

Evaluating Curriculum Quality: An Audit of Library and Information Science Specialization Courses to the Competency-Based Standard for Filipino Librarians

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Abstract

The Library and Information Science (LIS) program is vital in educating and training library professionals in the Philippines. To further illustrate the embodiment of professionalism among librarians, the Professional Regulation Commission (PRC) promulgates the adoption of the National Competency-Based Standards for Filipino Librarians (NCBSFL). The Standards are used as a reference by all LIS schools in crafting and implementing curricula on librarianship. The Philippine Normal University (PNU) is one of the institutions offering a Bachelor in Library and Information Science (BLIS) program, which already follows an outcomes-based design. A curriculum audit was done to assess the alignment of the revised BLIS curriculum of PNU vis-à-vis the NCBSFL using its language. Basic and differentiated auditing, including a heat map, was utilized to identify gap/s. The audit covers only the LIS Specialization Subjects (Core and IT Courses), Elective Courses, Reading Courses, and Library Practice Courses. Content and linguistic analyses were used to facilitate the study, and a CQA form was used to document the mapping. Findings revealed that the BLIS curriculum is fully aligned with personal and professional competencies when analyzed using the language of the standard. Several gaps not addressed in the standard and partial alignments were identified.

Keywords: LIS curriculum, Curriculum audit, National Competency-Based Standards for Filipino Librarians

INTRODUCTION

Libraries are knowledge fountains that illuminate and enrich a wide range of fields, including academic, economic, cultural, social, and political ones (Ganaie, 2014). As society becomes more information-centric, library and information science (LIS) schools play an important role in training future librarians to meet changing information needs. Modern library services necessitate innovation because patrons expect personalized and convenient access to information and services. As a result, LIS schools must regularly update their curricula to reflect technological advancements and professional standards.

The changing academic landscape necessitates effective

curriculum organization, dissemination, delivery, and management, particularly in LIS programs. According to Ebel et al. (2019), higher education institutions address complex societal changes by preparing students to be innovative and skilled, resulting in a competent workforce. Students must also articulate specific learning outcomes using their knowledge, skills, and attitudes (Killen, 2000).

LIS institutions in the Philippines are pivotal in cultivating future librarians in response to the increasing demand for information-oriented professionals, both domestically and internationally. LIS schools must establish themselves as leading institutions for training library managers. Graduates must acquire the competencies necessary to execute their responsibilities

effectively and efficiently (Ganaie, 2014). National and local library organizations establish standards that assist institutions in evaluating and enhancing their LIS curricula. Bryan and Clegg (2019) contend that ongoing curriculum and competency evaluation can enhance student outcomes for future achievement. Raju (2020) suggested that the conventional LIS curriculum, encompassing essential knowledge and skills like cataloging and classification, needs to be restructured to integrate emerging digital technologies.

The Philippine Normal University (PNU) has been at the forefront of teacher education since the 1950s, with its Bachelor of Library and Information Science (BLIS) program producing exceptional librarians. The BLIS outcomes-based curriculum teaches students how to manage print, non-print, electronic, and digital resources while incorporating technology into library operations. It also trains students to use bibliographic and online resources for teaching, research, and other purposes. To ensure its relevance, a curriculum audit has been proposed to assess the alignment of the BLIS Specialization Courses with the standard for librarians and identify gaps through a systematic quality audit. The Professional Regulatory Board Resolution No. 03, Series of 2015 was issued to prescribe, adopt, and promulgate the National Competency-Based Standards for Filipino Librarians (NCBSFL; Professional Regulatory Board for Librarians, 2015). The NCBSFL is used as a reference to the professional practice of librarianship in the Philippines. Choi (2020) believes that a competency-based approach was adopted to ensure students achieve the relevant skills needed in the work environment of the library sector. By conducting audits that evaluate conformity with industry benchmarks, institutions can better prepare students for success in the LIS field.

Curriculum assessment is essential for aligning learning outcomes with curriculum objectives, experiences, and methodologies (Plaza et al., 2007). Curriculum mapping elucidates curriculum objectives, instructional strategies, and the competencies and proficiencies addressed by the outcomes (Cuevas et al., 2010; Gluga et al., 2013; Harden, 2002). Furthermore, Cuevas et al. (2010) assert that mapping the program curriculum constitutes a complex dynamic system, wherein components are strategically arranged to promote the intended learning outcomes. Uchiyama and Radin (2009) emphasize curriculum mapping as a mechanism for enhancing alignment, articulation, and stakeholder education.

As part of curriculum mapping, curriculum audits document the purpose and processes of the program and

produce the documentation required for continuous improvement. Arafeh (2016) emphasizes the significance of discipline-based standards in curriculum development and implementation to ensure that course content, activities, and assessments promote student success through systematic review and development.

