

School Librarian [AASL]

Cycles included in this report:

Jun 1, 2017 to May 31, 2018

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Program Name: School Librarian [AASL]

Reporting Cycle: Jun 1, 2017 to May 31, 2018

1 Is this program offered via Distance Learning?

100% Distance only

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2016-2017:

The enrollment numbers for summer 2015 were low and in an effort to improve the sequence and offerings of the courses were changed. The first two courses in the program would now be offered instead of just one course and no course would be offered twice a year. The data shows that made a significant improvement from six students in summer 2015 to 15 students in summer 2016.

2017-2018:

Rubric data will be reported beginning in 2018-2019 so that course objectives and goals can be analyzed more closely in relation to student achievement.

4 Program Highlights from the Reporting Year

2016-2017:

This is a very popular add-on certificate program. At the end of summer 2015, it was decided to change the sequence of the course offerings in order for students to complete the program in one year. This was implemented in summer 2016.

Summer: LIBS 201 & 210

Fall: LIBS 410 & 420

Spring: LIBS 411 & 421

2017-2018:

Candidates are performing well in the library science courses.

5 Program Mission

The School Librarian PBC provides certified teachers in the state of Louisiana the courses required to earn an add-on endorsement as a school librarian.

6 Institutional Mission Reference

7 Assessment and Benchmark Enrollment, Completion, Retention, and Recruitment

Assessment: Enrollment, Completion, Retention, and Recruitment.

Ensure viable levels of student enrollment, retention, and completion appropriate to institutional resources and goals.

Benchmark: The EPP has set a goal to increase enrollment by 7% across programs each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment.

7.1 Data

School Librarian - Enrollment and Completer Data:

Academic Year	# of students enrolled in the program	# of completers in fall semester	# of completers in spring semester	Total # of completers
2014-2015	26			8
2015-2016	33			9

2016-2017	22			0
2017-2018	14	2	6	8

7.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Program enrollment is trending upwards. Continue with current recruitment efforts to maintain enrollment levels.

2017-2018:

Analysis of Data: The benchmark was not met. There was a 36% decrease in program enrollment. There was a decrease in enrollment from 22 students to 14 students. It is notable to mention that the overall enrollment reached 51 students.

Plan for Continuous Improvement: The goal for the upcoming year is to increase enrollment specific to this program by 14%. This goal constitutes a two student increase. This goal is separate from the overall enrollment for the course in that this goal solely counts those students who are dedicated to the program as a program candidate and not enrolled in the course as an elective course.

Recommendation for Successful Implementation of Plan for Improvement: Academic advisors within the education programs of Elementary, Early Childhood, and Secondary Education will provide each advisee with hard copy information regarding the library science certification program. In addition, the advisors will discuss the career benefits of obtaining additional certification areas above the initial certification area. Advisors will share the information regarding the library course sequence as well as online mode of delivery for the program.

8 Assessment and Benchmark LIBS 201 Reference Interview Packet

Assessment: Reference Interview Packet.

The students will 1) conduct a reference interview to ascertain needs of library patrons 2) locate various sources of information and evaluate the quality and appropriateness of information according to the needs of a given patron 3) converse about emerging trends and technologies in library reference 4) exhibit competence in creating subject guides of online reference sources.

Alignment:

ALA-AASL - Standards for Initial Preparation of School Librarians - Standard 5 - Information and Knowledge - Element 3.1 Efficient and ethical information seeking behavior.

Benchmark: 100% of the candidates will achieve a minimum of 80% on the culmination project (Reference Interview Packet) in LIBS 021: Library Reference on each of the components correlated to the course objectives listed in the assessment criteria.

Course Links

LIBS201 [Library Reference (Lec. 3, Cr. 3)]

Outcome Links

Reference [Program]

Students will effectively conduct a reference interview and locate appropriate information for the user.

