

Assessment: Assessment Unit Four Column



COE Program - Library Science (MLS)

Department: Department of Information and Library Science

Program: MLS/CAS Library Science

ECU Academic Program Review Cycle: 02/01/2013

Program Purpose - Unit Mission: The Master of Library Science program, reflecting the missions of East Carolina University and the College of Education, prepares library professionals to serve, lead, and partner in their communities.

National Accreditations: National Council for the Accreditation of Teacher Education (NCATE)

SACS (Southern Association of Colleges and Schools)

ALA (American Library Association)

<i>Outcomes</i>	<i>Means of Assessments</i>	<i>Actions Taken, Results & Analysis of Results</i>	<i>Actions Planned</i>
<p>Content Knowledge - Library Science (MLS) candidates develop information literacy, reference inquiry or information organization skills and knowledge of the profession.</p> <p>Outcome Status: Currently Being Assessed</p> <p>Outcome Type: Student Learning Outcome</p> <p>Start Date: 01/01/2011</p> <p>5-Year Assessment Cycle: 2016-2017, 2018-2019, 2020-2021</p>	<p>Course Embedded - Candidates complete an assignment dealing with eight problem sets using a variety of reference resources.</p> <p>Criterion for Success: 95 percent of students will score at the Proficient or Above Proficient level, as defined by the assignment rubric.</p> <p>Means of Assessment Status: Inactive</p> <p>Related Documents: 6014 Problem Sets Rubric.docx</p> <p>Course Embedded - In LIBS 6026, students will put into practice cataloging rules and principles by cataloging two books and editing one record.</p> <p>Criterion for Success: 95 percent of students will score at the Proficient or Above Proficient level, as defined by the assignment rubric.</p>	<p>Result Status: Criterion Not Met</p> <p>Reporting Year: 2015-2016</p> <p>Actions Taken: In LIBS 6026, faculty revised the cataloging group assignment to focus on copy cataloging rather than original cataloging to more accurately represent field experiences. Candidates examined four sets of cataloging records to determine the best match for use in copy cataloging. Candidates worked in teams of three.</p> <p>Results: For the overall academic year of 2015/16, 75</p>	<p>Actions Planned: In 2016/17, faculty will revise the assignment instructions to include specific examples of copy cataloging records. This will improve student learning by providing models and rationale for decisions. (05/10/2016)</p>

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results Actions Planned	
	<p>Means of Assessment Status: Inactive</p>	<p>percent of students (N=46) scored at the Above Proficient or Proficient level as defined by the assignment rubric. In the fall of 2015, 100 percent of students met the criterion while only 60 percent scored met the criterion in the spring of 2016.</p> <p>Analysis: In both semesters, the instructor and instructions were the same. There is no obvious variable to explain the different proficiency rates in each semester other than normal and random variations in class composition. In both cases, documents providing information for copy cataloging were provided. These documents did not provide specific examples, only instructions. (05/09/2016)</p>	
	<p>Course Embedded - In LIBS 6010, candidates will compare and contrast two out of three types of libraries in an essay or presentation.</p> <p>Criterion for Success: 95 percent of candidates will score at the Proficient or Above Proficient level, as defined by the assignment rubric.</p> <p>Means of Assessment Status: Inactive</p> <p>Related Documents: LIBS 6010 Compare_Contrast CONTENT KNOWLEDGE assignment.docx LIBS 6010 Compare_Contrast Rubric CONTENT KNOWLEDGE.docx</p>	<p>Result Status: Criterion Not Met</p> <p>Reporting Year: 2015-2016</p> <p>Actions Taken: In LIBS 6010, faculty revised the compare and contrast assignment to include a third type of library rather than only two types. This addition was designed to broaden students' understanding of the library profession.</p> <p>Results: In 2015/16, 86% of candidates (N=100) scored at a Proficient or Above Proficient level based on the assignment rubric.</p> <p>Analysis: Based on the statistical results, the addition of a third library to the assignment did not improve student learning. Two instructors taught in two sections during the year, so there was some variability of instruction. The assignment instructions did not specify whether to compare types of libraries in general or to compare specific libraries. In this regard, students approached the assignment from different perspectives. This lack of specificity was a contributing factor as well. (05/09/2016)</p>	<p>Actions Planned: Faculty determined that a knowledge of three types of libraries rather than two is important for all professional librarians. Both the assignment instructions and rubric will be revised for 2015/16 to provide clarification on what is expected for the assignment. This will improve student learning by guiding candidates in preparing a product that meets assignment criteria. (05/10/2016)</p>
	<p>Multiple MOAs - MOA 1: In LIBS 6026, students will put into practice cataloging rules and principles by cataloging two books and editing one record.</p> <p>MOA 2: In LIBS 6010, candidates will compare and contrast two out of three types of libraries in an essay or presentation.</p>		

