**Outcome**

<table>
<thead>
<tr>
<th>COE Program - Library Science (MLS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome:</strong> Content Knowledge</td>
</tr>
<tr>
<td>Library Science (MLS) candidates develop information literacy, reference inquiry or information organization skills and knowledge of the profession.</td>
</tr>
</tbody>
</table>

**Outcome Types:**

- Student Learning Outcome

**Start Date:** 01/01/2011

**Outcome Status:**

- Currently Being Assessed

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<table>
<thead>
<tr>
<th><strong>Means of Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates complete an assignment dealing with eight problem sets using a variety of reference resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Means of Assessment Status:</strong></th>
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<tbody>
<tr>
<td>Active</td>
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<table>
<thead>
<tr>
<th><strong>Means of Assessment Start Date:</strong></th>
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</thead>
<tbody>
<tr>
<td>05/06/2012</td>
</tr>
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</table>

**Criterion for Success:**

95 percent of students will score at the Proficient or Above Proficient level, as defined by the assignment rubric.

**Related Documents:**

- 6014 Problem Sets Rubric.docx

---

**Actions Taken, Results & Analysis of Results:**

**Reporting Year:** 2013-2014

1) Based on AY 2012-13 results, in AY 2013-14, candidates completed a revised assignment dealing with problems sets. These changes were designed to improve student learning by including prompts for problems with lower proficiency ratings. 2) In the fall 2013 and spring 2014 semesters, 97% of candidates (N=35) scored at the Proficient or Above Proficient level. 3) Candidates who scored Below Proficient had errors in citation style, not in content knowledge. The assignment has been assessed for two years. Candidates have consistently met the outcome regarding reference inquiry skills and have achieved learning objectives. Curricular and pedagogical changes were effective for student learning.

**Related Documents:**

- 6014 Problem Sets Rubric.docx

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**Actions Planned for the Next Reporting Year:**

4) Program faculty will initiate a new means of assessment for Content Knowledge for 2014-15 because candidates have consistently met the outcome with the current assessment and pedagogical changes were effective. Program faculty will use a means of assessment where candidates will compare and contrast different types of libraries. Faculty believe this will improve student learning because this knowledge is a basic foundation for library science candidates. The assessment will be measured via a course-embedded assignment rubric in LIBS 6010, Foundations of Library and Information Studies.

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<table>
<thead>
<tr>
<th><strong>Means of Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In LIBS 6026, students will put into practice cataloging rules and principles by cataloging two books and editing one record.</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>Means of Assessment Status:</strong></th>
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<tbody>
<tr>
<td>Active</td>
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</tbody>
</table>

**Actions Taken, Results & Analysis of Results:**

**Reporting Year:** 2013-2014

1) Based on AY 2012-13 results, in AY 2013-14, candidates worked in teams of four to apply knowledge from earlier parts of the course to the assessment. Supporting documents were provided. These changes were designed to improve student learning by providing

**Actions Planned for the Next Reporting Year:**

4) In AY 2014-15, faculty will group candidates into teams of three rather than teams of four. Based on their professional judgment, faculty believe this will improve student learning because it will improve
<table>
<thead>
<tr>
<th>Outcome: Content Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Means of Assessment Start Date:</strong> 10/02/2013</td>
</tr>
<tr>
<td><strong>Criterion for Success:</strong> 95 percent of students will score at the Proficient or Above Proficient level, as defined by the assignment rubric.</td>
</tr>
<tr>
<td><strong>Actions Taken, Results &amp; Analysis of Results:</strong></td>
</tr>
<tr>
<td>a collaborative environment that would simulate real-life situations.</td>
</tr>
<tr>
<td>2) 79% or 22 candidates (N=28) scored at the Proficient or Above Proficient level, as defined by the course rubric.</td>
</tr>
<tr>
<td>3) Since the proficiency criterion was not achieved, faculty determined that the collaborative learning aspects of the assignment were not effective for student learning.</td>
</tr>
<tr>
<td><strong>Related Documents:</strong> 6026 Cat Project Spring 14</td>
</tr>
</tbody>
</table>

**Related Documents:**
- 6026 Cat Project Spring 14
- LIBS 6144 Assignment 4 rubric.docx
- LIBS 6142 Assignment 4 rubric.docx

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**Outcome: Library Science (MLS)**

**Outcome:** Evidence of Planning

Library Science (MLS) candidates demonstrate their ability to create, conduct, and evaluate a generative inquiry project.

