

MLS Unit Assessment 2020-2021



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
<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, 2021-2022, 2022-2023, 2023-2024, 2024-2025</p>	<p>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> <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>Means of Assessment Category: Other Course-Embedded Assignment</p>	<p>Result Status: Criterion Not Met</p> <p>Reporting Year: 2020-2021</p> <p>MOA 1:</p> <p>Actions Taken:</p> <p>In the fall of 2019, the assessment from LIBS 6026 was revised to require students to create MARC cataloging records for two books. The editing portion of the assignment did not provide learning support for coding and was deleted. The planned Voicethread was replaced by a Studio recording with the migration from Blackboard to the learning platform in the spring of 2020. In addition, faculty provided a template as a guide for the records. The template guide supported student learning by providing a structured format to become familiar with MARC coding.</p> <p>Results: The total N = 84 for the reporting period. Data for fall 2019 was not available due to a migration to a new learning platform. The total number of students who scored Proficient or Above Proficient = 82 or 98%. The criterion for success was met.</p> <p>2019: Fall Not available</p> <p>2020: Spring N=17; 17 proficient or above or 100%</p>	<p>Actions Planned: MOA 1:</p> <p>Actions Planned:</p> <p>In LIBS 6026, faculty will revise the assignment to include the creation of a cataloging record using Dublin Core, another encoding standard that is often used in digital materials. Faculty will include a brief overview of Dublin Core and compare its components to MARC to facilitate understanding of the similarities and differences between the two. Faculty will provide templates for one MARC record and one Dublin Core record as guides for the assignment.</p> <p>MOA 2:</p> <p>Actions Planned:</p> <p>In LIBS 6010, faculty will revise the assignment instructions and rubrics to clearly explain each</p>

<i>Outcomes</i>	<i>Means of Assessments</i>	<i>Actions Taken, Results & Analysis of Results</i>	<i>Actions Planned</i>
		<p>2020: Summer N=20; 19 proficient or above or 95%</p> <p>2020: Fall N=38; 37 proficient or above or 97%</p> <p>2021: Spring N=9; 9 proficient or above or 100%</p> <p>Analysis of the Results:</p> <p>Faculty determined that the Studio recording and template were effective in guiding students with the creation of a MARC cataloging record. Although the criterion for success was met, it was determined that the focus entirely on MARC for this assignment should be broadened to introduce students to at least one other encoding standard or metadata for cataloging records. Other encoding standards are used often used, especially with digital collections.</p> <p>MOA 2:</p> <p>Actions Taken:</p> <p>In LIBS 6010, faculty broadened the assignment by requiring that candidates compare and contrast three primary types of libraries – school, public, and academic. This broadening improved student learning by exposing students to more than two types of libraries to better reflect the diversity of library organizations in the real world. It is important that students learn about a variety of library types. In addition, these three types of libraries reflect the concentrations in the MLS curriculum. The additional instructions that were scheduled to be included were omitted due to changes in faculty and a migration to a new learning platform.</p> <p>Results:</p> <p>The total N = 104 for the reporting period. Due to a migration to a new learning platform, data for fall 2019 was not available. The total number of students who scored Proficient or Above Proficient = 93 or 89%. The criterion for success was not met.</p> <p>2019: Fall Not available</p> <p>2020: Spring N=22; 19 proficient or above or 86%</p> <p>2020: Fall N=42; 38 proficient or above or 90%</p> <p>2021: Spring N=40; 36 proficient or above or 90%</p>	<p>component to be addressed. In the instructions, faculty will include definitions of the three types of libraries to clarify terminology. In addition, faculty will guide students to sources beyond the textbook to help them broaden their perspectives of the three types of libraries.</p> <p>(06/12/2021)</p>

