Self-Study

Submitted to

Committee on Accreditation

American Library Association

August 20, 2018

St. John's University

Division of Library and Information Science

Master of Science in Library and Information Science

ST. JOHN'S
UNIVERSITY

Required Information

Unit

Division of Library and Information Science (DLIS)

Program Presented for Accreditation

The program presented in this self-study for continued accreditation is the Master of Science in Library and Information Science (MSLIS). The MSLIS is a 36 credit online program. The curriculum consists of four core courses, one management course, and seven elective courses. Students are required to complete successfully an e-portfolio as the end-of-program assessment. Satisfactory completion of the e-portfolio is determined by a review by two DLIS faculty. If the outcome of a review is a split decision, a third faculty member reviews the e-portfolio. Students may specialize in Academic Librarianship, Archival Studies, Management, Public Librarianship, Special Librarianship, and Youth Services.

The program's mission statement below guides the planning, assessment, and improvements in the curriculum.

> Consistent with St. John's University's [Vincentian Mission](#), the program is designed to prepare innovative critical thinkers to become ethical leaders in the information professions.

Director of DLIS

James Vorbach, Ph. D.
Director and Associate Professor

Institution

St. John's University
Chief Executive Officer: Conrado "Bobby" Gempesaw, Ph. D, President
Chief Academic Officer: Simon Geir Møller, Ph. D., Interim Provost and Vice
President for Academic Affairs

The DLIS Director reports to Jeffrey Fagen, Ph. D., Dean, St. John's College of Liberal Arts and Sciences.

Institution Accreditation

St. John's University is accredited by the Middle States Commission on Higher Education as a baccalaureate, master's, and doctoral degree granting institution. The University was last accredited in April 2016 for a period of ten years.

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Acronyms

Acronym	Full Name
ADA	American Disabilities Act
AFAR	Annual Faculty Activity Reports
ALA	American Library Association
APR	Academic Program Review
AY	Academic Year
BNR	[ALA] Biennial Narrative Report
CBA	Collective Bargaining Agreement
CMIP	Certificate in Management for Information Professionals
CTL	Center for Teaching and Learning
DAC	D'Angelo Activity Center
DLIS	Division of Library and Information Science
DLISSA	Division of Library and Information Science Student Association
GC	Graduate Council
GEPC	Graduate Education Policy Committee
GPA	Grade Point Average
HHC	Hidden Heritage Collections (a DLIS blog)
LAFC	Liberal Arts Faculty Council
LAPC	Liberal Arts Personnel Committee
LIGC	Long Island Graduate Center
LIS	Library and Information Science
LMS	Learning Management System
MSLIS	Master of Science in Library and Information Science
NYS	New York State
NYSED	New York State Department of Education
OGSR	Office of Grants and Sponsored Research
OLS	Office of Online Learning and Services
P&BC	Personnel and Budget Committee
PAF	Personnel Action Form
PGLOs	Program Goals and Learning Outcomes
SJC	St. John's College of Liberal Arts and Sciences
SPRT	Strategic Priorities Review Team

Acronym	Full Name
SPWG	Strategic Priorities Working Group
UPC	University Personnel Committee
UWC	University Writing Center
WES	Wiley Educational Services

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A.I.2	St. John's 2008 – 2013 Strategic Plan	strategic_plan_2008-2013
A.I.3	Repositioning the Strategic Plan 2011-2014	repositioning_plan_2011-2014.pdf
A.I.4	2011 External Review Panel Report	ERP REPORT_11302011.pdf
A.I.5	Annual Assessment Reports 2014 – 2015 2015 – 2016 2016 – 2017 2017 – 2018	 Assessmt Report 2014-2015 Assessmt Report 2015-2016 Assessmt Report 2016-2017 On-site
A.I.6	Strategic Priorities and Action Items (SPRITE) Reports 2015 – 2016 2016 – 2017 2017 - 2018	 Strategic Plan 2015-2016 Strategic Priorities 2016-2017 Strategic Priorities 2017-2018
A.I.7	WEAVE Online Assessment User Manual	WEAVEOnlineManual
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A.I.10	Academic Program Review Guidelines 2014-2015	program_review_guidelines
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A.I.12	University Statutes 2017	final_statutes_oct_2017.pdf
A.I.13	Strategic Priorities Implementation (SPIM) Reports 2015 – 2016 2016 – 2017 2017 – 2018	 2015-16 Strat Plan IMplement 2016-17 Strategic Priorities IMp 2017-18 Strategic Priorities IMp
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A.II.11	Course Artifact Assessment	Report and examples
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Introduction