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results Actions Planned	
	<p>Criterion for Success: CFS 1: 95 percent of students will score at the Proficient or Above Proficient level, as defined by the assignment rubric. CFS 2: 95 percent of candidates will score at the Proficient or Above Proficient level, as defined by the assignment rubric.</p> <p>Means of Assessment Status: Active</p> <p>Multiple Means of Assessments: Yes</p>		
<p>Evidence of Planning - Library Science (MLS) candidates demonstrate their ability to create, conduct, and evaluate research lessons and to demonstrate an ability to plan for library services.</p> <p>Outcome Status: Currently Being Assessed</p> <p>Outcome Type: Student Learning Outcome</p> <p>Start Date: 01/01/2011</p> <p>5-Year Assessment Cycle: 2015-2016, 2017-2018, 2019-2020</p>	<p>Course Embedded - In LIBS 6144, candidates will work collaboratively with teachers in their schools to create, conduct, and evaluate a generative inquiry project.</p> <p>Criterion for Success: 95 percent of candidates will score at the Proficient level or above, as defined by the assignment rubric.</p> <p>Means of Assessment Status: Inactive</p> <p>Related Documents: LIBS 6144 Assignment 4 rubric.docx</p> <p>Course Embedded - In LIBS 6142, candidates will apply and evaluate two information models and a strategic process.</p> <p>Criterion for Success: 95 percent of candidates will score at the Proficient level or above, as defined by the assignment rubric.</p> <p>Means of Assessment Status: Active</p> <p>Related Documents: 6142 Information Model Rubric.docx</p>	<p>Result Status: Criterion Met</p> <p>Reporting Year: 2015-2016</p> <p>Actions Taken: In LIBS 6142, faculty developed a blog for information models assessment as an interactive means for candidates to share learning experiences among all members of the class.</p> <p>Results: In the Fall of 2015, 100% of candidates (N=37) scored at Proficient or above; in the Spring of 2016, 100% of candidates (N=26) scored at Proficient or above as defined by the assignment rubric.</p> <p>Analysis of Results: The interactive blogging allowed greater opportunities for students to construct their own meaning-making out of their experiences and those of their peers. This addition improved student learning by providing pre-service librarians a place and opportunity to apply their understanding of the information models, guiding students in enhanced reflection for the development of broader</p>	<p>Actions Planned: Program faculty determined that it would be helpful to add a suggestion for students to work with the university writing center and use its resources to assist with written communications. Additionally, program faculty will provide a template/chart as a guide to enhance student learning. (05/10/2016)</p>

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	<p>Course Embedded - In LIBS 6018, candidates will rebuild part of a library collection based on previous assignments during the course.</p> <p>Criterion for Success: 95 percent of candidates will score at the Proficient or Above Proficient level, as defined by the assignment rubric.</p> <p>Means of Assessment Status: Active</p> <p>Related Documents: LIBS 6018 Rebuilding the Collection EVIDENCE OF PLANNING.docx LIBS 6018 Rubric EVIDENCE OF PLANNING .docx</p>	<p>perspectives. Although the criterion for success was met, some students struggled with effective writing style. (05/09/2016)</p> <p>Result Status: Criterion Met Reporting Year: 2015-2016</p> <p>Actions Taken: In LIBS 6018, for the collection development rebuilding plan, faculty added an instructional guide to assist students to base collection development decisions on reviews in professional library journal.</p> <p>Results: 99% of candidates (N=99) (only one student scored below Proficient) scored at the Proficient or Above Proficient level in the overall Rebuilding Collection assignment, as defined by the course rubric.</p> <p>Analysis of Results: The instructional guide helped students in their analysis of reviews in professional library journals. The guide improved student learning by exposing students to established professional criteria and helping them to make more effective collection development decisions. Faculty recognized that one weakness of the guide was a lack of "real-world" examples.</p> <p>(05/09/2016)</p>	<p>Actions Planned: Faculty will invite librarians at Joyner Library to instruct students via interactive chat on search strategies for identifying review sources in professional journals as well as web- and blog-based sites. This action will improve student's ability to find additional review sources in which to base collection development decisions and will reinforce the information from the instructional guide. (05/10/2016)</p>
	<p>Course Embedded - MOA1: In LIB 6142, candidates will apply and evaluate two information models and a strategic process.</p> <p>MOA 2: In LIB 6018, candidates will rebuild part of a library collection based on previous assignments during the course.</p> <p>Criterion for Success: CFS 1: 95% of candidates will score at the Proficient level or above, as defined by the assignment rubric.</p> <p>CFS 2: 95% of candidates will score at the Proficient or Above Proficient level, as defined by the assignment rubric.</p> <p>Means of Assessment Status: Active</p> <p>Multiple Means of Assessments: Yes</p>		

