# School Librarian [AASL]

**Cycles included in this report:**
Jun 1, 2021 to May 31, 2022

## Program Name: School Librarian [AASL]

**Reporting Cycle: Jun 1, 2021 to May 31, 2022**

**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**

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.

2021-2022:
Instructors are working to create rubrics with clearer elements and expectations that are better aligned to the course objectives within the program.

**4  Program Highlights from the Reporting Year**

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.

2021-2022:
Candidates are performing well in this program and are successful in meeting real world expectations. Faculty are working diligently to continuously improve the program expectations and experiences to assist candidates in excelling in their future careers as librarians.

**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 |
| 2021-2022 | 10 | 0 | 4 | 4 |

**7.1.1 Analysis of Data and Plan for Continuous Improvement**

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.

2021-2022:
The benchmark was not met. There was a 34% decrease in program enrollment during the 21-22 academic year. There was also a decline in the number of completers from the previous year.

The Library Science certification will be promoted as a minor for candidates who are currently enrolled in education programs. We will also continue to 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.

### 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=10 | N= |
| Conduct Interview Max Points (5) | | Mean | 95.7% | 97.6% | 96.5% | |
| | | Range | 2.5-5 | — | - | |
| Locate Sources Max Points (10) | | Mean | 81% | 84.4% | 83.7% | |
| | | Range | 4-10 | — | - | |
| Converse About Trends Max Points (20) | | Mean | 82.8% | 80.7% | 83.1% | |
| | | Range | 10-20 | — | - | |
| Subject Guides | | Mean | 69.7% | 86.1% | 85.2% | |
| | | Range | 10-20 | — | - | |

#### 8.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2021-2022:
The overall mean of each element assessed had a mean score above the 80% benchmark. Candidate scores were in alignment with previous semesters and showed improvement in the Converse About Trends area.

A more detailed rubric will be devised to report elements and analyze data so that strengths and areas for improvement can be more readily identified.

## 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.

### 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=10 | N= |
| Cataloging #1: Interpret entries in library catalog. #4: Exhibit elementary competence in creating bibliographic records. #5: Create bibliographic records | | Mean | 90.5% | 90.8% | 91% | |
| | | Range | 0-20 | — | — | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| in MARC format, following national standards; etc. Max Points (20) | | | | | | | |
| Essay #4 #2: Define and apply concepts and terms used in descriptive and subject cataloging. Max Points (20) | | Mean | 85% | 84.1% | 89% | | |
| | | Range | 14-20 | — | — | | |
| Essay #1 #3: Explain goals and objectives that inform cataloging process. Max Points (20) | | Mean | 75.5% | 75.8% | 78% | | |
| | | 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% | 82% | | |
| | | 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% | 84% | | |
| | | Range | 13-20 | — | — | | |

### 9.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2021-2022:
The benchmark was not met. Four of the five rubric criteria met or exceeded the 80% benchmark. However, Essay #1, although there was an improvement from the previous two years did still fall slightly below benchmark at 78%. Four of the five elements assessed also showed overall mean improvement, with Essay #3 being the only drop in overall mean by 3%. Faculty are continuously working to improve the assessment rubric in order to better align objectives with the assessment and to more easily identify strengths and areas for improvement.

## 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.

### 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=10 | N= |

| | | | | |
|---|---|---|---|---|
| # scoring 90% or above | — | 7/19 | 8/10 | |
| Mean | — | 88.2% | 91% | |
| Benchmark met? | — | No | Yes | |

### 10.1.1  Analysis of Data and Plan for Continuous Improvement

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.

2021-2022:
The benchmark was met for the 2021-2022 academic year. Candidate overall mean score was 91% with 80% of candidates scoring above the 90% benchmark individually. Adjustments made from the last academic year including a synchronous discussion and pre-approval of the topic seem to have made a positive change. However, future offerings of the course will determine if there is a pattern of improvement.

**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).

**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 |
| Spring 2022 | 6 | 100% | Yes |

**11.1.1 Analysis of Data and Plan for Continuous Improvement**

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.

2021-2022:
The benchmark was met, 100% of the candidates scored 90% or higher. Area for improvement breakdowns were welcomed by students and seemed to give them greater ownership in the success of the course. Faculty will continue to tweak the assessment and create a rubric breakdown that can be reported by competencies and mastery of each of the competencies.

End of report