Assessment: Assessment Unit Four Column

2018-19

COE Program - Library Science (MLS)

Department: Department of Information and Library Science
Program: MLS/CAS Library Science
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.
Specialized Accrediting Agencies: National Council for the Accreditation of Teacher Education (NCATE)
SACS (Southern Association of Colleges and Schools)
ALA (American Library Association)

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
Content Knowledge - Library Science (MLS) candidates develop information literacy, reference inquiry or information organization skills and knowledge of the profession. **Outcome Status:** Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 01/01/2011 **5-Year Assessment Cycle:** 2016-2017, 2018-2019, 2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025	MOA 1: In LIBS 6026, students will put into practice cataloging rules and principles by cataloging two books and editing one record. MOA 2: In LIBS 6010, candidates will compare and contrast two out of three types of libraries in an essay or presentation. **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. **Means of Assessment Status:** Active **Multiple Means of Assessments:** Yes **Means of Assessment Category:** Other Course-Embedded Assignment	**Result Status:** Criterion Not Met **Reporting Year:** 2018-2019 Actions Taken: MOA 1:In LIBS 6026, faculty revised the assessment slightly to eliminate the editing portion and focused on the creation of two bibliographic records to provide a deeper understanding of cataloging rules and coding. MOA 2: In LIBS 6010, faculty revised the assignment slightly to include three types of libraries rather than two to broaden the professional perspective. Candidates compared and contrasted three types of libraries (public, school, and academic) in an essay or presentation. Results: MOA 1: For the LIBS 6026 cataloging assessment, the total N for the reporting period = 119. The total number of candidates who scored Proficient/Above Proficient level = 73 or 61%, as defined by a course-embedded rubric. The criterion for success was not met. MOA 2: For the LIBS 6010 compare and contrast assessment, the total N for the reporting period = 131. The total number of candidates who scored Proficient or Above Proficient = 109 or 83%. The criterion for success was not	**Actions Planned:** Actions Planned: MOA 1: In the LIBS 6026 cataloging assessment, in order to increase student knowledge of important MARC coding fields, faculty will create a graphical learning object to reinforce problem areas. In addition, faculty will create supporting Voicethreads that discuss the coding in more detail. These supporting materials will help student learning with the complexities of MARC coding. MOA 2: In the LIBS 6010 compare and contrast assessment, faculty will provide instruction for library terminology. This instruction will provide a better foundation to adequately compare and contrast various types of libraries. In addition, faculty will include

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		met. Analysis of the Results: MOA 1: Two external factors may have contributed to the low proficiency rate. For Fall 2018 and Spring 2019, one instructor was new to the course. During the reporting period, three students did not complete this assessment; however, they did not drop the course. Within the bibliographic record, students had confusion with MARC fields 020, 246, 505, and 700, and particularly 246. Students expressed additional confusion with deciphering the coding using the textbook and OCLC website. MOA 2: The assignment includes terminology that is not discussed earlier in the course. Some students were confused about the specifics of what was to be compared or contrasted. In addition, the rubric specifies top scoring for using sources beyond the textbook. Many candidates relied solely on the textbook and may have overlooked the notation of using additional sources. (06/02/2019)	details about other sources of information beyond the textbook to use for the assignment. These sources will be emphasized in the assignment instructions to broaden candidates' knowledge base. (06/02/2019)
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. **Outcome Status:** Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 01/01/2011 **5-Year Assessment Cycle:** 2015-2016, 2017-2018, 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025	MOA1: In LIB 6142, candidates will apply and evaluate two information models and a strategic process. MOA 2: In LIB 6018, candidates will rebuild part of a library collection based on previous assignments during the course. **Criterion for Success:** CFS 1: 95% of candidates will score at the Proficient level or above, as defined by the assignment rubric. CFS 2: 95% of candidates will score at the Proficient or Above Proficient level, as defined by the assignment rubric. **Means of Assessment Status:** Active **Multiple Means of Assessments:** Yes **Means of Assessment Category:** Other Course-Embedded Assignment **Related Documents:** Evidence of Planning LIBS 6018 and	**Result Status:** Criterion Met **Reporting Year:** 2018-2019 Actions Taken: MOA 1: In LIBS 6142, faculty created a template with instructions that included detailed suggestions for planning a guided inquiry unit on "Fake News." The purpose of the template was to guide candidates in understanding the depth of planning required in building a collaborative team and delivering this lesson. MOA 2: In LIBS 6048 (course number changed), faculty took two steps to improve candidate learning and success. First, for each assignment, faculty created a template with instructions that included suggestions and examples of the high level of rigor required in the analysis, evaluation, and synthesis of data. The purpose of the template was to guide candidates in understanding the level of thinking needed to successfully complete assignments. Second, the higher order thinking skills of analysis, evaluation, and synthesis were discussed in chats and blogs. Results: MOA 1: For the LIBS 6142 "Fake News" assessment, the	**Actions Planned:** Actions Planned: MOA 1: To increase proficiency in guided inquiry in the LIBS 6142 assessment, faculty will review the list of required readings and supplement with additional readings, videos, and interviews of school librarians conducting guided inquiry. This increased instructional focus on guided inquiry aligns with the American Association of School Librarians' standards adopted in 2017, the National School Library Standards for Learners, School Librarians, and School Libraries. MOA 2: For the LIBS 6048 rebuilding assessment, In order to increase student knowledge of professional literature, faculty will ask librarians at Joyner Library to