**Outcome Types:** Student Learning Outcome

**Start Date:** 01/01/2011

**Outcome Status:** Currently Being Assessed

**Means of Assessment:**
In LIBS 6144, candidates will work collaboratively with teachers in their schools to create, conduct, and evaluate a generative inquiry project.

**Means of Assessment Status:** Active

**Means of Assessment Start Date:** 05/06/2012

**Related Documents:**
- LIBS 6144 Assignment 4 rubric.docx

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

**Actions Taken, Results & Analysis of Results:**
1) Based on AY 2012-13 results, the assignment was revised in AY 2013-14 to have students teach a greater portion of the lesson. These changes were designed to improve student learning by providing increased involvement.
2) In the fall of 2013, 100 percent of candidates (N=20) scored at the Proficient level or above. In the spring of 2014, 100 percent of candidates (N=22) scored at the Proficient level or above.
3) The assignment has been assessed for two years. Students have consistently met the outcome for Evidence of Planning and achieved the learning objectives for the generative inquiry project. Curricular and pedagogical changes were effective for student learning.

**Related Documents:**
- LIBS 6144 Assignment 4 rubric.docx

**Actions Planned for the Next Reporting Year:**
4) In AY 2014-15, program faculty will include a video on special needs students into the supporting materials for the assignment. Faculty believe this will improve student learning because planning for the content of a library collection is critical to all libraries and broaden students' abilities and learning for this outcome.

---

**Outcome:** 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 Types:**

**Start Date:** 01/01/2011

**Outcome Status:** Currently Being Assessed

**Means of Assessment:**
In LIBS 6142, candidates will apply and evaluate two information models and a strategic process.

**Means of Assessment Status:** Active

**Means of Assessment Start Date:**

**Actions Taken, Results & Analysis of Results:**
1) Based on AY 2012-13 results, the assignment was revised in AY 2013-14 to have candidates apply and evaluate two information models and a strategic process with a focus on students with special needs. These changes were designed to improve student learning by providing increased involvement.
2) Based on AY 2013-14 results, the assignment was revised in AY 2014-15 to have candidates apply and evaluate two information models and a strategic process with a focus on students with special needs. These changes were designed to improve student learning by providing increased involvement.

**Related Documents:**
- LIBS 6142 Assignment 4 rubric.docx

**Actions Planned for the Next Reporting Year:**
4) Faculty will initiate a new means of assessment for Evidence of Planning for AY 2014-15 because candidates have consistently met this outcome with the current assessment. Candidates will create a collection development plan for a library in LIBS 6018, Collection Development. The assessment will be measured by a course-embedded rubric. Faculty believe this will improve student learning because planning for the content of a library collection is critical to all libraries and broaden students' abilities and learning for this outcome.
<table>
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<tr>
<th>Outcome: Evidence of Planning</th>
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<tr>
<td>05/06/2012</td>
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</table>

**Related Documents:**
6142 Information Model Rubric.docx

<table>
<thead>
<tr>
<th>Criterion for Success:</th>
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</thead>
<tbody>
<tr>
<td>95 percent of candidates will score at the Proficient level or above, as defined by the assignment rubric.</td>
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</table>

<table>
<thead>
<tr>
<th>Means of Assessment &amp; Criterion for Success</th>
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</table>

**Means of Assessment:**
In LIBS 6142, library science students will create an information literacy lesson based on the Common Core Standards for Mathematics as well as other standards.