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		<p>Analysis of the Results: Students had difficulty providing an in-depth comparison that covered each component for comparison. Often students relied entirely on information from the textbook and some did not address each question asked. Although the actions taken required students to investigate three types of libraries, the comparisons were somewhat superficial, so student learning was limited.</p> <p>(06/12/2021)</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, 2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025</p>	<p>MOA1: In LIB 6031, 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> <p>Means of Assessment Category: Other Course-Embedded Assignment</p> <p>Related Documents: Evidence of Planning LIBS 6018 and 6048 Collection Rebuilding.docx Evidence of Planning 6142 Artifact Rubric.docx</p>	<p>Result Status: Criterion Not Met</p> <p>Reporting Year: 2020-2021</p> <p>MOA 1: Actions Taken: Faculty revised the strategic plan assignment to require that students develop a broad understanding of a specific library and planning skills in formulating a trajectory for library initiatives. Faculty implemented a team activity that focused on the development of goals/objectives/activities/assessments to offer students an opportunity to develop their skills in these areas, while also developing their collaboration and decision-making skills. Results: The total N = for the reporting period = 64. The total number of students who scored Proficient or Above Proficient = 63 (98.4%). The criterion for success was met. Analysis of Results: Although the overall criterion for success was met, the actions taken did not improve student learning for one section of the plan. The one area that continued to indicate a need for improvement was the goals/objectives/activities/assessments section of the plan. This is an aspect of strategic planning that is both beneficial and frustrating for students, as it requires an understanding of planning, delegation, and assessment.</p> <p>MOA 2: Actions Taken: In the Fall of 2020 the project was broken into four "check-in" assignments where the instructor provided detailed feedback. In the Spring of 2021, examples of "A" level work were provided for each check-in assignment and students were allowed to make corrections</p>	<p>Actions Planned: MOA 1: Since the team activity did not lead to improved ability among students to create their own goals and objectives, faculty will revise the strategic plan assignment to have students utilize a peer workshopping approach and work with one or two other students to create their goals and objectives. This revision will maintain the nature of the team-based activity but keep the focus of the activity directly on the goals and objectives that relate to the students' libraries rather than generic goals developed to practice goal writing.</p> <p>MOA 2: Since improved work was evidenced with the division of the project into smaller components, faculty will continue that strategy. To improve student learning, faculty will reduce some of the redundancy in the final assignment by reducing the number of required selections</p>

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		<p>before submitting to Taskstream.</p> <p>Results: The total N = for the reporting period = 204. The total number of students who scored Proficient or Above Proficient = 183 or 89.7%. The criterion for success was not met.</p> <p>Analysis of Results: From the fall of 2018 to spring 2021, there was a change in instructors for the course, which may have affected results. During this time period, assignment revisions were made. Although the criterion for success was not met, breaking the project into parts yielded increased proficiency among students. With this division of tasks, faculty could see immediately when a student was not meeting proficiency and offer guidance. Providing examples of "A" level work produced an improved level of work, as evidenced in the 10% increase in proficiency from fall 2020 to spring 2021.</p> <p>(06/14/2021)</p>	<p>into three parts for the project.</p> <p>This revision will keep the project purposeful and focused while reducing redundancy of required information. (06/14/2021)</p>
<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, 2021-2022, 2022-2023, 2023-2024, 2024-2025</p>	<p>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>Result Status: Criterion Met</p> <p>Reporting Year: 2020-2021</p> <p>MOA 1:</p> <p>Actions Taken: Faculty developed an activity plan using the International Children's Digital Library that included the creation and presentation of a reading promotion program/event/initiative. To improve self-learning, faculty required students to self-evaluate their knowledge of literacy and reading strategies and to create a collection of resources in multiple formats and languages to support reading. This self-assessment was designed to improve student learning by an in-depth reflection and investigation and independent analysis.</p> <p>Results: The total N = for the reporting period = 104. The total number of students who scored Proficient or Above Proficient = 102 or 98%. The criterion for success was met.</p> <p>Analysis of Results: This course has been taught over three semesters in a total of seven sections with four instructors. The inclusion of the self-evaluation portion of the assignment was successful in improving student proficiency.</p> <p>MOA 2:</p> <p>Actions Taken: This MOA was phased out with the arrival of new faculty and course revisions.</p>	<p>Actions Planned: MOA 1:</p> <p>Actions Planned:</p> <p>As of May 2021, the International Children's Digital Library was discontinued by the University of Maryland College of Information Studies. The activity plan assignment has been redeveloped to focus more on diversity, equity, and inclusion children's materials, beginning in the summer 2021 session. MOA 1 will be phased out. Because of this, there are no actions planned for this means of assessment.</p> <p>MOA 2:</p> <p>Actions Planned: While existing course materials incorporate global perspectives, there is no assignment that is focused specifically on this outcome. In LIBS 6010, faculty will broaden the assignment that covers</p>