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	[6048 Collection Rebuilding.docx](#) [Evidence of Planning 6142 Artifact Rubric.docx](#)	total N for the reporting period = 59. The total number of candidates who scored Proficient/Above Proficient = 57, or 97%, as defined by a course-embedded rubric. The criterion for success was met. MOA 2: For the LIBS 6048 collection building assessment, the total N for the reporting period = 138. The total number of candidates who scored Proficient/Above Proficient level = 134 or 97%, as defined by a course-embedded rubric. The criterion for success was met. Analysis of Results: MOA 1: An analysis of the "Fake News" assessment in LIBS 6142 indicates that 97% of candidates performed at the Proficient/Above Proficient level. All candidates scored at the Proficient/Above Proficient level for the following rubric elements: Instructional partner and planning; Knowledge of learners and learning; Effective and knowledgeable teacher; and Advocating for improved practice. For these rubric elements, approximately 60% of candidates performed at the Proficient level and 40% of candidates performed at the Above Proficient level. The rubric element that caused the most difficulty for candidates was the Demonstration of a guided inquiry lesson. For this rubric element, 45 candidates (or 76%) scored at the Proficient level, 12 candidates (or 20%) scored at the Above Proficient level, and 2 candidates (or 4%) scored at the Not Proficient level. Guided inquiry is a critical component of recent American Association of School Librarians' standards. MOA 2: An analysis of each rubric element for the collection rebuilding assessment in LIBS 6048 indicated that most candidates performed at the Proficient/Above Proficient level, but those who under-performed based their selection decisions on reviews found on social media and did not rely on reviews published in professional literature. (06/02/2019)	create instructional materials to facilitate locating and utilizing professional review sources. As a supplement to this instruction, faculty will demonstrate these review sources in the Joyner Library databases for candidates. (06/02/2019)
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.	MOA 1: In LIBS 6135, candidates will complete an activity plan based on the e-book collection of the International Children's Digital Library.	**Result Status:** Criterion Met **Reporting Year:** 2018-2019 Actions Taken: MOA 1: For LIBS 6135, faculty reviewed the assignment to determine if including new competencies and standards would improve student learning. New competencies and	**Actions Planned:** MOA 1: Based on the analysis of results for the activity plan assessment in LIBS 6135, the assignment will be changed to require candidates to self-evaluate their knowledge of

