



School Librarian [AASL]

Cycles included in this report:

Jun 1, 2020 to May 31, 2021

This PDF document includes any files attached to fields in this report.

To view the attachments you should view this file in Adobe Acrobat XI or higher, or another PDF viewer that supports viewing file attachments.

The default PDF viewer for your device or web browser may not support viewing file attachments embedded in a PDF.

If the attachments are in formats other than PDF you will need any necessary file viewers installed.

Program Name: School Librarian [AASL]

Reporting Cycle: Jun 1, 2020 to May 31, 2021

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.

2018-2019:

One example of program improvement is found in student enrollment for the academic year 2018-2019. The number of students officially enrolled in the program has increased from 14 students during 2017-2018 academic year to 26 students officially enrolled in the current year 2018-2019.

2019-2020:

2020-2021:

There has been some turnover in course instructors providing fresh eyes on lessons and assessments. This has lead to a number of ideas for improvement in courses that will be implemented in the upcoming academic year.

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.

2018-2019:

One identified program highlight involves recruitment and retention efforts. The cause of attracting students and increasing enrollment has encouraged advisors within the college of education to communicate the availability of this add-on certification in library science. Advisors are describing the ease of access of this certification program as an online program. Advisors deliver course requirements to advisors during advising weeks.

A second program highlight involves the consistent scheduled course sequence offered during the academic year. The systematic and predictable course offerings begin in the summer of each

academic year and end during the spring semester. This program can be completed in three semesters. The course load of two courses per semesters is manageable for students and encourages student success.

2019-2020:

2020-2021:

Due to COVID restrictions, faculty had to depend on mentors to assist with evaluating candidate performance in the field. This has provided insight into the strengths of the mentor in supporting candidates. Moving forward, the faculty will look for ways to integrate those mentors into more opportunities to support and grow our candidates.

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

While McNeese State University is primarily a teaching institution of the undergraduate students, the school librarian certificate program does serve the regional K-12 educational employers and educational communities in its region. The school librarian is an add-on certification for certified teachers.

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 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment.

Prior to 2018-2019, the benchmark was 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
2018-2019	26	1	7	8
2019-2020	26	0	11	11
2020-2021	15	0	8	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.

2018-2019:

Analysis of Data:

From 2016-2017 to 2017-2018, there was a 36% decrease in enrollment. However, from 2017-2018, there was an 86% increase in enrollment. So, after a dip in enrollment for the 2017-2018 AY, the enrollment number is back up. The number of completers has remained constant over the past 5 years.

Plan for Continuous Improvement:

The EPP will work to increase enrollment by 14% in the next year, which is about 4 students. We will also strive to have more candidates who enroll in the courses actually complete the certificate program.

Recommendations for Successful Implementation of Plan for Improvement:

- Academic advisors for education programs (ECHD, ELEM, SEC, and P-12) will provide each advisee with hard copy information regarding the library science certification program.
- Advisors will discuss the career benefits of obtaining additional certification areas above initial certification.
- Advisors will promote the program as a completely online program.

2019-2020:

2020-2021:

The benchmark was not met for enrollment in the 2020-2021 academic year. There was a 57% decrease in the number of candidates enrolled in the Library Science program from 2019-2020 to 2020-2021. There was also a decline in the number of completers from the previous year.

The library science program has often been introduced to students who need filler courses. Moving forward, the Library Science certification will be promoted as a minor for candidates who are currently enrolled in education programs. We will also promote the program to local district administration and teachers during governance meetings and shared professional developments throughout the upcoming year.

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 201: Library Reference on each of the components correlated to the course objectives listed in the assessment criteria.

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%	79%	88%	97.5%
		Range	—	—	16-20	17-20
Subject Guides		Mean	93%	86%	88%	95.8%
		Range	—	—	16-20	15-20

LIBS 201 Reference Interview Packet	Standard		Summer 2019	Summer 2020	Summer 2021	Summer 2022
Course Objective			N=21	N=15	N=	N=
Conduct Interview Max Points (5)		Mean	95.7%	97.6%		
		Range	2.5-5	—		
Locate Sources Max Points (10)		Mean	81%	84.4%		
		Range	4-10	—		
Converse About Trends Max Points (20)		Mean	82.8%	80.7%		
		Range	10-20	—		
Subject Guides		Mean	69.7%	86.1%		
		Range	10-20	—		

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.

2018-2019:

The benchmark was met in three areas: Conduct Interview, Sources, and Converse. The benchmark was not met in Subject Guides.

In the area of Conduct Interview, the students achieved 95.7%. The range was 2.5-5. In the area of Sources, the students rated 81%. This appears to be an area of concern that must be addressed. It does bear noting that this assessment has undergone adjustments and the rigor with the rubric has been increased. The third area of Converse revealed that the benchmark was met at 82 %. The final area of Subject Guide showed that the benchmark was not met and fell to 69.7.

The goal for the 19-20 academic year will be to scaffold the online learning experience for the students to elicit a positive and successful response to the increased rigor of this assessment and program.

Additional student engaging experiences within the online program will be created and implemented to encourage participation and application of the required learning objectives. Rubrics will be created to scaffold and promote academic success.

2019-2020:

2020-2021:

The benchmark cannot be addressed with the data included since individual scores were not reported. However, the mean score for all categories was above the 80% threshold.

It seems that candidates were most successful (=97.6%) in the Conduct Interview category. The other category means meeting the 80% benchmark were Subject Guides (=86.1%) and Locate Sources (=84.4%). The Converse About Trends category had the lowest mean score of 80.7%. This is not a trend, but it needs to be noted of the lower scores and the professor should be aware of this moving forward.