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
<p>Global Perspective - Library Science (MLS) candidates prepare for their professional roles by gaining insight into how technology is used to connect with others in the world and become aware of cultural diversity.</p> <p>Outcome Status: Currently Being Assessed</p> <p>Outcome Type: Student Learning Outcome</p> <p>Start Date: 01/01/2011</p> <p>5-Year Assessment Cycle: 2016-2017, 2018-2019, 2020-2021</p>	<p>Course Embedded - In LIBS 6042, students will complete selected readings and listen to audio files dealing with technology and globalization. Students will explain how technology impacts our ability to connect globally and the effect of globalization on libraries.</p> <p>Criterion for Success: 95% of the students will score at Proficient or Above Proficient as defined by the assignment rubric.</p> <p>Means of Assessment Status: Inactive</p> <p>Related Documents: Module 2D Rubric on globalization.docx</p> <p>Survey - Candidates will provide feedback on the ECU Advanced Programs Exit Survey, question #11: "The program area enhanced my knowledge of cultural diversity and its impact on my professional role."</p> <p>Criterion for Success: 95% of the candidates will either "Agree" or "Strongly Agree" to the survey question.</p> <p>Means of Assessment Status: Inactive</p>	<p>Result Status: Criterion Met</p> <p>Reporting Year: 2015-2016</p> <p>Actions Taken: In LIBS 6135, candidates completed an activity plan based on the e-book collection of the International Children's Digital Library.</p> <p>Results: 100 percent of candidates (N=44) scored at the Proficient or Above Proficient level based on the assignment rubric.</p> <p>Analysis of Results: New instructions were given to the students to evaluate the assignment to include school and public libraries when developing the activity plan. The addition of Association for Library Service to Children (ALSC) Competencies for Librarians Serving Children in Public Libraries to the assignment helped students to achieve and maintain new skills and understandings to serve all children who use school and public libraries. The actions taken showed some improvement. The groups that included public library students showed improvement of the assignment in the diversity of the group and activities. (05/11/2016)</p>	<p>Actions Planned: Faculty will add a requirement for candidates to create a multimedia product that uses the International Children's Digital Library. This additional requirement will increase opportunities for students to demonstrate and practice the use of knowledge they acquired and to broaden the students' learning and abilities to include the riches of children's literature from the world community. This will provide them an additional mode of instruction to model. (05/11/2016)</p>
	<p>Course Embedded - In LIBS 6042, students will participate in a Saba session with an individual in another country or with someone who has</p>	<p>Result Status: Criterion Met</p> <p>Reporting Year: 2015-2016</p> <p>Actions Taken: In LIBS 6042, the planned Saba session recording was not used for this assessment. Faculty were</p>	<p>Actions Planned: Faculty decided to retain the Global Education Conference sessions as a venue for discussions from individuals in</p>

