

**Commission on Teacher Credentialing
Biennial Report**

(For Institutions in the Red, Green, and Indigo Cohort Due Summer/Fall 2011)

Academic Years 2009-10 and 2010-11

Institution	California State University, Long Beach
Date report is submitted	Fall 2011
Program documented in this report	Librarianship
Name of Program	Librarianship
Credential awarded	Teacher Librarian Credential
Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
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If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
Name:	
Phone #	
E-mail	

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The Librarianship Program at CSULB is designed to prepare fully-qualified, outstanding librarian professionals, and emphasizes meeting the information and reading needs of its diverse youth population. It offers a Teacher Librarian (TL) services credential and a Master of Arts in Education, Option in Librarianship degree. The state and NCATE-accredited program emphasizes the professional roles of Information Specialist, Educator and Program Administrator. The program values research, reading, teaching and services to the field; and it determines the role of library services in a diverse and changing society.

About seventy candidates are pursuing their TL credential, and a quarter of those are working towards their MA degree. One full-time tenured professor and two part-time lecturers teach in the program; faculty in the ASEC and Teacher Education program teach three other courses that are required for the Librarianship program.

Since the last biennial review, the master's degree program had one change: EDP400 is used instead of EDP520 (because EDP changed its courses); as of spring 2011 the librarianship program is using ETEC551 as the preferred curriculum course because it is within the department, and it focuses on technology-enhanced instruction, which reflects the practice of librarianship. The program also worked closely with ETEC, and identified overlapping courses. This spring the librarianship and ETEC programs began melding their two programs into a stronger single program with multiple areas of interest.

Table 1*Program Student Learning Outcomes and Relevant Standards*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10	Outcome 11	Outcome 12
SLOs	Model strategies to locate, evaluate & use information for specific purposes.	Analyze major trends in reading material for children & youth.	Support flexible and open access for library media center & its services.	Demonstrate ways to establish & maintain a positive educational climate in the library media center.	Design library media instruction that assesses learner interest, needs, instructional methodologies, & information processes.	Work with classroom teachers to co-plan, co-teach, & co-assess information skills instruction.	Employ strategies to integrate the information literacy curriculum with content curriculum.	Plan how to establish connections to other libraries & the larger library community.	Model, share, & promote ethical and legal principles of education & librarianship.	Articulate the relationship of the library media program with current educational trends & important issues.	Select, analyze & evaluate print, non-print & electronic resources using professional selection tools & evaluation criteria.	Develop & evaluate policies & procedures that support the mission of the school & address specific needs of the library media program.
Signature Assignment(s)	Reference grid	Reading analysis	Cataloging examples	Management plan	Lesson plan/delivery	Lesson plan/delivery	Lesson plan/delivery	Web portal design	Web portal design	Issue case study OR web eval.	Collection development plan	Comp Exam or Thesis
State Standards	Info Specialist	Literature and Literacy	Access	Mgt., Diversity, Human Relationships, Access	Diversity, Instructional Leader	Teacher, Communication, Human Relationships	Info Specialist, Instructional Leader	Communication, Human Relations, Professionalism	Communication, Admin., Professionalism	Admin. Leadership	Info specialist, Diversity, Literature/Literacy	Info specialist, Administration, Management
Conceptual Framework	Research and Evaluation	Values Diversity, Research and Evaluation	Prepares Leaders, Values Diversity	Prepares Leaders	Promotes Growth, Values Diversity	Service and Collaboration, Promotes Growth	Service and Collaboration, Promotes Growth	Service and Collaboration	Prepares Leaders	School Improvement, Research and Evaluation	Research and Evaluation	Prepares Leaders, School Improvement
NCATE Elements	Content Knowledge, Professional Knowledge and Skills	Content Knowledge	Professional Dispositions, Professional Knowledge and Skills	Professional Dispositions, Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Content Knowledge, Professional Knowledge and Skills	Professional Knowledge and Skills	Content Knowledge, Professional Dispositions, Professional Knowledge and Skills	Content Knowledge, Professional Knowledge and Skills	Content Knowledge, Professional Knowledge and Skills	Content Knowledge, Professional Knowledge and Skills

Table 2*Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)*

	Transition Point 1 Admission to Program					
	2009-2010			2010-2011		
	Applied	Accepted	Matriculated	Applied	Accepted	Matriculated
TOTAL	21	17	15	27	23	19

Table 3*Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)¹*

	Transition Point 2 Advancement to Culminating Experience	
	2009-2010	2010-2011
Comps²	10	5

Table 4*Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)*

	Transition Point 3 Exit	
	2009-2010	2010-2011
Degree	10	5
Credential³	26 (19 had CTC recommendation)	24

¹ Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

² This is data on the number of students who *applied* to take the comprehensive examination in Fall 2009, Spring 2010, or Summer 2010. The data include students who may not have taken or passed the examination(s).

³ Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009 through Spring 2011.

Table 5

Faculty Profile 2009-2011⁴

Status	2009-2010	2010-2011
Full-time TT/Lecturer	1	1
Part-time Lecturer	2	3
Total:	3	4

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit).

The number of faculty has remained stable. The teacher librarianship credential program is increasingly using the courses offered by the Education Technology program, which faculty are not reflected in this report. It should be noted, though, that their candidates are also enrolling in the teacher librarian courses as electives for their own master's program.

⁴ Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

PART II – Candidate Assessment/Performance and Program Effectiveness Information

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

The program has identified candidate (student) learning outcomes (SLO), which are measured through signature assignments that candidates complete within individual program courses. Whenever possible, candidates have at least two opportunities to demonstrate competence in meeting each SLO. Table 6 lists each course that addresses each SLO. The highlighted course has the signature assignment, which is described in the third column. The data in this section refers to these highlighted assignments.

Table 6*Program Student Learning Outcomes and Signature Assignments*

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 1: Model strategies to locate, evaluate & use information for specific purposes.	<ul style="list-style-type: none"> ● ELIB 520: Reference Grid ● ELIB 580: Field Experience ● ELIB 580: E-Portfolio ● EDP 697: Comp Exam or Thesis 	<p>A. Candidates create topical reference questions and locate appropriate answers using ten types of reference sources. Candidates develop a reference resource grid that compares questions and answers by reference type and title.</p> <p>B. Candidates develop an analytical guide sheet about one type of ready reference tool, and write a critique about one specific associated resource. (new as of 2009); prior assessment asked candidates to compare two reference sources for each type of source.</p>
SLO 2: Analyze major trends in reading material for children & youth	<ul style="list-style-type: none"> ● ELIB 530B: Reading Analysis ● ELIB 580: Field Experience ● ELIB 580: E-Portfolio ● EDP 697: Comp Exam or Thesis 	Candidates identify and critically analyze twenty young adult books that represent a wide range of genres.
SLO 3: Support flexible and open access for library media center & its services.	<ul style="list-style-type: none"> ● ELIB 540: Cataloging Examples ● ELIB 580: Field Experience ● ELIB 580: E-Portfolio ● EDP 697: Comp Exam or Thesis 	Candidates catalog (at level 3) and classify 10 items representative of problems addressed in library professional technical services work. Each entry consists of a public access view and a basic MARC record.
SLO 4: Demonstrate ways to establish & maintain a positive educational climate in the library media center.	<ul style="list-style-type: none"> ● ELIB 550: Management Plan ● ELIB 580: Field Experience ● ELIB 580: E-Portfolio ● EDP 697: Comp Exam or Thesis 	Candidates develop a library management plan aligned with the American Association of School Librarian's standards.
SLO 5: Design library media instruction that assesses learner interest, needs, instructional methodologies, & information processes.	<ul style="list-style-type: none"> ● EDCI 625: Issue Case Study ● ELIB 530A: Lesson Plan/ Delivery ● ELIB 580: Field Experience ● ELIB 580: E-Portfolio ● EDP 697: Comp Exam or Thesis 	Candidates develop a thematic lesson that addresses a science content standards and an information literacy standard. Candidates develop an associated annotated bibliography reflecting a variety of sources.
SLO 6: Work with classroom teachers to co-plan, co-teach, & co-assess information skills instruction.	<ul style="list-style-type: none"> ● EDCI 625: Issue Case Study ● ELIB 530A: Lesson Plan/ Delivery ● ELIB 580: Field Experience ● ELIB 580: E-Portfolio ● EDP 697: Comp Exam or Thesis 	Candidates develop a thematic lesson that addresses a science content standards and an information literacy standard. Candidates develop an associated annotated bibliography reflecting a variety of sources.
SLO 7: Employ strategies to integrate the information literacy curriculum with content curriculum.	<ul style="list-style-type: none"> ● ELIB 530A: Lesson Plan/Delivery ● ELIB 580: Field Experience ● ELIB 580: E-Portfolio ● EDP 697: Comp Exam or Thesis 	Candidates develop a thematic lesson that addresses a science content standards and an information literacy standard. Candidates develop an associated annotated bibliography reflecting a variety of sources.
SLO 8: Plan how to establish connections to other libraries & the larger library community.	<ul style="list-style-type: none"> ● ELIB 540: Cataloging Examples ● ELIB570: Web Portal ● ELIB 580: Field Experience ● ELIB 580: E-Portfolio 	Candidates design a library web portal.

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
	<ul style="list-style-type: none"> • ELIB 500: Information Case Study • EDP 697: Comp Exam or Thesis 	
<p>SLO 9: Model, share, & promote ethical and legal principles of education & librarianship.</p>	<ul style="list-style-type: none"> • ELIB570: Web Portal • EDCI 625: Issue Case Study • ETEC 551: Web evaluation • ELIB 580: Field Experience • ELIB 580: E-Portfolio • ELIB 500: Information Case Study • EDP 697: Comp Exam or Thesis 	<p>(625) Candidates analyze an under-served or at-risk student population. (See SLO 10). (570) Candidates design a library web portal. (MA) Candidates develop a case study on an information issue related to educational aspects of libraries, which addresses librarianship factors: A. Organization philosophy and issues, B. Storage and retrieval/ access issues, C. Ethical, policy and legal issues, D. Literacy issues, E. Equity issues. Candidates conduct a literature review on the issue, identify and analyze the critical elements, and present ways to deal with the issue.</p>
<p>SLO 10: Articulate the relationship of the library media program with current educational trends & important issues.</p>	<ul style="list-style-type: none"> • EDCI 625: Issue Case Study • ETEC 551: Web evaluation • ELIB570: Web Portal • ELIB 580: Field Experience • ELIB 580: E-Portfolio • ELIB 500: Information Case Study • EDP 697: Comp Exam or Thesis 	<p>(625) Candidates analyze an under-served or at-risk student population. Candidates explain underlying educational issues, and offer feasible solutions based on their literature review. The solution incorporates collaboration between a teacher librarian and a classroom teacher or resource specialist. Starting spring 2011, the signature assignment for SLOs 9 and 10 is linked to ETEC 551, in which candidates evaluate an educational website.</p>
<p>SLO 11: Select, analyze & evaluate print, non-print & electronic resources using professional selection tools & evaluation criteria.</p>	<ul style="list-style-type: none"> • ELIB 510: Collection Development Plan • ETEC 551: Web evaluation • ELIB 570: Library Web Portal • ELIB 580: Field Experience • ELIB 580: E-Portfolio • EDP 697: Comp Exam or Thesis 	<p>Candidates create a collection development plan. To this end, candidates analyze a community/ curriculum and a library collection/supporting technology, map a library collection, develop a collection plan, select materials, promote acquisitions, and evaluate the plan.</p>
<p>SLO 12: Develop & evaluate policies & procedures that support the mission of the school & address specific needs of the library media program.</p>	<ul style="list-style-type: none"> • ELIB 550: Management Plan • ELIB 580: Field Experience • ELIB 580: E-Portfolio • EDP 697: Comp Exam or Thesis 	<p>Candidates develop a library management plan aligned with the American Association of School Librarians to improve the school library program.</p>

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?

