

**Master of Library Science Program
Program Planning Meeting Agenda
August 21, 2020
9:30 a.m. – 11:42 a.m.
WebEx**

Present: Kawana Bright, Mónica Colón-Aguirre, Kaye Dotson, Africa Hands, Al Jones, Laura Mangum, Barbara Marson, Rita Soulen

I. ALA Self-Study Plans

Barbara mentioned that she will be working on the self-study this academic year to bring all of the previous work into a cohesive document that can be updated and refined next academic year.

II. Lead Instructors

The lead instructor has the ultimate say on the content of the course. Barbara pointed out that we need a lead for 4950, 6854, and 7030. It was noted that Carol Brown (adjunct) is currently leading 4950, Lit for Children (undergrad course) in terms of content, but that we need a full-time faculty lead. Laura asked to have access to this course to see if her knowledge applies. Kaye added that we also have to consider a lead for 6820 (graduate) and 3200, an undergrad storytelling course. Laura has requested access to these courses to consider leading as well. It was pointed out that the lead for the undergraduate courses does not have to teach, but provides final content approval. Discussion continued regarding the remaining courses that do not have a lead, with other courses being added to the list. The decisions were:

3200, Storytelling – Laura is considering; Kawanna verified that this is taught every other year.

4950, Children's Literature – Laura is considering

6815, Advanced Reference – Mónica & Kawanna will co-lead

6820, Storytelling – Laura and Kaye are considering, with Kawanna expressing a desire to see the course content as well.

6854, Electronic Resources – Barbara will lead

6855, Advocacy – Africa will lead

6989 – Kaye is the lead

Barbara documented the decisions on the spreadsheet in Teams. Rita added that the program needs to make sure we are being recognized for teaching the undergrad courses. Kawanna agreed to serve as lead for 7030 with Africa volunteering to assist.

III. Program Objectives

Barbara asked the faculty to review the objectives for content and the wording of the objectives. She displayed some examples from two other self-studies on how program objectives aligned with the components of ALA standard I.2 and student learning objectives in specific courses. She asked the faculty to consider if we want to keep the title "program objectives." Rita suggested an ad-hoc committee to evaluate these objectives. Kawanna noted that some are broader than others and that this is something that will take time to evaluate. Rita suggested the curriculum

committee evaluate the objectives. Barbara asked for input from Africa and Kawanna if they want to add evaluating the objectives to their committee for this year. Africa and Kawanna affirmed they could add this to their committee's agenda for this year. Africa stated it may not be finished this year, but they can start. Barbara added that the courses should reflect the objectives; however, Rita stated the objectives should drive course content. Barbara and Laura agreed. Mónica added that objectives need to be reviewed on a regular basis. She added that any changes we make to objectives that the changes need to be carried over into the courses and course assignments. Rita pointed out that objectives and outcomes are very different. Al added that objectives and learning outcomes are not synonymous. Al added that an objective is a strategy and measurable. It was decided that the curriculum committee will evaluate the objectives, with Barbara assisting as an ad hoc member of the committee.

IV. Unit Assessment Outcomes

Barbara reminded the faculty that we are moving from a biennial assessment to an annual one, which means assessing five outcomes rather than six. Barbara stated that there has been discussion to replace 21st Century Skills. Faculty agreed that it is outdated. She added that the means of assessment of an outcome must be aligned with a course assignment unless that outcome has two means of assessment. Discussion continued and involved updating the portfolio process. Africa, Kawanna, and Rita all stated that they created a different type of portfolio for their Master's degree. They describe it as...we created our portfolio to demonstrate what we learned and how we showed growth. Kaye gave some background info on how the Taskstream portfolio came about and agreed that the process needs to be updated. Africa added that when she did her portfolio it was a course and she met with her advisor. Africa and Kawanna decided to begin the work on revamping the portfolio.

Barbara brought the discussion back to outcomes and asked do we have an assignment to assess social justice, which had been previously suggested by Kawanna. Mónica suggested the community analysis that students have to do in every course because there is the element of underserved populations. Barbara pointed out that it doesn't have to be core course. Laura added that she sees how the community analysis and the rebuilding the collection assignment could address social justice in the Collection Development course. Barbara asked the faculty did they want to add social justice as an outcome. Kawanna asked about the time frame for a decision. Barbara was not sure, estimating one month, but stated that she is meeting with the Director of Assessment, Holly Fales, on Monday and will have details and clarification then. Kawanna suggested before deciding today to map out what assessing social justice will look like. Next, Africa suggest adding the outcome assessment, evaluation, research tend to be standard go-tos now for a number of programs. Rita's concern is that school librarians do not do research; however, it was noted that all students take LIBS 6019, which has a beginning research component. Laura added that in the NC media coordinator evaluation instrument has action research as a component.

V. Program Goals for Academic Year

- a. Based on the previous discussion, it was decided that reviewing and revising the portfolio process should be a goal.
- b. Orientation video/s: There was discussion about creating faculty introduction videos and a video that might provide an overview of the MLS program for

interested persons. The faculty agreed this is a project to work towards. Kawanna and Laura will head this up. Africa added to use university resources rather than trying to do it all ourselves.

- c. Meet and greet to welcome new students. Barbara suggested we consider doing a meet and greet for new students and that it could be rather informal. Mónica said she would like to make it a bit more formal with student orientation. Africa added to include something that sets the expectations of the program such as communication and set them on the right path on how to locate an answer to a question. Laura asked who would be willing to do an informal meet and greet in the next two weeks since we admitted close to 50 new students this semester. The majority of the faculty were interested. Laura will send out a Doodle poll for available dates and post a document in Teams for everyone to include ideas on what they want to cover in the meet and greet.

Minutes submitted by Laura Mangum, 8-21-20

Revised by Barbara Marson, 8-21-20