

Library & Information Science - Certificate

Group 2: Cycle 1 - Fall 2017 - Fall 2019

Currently status is: Report Accepted

ASSESSMENT REPORT FOR Group 2: Cycle 1 - Fall 2017 - Fall 2019

Mission Statement

The mission of the certificate in graduate study in Library and Information Science is to provide post-Master's degree instruction designed to enhance the student's career opportunities in his or her chosen area of specialization.

Goal 1.

To enable Certificate program graduates to perform effectively in the library and information science professions by demonstrating skills and/or knowledge in a specific chosen area of the field.

Curriculum

Curriculum Map for the Certificate of Graduate Studies in Library and Information Science

The certificate program has been revised to require 12 graduate credit hours to include:

9 credit hours of electives selected from:

- SLIS 600 - Storytelling: Theory, Practice, and Development
- SLIS 701 - Introduction to Library and Information Studies
- SLIS 702 - Introduction to Technical Services
- SLIS 703 - Introduction to Information Sources and Services
- SLIS 704 - Introduction to the Management of Libraries, School Libraries, and Information Agencies
- SLIS 705 - Introduction to Research in Library and Information Science
- SLIS 706 - Introduction to Information Technologies
- SLIS 707 - Information Organization and Retrieval
- SLIS 710 - History of Information Organizations and Technologies
- SLIS 711 - Introduction to Archival and Records Studies
- SLIS 715 - Printing
- SLIS 716 - Introduction to Bibliography and Textual Studies
- SLIS 717 - Special Collections Librarianship
- SLIS 718 - History of Children's and Young Adult Literature
- SLIS 719 - Preservation Planning and Administration
- SLIS 720 - School Library Program Development
- SLIS 721 - Seminar in School Library Programs
- SLIS 724 - Special Libraries
- SLIS 725 - Digital Libraries
- SLIS 726 - Knowledge Management for Library and Information Professionals
- SLIS 727 - Health Sciences Library Services
- SLIS 728 - Public Library Systems
- SLIS 729 - Academic Libraries
- SLIS 730 - Cataloging Information Materials
- SLIS 731 - Subject Analysis and Classification
- SLIS 732 - Indexing and Abstracting
- SLIS 733 - Serials
- SLIS 734 - Government Information Sources
- SLIS 735 - Metadata

- SLIS 738 - Seminar in Technical Services
- SLIS 740 - Online Information Services
- SLIS 741 - Educational Services in Library and Information Organizations
- SLIS 742 - Curricular Role of the School Librarian
- SLIS 743 - Health Information Retrieval in Electronic Environments
- SLIS 744 - Music Libraries and Information Services
- SLIS 745 - Social Science Information Services
- SLIS 746 - Humanities and Arts Information Services
- SLIS 747 - Science and Technology Information Services
- SLIS 748 - Business Information Sources and Services
- SLIS 749 - Health Sciences Information Resources
- SLIS 750 - Information and Records Management
- SLIS 751 - Libraries, Literacy, and Literature
- SLIS 752 - Diversity in Libraries
- SLIS 753 - Seminar in Information Services
- SLIS 754 - Library Programming for Children and Young Adults
- SLIS 755 - Popular Materials and Programming for Adults
- SLIS 756 - Children's Materials
- SLIS 757 - Young Adult Materials
- SLIS 758 - Consumer Health Resources and Information Services
- SLIS 759 - Materials for Early Childhood
- SLIS 760 - Materials and Services for Latino Youth
- SLIS 761 - Information Technologies in the School Library Program
- SLIS 765 - Planning Library Facilities
- SLIS 766 - Collection Development and Acquisitions
- SLIS 767 - Management of Public Library Youth Services
- SLIS 768 - Problems in Library and Information Agency Administration
- SLIS 770 - Design and Management of Databases
- SLIS 772 - Strategic Intelligence for Information Professionals
- SLIS 775 - Practicum in Organizing and Managing Web Resources
- SLIS 776 - Web Technologies for Information Specialists
- SLIS 777 - Design and Management of Digital Image Collections
- SLIS 778 - Seminar in Information Science
- SLIS 780 - Information Networks
- SLIS 787 - Seminar in Applied Information Systems for Information Specialists
- SLIS 791 - Special Topics in Great Libraries of the World through Study Abroad
 - SLIS 795 - Special Topics in International Information Issues
 - SLIS 797 - Special Topics in Librarianship and Information Services

At least 3 credit hours selected from the following:

- SLIS 794 - Internship in Library and Information Science
- SLIS 796 - Independent Study in Library and Information Science

Learning Outcome 1.