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Outcome Status: Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 01/01/2011 **5-Year Assessment Cycle:** 2016-2017, 2018-2019, 2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025	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. **Criterion for Success:** CFS 1: 95 percent of candidates will score at the Proficient or Above Proficient level based on the assignment rubric. CFS 2: 95 percent of candidates will score at the Proficient or Above Proficient level based on the assignment rubric. **Means of Assessment Status:** Active **Multiple Means of Assessments:** Yes **Means of Assessment Category:** Other Course-Embedded Assignment	standards Public Libraries were added to the activity plan and activity tasks to make them more inclusive and interactive. The competencies were added to address the needs of students who seeking work or currently working in public libraries. Students completed an activity plan and tasks based on the e-book collection from the International Children's Digital Library (ICDL) website which contains over 4000 digitized children's books. MOA 2: In LIBS 6016, faculty provided instruction for candidates regarding the Global Education Conference. Candidates listened to or viewed a session from the conference and reflected on the experience via a course blog posting. Results: MOA 1: For the LIBS 6135 activity plan assessment, the total N for the reporting period = 94. 100% of the candidates scored Proficient or Above Proficient on the E-Book Activity Plan. The criterion for success was met. MOA 2: For the LIBS 6016 global conference assignment, the total N for the reporting period = 146. 140 or 96% of the candidates scored Proficient or Above Proficient for the assessment. The criterion for success was met. Analysis of the Results: MOA 1: In LIBS 6135, although the criterion for success was met, faculty determined that the assignment did not allow candidates to incorporate their knowledge of literacy and reading strategies. The weakest rubric element indicated that candidates did not fully understand the need to address the literacy needs of children in public libraries. MOA 2: Although the criterion for success was met, candidates had difficulty in registering for conference sessions and did not understand that registration required approval which took 1-2 days. In some cases, candidates required an extension on the assignment because of this misunderstanding. The reflections in general met the rubric criteria; however, many reflections were general and not engaging. (06/02/2019)	literacy and reading strategies, create a collection of resources in multiple formats and languages to support reading, complete the three templates appropriate for three grade ranges, and create and deliver a reading promotion program/event/initiative. These revisions will provide opportunities for candidates to apply their understanding of the literacy and reading skills needed to work successfully with a variety of grade/age levels. MOA 2: Faculty will provide additional instructions regarding the registration process for the Global Education Conference and emphasize the fact that time should be allowed for approval. In addition, faculty will revise the rubric for the assessment to provide guided and specific questions that require candidates to reflect more deeply with the conference session by detailing how the information can be helpful professionally in increasing global engagement. (06/02/2019)
		Result Status: Criterion Met **Reporting Year:** 2018-2019 MOA 2 Actions Taken: In LIBS 6016, faculty provided access information for the Global Education Conference and set up	**Actions Planned:** MOA 2 Actions Planned: For the LIBS 6016 global assessment, faculty will provide detailed instructions regarding

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		a blog for candidates to post reflections. MOA 2 Results: For the LIBS 6016 Global Education Conference assessment, the total N for the reporting period = 146 or 96%. The total number of candidates who scored Proficient/Above Proficient level = 140 or 96%, as defined by a course-embedded rubric. The criterion for success was met. MOA 2 Analysis of the Results: For the LIBS 6016 global assessment, students often were not aware that accessing sessions requires approval by the conference site and is required to access archived sessions. Although the criterion for success was met, candidate reflections were sometimes weak and general in nature. It was difficult to determine their engagement with the session topic. (06/02/2019)	registration to access conference sessions and emphasize that approval will take some time. In order to increase engagement with the sessions, faculty will strengthen the assessment rubric to include guided questions as to why a candidate chose a particular session and how that knowledge and exposure can be useful professionally. In addition, to further strengthen engagement and interaction faculty will require each student to reply to at least one other blog posting. (06/02/2019)
Leadership Development - Library Science (MLS) candidates demonstrate and practice leadership skills gained during the course of their program in Library Science. **Outcome Status:** Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 08/10/2011 **5-Year Assessment Cycle:** 2015-2016, 2017-2018, 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025	MOA 1:In LIBS 6991, a rubric will be used for the in-service presentation that demonstrates the candidate's leadership skills. MOA 2: In LIBS 6031, candidates will prepare an organizational overview of a library. **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. CFS 2: 95 percent of candidates will score at the Proficient or Above Proficient level, as defined by the assignment rubric. **Means of Assessment Status:** Active **Multiple Means of Assessments:** Yes **Means of Assessment Category:** Presentation, Other Course-Embedded Assignment **Related Documents:**		

| | Leadership Development 6031 Strategic Plan rubric.docx | | |
| | Leadership Development 6991 Rubric.docx | | |

| **21st Century Skills -** Library Science (MLS) candidates apply and evaluate information models and strategic processes to develop information literacy and technology skills.
Outcome Status: No Longer An Outcome
Outcome Type: Student Learning Outcome
Start Date: 01/01/2011
5-Year Assessment Cycle: 2015-2016, 2017-2018, 2019-2020 | MOA 1: In LIBS 6042, candidates will create a technology project for instructional or library-related purposes.

