2023-24 Assessment and Action Plan
Library and Information Science MSLIS

2023-24 Academic Year

Library and Information Science MS Learning Outcomes

Advance Information Equity and Justice MET

1. Advance information equity and justice by applying professional ethics, values, and standards to work towards a just and equitable information society.

MEASURES	RESULTS	ACTIONS
Online portfolio Students developed an online portfolio during their final term/semester reflecting on their demonstration of proficiency for each Program Learning Outcome using evidence from courses, work, volunteer, or internship experience, research with faculty, and other related experiences. Students describe what the Program Learning Outcome means to them, provide evidence of their proficiency, and a reflection on how they might further their learning after graduation. Direct - Portfolio *Reflective Portfolio: IST 773* **Target** Using a rubric from Needs Improvement to Adequate to Excellent, 80% or more of the students will achieve a minimum of Adequate, or they will continue to improve it until it reaches an Adequate score.	**MET** **Summary** Because this course is a Pass/Fail and is an exit requirement for the program prior to graduation, 100% of the students Pass. If their portfolio indicates Needs Improvement in any section, they must continue to improve it until it meets an Adequate status. **Analysis** The students generally produce excellent portfolios. The ones who are only adequate are generally less engaged with the course and produce a sufficient portfolio to pass but do not extend themselves to create an excellent product. These are students who are not likely to use their portfolios when searching for professional positions.	**Maintain Assessment Strategy** Maintain strategy
Peer review of the portfolio Peer review of the portfolio. Direct - Other *Reflective Portfolio: IST 773* **Target** The students use the same rubric (Needs Improvement, Adequate, Excellent) to evaluate and discuss the findings with their partner	**MET** **Summary** Students are generous with their peer review, and rate the peer's portfolio less critically, however doing the peer review often encourages them to improve their own portfolio, either by seeing a negative example, or an excellent example. Substantive comments are an indication of a student who is more likely to produce an excellent portfolio vs. a student doing the minimum to pass. **Analysis** All students pass the course because any who are deficient in any section of the portfolio will continue to improve it until it reaches an adequate rating.	**Maintain Assessment Strategy** [Description not provided]

Final Project Policy Design A rubric was used to assess the final project based upon policy content organization and coverage, rationale for policy decisions, insightfulness of essay. Direct - Project *Information Resources: Organization and Access: IST 616* **Target** Using a rubric with a scale (minimal credit, baseline, meets expectations, exceeds expectations) 85% of the students will achieve a rating of meets or exceeds expectations.	**MET** **Summary** 100% students met (25%) or exceeded (75%) expectations. **Analysis** Students succeeding with current strategy.	**Maintain Assessment Strategy** [Description not provided]
Final Project A rubric is used to assess ability to create a data dictionary, controlled vocabulary, encoding schema in XML or RDF/XML, example XML records, and an essay describing issue and challenges in developing the metadata application profile. Direct - Project *Metadata: IST 681* **Target** Using a rubric ranging from Minimal Credit, Baseline, Meets Expectations, and Exceeds Expectations, 85% of the students will score Meets or Exceeds Expectations.	**MET** **Summary** N=9 Analysis of collection features minimal credit 22%, meets expectations 22%, exceeds expectations 56% Ability to identify desired elements 22% meets expectations, 78% exceeds expectations Use of metadata standards 11% baseline, 33% meets expectations, 56% exceeds expectations Reasonableness of value spaces 11% baseline, 33% meets expectations, 56% exceeds expectations Formatting and organization 11% meets expectations, 89% exceeds expectations Overall, the analysis of collection features was the only component where minimal credit was noted, with 2 of 9 students. With five components to the assignment combined, all 9 students met or exceeded expectations. **Analysis** The next time the course is taught, an emphasis on describing what it required for the analysis of collection features will likely remedy this small deficiency.	**Maintain Assessment Strategy** The next time the course is taught, an emphasis on describing what it required for the analysis of collection features will likely remedy this small deficiency.
Final research paper A rubric was used to assess the final paper. Students' final papers were evaluated on the quality of the thesis statement, argumentation, evidence, conclusion, sources, citation mechanics, and organization/writing. Direct - Assignment *The Public Library as Institution: IST 672* **Target** Using a rubric with a scale of 1-3, (exceeds expectations, meets expectations, and fails to	**MET** **Summary** Of the 7 students enrolled in the course, 6 exceeded the criteria for the research paper, while 1 student met the criteria. 100% of students achieved a rating of 2 or 3 on the final paper. **Analysis** Based on the results, all students either met or exceeded expectations for the learning outcome, Advance information equity and justice by applying professional ethics, values,	**Maintain Assessment Strategy** [Description not provided]

