## 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)

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| **Content Knowledge - Library Science (MLS)** candidates develop information literacy, reference inquiry or information organization skills and knowledge of the profession. | **Course Embedded** - In LIBS 6026, students will put into practice cataloging rules and principles by cataloging two books and editing one record.  
**Criterion for Success:** 95 percent of students will score at the Proficient or Above Proficient level, as defined by the assignment rubric.  
**Means of Assessment Status:** Active | **Result Status:** Criterion Met  
**Reporting Year:** 2016-2017  
1. Actions Taken: In LIBS 6026, faculty determined that a copy cataloging assignment would not allow candidates to incorporate their knowledge of all components of a record and put it into practice. The assignment was revised to require candidates to catalog two books using current cataloging standards of RDA and MARC coding. Teams of two were assigned to allow candidates to collaborate with a peer.  
2. Results: In the fall of 2016, all 40 candidates or 100% scored at the Proficient or Above Proficient level on the Cataloging Assignment. In the spring of 2017, 55 out of 57 candidates or 96% scored at the Above Proficient or Proficient level on the same assignment. Two candidates scored Below Proficient. The criterion for success was met.  
3. Analysis of the Results: Although the criterion for success was met, in the spring semester, one team member from two teams dropped the course too late for reassignment. This left those candidates to complete the assignment without a partner. They both scored below proficient. | **Actions Planned:** Based on the analysis of the results, candidates will be assigned to teams of three rather than two for the Cataloging assignment. This change will allow each candidate to have a partner even if one drops out. Providing a solid collaborative opportunity will enhance candidates’ ability to interact with their peers and learn from each other as well as the course material. (05/15/2017) |
| **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 | **Course Embedded** - In LIBS 6026, students will put into practice cataloging rules and principles by cataloging two books and editing one record.  
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<td><strong>Course Embedded</strong> - In LIBS 6010, candidates will compare and contrast two out of three types of libraries in an essay or presentation. <strong>Criterion for Success</strong>: 95 percent of candidates will score at the Proficient or Above Proficient level, as defined by the assignment rubric. <strong>Means of Assessment Status</strong>: Active <strong>Related Documents</strong>: LIBS 6026 Cataloging assignment rubric.docx</td>
<td>Faculty determined that collaborative work was important for candidates to share knowledge and work successfully through solutions to the assignment. (05/15/2017) <strong>Related Documents</strong>: LIBS 6026 Cataloging assignment rubric.docx</td>
<td><strong>Actions Planned</strong>: Based on the analysis of the results, faculty will incorporate guest speakers from the three types of libraries, using conferencing software. Candidates will be required to attend one session based on their concentration or listen to the recording and post a reflection of the session. Including practicing librarians from the field will provide a more complete perspective of how a specific library functions. (05/15/2017) <strong>Related Documents</strong>: LIBS 6026 Cataloging assignment rubric.docx</td>
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**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. **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

| Course Embedded - In LIBS 6135, candidates will complete an activity plan based on the e-book collection of the International Children's Digital Library. **Criterion for Success**: 95 percent of candidates will score at the Proficient or Above Proficient level based on the assignment rubric. **Means of Assessment Status**: Active **Related Documents**: LIBS 6010 Compare_Contrast CONTENT KNOWLEDGE assignment.docx LIBS 6010 Compare_Contrast Rubric CONTENT KNOWLEDGE.docx | **Result Status**: Criterion Met **Reporting Year**: 2016-2017 1. **Actions Taken**: In LIBS 6135, faculty reviewed the assignment to determine if including new competencies and standards would improve student learning. It was determined that the Information Literacy Objectives incorporated NC Essential Standards and Common Core State Standards, AASL Standards for the 21st Century Learner, and the P21 The Partnership for 21st Century Skills. These new competencies and standards were added to the activity plan and activity tasks to make them more inclusive and interactive. The activity plan and tasks were based on the e-book collection from the International Children's Digital Library (http://en.childrenslibrary.org/). **Result Status**: Criterion Met **Reporting Year**: 2016-2017 2. **Actions Taken**: In LIBS 6135, faculty reviewed the compare and contrast libraries assignment to include three different types of libraries rather than one. It was determined that knowledge of three types of libraries rather than two were important for all professional librarians. The instructions and rubric were revised. Candidates completed an essay or presentation for the Comparison and Contrast assignment. 3. **Analysis of the Results**: Although the criterion for success was met, faculty felt that candidates’ knowledge of the various types of libraries was academic only and that candidates did not obtain a real-life perspective. (05/15/2017) **Related Documents**: LIBS 6010 Compare and Contrast rubric.docx | **Actions Planned**: **Actions Planned**: 4. **Actions Planned**: Based on the results, faculty will add one new competency the International Children's Digital Library (ICDL) Activity Plan Assignment’s Information Literacy Objectives. The initial objectives concentrated on the competencies of working primarily in school libraries. With the increase of public library concentration candidates taking the course, the additional competencies will address the **Actions Planned**: **Actions Planned**: 4. **Actions Planned**: Based on the results, faculty will add one new competency the International Children's Digital Library (ICDL) Activity Plan Assignment’s Information Literacy Objectives. The initial objectives concentrated on the competencies of working primarily in school libraries. With the increase of public library concentration candidates taking the course, the additional competencies will address the
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| 2. Results: Out of the 38 candidates, 100% scored Proficient or Above Proficient on the E-Book Activity Plan. The criterion for success was met.  