This curriculum audit is based on theories of curriculum development, educational assessment, and quality assurance. Gupta and Earnest (2008) characterize curriculum audits as systematic methodologies for the design, implementation, monitoring, and evaluation of educational elements, including inputs, processes, and outputs. Curriculum audits evaluate the alignment of educational programs with intended processes by collecting and analyzing data, thereby ensuring the quality of inputs, outputs, and outcomes. It also considers the alignment of the curriculum with standards and objectives, the logical connection between its various components, and the suitability of instructional practices for learners' needs (Center on Standards and Assessment Implementation, 2018). Furthermore, it develops shared responsibility and collective accountability of curricular decisions (Philippine National Research Center for Teacher Quality, 2019). Curriculum audits are critical tools for assessing the efficacy, relevance, and consistency of educational programs against established standards and objectives. They play an important role in LIS education as these tools ensure that programs can adequately and efficiently prepare students for professional practice. (2021) emphasize that curriculum audits are intended to align skills, competencies, and stakeholder expectations at the local level, addressing both faculty and student needs. Regular audits help institutions stay current and adaptable to the changing demands of the LIS profession.

Despite their importance, curriculum audits in LIS education pose challenges. Practitioners have criticized library schools' inability to respond quickly to technological and environmental changes, resulting in a shortage of personnel with the necessary knowledge, skills, and attitudes (Mahmood 2012). Addressing these gaps through regular audits and curriculum enhancements is critical to the future of LIS education in the Philippines and elsewhere.

METHODOLOGY

The study was anchored towards the curriculum quality audit (CQA) process of mapping the syllabuses to the indicators using tools and forms, and gaps and under- and over-representations were identified. The CQA involves basic audit, differentiated audit matrices, and

heat mapping as tools. It also uses the CQA Form to document the alignments. The basic audit methodology was used to indicate whether the NCBSFL curriculum while differentiated audit illustrated where and how the NCBSFL was able to address the curriculum. Furthermore, heat mapping was employed to illustrate a spectrum of values, and it is crucial to create a suitable color map to emphasize one or both ends of the spectrum (Gehlenborg & Wong, 2012). This can easily and objectively identify the courses that can be revised (i.e., the components that can be retained, changed, added, or removed), including topics/outcomes of courses that should contain (i.e., the competencies that cover specific courses).

The study employed content analysis, a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Stemler, 2000). Language analysis was applied to analyze the lexical patterns of the NCBSFL (Both Personal and Professional) when compared to the Outcomes-Based Education BLIS curriculum of PNU. The CQA form was used to facilitate mapping the LIS Specialization courses (Core, ICT, Reading Courses, Elective Courses) and Library Practice Courses, where it was populated with reference to the indicators and placement in the course syllabi. Data gathered as reflected in the CQA forms were carefully analyzed using the audit matrices (basic and differentiated), including the heat map, to better examine the alignment and under- and over-representation of the BLIS specialization courses in the NCBSFL. A total of 32 LIS courses underwent curriculum audit and in the process, the syllabi were analyzed and data were tabulated.

RESULTS AND DISCUSSION

Curriculum audits are important tools for assessing the curriculum's alignment, coherence, and relevance across levels. The audit methodology includes the basic audit, differentiated audit, and heat map. The basic audit identifies whether or not the standards are addressed in the curriculum, ensuring baseline compliance. The differentiated audit examines the specific alignment of standards, focusing on where and how competencies are integrated into courses. The heat map visually represents the curriculum, highlighting the depth and breadth of coverage for each standard and revealing areas of overemphasis or gaps.

Basic Audit of the BLIS Curriculum

The basic audit facilitated the mapping of the LIS courses (Core Courses, Reading Courses, Elective Courses, and Library Practice Courses) to the personal

and professional competencies of the Standards for Filipino Librarians which serve as indicators. This was done through the data gathered in the CQA forms per course and plotted in a structured worksheet reflecting both the LIS courses and the indicators. The process determines which courses contribute to each competency and emphasizes areas of over-representation (where multiple courses redundantly address competencies) or underrepresentation (where competencies are insufficiently covered). Every course will be aligned with one or more relevant competencies. The results will provide practical insights to enhance the curriculum, ensuring thorough competency coverage while reducing overlapping and over-representation.

Basic Audit of NCBSFL Personal Competencies to the BLIS Curriculum

The basic audit of Personal Competencies in the BLIS curriculum presents the alignment through careful review and analysis of the courses. This illustrates where the Personal Competencies are aligned with the BLIS curriculum and vice-versa. Results indicate the under and over-representations of indicators vis-à-vis the LIS courses. The Personal Competencies audit in the BLIS curriculum also assesses the efficacy of the curriculum in fostering personal competencies as specified in the NCBSFL. These data evaluate the connections between the curriculum and the competencies outlined in the NCBSFL to pinpoint strengths and areas for enhancement within the curriculum.

Table 1 shows that every LIS course (Core Courses, Reading Courses, Elective Courses, and Library Practice Courses) addressed and contributed to each of the NCBSFL's Personal Competencies. The courses comprising the BLIS curriculum received 159 indicators with an average score of 4.18 following the Standards' Personal Competencies. In light of this result, it can be determined that the courses deliver a curriculum that is aligned and capable of producing quality graduates in terms of their expected personal competencies. According to the data, 29 LIS courses (90.62%) examined covered a minimum of eight out of the 17 indicators specified in the NCBSFL related to Personal Competencies while three LIS courses covered all nine indicators in the Personal Competencies, namely:

1. Information Resources and Services II,
2. Library Promotion and Marketing Techniques, and
3. Web Technologies in Libraries and Information Centers.

