

**M.S., Library Media Education – Advanced Preparation
Annual Program Report
Academic Year 2007-08
September 16, 2008**

1. Continuous Assessment Results

During the 2007-2008 academic year the LME program faculty made several program changes:

- Prerequisites added to some courses (LME 535 prerequisite to LME 537; LME 537 prerequisite to LME 545 and LME 547) (full implementation spring 2009)
- Requirements for LME 590 Practicum (full implementation spring 2009)
 - Completion of 24 hours from Form C
 - Completion of core courses (LME 501, LME 512, LME 535, LME 537)
 - Form D filed (including completion of research tool)
 - Completion of application for practicum experience
- Development of application for practicum (determines eligibility for practicum, includes self-assessment of level 1 dispositions, proposes practicum setting, self-assessment of standards prior to practicum; full implementation of this application will be fall 2008)
- Revision of standards-based online supervisor rating instrument implemented spring 2007
- Revision of graduate survey to reflect professional standards and teaching dispositions

a. Admission Data

The LME graduate program admitted 91 students in the 2007-2008 academic year. Thirty-two of these students were admitted based on successful completion of a prior master's degree. The average GAP score of the remaining 59 students applying for their first master's degree was 3283. The CEBS minimum GAP score for admission is 2200 while the LME program minimum GAP score for admission is 2500. The average overall GRE score was 984 and the average GRE Analytical Writing score was 4.1 (3.5 required for admission). No students were admitted through the alternate admission process.

b. Course Based Assessment Data

In the fall 2007 semester 100% of the graduate students earned a score of at least Proficient (3) on the critical performances for the course courses while 9% earned an Exemplary (4) score. In the spring of 2008 semester 100% of the graduate students earned a score of at least Proficient (3) on the critical performances for the course courses while 5% earned an Exemplary (4) score. Assessment measures of critical performances for core courses by AASL standards are as follows:

	1. Use of Information and Ideas			2. Teaching and Learning			3. Collaboration and Leadership			4. Program Administration		
Score	3	4	Avg.	3	4	Avg.	3	4	Avg.	3	4	Avg.
Fall 2007	86% (64)	14% (10)	3.14	91% (105)	9% (10)	3.09	91% (105)	9% (10)	3.09	91% (105)	9% (10)	3.09
Spring 2008	93% (74)	7% (6)	3.07	95% (115)	5% (6)	3.05	95% (115)	5% (6)	3.05	95% (115)	5% (6)	3.05

c. Clinical Experiences Data

In the fall of 2004 the LME faculty determined a need to collect assessment data for teaching dispositions, student population, performance by learned society standards, and content knowledge and skills gained through clinical experiences. To gather this data two instruments were developed: a midpoint assessment that is completed by each student prior to admission to the practicum; and an online evaluation of student performance that is completed by instrument the practicum cooperating practitioner. In 2007, these instruments were reviewed by the LME faculty, revised to align with professional standards and new college wide teaching dispositions, and implemented in the spring 2008 semester. The data collected includes information on the number of hours students work in the field settings, the cultural and linguistic diversity of pupils in those settings, activities associated with professional standards (AASL, ISTE, AECT, and KTS) standards, student evaluations aligned with these standards, and evaluations of students' teaching dispositions (levels 1 and 2). Data from spring 2008 are as follows:

Dispositions Level 1	Practicum Student Self-Assessment					
	100% of self-assessments of 46 practicum students in spring 2008					
Indicator	Target	Surpassed Standard but not Target	At Standard	Not Quite at Standard	Below Standard	Not Observed
a. Values learning: Attendance	80%	12%	4%			4%
b. Values learning: Class participation	76%	24%				
c. Values learning: Class preparation	88%	12%				
d. Values learning: Communication	100%					
e. Values personal integrity: Emotional Control	100%					
f. Values personal integrity: Ethical behavior	100%					

Diverse populations that students worked with in P-12 field experiences prior to the practicum included the following:

Caucasian	93.8%*
African American	93.8%
Hispanic/Latino	78.1%
Asian/Asian American	53.1%
Native American/Pacific Islander	15.6%
Individual Education Plan (IEP)	na %
Federal Free/Reduced Lunch	na %
Other: Indian	3.1 %
Other: not indicated	na %

*indicates percent of students that worked with this population during field experiences

Dispositions Level 2	Cooperating Practitioner Evaluation					
	100% of cooperating practitioner ratings of 46 practicum students in spring 2008					
Indicator	Target	Surpassed Standard but not Target	At Standard	Not Quite at Standard	Below Standard	Not Observed
g. Values diversity	91.3%	4.3%	2.2%	0	0	2.2%
h. Values collaboration	87%	8.7%	2.2%	0	0	2.2%
i. Values professionalism: Respect for school rules, policies, and norms	97.8%	2.2%	0	0	0	0
j. Values professionalism: Commitment to self- reflection and growth	95.7%	2.2%	2.2%	0	0	0
k. Values professionalism: Professional development and involvement	80.4%	6.5%	6.5%	0	0	6.5%
l. Values professionalism: Professional responsibility	89.1%	8.7%	0	0	0	2.2%