8.1 Data

LIBS 201 Reference Interview Packet	Standard		Summer 2015	Summer 2016	Summer 2017	Summer 2018
Course Objective			N=22	N=22	N=9	N=6
Conduct Interview Max Points (5)	Mean		93%	91%	100%	93%
	Range				5-5	5-5
Locate Sources Max Points (10)	Mean		87%	95%	87%	100%
	Range				8-10	10-10

Converse About Trends Max Points (20)	Mean	95%	795	88%	97.5%
	Range			16-20	17-20
Subject Guides	Mean	93%	86%	88%	95.8%
	Range			16-20	15-20

Course Links

LIBS201 [Library Reference (Lec. 3, Cr. 3)]

8.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Summer 2016:

Students achieved minimum goals for three of the four objectives. Increased emphasis placed on practical skills for objective #2 yielded higher results than last year. Less focus on writing and analysis throughout the semester lead to objective #3 failing to achieve minimum goals. In future offerings will have more discussion forums required, giving students the opportunity for written analysis of issues and trends.

Summer 2015:

Students achieved higher than the minimum goals for the course. The lowest scores were related to course objective #2. The assignments related to this course required students to find & evaluate reference sources, but because students could only access library materials in their own area of location, there was not a common set of materials which all students had at their disposal. In future offerings of this course, more consideration will be given to tailoring assignments to a smaller, yet more readily available sample of reference sources.

2017-2018

Analysis of Data: The benchmark was met in all four areas: Conduct Interview, Sources, Converse, and Subject Guide. In the area of Conduct Interview, the students achieved 93%. Upon analysis of the individual scores, it was noted that one student rated a 3.00 on a 5-point scale indicating that one student within the class fell below benchmark. In the area of Sources, the students rated 100%. This perfect score indicates that each student within the class met the benchmark and the overall benchmark rating was met. The third area of Converse revealed that the benchmark was met at 97.5 %. In addition, the range of scores within this area indicated that each student met the benchmark individually. The final area of Subject Guide showed that the benchmark was met at 95.8%. However, upon further review, it was noted that the range revealed an individual student score of 75%, which is below benchmark.

Plan for Continuous Improvement: The goal for 2018-2019 will be to increase rigor within the Reference Packet assignment. Align the assignment to meet the rubric standards provided by ALA /AALA specifically Standard 3 concerning element 3.1 and to consider element 3.4 additionally. Standard 3.4 addresses Research and knowledge creation.

Recommendation for Successful Implementation of Plan for Improvement: A rubric will be created based upon the recommendation rubric identified by the AIA/AALA standards. The created rubric will offer specific criteria to rate assignment completion. The rubric will be implemented in the course, applied by the instructor during grading, and returned to the students for review.

Course Links

LIBS201 [Library Reference (Lec. 3, Cr. 3)]

9 Assessment and Benchmark LIBS 210 Final Exam

Assessment: LIBS 210: Technical Services in Libraries final examination.

The final exam in LIBS 210, Technical Services in Libraries, each component correlated to course objectives listed in the assessment criteria.

The students will: 1) Interpret entries in library catalogs at a basic level, 2) Define and apply the concepts and terms used in descriptive and subject cataloging, 3) Explain the goals and objectives

that inform the cataloging process, 4) Exhibit and elementary competence in creating complete bibliographic records for monographs, 5) Create bibliographic records in MARC format by following bibliographic standards, correctly identifying and editing fixed fields, variable field tags, indicator and subfields, 6) Choose appropriate access points for monographic work and construct correct forms of headings, 7) Utilize the Library of Congress Subject Headings for cataloging and apply the principles involved in their application to subject analysis.

Benchmark: 100% of the candidates will achieve a minimum average score of 80% on the final exam in LIBS 210: Technical Services in Libraries in each component correlated to the course objectives listed in the assessment criteria.

Course Links

LIBS210 [Technical Services in Libraries (Lec. 3, Cr. 3)]

Outcome Links

Cataloging and Technical Services [Program]

Students will apply knowledge of cataloging and technical services to school library settings.