The syllabi of the courses include a comprehensive list

of personal competencies that are emphasized and integrated into the instructional delivery. These courses aim to enhance and foster the personal competencies of pre-service librarians.

In addition, seven LIS courses were identified as having very few indicators (only one or two) addressed under the Personal Competencies. These courses are the following:

Table 1 *Basic Audit of Specialization Courses vis-à-vis Personal Competencies Standards*

Course Title	Number of Personal Competencies Addressed
Foundations of Library and Information Science	2
Collection Management of Information Resources	3
Information Resources and Services I	6
Information Resources and Services II	9
Indexing and Abstracting	3
Organization of Information Resources I	4
Organization of Information Resources II	2
Special Materials	5
Management of Libraries and Information Centers	6
Library Promotion and Marketing Techniques	9
Development of Library Services Programs	5
Introduction to Archives and Records Management	5
Archival Methods and Services	4
Introduction to Knowledge Management	7
Research Methods in LIS I	2
Research Methods in LIS II	2
Information Processing and Handling in Libraries and Information Centers	2
Web Technologies in Libraries and Information Centers	9
Information and Media Literacy	8
Basic Database Design for Libraries and Information Centers	5
Digital and Hybrid Libraries Services and Resources	6
Reading and Library Literature in the Humanities and Social Sciences	1
Reading and Library Literature in the Pure and Applied Sciences	1
Library Materials for Children and Young Adults	3
Information Ownership, Access, and Control	8
Information Resources and Services for Diverse Learners	8
Government Documents and Information Sources	5
Academic and School Libraries	5
Public and Special Libraries	5
Filipiniana Sources and Services	5
Library Practice I (In-Campus)	7
Library Practice II (Off-Campus)	7
TOTAL	159

1. Foundations of Library and Information Science
2. Organization of Information Resources II
3. Research Methods in LIS I
4. Research Methods in LIS II
5. Information Processing and Handling in Libraries and Information Centers
6. Reading and Library Literature in the Humanities and Social Sciences
7. Reading and Library Literature in the Pure and Applied Sciences.

These courses are a significant concern, and further review and realignment are needed to align the courses with the Personal Competencies of the Standards.

The consistent attainment of the indicators in communication and customer service, as shown in Table 2, demonstrates that the BLIS curriculum is designed to foster the growth of these specific competencies. Additionally, this demonstrates the availability of numerous courses pertinent to these competencies and aids BLIS students in developing their skills in effectively communicating information, actively listening, and participating in professional discussions. Furthermore, there are additional critical areas that necessitate equal concentration and consideration. It is crucial to prioritize the development of Ethics and Values, Interpersonal Competencies, and Cultural Competencies to adequately prepare graduates for effectively navigating the complexities of the LIS profession.

Basic Audit of NCBSFL Professional Competencies to the BLIS Curriculum

The basic audit of Professional Competencies in the BLIS curriculum presents the curriculum's efficacy in developing the competencies as stated in the NCBSFL. The data displays the extent to which the curriculum matches the competencies described in the NCBSFL to identify areas for refinement and weaknesses within the curriculum.

The basic audit reveals that all LIS courses meet NCBSFL Professional Competencies. The BLIS curriculum addressed 163 Professional Competencies of the Standards at an average of 4.28 per course. The curriculum, particularly each course's syllabus, included librarianship competencies to help graduates prepare for professional practice.

The result shows that 11 LIS courses (33.33%) addressed six to 14 indicators under Professional Competencies. Analyzing the courses, when compared

to the standard, suggests that these courses offer a well-rounded education encompassing a wide range of essential skills and knowledge areas. This comprehensive coverage ensures that students are equipped with a diverse skill set and are prepared to meet the multifaceted demands of the profession. It is worth noting that all of the LIS courses exhibit conformity with professional standards and contribute to the advancement of essential competencies in the field of librarianship. This alignment signifies that the curriculum is specifically tailored to fulfill the predetermined standards and requirements established by professional organizations and accrediting bodies.

The audit also revealed that seven LIS courses targeted only one to two indicators. According to this, there is a possibility of enhancing the BLIS curriculum concerning Professional Competencies. Although these courses may provide valuable content and instruction in specific aspects of librarianship, their narrow emphasis on a limited set of indicators may lead to a less comprehensive educational experience for students.

As shown in Table 4, the data reveals that the BLIS curriculum addresses the management of information sources, specifically on selection and acquisition (10 courses), understanding of circulation services and retrieval of information (8), basic computer operations such as software (7), and project management (14) which were covered by the courses when compared to the professional competencies. By addressing these key areas in the BLIS curriculum, students acquire a solid grounding in information management, technology, and project management, all of which are necessary skills for success in the field of LIS. The curriculum effectively prepares graduates to meet the diverse and ever-changing needs of library users and adapt to basic software applications and programs.

