

Detailed Assessment Report

As of: 9/22/2018 10:19 PM CDT

2017-

Target:

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

O/O 6:Retention and Graduation

Students admitted to the library and information science master's program will progress through the program and graduate.

Relevant Associations:

Institutional Priority Associations:

1 Graduation Rate

Related Measures:

M 11:Retention

New students admitted to the library and information science master's program in fall will return in fall the following year.

Source of Evidence: Academic indirect indicator of learning - other

Target:

85% of new students admitted to the library and information science master's program in fall will return in fall the following year as determined by data from Institutional Research.

Findings (2017-2018) - Target: Met

92% of students admitted in fall 2016 returned to the program in fall 2017 as determined by data from Institutional Research.

M 12:Graduation

Students admitted to the library and information science master's program will graduate within five years.

Source of Evidence: Academic indirect indicator of learning - other

Target:

75% of the student admitted to the library and information science master's program will graduate within five years as determined by data from Institutional Research.

SLIS offers two graduate certificates that may be earned together with the MLIS degree or post-MLIS degree: a Graduate Certificate in Archives and Special Collections and a Graduate Certificate in Youth Services and Literature.

Each summer, students may participate in a study-abroad LIS course on British libraries, archives, and special collections. Students earn 6 credit hours with lectures and behind-the-scenes guided tours by British librarians and archivists in London, Oxford, and Bletchley Park. USM British Studies is headquartered at a University of Westminster dorm in London. From 2007 - 2018, 193 students from 40 universities across the U.S. and Canada earned credit in the British Studies LIS class, with 19 in the class of June 2018.

SLIS is responsible for funding, planning, and organizing the Fay B. Kaigler Children's Book Festival each April, which requires year-round planning and preparation. It is recognized nationally as a premier event with participation by nationally and internationally-recognized authors and illustrators. The 2018 Children's Book Festival had record attendance of more than 550 adults and more than 1,500 elementary students at a special author event with Dav Pilkey, where each student received a copy of his book *Dog Man*, a Captain Underpants red cape, and a \$15 gift certificate to purchase another book of their choice.

SLIS publishes a scholarly refereed e-journal *SLIS Connecting* twice a year (<http://aquila.usm.edu/slisconnecting/>) that is indexed in UlrichsWeb and in Directory of Open Access Journals and has been downloaded internationally more than 66,000 times. SLIS students have published their research papers in a variety of peer-reviewed and professional journals and conference proceedings - <http://ocean.otr.usm.edu/~w146169/mentorpubs.htm>

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 MLIS program is accredited by the American Library Association and is scheduled for re-accreditation in 2019. ALA accreditation is a rigorous process of review each seven years supplemented with annual and semi-annual reports to the ALA Committee on Ac

a regular column "SLIS Notes" published in Mississippi Libraries Journal, and via three different listservs: one for SLIS faculty, staff, and students; one for alumni; and one for the advisory board. Updates about the program are also posted to the Mississippi Library Association listserv, Southeastern Library Association listserv, and College of Education and Health Sciences listserv. Each year, changes in the program and curriculum are presented at the Alumni Breakfast and at the focus group at the annual Mississippi Library Association Conference and feedback is sought about the updates and about other curricular needs of students, alums, and employers.

Writing Requirement. In this field, give a brief summary of how the course meets the 2500 word writing assignment. For example, explain if this takes place in a series of lab reports with each report including a minimum of X number of words or if the writing requirement is met through 3 short papers of X words each based on reviews of concerts, etc.

Writing requirement: MLIS students complete a bibliometric research paper in LIS 651 that is at least 2,500 words; in LIS 668: Research Methods, they develop a research proposal of at least 2,500 words, and in LIS 695 capstone course, they complete a research project that is at least 3,500 words.

Technology Use Part 1. State/explain the role of technology in the discipline and outcomes related to technology.

According to ALA's Core Competencies of Librarianship (www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf), the fourth core competency is: 4. Technological Knowledge and Skills 4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies. 4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications. 4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services. 4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements. To address the ALA technology core competency, students are required to take at least one of three technology courses: LIS 516. Technology in the School Library. 3 hrs. A survey of technology utilized in elementary and secondary school libraries. LIS 557. Examines various applications and contexts in which computers and other forms of information technology are utilized in different types of information centers and libraries. LIS 558. Introduces principles of Web design and development including basic HTML and XML coding, Web usability, and evaluation of Web sites including library Web sites. Technology-related outcomes required for various courses include: creation and evaluation of Web 2.0 applications: blogs, wikis, etc.; creation of an e-portfolio with appropriate images, links, and examples of class papers and multimedia projects; creation of an instructional vodcast or podcast; cataloging exercises using online professional cataloging tools.

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.

Technology is a vital part of librarianship so it is important for LIS students to become proficient in various computer applications, emergent technologies, creative and appropriate use of social media so they can teach technology skills to patrons and students. Examples of technology being used to enhance student learning in online classes include: use of Adobe Connect virtual classroom for synchronous online

class sessions where students see, hear, and interact with the professor, present materials to other students, view and discuss educational videos, and practice searching scholarly databases; requirement to evaluate various online tutorials and to create and upload their own instructional vodcasts or podcasts. Students have access to Microsoft Office 365 and are required to use Microsoft applications to create and format documents, spreadsheets, and presentations; students are required to complete tutorials and format documents in APA format. In the required cataloging course, students become proficient in online cataloging by completing