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
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:** 2021-2022 MOA 1: Actions Taken: In LIBS 6026, faculty revised the assignment to include the creation of a cataloging record using Dublin Core, another encoding standard that is often used in digital materials. Faculty included a brief overview of Dublin Core and compared its components to MARC to facilitate understanding of the similarities and differences between the two. Faculty provided templates for one MARC record and one Dublin Core record as guides for the assignment. Criterion for Success: 90% of students will score at 90% or above. Results: The total N for the reporting period was 38. The total number of students who scored Above Proficient or Proficient was 26 or 68%. The criterion for success was not met. 2022: Spring N=17; 14 scored Proficient Above Proficient or 82% 2021: Fall N=21; 12 scored Proficient or Above Proficient or	**Actions Planned:** MOA 1: Actions Planned: In LIBS 6026, faculty will create examples of MARC records and Dublin Core records that students will review, dissect, and discuss in class. Having this practice before tackling the actual assignment should help with their comfort and confidence levels, and thus improve student learning. MOA 2: Actions Planned: In LIBS 6010, the assignment directions will be more specifically written to state: "You must include all the following aspects in your comparisons and contrasting to receive full points for the assignment. Be thorough in your

Generated by Nuventive Improve

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
		57%	analysis. You are encouraged to use sources outside the textbook." Providing clearer expectations will improve student work.
		Analysis of the Results: This assessment was difficult for students. Many indicated in discussion boards that they felt challenged by MARC coding and somewhat confused about how different Dublin Core is.	
			(06/14/2022)
		MOA 2: Actions Taken: In LIBS 6010, faculty broadened the assignment by requiring that candidates compare and contrast three primary types of libraries – school, public, and academic. This change exposed students to more than two types of libraries to better reflect the diversity of library organizations in the real world. Criterion for Success: 90% of students will score at 90% or above.	
		Results: The total N for the reporting period was 69. The total number of students who scored Above Proficient or Proficient was 57 or 82.6%. The criterion for success was not met. 2022 Spring N=32; 25 scored Proficient or Above Proficient or 78%. 2021 Fall N=37; 32 scored Proficient or Above Proficient or 86%.	
		Analysis of the Results: Most of the student who do not meet the criterion do not provide the full details noted in the assignment for their comparisons. The assignment directions state to include certain aspects as "jumping off points." It is theorized that students misinterpret the statement to mean that they are optional. (06/14/2022)	
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	MOA1: In LIB 6031, 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	**Result Status:** Criterion Not Met **Reporting Year:** 2021-2022 MOA 1: In LIBS 6031, faculty revises the strategic plan assignment to have students utilize a peer work shopping approach and	**Actions Planned:** MOA 1: Actions Planned: In LIBS 6031, while the templates did not help every student with the creation of their strategic

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
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	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 6048 Collection Rebuilding.docx Evidence of Planning 6142 Artifact Rubric.docx	work with one or two other students to create their goals and objectives. Results: The total N = for the reporting period = 39. The total number of students who scored Proficient or Above Proficient = 35 = 89.7%. The criterion for success was not met. Analysis of Results: The overall criterion for this outcome was not quite met. There was not an improvement in student learning for the creation of strategic goals, objectives, activities, and assessments. This assignment continues to show a need for further skills development, as it continues to be an aspect of the strategic plan that students find frustrating. Alternative actions will be required to assist students with the development of strategic goals, objectives, activities, and assessments as part of strategic planning efforts. MOA 2: In LIBS 6048 (formerly LIBS 6018), faculty reduced some of the redundancy in the final assignment by reducing the number of required selections into three parts for the project. Results: The total N = for the reporting period = 41. The total number of students who scored Proficient or Above Proficient = 41 or 100% The criterion for success was met. Analysis: For the 2021-2022 academic year the combination of "check-in" assignments and examples of "A" level work proved beneficial to all students which is evidenced by the 100% proficiency met by all students. However, feedback provided by students during the course evaluation conducted by the MLS curriculum committee revealed a lack of a budgeting component for this assignment. (06/15/2022)	goals, objectives, activities, and assessments, their work did show improvement for many students. Based on the examples from student submissions that showed success with the assignment, instructors plan to adjust the strategic plan assignment to focus on helping students articulate the SMART aspects of their goals and objectives. Students will be required to not only create two goals and objectives, but to also indicate what parts of their goals and objectives align with the SMART requirements. It is hypothesized that if students are asked to articulate this information, they will realize when it is missing and be able to add that information into their goals and objectives. This revision will continue to offer students a supportive template, while focusing attention on the aspect of the assignment where students have struggled the most. MOA 2: Actions Planned: Based on student feedback, a budgeting component will be added to the project in LIBS 6048. The addition of a budget section will add further real world experience to improve student learning. (06/15/2022)
Global Perspective - Library Science (MLS) candidates prepare for their professional roles by gaining insight	MOA 1: In LIBS 6135, candidates will complete an activity plan based on the e-book collection of the	**Result Status:** Criterion Met **Reporting Year:** 2021-2022 Actions Taken:	**Actions Planned:** Actions Planned: In LIBS 6010, a rubric will be established for the posting. In