It can be noted that potential enhancements to the BLIS curriculum can be done by focusing on the actual application and operation of computer hardware and peripherals, computer programs, and online communication tools such as social media platforms and others. There is a need for a more hands-on approach to teaching computer hardware and peripherals within the BLIS curriculum. While the curriculum may cover theoretical concepts related to computer hardware, there may be limited opportunities for students to gain practical experience in operating and troubleshooting hardware components. The prioritization of practical, hands-on training in computer hardware, peripherals, software applications, and online communication tools should be the primary focus for potential improvements to the BLIS curriculum. By offering students chances to acquire technical knowledge and proficiency in utilizing

Table 2 *Basic Audit of NCBSFL Personal Competency Standards vis-a-viz the Specialization Courses*

NCBSFL Personal Competencies	Number of Courses that Address the Competencies
1. Communication	
1.1. Communicates effectively using a variety of methods.	21
1.2. Communicates effectively to a variety of audiences and individuals of diverse backgrounds and culture.	8
1.3. Selects and applies the most appropriate and effective means of communication to meet situational needs.	10
2. Customer Service	
2.1. Manages the library environment to enhance user experience.	8
2.2. Develops and evaluates standards and practices for the delivery of quality customer service.	11
2.3. Applies customer service skills to improve/upgrade the level of user satisfaction.	8
2.4. Applies effective techniques to address issues/concerns arising from his/her professional dealings with the user.	14
3. Leadership	
3.1. Aligns efforts with the vision and direction of the organization.	7
3.2. Demonstrate an aptitude for leadership.	12
3.3. Anticipates and adapts to charges, developments, and challenges.	9
4. Lifelong Learning and Personal Growth	
4.1. Manages the continuous development of professional skills and knowledge.	10
4.2. Pursues a commitment to personal growth and lifelong learning.	11
5. Ethics and Values	
5.1. Understands and acts in accordance with the basic values and ethics of library services.	5
6. Interpersonal Competencies	
6.1. Develops and maintains effective relationships with others to achieve common goals.	8
6.2. Builds team-building skills and attitude amongst members of his/her team/staff.	5
6.3. Applies effective strategies to manage organizational politics, conflicts, and other internal problems.	5
7. Cultural Competencies	
7.1. Widens and strengthens his/her involvement in activities geared towards promoting cultural heritage and services.	7
TOTAL	159

Table 3 *Basic Audit of LIS Courses vis-à-vis Professional Competencies Standards*

Course Title	Number of Professional Competencies Addressed
Foundations of Library and Information Science	3
Collection Management of Information Resources	5
Information Resources and Services I	6
Information Resources and Services II	6
Indexing and Abstracting	3
Organization of Information Resources I	2
Organization of Information Resources II	2
Special Materials	4
Management of Libraries and Information Centers	5
Library Promotion and Marketing Techniques	5
Development of Library Services Programs	7
Introduction to Archives and Records Management	3
Archival Methods and Services	5
Introduction to Knowledge Management	4
Research Methods in LIS 1	1
Research Methods in LIS 2	1
Information Processing and Handling in Libraries and Information Centers	7
Web Technologies in Libraries and Information Centers	6
Information and Media Literacy	6
Basic Database Design for Libraries and Information Centers	4
Digital and Hybrid Libraries Services and Resources	9
Reading and Library Literature in the Humanities and Social Sciences	2
Reading and Library Literature in the Pure and Applied Sciences	2
Library Materials for Children and Young Adults	2
Information Ownership, Access, and Control	8
Information Resources and Services for Diverse Learners	3
Government Documents and Information Sources	4
Academic and School Libraries	14
Public and Special Libraries	14
Filipiniana Sources and Services	14
Library Practice I (In-Campus)	3
Library Practice II (Off-Campus)	3
TOTAL	163

technology to assist library operations and services, the curriculum can more effectively equip graduates for the complexities and possibilities of modern librarianship.

Differentiated Audit of the BLIS Curriculum

A differentiated audit illustrates where and how the NCBSFL is addressed in the curriculum. It helps LIS faculty improve and/or identify gaps within the course syllabi sections (Descriptions, Outcomes, Content, and Assessment). The data reveals the full and partial alignment of the lexical patterns of the syllabus with the NCBSFL.

Differentiated Audit of Personal Competencies to the BLIS Curriculum

The differentiated audit of NCBSFL Personal Competencies in the BLIS curriculum comprehensively analyzes where and how the competencies are reflected across specific courses. This audit highlights the curriculum's strengths, identifies gaps, and outlines areas for improvement.

Regarding Personal Competencies, 19 LIS courses (59.37%) under the BLIS curriculum reflect the competencies in their syllabus. This indicates a good fit between course content and developing important personal skills. This alignment suggests that a high percentage of LIS courses in the BLIS Curriculum are intended to address and improve students' personal skills, attributes, and attitudes, all of which are necessary for success in the field of LIS.

Based on the result, it can be noted that 13 LIS courses (40.62%) need to be reviewed for proper alignment with the NCBSFL Personal Competencies. This suggests a need for curriculum evaluation and adjustment to ensure consistency and relevance to professional standards. This discrepancy indicates potential areas where course description, outcomes, content, or assessment methods may not fully align with the expected competencies outlined in the NCBSFL. Addressing the areas that have been identified for review, an opportunity arises to develop and enhance the curriculum. Through reevaluating course objectives, content, and assessment strategies, instructors can guarantee the successful integration of personal competencies into the curriculum, ensuring that students receive a comprehensive education that aligns with professional standards.