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.
Criterion for Success: CFS 1: 95 percent of candidates will score at the Proficient or Above Proficient level, as defined by the assignment rubric.

CFS 2: 95 percent of candidates will complete the assignment and score at the Proficient level or above, as defined by the assignment rubric.
Means of Assessment Status: Active
Multiple Means of Assessments: Yes
Means of Assessment Category: Other Course-Embedded Assignment
Related Documents:
21st Century Skills 6144 rubric.docx
21st Century Skills 6042 Artifact Rubric fall 2017.docx | | |

| **Professional Dispositions -** Library Science (MLS) candidates demonstrate essential dispositions for their profession. | In LIBS 6144, candidates will describe the meaning dispositions, identify five dispositions of exemplary school librarians, and | | |

Outcome Status: Currently Being Assessed
Outcome Type: Student Learning Outcome
Start Date: 09/01/2013
5-Year Assessment Cycle: 2016-2017, 2018-2019, 2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025

reflect on those dispositions via a blog posting.
Criterion for Success: 90 percent of candidates will score at the Proficient or Above Proficient level, as defined by the assignment rubric.
Means of Assessment Status: Active
Means of Assessment Category: Other Course-Embedded Assignment

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Recruitment and Retention - Library Science (MLS) program will develop strategies to recruit and retain students.
Outcome Status: Not Currently Being Assessed
Outcome Type: Strategic Planning Outcome
Start Date: 09/01/2013

Annual Presentation - MLS faculty will promote the program via outreaches at conferences, workshops, and road shows. MLS faculty will collect contact information and follow up with attendees.
Criterion for Success: 80 percent of those who are contacted in follow-ups will express an interest in the program.
Schedule: Promotional activities will take place throughout the academic year.
Means of Assessment Status: Active

Annual Presentation - MLS faculty will organize outreach events at conferences and "meet and greet" events, both face-to-face and virtual for retention purposes.
Criterion for Success: 100 percent of those who attend a session will still be enrolled in the program during the following semester.
Schedule: Retention activities will take place throughout the academic year.
Means of Assessment Status: Active

Diverse Clinical/Field Experiences -
Library Science (MLS) candidates

engage in diverse field/clinical experiences that enhance and enrich their program of study.
Outcome Status: Not Currently Being Assessed
Outcome Type: Additional UNC GA Program Learning Outcome
Start Date: 09/01/2013

Impact on Student Learning - Library Science (MLS) candidates apply methods and practices that impact student learning.
Outcome Status: Not Currently Being Assessed
Outcome Type: Additional UNC GA Program Learning Outcome
Start Date: 09/01/2013

Reflective Practitioner - Library Science (MLS) candidates reflect on learning experiences to improve future practices.
Outcome Status: Not Currently Being Assessed
Outcome Type: Additional UNC GA Program Learning Outcome
Start Date: 09/01/2013

Pedagogical/Andragogical Knowledge - Library Science (MLS) candidates demonstrate pedagogical and/or andragogical knowledge to create learning experiences.
Outcome Status: Not Currently Being Assessed
Outcome Type: Additional UNC GA Program Learning Outcome
Start Date: 09/01/2013

Research of an Integrated Library System - In LIBS 6026, candidates will research an integrated library system

Course Embedded - The papers are scored with a rubric detailed in the course that totals 100 points.

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(ILS), specifically from the cataloging perspective and write a paper weighing the strengths and weaknesses of the system for a library or media center. The paper will be a minimum of eight pages double-spaced excluding the title page and reference list in APA format. **Outcome Status:** Not Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 08/01/2008 **End Date:** 05/15/2010	Assessment is done in three areas: 1) Writing style and grammar (25 points); 2) Content regarding system functionality (50 points); and 3) Content regarding vendor support and cost. **Criterion for Success:** A candidate will score a minimum of 20 points on writing style, 45 points on system content, and 20 points on vendor content for a total of 85 points. **Schedule:** The paper is scored at the end of the course with a rubric totaling 100 points. **Means of Assessment Status:** Active **Portfolio Review -** The candidates will reflect on the paper and post a reflection to his/her online portfolio. The reflective writing guidelines specify that the student: 1) State the objective or standard being addressed; 2) Describe why the paper is representative of this objective and/or standard; 3) Describe the project; 4) State what was learned; and 5) Describe any changes he/she might make.. **Schedule:** **Means of Assessment Status:** Active		
Education for a New Century (Cultural Beliefs and Values) - Understands how cultural beliefs, values and sensibilities shape people's perceptions and impact global decisions and actions. **Outcome Status:** Not Currently Being Assessed **Start Date:** 10/01/2009 **End Date:** 05/15/2010	**Course Embedded -** Beginning in the spring of 2010 in LIBS 6018, Collection Development, the final artifact will include a section on building a library collection with the inclusion of materials on cultures and living in a global economy. **Criterion for Success:** 100 percent of the students in LIBS 6018 enrolled in the spring of 2010 will address the		

