

THE UNIVERSITY OF SOUTHERN MISSISSIPPI  
Program Review

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**SELF-STUDY**

The self-study document should address the issues in the list below approved by the unit

**Internal Program Review Self -Study format:**

1. School, department, or program goals for the review process: Briefly describe what each unit hopes to achieve with the review process. This is an opportunity to emphasize for the readers of the self-study the major issues that the review will address.

emerging roles in archives and preservation, school library media support,  
and material management.

b.

- a. Does the school's or department's assessment program show that students acquire core knowledge and skills appropriate to the discipline? If not, what changes to the curriculum should be considered?  
Yes, student learning outcomes are being met, as indicated by assessment measures used in WEAVE. The faculty monitors the assessments and considers changes and modifications as indicated by curriculum changes and other indicators.
- b. What data are used to evaluate and measure learning outcomes?  
Assessment measures used in WEAVE based on class assignments and performance in the capstone practicum project as evaluated by on-sight library mentors/supervisors.

3.4 Effectiveness:

- a. Is there evidence showing that students complete their degree with appropriate knowledge, skills, and professional accomplishments?  
Yes, capstone practicum evaluations by professionals in the field.
- b. Does the program effectively prepare students for professional employment or graduate programs after graduation?  
Yes, most students go on to graduate programs or get jobs (Attachment B2. Students in Grad Programs).

- c. How many students graduate annually?

2010	2011	2012	2013	2014
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office management, or school library, they are prepared by our emphasis on technology.

- c. How is access to the technology and training in the use of the technology given?  
Students are required to take LIS 201: Introduction to Information Literacy, which is a computer competency course in the General Education Curriculum. They are also required to take at least one technology-intensive course, choosing among, LIS 416: Technology in the School Library, LIS 457: Computers Applications in Libraries or LIS 458: Internet Resources and Applications.

3.6 Student quality:

- a. Are admissions to the major appropriately selective and are top applicants successfully recruited and retained?  
Students with at least a 2.0 will be considered for admission into the LIS Major, however, students may with permission take some LIS courses to determine their interests or gain LIS related course work.
- b. If necessary, what steps could be taken to improve these measures?  
We are following University policy on admissions.

3.7 Independent Learning:

- a. Do students have adequate opportunities for independent research/scholarly activity, internships, and service learning? If not, how could these opportunities be enhanced?  
Yes. Students are required to take a capstone practicum of 150 hours in a library or archival placement. Several service learning courses are available, including LIS 417: Literature and Related Media for Children, LIS 408: School Libraries, and LIS 428: Storytelling, among others. Students are allowed to take LIS 492 Special Problems in Librarianship as an independent study. LIS majors in the Honors College complete an Honors Thesis under LIS faculty supervision and LIS 489 practicum capstone requires a research paper.

If not, how could these opportunities be enhanced? Faculty are actively

Yes. We generally have one or two students who are associated with the Honors College. LIS faculty mentors them on their honors thesis and encourages them to participate in the undergra









- 7.2 Contributions to non-credit special programs:
- a. What have been your unit's contributions to non-credit programs such as workshops, camps, science fair, REUs (Research Experiences for Undergraduates) over the last eight years?  
One faculty (Dr. Welsh) is a Faculty Affiliate of the Center for Undergraduate Research and has mentored student's research and another





the Board has recently added some new members. Communication with the Board is primarily electronic, with email updates and request for feedback via surveys. Advisory Board members are invited as special guests to annual events such as the Mississippi Library Association Alumni Breakfast, MLA SLIS Focus Group session, and the Southern Miss Children's Book Festival. Advisory Board members have served as practicum mentors to LIS students and provide feedback to faculty and students about practicum opportunities in their communities as well as jobs, workshops, etc. The Advisory Board also serves in an advisory capacity during program reviews such as ALA Accreditation.

9.2 Local connections:

- a. Does the unit have appropriate connections with local agencies and corporations that facilitate research interactions, internships for students, and local economic development?

Advisory Board members, a representative from the Mississippi Department of Education, as well as SLIS graduates and other information professionals send SLIS information about practicum and internship opportunities as well as jobs, professional development workshops, etc. that is disseminated to students via posting on the student listserv.

- b. Could such connections be established or improved?

SLIS Director responds with an email of appreciation to each information professional that sends information about a job, internship, or scholarship opportunity to let them know the information will be disseminated via student listserv as a way to encourage them to send additional information.

9.3 National and International connections:

Foundation scholarship fund drives is disseminated through SLIS social media (Facebook, LinkedIn, Twitter), student listserv, and alumni listserv.

- b. How effective are those efforts and how might they be improved?  
A recent endowed scholarship has been created to honor retired SLIS Director Dr. Elizabeth Haynes. A number of USM faculty, staff, and alumni have donated to this fund and information about how to donate to this and

There are research opportunities to be explored and several faculty members have indicated an interest in this area. Chase Kasper, the Director, USM Office of Technology Development, is available to assist faculty in developing intellectual property, particularly related to technology, and applying for patents.

10.4

- 11.2 Unit administration:
- a. Are the roles of director, chair, coordinators, and other faculty members holding administrative appointments clearly specified?  
Yes. The only administrative appointment in the School of Library and Information Science is the director.
  - b. Are such appointments properly compensated (by salary and/or release time)? Yes
- 11.3 Multiple Sites:
- a. How does the program address resources and faculty needs at different sites?  
The program is online. All faculty are at one site – Hattiesburg.
- 11.4 Communication
- a. Are communications between the director, chair, or coordinator and the faculty, staff, and students effective?



a. Do directors, chairs, and coordinators hold the highest terminal degrees in their areas? Yes

11.6.

12.5 Library: (Be sure to address different needs with undergraduate and graduate programs.)

- a. In consultation with the Library's collection development coordinator, specify how your program library needs have been assessed and addressed.

We request needed materials through our library coordinator and contribute support for databases and reference tools we feel are critical to students' needs. We coordinate with our college librarian, Michele Frasier-Robinson, who is available for training