

AC 2021- 2022 Assessment

Add-on certification in Library Science 023 & 023U

Division: School of Education

**Prepared by: Katrina Jordan,
Wendi
O'Halloran**

Date:15 June 2022

Approved by: Kimberly McAlister

Date:23 June 2022

Northwestern Mission.

Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Gallaspy College of Education and Human Development Mission. The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

School of Education Mission. The School of Education offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

Program Mission Statement.

Our mission is to prepare educators for the role of school librarians. We value a practical approach to learning with an emphasis on National Standards and research-based best practices.

Assessment Cycle 2021– 2022

Methodology.

The assessment process for the library science certification program includes:

1. Candidates upload signature assignments for each course and complete quality field experience hours during the field experience capstone course.
2. Field Experience is monitored by course instructors and school site personnel. Passing grades are not submitted without the completion of assigned field work and the requisite reflections.
3. Data from assessment tools are collected and returned to the program coordinator.
4. Data is analyzed to determine student learning.
5. Results are shared and discussed with program staff.
6. The program coordinator, in consultation with program staff, will determine proposed changes to instruction or assessment tools for the next assessment period.

Student Learning Outcomes:

SLO 1.

Course Map: LIS 4050 and LIS 5050 *Information Media and the Curriculum*

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge	Pre-service librarians will display discipline-specific content knowledge in the field of library science.

Measure 1.1.

SLO 1 was assessed with the completion of both a **Literature-Based Lesson Plan and an Inquiry-Based Lesson Plan**. Students demonstrated their knowledge of instructional strategies as well as national and local student learning standards, which they incorporated into their lesson planning. Lesson plan design is based on the American Association of School Librarian's Learning for Life lesson plan template.

Candidates are asked to identify two learning gaps based on different school-based scenarios. They are also asked to identify national and state standards students need to master in order to alleviate those gaps. Lesson plans were developed based on the AASL template and are targeted to address a gap in literacy skills and a gap in inquiry skills. Candidates must also identify and/or create all supporting materials for the two lesson plans.

The goal is for 100% of the candidates to meet the benchmark of 45/50.

Assessment Cycle 2021– 2022

Findings: Target was not met

85% of candidates (n=20) met the benchmark target

Analysis: In AC 2020-2021 the target was met. Based on the analysis of those results in 2021-2022 the following changes were implemented to drive improvement: the coordinator for the program changed and the findings were discussed with faculty.

As a result, in AC 2021-2022, 85% of candidates (n=20) met the benchmark target. The target seems to be somewhat unrealistic as there are sometimes students who stay in the course but do not complete any of the assignments.

Decision: Based on the analysis of the AC 2021-2022 results, in AC 2022-2023 a detailed rubric will be included in the course materials to clarify expectations. Faculty will confirm students are familiar with Moodle to access feedback and reach out to students using multiple mediums (Moodle, email, Moodle messaging) to ensure feedback is received. Feedback will be given for each assignment building toward the culminating project.

In AC 2022-2023 a more attainable goal of 85% of the candidates to meet the benchmark of 45/50 on each lesson plan will be utilized.

SLO 2.

Course Map: LIS 4100 and LIS 5100 Supervised Field Work in School Library Media

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice	Candidates will actively participate in daily activities of the school library and identify major tasks, best practices and perform duties in a representative range of functional areas under the direction of a certified librarian and reflect on the experience as it relates to the National School Library Standards.

Measure 2.1.

SLO 2 is assessed with the completion of field experience verification as well as **six standards-based reflection reports** intended to align the students experiences with the AASL national school library standards for school librarians.

SLO 2 is assessed by analysis of the student reflections submitted after completion of field experiences. Student reflections must connect the field experience to relevant national library standards.

The goal is for 100% of the candidates to complete and reflect on their field experience while successfully aligning their practice to the national standards.

Assessment Cycle 2021– 2022

Findings: Target Met

- AC 2021-2022: Target was met. 100% of candidates met the benchmark.
- AC 2020-2021: Target was met. 100% of candidates met the benchmark target.
- AC 2019-2020: Target was not met.

Analysis:

In AC 2020-2021 the target was met. Based on the analysis of those results in 2021-2022 the following changes were implemented to drive improvement: a new coordinator was put in place and reminders were sent about due dates and assessments.

As a result, in AC 2021-2022, 100% (n=8) of candidates met the benchmark target. Candidates were able to analyze their practical experiences working in a school library under the supervision of a certified school librarian and make connections to the AASL national school library standards for school librarians. The required reflection both enriched their field experience and solidified the importance of standard practice.

Decision: Based on the analysis of the AC 2021-2022 results, in AC 2022-2023 the course instructor will require candidates to make this important connection in their practice. Standards will be stressed in conjunction with field experiences and reflections. The program will provide students with the opportunity to complete field experience hours in a K-12 school library. Program faculty will give students the opportunity to revisit and revise the mission statement and long-term plan while completing their final course and field experience. This will allow students to personalize the document based on their potential job prospects and to update it to include knowledge gained through the completion of major coursework and practical field experience.

Additionally, in AC 2022-2023 a more measurable goal of 85% of the candidates to meet the benchmark of 85% (25/30 average on the 6 reflections) will be utilized. It has been determined that a more rigorous tool/assignment should be utilized to accurately measure this SLO. For AC 2022-2023 the faculty will utilize an improved and agreed upon measure that better demonstrates student's competency within the program.