meet expectations) was used to assess student learning outcome.	and standards to work towards a just and equitable information society. Graduate students were able to articulate well the role of the public library as an institution with core values or equity and justice. While most students have a solid understanding of how public libraries advance information equity, largely because they have taken IST 511 and/or IST 682 where these principles are grounded in these courses, this course offered them to delve deeper and to gain better understanding within a public library context. The sole student who did not exceed expectations, was penalized for not meeting all the requirements for the assignment (not properly formatting in APA, and significant grammatical errors).	
Public Library Report

A rubric was used to assess each student's public library report. The public library report was evaluated on the quality of the thesis statement, argumentation, evidence, conclusion, sources, citation mechanics, and organization/writing.

Direct - Assignment

The Public Library as Institution: IST 672

Target

Using a rubric with a scale of 1-3, a rubric with a scale of 1-3, (exceeds expectations, meets expectations, and fails to meet expectations) was evaluated to assess students learning outcome. | **MET**

Summary

All 7 students enrolled in the course exceeded the criteria for their library report. 100% of students achieved a rating of 3.

Analysis

Students exceeded expectations on all aspects of the assignment. Each student not only was able to identify elements of equity, one thing that may be considered in the future is to add a component that addresses library programming and how that advances information equity and justice. | **Maintain Assessment Strategy**

[Description not provided] |

Conclusion

[Blythe Bennett, Rebecca Shaffer Mannion]
The difference in quality of portfolios and class discussions about the process and product is apparent by the majority of students who are motivated and a minority who are not as motivated to create an excellent product. It is encouraging by the end of the term/semester that most students look back at the process and product and realize how much they have learned and grown over their two years in the program. Many students report being proud of their work and confident in going into the professional world.

[Blythe Bennett, Jian Qin]
Careful description of what is required for the analysis of collection features. All other components resulted in students successfully demonstrating proficiency with developing a metadata element.

[Renate Chancellor]
Based on both measures, students met or exceeded expectations for the course. Students demonstrated solid understanding of the importance of advancing equity & justice through professional, ethics, values to work towards an equitable information society, through a public library context.

Connect, Engage, and Collaborate MET

2. Connect, engage, and collaborate with users and their communities through the provision of inclusive resources, services, and spaces.

MEASURES	RESULTS	ACTIONS
Online portfolio

Students developed an online portfolio during their final term/semester reflecting on their demonstration of proficiency for each Program Learning Outcome using evidence from courses, work, volunteer, or internship experience, research with faculty, and other related experiences. Students describe what the Program Learning Outcome means to them, provide | **MET**

Summary

Because this course is a Pass/Fail and is an exit requirement for the program prior to graduation, 100% of the students Pass. If their portfolio indicates Needs Improvement in any section, they must continue to improve it until it meets an Adequate status.

Analysis | **Maintain Assessment Strategy**

Maintain strategy |

evidence of their proficiency, and a reflection on how they might further their learning after graduation. Direct - Portfolio *Reflective Portfolio: IST 773* **Target** Using a rubric from Needs Improvement to Adequate to Excellent, 80% or more of the students will achieve a minimum of Adequate, or they will continue to improve it until it reaches an Adequate score.	The students generally produce excellent portfolios. The ones who are only adequate are generally less engaged with the course and produce a sufficient portfolio to pass but do not extend themselves to create an excellent product. These are students who are not likely to use their portfolios when searching for professional positions.	
Peer review of the portfolio Peer review of the portfolio. Direct - Other *Reflective Portfolio: IST 773* **Target** The students use the same rubric (Needs Improvement, Adequate, Excellent) to evaluate and discuss the findings with their partner.	**MET** **Summary** Students are generous with their peer review, and rate the peer's portfolio less critically, however doing the peer review often encourages them to improve their own portfolio, either by seeing a negative example, or an excellent example. Substantive comments are an indication of a student who is more likely to produce an excellent portfolio vs. a student doing the minimum to pass. **Analysis** All students pass the course because any who are deficient in any section of the portfolio will continue to improve it until it reaches an adequate rating.	**Maintain Assessment Strategy** [Description not provided]
Lesson plan A rubric was used to assess the lesson plan assignment. The lesson plan is assessed on a scale of did not complete/does not meet expectations/meets expectations/exceeds expectations. The lesson plan is evaluated on the student describing what learners need to learn, including any "gaps" between what the learners know prior to instruction and what learners should know after instruction. Direct - Assignment *Instructional Strategies and Techniques for Information Professionals: IST 662* **Target** 85% of the students will meet or exceed expectations on the lesson plan.	**MET** **Summary** N=7 100% met expectations: 3 met expectations, 14 exceeded expectations **Analysis** The LIS students are successful with this assessment.	**Maintain Assessment Strategy** [Description not provided]
Lesson plan A rubric was used to assess the lesson plan assignment. The lesson plan is assessed on a scale of did not complete/does not meet expectations/meets expectations/exceeds expectations. The student identifies educational theories that underpin their instructional decisions, uses instructional design to craft lesson plans for education, training, and programming, and plans assessment to evaluate instructional effectiveness. Direct - Assignment	**MET** **Summary** N=7. 100% of the student met or exceeded expectations. Details: Educational theory 100% exceeded expectations. Instructional design 100% exceeded expectations. Assessment 57% met expectations and 43% exceeded expectations. **Analysis** [Analysis not provided]	**Maintain Assessment Strategy** [Description not provided]

