The University of Southern Mississippi

Detailed Assessment Report 2010-2011 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, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 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

Achievement Target:

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

Findings (2010-2011) - Achievement Target: Met

Fall 2010: 86% (12 of 14) students achieved excellent ranking and 14% (2 of 14) achieved satisfactory ranking based on the Library Bill of Rights rubrics.

Spring 2011: 89% (32 of 36) students achieved excellent ranking and 8% (3 of 36) achieved satisfactory and 3% (1 of 36) needed improvement. Faculty member notes several students had problems with writing style instructions.

Summer 2011: 100% (17 of 17) students achieved excellent ranking based on the Library Bill of Rights rubrics.

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

Achievement Target:
95% of students (groups) should achieve satisfactory ranking according to the rubrics for the collection development policies.

Findings (2010-2011) - Achievement Target: Met
Fall 2010: 100% of the groups achieved excellent or satisfactory against the collection development policy rubric. [4 groups of 4] 3 groups (75% 12 of 16 students) achieved excellent on the rankings for the collection development policy rubrics. 1 group (25% 4 of 16 students) achieved satisfactory ranking for the collection development policy rubrics.

Spring 2011: 100% of the groups achieved excellent or satisfactory against the collection development policy rubric. [8 groups, 4 groups of 4 students and 4 groups of 5 students] 7 groups (86% 31 of 36 students) achieved excellent on the rankings for the collection development policy rubric. 1 group (14% 5 of 36 students) achieved satisfactory ranking for the collection development policy rubrics.

Summer 2011: 100% of the groups achieved excellent or satisfactory against the collection development policy rubric. [6 groups, 5 groups of 3 students and 1 group of 2 students] 4 groups of 3 and 1 group of 2 (82% 14 of 17 students) achieved excellent on the rankings for the collection development policy rubric. 1 group of 3 students (18% 3 of 17) ranked satisfactory.

O 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

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

Findings (2010-2011) - Achievement Target: Met
Fall 2010: 91% (32 of 35) students achieved satisfactory ranking against the reference question rubric. 9% (3 of 35) were ranked as not acceptable.

Spring 2011: 95% (37 of 39) students achieved satisfactory ranking against the reference question rubric. 5% (2 of 39) were ranked as needing improvement.

Summer 2011: 92% (11 of 12) students achieved satisfactory ranking against the reference question rubric. 8% (1 of 12) were ranked as not acceptable.

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Action Plan Details* section of this report.

Video or audio demonstrations
Established in Cycle: 2010-2011
In future Students will model the reference process using videotape or audiotape to provide a demonstration of an example intera...

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

Achievement 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 (2010-2011) - Achievement Target: Met
Fall 2010: 100% (14 of 14) students achieved satisfactory ranking against the community analysis rubric.

Spring 2011: 97% (35 of 36) students achieved satisfactory ranking against the community analysis rubric. 3% (1 of 36) ranked as needed improvement.

Summer 2011: 100% (17 of 17) students achieved satisfactory ranking against the community analysis rubric.

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

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

Findings (2010-2011) - Achievement Target: Met
Fall 2010: 96% (27 of 28) students achieved satisfactory rating compared to the assignment rubrics. 4% (1 of 28) needed improvement.

Spring 2011: 100% (29 of 29) students achieved satisfactory rating compared to the assignment rubrics.

Summer 2011: 92% (11 of 12) students achieved satisfactory rating compared to the assignment rubrics. 8% (1 of 12) rated as unacceptable.

O 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

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

Findings (2010-2011) - Achievement Target: Met
Fall 2010: 95% (19 of 20) achieved excellent or satisfactory ranking against the analysis rubric. 90% (18 of 20) achieved excellent and 5% (1 of 20) achieved satisfactory. 5% (1 of 20) ranked as needing improvement.

Summer 2011: 100% (26 of 26) students achieved excellent ranking against the analysis rubric.

Spring 2011: related course not taught

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

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

Findings (2010-2011) - Achievement Target: Met
Spring 2011: 88% (22 of 25) students achieved satisfactory ratings on both content analysis and concept analysis scales on the rubrics, while 12% (3 of 25) were rated as unacceptable on content and concept analyses on the rubrics.

Summer 2011: 94% (16 of 17) of students achieved satisfactory ratings on both content analysis and concept analysis scales on the rubrics, while 6% (1 of 17) rated needs improvement on concepts.

Course where this assessment resides was not offered in fall 2010 [LIS 636]

O 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

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

Findings (2010-2011) - Achievement Target: Met
Fall 2010: 95% (20 of 21) achieved satisfactory ranking against the research proposal rubric. 5% (1 of 21) ranked as unacceptable.