In 1870, Rev. John Loughlin, Bishop of Brooklyn, asked the Vincentian Community to establish an institution of higher education to serve a growing immigrant population. The result was St. John's College, founded with forty-seven students and six faculty on Lewis Avenue in Brooklyn. The name officially changed to St. John's University, New York in 1954 and construction began on what was to become the Queens campus. The college grew into today's university with 16,210 undergraduate students, 4,671 graduate students, and 1,471 full and part-time faculty. St. John's has campuses and locations in New York City (Queens, Staten Island, and Manhattan), Long Island (Hauppauge, NY), Rome, Italy and Paris, France (http://www.stjohns.edu/about/vincentian-heritage, http://www.stjohns.edu/about/facts-and-history/university-facts).

St. John's University formed the Department of Library Science in 1937 and in 1942, the first students earned the Bachelors in Library Science. In 1953, St. John's began to award the Masters of Library Science as the basic library degree. The Department of Library Science moved to the Graduate School of Arts and Sciences, housed at the Queens campus, in 1955. The Master's program has been continuously accredited by the American Library Association since 1976. The name of the degree was changed in 2013 to the Master of Science in Library and Information Science (MSLIS) reflecting the increasing focus on information science and technology. Online courses were introduced in 2004 and since 2015, the program has been offered only online.

The Division of Library and Information Science (DLIS) is equivalent to a department within St. John's College of Liberal Arts and Sciences. The DLIS Director is equivalent to a chair, except that the director has a permanent seat on Graduate Council and is appointed by the Dean. The director's term is not limited to that of a department chair, which is three years. According to tradition, the differences in the head of DLIS from the customary University structure resulted from negotiations with ALA when the program was first accredited.

Program Changes and Events Since 2011

2012 – 2013   The e-portfolio replaced the comprehensive exam as the end-of-program assessment for the MSLIS program in May 2013

2013 – 2014   In March 2014 the University announced a Voluntary Separation Offer (VSO). The DLIS Director, Assistant Director, Department Secretary, and one faculty member accepted the offer and retired. This reduction represented 86% of the administrative staff and 20% of the full-time faculty

In May 2014 James Vorbach, DLIS faculty, was appointed by Jeffrey Fagen, Dean of St. John's College of Liberal Arts and Sciences, as the new Director. Michael Crossfox was hired as the new department secretary in September 2014. The Assistant Director position was not authorized to be filled.

2014 – 2015   Dr. Conrado "Bobby" Gempesaw was installed as the University's 17th president on October 24, 2014. President Gempesaw formed the Strategic Priorities Working Group (SPWG) that same month to develop a set of goals and corresponding action items for each of the four strategic priorities below.

1. Ensure student success
2. Recruit, recognize, and retain the best faculty, staff, and administrators
3. Enhance the teaching and learning environment
4. Expand global and community partnerships

In March 2015, the DLIS faculty approved a new Assessment Plan to include the measures necessary to gather feedback on the MSLIS program from all constituencies and to develop strategic priorities and action items for improving the program aligned with the University's mission statement and President's new strategic priorities. The Plan calls for reporting on an annual basis on each of the measures and advisory board meetings. The Plan requires that the annual DLIS strategic priorities and action items be related to the assessment measures, the board meetings, and the implementation of the previous year's action items.

2015 – 2016   The combined MA Public History/MSLIS program was approved by St. John's Board of Trustees and New York State Education Department (NYSED)

2016 – 2017   The Certificate in Management for Information Professionals is approved by NYSED in January 2017.