**Means of Assessment Status:**
Active

**Means of Assessment Start Date:**
05/06/2012

**Related Documents:**
rubric-3.docx

<table>
<thead>
<tr>
<th>Actions Taken, Results &amp; Analysis of Results</th>
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1) Based on AY 2012-13 results, in AY 2013-14, candidates created an information literacy lesson plan focused on the Common Core Standards for Mathematics. These changes were designed to improve student learning by broadening candidates’ lesson planning with an additional Common Core Standard.

2) In the fall of 2013, 95% of candidates (N=20) scored at the proficient level or above. In the spring of 2014, 100% (N=18) scored at the proficient level or above as defined by the assignment rubric.

3) During the year, supporting materials dealing with students with special needs were incorporated into the assignment to improve student learning. While the criterion was met for the overall rubric, candidates had some difficulty with the special needs portion of the assignment.

**Related Documents:**
6142 Information Model Rubric.docx

<table>
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<tr>
<th>Actions Planned for the Next Reporting Year</th>
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</table>

- provide an additional mode of instruction to enhance student learning.

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**Outcome: 21st Century Skills**
Library Science (MLS) candidates apply and evaluate information models and strategic processes to develop information literacy and technology skills.

<table>
<thead>
<tr>
<th>Outcome Types:</th>
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<tbody>
<tr>
<td>Student Learning Outcome</td>
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<table>
<thead>
<tr>
<th>Start Date:</th>
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<tbody>
<tr>
<td>01/01/2011</td>
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<table>
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<tr>
<th>Outcome Status:</th>
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<tbody>
<tr>
<td>Currently Being Assessed</td>
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<table>
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<th>Means of Assessment:</th>
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<td>In LIBS 6142, library science students will create an information literacy lesson based on the Common Core Standards for Mathematics as well as other standards.</td>
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<thead>
<tr>
<th>Means of Assessment Start Date:</th>
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<tbody>
<tr>
<td>05/06/2012</td>
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<table>
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<th>Related Documents:</th>
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<tbody>
<tr>
<td>rubric-3.docx</td>
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</table>

<table>
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<tr>
<th>Criterion for Success:</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 percent of students will score at the Proficient level or above, as defined by the assignment rubric.</td>
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<table>
<thead>
<tr>
<th>Actions Taken, Results &amp; Analysis of Results:</th>
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</table>

1) Based on AY 2012-13 results, in AY 2013-14, candidates created an information literacy lesson plan focused on the Common Core Standards for Mathematics. These changes were designed to improve student learning by broadening candidates’ lesson planning with an additional Common Core Standard.

2) In the fall of 2013, 100% of candidates (N=14) scored at the Proficient or Above Proficient level on the assignment. In the spring of 2014, 100% of candidates (N=16) scored at the Proficient or Above Proficient level on the assignment.

3) The information literacy plan has been assessed for three years. Students have consistently met the outcome regarding information literacy skills. Curricular and pedagogical changes were effective for student learning in information literacy and should be broadened to include technology skills.

<table>
<thead>
<tr>
<th>Related Documents:</th>
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<tbody>
<tr>
<td>LIBS 6142 Artifact directions-1.docx</td>
</tr>
<tr>
<td>LIBS 6142 Artifact Rubric-1.docx</td>
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<table>
<thead>
<tr>
<th>Actions Planned for the Next Reporting Year:</th>
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</table>