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	<p>has used technology to connect with individuals in another country. Along with assigned readings, candidates will complete a reflection on the impact of technology on globalization.</p> <p>Criterion for Success: 95 percent of candidates will score at a proficient or above proficient level on the assignment as defined by a course-embedded rubric.</p> <p>Means of Assessment Status: Inactive</p>	<p>not able to locate a person to participate in and record a session. Faculty became aware of the Global Education Conference which provides ongoing sessions that can be viewed or listened to on demand. After viewing or listening to a session of their choosing from the conference, candidates reflected upon the experience via a course blog posting.</p> <p>Results: 100 percent of candidates (N=82) scored at the Proficient or Above Proficient level as defined by the assignment rubric.</p> <p>Analysis of Results: Based on the results, participation in a Global Education Conference session enhanced student learning of global perspectives from a diverse group of individuals from all parts of the world. Having up-to-date topics available broadened student learning and provided currency. (05/10/2016)</p> <p>Result Status: Criterion Met</p> <p>Reporting Year: 2015-2016</p> <p>Actions Taken: Faculty included a new assessment from LIBS 6135 via a course-embedded rubric for an activity plan based on the e-book collection of the International Children's Digital Library.</p> <p>Results: For Fall 2015, 97% (N=44) of the candidates scored Above Proficient. One (1) student was given an incomplete for the course. The course was not taught Spring 2016</p> <p>Analysis of Results: New instructions were given to the candidates to evaluate the assignment to include school and public libraries when developing the activity plan. During oral presentations, candidates were able to articulate how the activity plan could be used by public and school. Although there was collaboration, faculty noted that more interaction was needed.</p> <p>(05/09/2016)</p>	<p>the field. Additional information about the conference itself and a guide to the website will be provided. This additional information will enhance and reinforce student learning by providing a background to the conference and by assisting with the session selection process. (05/13/2016)</p> <p>Actions Planned: Faculty will change the way in which students deliver the assignment to create a more inclusive multimedia product that uses the International Children's Digital Library and make the activity more interactive. (12/09/2016)</p>
	<p>Course Embedded - In LIBS 6135, candidates will complete an activity plan based on the e-book collection of the International Children's Digital Library.</p> <p>Criterion for Success: 95 percent of candidates will score at the Proficient or Above Proficient level based on the assignment rubric.</p> <p>Means of Assessment Status: Inactive</p>		
	<p>Reflection Instruments - Candidates will listen to or view a session from the Global Education Conference and reflect upon the experience via a course blog posting.</p> <p>Criterion for Success: 95 percent of candidates will score at the</p>		

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results Actions Planned	
	<p>Proficient or Above Proficient level based on the assignment rubric.</p> <p>Means of Assessment Status: Inactive</p> <p>Multiple MOAs - MOA 1: In LIBS 6135, candidates will complete an activity plan based on the e-book collection of the International Children's Digital Library.</p> <p>MOA 2: Candidates will listen to or view a session from the Global Education Conference and reflect upon the experience via a course blog posting.</p> <p>Criterion for Success: CFS 1: 95 percent of candidates will score at the Proficient or Above Proficient level based on the assignment rubric.</p> <p>CFS 2: 95 percent of candidates will score at the Proficient or Above Proficient level based on the assignment rubric.</p> <p>Means of Assessment Status: Active</p> <p>Multiple Means of Assessments: Yes</p>		
<p>Leadership Development - Library Science (MLS) candidates demonstrate and practice leadership skills gained during the course of their program in Library Science.</p> <p>Outcome Status: Currently Being Assessed</p> <p>Outcome Type: Student Learning Outcome</p> <p>Start Date: 08/10/2011</p> <p>5-Year Assessment Cycle: 2015-2016, 2017-2018, 2019-2020</p>	<p>Course Embedded - In LIBS 6991, a rubric will be used for the in-service presentation that demonstrates the candidate's leadership skills.</p> <p>Criterion for Success: 100 percent of students will complete the in-service presentation at a level of Proficient or Above Proficient, as defined by the assignment rubric.</p> <p>Means of Assessment Status: Inactive</p>	<p>Result Status: Criterion Not Met</p> <p>Reporting Year: 2015-2016</p> <p>Actions Taken: In LIBS 6991, faculty added a Saba meeting session as an accompaniment to an audio lecture. The session and lecture supported an assignment where candidates completed an in-service presentation that demonstrated the candidate's leadership skills, based on the assignment rubric.</p> <p>Results: 98 percent of candidates (N=45) scored at the Proficient or Above Proficient level for the In-Service presentation as a whole, as defined by the course rubric.</p> <p>Analysis of Results: Faculty determined that the Saba Meeting session had little or no impact as a venue for</p>	<p>Actions Planned: Faculty will continue to support and encourage ongoing informal conversation as an opportunity for candidates to apply their understanding and allow for enhanced reflection to reinforce the development of broader perspectives on librarian leadership.</p> <p>To guide the process for enhanced reflection for the development of broader perspectives, faculty will</p>

