2014-2015 Library and Information Science MLIS**

Mission / Purpose

The mission of the School of Library and Information Science is to prepare qualified

Target:

Target:

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

Findings (2014-2015) - Target: Met
96% (47/49) of students (combined summer, fall, and spring) achieved satisfactory ranking against the reference question rubric. Three out of three (100%) licensure students achieved satisfactory ranking. Forty-four out of forty-six (95%) non-licensure students achieved satisfactory ranking.

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

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 (2014-2015) - Target: Met
100% (42/42) (combined summer, fall, and spring) achieved satisfactory ranking against the community analysis rubric. Six out of six (100%) licensure students achieved excellent or satisfactory. Thirty-six out of thirty-six (100%) non-licensure students achieved excellent or satisfactory.

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

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

Findings (2014-2015) - Target: Met
98% (49/50) (combined summer, fall, spring) achieved satisfactory performance of organizational activities related to the assignment rubrics. Five out of five (100%) licensure students achieved a satisfactory performance. Forty-four out of forty-five (99%) non-licensure students achieved a satisfactory performance.

M 12:Reference Interview Process
Students model the reference interview process including selecting resources and finding answers through video role-playing.

Source of Evidence: Video or audio tape (music, counseling, art)

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

Findings (2014-2015) - Target: Met
92% (45/49) (combined summer, fall, spring) students achieved satisfactory ranking against the reference question rubric. Three out of three (100%) licensure students achieved satisfactory ranking. Forty-two of forty-six (91%) non-licensure students achieved satisfactory ranking.

SLO 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

Target:
90% of students will achieve satisf

satisfactory ranking. Thirty-two out of thirty-three (100%) non-licensure students achieved satisfactory ranking.

SLO 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

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 (2014-2015) - Target: Met

96% (27-28) (combined summer, fall, spring) students achieved a satisfactory rating based on the rubrics for analysis and reporting on professional reading and research activities in LIS 651 Introduction to Information Science assignments. Three of three (100%) licensure students achieved a satisfactory rating. Twenty-four out of twenty-five (96%) non-licensure students achieved a satisfactory rating.

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

Target:

90%

At the same time, student progress in the current offering will be very carefully monitored for symptoms of correctable issues.
Projected Completion Date: 05/27/2015
Responsible Person/Group: Curriculum Committee and LIS 651 teaching faculty

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: Planned
Priority: High

Responsible Person/Group: Faculty
Additional Resources Requested: None

Decide whether to add exit survey data as an outcome/measure

The department has begun to systematically give an exit survey and consideration will be given during this cycle as to whether that data should be incorporated as part of the formal assessment system.

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

Responsible Person/Group: Faculty
Additional Resources Requested: None

M11 Improve assessment alignment between assignments

Data gathered from three different courses. Review syllabi, assignments, and rubrics to ensure alignment of assessment coverage.

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

Projected Completion Date: 05/29/2015
Responsible Person/Group: Faculty teaching LIS 516, 557, 558
Additional Resources Requested: None

Retention

Students who fail to register will be contacted to ascertain reasons and see if intervention is possible.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Responsible Person/Group: Faculty advisors.

Develop plan to systematically collect data for technology measure

A plan will be developed to be sure that data is collected in all three technology classes for Measures 10 and 11. Students must take one of the three classes and an e-portfolio that includes a variety of student papers and e-projects will be required in each class.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Technology tool assessment | **Outcome/Objective:** Technology literacy

Projected Completion Date: 05/31/2016
Responsible Person/Group: Faculty
Additional Resources Requested: None

Analysis Questions and Analysis Answers

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

For the most part, the students are demonstrating superior skills in meeting the outcomes/objectives of the program. Failure to achieve at least satisfactory on the student's part is generally due to either not completing the assignment or failing to follow assignment instructions. Faculty are consistently gathering data and some changes in courses based on past data have improved results. Specifically, assignments were rearranged in LIS 501 (Reference) which seems to have led to increased clarity on the part of students in how to proceed with reference assignments. The faculty is engaged in an ongoing curriculum review, which was begun during 2014-15 and which will end in some realignment of measures with courses and possible new measures for student outcomes.

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

The introductory courses were given standardized performance targets of 85% for the 2013-14 cycle and performance at the new levels continues to be monitored. So far this has proven to be successful. Additionally, as courses are often rotated among faculty when a new faculty member teaches a course, it will be emphasized what the assessment for the course is and that the rubric and assessments be consistent. M11 was implemented last year for the first time in several years because of previous failure to collect data. The target was rewritten and assigned to three elective classes; all students are required to take at least one of those three electives. A comprehensive curriculum review is being carried out that began during this academic year and this may result in some changes to outcomes/objectives and/or measures. We have begun to collect systematic data through an exit survey and consideration is being given to incorporating that data as a measure for one or more outcomes.

Annual Report Section Responses

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 approximately 60 ALA-accredited

School of Library and Information Science at The University of Southern Mississippi is one of approximately 20 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 residing in Peru, Belize, Honduras, Brazil, India, England, Germany, Japan, the Virgin Islands, as well as other countries. 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. An increasing number of students are successfully completing the certificate. The newer Youth Services and Literature certificate approved in 2012 is also producing increasing numbers of completers. The MLIS is one of the most frequently awarded master's degrees at The University of Southern Mississippi. Master student enrollment is consistently over 100 students. Our graduates have gone on to earn doctoral degrees in programs at Urbana-Champagne Illinois, 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 48 years. The festival attracts national attention and participants for the Southern Mississippi Silver Medallion awarded annually for the last 46 years. The 2013 winner was Jon Scieszka, 2014 winner was Christopher Paul Curtis, and 2015 was Paul Zelinsky; all are recipients of multiple literary awards. They joined a long list of authors, illustrators and storytellers honored to receive the Medallion. In 2012, the Ezra Jack Keats Book Awards were and moved from the New York Public Library to the Festival for annual presentation. 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 was 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, Collaborate Live Classroom, and Podcasting and continue to be active in testing new technology appropriate for our field. Our courses now include aspects of Web and Library 2.0, social media, wikis, blogs, globs, social networking, and 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, digitization, records management, distance education and much 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. The report submitted in December of 2014 was received with no comments or questions by the ALA Committee on Accreditation. 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 underwent our seven-year accreditation review in February 2012 and received the full 7-year continuing accreditation until 2019. ALA accreditation is essentially a continuous process, but the seven-year review involves a focused campus visit by an assessment team composed