Spring 2011: 96% (25 of 26) achieved excellent or satisfactory ranking against the research proposal rubric. 4% (1 of 26) ranked as unacceptable.

Summer 2011: 88% (15 of 17) achieved satisfactory ranking against the research proposal rubric. 12% (2 of 17) ranked as unacceptable on the proposal rubric.

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

Achievement Target:

95% of students achieve satisfactory against the rubric for the Master's Project as determined by at least two faculty evaluators.

Findings (2010-2011) - Achievement Target: Met

Fall 2010: 100% (23 of 23) achieved satisfactory ranking against the rubrics for the Master's Project as determined by two faculty members.

Spring 2011: 100% (17 of 17) students that completed the project achieved satisfactory ranking against the rubrics for the Master's Project as determined by two faculty members. Three students did not finish in spring and carried over into summer.

Summer 2011: 100% (14 of 14) students that completed the project during summer achieved satisfactory rankings against the rubrics. One student enrolled in summer did not finish in summer and will carry over into fall. Two of the three carry over students from spring completed and achieved satisfactory ranking. One of the students that did not complete in spring did not attempt to complete in summer.

O 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

Achievement 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 (2010-2011) - Achievement Target: <u>Partially Met</u>

Fall 2010: 95% (19 of 20) students achieved a satisfactory rating based on the rubrics for analysis and reporting on professional readings and research activities. 5% (1 of 20) students was rated as unacceptable. (LIS 605) Fall 2010: 91% (21 of 23) students achieved a satisfactory rating based on the rubrics for analysis and reporting on professional readings and research activities. 9% (2 of 23) students were rated as needing improvement. (LIS 651)

Spring 2011: 88% (15 of 17) students achieved a satisfactory rating based on the rubrics for analysis and reporting on professional readings and research activities. 12% (2 of 17) students were rated as needing improvement. (LIS 651) [LIS 605 was not offered in Spring 2011] Summer 2011: 100% (26 of 26) students achieved a satisfactory rating based on the rubrics for analysis and reporting on professional readings and research activities. (LIS 605)

Summer 2011: 50% (8 of 16) students achieved a satisfactory rating based on the rubrics for analysis and reporting on professional readings and research activities. 50% (8 of 16) students rated as unacceptable. (LIS 651)

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

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

re-evaluate course syllabi for clarity of instruction and rubric construction
Established in Cycle: 2010-2011
LIS 651 Introduction to Information Science involves multiple topics including readings and assignments covering the historical ...

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

Achievement 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, task software such as Catalogers Desktop, ClassWeb, WebDewey, RDA toolkit, Lexis-Nexis, Credo, DIALOG, presentation software, word processors, spreadsheets and other course identified software.

Findings (2010-2011) - Achievement Target: <u>Not Met</u>

Fall 2010 Spring 2011 Summer 2011

> ### Related Action Plans (by Established cycle, then alpha):
> For full information, see the *Action Plan Details* 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 ...

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

Technology preparation perception

Two of three survey exit survey responses that did not achieve target were related to student perception of technology preparation. Library Information Science has very dynamic evolving technology systems and structures, Second Life, Blogs, Wikis, Gaming etc. We need to increase proactive technology engagement in the courses for the students. Sometimes being on the bleeding edge

Established in Cycle: 2007-2008
Implementation Status: Finished
Priority: High
Implementation Description: spring 2009
Responsible Person/Group: Curriculum committee/technology committee
Additional Resources Requested: time and emphasis on Web 2.0, Library 2.0 technologies, and evaluate Library 3.0 possibilities

Implementation Notes:
  10/2/2011 technology has been integrated into all courses and is an element for review in the annual curriculum review.

cataloging re-enforcement

Overall 88% (178 of 103) of the 09-10 students satisfactorily completed these tasks as compared to the appropriate rubrics. However, the LIS 505 09-10 findings: 72% (50 of 69) students Created correctly constructed catalog records, with correct classification and subject headings, was below that target of 85% satisfactory completion. Faculty commented that the students that did not achieve appropriate rubric scores were not following instructions or not employing the appropriate tools for the assignments. Faculty will be concentrating on providing more instructional detail and guidance as well as emphasizing the appropriate tools for completion.