Instructional Strategies and Techniques for Information Professionals: IST 662

Target

85% of the students will meet or exceed expectations on the lesson plan.

Library Accessibility Evaluation A rubric was used to score the Library Accessibility Evaluation based upon: - Evaluate the application of each of the 10 sub-standards you have selected to your library - Report your findings - Recommend an improvement to increase compliance with the sub-standard (if applicable) Direct - Assignment *Accessible Library & Information Services: IST 564* **Target** Using a rubric with a scale of 0 to 20, where 18-20 indicates proficiency, 85% of students will achieve a score of 17 (B standard) or greater on the Library Accessibility Evaluation.	**MET** **Summary** Fall 2023 (on campus) - 100% met the 17 or higher standard (90% met 18-20 proficiency) **Analysis** More than 85% of all students in the two sections examined met the proficiency standard for the Library Accessibility Evaluation.	**Maintain Assessment Strategy** Continue current curriculum.
Final Project A rubric was used to score the Final Project based upon - Clearly describe the project and explain how it will address the identified need. - Clearly identify two or more UDL checkpoints from each of the three UDL principles that you will incorporate to help address the identified need and/or to ensure accessibility and inclusiveness for the two target populations; Specify how you will implement them. - Clearly identify partners, community agencies, or others who will have key roles in the project; Specify what those roles are. - Specifically identify existing library policies or procedures that need to be consulted or followed, or perhaps amended or to which you may need to obtain an exception, in order to implement the project. - Clearly identify or describe all procedures or steps, materials, resources, and/or staff that are essential to the project. - Create a timeline for implementation of the procedures or steps. Direct - Project *Accessible Library & Information Services: IST 564* **Target**	**NOT MET** **Summary** Fall 2023 (on campus) - 70% met the 21 or higher standard (70% met 22-25 proficiency) **Analysis** Only 70% of students in the Fall 2023 section met the proficiency standard for the Final Project. Students who did not meet the 21 or higher standard did not address the UDL and/or the policy criteria of the assignment.	**Gather Additional Data** **Not Started** Will gather additional data from the Fall 2024 section and from additional section instructor of the Summer 2024 section to determine whether not addressing these two criteria is an anomaly or more common issue. Recommended Due Date: 01/15/2025

Using a rubric with a scale of 0 to 25, where 22-25 indicates proficiency, 85% of students will achieve a rating of 21 (B standard) or greater on the Final Project.

Assess a "portrait" of a K12 student	**MET**					

MET

Summary

A rubric was used to assess a "portrait" of a K12 student and the personalized literacy approach for the student developed by the LIS MS student.

Direct - Assignment

Literacy Through School Libraries: IST 668

Target

Using a rubric based on a total of 100 points, a minimum of 80% of students (N=6) will achieve a rating of 85 out of 100 on assignment 3.