Analyzing the Personal Competencies indicators, as shown in Table 6, the audit reveals that 12 out of 17 indicators (70.58%) were aligned in the Description,

Outcomes, Content, and Assessment syllabus sections. In comparison, five indicators (29.41%) stated that the assessment was not fully aligned with the indicators and did not contribute to the competencies' attainment. Despite the overall alignment in the Description, Outcomes, and Content components, the analysis reveals areas where the assessment methods may not fully align with the Personal Competencies indicators. This discrepancy suggests a possible disconnect between intended learning outcomes and the methods used to assess student achievement of these outcomes. Assessment methods not closely related to the competencies may fail to accurately assess students' mastery of the desired skills and attributes. This may compromise the curriculum's effectiveness in preparing students for the realities of professional practice and limit their ability to demonstrate proficiency in key areas.

Differentiated Audit of Professional Competencies to the BLIS Curriculum

The differentiated audit of Professional Competencies in the BLIS curriculum offers a comprehensive analysis of the integration of professional competencies across various courses. This analysis identifies well-aligned areas, gaps in competency coverage, and opportunities for specific enhancements to enhance curriculum effectiveness.

Based on the LIS courses in the BLIS curriculum in Table 7, 25 courses (78%) align with the Professional Competencies specified in the NCBSFL. This result demonstrates connections between and advancement of professional skills, which is important and influential in the outcome of the curriculum upon the student's completion of the BLIS program.

It should also be emphasized that seven LIS courses (21%) exhibit a limitation regarding Professional Competency alignment, which requires careful consideration to close the gap between the Standards and the curriculum. Priority should be given to courses that need to be reviewed, particularly in the sections of the syllabus under Learning Outcomes, Contents, and Assessments, which explicitly demonstrate alignment with the standard. These results reveal a need to further review how the syllabi were written using the language of the standard to show full alignment.

Professional Competency part of the Standards. However, 16 LIS courses (50%) require review and refinement in how the competencies are written or expressed in the syllabi. It implies that inconsistencies or gaps in the current curriculum must be addressed so that students receive comprehensive training that meets

Table 4 *Basic Audit of Professional Competency Standards vis-a-viz the LIS Courses*

NCBSFL Professional Competencies	Number of Courses that Address the Competencies
A. Managing Information Sources	
A.1.1. Manages the process by which library resources are selected and acquired.	10
A.2.1. Understands the general structure, relationships, and relative importance of library catalogue systems and software (Classification Systems, e.g., LC, Dewey...).	7
A.3.1. Understands the acquisition and collection development processes and policies for the library.	5
A.4.1. Uses common social networking and online collaboration tools (e.g., blogs, podcasts, RSS feedreaders, instant messaging tools, photo-sharing tools, collaboration tools, web conferencing programs).	2
A.5.1. Understands preservation and conservation issues, including requirements for archival preservation and proper handling of materials.	5
B. Managing Information Services	
B.1.1. Explains and performs the basic operations of the circulation function.	4
B.2.1. Explains and performs intra- and interlibrary loan procedures, document delivery, resource sharing, reserves, and other information retrieval options.	8
B.3.1. Understands the essential characteristics of reference service in order to assist, advise, and instruct users in the use of primary resources.	7
B.4.1. Develops and implements training programs to educate the library users on the use of the library and its resources.	7
B.5.1. Develops, designs, implements, and assesses the library's information literacy program.	6
B.6.1. Designs and provides the library services attuned to the needs and interests of the community as well as the library's overall goals and objectives.	5
B.7.1. Designs and implements library services to meet the needs and interests of children in the community.	5
C. Managing Information Tools and Technologies	
C.1.1. Performs basic functions of e-mail applications.	2
C.1.2. Performs basic calendar and task management operations/applications.	1
C.2.1. Understands and uses basic computer hardware and peripherals.	1
C.3.1. Understands and uses the Internet and the World Wide Web.	3
C.3.2. Performs basic information searches.	4
C.3.3. Understands common security protocols related to internet use.	4
C.4.1. Understands and performs basic operating system functions.	7
C.5.1. Understands and performs basic functions and tasks of common software programs.	7
C.5.2. Performs basic word processing operations.	4
C.5.3. Performs basic printing operations for common operations.	1
C.6.1. Understands and uses common social networking and online collaboration tools	3
C.7.1. Assesses, selects, and applies current and emerging information tools and creates information access and delivery solutions.	6
D. Managing Information Organization	
D.1.1. Envisions strategic directions of the library in support of the programs of the institutions to which it is attached.	6
D.2.1. Establishes effective financial management processes and services, using sound business and financial judgment.	5
D.3.1. Employs sound project management principles and procedures in the planning and implementation of projects, programs, and researches.	14
D.4.1. Builds effective and harmonious work relationships toward the professional and personal growth of the people working within the organization.	7
D.5.1. Assesses and communicates the value of the library, and builds support to promote its information resources and services, through various media and/or multilevel marketing.	4
D.6.1. Forges linkages/partnerships, within and outside the organization, to optimize use of library resources, promote library cooperation initiatives, and to ensure conformity with regulatory standards, laws, and other policies affecting libraries.	6
D.7.1. Formulate plans and policies for optimum use of facilities and equipment.	7
TOTAL	163