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	global perspective in their collection development artifact. **Means of Assessment Status:** Active		
Strategic Planning - Course Difficulty Comparison - An analysis of the SOIS scores for the 6010 and 6012 artifacts from the past 2-3 years will be compared to other MLS courses. **Outcome Status:** Not Currently Being Assessed **Outcome Type:** Strategic Planning Outcome **Start Date:** 01/01/2011 **End Date:** 05/31/2012	LIBS 6010 is the first course that students take and falls within Tier 1 of the curriculum. Selected parts of the SOIS reports were analyzed for three courses in Tier 1 for LIBS 6010, LIBS 6012, and LIBS 6042 for the fall 2010, spring 2011, and fall 2011 semesters. The SOIS areas examined were Workload, Difficulty, and Hours Spent. **Means of Assessment Status:** Active		
Outreach Initiatives to Students - The MLS program will develop strategic outreach initiatives to current and potential students both locally and nationally. **Outcome Status:** Not Currently Being Assessed **Outcome Type:** Strategic Planning Outcome **Start Date:** 08/01/2008	**Annual Report -** Throughout the academic year, statistics and narrative information will be recorded and compiled by the program director and student manager for off-campus visits, conferences, receptions, workshops, and other venues of outreach. Feedback from participants will be solicited. As a cross-check of the data, the MLS faculty will also review the information to ensure accurate reporting of these efforts. **Means of Assessment Status:** Active		
Educational Objective- MLS Education for a New Century - As a part of the outreach service for excellence in rural and underserved education, the department will design a program of induction and mentoring for first and second year graduates in library positions. **Outcome Status:** Not Currently Being Assessed	**Annual Report -** The plan will be developed collaboratively with partners in the COE and the LS Program Advisory Committee. The objective will be met with the development of a plan by March 2010 and a timeline for implementation established.		

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
Outcome Type: Student Learning Outcome **Start Date:** 10/01/2009 **End Date:** 05/15/2010	**Criterion for Success:** The plan will be developed collaboratively with partners in the COE and the LS Program Advisory Committee. The objective will be met with the development of a plan by March 2010 and a timeline for implementation established. **Means of Assessment Status:** Active		
Compilation of Annotated Bibliography - Candidates will compile a pathfinder (annotated bibliography) of reference sources on topics of their choice. The pathfinder is the assessment tool for assessing candidates? attainment of course objectives as well as relevant standards, guidelines, and competencies of professional library organizations. **Outcome Status:** Not Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 08/01/2008 **End Date:** 05/31/2009	**Course Embedded -** At the end of the course, the candidate will be assessed by the instructor using the specified assignment rubric listed in the syllabus. **Criterion for Success:** The total number of points possible is 40. To meet expectations, the candidate must score a minimum of 32 points. The assessment is controlled by the rubric guidelines. **Means of Assessment Status:** Active **Portfolio Review -** As an indirect measure of knowledge, the candidate must also reflect upon the assignment experience and post this reflection to his/her online portfolio. The reflective writing guidelines specify that the student: state the objective or standard or skill addressed, describe why the project is representative of this objective and/or standard, describe the project, summarize how it was developed, state what was learned, describe any changes he/she might make or do, and reflect on how the artifact is representative of professional goals and objectives.		

