentence structure 4) written in third-person, objective, gender-free style. (LIS 411)

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

Target:

Target 80% of assessed student writing assignments are rated as satisfactory based on the writing rubric with at least 5% of those rated as excellent as compared to the writing rubric.

Findings (2012-2013) - Target: Met

87.5% (7/8) students achieved a satisfactory or excellent rating on the writing rubric. Of those, 7 students (87.5%) achieved an excellent rating on the writing rubric. LIS 411 is only offered in the spring semester.

M 4: Demonstrate advanced writing skills: Scholarly Paper

Students research and write a 4,000 to 4,500 word scholarly paper as part of the capstone (LIS 489 Practicum) experience. The paper includes scholarly sources as well as information gathered on-site and from organizational documents and Web sites. The paper is assessed based upon content, appropriate use of research with documentation and consistent citation of sources, compliance with the standard research formats (Introduction, Literature Review, Methodology, Discussion), language has few errors in grammar, punctuation, spelling and usage, and word choice aids clarity, vividness, and credibility.

Source of Evidence: Capstone course assignments measuring mastery

Target:

95% of students will achieve satisfactory as compared to the writing rubric for the LIS 489 scholarly paper.

Findings (2012-2013) - Target: Met

100% of students (5/5; fall & spring semesters combined) wrote a scholarly paper that rated satisfactory or excellent on the rubric.

M 5:Oral presentation

Students make an oral presentation to a group of students and faculty in the capstone course (LIS 489 Practicum). The presentation is assessed for content, organization, language, verbal and nonverbal delivery, as well as the quality of the supporting PowerPoint Presentation or other mediation.

Source of Evidence: Presentation, either individual or group

Target:

90% of students should achieve satisfactory on the oral presentation based on the associated rubric.

Findings (2012-2013) - Target: Met

100% of students (5/5; fall & spring semesters combined) did an oral presentation that rated satisfactory or excellent on the presentation rubric.

SLO 3:Demonstrate and articulate basic philosophy of the field.

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

Related Measures:

M 6:Collection development policy

Students design collection development policy including all the elements of the associated rubrics with clarity and appropriate citation support. Rubrics are found in LIS 411.

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

Target:

80% of students will achieve satisfactory ranking on all of the elements of the collection development policy rubrics.

Findings (2012-2013) - Target: Met

87.5% (7/8) students achieved a satisfactory or excellent rating on all elements of the collection development policy rubric. LIS 411 is only offered in the spring semester.

M 7:Library Bill of Rights Challenges

Students summarize an actual challenge or attempt to censor library materials (or restrict access) and explain how sections of the Library Bill of Rights relate to the challenge (Evaluation of Library Collections, Censorship and Recommendations for Challenged Materials).

Source of Evidence: Academic direct measure of learning - other

Target:

80% of students will achieve a satisfactory ranking compared to the rubric with 5% achieving excellent ranking.

Findings (2012-2013) - Target: Met

87.5% (7/8) students achieved a satisfactory or excellent rating on the censorship/collection

development essay rubric. Seven out of eight students achieved a excellent ranking on the censorship/collection development rubric. LIS 411 is only offered in the spring semester.

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

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

Censorship/Collection Development Essay

Established in Cycle: 2012-2013

Students summarize an actual challenge or attempt to censor library materials (or restrict access) and explain how sections of t...

M 8:Capstone Experiences

Students cooperatively design a practicum experience with a library or information entity. The experience is specific to the location and individual. The site supervisor monitors and reports on student achievement of the agreed upon tasks at midpoint and end of the experience. The site supervisor reports via an agreed upon rubric to the faculty supervisor. The student maintains a reflective journal that is submitted to the faculty supervisor weekly. The student is assessed based on the practicum agreement parameters, the rubrics the site supervisor uses for assessment, and the ranking rubric for the self-reflective journal.

Source of Evidence: Field work, internship, or teaching evaluation

Target:

90% of students should achieve a satisfactory ranking based on the reflective journal rubric of the practicum.

Findings (2012-2013) - Target: Met

100% of students (5/5; fall & spring semesters combined) were rated satisfactory or excellent by their practicum supervisor and rated satisfactory or excellent on the reflective journal rubric.

SLO 4:Technology competency

Students employ current technology tools appropriate to the library field.

Related Measures:

M 5:Oral presentation

Students make an oral presentation to a group of students and faculty in the capstone course (LIS 489 Practicum). The presentation is assessed for content, organization, language, verbal and nonverbal delivery, as well as the quality of the supporting PowerPoint Presentation or other mediation.