4) In AY 2014-15, program faculty will initiate a new means of assessment for 21st Century skills because candidates have consistently met the outcome with the current assessment and pedagogical changes were effective. Candidates will develop a technology project in LIBS 6042, Technologies for Libraries, to create or enhance a library service. The assessment will be measured via a course-embedded rubric. Faculty believe this will improve student learning because, in addition to literacy skills, technology skills are vital to 21st Century Skills and will broaden and enhance student learning. |
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Means of Assessment &amp; Criterion for Success</th>
<th>Actions Taken, Results &amp; Analysis of Results</th>
<th>Actions Planned for the Next Reporting Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Skills</td>
<td><strong>Means of Assessment:</strong> Students in LIBS 6135 will create an activity plan based on the e-book collection of the International Children's Digital Library. <strong>Means of Assessment Start Date:</strong> 09/30/2013 <strong>Related Documents:</strong> Rubric for ICDL-6135.docx</td>
<td><strong>Actions Taken, Results &amp; Analysis of Results:</strong> 1) This is a new assessment for this outcome and supports the development of information literacy skills. In AY 2013-14, candidates created an activity plan based on the e-book collection of the International Children's Digital Library. 2) Candidates in both sections of LIBS 6135 (N = 28 total) for the fall 2013 semester scored at the Proficient level or above on the overall assignment based on the assignment rubric. 3) While the criterion was met for the overall rubric, the average score for background information and resources needed was only 13 (out of 15).</td>
<td><strong>Actions Planned for the Next Reporting Year:</strong> 4) To address the lower proficiency in the background information and resources component of the rubric, in AY 2014-15, program faculty will have a SabaMeeting where students will discuss lessons plans and the creation of one. Faculty believe this will improve student learning because students who understand and use lesson plans will be utilized as resources to help those students who do not.</td>
</tr>
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COE Program - Library Science (MLS)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Means of Assessment &amp; Criterion for Success</th>
<th>Actions Taken, Results &amp; Analysis of Results</th>
<th>Actions Planned for the Next Reporting Year</th>
</tr>
</thead>
</table>
| 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. | **Means of Assessment:** In LIBS 6042, students will complete selected readings and listen to audio files dealing with technology and globalization. Students will explain how technology impacts our ability to connect globally and the effect of globalization on libraries. **Means of Assessment Status:** Inactive **Means of Assessment Start Date:** 05/07/2012 **Related Documents:** Module 2D Rubric on globalization.docx | **Actions Taken, Results & Analysis of Results:** 1) This was a new assessment for this outcome. In AY 2013-14, readings in LIBS 6042 dealing with globalization were updated to reflect more current content regarding how technology is used to connect with others in the world. This change was designed to improve student learning by enhancing candidates’ **Actions Planned for the Next Reporting Year:** 4) In AY 2014-15, program faculty will review selected assignments in selected courses to update materials dealing specifically with cultural diversity. Faculty believe this will improve student learning because updating materials in more than
<table>
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<tr>
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<th>Actions Taken, Results &amp; Analysis of Results</th>
<th>Actions Planned for the Next Reporting Year</th>
</tr>
</thead>
</table>
| **Outcome:**  
Global Perspective | | | |
| Means of Assessment Start Date: 09/27/2013 | 95% of the candidates will either "Agree" or "Strongly Agree" to the survey question. | 2) On the 2013 ECU Advanced Programs Exit Survey, question #11, 97.3% of candidates either agreed or strongly agreed that the "program area enhanced my knowledge of cultural diversity and its impact on my professional role."
3) While the criterion was met based on the survey, faculty determined that the area of cultural diversity needed more attention to promote a global perspective among candidates. | one course and beyond just a technology-based focus will enhance and broaden candidates' global perspective. |
| Criterion for Success: | | | |
| Means of Assessment:  
In LIBS 6042, students will participate in a Saba session with an individual in another country or with someone who has has used technology to connect with individuals in another country. Along with assigned readings, candidates will complete a reflection on the impact of technology on globalization. | | | |
| Means of Assessment Status: Active | | | |
| Means of Assessment Start Date: 10/02/2013 | 95 percent of candidates will score at a proficient or above proficient level on the assignment as defined by a course-embedded rubric. | | |
| Criterion for Success: | | | |
| Means of Assessment:  
In LIBS 6991, a rubric will be used for the in-service presentation that demonstrates the candidate's leadership skills. | Actions Taken, Results & Analysis of Results: Reporting Year: 2013-2014
1) Based on AY 2012-13 results, readings were updated for AY 2013-14 to reflect up-to-date developments. Candidates read assigned readings, listened to an audio file, and in the spring of 2014, participated in a live Saba session with students in Belize. These changes were designed to improve student learning by providing a real-time connection to others in another country. Candidates wrote a reflection on the impact of technology.
2) It was not possible to scheduling a live Saba session with an individual in another country in the fall of 2013, but it was achieved in the spring of 2014. In the 2013-14 academic year, 100% (N=39) candidates scored at the Above Proficient or Proficient level as defined by the course rubric.
3) While the criterion was met for the overall rubric, there were difficulties in providing a live Saba session for both semesters. | 4) Faculty will revise the assignment for AY 2014-15 academic year to remove the live Saba session as a requirement of the assessment. Faculty believe this will improve student learning because it will maintain consistency in instruction and learning since a live session cannot be guaranteed for each semester. Live sessions will be scheduled when possible as optional, non-assessed supplements. |
| Reporting Year: 2013-2014 | | | |
| Related Documents:  
6042 Globalization Assignment.docx | | | |

