

(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.

Finding (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.

Finding (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 rubric.

Finding (2012-2013) - Target: Met

Related Measures

M 5: Oral presentation

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.