Table 7

Program Effectiveness Data

Data Collection Instrument	When Administered
Exit Survey	Annually
Post Graduate Survey	Annually

2009-10 and 2010-2011 Student Learning Data

Figure 1

Librarianship AY 09-10 SLO Comparison

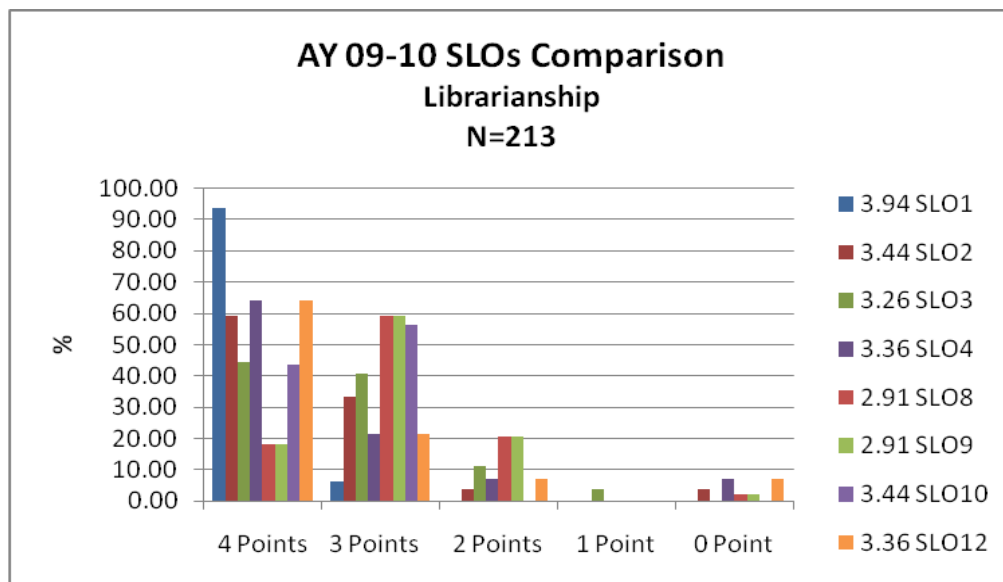


Figure 2

Librarianship AY 10-11 SLOs Comparison

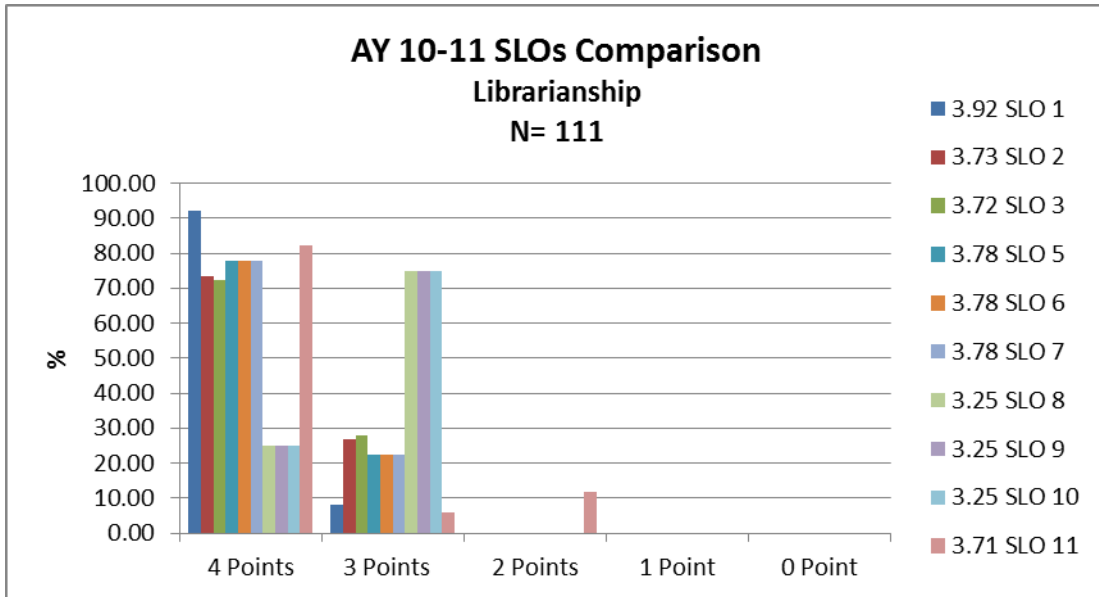


Figure 3

Librarianship AY 09-10 SLO Means

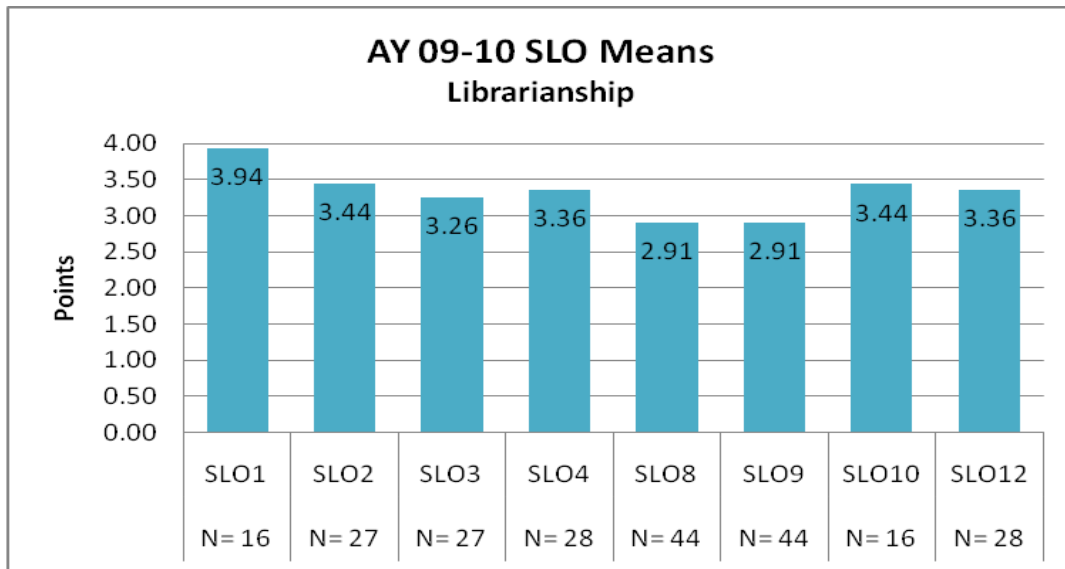
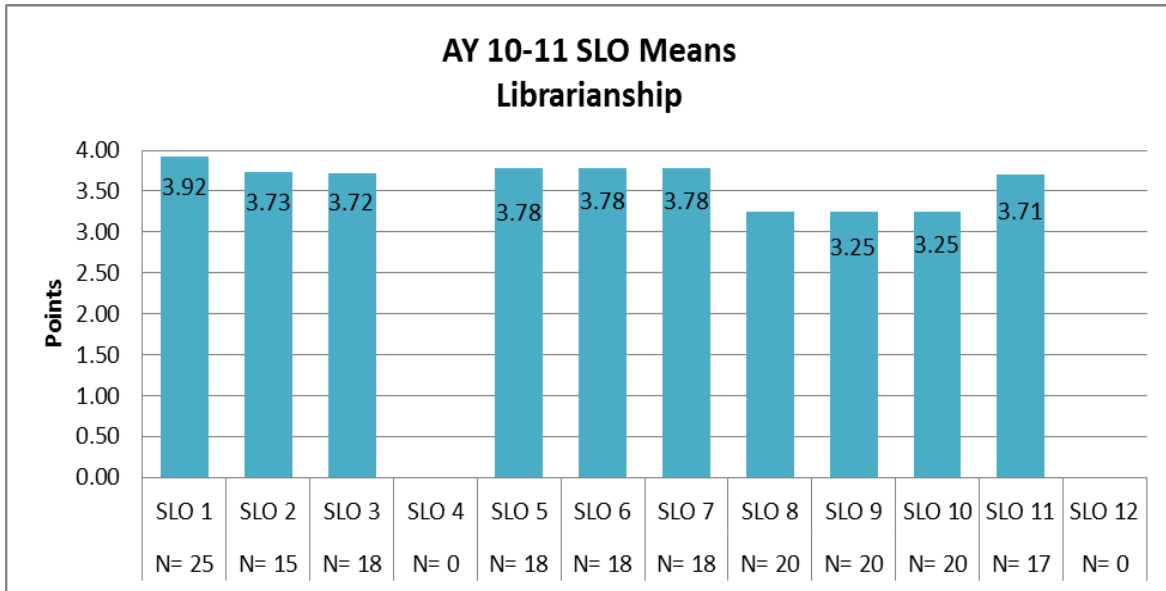


Figure 4

Librarianship AY 10-11 SLO Means



Outcome 1: Model strategies to locate, evaluate & use information for specific purposes.

Assessment. Candidates develop an analytical guide sheet about one type of ready reference tool, and write a critique about one specific associated resource (new as of 2009); prior assessment asked candidates to compare two reference sources for each type of source.