The paper is linked as an artifact to the candidate?s online portfolio.
Criterion for Success: 100 percent of the candidates posted to the online portfolio. Assessment of the reflective writing is completed at a mid-program review.
Schedule: Portfolios are reviewed by program faculty at the end of eighteen semester hours of course work and before graduation from the program.
Means of Assessment Status: Active

Term Paper - Candidates will write a term paper about a library legal or ethical issue such as copyright and libraries, filtering, censorship, confidentiality, etc. of a minimum of 10-12, double spaced pages. The term paper will be formatted correctly in APA author/date style and include a minimum of five different sources. It will include a correctly formatted reference list in APA style.
Outcome Status: Not Currently Being Assessed
Outcome Type: Student Learning Outcome
Start Date: 08/01/2008
End Date: 05/31/2009

Course Embedded - The term paper is evaluated on twelve specific criteria grouped into three categories. These categories include: (1) Research method and rigor, (2) Content quality and (3) grammar and style. The term paper will be evaluated for attention to proper use of the APA style for citations and reference list entries, choice of appropriate sources, placement and use of cited sources, substantial and high-quality analysis of the topic, development of an appropriate conclusion, and proper use of grammar/spelling.
Criterion for Success: Candidates will score a minimum of 70 points of 100 total from a rubric that is detailed in the syllabus.
Means of Assessment Status: Active

Portfolio Review - As an indirect measure of knowledge, the student must also reflect upon the assignment experience and post this reflection to his/her online portfolio. The reflective writing guidelines

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	specify that the student: state the objective or standard or skill addressed, describe why the project is representative of this objective and/or standard, describe the project, summarize how it was developed, state what was learned, describe any changes he/she might make or do, and reflect on how the artifact is representative of professional goals and objectives. The paper is linked as an artifact to the candidate?s online portfolio. **Schedule:** Portfolios are reviewed by program faculty at the end of eighteen semester hours of course work and before graduation from the program. **Means of Assessment Status:** Active		
Educational Objective- MLS Organizational Overview - In LIBS 6031, candidates will prepare an organizational overview of his or her current library or ?subject library,? a real or imaginary library in the desired setting, i.e., public library, school library, academic library, etc. **Outcome Status:** Not Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 10/01/2009 **End Date:** 05/15/2011	**Course Embedded -** Candidates will be scored based on a rubric provided in the course, and will score a minimum of 20 points out of 25 points total. **Criterion for Success:** Candidates will be scored based on a rubric provided in the course, and will score a minimum of 20 points out of 25 points total. **Means of Assessment Status:** Active		
	Portfolio Review - The candidates will reflect on the project and post a reflection to his/her online portfolio. The reflective writing guidelines specify that the student: 1) State the objective or standard being addressed; 2) Describe why the paper is representative of this		

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	objective and/or standard; 3) Describe the project; 4) State what was learned; and 5) Describe any changes he/she might make. **Means of Assessment Status:** Active		
Educational Objective- MLS Portfolio Review - At the 18-hour portfolio review, the candidate will successfully fulfill the requirements of the mid-program review as outlined on the departmental website. **Outcome Status:** Not Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 10/01/2009 **End Date:** 05/15/2010	**Portfolio Review -** The Portfolio Assessment Team (PAT) will mentor each candidate who is eligible for the 18-hour portfolio review. The PAT will examine the online portfolio in detail and determine if the candidate has successfully fulfilled the criteria by the mid-program deadline. **Criterion for Success:** A minimum of 98 percent of the candidates will pass the review. **Means of Assessment Status:** Active		
Strategic Direction Objective- MLS Outreach - The MLS program will develop strategic outreach initiatives to current and potential students both locally and nationally. **Outcome Status:** Not Currently Being Assessed **Outcome Type:** Strategic Planning Outcome **Start Date:** 10/01/2009 **End Date:** 05/15/2010	Throughout the academic year, statistics and narrative information will be recorded and compiled by the program director and student manager for off-campus visits, conferences, receptions, workshops, and other venues of outreach. **Criterion for Success:** Feedback from participants will be solicited. **Means of Assessment Status:** Active		
Leadership Gap Analysis - The objective of this task is to identify where leadership skills, processes, and products are embedded within the curriculum for COE programs and certificates to enhance leadership content with the goal of improving student learning outcomes. **Outcome Status:** Not Currently Being Assessed	Successful completion and submission of the 2010-11 COE Leadership Gap Analysis. **Criterion for Success:** Submission of completed 2010-11 COE Leadership Gap Analysis matrices and supporting documents, including meeting agendas and minutes in which the gap analysis was completed.		

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
Outcome Type: Strategic Planning Outcome **Start Date:** 11/01/2010 **End Date:** 02/25/2011	**Means of Assessment Status:** Active		