Source of Evidence: Presentation, either individual or group

Target:

90% of students should achieve a satisfactory rating for the PowerPoint Presentation associated with their oral presentation based on the AudioVisual/PowerPoint rubric.

Findings (2012-2013) - Target: Met

100% of students (5/5; fall & spring semesters combined) did an oral presentation that rated satisfactory or excellent on the oral presentation rubric.

M 9:Technology projects

Students create a technology portfolio of appropriate and acceptable artifacts in the Media Utilization course (LIS 416). Individual element rubrics yield an overall portfolio assessment, students demonstrate ability to create and present lesson plans for teaching various technologies, provide detailed instructions with examples for setting up or installing software or equipment, produce PowerPoints with specified elements.

Source of Evidence: Project, either individual or group

Target:

90% of students will achieve satisfactory ranking based on the portfolio evaluation rubric.

Findings (2012-2013) - Target: Met

100% (8/8) students achieved a satisfactory or excellent rating on the portfolio rubric. LIS 416 is only offered in the summer.

M 10:Webpage evaluation and webquest

Students evaluate websites/pages, identify a topic of study and create a WebQuest of internet-based activities for students to follow to gather information and carry out activities. The student's WebQuest is presented in a webpage format and is assessed against rubrics for webpage design and assignment criteria satisfaction.

Source of Evidence: Academic direct measure of learning - other

Target:

90% of student WebQuest/webpages will be satisfactory compared to the rubrics of webpage evaluation and assignment criteria.

Findings (2012-2013) - Target: Met

100% (8/8) students achieved a satisfactory or excellent rating on the Webquest rubric. LIS 416 is only offered in the summer.

SLO 5:Organization and cataloging skills

Students apply the rules of description and subject cataloging to create basic catalog records in electronic format demonstrating an understanding of the basic principles of organization of information as they relate to cataloging and classification. Students further demonstrate these skills by being assessed on bibliographic entries they create that are employed in tasks that are not specific to cataloging.

Related Measures:

M 11:Cataloging exercises

Students complete 10 exercises, each designed to assess students' basic understanding of the information in bibliographic records and present correct bibliographic description with the appropriate printed and online tools in cataloging and classification. The exercises require students to inspect and compare multiple sources of bibliographic records for copy cataloging; compare and contrast sources and are assessed based on completeness and correctness of punctuation, capitalization, MARC coding, and/or content placement in the record.

Source of Evidence: Academic direct measure of learning - other

Target:

75% of submitted cataloging exercise assignments will rank as satisfactory as measured by rubric measuring the quality of punctuation, capitalization, MARC coding, and/or content placement.

Findings (2012-2013) - Target: Met

77% (10/13) students ranked as satisfactory or excellent on the cataloging exercise rubric. LIS 405 is only offered in the fall semester.

M 12:Bibliographic applications

Students demonstrate ability to create and interpret bibliographic entries in collection management tasks of selection and weeding.

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

Target:

75% of students will achieve satisfactory ratings as compared to the appropriate rubrics for accurate interpretation and completion of bibliographic records in collection management tasks.

Findings (2012-2013) - Target: Met

87.5% (7/8) students achieved a satisfactory or excellent rating on the assignment rubric. LIS 411 is only offered in the spring semester.

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

Revised LIS 401 Reference syllabus and rubrics

For fall 2011 the syllabus for the LIS 401 Reference Resources course has been revised and the searching exercises relate to an assessment strategy and rubric. Additional assessment approaches are being designed and piloted in fall 2010 for implementation in the next course offering.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Evaluating and using reference tools | **Outcome/Objective:** Recognize and utilize appropriate information resources

Implementation Description: Syllabus is being redesigned, and verified with the curriculum committee and director.

Projected Completion Date: 08/22/2011

Responsible Person/Group: Instructor, curriculum committee and director.

Additional writing support

One of 8 students failed to submit a satisfactory paper. Additional writing assignments within the program might correct this problem.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Implementation Description: review all writing assignment datapoints to determine whether there is sufficient emphasis

Responsible Person/Group: curriculum committee and 489 instructors

Annotated bibliography

Students create an annotated bibliography to demonstrate their ability to evaluate reference resources and present the information. Source of evidence: Written assignment scored by a writing rubric.

Target: 85% of students will complete the annotated bibliography achieving satisfactory or excellent as measured by the appropriate rubric 1) grammar and spelling 2) bibliographic citation 3) source selection and source justification, 4) detail of description. LIS 401 is only offered in the fall semester.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Source evaluation annotated bibliography | **Outcome/Objective:** Recognize and utilize appropriate information resources

Implementation Description: The target for this assessment has been met during two of the last three years. Curriculum Committee will monitor assessment during 2013-14 cycle and will review assignment and rubric. If target is not met during 2013-14 cycle, additional measures will be planned.

