

Target:

80% of students will complete the annotated bibliography of information resources and achieve excellent or satisfactory rating as measured by the appropriate rubric 1) grammar and spelling 2) bibliographic citation 3) source selection and justification, 4) detail of description.

Students employ current technology tools appropriate to the library field in coursework assignments.

Related Measures:

M 6: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.

M 7: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 (2016-2017) - Target: Met

(online, n=42) - Fall 2016: 100% (27/27) students achieved satisfactory or excellent as measured by the e-portfolio evaluation rubric. Spring 2017: 100% (15/15) students achieved satisfactory or excellent as measured by the e-portfolio evaluation rubric.

Findings (2016-2017) - Target: Met

(online, n=17) Spring 2017: 88% (15/17) student multimedia artifacts rated satisfactory or excellent on the assignment evaluation rubric. LIS 491 is only offered in spring semesters.

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

O/O 5: Retention and graduation

Students majoring in library and information science will progress through the program and graduate.

Related Measures:

M 9: Graduation

Students choosing library and information science as a major will graduate

Priority: High

Responsible Person/Group: Faculty

Additional Resources Requested: None

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: Planned

Priority: High

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

Projected Completion Date: 08/23/2016

Responsible Person/Group: SLIS corps of instruction

Exit survey

An exit survey was developed for LIS BA/BS majors and was first administered in spring 2016. SLIS has been asked to keep track of placement rate so a question about whether a student has obtained a LIS position has been added. This survey will be administered each year and data compiled to determine trends and identify needed modifications to course requirements.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Responsible Person/Group: SLIS Curriculum Committee

Student success emphasized

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Implementation Status: In-Progress

Priority: High

Analysis Questions and Analysis Answers

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

The analysis indicates that students in the entry-level classes do not score as well on written or oral assignments as they do in the capstone LIS 489 class so in spring 2017, faculty reviewed and adjusted the targets according to the level of course difficulty and the level expected of students as they progress through the program. Students are provided

feedback in their coursework and encouraged to improve their writing and speaking skills so it is expected that they would show improvement in their final capstone course assignments. Students are encouraged to use the resources on the student success site, www.usm.edu/success, and to pay attention to assignment feedback to improve and refine their writing and speaking skills. Students in LIS 489 have their journal entries reviewed by the instructor so feedback can be given before the final paper is submitted. Students are encouraged to do their oral presentation to their on-site practicum supervisor and others to

earned to that point can be applied to the undergraduate degree plan. AMO students retain an undergraduate classification until they have completed all the requirements of their undergraduate degree plan. It is expected that a student will complete the undergraduate degree within two years of being accepted into an Accelerated Master's Option. Completion of the AMO does not automatically result in admission to the graduate program. Students completing the AMO are required to complete the same graduate application process as all applicants - an application fee will be required upon completion of the undergraduate degree and prior to be enrolled as a graduate, degree-seeking student.

Continuous Improvement Initiatives. Any department-level or program-level action plans for improvement that are not necessarily tied to a specific student learning outcome or program objective should be described in this field.

The LIS BA/BS degree underwent a rigorous evaluation in 2015-16. SLIS faculty were required to submit a self-

students are required to create an online profile with an image and participate each week in live, online classes, post and reply to a discussion board, complete Web 2.0 assignments: blogs, wikis, etc., and use online cataloging applications for required exercises in LIS 405. Rubrics for technology assignments include assessment of both content and format. Students are required to take at least one, and encouraged to take two, of the technology courses (LIS 416, LIS 457, LIS 458) in which they create digital multimedia educational artifacts and create an e-portfolio. LIS 416 focuses on technology in school libraries, LIS 457 is a general technology course, and LIS 458 focuses on web design and evaluation and students learn basic HTML code and webpage construction.

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.

USM students now have access to Office 365 so SLIS students are required to use and demonstrate proficiency in using Word, Excel, and PowerPoint in their assignments. Virtual