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
		<p>student learning. The session was poorly attended and did not generate in-depth discussion. However, faculty observed that ongoing conversations regarding leadership continued to occur via email and blogging rather than through a formalized process of the Saba session.</p> <p>(05/09/2016)</p>	<p>deepen the informal course discussions with leading questions including: Describe what you did; Inform us as to why it matters; How did it come to be like this; How could it be done differently? Including leading questions will improve student learning by providing focused conversations. (05/12/2016)</p>
	<p>Survey - Students will provide feedback on the ECU Advanced Programs Exit Survey, question #20, "The program developed or enhanced my ability to assume leadership/advocacy roles in my professional environment." Criterion for Success: 95% of students will either "Agree" or "Strongly Agree" to the survey question. Means of Assessment Status: Inactive</p>		
	<p>Course Embedded - In LIBS 6031, students will develop a leadership philosophy statement. Criterion for Success: 95 percent of students will complete the assignment at a level of Proficient or Above Proficient, as defined by the assignment rubric. Means of Assessment Status: Inactive</p>		
	<p>Course Embedded - In LIBS 6031, candidates will prepare an organizational overview of a library. Criterion for Success: 95 percent of candidates will score at the Proficient or Above Proficient level, as defined by the assignment rubric.</p>	<p>Result Status: Criterion Met Reporting Year: 2015-2016 Actions Taken: In LIBS 6031, faculty included added instructions and an exemplar on how to write an introduction and a conclusion to a slide presentation. This presentation provided a model for the assignment of an organizational overview of a library, in which the</p>	<p>Actions Planned: Faculty will add an instructional module such as a Tegrity recording to better explain the assignment. Many students seem to have difficulty understanding what they are</p>

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	<p>Means of Assessment Status: Inactive</p> <p>Related Documents: LIBS 6031 Org Overview LEADERSHIP.docx LIBS 6031 Org Overview Rubric LEADERSHIP.docx</p> <p>Multiple MOAs - MOA 1:In LIBS 6991, a rubric will be used for the in-service presentation that demonstrates the candidate's leadership skills.</p> <p>MOA 2: In LIBS 6031, candidates will prepare an organizational overview of a library.</p> <p>Criterion for Success: CFS 1: 100 percent of students will complete the in-service presentation at a level of Proficient or Above Proficient, as defined by the assignment rubric.</p> <p>CFS 2: 95 percent of candidates will score at the Proficient or Above Proficient level, as defined by the assignment rubric.</p> <p>Means of Assessment Status: Active</p> <p>Multiple Means of Assessments: Yes</p>	<p>importance of strong leadership is a component. The assessment was measured by a course-embedded rubric. Results: 100% of candidates (N=53) scored at the Proficient or Above Proficient level, as defined by the assignment rubric.</p> <p>Analysis of Results: The addition of a slide presentation seemed to be effective for student learning. In the previous academic year, only 75 percent of candidates scored at the Proficient or Above Proficient level. Candidates were able to make use of specific instructions designed to teach and model approaches to constructing an introduction to and a conclusion. The results indicate improved student learning of better communication skills in promoting the library to external stakeholders. All other course characteristics remained constant with the exception of two instructors teaching two sections for 2015/16. (05/09/2016)</p>	<p>reporting and are unable to interpret their own findings. A recording will improve student learning by providing another mode of instruction. (05/10/2016)</p>
21st Century Skills - Library Science (MLS) candidates apply and evaluate	Course Embedded - In LIBS 6142, library science students will create		