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
into how technology is used to connect with others in the world and become aware of cultural diversity. **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	International Children's Digital Library. 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	MOA 1: The MOA 1 from 2020-21 was dropped, so the Global Perspective outcome now has one MOA. In LIBS 6010, faculty broadened the assignment that covers professional organizations to include a discussion board specifically on two international organizations: IFLA and IASL. Results: N=32 for the reporting period. The total number of students who scored Proficient or Above Proficient = 29 or 90%. The criterion for success was met. Analysis: Although the criterion for success was met, the discussion board postings were not detailed. The students provided information based on the instructions, but a rubric and more targeted questions would help to engage students in understanding how these organizations contribute to the profession. (06/15/2022)	addition, students will be required to provide at least one example of how these organizations contribute to cultural competence and to the field of library science. (06/15/2022)
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.	**Result Status:** Criterion Met **Reporting Year:** 2021-2022 Actions Taken: MOA 1: In LIBS 6031 for the advocacy plan, faculty implemented a new approach of peer work shopping to support the development of SMART goals and objectives. Faculty placed students into pairs or trios based on their selected type of library. Results: The total N = for the reporting period = 40. The total number of students who scored Proficient or Above Proficient = 37 = 92.5%. The criterion for success was met. Analysis: The criterion for success was met for this means of assessment. Nearly all students were able to successfully	**Actions Planned:** The advocacy plan continues to be challenging but useful to students in LIBS 6031. The challenging aspect revolves around the creation of goals and objectives that align with SMART criteria, though students have shown an ability to align objectives with goals. Instructors plan to adjust the goals, objectives, activities, and assessments assignment to focus on helping students articulate the SMART aspects of their goals and objectives. Students will be required to not only create two goals and objectives, but to also indicate what parts of their goals

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	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](#)	complete the advocacy assignment at the above proficient or proficient level. Students have been consistently successful in differentiating between goals and objectives, though continued work on creating SMART goals and SMART objectives is needed as some students continue to have difficulty with this task. There was no correlation between successfully completing the goals, objectives, activities, and assessment assignment and students' ability to create SMART goal and objectives for their advocacy assignments. (06/15/2022)	and objectives align with the SMART requirements. It is hypothesized that if students are asked to articulate this information, they will realize when it is missing and be able to add that information into their goals and objectives, including in the Advocacy assignment. This revision will offer students a supportive template, while focusing attention on the aspect of the assignments where students have struggled the most. (06/15/2022)
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	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. **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	**Result Status:** Criterion Met **Reporting Year:** 2021-2022 MOA 1: Actions Taken: In LIBS 6144, faculty revised the project grading rubric to require peer feedback. Results: N=18 for the reporting period. All students or 100% scored at Proficient or Above Proficient. The criterion for success was met. Analysis: The multilayered assignment meets the needs of students and the objective of the course to analyze and synthesize information about leadership and apply to school librarianship. The assignment will continue as is. (06/15/2022)	**Actions Planned:** The Professional Dispositions outcome will be discontinued for the 2021-22 reporting period. Faculty will add a new outcome, Diversity, Equity, and Inclusion (DEI) with a MOA from LIBS 6048. (06/15/2022)