Figure 5

Librarianship AY 09-10 Score Distribution-SLO 1

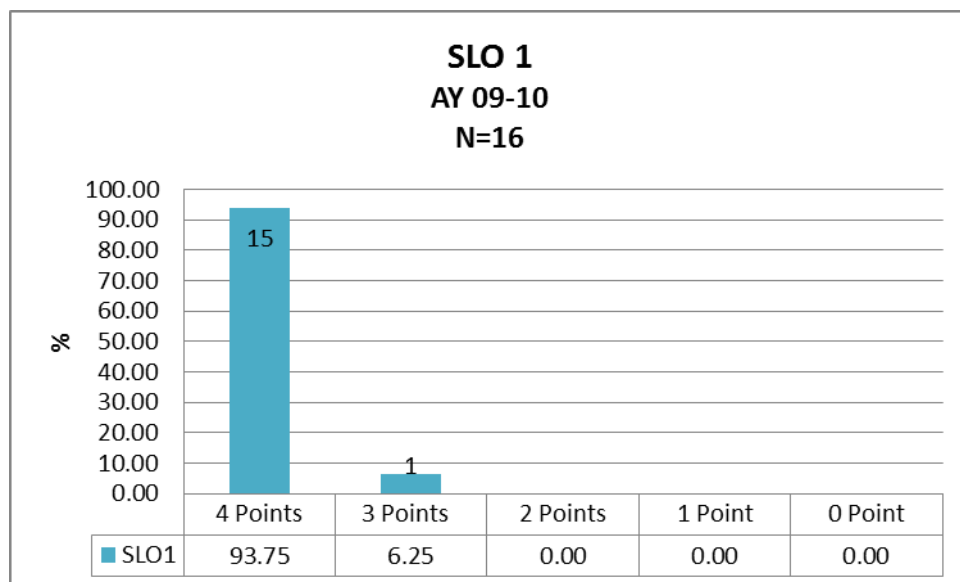


Figure 6

Librarianship AY 10-11 Score Distribution-SLO 1

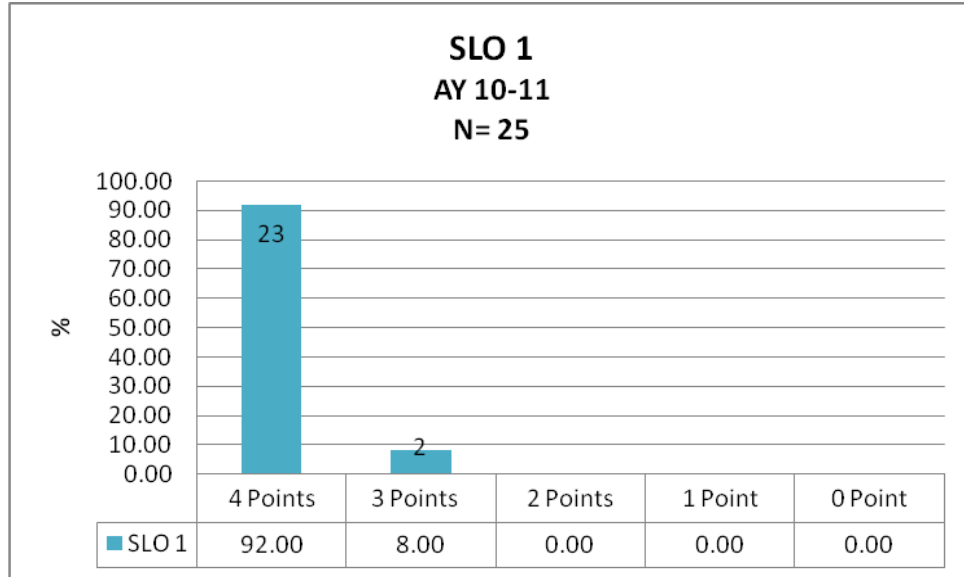


Figure 7

Librarianship Summer 2009 Criteria Score Means-SLO 1

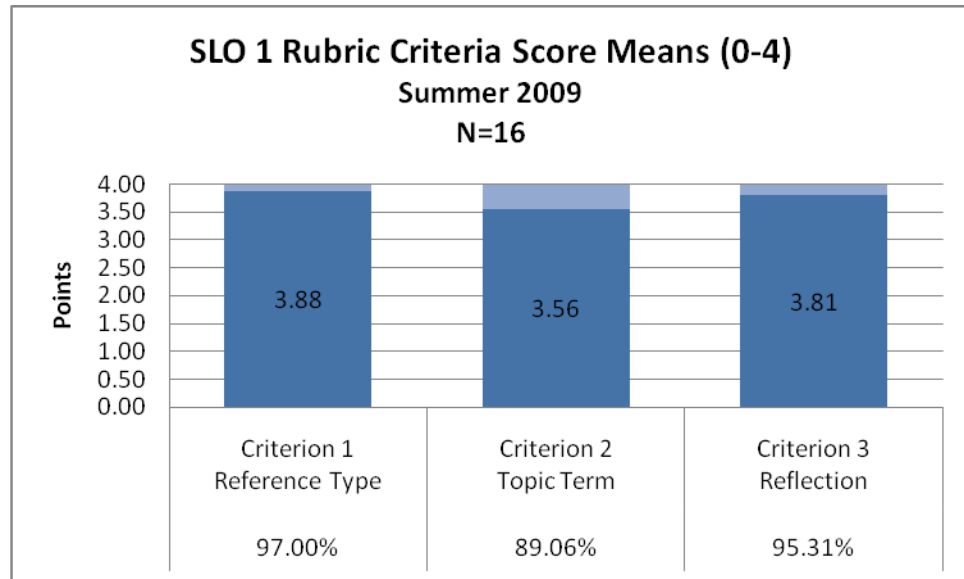
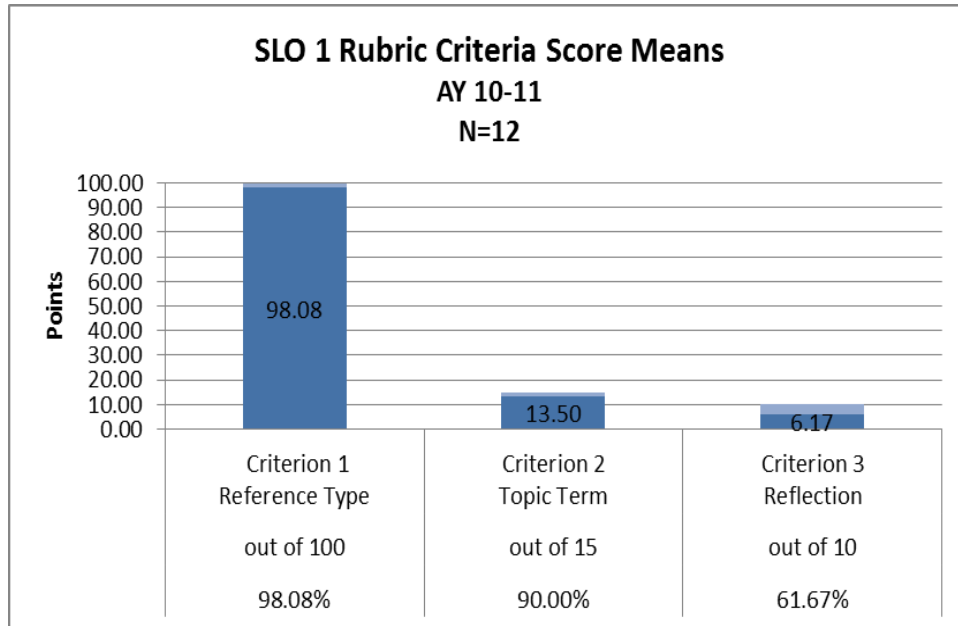


Figure 8

Librarianship AY 10-11 Criteria Score Means-SLO 1



Outcome 2: Analyze major trends in reading material for children & youth.

Assessment: Candidates identify and critically analyze twenty young adult books that represent a wide range of genres.

Figure 9

Librarianship AY 09-10 Score Distribution-SLO 2

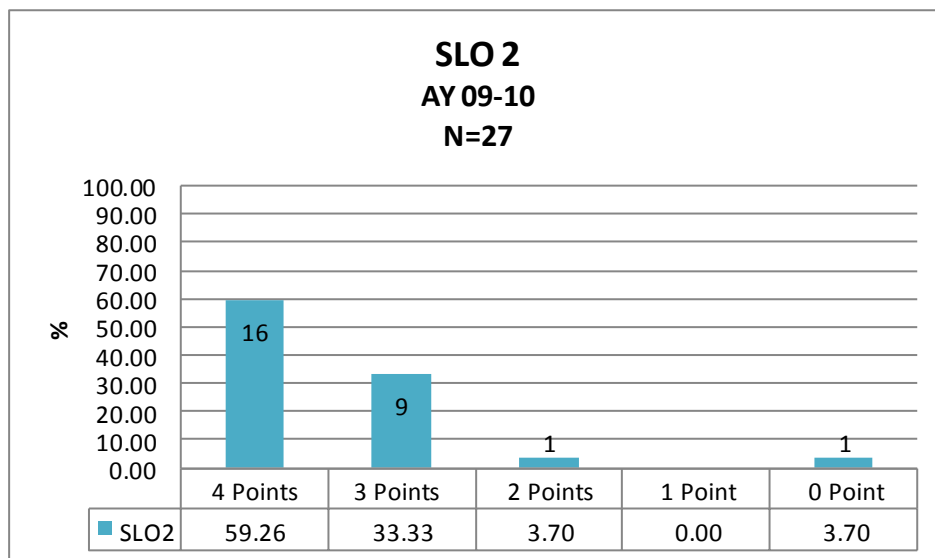


Figure 10

Librarianship AY 10-11 Score Distribution-SLO 2

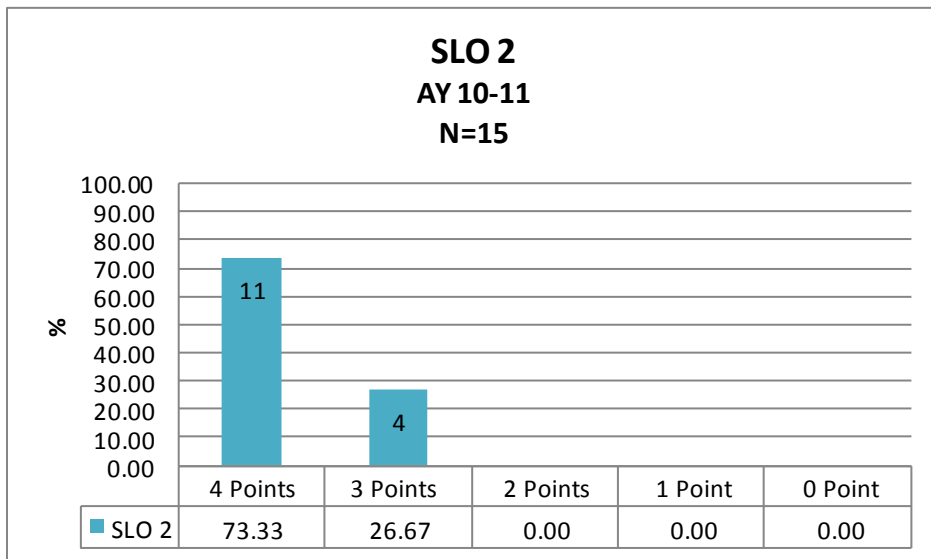
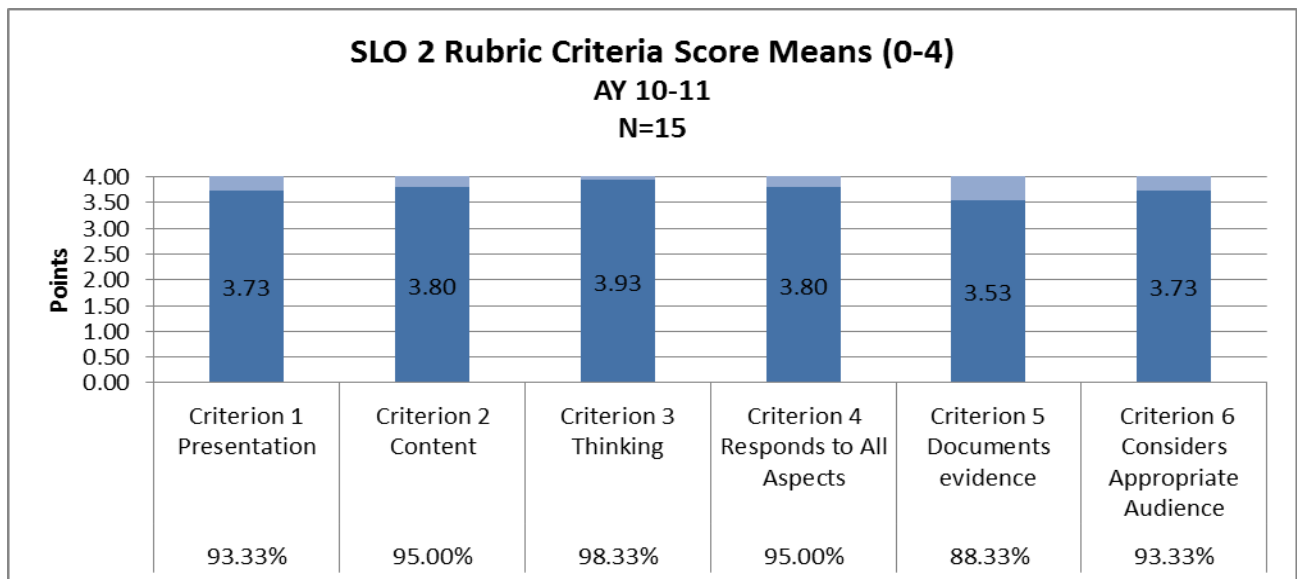


Figure 11

Librarianship AY 10-11 Criteria Score Means-SLO 2



Outcome 3: Support flexible and open access for library media center & its services.

Assessment: Candidates catalog (at level 3) and classify 10 items representative of problems addressed in library professional technical services work. Each entry consists of a public access view and a basic MARC record.

