Finding (2012-2013) - Target: Not Met
OVERALL TARGET 2012-2013 NOT MET 88% (56/64) students (combined summer, fall, spring) achieved excellent or satisfactory ranking against the reference question rubric. Two out of four licensure students achieved excellent or satisfactory. Fifty-six out of sixty non-licensure students achieved excellent or satisfactory.

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.
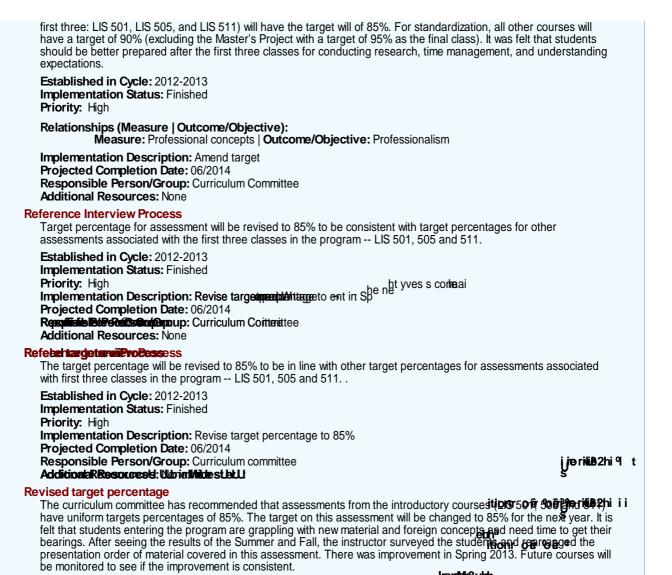
Revised target percentage
Established in Cycle: 2012-2013
The curriculum committee has recommended that assessments from the introductory courses (LIS 501, 505 and 511) have uniform targ...

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), usuall¾ace

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

first three: LIS 501, LIS 505, and LIS 511) will have the target will of 85%. For standardization, all other courses will have a target of 90% (excluding the Master's Project with a target of 95% as the final class). It was felt that students should be better prepared after the first three classes for conducting research, time management, and understanding expectations.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
   Measure: Professional concepts | **Outcome/Objective:** Professionalism

Implementation Description: Amend target
Projected Completion Date: 06/2014
Responsible Person/Group: Curriculum Committee
Additional Resources: None

Reference Interview Process

Target percentage for assessment will be revised to 85% to be consistent with target percentages for other assessments associated with the first three classes in the program -- LIS 501, 505 and 511.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High
Implementation Description: Revise target percentage to
Projected Completion Date: 06/2014
Responsible Person/Group: Curriculum Committee
Additional Resources: None

Reference Interview Process

The target percentage will be revised to 85% to be in line with other target percentages for assessments associated with first three classes in the program -- LIS 501, 505 and 511. .

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High
Implementation Description: Revise target percentage to 85%
Projected Completion Date: 06/2014
Responsible Person/Group: Curriculum committee
Additional Resources: None

Revised target percentage

The curriculum committee has recommended that assessments from the introductory courses (LIS 501, 505 and 511) have uniform targets percentages of 85%. The target on this assessment will be changed to 85% for the next year. It is felt that students entering the program are grappling with new material and foreign concepts and need time to get their bearings. After seeing the results of the Summer and Fall, the instructor surveyed the students and rearranged the presentation order of material covered in this assessment. There was improvement in Spring 2013. Future courses will be monitored to see if the improvement is consistent.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Continuous Improvement Initiatives/Additional Action Plans

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 Association's core competencies. We had hoped to accomplish this alignment in this cycle, but it will take several cycles to fully implement that redesign. Significant progress has been made, but we are still aligning courses and competencies. Additionally, one new faculty member was added during this past cycle and one new faculty member will be joining us in the next cycle. Each brings a new area of expertise which will allow SLIS to offer new courses and highlight their talent. A new internal PR committee was formed and created new materials for advertising the MLIS. In hopes of attracting more dual degree students, the requirements for the dual degree programs were updated. A concerted effort has been made to promote the successes of our students through national and international venues in order to raise our profile.

Closing the Loop/Action Plan Tracking

Since library and information science has very dynamic evolving technology systems and structures, e.g., Second Life, blogs, wikis, gaming, etc., we need to continuously monitor and appropriately increase technology engagement in the courses for the students. The Curriculum Committee has recently reviewed the technology implemented in each course and has selected a common assignment in three courses to serve as the assessment for M10. The Curriculum Committee will be reviewing the assignments in every course this next cycle to identify if there are more appropriate courses and assessments to use as measures as well as to improve the quality of the program by avoiding duplication. Additionally, as technology has been integrated into all courses, faculty will share information about new and exciting technologies incorporated in courses at the first faculty meeting in the Fall and Spring semesters. Students work with all forms of technology and social networking in order to be cognizant of their impact on society in general and the library community in particular. Students now use blogs, wikis, and review gaming as a teaching tool, and participate through the online courseware, Blackboard, in a wide number of technological tools: chat rooms, Wimba, podcasts, vodcasts, etc. The SLIS faculty has participated in multiple LEC technology trainings on Blackboard udents work wo l5tibripa icip   n fabologsi   nt p