

Add-on certification in Library Science 023 & 023U

Division: School of Education

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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.

Methodology.

The assessment process for the library science certification program includes:

AC 2024 – 2025 Assessment

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. Demonstrate discipline-specific content knowledge

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 showed their knowledge of instructional strategies and national and local student learning standards, which they incorporate 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 85% of the candidates to meet the benchmark of 45/50.

Findings: Target was not met.

Analysis:

In AC 2023-2024 the target was not met. 83% of candidates (n=12) met the benchmark target. Based on the analysis of these results, the faculty made the following changes in AC 2024-2025 to drive the cycle of improvement: Faculty confirmed students are familiar with Moodle access and encouraged them to reach out using multiple mediums (Moodle, email, Moodle Messaging, etc.) to ensure feedback was received via a detailed rubric. Feedback was given for each assignment working toward the culminating project. Despite these changes, in AC 2024-2025 the target was not met.

Decision:

In AC 2024-2025 the target was not met.

Two of the 14 students did not submit a lesson plan to be graded, which skewed the data to reflect 83% of candidates (n=14) meeting the benchmark target. Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement: Faculty will confirm students are familiar with Moodle access and encourage them to reach out using multiple mediums (Moodle, email, Moodle Messaging, etc.) to ensure feedback was received and a detailed rubric will be included in the course materials to clarify expectations. Feedback will be included for each assignment as students work toward the culminating project.

These changes will impact student achievement by increasing communication and emphasis on feedback, thereby continuing to push the cycle of improvement forward.

SLO 2. Apply discipline- specific content knowledge in professional practice

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 and six standard-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 85% of the candidates to complete and reflect on their field experience while successfully aligning their practice to the national standards.

Findings: Target Met

AC 2024-2025: Target was met.

Analysis:

In AC 2023-2024 the target was met. Based on the analysis of those results, the following changes were implemented in AC 2024-2025 to drive improvement: reminders were sent about due dates and assessments; instructors required candidates to make important connections to their reflections. Standards were stressed in conjunction with field experience and reflection. The required reflection both enriched their field experience and solidified the importance of standard practice. As a result of these changes, in AC 2024– 2025, the target was met.

Decision:

In AC 2024-2025, the target was met (n=6).

Based on the analysis of the AC 2024-2025 results the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement: 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. The program will give students the opportunity to complete field experience hours in a K-12 school library.

Additionally, in AC 2024-2025 a more rigorous tool/assignment should be utilized to accurately measure this SLO. For AC 2025-2026, the faculty will use an improved and agreed-upon measure that better demonstrates student's competency within the program.

These changes will impact the students' ability by engaging them more in the activities, and encouraging organization and engagement, thereby continuing to drive the cycle of improvement.

SLO 3. Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline

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

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 2024-2025: Target was not met.

Analysis:

In AC 2023-2024 the target was not met. Based on the analysis of these results, the following changes were implemented in AC 2024-2025 to drive improvement: faculty communicated clear expectations to the students, faculty required the students to read a variety of diverse books and analyze them for quality and impact on the field of children's and young adults' literature.

Although these changes enriched the student experience on this assessment, in AC 2024-2025 the target was not met (14 students, 10 completed 100% of the book reviews and four completed 75%. Strengths: the objective required students to read and analyze a variety of literature pushing the candidate to become familiar with diverse perspectives and quality literature.

Action - Decision:

In AC 2024-2025 the target was not met (n=14) 71% of students completed 100% of the books, earning a minimum score of 85%.

AC 2024 – 2025 Assessment

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement: 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. Faculty will provide guided pacing to help keep students on track toward 100% completion. 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 communicate with the coordinators about needed assessments who will ensure the data are being collected. In AC 2025-2026 a more attainable goal of 80% of the candidates to meet the benchmark will be utilized, thereby continuing to drive the cycle of improvement.

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 2024-2025. These changes are based on the knowledge gained through the analysis of the AC 2023-2024 results.

During 2024-2025, 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 the future of professional librarianship.

SLO 1. Faculty confirmed students are familiar with Moodle access and encourage them to reach out using multiple mediums (Moodle, email, Moodle Messaging, etc.) to ensure feedback was received and a detailed rubric was included in the course materials to clarify expectations. Feedback was given for each assignment building toward the culminating project.

SLO 2. Reminders were sent about due dates and assessments; instructors required candidates to make important connections to their reflections. Standards were stressed in conjunction with field experience and reflection.

SLO 3. Faculty communicated clear expectations to the students, faculty required the students to read a variety of diverse books and analyze them for quality and impact the field of children's and young adults' literature.

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 in AC 2025 – 2026 by implementing the following:

SLO 1. Faculty will confirm students are familiar with Moodle access and encourage them to reach out using multiple mediums (Moodle, email, Moodle Messaging, etc.) to ensure feedback was received and a detailed rubric will be included in the course materials to clarify expectations. Feedback will be given for each assignment building toward the culminating project.

SLO 2. 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. The program will give students the opportunity to complete field experience hours in a K-12 school library. Additionally, the faculty will utilize an improved and agreed upon measure that better demonstrates student's competency within the program.

SLO 3. Course instructors will require students to read diverse books and analyze them for quality and impact in children's and young adult literature. The assessment coordinator will complete a Key Assessment document and communicate with the coordinators about needed assessments who will ensure the data are being collected. In AC 2025-2026 a more attainable goal of 80% of the candidates to meet the benchmark will be utilized.