3. Analysis of Results: The results indicate that candidates were successful with their incorporation of the Information Literacy Objectives. Although the criterion for success was met, faculty noted that many candidates in the course were in the public library concentration rather than the school library concentration. This observation raised some concerns about the assignment’s competencies. (05/15/2017)  
Related Documents: LIBS 6135 Digital Book Activity Plan Rubric.docx |  
Faculty will develop a series “how to” videos which will model how to create an account with The Global Education Conference and how to access the recorded videos. Using short videos to explain and demonstrate the directions in a show and tell method would be especially beneficial to audio and visual learners. These videos will allow candidates to learn by example, seeing a step-by-step sequence in detail. In addition, candidates can watch the videos anytime, anywhere and review any part of the presentation as needed. (05/15/2017)  
Related Documents: LIBS 6042 Globalization blog rubric.docx |  
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.  
**Criterion for Success:** 95 percent of candidates will score at the Proficient or Above Proficient level based on the assignment rubric.  
**Means of Assessment Status:** Active |  
Result Status: Criterion Met  
Reporting Year: 2016-2017  
Actions Taken: In LIBS 6042, faculty chose the virtual Global Education Conference at http://www.globaleducationconference.com/ as a means for candidates to explore technology initiatives globally. The conference is a collaborative, inclusive, world-wide community initiative involving students, educators, and organizations at all levels. Sessions are accessible via live streaming or recordings. Faculty developed an assignment that required candidates to participate in the conference and post a reflection to a course blog.  
2. Results: In the fall of 2016, 41 out of 43 or 95% of the candidates evaluated scored Proficient or above Proficient in the Global Education Conference Blog posting. In the spring 2017, 45 candidates out of 47 or 96% of the candidates evaluated were Proficient or Above Proficient in the same assignment. The criterion for success was met.  
3. Analysis of the Results: Although the criterion for success was met, some candidates had difficulty creating an account with the Global Education Conference. In addition, some candidates found it challenging to access the recorded videos on the Global Education Conference webpage. Faculty determined that instruction on access to this venue was needed. (05/15/2017)  
Related Documents: LIBS 6042 Globalization blog rubric.docx |  
Needs of candidates working in public libraries and help students to cultivate collaboration between public and school libraries. (05/15/2017) |
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| Professional Dispositions - Library Science (MLS) candidates demonstrate essential dispositions for their profession. | 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. **Criterion for Success:** 90 percent of candidates will score at the Proficient or Above Proficient level, as defined by the assignment rubric. | **Result Status:** Criterion Met  
**Reporting Year:** 2016-2017  
1. **Actions Taken:** In LIBS 6144, faculty developed an assignment to enable candidates to understand the professional dispositions of exemplary librarians. The assignment required the completion of three blog prompts to provide a broad-based overview of dispositions. The first blog required candidates to define professional dispositions based on class readings, videos, and discussions. The second blog required candidates to identify the most important professional dispositions of exemplary librarians, and to describe what these look like in practice. The third blog required candidates to work in small groups to prioritize these dispositions.  
2. **Results:** For Fall 2016, 94.3% (33 of 35) candidates scored Proficient or Above Proficient based on the assignment rubric. For Spring 2017, 95% (19 of 20) students received Proficient or Above Proficient. The criterion of 90% was met.  
3. **Analysis of Results:** Assessment of candidates’ work indicated that students can define professional dispositions, identify the professional dispositions of exemplary school librarians, and describe how these are nurtured, but that the group responses to the third prompt did not provide students an opportunity to present additional understandings about professional dispositions. An evaluation of blog responses revealed that the candidates not meeting Proficient or Above Proficient did not participate in the group response for the third blog. According to research and writing about dispositions, it is important to understand what types of dispositions are important for a profession and self-evaluate to determine if yours mesh with the expectations. | **Actions Planned:** Based on the analysis of results for this dispositions assignment, the third blog will be changed to require candidates to self-evaluate their professional dispositions, describe their dispositional strengths, and identify ways to nurture dispositions needing developing. This revision will provide an opportunity for candidates to apply their understanding of professional dispositions to their own practice. (05/15/2017) |
| **Outcome Type:** Student Learning Outcome  
**Start Date:** 09/01/2013  
**5-Year Assessment Cycle:** 2016-2017, 2018-2019, 2020-2021 | **Means of Assessment Status:** Active | **Related Documents:**  
LIBS 6144 Assignment and Rubric.docx |