Figure 12

Librarianship AY 09-10 Score Distribution-SLO 3

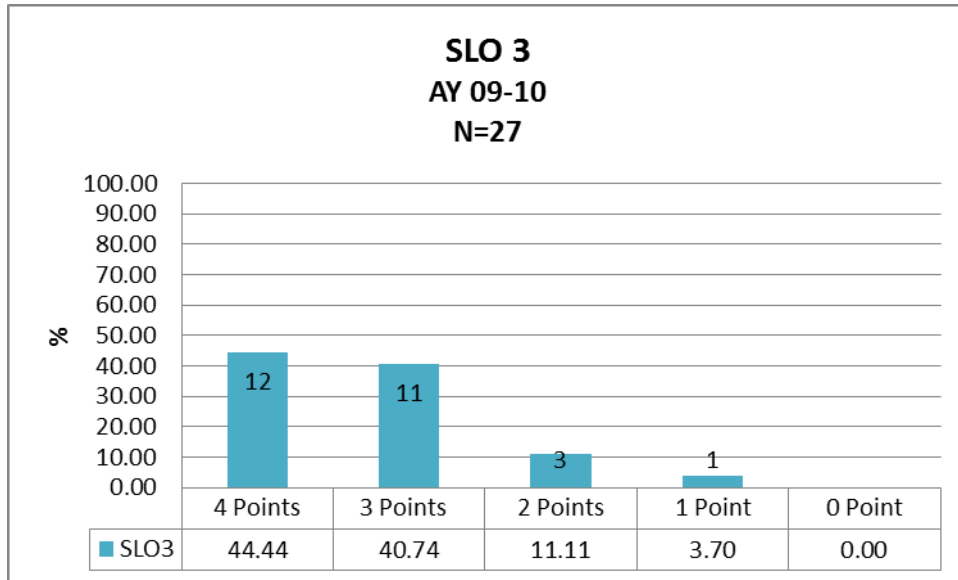


Figure 13

Librarianship AY 10-11 Score Distribution-SLO 3

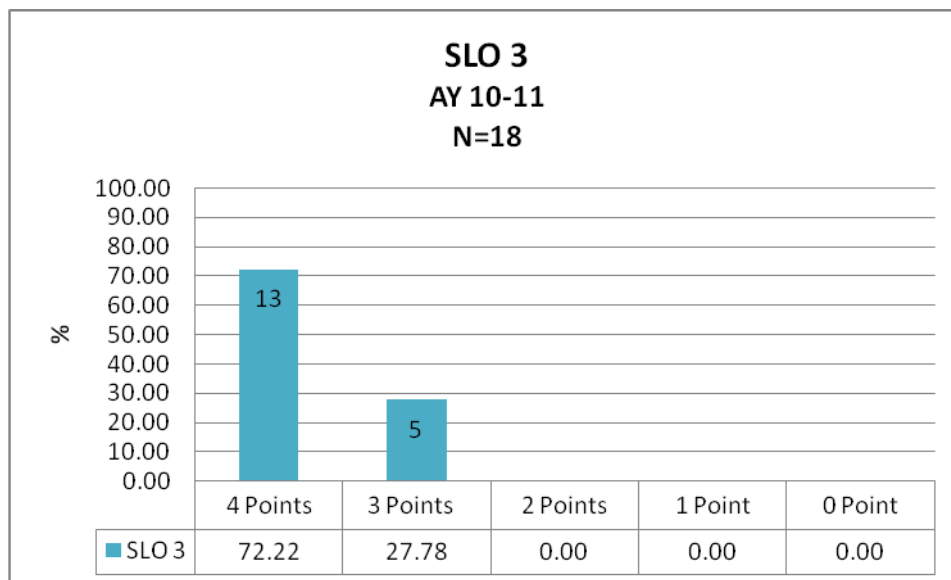


Figure 14

Librarianship Fall 2009 Criteria Means-SLO 3

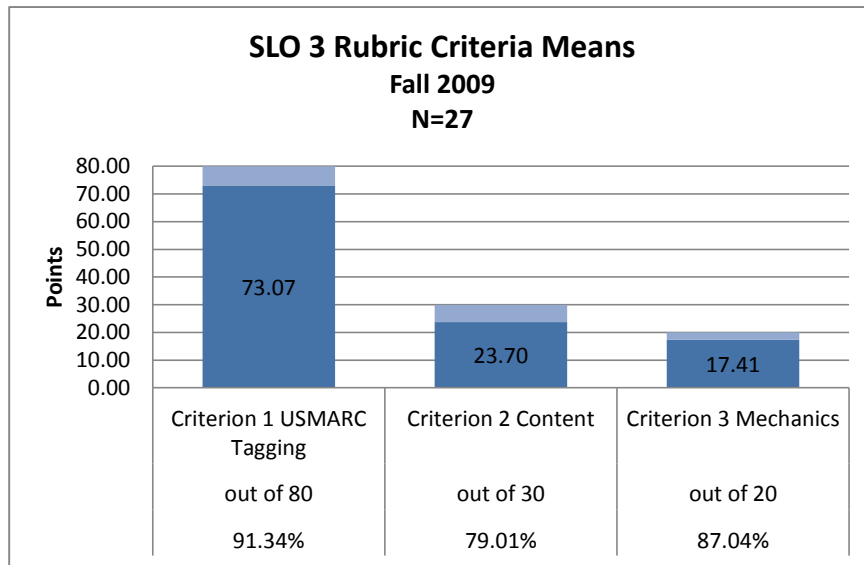
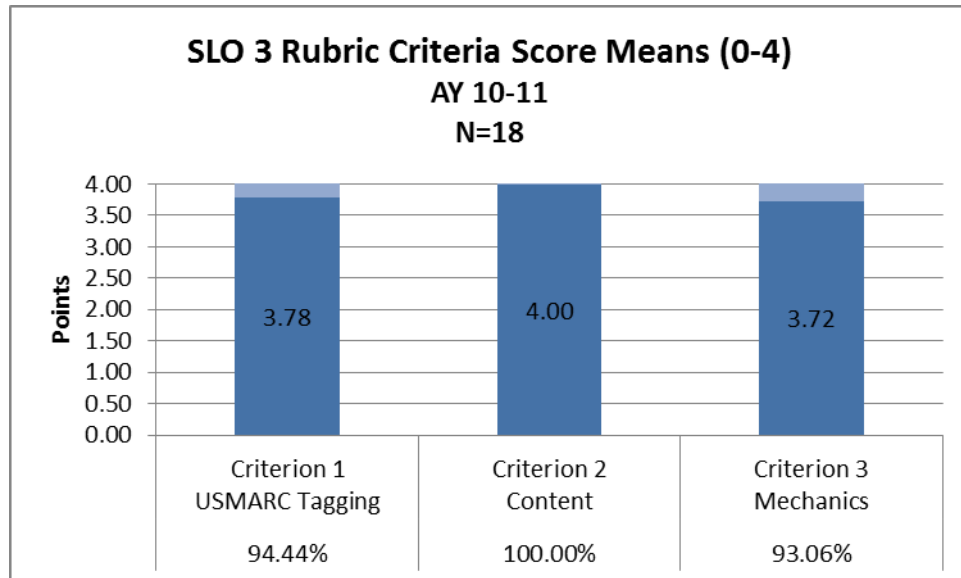


Figure 15

Librarianship AY 10-11 Criteria Score Means-SLO 3



Outcome 4: Demonstrate ways to establish & maintain a positive educational climate in the library media center.

Outcome 12: Develop and evaluate policies and procedures that support the mission of the school & address specific needs of the library media program.

Assessment: Candidates develop a library management plan aligned with the American Association of School Librarian’s standards.

Figure 16

Librarianship AY 09-10 Score Distribution-SLO 4, 12

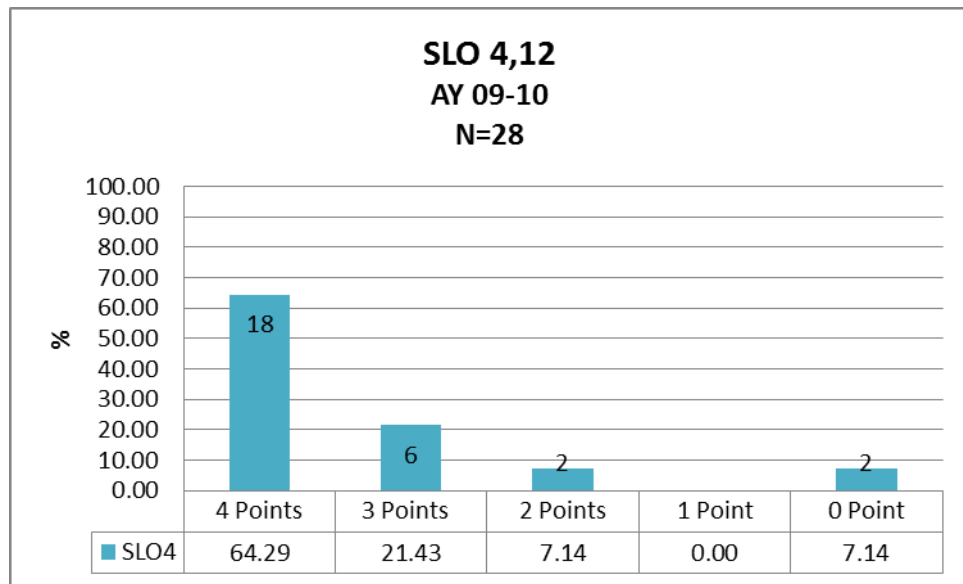
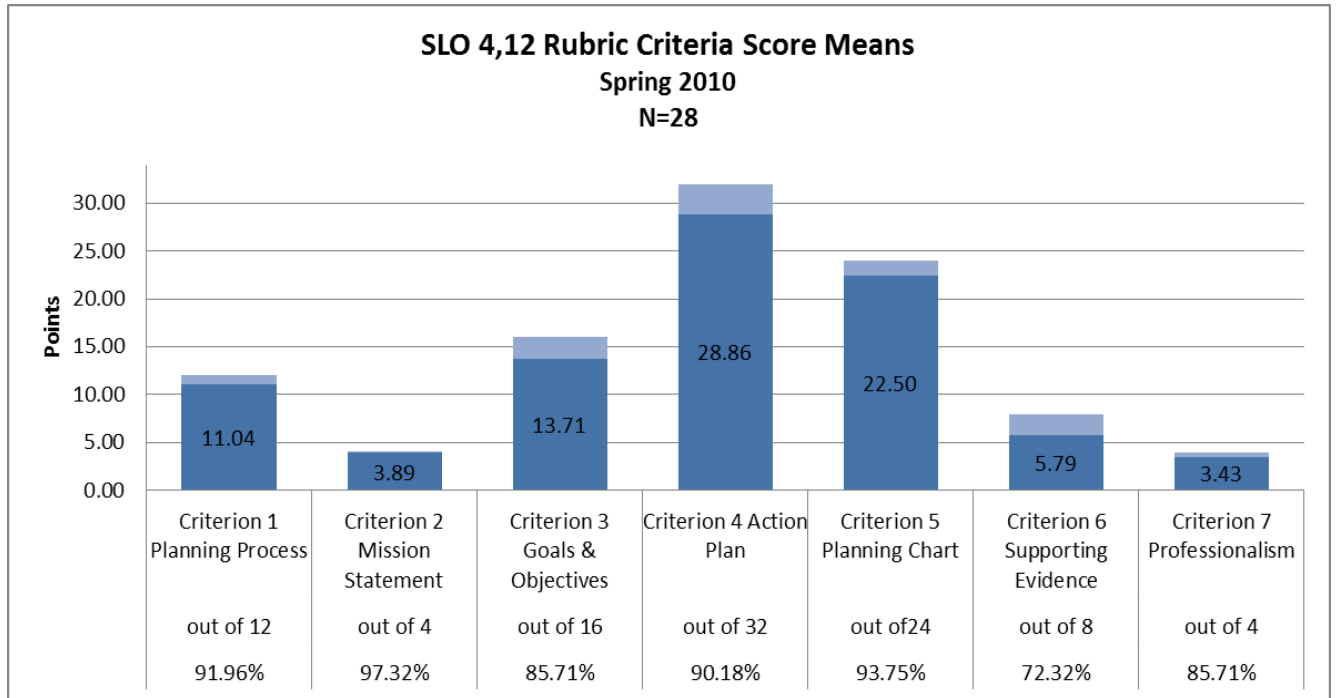


Figure 17

Librarianship Spring 2010 Criteria Score Means-SLO 4, 12



Outcome 5: Design library media instruction that assesses learner interest, needs, instructional methodologies, & information processes.