Diverse populations that practicum students worked with in P-12 practicum experiences in the spring of 2008 included the following:

Caucasian	100%*
African American	89.1%
Hispanic/Latino	71.7%
Asian/Asian American	52.2%
Native American/Pacific Islander	17.4%
Individual Education Plan (IEP)	84.8%
Federal Free/Reduced Lunch	82.6%
Other: Bosnian	2.2%
Other: not indicated	2.2%

*indicates percent of practicum students that worked with this population

LME Course Number	Hours	Clinical Experiences in LME Program
410G	3	Story performance
501	5	LMS Observation with Interview
502	10	LMS job shadowing, journal, Description of Library Environment, and reflective paper
508	10	Reference collection analysis, LMS interview and reflective paper
518	5	LMS interviews in two library settings
519	10	Action research project
527	7	Collaborative literature project with LMS
537	10	Interview with Educational Technology leader and Instructional Design Project
545 ICT endorsement	5	Site visit and interview with technology specialist
547 ICT endorsement	10	Professional Development Project
590	120	Practicum hours (40 in library media or educational technology setting, 80 in related literacy, resource-based education, or technology integration educational activities)
Total	195	Students engage in 130 – 195 hours of clinical experiences in the LME program depending on their coursework

Students engage in 130 – 195 hours of clinical experiences in the LME program depending on their coursework. Student engagement with diverse populations in their clinical settings is ensured in two ways. Prior to the practicum in the LME 508: References and Information Services course, all students are required to complete their field hours in an educational setting with at least 5 percent of the school population in more than one cultural and linguistic group as defined by the United States Census. During the practicum experience, all students are required to observe in two culturally and linguistically diverse educational settings and create a comparison report on the school media or educational technology centers that serve those diverse communities. Both these requirements ensure that all students complete field observations in one or more culturally or linguistically diverse setting.

d. Culminating Assessment Data

Graduate students in the LME 537 Principles of Educational Technology Applications course complete an Instructional Design Project (similar to the Teacher Work Sample). Students are required to design and teach a technology integration lesson. They must demonstrate pupil

learning from their pre- to post-assessment measures. One hundred percent of graduate students achieve a Proficient score on the project while approximately 20% achieve a Distinguished score on this project.

The Professional Portfolio is the culminating assessment for the LME graduate program. The Portfolio provides evidence that students have reflected upon and mastered the content knowledge and skills aligned with professional standards set by the Kentucky Department of Education, the American Association of School Librarians, the International Society for Technology in Education and the Association for Educational Communications Technology. The Professional Portfolio is initiated at the beginning of the students' program in LME 501 and LME 512 with a standards-based Professional Development Plan (PGP). Students develop this portfolio throughout the program adding evidence of standards mastery from their professional activities and coursework. The Portfolio is evaluated by two members of the LME faculty. Student proficiency on this important critical performance is required for completion of the course and the LME program. For this reason, members of the LME faculty provide remediation to each student who does not meet the requirements for a Proficient Professional Portfolio. In the 2007-2008 year, one hundred percent of LME practicum students earned a rating of Proficient or higher on the professional portfolio.

e. Exit and Follow Up Data

Twenty-five students responded to the Exit Graduate Survey in the spring 2008 semester. While participating in the online LME master's program, 72% were employed as a full-time teacher, 16% were full-time media specialists, 4% were part time educational technology specialists, and 16% were in other roles. For career plans for the next five years, 48% of the students plan to remain full-time teachers, 44% intend to become media specialists and 4% will be educational technology specialists in business. Ninety-six percent of the students indicated that they agreed that the LME program made them confident in their performance of the four AASL standards.

The Praxis II exam for Library Media Specialist administered by the Educational Testing Service is required for certification in Library Media Education by the Education Professional Standards Board for the State of Kentucky. The exam is not required for completion of the master's degree at WKU, but a majority of LME students take the exam because it is required for certification. The Education Professional Standards Board for the State of Kentucky has set the passing score for the Library Media Specialist Praxis exam at 640. Results for the 2006-2007 academic year indicate that 86% of the 44 students who took the exam passed the exam with 640 or higher. Six students did not receive the 640 passing score. The highest score on the exam for the 2006-2007 academic year was 760 and the lowest score was 610. The average Praxis II score for the year was 679.

The LME faculty is discussing plans to conduct a survey of five-year and ten-year alumni of the LME program as well as their employers to determine the effect of the LME program at WKU on their performance as media specialists.

2. Summary of Results by Program Standards

LME students are assessed by the American Association of School Library standards by their practicum supervisors. Results from the spring 2008 semester are as follows:

AASL standards	Cooperating Practitioner Evaluation				
	% of cooperating practitioner ratings of 46 practicum students in spring 2008				
	Distinguished	Proficient	Needs Improvement	Inadequate	Not observed
I. Use of Information and Ideas	65%	30%	.5%	0	3%
II. Teaching and Learning	56.5%	32.6%	.7%	0	10%
III. Collaboration and Leadership	60.8%	28.9%	2.9%	0	7.2%
IV. Program Administration	52.2%	33.3%	1.4%	0	13%

These results indicate that our graduate students are proficient in their performance as media specialists as measured by the AASL standards. These AASL standards have been correlated to the KETS and ISTE standards. Cooperating practitioner evaluations also indicate that LME students are at the standard or above in student dispositions toward teaching as established by the College of Education and Behavioral Sciences. Reports on student performance on the Praxis II exam indicate that a high percentage of LME students meet and exceed requirements for a passing score, and meet or exceed the state and national average in all content areas assessed by the exam except for the area of learning and teaching.

