

AC 2020 – 2021 Assessment

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.

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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.

Note. During Assessment Cycle 2020-2021, the COVID-19 virus forced Northwestern State University to reevaluate how to execute its mission. Through deliberate planning, Northwestern substantially modified academic programs, facilities, services, and resources to enhance learning and the health and safety of students, faculty, staff, and the public.

Assignments and student learning assessments were modified to maximize the principles of equitable evaluation and assure the highest quality in-person classes, online delivery of courses, and hybrid face-to-face and virtual studies. Technological equipment and resources were updated and expanded to provide high academic quality and flexibility while using lower bandwidth.

Student learning outcomes guide the design and delivery of instruction to ensure student learning. While the assessment process continues, it would be naïve to assume academic program assessments have not been affected – the degree of which is based on individual programs. Because of the tireless efforts of Northwestern’s highly accomplished and respected leadership, faculty, and staff, the trust of current and future students in the University’s commitment to extraordinary academic and experiential student learning opportunities is evident through increased enrollment, even during these trying times.

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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 is assessed with the completion of both a **Literature-Based Lesson Plan and an Inquiry-Based Lesson Plan**. Students demonstrate their knowledge of instructional strategies as well as 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 are 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.

Findings: Target Not met

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

Analysis: The inclusion of this objective is new to the 2020-2021 cycle, thus results from previous years are unavailable.

In AC 2020-2021, 85% of candidates (n=20) met the benchmark target. The target seems to be obtainable with increased communication between instructor and candidates. Feedback is given for each assignment building the culminating project; however, that feedback is either ignored or not located by some candidates.

Decision: Based on the analysis of the AC 2020-2021 results, in AC 2021-2022 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.

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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.

Findings:

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

Analysis: In AC 2019-2020, target was not met. Due to school closures, modifications were made in assignments and data was not collected.

In AC 2020-2021, 100% (n=11) 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 2020-2021 results, in AC2021-2022 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

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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.

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

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:

- AC 2020-2021: Target was met. 100% of candidates met the benchmark target.
- AC 2019-2020: Target was met.

Analysis: In AC 2019-2020, target was met. In analyzing the data, decision was made to require more diversity in the selected children's and young adult literature. Without the requirement for diverse perspectives, students did not automatically seek diverse perspectives in book selection. These changes allowed target to be met in AC 2020-2021, driving cycle of improvement.

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.

Decision: Based on the analysis of the AC 2020-2021 results, in AC2021-2022 the

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course instructor will continue to 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.

Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results.

During 2020-2021, 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

The inclusion of this objective is new to the 2020-2021 cycle, thus results from previous years are unavailable.

In AC 2020-2021, 85% of candidates (n=20) met the benchmark target. The target seems to be obtainable with increased communication between instructor and candidates. Feedback is given for each assignment building the culminating project; however, that feedback is either ignored or not located by some candidates.

SLO 2

The successful completion of field hours and reflections as assigned in LIS 4100 and 5100 as well as comprehensive; professional book reviews by 100% of students enrolled in those courses aligns with goals and objectives. 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.

SLO 3

Our third target, pre-service librarians will display discipline-specific content knowledge in the field of library science; however, was not met. Moving forward course instructors will design more explicit rubrics and project instructions that will alleviate misunderstandings on the part of the students and clarify the objectives and expectations of the project.

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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

The instructor will define exemplary work with the inclusion of a detailed rubric. The instructor will instruct students on how to locate and utilize instructor feedback.

SLO 2

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.

SLO 3

The instructor will aligning the vocabulary and general framework of both literature courses taught in the library science department thereby eliminating confusion on the part of students and reinforcing proper terminology throughout the department.

The instructor will provide actionable feedback to students scoring less than 85% on literature reviews so as to improve student performance.