Outcome 6: Work with classroom teachers to co-plan, co-teach, & co-assess information skills instruction.

Outcome 7: Employ strategies to integrate the information literacy curriculum with content curriculum.

Assessment: Candidates develop a thematic lesson that addresses a science content standard and an information literacy standard. Candidates develop an associated annotated bibliography reflecting a variety of sources.

Figure 18

Librarianship AY 09-10 Score Distribution-SLO 5-7

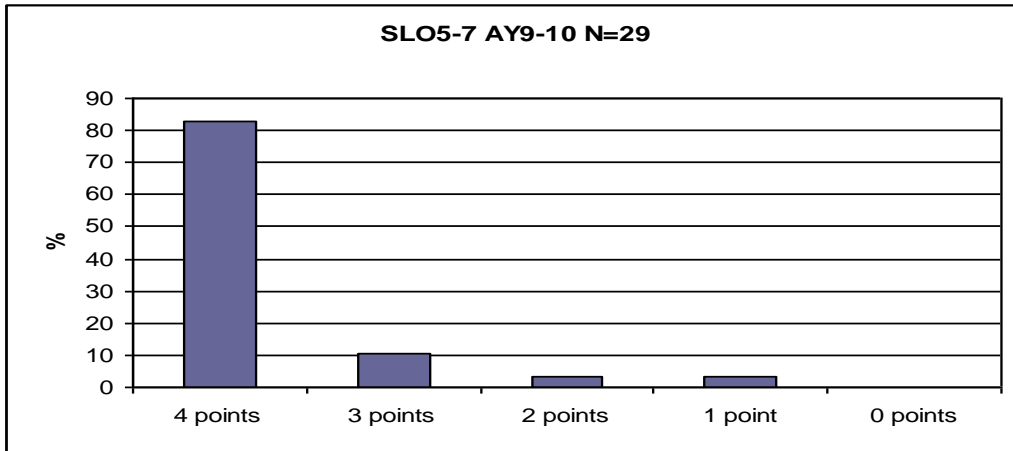


Figure 19

Librarianship AY 10-11 Score Distribution-SLO 5-7

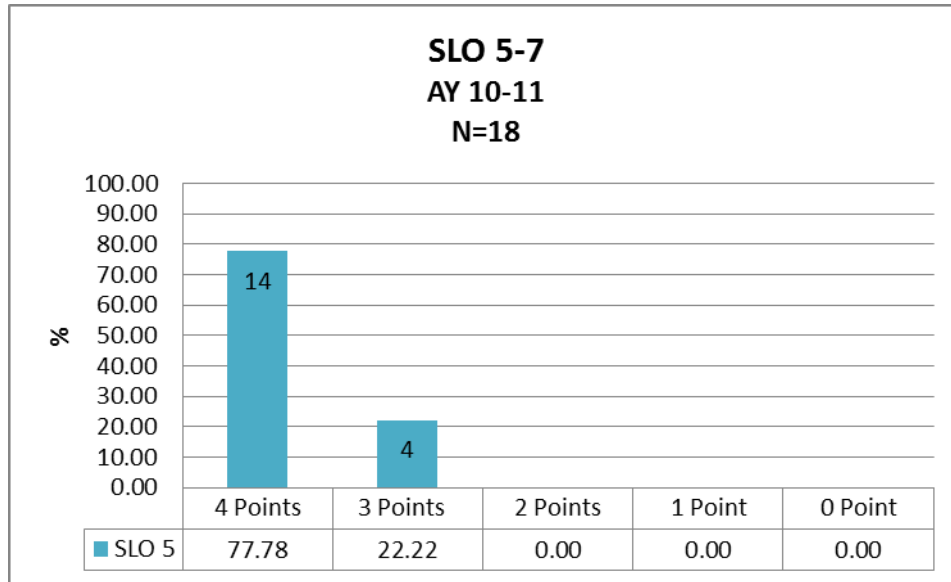
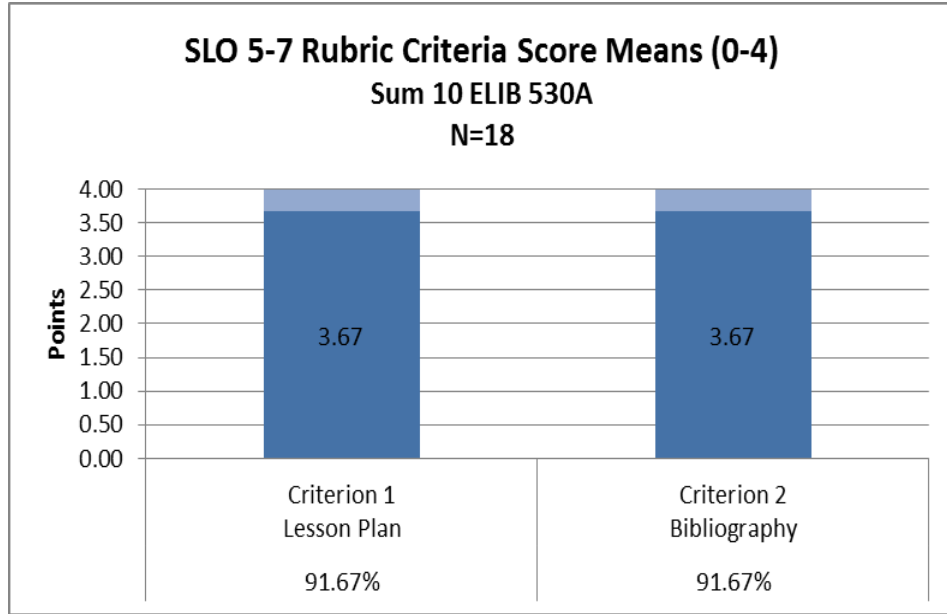


Figure 20

Librarianship Summer 2010 Criteria Score Means-SLO 5-7



Outcome 8: Plan how to establish connections to other libraries and the larger library community.

Outcome 9: Model, share, and promote ethical and legal principles of education & librarianship.

Figure 21

Librarianship AY 09-10 Score Distribution-SLO 8, 9

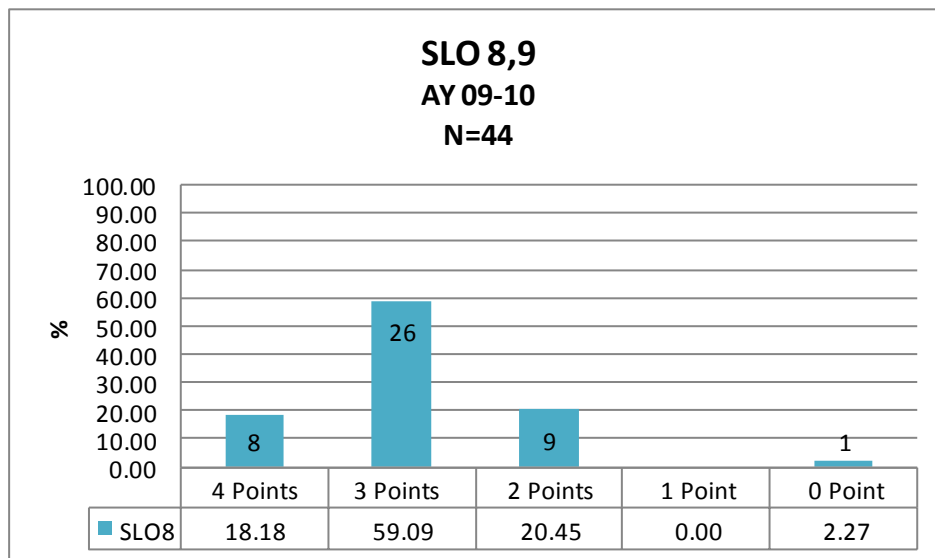


Figure 22

Librarianship AY 10-11 Score Distribution-SLO 8, 9

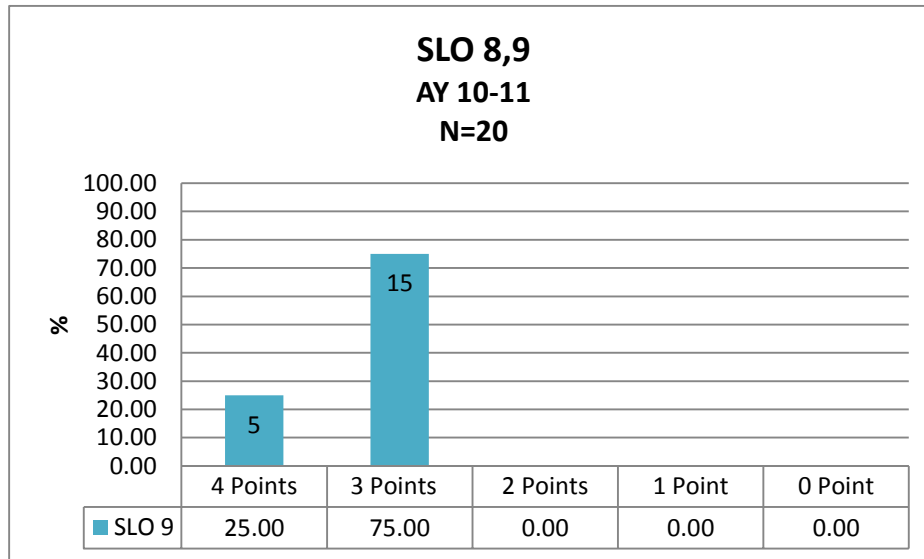
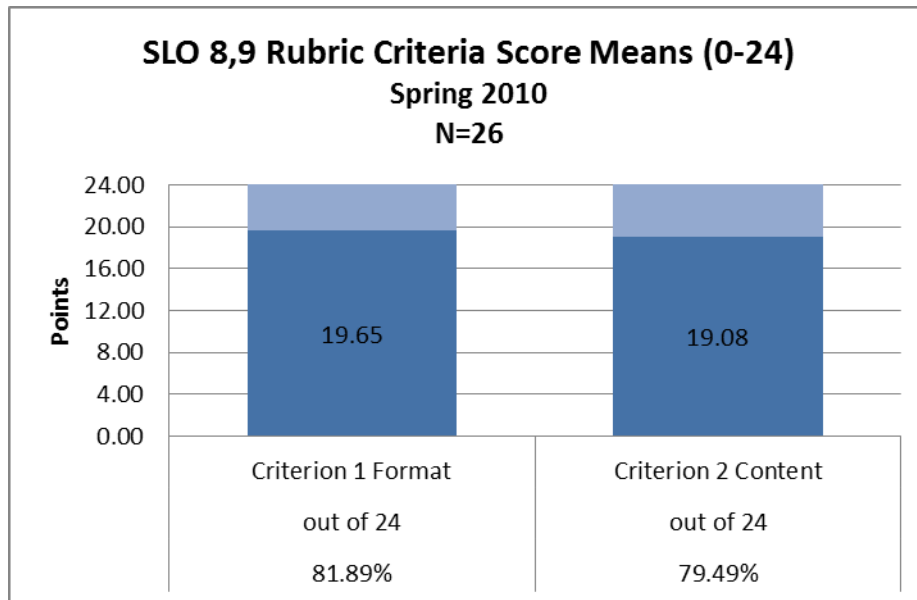


Figure 23

Librarianship Spring 2010 Criteria Score Means-SLO 8, 9



Outcome 10: Articulate the relationship of the library media program with current educational trends and important issues.

