The University of Southern Mississippi

Detailed Assessment Report
2014-2015 Library and Information Science BS*
As of: 1/13/2017 02:19 PM CDT
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

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.

Finding (2014-2015) - Target: Met
94% (17/18) students ranked satisfactory or excellent as measured by the rubric. LIS 401 was only offered in the fall semester.

M 2: Source evaluation annotated bibliography
Students create an annotated bibliography to demonstrate their ability to evaluate reference resources and present the information.

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 as measured by the appropriate rubric 1) grammar and spelling 2) bibliographic citation 3) on source selection and source justification, 4) detail of description

Finding (2014-2015) - Target: Met
94% (16/17) students ranked satisfactory or excellent on the annotated bibliography as measured by the rubric. LIS 401 is only offered in the fall semester.

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.

Finding (2014-2015) - Target: Met
100% (14/14) students achieved a satisfactory or excellent rating on the writing rubric. Of those, 13 students (68%) achieved an excellent rating on the writing rubric.Five students did not submit the assignment and thus were not assessed. 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.

Finding (2014-2015) - Target: <u>Met</u>
100% of students (7/7; summer, 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.

Finding (2014-2015) - Target: <u>Met</u>
100% of students (7/7; summer, 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.

Finding (2014-2015) - Target: <u>Met</u>
100% (14/14) students achieved a satisfactory or excellent ranking on all of the elements of the collection development policy rubrics. Five students did not submit the assignment and thus were not assessed. 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 superior ranking.

Finding (2014-2015) - Target: <u>Met</u>
94.7% (18/19) students achieved a satisfactory ranking compared to the rubric with 89% (17/19) achieving superior ranking. LIS 411 is only offered in the spring semester.

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 combined rubrics of the practicum.

Finding (2014-2015) - Target: <u>Met</u>
100% of students (7/7; summer, 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 appropoirate 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 presenation based on the AudioVisual/PowerPoint rubric.

M 9: Technology projects
Students create a technology portfollio 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 evalation rubric.

Finding (2014-2015) - Target: Met
90% (19/21) students achieved a satisfactory or excellent rating on the portfolio rubric. LIS 416 was only offered in the fall.

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 rubics of webpage evaluation and assignment criteria.

Finding (2014-2015) - Target: Met
95% (19/20) of student WebQuest/webpages were satisfactory compared to the rubics of webpage evaluation and assignment criteria. LIS 416 was only offered in the fall.

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

O/O 6: Retention and Graduation
Students majoring in library and information science will progress through the program and graduate.

Related Measures

M 14: Graduation
Students choosing library and information science as a major will graduate with a B.A. or B.S. degree.

Source of Evidence: Academic indirect indicator of learning - other

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

Finding (2014-2015) - Target: Met
90% (29/32) of the students who have graduated with a bachelor's degree in library and information science did so in six years or less. This percentage was calculated for students who have been admitted since fall of 2008 and have graduated.

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

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: Finished
Priority: High
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: 06/2014
Responsible Person/Group: Curriculum Committee
Additional Resources: None.

Comprehensive curriculum review
Faculty will undertake a comprehensive curriculum review during the 2014-15 academic year. Current outcomes and measures will be reviewed for current relevancy and correct course placement.

Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High
Implementation Description: Curriculum review is being undertaken but was only partially completed during 2014-15.
Responsible Person/Group: Faculty
Additional Resources: None

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

Track degree plan changes
Track student course choices under changed degree plan to see if further changes in plan are needed.

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

Responsible Person/Group: Faculty
Additional Resources: None

Analysis Questions and Analysis Answers

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

All student outcome assessments were met. LIS students tend to be strong performers academically and this showed in the assessments. The assessments cover a variety of courses and student work encompassing several core subjects in LIS. In the past measure 2, the annotated bibliography, was cause for concern but students have successfully met the target for this measure for four of the last five cycles so the attention paid to this project has apparently paid off. Students show particular strength in the capstone assessments in written and oral presentation, where they are assessed by faculty members as well as practicum supervisors in the field. The high ratings on the assessments from the capstone course show that students who complete the degree have a good founding in the basic tenets of librarianship as well as the ability to express themselves professionally.

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

Although all student outcome assessments were met, the one that came closest to not being met was measure 9 where the target was 90 percent and the finding was 90 percent. Continued attention to the Web portfolio will be needed to ensure that students are getting the required technology skills required to complete this project. While retention rate for 2014-15 (70%) was up from the previous year 2013-14 (69%), the goal of 80% was not met. According to a 2013 article by Freedman published in The Mentor, an academic advising journal published by Penn State (http://dus.psu.edu/mentor/2013/06/disconnect-choosing-major/), 75% of undergraduates change their major at least once before graduation so the retention rate for LIS majors was adjusted to a more realistic 70%. While we did meet the goal of 70 percent retention rate, we will continue to strive to increase that percentage.

Annual Report Section Responses

Program Summary

The purpose of the undergraduate library and information science major (B.S.) is to educate students for careers in the information fields; in most libraries the B.S. 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 BS 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 BS 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. During the past year the degree was formally approved by IHL to be changed from a B.A. to a B.S. The LIS program provides a service course, LIS 201 Introduction to Information Literacy, which is an option in the GEC computer competency selections. We are seeing increased interest on the part of other departments in requiring this course and we anticipate increased enrollment in the coming year. 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

During the past year the degree was formally approved by IHL to be changed from a B.A. to a B.S. degree. Accompanying changes in the degree plan had been made during the prior year. However, additional changes to the degree plan were sent forward this year, including making courses in public libraries and ethics required. These changes were a result of student and alumni feedback. Students were also given more course options to meet the technology course requirement. Development of undergraduate recruitment materials continues and our College has ramped up activities in undergraduate recruitment that we have been involved with. We will continue to send faculty to QEP training and encourage 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. This past year two faculty members completed the QEP training. We have added a library instruction course and have updated course titles, descriptions, and content to conform to the latest professional standards. Recruitment, retention and graduation remain strong priorities for the program. A comprehensive curriculum review is in the process of being carried out and will continue during the coming year in which outcomes, measures, and targets will be evaluated to ensure that all are appropriate.

Closing the Loop

A recurring issue has been the identification of student writing problems and determining the remedies. This has been identified in the past and we continue to monitor and try to improve our handling of improvement of student writing. 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. We appear to be having success in these initiatives as most students are reasonably proficient writers by the time they graduate. Required early reporting of non-attending students and interim 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. Increased attention to support needs of online students should also improve performance. An initiative for personal contact with students who have not enrolled for the next semester is being carried out to address retention. After review of measure 2, the censorship essay, it was determined that it would remain as is for the time being and that action plan was closed out. However, the heavy assessment load for LIS 411 (where that assessment is located) will continue to be monitored. Increased attention was paid during this past year to student retention and success but we still failed to meet our ambitious target. We will continue to contact students who withdraw or

don't register for succeeding semesters in an attempt to raise our percentage in this area.