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	Means of Assessment Category: Other Course-Embedded Assignment	Results: As this MOA has not been utilized in recent years, due to changes in instructors, there are no statistics to report for this reporting period. Analysis of the Results: N/A (06/14/2021)	professional organizations to include a discussion board specifically on two international organizations: IFLA and IASL. This discussion will become the new means of assessment for the outcome Global Perspectives and improve students' knowledge of professional organizations that have an international focus. This will take effect in the spring of 2022. (06/14/2021)
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	Result Status: Criterion Met Reporting Year: 2020-2021 MOA 1: Actions Taken: Having achieved the target criterion for success for this means of assessment for several years, the faculty decided to discontinue this MOA for leadership development. MOA 2: Actions Taken: Faculty revised the organizational overview assignment to emphasize aspects of goal and objective development as well as including an additional activity that focused specifically on the creation of SMART goals and objectives as a team-based activity. Results: The total N for the reporting period = 64. The total number of students who scored Proficient or Above Proficient = 63 (98.4%). The criterion for success was met. Analysis of the Results: The criterion for success was met for this means of assessment. Nearly all students were able to successfully complete the advocacy assignment at the above proficient or proficient level. Students have been much more consistently successful in differentiating between goals and objectives, though continued work on creating SMART goals and SMART objectives is needed as a few students continue to have some difficulty with this task. There was no correlation between successfully completing the team-based goal setting assignment and students' ability to create SMART goal and objectives for their	Actions Planned: MOA 2 (which will become MOA 1): The advocacy plan continues to be both challenging and useful to students in LIBS 6031. The challenging aspect continues to revolve around the creation of goals and objectives that align with SMART criteria, though students have shown improvement in the ability to align objectives with goals. Faculty will discontinue the team-based assignment. In order to address this challenging aspect of the assignment and improve students' ability to create SMART goals and objectives, faculty will implement a new approach will utilizing peer workshoping to support the development of SMART goals and objectives. Faculty will place students into pairs or trios based on their selected type of library and instructed to "meet" to work through their goals and objectives. This new assignment will continue

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	Rubric.docx	individual assignments. (06/14/2021)	to encourage collaboration but remove the less connected aspect of the previous assignment that created goals and objectives not related to the students' selected libraries. This assignment will also encourage student engagement and interaction. (06/14/2021)
Professional Dispositions - Library Science (MLS) candidates demonstrate essential dispositions for their profession. 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	<p>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 Means of Assessment Category: Other Course-Embedded Assignment</p>	<p>Result Status: Criterion Not Met Reporting Year: 2020-2021</p> <p>Actions Taken: In the summer of 2020, faculty completely revised the assignment to reflect current trends in the field. The professional presentation required was recorded either in front of a live audience or as an online session that their staff could take on their own. The instructor met with students in small groups to discuss the project. Several lectures were provided for skills needed for the presentation along with a template and rubric for designing the presentation.</p> <p>Results: The total N = for the reporting period = 53. The total number of students who scored Proficient or Above Proficient = 47 or 89%. The criterion for success was not met.</p> <p>Analysis of Results: Although the criterion for success was not met, students reported that the assignment was a valuable experience for them. The assignment details that students are to provide feedback their group members before submitting the final product. However, some students gave no improvement feedback to their group members as noted, which might have helped some to improve proficiency. (06/14/2021)</p>	<p>Actions Planned: Actions planned: Faculty will revised the project grading rubric to require peer feedback. This will help in the self-evaluation process before submitting the final assignment. (06/14/2021)</p>