Table 5 *Differentiated Audit of LIS Courses vis-à-vis Personal Competency Standards*

Course Title	Location of the Indicators (Description, Outcomes, Content, and Assessment) within the courses
Foundations of Library and Information Science	DCA
Collection Management of Information Resources	DCA
Information Resources and Services I	DOCA
Information Resources and Services II	DOCA
Indexing and Abstracting	DOCA
Organization of Information Resources I	DOCA
Organization of Information Resources II	DOCA
Special Materials	DOCA
Management of Libraries and Information Centers	DOCA
Library Promotion and Marketing Techniques	DOCA
Development of Library Services Programs	DOCA
Introduction to Archives and Records Management	DOCA
Archival Methods and Services	DOC
Introduction to Knowledge Management	DOCA
Research Methods in LIS I	DOCA
Research Methods in LIS II	DO
Information Processing and Handling in Libraries and Information Centers	DO
Web Technologies in Libraries and Information Centers	DOCA
Information and Media Literacy	DOCA
Basic Database Design for Libraries and Information Centers	DOCA
Digital and Hybrid Libraries Services and Resources	DOC
Reading and Library Literature in the Humanities and Social Sciences	D
Reading and Library Literature in the Pure and Applied Sciences	DOC
Library Materials for Children and Young Adults	DOC
Information Ownership, Access, and Control	DOC
Information Resources and Services for Diverse Learners	DOC
Government Documents and Information Sources	DOA
Academic and School Libraries	DOC
Public and Special Libraries	DOCA
Filipiniana Sources and Services	DOCA
Library Practice I (In-Campus)	DOCA
Library Practice II (Off-Campus)	DOCA

Legend: Description (D), Outcomes (O), Content (C), and Assessment (A)

Table 6 *Differentiated Audit of Personal Competency Standard and Location of Indicators*

NCBSFL Personal Competencies	Location of the Indicators (Description, Outcomes, Content and Assessment) within the Competency
1. Communication	
1.1. Communicates effectively using a variety of methods.	DOCA
1.2. Communicates effectively to a variety of audiences and individuals of diverse backgrounds and culture.	DOCA
1.3. Selects and applies the most appropriate and effective means of communication to meet situational needs.	DOCA
2. Customer Service	
2.1. Manages the library environment to enhance user experience.	DOC
2.2. Develops and evaluates standards and practices for the delivery of quality customer service.	DOCA
2.3. Applies customer service skills to improve/upgrade the level of user satisfaction.	DOC
2.4. Applies effective techniques to address issues/concerns arising from his/her professional dealings with the user.	DOCA
3. Leadership	
3.1. Aligns efforts with the vision and direction of the organization.	DOCA
3.2. Demonstrate an aptitude for leadership.	DOCA
3.3. Anticipates and adapts to charges, developments, and challenges.	DOC
4. Lifelong Learning and Personal Growth	
4.1. Manages the continuous development of professional skills and knowledge.	DOCA
4.2. Pursues a commitment to personal growth and lifelong learning.	DOC
5. Ethics and Values	
5.1. Understands and acts in accordance with the basic values and ethics of library services.	DOCA
6. Interpersonal Competencies	
6.1. Develops and maintains effective relationships with others to achieve common goals.	DOC
6.2. Builds team-building skills and attitude amongst members of his/her team/staff.	DOCA
6.3. Applies effective strategies to manage organizational politics, conflicts, and other internal problems.	DOCA
7. Cultural Competencies	
7.1. Widens and strengthens his/her involvement in activities geared towards promoting cultural heritage and services.	DOCA

Legend: Description (D), Outcomes (O), Content (C), and Assessment (A)

professional expectations. This will further ensure that the LIS courses will cover the Professional Competencies specified by the Standards.

Heat Mapping of BLIS Curriculum to the Standard

Heat mapping highlights areas of strong alignment, gaps where standards are underrepresented, and redundancies where they may be over-emphasized through visual representation. The data will provide a clear and

comprehensive overview and will assess the balance and alignment of the BLIS program with the Standards and the extent of alignment within the spectrum.

Heat Mapping Personal Competencies

The heat mapping of NCBSFL Personal Competencies illustrates the extent and distribution of these competencies throughout the BLIS curriculum. This visual analysis identifies areas of robust alignment,

Table 7 *Differentiated Audit of LIS Courses vis-à-vis Professional Competency Standards*