Rubric subsections:
Portrait of your student (10 points)
Strengths and challenges (30 points)
Narrative of how you will work with your student (30 points)
Predicted impact of your personalized literacy approach (15 points)
Resources/references/grammar (15 points)

student	portrait	strengths/challenges	narrative	impact	resources	total
1	10	25	25	10	7	77
2	10	30	30	15	13	98
3	10	30	28	15	12	95
4	10	30	30	15	5	90
5	10	30	30	15	15	100
6	10	30	30	15	11	96

Analysis

The LIS students mostly excelled in this assignment. The only part of the assignment where there was difficulty was in the resource/references/grammar section, almost all were due to proper formatting of APA citations and curating accessible resources for parents and/or teachers, which does not diminish the success of the students meeting the learning outcome: Connect, engage, and collaborate with users and their communities through the provision of inclusive resources, services, and spaces.

The student who scored 77 was new to the program (it was their first course), needed more development in the strengths and challenges

Maintain Assessment Strategy

[Description not provided]

Final Grade

Final Grade

Indirect - Overall Course Grade

Literacy Through School Libraries: IST 668

Target

A review of final grades for the school media students will result in a minimum 80% achieving an A in the course, which results in a Library Literacy Portfolio with key assignments:

Context (demographics) of the library and school community
Literacy Lesson
Demonstration of lesson
Develop multi-session program for K12 students (defined group)
Personalized Literacy Approach (assessed in measure 1)

MET

Summary

100% of this cohort of school media students earned an A or A- in the course, demonstrating they are well prepared to address literacy in their school libraries.

Analysis

All students are performing well.

Maintain Assessment Strategy

[Description not provided]

Final research paper

A rubric was used to assess the final paper. Students' final papers were evaluated on the quality of the thesis statement, argumentation, evidence, conclusion, sources, citation mechanics, and organization/writing.

Direct - Assignment

The Public Library as Institution: IST 672

Target

MET

Summary

Of the 7 students enrolled in the course, 5 exceeded the criteria for the research paper, and 2 students met the criteria. 100% of students achieved a rating of 2 or 3 on the final paper.

Analysis

Based on the results, all students either met or exceeded expectations for Learning Outcome 2. Students demonstrated a strong understanding of the importance of connecting, engaging, and collaborating with users and their communities through the provision of inclusive resources, services, and spaces. This was also evident

Maintain Assessment Strategy

[Description not provided]

Using a rubric with a scale of 1-3, (exceeds expectations, meets expectations, and fails to meet expectations) was used to assess student learning outcome.	in class discussions, and activities. Students who did not exceed expectations were penalized for submitting the assignment late.	
Public Library Report A rubric was used to assess each student's public library report. The public library report was evaluated on the quality of the thesis statement, argumentation, evidence, conclusion, sources, citation mechanics, and organization/writing. Direct - Assignment *The Public Library as Institution: IST 672* **Target** Using a rubric with a scale of 1-3, a rubric with a scale of 1-3, (exceeds expectations, meets expectations, and fails to meet expectations) was evaluated to assess students learning outcome.	MET **Summary** All seven students enrolled in the course exceeded the criteria for their library report. 100% of students achieved a rating of 3. **Analysis** Students exceeded expectations on all aspects of the assignment. The library report is an in-depth case study assessing the programming, services and community of small and large-size libraries. Students enjoyed this assignment and went above and beyond in their reporting.	**Maintain Assessment Strategy** [Description not provided]

Conclusion

[Blythe Bennett, Rebecca Shaffer Mannion]
The difference in quality of portfolios and class discussions about the process and product is apparent by the majority of students who are motivated and a minority who are not as motivated to create an excellent product. It is encouraging by the end of the term/semester that most students look back at the process and product and realize how much they have learned and grown over their two years in the program. Many students report being proud of their work and confident in going into the professional world.

[Blythe Bennett, Megan Oakleaf]
Students are successfully demonstrating their ability to design lesson plans for their chosen audience.

[William Myhill] - "Not Met"
More than 85% of students in the Fall 2023 section met the proficiency standard for PLO 2 for the Library Accessibility Evaluation but only 70% met the proficiency standard on the Final Project. Additional data will be gathered and analyzed to determine whether the 70% was an anomaly, and if not, how the assignment or instruction might be improved.

[Blythe Bennett, Sara Kelly Johns]
The challenge for the LIS students was determining the opportunities they have as librarians to meet the needs of students struggling to find their agency and voice as fluent readers and writers, literate participants in society. They did that well, including outreach to parents and/or teachers for success for profiled students.

[Renate Chancellor]
Findings from the assessment of the research paper and the library report demonstrates that students met or exceeded expectations for the course.

Design and Innovate MET

3. Design and innovate to create equitable, just, and engaging information artifacts, including services, systems, spaces, resources, and technologies.