Established in Cycle: 2009-2010
Implementation Status: Finished
Priority: High
Implementation Description: Faculty will modify course instructions and increase emphasis on appropriate tools. Also, will require more exercises with these tools.
Responsible Person/Group: faculty teaching LIS 505 cataloging and classification

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: In-Progress
 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.
 Completion Date: 01/15/2012
 Responsible Person/Group: Faculty, Curriculum Committee, Director
 Additional Resources Requested: none
 Budget Amount Requested: $0.00

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: Planned
 Priority: High

 Relationships (Measure | Outcome/Objective):
  Measure: Technology and organizations | **Outcome/Objective:** Technology literacy

 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.
 Completion Date: 08/15/2012
 Responsible Person/Group: Curriculum Committee and LIS 651 teaching faculty
 Budget Amount Requested: $0.00

Video or audio demonstrations

In future Students will model the reference process using videotape or audiotape to provide a demonstration of an example interaction.

 Established in Cycle: 2010-2011
 Implementation Status: In-Progress
 Priority: High

 Relationships (Measure | Outcome/Objective):

Measure: Application of the information process: reference support | **Outcome/Objective:** Knowledge of the basic tenets of reference, collection development and cataloging

Implementation Description: For the fall 2011 spring 2012 summer 2012 period. Trail runs will be undertaken in fall 2011 with full implementation in spring 2012
Responsible Person/Group: Course instructor
Additional Resources Requested: none

Analysis Answers

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

Our students are performing well. Continued refinement of rubrics, instructions, increased resources to support lecture and students activities such as access to cataloging software and more electronic resource support from the library have contributed to this continued performance.

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

Faculty feel that more work is needed to refine rubrics and clarify assessments. After examining how the technology assessments were handled in the 2009-2010 cycle faculty determined it would be better to have technology applications assessed in specific courses, rather than all technology activities across the curriculum . Though we integrated technology into the entire program we did not collect the assessment data for the 2010-2011 cycle. This will be remedied. The MLIS will now require that one of the five electives a student completes must be from one of the technology intense courses; LIS 516 Media Utilization, LIS 557 Computers in Libraries or LIS 558 Internet Resources for Librarianship. It is believed this will allow more focused assessment.

Annual Reports

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 only 62 ALA accredited MLIS programs in North America. Through the ALA accreditation we are also an NCATE recognized program to prepare school librarians. The School of Library and Information Science at The University of Southern Mississippi is one of only 16 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 in Peru, Belize, India, England, Germany, Japan, and the Virgin Islands. 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. During four of the last five years, the MLIS has been the most frequently awarded master's degree at The University of Southern Mississippi, and was the second most frequent the other year. Master student enrollment during 2010-2011 was 152 in fall 2010, 154 in spring 2011 and 129 in summer 2011. Our graduates have gone on to graduate from doctoral programs at Urbana-Champagne, 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 45 years. The festival attracts national attention and participants to the university for the Southern Mississippi Silver Medallion awarded annually for the last 44 years. The 2009 medallion winner was author Judy

Blume, the 2010 winner was illustrator David Wiesner, the 2011 winner is Jane Yoland; all are recipients of multiple literary awards. They joined a long list of authors, illustrators and storytellers honored to receive the Medallion. 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 is 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, Live Classroom, and Podcasting and continue to be active in testing new technology appropriate for our field. Our courses now include aspects of Web 2.0 and Library 2.0, including wikis, blogs, globs, social networking, and the 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, digitalization, records management, distance education and 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. 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 will undergo our seven year accreditation review in February 2012. 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 the I. Mission, Goals and Objectives of the program, II Curriculum, III Faculty, IV Students, V Administrative and Financial Support, and finally VI the 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 Associations' core competencies. We had hoped to accomplish this alignment in this cycle, but it will take several cycles to fully implement that redesign.

Closing the Loop

Two of three exit survey responses in the 2007-2008 cycle indicated student perception of technology preparation was weak. Since library and information science has very dynamic evolving technology systems and structures, e.g., Second Life, blogs, wikis, gaming, etc., we needed to increase proactive technology engagement in the courses for the students. The curriculum committee reviews the technology implementation in every core course annually. Technology has been integrated into all courses; students discuss and interact with Web 2.0, social networking, and Library 2.0 impact on the library. Students now use blogs, wikis, review gaming as a teaching tool and participate through the online courseware, Blackboard, in a wide number of technological tools: chat rooms, Wimba, podcasts, etc. Technology will continue to be a carefully monitored aspect of the curriculum and in fact we have petitioned to change our degree program so that students are required to take at least one of the technology intensive courses, LIS 516 Media Utilization, LIS 557 Computers in Libraries or LIS 558 Internet Resources. The review of the area will be ongoing but the action plan has been labeled as finished. Cataloging was identified in 2009-2010 cycle as having weaker student performance than expected. Faculty modified course instructions and made additional cataloging

software tools available, including Catalogers Desk. Student performance in the 2010-2011 cycle was improved, and this action plan labeled finished. However, faculty will continue to monitor the situation, providing more focus on tools and hands-on practice.