**COE Program - Library Science (MLS)**  
**Outcome:**  
Leadership Development  
Library Science (MLS) candidates demonstrate and practice leadership skills  

**Means of Assessment:**  
In LIBS 6991, a rubric will be used for the in-service presentation that demonstrates the candidate's leadership skills.  

**Actions Taken, Results & Analysis of Results:**  
**Reporting Year:** 2013-2014
1) Based on AY 2012-13 results, candidates completed an in-service presentation that demonstrated leadership skills as defined by the course rubric. Instructions were | 4) In AY 2014-15, Program faculty will add an audio additional lecture on leadership. |

**Actions Planned for the Next Reporting Year:**  
4) In AY 2014-15, Program faculty will add an audio additional lecture on leadership.  

**Related Documents:**  
6042 Globalization Assignment.docx
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Means of Assessment &amp; Criterion for Success</th>
<th>Actions Taken, Results &amp; Analysis of Results</th>
<th>Actions Planned for the Next Reporting Year</th>
</tr>
</thead>
</table>
| Leadership Development gained during the course of their program in Library Science. | **Means of Assessment Status:** Active  
**Means of Assessment Start Date:** 05/06/2012 | revised to improve student learning by focusing on the importance of leadership.  
2) In the fall of 2013, 95% of candidates (N=22) scored at the level of Proficient or Above Proficient level. In the spring of 2014, 100% of candidates (N=27) scored at the Proficient or Above Proficient level.  
3) Since the criterion was not met, faculty decided that an additional mode of instruction in leadership skills would improve student learning. | Faculty believe this will improve student learning by including supporting material in another format. |
| **Outcome Types:**  
Institutional Learning Outcome | **Criterion for Success:**  
100 percent of students will complete the in-service presentation at a level of Proficient or Above Proficient, as defined by the assignment rubric. | Related Documents:  
LIBS 6991Rubric for InService Assignment.docx |
| Start Date: 08/10/2011 | Means of Assessment: |  
Students will provide feedback on the ECU Advanced Programs Exit Survey, question #20, "The program developed or enhanced my ability to assume leadership/advocacy roles in my professional environment." | |
| Outcome Status: Currently Being Assessed | **Means of Assessment Status:** Inactive  
**Means of Assessment Start Date:** 09/27/2013 | **Actions Taken, Results & Analysis of Results:**  
**Reporting Year:** 2013-2014  
1) Based on AY 2012-13 results, the six required readings for leadership were updated for the AY 2013-14. These changes were designed to improve student learning by maintaining currency in materials.  
2) During the 2013-2014 academic year, 52 candidates completed the assignment. Of these, 100% scored proficient or above proficient as defined by the assignment rubric.  
3) This assignment has been assessed for two years. Candidates have consistently met the outcome. Curricular and pedagogical changes were effective for student learning. | |
| Leadership Development gained during the course of their program in Library Science. | **Criterion for Success:**  
95% of students will either "Agree" or "Strongly Agree" to the survey question. | **Actions Planned for the Next Reporting Year:**  
4) In AY 2014-15, program faculty will initiate a new assessment for the Leadership Development outcome because candidates have consistently met the outcome with the current assessment and pedagogical changes were effective. Candidates will prepare an organizational overview of a library, in which the importance of strong leadership is a component. The assessment will be measured by a course-embedded rubric in LIBS 6031, Library Administration and Management. Faculty believe this will improve student learning. | |
COE Program - Library Science (MLS)