Assessment: Candidates analyze an under-served or at-risk student population. Candidates explain underlying educational issues, and offer feasible solutions based on their literature review. The solution incorporates collaboration between a teacher librarian and a classroom teacher or resource specialist.

OR

Assessment: Candidates evaluate an educational website in terms of content, functionality, instructional value, and ethical practice (as of Spring 2011).

Figure 24

Librarianship AY 09-10 Score Distribution-SLO 10

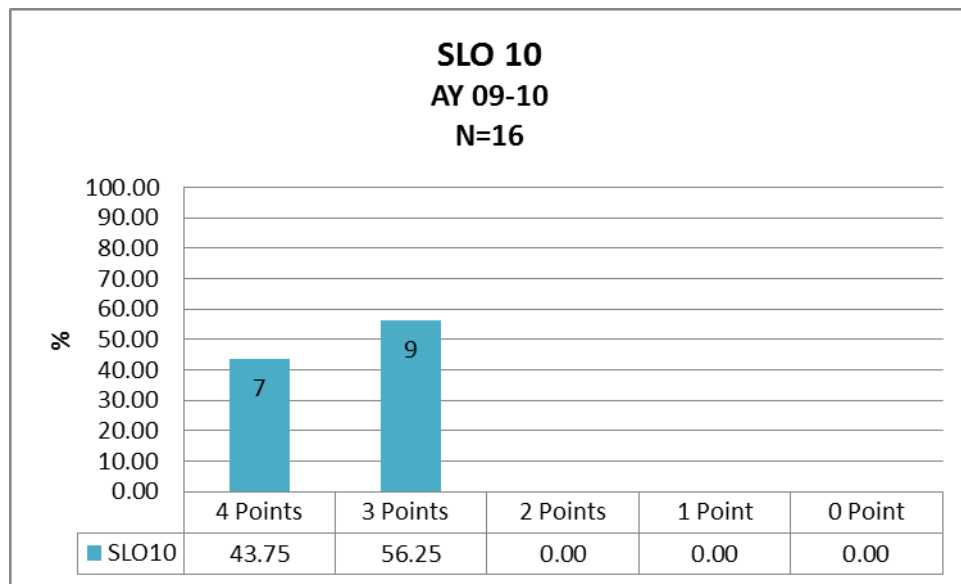


Figure 25

Librarianship AY 10-11 Score Distribution-SLO 10

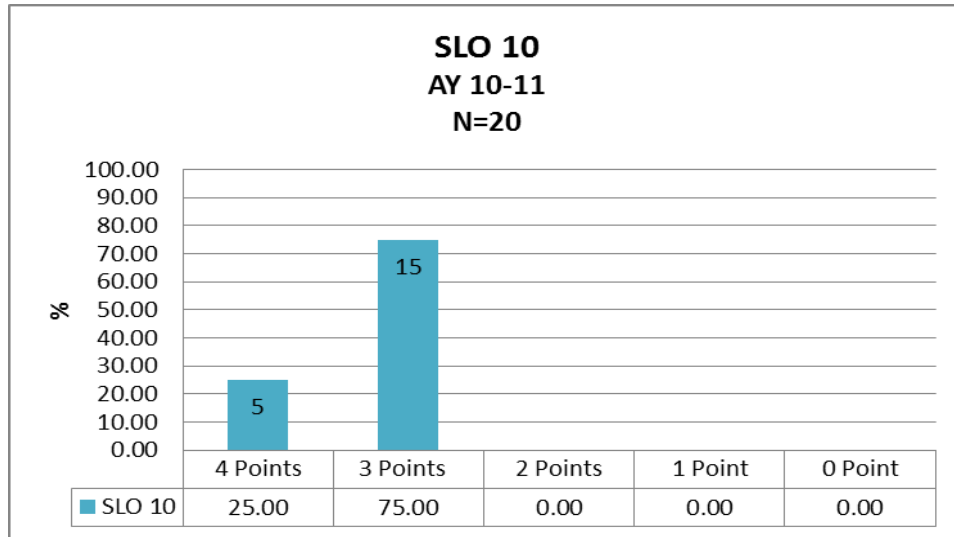
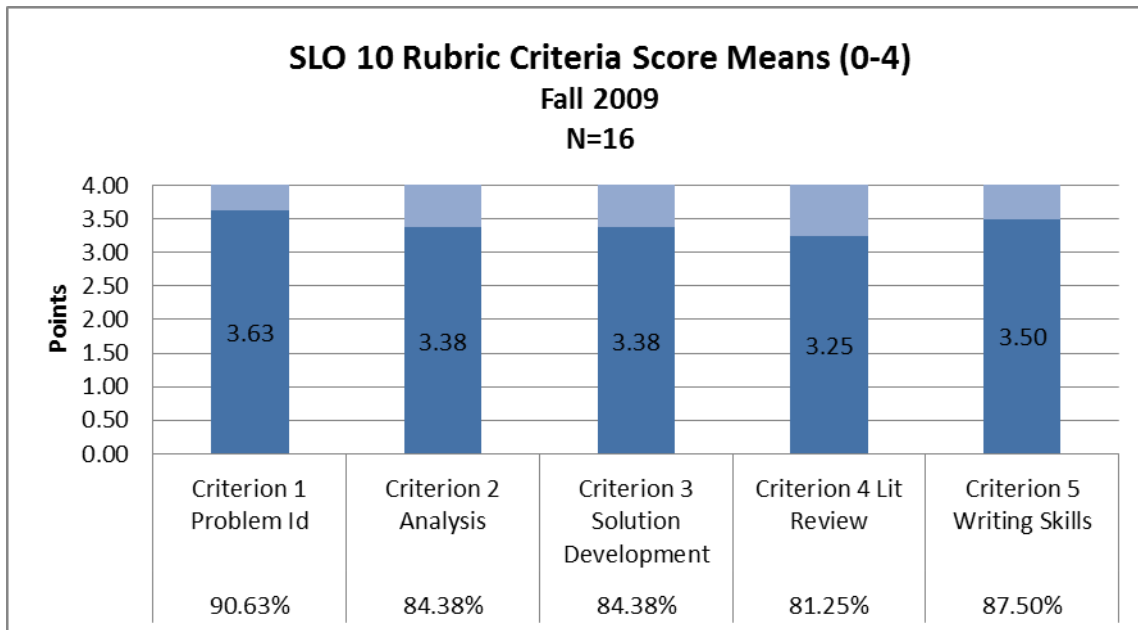


Figure 26

Librarianship Fall 2009 Criteria Score Means-SLO 10



Outcome 11: Select, analyze & evaluate print, non-print & electronic resources using professional selection tools & evaluation criteria

Assessment: Candidates create a collection development plan. To this end, candidates analyze a community/ curriculum and a library collection/supporting technology, map a library collection, develop a collection plan, select materials, promote acquisitions, and evaluate the plan.

Figure 27

Librarianship AY 10-11 Score Distribution-SLO 11

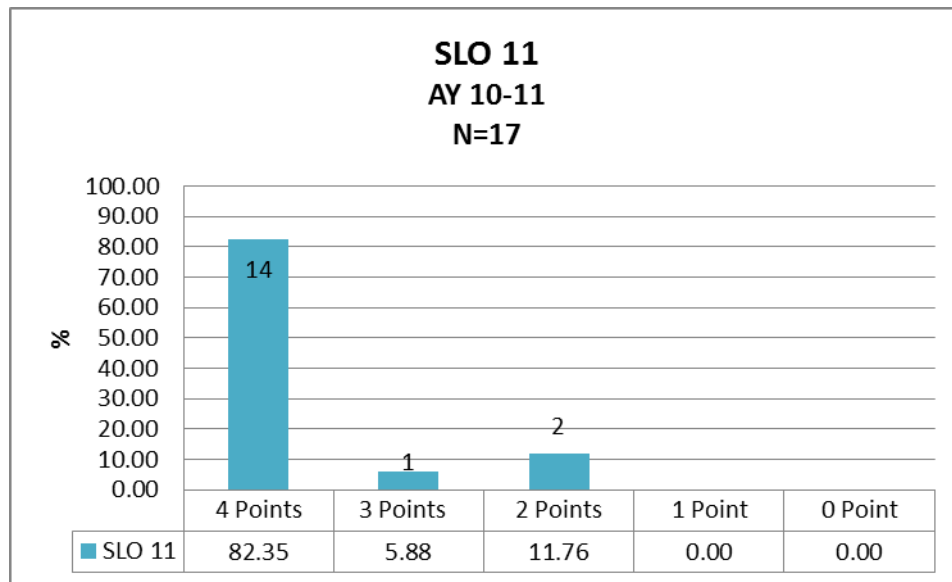
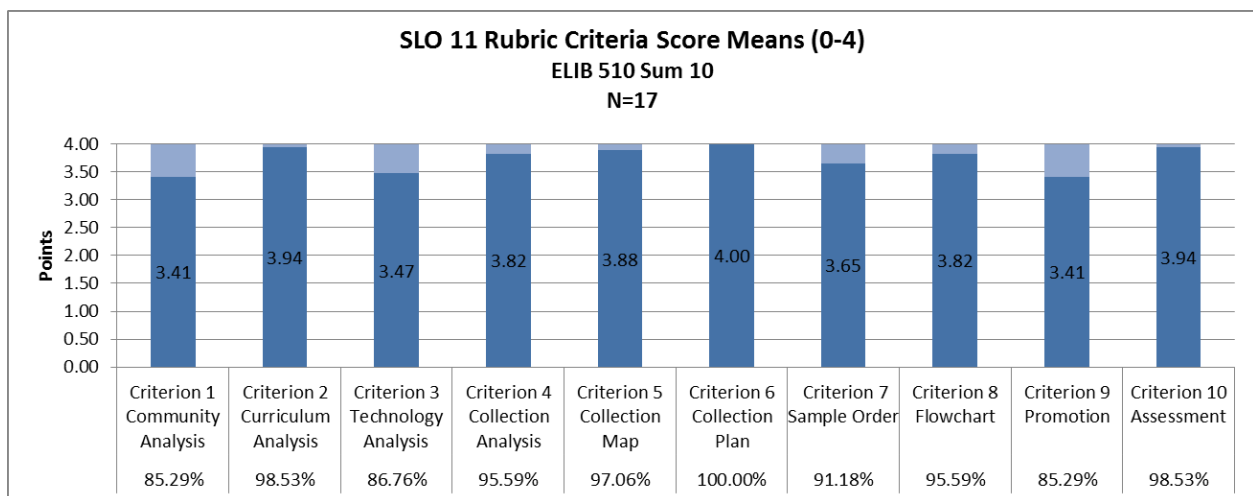


Figure 28

Librarianship Summer 2010 Criteria Score Means-SLO 11



In addition, all SLOs are assessed in ELIB580 field experience through supervising TL and field experience coordinator observation and by e-portfolio review.