Additional student engaging experiences within the online program will be implemented to encourage participation and application of the required learning objectives. Elements on the rubrics will be revised and reported for the 2022-2023 academic year to provide more detailed information on growth and learning.

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.

Outcome Links

Cataloging and Technical Services [Program]

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

9.1 Data

LIBS 210 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

LIBS 210 Final Examination	Standard		Summer 2019	Summer 2020	Summer 2021	Summer 2022
Course Objective			N=20	N=13	N=	N=
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	90.5%	90.8%		
		Range	0-20	—		
Essay #4 #2: Define and apply concepts and terms used in descriptive and subject cataloging. Max Points (20)		Mean	85%	84.1%		
		Range	14-20	—		
Essay #1 #3: Explain goals and objectives that inform cataloging process. Max Points (20)		Mean	75.5%	75.8%		
		Range	10-20	—		
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	76%	81.2%		
		Range	13-20	—		
Essay #3 #7: Choose appropriate access points for monographic work and construct correct forms of headings. Max Points (20)		Mean	87%	87.0%		
		Range	13-20	—		

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.

2018-2019:

Benchmark was not met: Cataloguing 90.5%, Essay 4 85%, Essay 1 75%, Essay 2 76%, Essay 3 87%. Cataloguing, essay four and essay 3-met proficiency as the percentages were above 85%. Essay one fell to 75% and essay two reached 76%.

The goal for 19-20 will be to review each rubric for the cataloguing assessment and each essay. The purpose will be to learn if there is a common area of weakness occurring within the students' submitted products. Areas of weakness must be addressed with specific remediation strategies or the development of specialized learning experiences. Consideration must be given to a possible need for a return to the full semester course away from the seven-week experience.

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.

2019-2020:

2020-2021:

The benchmark was not met. Essay #1 correlating to standard #3: Explain goals and objectives that inform cataloging process had an overall mean of 75.8%. Prior to the summer 2019 semester, candidates met benchmark on this item, but over the last two years have not met benchmark in this category.

Following the recommendations from the 2018-2019 academic year, 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.

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.

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 Special Topics Paper	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Standard	N=21	N=35	N=6	N=29
# scoring 90% or above	12/21	29/35	1/6	8/29
Mean	79.90%	82.8%	84.6%	82.8%
Benchmark met?	No	No	No	No

LIBS 420 Special Topics Paper	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Standard	N=0	N=19	N=	N=
# scoring 90% or above	—	7/19		
Mean	—	88.2%		
Benchmark met?	—	No		

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.

2018-2019:

Analysis of Data:

The benchmark of 90% was not met. 27% of candidates scored at benchmark (90%) or above. The overall average for the assignment was 82.8%.

Plan for Continuous Improvement:

100% of candidates will score a minimum of 90% on the Special Topics Paper in LIBS 420.

Recommendations for Successful Implementation of Plan for Improvement:

- Instructor will implement a QEP writing rubric for the final draft. The recommendation is that the data analyses be presented on specific rubric elements including mean, range, percent proficient in order to determine areas of strengths and improvement needed.
- It is recommended that the benchmark be changed to 80% of the candidates will score 80% or higher on the paper. This will allow for the instructor to revise instruction, grading rubrics, and make other revisions that will provide fruitful to the candidates. Once the goal is achieved over several semesters, then it can be increased again.
- The instructor is changing the distribution of points to reflect keeping/using the sources found in the bibliography assignment through the final draft. This will add incentive for students to use their sources throughout the process from rough draft to final draft.

2019-2020:

2020-2021:

The benchmark was not met for the 2020-2021 academic year. The topics of the assessment are a challenge. Although topics are offered, many candidates insist on pursuing more difficult topics. In the fall 2020 semester, the instructor required approval of the topic through a discussion forum and also reduced the time between the bibliography and rough drafts of the paper. One strength identified in the submissions from the semester was in grammar and mechanics. The selection of appropriate topics is still an area for improvement. In the upcoming semester, the professor will host at least one synchronous discussion between the Bibliography and Rough Draft assignments to assist with the topic selection and focus.

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).

[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
Spring 2019	12	100%	Yes
Spring 2020	—	—	—
Spring 2021	9	100%	Yes

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.

2018-2019:

Analysis of Data:

All candidates (n=12) scored 90% or above on the Site Supervisor Library Practicum Checklist.

Plan for Continuous Improvement:

The assessment will be revised to increase rigor in the practicum course.

Recommendations for Successful Implementation of Plan for Improvement:

- A rubric will be created that will align the practicum checklist with revised standards for the State of Louisiana that allow for descriptive language to delineate levels of understanding.
- Delineated data from the practicum course will be provided evidencing the rate at which candidates master or meet proficiency.
- Course content and instructional revisions will occur in order to address areas for improvement.

2019-2020:

2020-2021:

The benchmark was met for the 2020-201 academic year. The current checklist for the competencies is vague and not well-defined. The instructor will work to clarify the competencies and offer flexibility and opportunities for in-depth exploration of some of competencies as well.

The burden of scoring the students fell to the site supervisors since the teaching faculty were not allowed to enter the practicum sites due to COVID 19 restrictions. Most of the site supervisors offered comments that provided insight to the enthusiasm and attitude of the students that is not always evident to the teaching faculty member.

As an area for improvement, the competencies will be broken down further giving students more options- some required and some by choice. This allows the students to focus on different aspects of the profession. The flexibility in choosing some competencies may give the students a feeling of greater ownership and success in the course.

End of report