Course Title	Location of the Indicators (Description, Outcomes, Content, and Assessment) within the courses
Foundations of Library and Information Science	DOCA
Collection Management of Information Resources	DOCA
Information Resources and Services I	DOCA
Information Resources and Services II	DOCA
Indexing and Abstracting	DOCA
Organization of Information Resources I	DOCA
Organization of Information Resources II	DOCA
Special Materials	DOCA
Management of Libraries and Information Centers	DOCA
Library Promotion and Marketing Techniques	DOCA
Development of Library Services Programs	DOCA
Introduction to Archives and Records Management	DOCA
Archival Methods and Services	DOCA
Introduction to Knowledge Management	DC
Research Methods in LIS I	D
Research Methods in LIS II	DCA
Information Processing and Handling in Libraries and Information Centers	DOCA
Web Technologies in Libraries and Information Centers	DOCA
Information and Media Literacy	DOCA
Basic Database Design for Libraries and Information Centers	DOCA
Digital and Hybrid Libraries Services and Resources	DOCA
Reading and Library Literature in the Humanities and Social Sciences	DOCA
Reading and Library Literature in the Pure and Applied Sciences	DOC
Library Materials for Children and Young Adults	DOCA
Information Ownership, Access, and Control	DOCA
Information Resources and Services for Diverse Learners	DOCA
Government Documents and Information Sources	DOC
Academic and School Libraries	DOCA
Public and Special Libraries	DOCA
Filipiniana Sources and Services	DOCA
Library Practice I (In-Campus)	DOC
Library Practice II (Off-Campus)	DOC

Legend: Description (D), Outcomes (O), Content (C), and Assessment (A)

deficiencies where competencies are insufficiently represented, and redundancies where they are excessively emphasized, offering critical insights for curriculum improvement and equitable competency integration.

The heat map revealed that the current OBE BLIS curriculum addresses all indicators of Personal Competencies. This means that the curriculum adequately addressed the development of such competencies. The BLIS curriculum is intended to encourage the development of personal characteristics, skills, and attitudes necessary for success in the field of LIS. By covering all indicators of personal competencies, the curriculum ensures that students have the opportunity to develop important qualities such as communication skills, critical thinking abilities, adaptability, and ethical awareness.

Heat Mapping of Professional Competencies

The mapping of NCBSFL Professional Competencies shows how effectively the OBE BLIS curriculum meets the essential professional standards needed in the field. This analysis points out the strengths in alignment, shows where coverage is lacking, and offers practical suggestions to improve the curriculum, ensuring that graduates have the necessary skills and knowledge for their future careers.

For the Professional Competencies, the heat map reveals that most of the language used by the curriculum was reflected in the competencies. However, some terms indicated were also not reflected or covered by the curriculum in either full or partial alignment with the syllabus. This means there were gaps between the curriculum and the Standards, which can be the focus of the review. Findings reveal the following gaps:

1. Managing Information Sources: the specification of “online collaboration tools (i.e., blogs, podcasts, RSS feedreaders, instant messaging tools, photo-sharing tools, collaboration tools, web conferencing programs.”
2. Managing Information Services: the term “implements” was not seen or indicated in the curriculum. Although the training program was covered, the implementation part was not explicitly indicated in the syllabi;
3. Managing Information Tools and Technologies: the term “perform basic calendar” operations was not reflected in the syllabus, and
4. Managing Information Organization: the term “forges” is not stated in the syllabus or the curriculum.

All the gaps identified under the Professional

Competencies should be the focal point of discussion between faculty to better assign what course/s needs to cover the term/s indicated in the results. This will strengthen the curriculum and provide an opportunity to align with the language the NCBSFL is currently using.

CONCLUSIONS AND RECOMMENDATIONS

The BLIS program at PNU is extensive and in conformity with the NCBSFL. The curriculum is designed to develop a wide range of skills, encompassing personal attributes such as communication and ethical behavior and professional competencies like information management and research. The BLIS program equips graduates with the necessary skills and knowledge to fulfill the variety of responsibilities of librarians in the Philippines. This approach guarantees that students acquire theoretical knowledge and cultivate the practical skills necessary to navigate the ever-changing field of LIS. The curriculum provides future librarians with the necessary tools for professional and personal success, in line with national standards and the changing requirements of the field.

The BLIS curriculum at PNU acknowledges the significance of personal competencies in influencing the overall professional growth of students. Personal competencies encompass a variety of qualities, attitudes, and abilities necessary for achieving success in the field of LIS. The competencies encompassed in this list comprise communication skills, critical thinking, problem-solving capabilities, adaptability, ethical awareness, and interpersonal skills. By addressing these aspects, the curriculum can cultivate well-rounded individuals who can effectively engage with colleagues, patrons, and stakeholders.

Furthermore, the BLIS curriculum at PNU places emphasis on developing professional competencies that are in line with the NSCBFL. These competencies include the necessary knowledge, skills, and attitudes for effective practice as a librarian or information professional in the Philippines. The NSCBFL identifies various professional competencies, such as information organization and management, reference and information services, collection development, library technology, research methods, and library administration. The curriculum at PNU is strategically designed to ensure that students acquire these competencies through a well-balanced blend of theoretical instruction, practical experience, and experiential learning opportunities.