ELIB 580 Field Experience (Culminating Experience)

Figure 29

Librarianship AY 09-10 Criteria Score Means-SLO 1-12 (Field Experience)

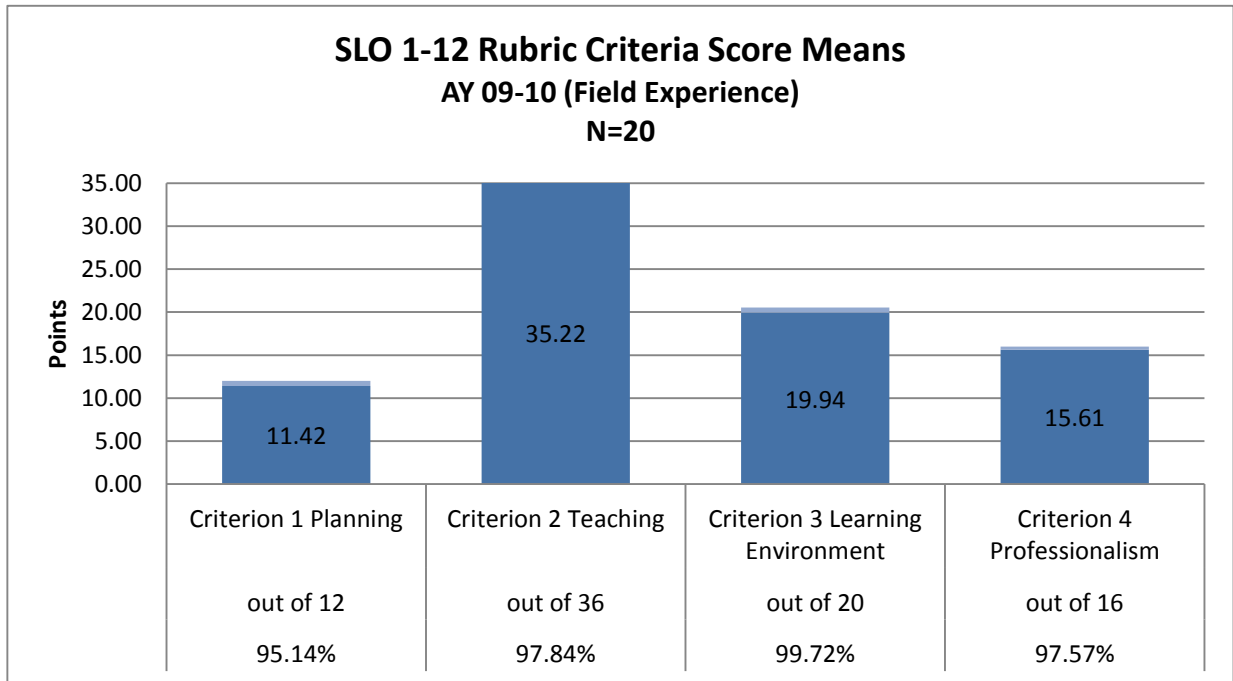


Figure 30

Librarianship Summer 2010 Criteria Score Means-SLO 1-12 (Fieldwork)

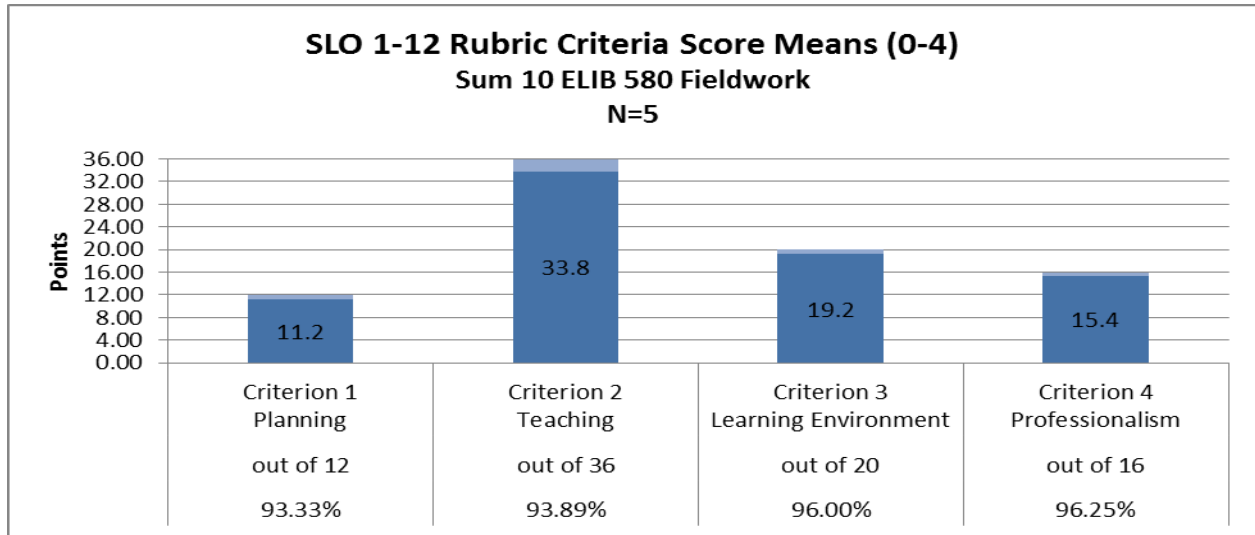


Figure 31

Librarianship AY 10-11 Criteria Score Means-SLO 1-12 (Fieldwork)

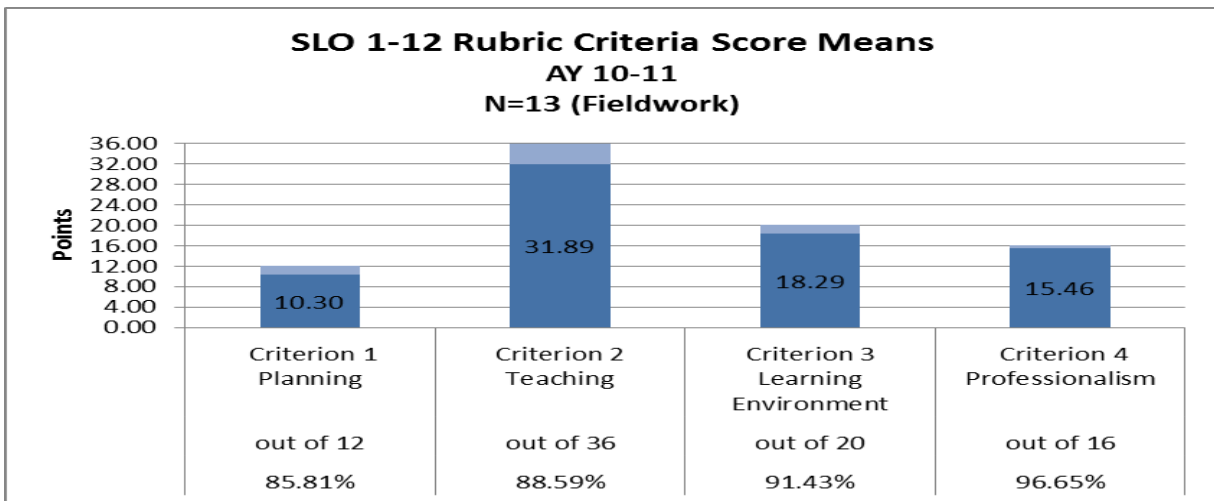
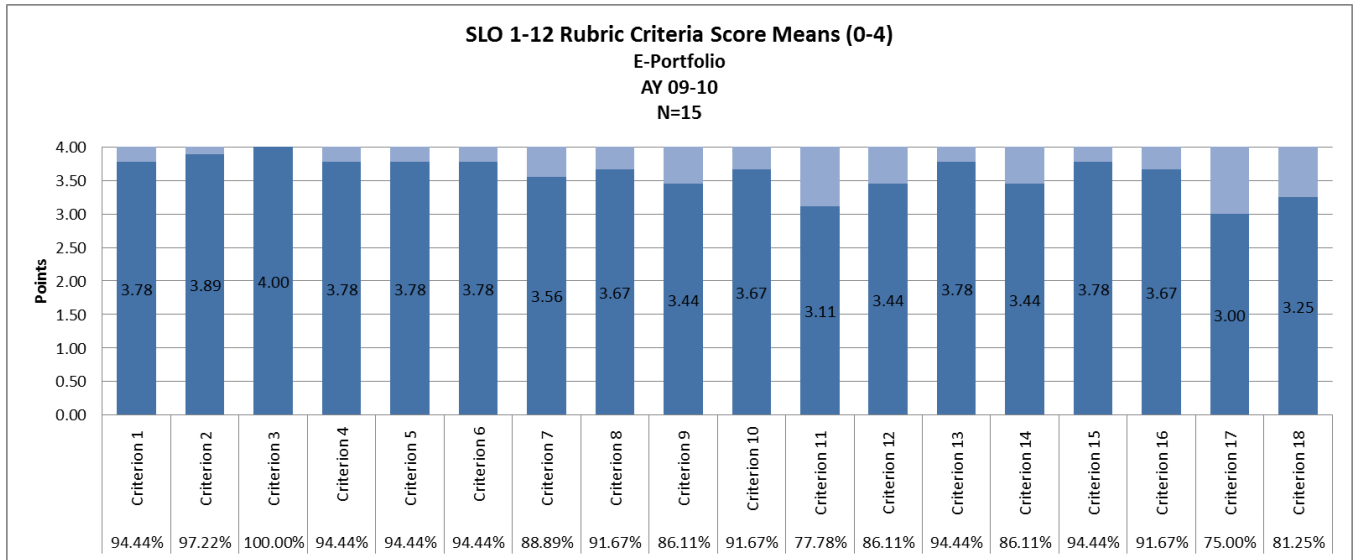


Figure 32

Librarianship AY 09-10 Criteria Score Means-SLO 1-12 (E-Portfolio)



Criteria:

- 1:** Information specialist
- 2:** Instructional leader
- 3:** Teacher
- 4:** Administrative leadership
- 5:** Management/organization
- 6:** Communication
- 7:** Diversity
- 8:** Human relationships

- 9:** Literature & literacy
- 10:** Access
- 11:** Professionalism
- 12:** Philosophy
- 13:** Personal Information
- 14:** Entries
- 15:** Annotations
- 16:** Supporting information
- 17:** Technical skill
- 18:** Overall presentation

Figure 33

Librarianship Summer 2010 Criteria Score Means-SLO 1-12 (Portfolio)