9.1 Data

LIBS 201 Final Examination	Standard		Summer 2015	Summer 2016	Summer 2017	Summer 2018
Course Objective			N=21	N=21	N=10	N=6
Cataloging #1: Interpret entries in library catalog. #4: Exhibit elementary competence in creating bibliographic records. #5: Create bibliographic records in MARC format, following national standards; etc. Max Points (20)		Mean	89%	96%	91%	94%
		Range			16-20	16-20
Essay #4 #2: Define and apply concepts and terms used in descriptive and subject cataloging. Max Points (20)		Mean	84%	92%	86%	100%
		Range			16-20	20-20
Essay #1 #3: Explain goals and objectives that inform cataloging process. Max Points (20)		Mean	90%	90%	80.5%	99%
		Range			13-20	19-20
Essay #2 #8: Utilize the Library of Congress Subject Headings for cataloging and apply the principles involved in their application to subject analysis. Max Points (20)		Mean	88%	87%	85%	97.5%
		Range			14-20	18-20
Essay #3 #7: Choose appropriate access points for monographic work and construct correct forms of headings. Max Points (20)		Mean	83%	83%	91%	100%
		Range			18-20	20-20

Course Links

LIBS210 [Technical Services in Libraries (Lec. 3, Cr. 3)]

9.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Because of the lack of a readily available resource covering the entirety of library cataloging rules in electronic format, objective #5 was not met. In future offerings of the course, the goal of “attaining a working knowledge of various elements of a catalog record and the ability to properly revise or edit a catalog record” will be substituted.

In future offerings of this course, the course will broaden from focusing primarily on library cataloging and incorporate more knowledge and skills related to other aspects of technical services (selection, processing, weeding, etc.) in the primary school setting.

2016-2017:

Summer 2016 reduced stated goals from 8 to 7. Attained minimum goals in all areas.

2017-2018:

Analysis of Data: The benchmark was met. Each of the areas including: cataloguing, essay one, essay two, essay three, and essay four the percentage-met proficiency. All percentages were above 94%. In addition, four of the five, the range of scores met the benchmark score. In the area of Cataloging, one student’s score fell below the benchmark score. The range for this area was 16-20.

Plan for Continuous Improvement: The goal will be for 100% of the candidates to meet the benchmark of 80% score in all five areas.

Recommendation for Successful Implementation of Plan for Improvement: Moving forward a delineated rubric identifying criteria to achieve proficiency for each area will be established and implemented. Students will be instructed to use the rubric as a guide when preparing essay work for submission.

A rubric will be created based upon the recommendation rubric identified by the AIA/AALA standards. The created rubric will offer specific criteria to rate assignment completion. The rubric will be implemented in the course, applied by the instructor during grading, and returned to the students for review. For example, the term “well-developed will be developed according to a rubric score to encourage student understanding and success.

Course Links

LIBS210 [Technical Services in Libraries (Lec. 3, Cr. 3)]

10 Assessment and Benchmark LIBS 420 Special Topics Paper

Assessment: LIBS 420: Special Topics Paper.

Students demonstrate familiarity with the literature of school librarianship and with other means of increasing professional development.

Benchmark: Candidates will score a minimum of 90% on the Special Topics Paper in LIBS 420.

Course Links

LIBS420 [School Library Administration (Lec. 3, Cr. 3)]

Outcome Links

Scholarly Literature of the Profession [Program]

Students demonstrate familiarity with the literature of school librarianship and with other means of increasing professional development.

10.1 Data

LIBS 420	Fall	Fall	Fall
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Special Topics Paper	2015	2016	2017
Standard	N=21	N=35	N=6
# scoring 90% or above	12/21	29/35	1/6
Mean	79.90%	82.8%	84.6%
Benchmark met?	No	No	No

Course Links

LIBS420 [School Library Administration (Lec. 3, Cr. 3)]

10.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

The instructor for this course has changed recently, so their approaches to this assignment have changed.