MEASURES	RESULTS	ACTIONS
Assignments 1, 2, 3: Record Comparison, Authority Control & Access Points, Subject Indexing A rubric was used to assess these assignments on ability to summarize information categories, organize data clearly, analyze and elaborate findings, and identify subject representation terms/keywords, coherence/depth/insightfulness of analysis. Direct - Assignment *Information Resources: Organization and Access: IST 616*	MET **Summary** 100% students were rated as competent or proficient: Assign. 1 Records Comparison Competent 9% Proficient 91% Assign. 2 Authority Control & Access Points Competent 5% Proficient 95% Assign. 3 Subject Indexing Competent 0% Proficient 100% **Analysis**	**Maintain Assessment Strategy** [Description not provided]

Target Using a rubric with a scale (Baseline, Competent, and Proficient) 85% of the students will achieve a rating of Competent or Proficient.	Students are meeting expectations.	
Dublin Core: Schema and Description A rubric will be used to score metadata records using Dublin Core schema and using an XML editor to validate Direct - Assignment *Metadata: IST 681* **Target** Using a rubric with a scale (Baseline, Meets Expectations, and Exceeds Expectations) 85% of the students will achieve a rating of Meets or Exceeds Expectations.	**MET** **Summary** 90% (9) of the students exceeded expectation. 10% (1) of the students met expectation. **Analysis** [Analysis not provided]	*No actions have been added.*

Conclusion

[Blythe Bennett, Jian Qin]
Overall, four students among all had an outstanding performance, as measured by an A grade, meaning exceeded the expectation in terms of the learning outcomes. Another four students achieved a slightly lower performance with an A- grade. One student met the expectation (B+) and another student withdrew after four weeks into the semester.

2023-24 Assessment and Action Plan
Library and Information Science School Media MS

2023-24 Academic Year

Library and Information Science School Media MS Learning Outcomes

Learning Outcome 2 MET

2. Connect, engage, and collaborate with users and their communities through the provision of inclusive resources, services, and spaces.

MEASURES	RESULTS	ACTIONS
Lesson plan A rubric was used to assess the lesson plan assignment. The lesson plan is assessed on a scale of did not complete/does not meet expectations/meets expectations/exceeds expectations. The lesson plan is evaluated on the student describing what learners need to learn, including any "gaps" between what the learners know prior to instruction and what learners should know after instruction. Direct - Assignment *Instructional Strategies and Techniques for Information Professionals: IST 662* **Target** 85% of the students will meet or exceed expectations on the lesson plan.	**NOT MET** **Summary** N=6. 2 (33%) students did not meet expectations, 3 met expectations, 1 exceeded expectations **Analysis** The majority of LIS School Media students are successful with this assessment but an action item is listed below.	**Additional Training** **Not Started** Some students get confused between needs assessment and learning assessment. This is covered in the class, but some students still struggle to differentiate the two. The instructor will create a video tutorial with step-by-step directions on how to complete the needs assessment section. It is covered in live sessions, but it would be helpful for students to have something to refer to when they're completing the final portfolio assessment. Recommended Due Date: 11/01/2024
Lesson plan A rubric was used to assess the lesson plan assignment. The lesson plan is assessed on a scale of did not complete/does not meet expectations/meets expectations/exceeds expectations. The student identifies educational theories that underpin their instructional decisions, uses instructional design to craft lesson plans for education, training, and programming, and plans assessment to evaluate instructional effectiveness. Direct - Assignment *Instructional Strategies and Techniques for Information Professionals: IST 662* **Target** 85% of the students will meet or exceed expectations on the lesson plan.	**MET** **Summary** N=6. 100% of the student met or exceeded expectations. Details: Educational theory 100% exceeded expectations. Instructional design 100% exceeded expectations. Assessment 67% met expectations and 33% exceeded expectations. **Analysis** [Analysis not provided]	**Maintain Assessment Strategy** [Description not provided]
Library Accessibility Evaluation	**MET** **Summary**	**Maintain Assessment Strategy** Continue current curriculum.