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
<p>information models and strategic processes to develop information literacy and technology skills.</p> <p>Outcome Status: Currently Being Assessed</p> <p>Outcome Type: Student Learning Outcome</p> <p>Start Date: 01/01/2011</p> <p>5-Year Assessment Cycle: 2015-2016, 2017-2018, 2019-2020</p>	<p>an information literacy lesson based on the Common Core Standards for Mathematics as well as other standards.</p> <p>Criterion for Success: 95 percent of students will score at the Proficient level or above, as defined by the assignment rubric.</p> <p>Means of Assessment Status: Inactive</p> <p>Related Documents: rubric-3.docx</p> <p>Course Embedded - Students in LIBS 6135 will create an activity plan based on the e-book collection of the International Children's Digital Library.</p> <p>Criterion for Success: 95 percent of students will score at the Proficient level or above, as defined by the assignment rubric.</p> <p>Means of Assessment Status: Inactive</p> <p>Related Documents: Rubric for ICDL-6135.docx</p>	<p>Result Status: Criterion Met</p> <p>Reporting Year: 2015-2016</p> <p>Actions Taken: In AY 2015-16, program faculty initiated a new means of assessment for 21st Century skills because candidates met the outcome with the previous assessment in LIBS 6135 and pedagogical changes were effective. Faculty felt that an assessment dealing with inquiry would be applicable to 21st Century Skills. In LIBS 6144, candidates completed an assignment in which they implemented inquiry in a classroom or other setting. Candidates were provided a variety of resources to learn about the 21st Century Skills, which were applied to lesson plans.</p> <p>Results: In 2015-2016, 100% of candidates (N=63) completing this assignment scored at the Proficient level or above, as defined by the assignment rubric.</p> <p>Analysis of Results: Based on the assessment results, the resources helped students identify 21st Century Skills and improved learning to help them apply the skills to lesson plans. (05/09/2016)</p>	<p>Actions Planned: Faculty will offer instruction via interactive chat to facilitate a deeper understanding and application of the 21st Century Skills to lesson plans in the area of STEM – science, technology, engineering, and math. This action will improve student’s ability to apply the 21st Century Skills to targeted subject areas.</p> <p>(05/15/2016)</p>
	<p>Course Embedded - In LIBS 6042, candidates will create a technology project for instructional or library-related purposes.</p> <p>Criterion for Success: 95 percent of candidates will score at the Proficient or Above Proficient level, as defined by the assignment rubric.</p> <p>Means of Assessment Status: Inactive</p>	<p>Result Status: Criterion Met</p> <p>Reporting Year: 2015-2016</p> <p>Actions Taken: In LIBS 6042, faculty held Saba sessions as a means of instruction and reinforcement to prepare candidates to develop and create a final project which incorporated technology in a library.</p> <p>Results: In 2015/16, 97 percent of candidates (N=82) scored at the Proficient or Above Proficient level as defined by the assignment rubric.</p> <p>Analysis of the Results: Two instructors taught two sessions</p>	<p>Actions Planned: In 2015/16, faculty will continue to hold a Saba session discussion regarding the project; however, candidates will be required to attend the session live OR listen to the recording. In this way, the effectiveness of the session will be consistent and improve students' understanding of the project</p>

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	<p>Related Documents: LIBS 6042 Rubric 21ST CENTURY SKILLS.docx LIBS 6042 Technology Project 21ST CENTURY SKILLS.docx</p> <p>Course Embedded - In LIBS 6144, candidates will complete an assignment in which they implemented inquiry in a classroom or other setting. Candidates will be provided with a variety of resources to learn about the 21st Century Skills, and apply them to the lesson plans.</p> <p>Criterion for Success: 95 percent of candidates will complete the assignment and score at the Proficient level or above, as defined by the assignment rubric.</p> <p>Means of Assessment Status: Inactive</p> <hr/> <p>Multiple MOAs - MOA 1: In LIBS 6042, candidates will create a technology project for instructional or library-related purposes.</p> <p>MOA 2: In LIBS 6144, candidates will complete an assignment in which they implemented inquiry in a classroom or other setting. Candidates will be provided with a variety of resources to learn about the 21st Century Skills, and apply them to the lesson plans.</p> <p>Criterion for Success: CFS 1: 95 percent of candidates will score at the Proficient or Above Proficient</p>	<p>during the academic year, so there was some variability in instruction. The Saba sessions were effective in improving student learning by allowing interaction among candidates and between candidates and the instructor. One weakness identified was that not all students attended these sessions, so the effectiveness was not consistent.. In addition, although Saba sessions were used and the criterion for success was met, some students had difficulty in writing the literature review. (05/10/2016)</p>	<p>possibilities. Faculty will also include a matrix chart for the literature review of the assignment. This chart will assist in student learning by providing a framework in the selection of appropriate sources. (05/10/2016)</p>

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	<p>level, as defined by the assignment rubric.</p> <p>CFS 2: 95 percent of candidates will complete the assignment and score at the Proficient level or above, as defined by the assignment rubric.</p> <p>Means of Assessment Status: Active</p> <p>Multiple Means of Assessments: Yes</p>		
<p>Professional Dispositions - Library Science (MLS) candidates demonstrate essential dispositions for their profession.</p> <p>Outcome Status: Currently Being Assessed</p> <p>Outcome Type: Student Learning Outcome</p> <p>Start Date: 09/01/2013</p> <p>5-Year Assessment Cycle: 2016-2017, 2018-2019, 2020-2021</p>	<p>Course Embedded - In LIBS 6144, candidates will describe the meaning dispositions, identify five dispositions of exemplary school librarians, and reflect on those dispositions via a blog posting.</p> <p>Criterion for Success: 90 percent of candidates will score at the Proficient or Above Proficient level, as defined by the assignment rubric.</p> <p>Means of Assessment Status: Active</p>		