The target minimum percentage will remain the same; however, analyzing the checklist used for grading

two areas of need were noted parenthetical citations and the errors on Works Cited page. Another need was with the flow of the paper, especially organizing thoughts and making transitions between content areas. In order to address this need an outline exercise that focuses on organizing the paper will be introduced and a draft will be submitted allowing the professor the opportunity to make suggestions before submission of the final document.

2016-2017:

Fall 2016: The target minimum percentage will remain the same. These measures were established to improve percentages: to correct errors on the Works Cited page, a Bibliography assignment was created; to address the flow of the paper, a Rough Draft assignment was created; and to address the lack of a rubric to grade the draft and final assignment, an Outline assignment was added.

Fall 2015: Not Met. The target minimum percentage will remain the same; however, analyzing the checklist used for grading

two areas of need were noted parenthetical citations and the errors on Works Cited page. Another need was with the flow of the paper, especially organizing thoughts and making transitions between content areas. In order to address this need an outline exercise that focuses on organizing the paper will be introduced and a draft will be submitted allowing the professor the opportunity to make suggestions before submission of the final document. A rubric will be created to grade the draft, as well as, the final assignment. Data will be used to determine the areas of strength and need.

2017-2018 :

Analysis of Data: The benchmark of 90% was not met. The overall proficiency was 84.6%. The overall average for this assignment was 84.6% The combined mean for fall 2016 and fall 2017 was 83.7

Plan for Continuous Improvement: For fall 2018, the instructor will implement a QEP writing rubric for the final draft. The recommendation is that the individual scores for each area of the rubric are submitted for master plan review and analysis. Additionally, the rubric should be aligned to appropriate standards.

Recommendation for Successful Implementation of Plan for Improvement: The component scores from the aligned rubric will be analyzed and prepared for review within the master plan. Course content changes be made as a result of the analysis.

Course Links

LIBS420 [School Library Administration (Lec. 3, Cr. 3)]

11 Assessment and Benchmark LIBS 421 Practicum Checklist

Assessment: Site Supervisor Library Practicum Checklist

Students demonstrate effective school library management principles in communication; classroom management; program management; and human resources management.

Benchmark: Candidates will score a minimum of 90% on the Site Supervisor Library Practicum Checklist (13 out of 14 indicators).

Course Links

LIBS421 [Library Practicum (Lab. 6, Cr. 3)]

Outcome Links

Management Principles [Program]

Students demonstrate effective school library management principles in communication; classroom management; program management; and human resources management.

11.1 Data

Term	Students scoring at least 90%		Benchmark met?
	#	%	
Spring 2015	15	100%	Yes
Spring 2016	13	100%	Yes
Spring 2017	14	100%	Yes
Spring 2018	6	100%	Yes

Course Links

LIBS421 [Library Practicum (Lab. 6, Cr. 3)]

11.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

In order to collect more meaningful data, a rubric will be created that will align the practicum checklist with the revised standards for the State of Louisiana that allow for descriptive language to delineate levels of understanding.

2017-2018:

Analysis of Data: The benchmark was met. All candidates scored 100%.

Plan for Continuous Improvement: The goal for 2018-2019 will be to increase rigor within the practicum. To address this goal, a rubric will be created that will align the practicum checklist with the revised standards for the State of Louisiana that allow for descriptive language to delineate levels of understanding.

Recommendation for Successful Implementation of Plan for Improvement: Delineated data from the practicum course will be provided evidencing the rate at which candidates mastered or met proficiency. Course content and instructional revisions occur in order to address areas for improvement.

Course Links

LIBS421 [Library Practicum (Lab. 6, Cr. 3)]

Program outcomes

Management Principles

Students demonstrate effective school library management principles in communication; classroom management; program management; and human resources management.

Scholarly Literature of the Profession

Students demonstrate familiarity with the literature of school librarianship and with other means of increasing professional development.

Cataloging and Technical Services

Students will apply knowledge of cataloging and technical services to school library settings.

Reference

Students will effectively conduct a reference interview and locate appropriate information for the user.

End of report