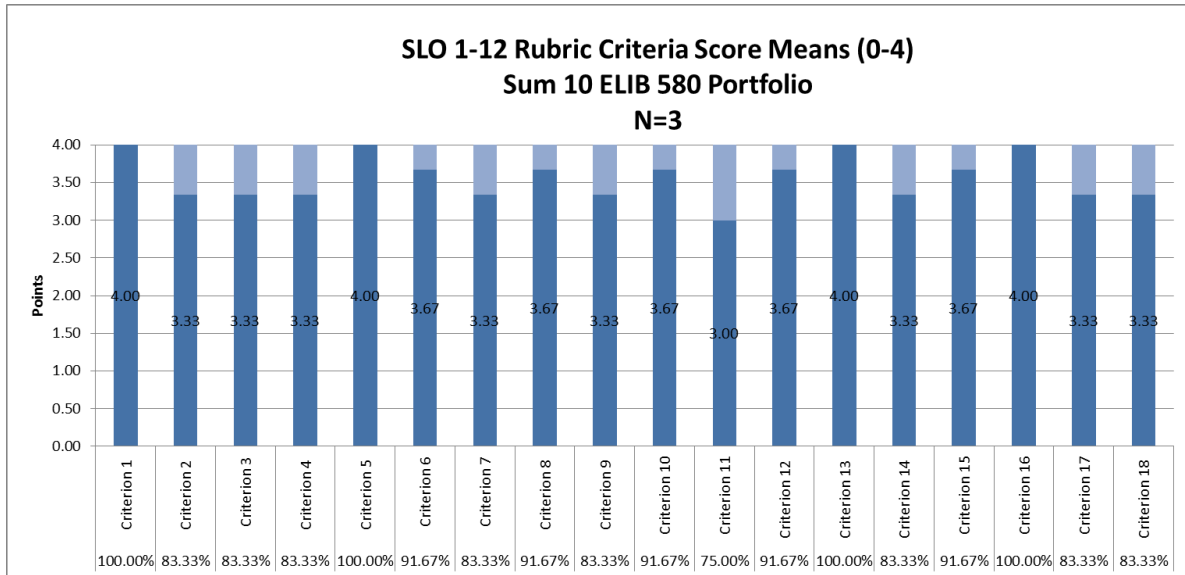
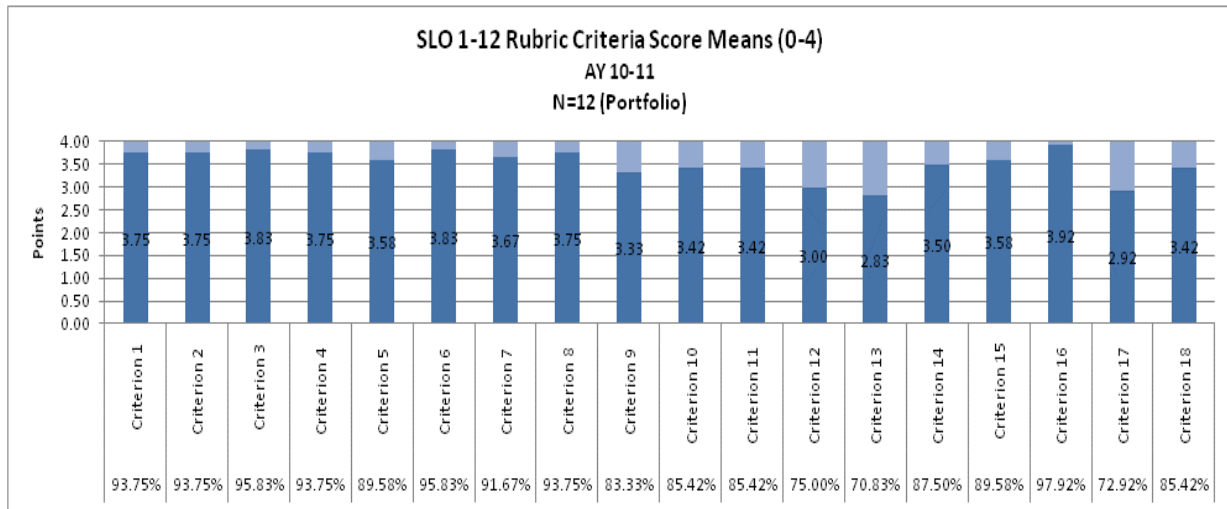


Figure 34

Librarianship AY 10-11 Criteria Score Means-SLO 1-12 (Portfolio)



2009-11 Program Effectiveness Data

Table 8

Data Collected to Assess Program Effectiveness

Assessment	Description	Findings
Retention rate	Number of students who are enrolled or graduated	Of 15 who entered the program in 2009-2010: 3 dropped , 12 are in progress
Student evaluations of instructor	End-of-course evaluation	Rising evaluation for all instructors; coordinators' evaluations are highest (range of 4 to 5, with coordinator mean of 4.7)
Exit field experience essay	Exiting essay prompt send to all ELIB580 candidates	All positive; field experience highly rated; program considered rigorous, practical and supportive
Annual CSLA conference focus group	Discussion and write-ups of current activity and reflection on program	All positive; graduates feel very prepared and assume site and district leadership roles; several grads get grants and awards
Biennial program advisory board meeting	Discussion with local employers	All positive; local districts are largely using CSULB graduates

The following 2009-2011 data provide evidence that the program candidates and graduates are impacting students and the librarianship profession at large:

Publications:

Technology Management Handbook for School Library Media Centers (Neal-Schuman, 2010): co-authored by Marc McPhee and Lesley Farmer

California School Library Association (CSLA) Journal articles authors: Rosemarie Bernier, Judy Davidson, Joy Millam, Pam Oehlman, Glen Warren

CSLA Newsletter column editors: Melody Hubbard, Jane Lofton, Kathie Maier ,Pam Oehlman, Glen Warren

CSLA Newsletter contributors: Rosemarie Bernier, Byron Heiser, Glen Warren

Educational Media and Technology Annual. Libraries Unlimited, 2009. Seanean Shanahan co-author

Featured in *Los Angeles Times*: Rosemarie Bernier, Nora Murphy

Featured in *North County Times*: Sandra Wren

Grants and Awards:

CSLA Technology Award: Jane Lofton

Palisades Charter Schools Foundation Patrick Award: Cynthia Murphy

California Teachers Association Commendation: Cynthia Murphy

CA Legislature Assembly City of Downey Woman of the Year: Julia Desalernos

CSLA poster contest: Muriel Bourke's students

CSULB Librarianship Program Instructors/Presenters:

Presenters: Robert Graupensperger, Melissa Phone-Parris, Seanean Shanahan
Supervising Teacher Librarians for field experience: Rosemarie Bernier, Ken Completo, Darlene Dunn, Karen Gonzalez, Sandra Patton, Deborah Powers, Aileen Willoughby

Professional Organization Event Presenters:

CSLA Conference: Leslie Alchanati, Mark Bobrowsky, Lori Broger-Mackey, Mary Burch, Judy Davidson, Karen Gonzalez, Jane Guttman, Marc McPhee, Joy Millam, Pam Oehlman, Seanean Shanahan, Glen Warren, Ellen Whelpton
CUE: Jane Lofton, Glen Warren

Professional Organization Officers:

CSLA: State President Rosemarie Bernier, State Treasurer Sandra Patton, State Secretary Nina Jackson, VP Government Relations Glen Warren, Southern Section President Jane Lofton; Southern Section Secretary Kathie Maier; Southern Section Treasurer Sandra Wren; Regional rep Susan Sheldon, Laurel Bullock, Joy Millam, Janet Hasbrouck, Kathy Alexander, Christina Contreras; State Tech Committee Byron Heiser, Kathy Buxton, Rosemarie Bernier
Long Beach Teacher Librarian Association officers: Kathy Alexander, Pam Oehlman
CUE: Library Media Educators SIG Co-Chair Glen Warren
State Department of Education School Library Standards Project Steering Committee: Rosemarie Bernier, Pam Oehlman, Glen Warren

District and School Site Accomplishments:

Discover Science Center event with McPherson School Librarian Glen Warren
Battle of the Books competition: Mark Bobrowsky, Millicent Preston
LAUSD Instructional Technologies Applications Facilitator: Seanean Shanahan
District Librarians: Marsha Davies, Janet Hasbrouck, Glen Warren
District library union President: Karen Gonzales

2010-11 Program Effectiveness Data

According to the graduate survey results of 2011, 100 percent of respondents that that they were prepared to work at a teacher library to a great deal. All strongly agreed that the program instructors used technology to effectively promote learning, and all agree that they had sufficient opportunities to learn and apply technology for academic and professional work. All respondents agreed that the program contributed to their ability to engage and address the needs of all students, and use research to inform their practice. They all use technology ethically and responsibly, and can evaluate digital resources. All were satisfied with their advisement by the program coordinator and the program's website. The only concern was the lack of a variety of faculty, which will be addressed with the program merger.

PART III – Analyses and Discussion of Candidate and Program Data

Candidates are highly successful meeting all SLOs. Since the candidates indicate in their course evaluations that the content and assignments are rigorous, this speaks well for the instruction and student effort. Employers also indicate that they are impressed with most of our candidates. Candidates who have the most difficulty tend to have one or more of the following characteristics: less experience with technology, time management issues, heavy course load, work or family stress, health issues. To address the first matter, instructors are encouraged to provide training time and web tutorials. The third issue is the result of increased tuition; candidates take two courses to save money, and sometimes cannot handle the double load. The courses are paired to leverage the content in an overlapping manner (for instance, ELIB510 collection management is paired with ELIB530A Materials for elementary grades so that candidates can focus their collection management plan on added elementary titles). As a result of the data analysis, time management will be addressed more thoroughly in ELIB550.

SLO1 candidate performance was mainly level 4 consistently when the course has been offered. The course content, learning activities, and assessments are well designed and delivered.

SLO2 has been met at a high level by candidates, helped by incorporating Library Thing database, which facilitates literature analysis and knowledge repertoire. The one criterion that has lower scores is documents evidence, which will be addressed by providing more examples of such evidence.

SLO3's rubric parsed out aspects of the cataloging assignment. Candidates were most successful with MARC, which testified to the content delivery and scaffolding, candidates averaged a B in content (transcription of all elements). As a result of the data analysis, another exercise to provide more instruction on transcriptions and subject headings in particular were added. As a result, candidate performance improved the following time that the course was offered.

SLO4/12's rubric parsed out the elements of the management plan. Most aspects were A quality. Goals, professionalism were mid B quality, and supporting evidence was C range. The underlying issue seemed to be time management so that candidates did not have sufficient time to collaborate in the field. As a result of the data analysis, earlier deadlines to benchmark progress will be given, and a time management unit will be added. In addition, more examples of action plan progress evidence will be given to candidates.

SLO5-7 are met at a high level by most candidates due to solid content and instruction. One criterion needs to be improved: supporting evidence of implementing the lesson. Giving candidates more time to collaborate and implement the lesson should increase the probability of providing lesson evidence.

SLO8/9's rubric parsed the web portal design into format and content criteria, which clarified performance. The content aspect was slightly less successful than the format piece, the latter of which changed from the last time the course was offered (the other instructor and I decided that most candidates do not need to use DreamWeaver but do need to use WYSIWIG editors). Although instruction included discussion about content, the data analysis indicates that a more structured exercise and assignment directions are needed. In addition, a reflective activity about learning how to use a webpage editor will be added to measure candidate ability to learn webpage development processes. This suggestion will be implemented the next time that the course is offered.

SLO10's rubric parsed the case study assignment into five criteria. Writing and program identification were the strongest elements, and the literature review was the weakest element. The course was taught by a part-time lecturer from another department, which might be the reason for less success. The data analysis indicates that discussion about literature reviews needs to be explicitly included in the

instruction. In 2011 EDCI 625 was replaced by ETEC 551; its assessment resulted in slightly lower performance. The assessment needs to be refined to better meet the CTC standards and needs of candidates.

The field experience is a very successful and satisfying experience for candidates. They synthesize their knowledge, and address any gaps through self-assessment and negotiated learning activities with the supervising librarian. The most difficult aspect is collaborating with the classroom teacher, mainly because of scheduling constraints, which are not under the librarians' control. The candidates' portfolios also demonstrate that they meet state standards. High quality work is evidenced in most aspects. Professionalism is sometimes slightly lower as candidates who are teachers are more site-oriented than profession-oriented. Although candidates are urged to attend library conferences and join library associations, budget constraints can limit participation. In the future, instructors will hand out professional association membership forms and suggest participation in online professional development, which candidates can document for their eportfolio. In addition, technical presentation sometimes could use more graphics and multimedia, so a tips sheet will be developed to help candidates construct a consistently high-quality eportfolio.

Part IV – Use of Assessment Results to Improve Candidate and Program Performance

Table 9

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
SLO 2	Clarify document evidence	Coordinator	Feb., 2012
SLO4/12	Add activity about time management; provide more examples for documenting management plan implementation	Coordinator	Sep., 2012
SLO5-7	Schedule more lead time for lesson planning and implementation	Coordinator	Jan., 2013
SLO8/9	Add discussion/analysis on web portal content; include a reflective activity about learning how to use a webpage editor	Coordinator	June, 2011 (course was cancelled)
SLO10	Work with ETEC faculty to optimize the “new” assessment	Coordinator, ETEC faculty	June, 2012
SLO 11	Provide more details about selection tools: scope, audience, and criteria	Coordinator	Oct., 2011
Eportfolio	Develop tips for producing a top quality eportfolio; hand out CSLA membership forms and emphasize library professional activity more	Coordinator	Feb., 2012