



fostering the patron's right to read. As a team, students write a collection development policy for a hypothetical library and





### **M 9:Video podcast (vodcast)**

Students create a video podcast (vodcast) on an appropriate topic related to librarianship.

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

90% of students should achieve a satisfactory or excellent rating using the vodcast rubric.

#### **Findings (2015-2016) - Target: Met**

(online, n=43) - Fall 2015: 100% (22/22) non-licensure students achieved satisfactory or excellent ranking according to the podcast rubric; 100% (4/4) licensure students achieved satisfactory or excellent ranking according to the podcast rubric. Spring 2016: 100% (13/13) non-licensure students achieved satisfactory or excellent ranking according to the podcast rubric; 100% (4/4) licensure students achieved satisfactory or excellent ranking according to the podcast rubric.

### **M 10:e-Portfolio**

Students create an e-portfolio that includes images, links, and classwork including selected papers and projects.

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

90% of students' e-portfolios will achieve a rating of satisfactory or excellent using the e-portfolio rubric.

#### **Findings (2015-2016) - Target: Met**

(online, n=55) - Fall 2015: 96.5% (28/29) non-licensure students achieved satisfactory or excellent ranking according to the e-portfolio rubric. Spring 2016: 100% (17/17) non-licensure students achieved satisfactory or excellent ranking according to the e-portfolio rubric. Summer 2016: 100% (9/9) licensure students achieved satisfactory or excellent ranking according to the e-portfolio rubric.

## **Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

### **O/O 6:Retention and Graduation**

Students admitted to the library and information science master's program will progress through the program and graduate.

#### **Related Measures:**

### **M 11:Retention**

MLIS students entering the program in fall 2015 will return in fall 2016.

Source of Evidence: Academic indirect indicator of learning - other

#### **Target:**

85% of new students admitted to the library and information science master's



Student learning outcomes/objectives were revised to comply with new SACSCOC standards. Three SLO s were revised from previous similar outcomes to: knowledge of LIS literature, professional practice and training experiences, and engagement in research. The other student learning outcomes/objectives categories are: knowledge of and commitment to ethical practices and technology literacy. The program-level outcomes are retention rate and graduation rate. Each of the five student learning outcomes has two measures and all of the measures were met this cycle.





specialized graduate certificates that students may earn online with their MLIS degree or post-degree include the Graduate Certificate in Archives and Special Collections, Graduate Certificate in Youth Services and Literature, and the Graduate Certificate in Instructional Technology.

A dual master's degree in library and information science and instructional technology was proposed by the Curriculum Committee and approved by SLIS faculty and IT faculty, College Curriculum Committee, Graduate Council, and IHL. This dual MLIS/IT degree, the first fully-online dual degree at USM, requires 31 hours of LIS courses and 30 hours of IT courses. Updates and modifications to the program and courses are communicated to students, alumni, prospective students, and professional colleagues through a Facebook page, website, SLIS Connecting e-journal published twice a year, and via three different listservs: one for SLIS faculty, staff, and students; one for alumni; and one for the advisory board. Updates about the program are also posted to the Mississippi Library Association listserv, Southeastern Library Association listserv, and College of Education and Psychology listserv.