Outcome: Recruitment and Retention
Library Science (MLS) program will develop strategies to recruit and retain students.

Outcome Types: Strategic Planning Outcome

Start Date: 09/01/2013

Outcome Status: Currently Being Assessed

Related Documents:
6031 Spring 14Assignment 2 Instructions.docx
6031 Spring 14Assignment 2 Instructions.docx

Leadership Development

Outcome: Leadership Development

Means of Assessment & Criterion for Success

Actions Taken, Results & Analysis of Results

Actions Planned for the Next Reporting Year

learning because the organizational overview will provide the opportunity to apply learning from the course as a whole, including the leadership philosophy statement introduced early in the course.

Recruitment and Retention

Library Science (MLS) program will develop strategies to recruit and retain students.

Outcome Status: Currently Being Assessed

Means of Assessment:
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.

Means of Assessment Status:
Active

Means of Assessment Start Date:
09/30/2013

Criterion for Success:
80 percent of those who are contacted in follow-ups will express an interest in the program.

Means of Assessment:
MLS faculty will organize outreach events at conferences and "meet and greet" events, both face-to-face and virtual for retention purposes.

Means of Assessment Status:
Active

Means of Assessment Start Date:
09/30/2013

Criterion for Success:
100 percent of those who attend a session will still be enrolled in the program during the following semester.

Means of Assessment:
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.

Means of Assessment Status:
Active

Means of Assessment Start Date:
09/30/2013

Criterion for Success:
80 percent of those who are contacted in follow-ups will express an interest in the program.

Means of Assessment:
MLS faculty will organize outreach events at conferences and "meet and greet" events, both face-to-face and virtual for retention purposes.

Means of Assessment Status:
Active

Means of Assessment Start Date:
09/30/2013

Criterion for Success:
100 percent of those who attend a session will still be enrolled in the program during the following semester.

Related Documents:
6031 Spring 14Assignment 2 Instructions.docx
6031 Spring 14Assignment 2 Instructions.docx

Actions Taken, Results & Analysis of Results:

Actions Planned for the Next Reporting Year:

Mean of Assessment Start Date:
09/30/2013

Mean of Assessment:
MLS faculty will organize outreach events at conferences and "meet and greet" events, both face-to-face and virtual for retention purposes.

Mean of Assessment Status:
Active

Mean of Assessment Start Date:
09/30/2013

Criterion for Success:
80 percent of those who are contacted in follow-ups will express an interest in the program.

Mean of Assessment:
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.

Mean of Assessment Status:
Active

Mean of Assessment Start Date:
09/30/2013

Criterion for Success:
80 percent of those who are contacted in follow-ups will express an interest in the program.

Mean of Assessment:
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.

Mean of Assessment Status:
Active

Mean of Assessment Start Date:
09/30/2013

Criterion for Success:
80 percent of those who are contacted in follow-ups will express an interest in the program.

Mean of Assessment:
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Mean of Assessment Status:
Active

Mean of Assessment Start Date:
09/30/2013

Criterion for Success:
80 percent of those who are contacted in follow-ups will express an interest in the program.