Projected Completion Date: 05/22/2014

Responsible Person/Group: Curriculum Committee

Additional Resources Requested: No additional resources needed.

Censorship/Collection Development Essay

Students summarize an actual challenge or attempt to censor library materials (or restrict access) and explain how sections of the Library Bill of Rights relate to the challenge (Evaluation of Library Collections, Censorship and Recommendations for Challenged Materials).

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Library Bill of Rights Challenges | **Outcome/Objective:** Demonstrate and articulate basic philosophy of the field.

Implementation Description: Analyze measure and determine if it should be recast or moved to a different course to lighten the assessment load on collection development.

Projected Completion Date: 06/29/2014

Responsible Person/Group: Curriculum Committee

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?

Overall, the assessments continue to sufficiently measure the students' progress. Excluding one area-Measure 2, the Annotated Bibliography, students meet or exceed the requirements. One strength of the measurement is LIS 489. LIS 489 serves as the undergraduate capstone experience, which requires both a formal and informal oral experience and a formal and informal written experience. The continued strong performance on both evaluations by the faculty and by the practicum supervisors reflects their progress in the program. The performance target is 95% exceptional or satisfactory.

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

The one area of concern is Measure 2, the Annotated Bibliography. The performance target has been met two out of the three years. The Curriculum Committee will work with writing rubric for the assignment and make suggestions to ensure that progress is made.

Annual Report Section Responses

Program Summary

The purpose of the undergraduate library and information science major (B.A.) is to educate students for careers in the information fields; in libraries the B.A. is a paraprofessional degree. The program supports the mission of the college and the university through provision of curriculum designed to serve the needs of the students while nurturing opportunities that engage students, promote discourse, and enhance quality of life. The curriculum prepares future information specialists for roles that include modeling and valuing collaboration, effective communication, information based problem-solving, an appreciation of and respect for diversity, recognition and sensitivity to standards of ethical conduct and how to organize, access and evaluate print and non-print information resources in a variety of settings.

The Library and Information Science BA program at Southern Miss is a relatively small program serving several constituencies: school libraries' need for certified media specialists, public and academic paraprofessional needs, and general information services personnel interests. Interest in the field of librarianship and information studies varies and is reflected in dramatic changes in LIS enrollment and degree production. Skills developed in the LIS BA are applicable in a variety of venues including general office, information industry, management, and information organization. The LIS program has attracted some increased interest because our courses are offered online. However, these courses are specific to the field of library science and require real-time chat meetings to ensure student/faculty interaction and proper socialization into the field. Students who are not prepared to be challenged to learn the service side of research and reference, or cannot grasp concepts of organization and classification, are not likely to remain in the program, regardless of the vehicle of delivery.

The LIS program provides a service course, LIS 201 Introduction to Information Literacy that is an option in the GEC computer competency selections. While introducing students to basic computer skills, concepts of information literacy and research tools are also elements in the course. Our own students are required to take this course as a preparation for far more detailed instruction in technology, information literacy, reference and research.

Continuous Improvement Initiatives/Additional Action Plans

Changes in the required courses for the LIS minor have been approved. These changes will make the minor more useful to a variety of majors across the university. A new internal PR committee was formed and one challenge given to the committee was to create materials on the BA program and investigate places to advertise the program.

We will continue to send faculty to QEP training and encouraging faculty to use the resources of the Writing Center and Speaking Center in order to help students become more proficient in written and oral communication skills. We have added a library instruction course and have updated course titles, descriptions, and content to conform to the latest professional standards.

Closing the Loop/Action Plan Tracking

A recurring issue has been the identification of student writing problems and determining the remedies. Instructors are encouraged to complete QEP training and adopt the QEP writing rubric. Instructors are expected to grade assignments for grammar, spelling, and clarity. Grading rubrics have allowed more consistent assessment of student writing and aided in identifying the most common errors. Students need to be given guidance about the importance of following instructions and editing after writing. Specific assessment points have been instituted rather than an overall general writing assessment. Formal, structured writing is required in all courses and informal reflective writing is required as well in some courses. Assessment points early in the program as well as assessment of the capstone requirements at the end of the program are used to measure improvement.

Required early reporting of non-attending students and midterm grades allows instructors to become aware of problems with student attendance and assignment submission and to report problems via the Eagle Alert option in SOAR, which aids in student retention. Allowing students to withdraw through SOAR helps to eliminate the students who remain on the class roster long after they stop participating and attending; which will also improve the accuracy and reliability of data collected.