SLO 3.

Course Map: LIS 4160/5020 *Literature & Related Materials for Children and LIS 4170/5030 Books & Materials for the Young Adult*

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline	Critically examine children's and young adult literature including authors, illustrators, and genres in print and electronic formats and create professional book reviews

Assessment Cycle 2021– 2022

Measure 3.1

SLO 3 is assessed with the completion of **Book Reviews of Children’s and Young Adult Literature**. Students demonstrate their knowledge of genre specific attributes as well as story elements and/or nonfiction content.

Candidates are asked to evaluate 12 children’s books and 8 young adult books based on their relevance, impact, and necessity in the field of either children’s or young adult literature.

The goal is for 100% of the candidates to meet the benchmark of an average book review rating of 85%.

Findings: Target Not Met

- AC 2021-2022: Target was not met
- AC 2020-2021: Target was met. 100% of candidates met the benchmark target.
- AC 2019-2020: Target was met.

Analysis:

In AC 2020-2021 the target met. Based on the analysis of those results in 2021-2022 the following changes were implemented to drive improvement: faculty communicated clear expectations to the students.

As a result, in AC 2020-2021, 100% (n=43) of candidates met the benchmark target. Strengths: the objective requires students to read and analyze a variety of literature pushing the candidate to become familiar with diverse perspectives and quality literature.

As a result, in AC 2021-2022 the benchmark target was not met as the data set was incomplete. This program saw several changes over the past year (different instructors, change in coordinators, multiple assessment coordinators). As a result, the book reviews were not given and graded as an assignment consistently over the semesters and sections.

Decision: Based on the analysis of the AC 2021-2022 results, in AC 2022-2023 the course instructor will require students to read a variety of diverse books and analyze them for quality and impact in the field of children’s and young adult literature. Additionally, aligning the vocabulary and general framework of both literature courses taught in the library science department may eliminate student confusion and reinforce appropriate terminology throughout the department. The assessment coordinator will complete a Key Assessment document and will communicate with the coordinators about needed assessments who will, in turn, ensure that the data are being collected. In AC 2022-2023 a more attainable goal of 85% of the candidates to meet the benchmark of an 85% average (13/15) will be utilized.

Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results. The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2021-2022. These changes are based on the knowledge gained through the analysis of the AC 2020-2021 results.

Assessment Cycle 2021– 2022

During 2021-2022, two of our three targets were met. Our goal has always been to incorporate as many practical, experience-based assignments into the program as possible in order to prepare our students for a future of professional librarianship.

SLO 1. In AC 2020-2021 the target was met. Based on the analysis of those results in 2021-2022 the following changes were implemented to drive improvement: a new coordinator was put in place and reminders were sent about due dates and assessments.

SLO 2. In AC 2020-2021 the target was met. Based on the analysis of those results in 2021-2022 the following changes were implemented to drive improvement: a new coordinator was put in place and reminders were sent about due dates and assessments.

SLO 3. In AC 2020-2021 the target met. Based on the analysis of those results in 2021-2022 the following changes were implemented to drive improvement: faculty communicated clear expectations to the students.

Plan of Action Moving Forward

Moving forward, the School of Education's add-on certification in library science program will seek to improve student learning by:

SLO 1. Based on the analysis of the AC 2021-2022 results, in AC 2022-2023 a detailed rubric will be included in the course materials to clarify expectations. Faculty will confirm students are familiar with Moodle to access feedback and reach out to students using multiple mediums (Moodle, email, Moodle messaging) to ensure feedback is received. Feedback will be given for each assignment building toward the culminating project.

In AC 2022-2023 a more attainable goal of 85% of the candidates to meet the benchmark of 45/50 on each lesson plan will be utilized.

AC 2021– 2022 Assessment

SLO 2. Based on the analysis of the AC 2021-2022 results, in AC 2022-2023 the course instructor will require candidates to make this important connection in their practice. Standards will be stressed in conjunction with field experiences and reflections. The program will provide students with the opportunity to complete field experience hours in a K-12 school library. Program faculty will give students the opportunity to revisit and revise the mission statement and long-term plan while completing their final course and field experience. This will allow students to personalize the document based on their potential job prospects and to update it to include knowledge gained through the completion of major coursework and practical field experience.

Additionally, in AC 2022-2023 a more measurable goal of 85% of the candidates to meet the benchmark of 85% (25/30 average on the 6 reflections) will be utilized. It has been determined that a more rigorous tool/assignment should be utilized to accurately measure this SLO. For AC 2022-2023 the faculty will utilize an improved and agreed upon measure that better demonstrates student's competency within the program.

SLO 3. Based on the analysis of the AC 2021-2022 results, in AC 2022-2023 the course instructor will require students to read a variety of diverse books and analyze them for quality and impact in the field of children's and young adult literature. Additionally, aligning the vocabulary and general framework of both literature courses taught in the library science department may eliminate student confusion and reinforce appropriate terminology throughout the department. The assessment coordinator will complete a Key Assessment document and will communicate with the coordinators about needed assessments who will, in turn, ensure that the data are being collected. In AC 2022-2023 a more attainable goal of 85% of the candidates to meet the benchmark of an 85% average (13/15) will be utilized.

In addition to the plans to directly address the SLO, the coordinator will begin the search for a new textbook for all LIS courses.