Students will identify and clearly define their professional development goals.

Measures and Criteria

All students will submit an end-of-program portfolio that will highlight the specialized skills and knowledge gained during the Certificate program. Students will choose an example of work they have completed as

part of one of the courses identified as relating to this learning outcome and will present a work sample related to identifying and defining their professional development goals. Selected work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; recorded presentations, and other completed course assignments. In addition to the selected work sample(s), students must also provide a reflective essay that analyzes and clearly describes how the selected work sample demonstrates competency in this area and achievement of this learning outcome. Faculty advisors score the work sample and the reflective essay based on a scoring guide/rubric. In order for this learning outcome to be considered achieved, 85% of all graduating students should be able to proficiently articulate their professional development goals.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using a rubric. All rubrics and survey results are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

2017-2018:

One student completed the Certificate of Graduate Study during the 2017-2018 academic year; the student graduated with the certificate in Summer 2018. The student received a score of exemplary for both the artifact and reflective essay for this learning outcome in their portfolio. Based on these results, this learning outcome was achieved.

2018-2019:

One student completed the Certificate of Graduate Study during the 2018-2019 academic year; the student graduated with the certificate in Spring 2019. The student received a score of exemplary for both the artifact and reflective essay for this learning outcome in their portfolio. Based on these results, the learning outcome was achieved.

Fall 2019:

Three students completed the certificate program in Fall 2019. Two students received a score of exemplary for both the artifact and reflective essay, and one student received a score of proficient for both the artifact and reflective for this learning outcome in their portfolios. Based on these results, this learning outcome was achieved.

Use of Results

A rubric has been created (and is provided with this report and assessment plan) for the CGS end-of-program portfolio. Portfolio results for students completing the certificate program are compiled at the end of each semester and reported out to faculty at the first full faculty meeting of the following semester. This remains a very small program, and as such, limits our results and our ability to accurately assess the program on a larger scale. To this end, we have used the results from recent years to revise several aspects of our certificate program: first, all faculty voted on and agreed to reduce the required credit hours for the certificate to 12 credit hours. This was done for two primary, related reasons: to enable students to better define their professional development goals by earning the certificate as a way of demonstrating specialized knowledge in certain area of the LIS field and to allow students to earn the certificate concurrently with the MLIS thus making their overall program of study for the CGS more focused on their specific career goals. The degree requirements for the certificate have also been revised to allow students to choose from one of the following capstone experiences as part of their program of study for the certificate: students must complete **either** one 3-hour internship, an independent study, a thesis (3 hours of thesis credit), or another capstone experience that must be approved by the student's advisor and the Graduate Director. Our aim in making these changes is twofold: we hope this will enable and encourage more students to enroll in and complete the certificate program so that we might have a larger sample size in assessing this program. More importantly, we also hope that these changes will enable students to better define their professional development goals so they may pursue coursework that supports these goals.

Certificate Rubric

Learning Outcome 2.

Students will identify and analyze the specialized knowledge and/or skills that are needed to meet their professional development goals and will adapt and apply this knowledge and/or skills toward achieving their professional development goals.

Measures and Criteria

All students will submit an end-of-program portfolio that will highlight the specialized skills and knowledge gained during the Certificate program. Students will choose an example of work they have completed as part of one of the courses identified as relating to this learning outcome and will present a work sample related to identifying, analyzing, adapting, and applying the specialized knowledge and/or skills needed to meet their professional development goals. Selected work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; recorded presentations, and other completed course assignments. In addition to the selected work sample(s), students must also provide a reflective essay that analyzes and clearly describes how the selected work sample demonstrates competency in this area and achievement of this learning outcome. Faculty advisors score the work sample and the reflective essay based on a scoring guide/rubric. In order for this learning outcome to be considered achieved, 85% of all graduating students should be able to proficiently articulate their understanding of what knowledge/skills are needed to meet their professional goals.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using a rubric. All rubrics and survey results are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

2017-2018:

One student completed the Certificate of Graduate Study during the 2017-2018 academic year; the student graduated with the certificate in Summer 2018. The student received a score of exemplary for both the artifact and reflective essay for this learning outcome in their portfolio. Based on these results, this learning outcome was achieved.

2018-2019:

One student completed the Certificate of Graduate Study during the 2018-2019 academic year; the student graduated with the certificate in Spring 2019. The student received a score of exemplary for both the artifact and reflective essay for this learning outcome in their portfolio. Based on these results, this learning outcome was achieved.