3. Summary of Dissemination Efforts

In the Spring of 2008 the LME faculty met and reviewed all assessment data in relation to professional standards. During this meeting faculty made suggestions for reporting and improving reports and disseminating results.

The LME faculty plans to review these results with the LME Advisory Council at the fall 2008 meeting. Suggestions for improvement and other ways to gather data will be discussed with the practitioners, students and faculty who comprise the advisory council.

4. Key Discussions and Decisions Made

a. Assessment Data Changes

In the fall of 2007 the LME faculty determined a need to collect assessment data for dispositions, diversity, performance by learned society standards. As a result, two new data collection measures were designed and implemented in the 2007-2008 academic year. First, the faculty made the determination that a midpoint assessment was needed to assess students' knowledge, skills and preparedness prior to the practicum experience and completion of the program. Based on faculty discussion, an online practicum application was developed during the spring 2008 semester and included a self-assessment of level 1 teaching dispositions, information about the diversity of the proposed practicum setting, and a self-assessment of master of standards-related knowledge, skills, and abilities. Full implementation of this application began when students

applied for the practicum for the fall 2008 semester. Second, an online cooperating practitioner evaluation instrument originally developed in 2004 was reviewed by other LME faculty members, revised to reflect changes in professional standards and teaching dispositions, and implemented in the spring 2008 semester. The evaluation instrument provides information about the practicum setting, the hours worked in the practicum, the diversity of pupils in the school, student performance in the practicum setting aligned with AASL, ISTE, AECT, and KTS standards, and Level 2 teaching dispositions.

In the fall 2007 semester LME faculty also determined that Professional Portfolio completed during the practicum course to be an appropriate culminating assessment for the LME program. This change was made because the members of the faculty believe that performance assessment by AASL, ISTE, AECT, and KTS professional standards is more indicative of student success as school media specialists than an essay exam. Therefore, in the summer of 2007, the Portfolio replaced the comprehensive exam as the LME program's capstone requirement.

b. Program Changes

Based on assessment results and faculty discussion several program changes have been created and implemented to improve student learning. Based on an analysis and discussion of student performance on the Instructional Design Project, which is a critical performance in LME 537, course prerequisites have been created for this class to ensure that student have a continuous and sequential curriculum in technology integration and instructional design. Additionally, based on a discussion and analysis of student performance in the practicum setting and on the Professional Portfolio, both of which are part of the LME 590 course, a midpoint assessment was developed to assess students' knowledge, skills, dispositions, and field experiences prior to the practicum and graduation. Based on faculty discussion, an online practicum application form has been created to gather performance and disposition data and determine students' eligibility for the practicum.

To improve student performance on the Praxis II exam, an online Praxis study group organization has been established through BlackBoard. This student organization allows any LME student interested in taking the Praxis to access resources and share ideas and information about improving their performance on this exam.

In the past, the LME program faculty did not have information about the cultural and ethnic diversity of P-12 populations LME students were working with. Based on discussion and analysis of this weakness in program assessment, assessment data is now being collected on student diversity and requirements for diverse field experiences have been implemented in two courses. Furthermore, requirements for assignments in all courses now emphasize meeting the needs of diverse student population.

c. Decisions Regarding Student Progress Based on Assessment Data

In the past, graduate programs at the University did not have a means to assess overall student performance in their respective program. Consequently, students were not officially informed that they were at risk of academic failure until it was often too late to remediate the situation.

Recently, the office of Graduate Studies implemented a process of notifying graduate program advisors and students whose GPA drops below 3.0, which places them on academic probation. Advisors in the LME program are now able to monitor students' academic progress over the next 9-12 hours in the program to determine their potential for successfully completing the program.

In addition to this University level student assessment, the members of LME faculty have also implemented a means to assess student progress at the program level. In order to evaluate individual student progress in the LME program, members of the LME faculty meet each semester to discuss results of the mid-point assessment of each individual students' progress based on the information they provide in the online application for the practicum course. Based on this mid-program assessment, students are evaluated to determine their potential for success in completing the LME the program and eligibility for the practicum.

As the comprehensive exam was formerly the final program assessment of student's content knowledge and skills, the evaluation of the Professional Portfolio, which has replaced the exam as the capstone assessment, has now been revised to include additional members of the faculty. Two LME faculty members are now required to review and score each student's Professional Portfolio to determine if the student has met requirements for Proficiency. If there is a discrepancy of two or more points (on the four-point scale), between the evaluation another faculty member will review the portfolio. If student performance falls below Proficiency, students are asked to revise the portfolio to meet standards.