A rubric was used to score the Library Accessibility Evaluation based upon: - Evaluate the application of each of the 10 sub-standards you have selected to your library - Report your findings - Recommend an improvement to increase compliance with the sub-standard (if applicable) Direct - Assignment *Accessible Library & Information Services: IST 564* **Target** Using a rubric with a scale of 0 to 20, where 18-20 indicates proficiency, 85% of students will achieve a score of 17 (B standard) or greater on the Library Accessibility Evaluation.	Spring 2024 (NYC cohort) - 100% met the 17 or higher standard (100% met 18-20 proficiency) **Analysis** More than 85% of all students in the two sections examined met the proficiency standard for the Library Accessibility Evaluation.	
Final Project A rubric was used to score the Final Project based upon - Clearly describe the project and explain how it will address the identified need. - Clearly identify two or more UDL checkpoints from each of the three UDL principles that you will incorporate to help address the identified need and/or to ensure accessibility and inclusiveness for the two target populations; Specify how you will implement them. - Clearly identify partners, community agencies, or others who will have key roles in the project; Specify what those roles are. - Specifically identify existing library policies or procedures that need to be consulted or followed, or perhaps amended or to which you may need to obtain an exception, in order to implement the project. - Clearly identify or describe all procedures or steps, materials, resources, and/or staff that are essential to the project. - Create a timeline for implementation of the procedures or steps. Direct - Project *Accessible Library & Information Services: IST 564* **Target** Using a rubric with a scale of 0 to 25, where 22-25 indicates proficiency, 85% of students will achieve a rating of 21 (B standard) or greater on the Final Project.	MET **Summary** Spring 2024 (NYC cohort) – 89% met the 21 or higher standard (89% met 22-25 proficiency) **Analysis** More than 85% of students in the Spring 2024 section examined met the proficiency standard for the Final Project.	**Maintain Assessment Strategy** [Description not provided]
Assess a "portrait" of a K12 student	MET **Summary**	**Maintain Assessment Strategy** [Description not provided]

A rubric was used to assess a "portrait" of a K12 student with learning differences and the personalized literacy approach for the student's development of agency and voice through the library, developed by the LIS: School Media student.

Direct - Assignment

Literacy Through School Libraries: IST 668

Target

Using a rubric based on a total of 100 points, a minimum of 85% of students will achieve a rating of 90 out of 100 on assignment 3.

Rubric subsections:
Portrait of your student (10 points)
Strengths and challenges (30 points)
Narrative of how you will work with your student (30 points)
Predicted impact of your personalized literacy approach (15 points)
Resources/references/grammar (15 points)

	student portrait	strengths/challenges	narrative	impact	Resources for parents/teachers and research	total
1	10	30	30	15	15	100
2	10	30	30	15	10	95
3	10	30	30	15	13	98
4	10	30	28	15	15	98
5	10	30	30	15	14	99
6	10	30	30	15	14	99
7	10	30	30	15	13	98
8	10	30	30	15	13	98
9	10	30	30	15	6	94

Analysis

The school media students excelled in this assignment. This is a cohort of NYC teachers who have years of experience working with students of all abilities. The only part of the assignment where there was a slight difficulty was in the resource/references/grammar section and almost all were due to development of accessible resources for parents and/or teachers with proper formatting of APA citations, which does not diminish the success of the students meeting the learning outcome: Connect, engage, and collaborate with users and their communities through the provision of inclusive resources, services, and spaces.

Final Grade

Final Grade

Indirect - Overall Course Grade

Literacy Through School Libraries: IST 668

Target

A review of final grades for the school media students will result in a minimum 90% achieving an A in the course, which results in a Library Literacy Portfolio with key assignments:
Context (demographics) of the library and school community
Collaborative Literacy Lesson
Reflection essay on developing lessons as a librarian instead of a teacher.
Demonstration of lesson
Develop multi-session program for K12 students (defined group)
Personalized Literacy Approach through the library (measure 1)

MET

Summary

100% of this cohort of school media students earned an A in the course, demonstrating they are well prepared to address literacy in their school libraries.

Analysis

All students are performing well, which is also linked to their years of experience of teaching and their conscientiousness in refocusing their experience to be effective school librarians.

Maintain Assessment Strategy

[Description not provided]

Conclusion

[Blythe Bennett, Megan Oakleaf]
Students are successfully demonstrating their ability to design lesson plans for their chosen audience (K-12, adult). Clarification of needs assessment vs. learning assessment should improve the percentage of students meeting and exceeding expectations.

[William Myhill]
More than 85% of students in the Spring 2024 section met the proficiency standard for PLO 2 for both the Library Accessibility Evaluation and the Final Project.

[Blythe Bennett Sara Kelly Johns]
The challenge for the LIS students was determining the opportunities they have as school librarians to meet the needs of students struggling to find their agency and voice as fluent readers and writers, literate participants in society. They did that well, including outreach to parents and/or teachers for success for profiled students.