Fall 2019:

Three students completed the certificate program in Fall 2019. Two students received a score of exemplary for both the artifact and reflective essay, and one student received a score of proficient for both the artifact and reflective for this learning outcome in their portfolios. Based on these results, this learning outcome was achieved.

Use of Results

A rubric has been created (and is provided with this report and assessment plan) for the CGS end-of-program portfolio. Portfolio results for students completing the certificate program are compiled at the end of each semester and reported out to faculty at the first full faculty meeting of the following semester. This remains a very small program, and as such, limits our results and our ability to accurately assess the program on a larger scale. To this end, we have used the results from recent years to revise several aspects of our certificate program: first, all faculty voted on and agreed to reduce the required credit hours for the certificate to 12 credit hours. This was done for two primary, related reasons: to enable students to better define their professional development goals by earning the certificate as a way of demonstrating specialized knowledge in certain area of the LIS field and to allow students to earn the certificate concurrently with the MLIS thus making their overall program of study for the CGS more focused on their specific career goals. The degree requirements for the certificate have also been revised to allow students

to choose from one of the following capstone experiences as part of their program of study for the certificate: students must complete **either** one 3-hour internship, an independent study, a thesis (3 hours of thesis credit), or another capstone experience that must be approved by the student's advisor and the Graduate Director. Our aim in making these changes is twofold: we hope this will enable and encourage more students to enroll in and complete the certificate program so that we might have a larger sample size in assessing this program. More importantly, we also hope that these changes will enable students to better define their professional development goals so they may pursue coursework that supports these goals.

Certificate Rubric

Learning Outcome 3.

Students will exhibit mastery of specialized knowledge and/or skills in a specific chosen area of the field of library and information science by describing, analyzing, adapting, and applying key theories, problems, and practices in their chosen area of specialization.

Measures and Criteria

All students will submit an end-of-program portfolio that will highlight the specialized skills and knowledge gained during the Certificate program. Students will choose an example of work they have completed as part of one of the courses identified as relating to this learning outcome and will present a work sample related to describing, analyzing, adapting, and applying key theories, problems, and practices in their chosen area of specialization. Selected work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; recorded presentations, and other completed course assignments. In addition to the selected work sample(s), students must also provide a reflective essay that analyzes and clearly describes how the selected work sample demonstrates competency in this area and achievement of this learning outcome. Faculty advisors score the work sample and the reflective essay based on a scoring guide/rubric. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the work sample submitted and the reflective essay.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using a rubric. All rubrics and survey results are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

2017-2018:

One student completed the Certificate of Graduate Study during the 2017-2018 academic year; the student graduated with the certificate in Summer 2018. The student received a score of exemplary for both the artifact and reflective essay for this learning outcome in their portfolio. Based on these results, this learning outcome was achieved.

2018-2019:

One student completed the Certificate of Graduate Study during the 2018-2019 academic year; the student graduated with the certificate in Spring 2019. The student received a score of exemplary for both the artifact and reflective essay for this learning outcome in their portfolio. Based on these results, this learning outcome was achieved.

Fall 2019:

Three students completed the certificate program in Fall 2019. Two students received a score of exemplary for both the artifact and reflective essay, and one student received a score of proficient for both the artifact and reflective for this learning outcome in their portfolios. Based on these results, this learning outcome was achieved.

Use of Results

A rubric has been created (and is provided with this report and assessment plan) for the CGS end-of-program portfolio. Portfolio results for students completing the certificate program are compiled at the end

of each semester and reported out to faculty at the first full faculty meeting of the following semester. This remains a very small program, and as such, limits our results and our ability to accurately assess the program on a larger scale. To this end, we have used the results from recent years to revise several aspects of our certificate program: first, all faculty voted on and agreed to reduce the required credit hours for the certificate to 12 credit hours. This was done for two primary, related reasons: to enable students to better define their professional development goals by earning the certificate as a way of demonstrating specialized knowledge in certain area of the LIS field and to allow students to earn the certificate concurrently with the MLIS thus making their overall program of study for the CGS more focused on their specific career goals. The degree requirements for the certificate have also been revised to allow students to choose from one of the following capstone experiences as part of their program of study for the certificate: students must complete **either** one 3-hour internship, an independent study, a thesis (3 hours of thesis credit), or another capstone experience that must be approved by the student's advisor and the Graduate Director. Our aim in making these changes is twofold: we hope this will enable and encourage more students to enroll in and complete the certificate program so that we might have a larger sample size in assessing this program. More importantly, we also hope that these changes will enable students to better define their professional development goals so they may pursue coursework that supports these goals.

[Certificate Rubric](#)