Although there is a general alignment, gaps in certain

Table 8 *Differentiated Audit of Professional Competency Standard and Location of Indicators*

Professional Competencies	Location of the Indicators (Description, Outcomes, Content and Assessment) within the Competency
A. Managing Information Sources	
A.1.1. Manages the process by which library resources are selected and acquired.	DOCA
A.2.1. Understands the general structure, relationships, and relative importance of library catalogue systems and software (Classification Systems, e.g., LC, Dewey...).	DOCA
A.3.1. Understands the acquisition and collection development processes and policies for the library.	DC
A.4.1. Uses common social networking and online collaboration tools (e.g., blogs, podcasts, RSS feedreaders, instant messaging tools, photo-sharing tools, collaboration tools, web conferencing programs).	DCA
A.5.1. Understands preservation and conservation issues, including requirements for archival preservation and proper handling of materials.	DOCA
B. Managing Information Services	
B.1.1. Explains and performs the basic operations of the circulation function.	DOC
B.2.1. Explains and performs intra- and interlibrary loan procedures, document delivery, resource sharing, reserves, and other information retrieval options.	DOC
B.3.1. Understands the essential characteristics of reference service in order to assist, advise, and instruct users in the use of primary resources.	DOC
B.4.1. Develops and implements training programs to educate the library users on the use of the library and its resources.	DOCA
B.5.1. Develops, designs, implements, and assesses the library's information literacy program.	DOCA
B.6.1. Designs and provides the library services attuned to the needs and interests of the community as well as the library's overall goals and objectives.	DOCA
B.7.1. Designs and implements library services to meet the needs and interests of children in the community.	DOCA
C. Managing Information Tools and Technologies	
C.1.1. Performs basic functions of e-mail applications.	DOC
C.1.2. Performs basic calendar and task management operations/applications.	DO
C.2.1. Understands and uses basic computer hardware and peripherals.	DCA
C.3.1. Understands and uses the Internet and the World Wide Web.	DOCA
C.3.2. Performs basic information searches.	DOC
C.3.3. Understands common security protocols related to internet use.	DC
C.4.1. Understands and performs basic operating system functions.	DOCA
C.5.1. Understands and performs basic functions and tasks of common software programs.	DOCA
C.5.2. Performs basic word processing operations.	DOCA
C.5.3. Performs basic printing operations for common operations.	C
C.6.1. Understands and uses common social networking and online collaboration tools.	DOCA
C.7.1. Assesses, selects, and applies current and emerging information tools and creates information access and delivery solutions.	DOCA

Professional Competencies	Location of the Indicators (Description, Outcomes, Content and Assessment) within the Competency
D. Managing Information Organization	
D.1.1. Envisions strategic directions of the library in support of the programs of the institutions to which it is attached.	DOCA
D.2.1. Establishes effective financial management processes and services, using sound business and financial judgment.	DOCA
D.3.1. Employs sound project management principles and procedures in the planning and implementation of projects, programs, and researches.	DOCA
D.4.1. Builds effective and harmonious work relationships toward the professional and personal growth of the people working within the organization.	DOC
D.5.1. Assesses and communicates the value of the library, and builds support to promote its information resources and services, through various media and/or multilevel marketing.	DOCA
D.6.1. Forges linkages/partnerships, within and outside the organization, to optimize use of library resources, promote library cooperation initiatives, and to ensure conformity with regulatory standards, laws, and other policies affecting libraries.	DOC
D.7.1. Formulate plans and policies for optimum use of facilities and equipment.	OCA

Legend: Description (D), Outcomes (O), Content (C), and Assessment (A)

Table 9. Heat Map of NCBSFL Personal Competencies

1	2	3	4	5	6	7
Communication	Customer Service	Leadership	Lifelong Learning and Personal Growth	Ethics and Values	Interpersonal Competencies	Cultural Competencies
1.1	2.1	3.1	4.1	5.1	6.1	7.1
1.2	2.2	3.2	4.2		6.2	
1.3	2.3	3.3			6.3	
	2.4					

Legend: Full Alignment Partial Alignment No Alignment

Table 10. Heat Map of NCBSFL Professional Competencies

A	B	C	D
Managing Information Sources	Managing Information Services	Managing Information Tools and Technologies	Managing Information Organization
A.1.1	B.1.1	C.1.1	D.1.1
A.2.1	B.2.1	C.2.1	D.2.1
A.3.1	B.3.1	C.3.1	D.3.1
A.4.1	B.4.1	C.4.1	D.4.1
A.5.1	B.5.1	C.5.1	D.5.1
	B.6.1	C.6.1	D.6.1
	B.7.1	C.7.1	D.7.1
		C.8.1	
		C.9.1	
		C.10.1	
		C.11.1	
		C.12.1	

Legend: Full Alignment Partial Alignment No Alignment

aspects of the LIS courses are identified. These gaps can manifest as differences in the extent to which content is covered, instructional methods, assessment strategies, or learning outcomes. Gaps in LIS courses can be caused by various factors, including outdated curriculum, faculty lack of expertise, insufficient resources, and changes in industry trends and standards. It is critical to identify these gaps so that the curriculum remains relevant and effective in preparing students for the demands of the profession. It is critical to address the issues in LIS courses to increase their effectiveness and relevance. This may include revising the curriculum, expanding faculty skills, allocating resources, or collaborating with industry partners to incorporate the most recent and effective methods and emerging trends into the curriculum. Possible approaches to addressing gaps include revising course materials, incorporating emerging technologies, expanding hands-on learning experiences, and assisting students in developing specific skills.

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