Self-Study Workflow

A steering committee (Table 1) was formed in January 2017 to guide the preparation of the self-study. The timeline following Table 1 reports on the phases and milestones in the process which resulted in the submission of the final draft of the Self-Study on August 15, 2018. Each chapter of the Self-Study corresponds to one standard and appears in standard order. The preparation of each chapter is the responsibility of a committee which involves all program constituencies – students,

faculty, alumni, and employers. The committees for each standard and for reviewing the complete Self-Study are listed after the timeline.

Table 1. Steering Committee

Name	Constutuency
Christopher Anderson	DLIS graduate student
Michael Crossfox	DLIS staff
Shari Lee	DLIS faculty
Kevin Rioux	DLIS faculty, Co-Chair
Laura Schramm	Associate Dean, St. John's College of Liberal Arts and Sciences
James Vorbach	DLIS Director, Co-Chair

Timeline to Prepare the Self-Study

Jan–Mar 2017   Review peer self-studies and DLIS 2011 program presentation; Review online repositories for storing evidence that could be accessed easily by the External Review Panel;

Apr-May 2017   Prepare an evidence report consisting of recommendations for each of the five 2015 ALA-accreditation standards based on the peer self-study and DLIS 2011 program presentation reviews.

Jun-Sep 2017   Prepare preliminary draft of the Systematic Planning and Curriculum Standards; Meet with the Director of Institutional Research to determine the sources of evidence.

Sep 5, 2017   Review progress at the all-day faculty meeting.

Sep-Dec 2017   Prepare drafts of chapters for the Systematic Planning, Curriculum, Faculty, and Student Standards.

Jan 2, 2018   Chapters for Standards I, II, III, and IV are distributed to the committees. Feedback returned by January 23, 2018.

Feb - Apr 2018   Prepare drafts of Chapter V, Introduction, and Synthesis and Overview.

Apr 2018   Complete draft distributed to the Self-Study review committee.

Apr – May 2018   Organize DLIS Shared-Drive for online appendices.

May 15, 2018	Recommendations from the Self-Study review committee received and incorporated into the Self-Study
June 1, 2018	Draft is sent to ERP Chair, OA Director, and members of the ERP.
Aug 15, 2018	Final draft is sent to ERP Chair, OA Director, and members of the ERP.
Sep 30 – Oct 2	ERP site visit.

Self-Study Committees

The chair of each standard's committee prepared a draft of the chapter. The other committee members reviewed the draft over a three week period and returned comments. The Self-Study Review Committee reviewed a complete draft over a four week period. The membership of each committee is as follows.

Systematic Planning Committee
>   James Vorbach, DLIS Director (Chair)
>   Caroline Fuchs, Associate Professor/Learning Design Librarian, St. John's
>   University Libraries
>   Shari Lee, DLIS Faculty
>   Tom Nielsen, Adjunct Librarian, Bronx Community College
>   Serena Troshinsky, DLIS Student

Curriculum Committee
>   James Vorbach, DLIS Director (Chair)
>   Lisa Kropp, Assistant Director, Lindenhurst Memorial Library
>   Kathryn Shaughnessy, Associate Professor/Open Educational Resources
>   Librarian, St. John's University Libraries
>   Nicole Shaw, DLIS Student
>   Rajesh Singh, DLIS Faculty

Faculty Committee
>   Kevin Rioux, DLIS Faculty (Chair)
>   Jaimie Albanese, DLIS Student
>   April Earle, Librarian, Farmingdale State College, Thomas D. Greenley Library
>   Laura Schramm[1], Associate Dean, St. John's College of Liberal Arts &
>   Sciences
>   James Vorbach, DLIS Director

Student Committee
>   Shari Lee, DLIS Faculty (Chair)
>   Nicole Castellano, DLIS Student

Joyce Lawlor, Associate Dean, St. John's College of Liberal Arts & Sciences
Kevin Rioux, DLIS Faculty
Taryn Rucinski, Supervisory Librarian, U.S. Court of International Trade

Administration, Finances, and Resources
Rajesh Singh, DLIS Faculty (Chair)[2]
Christopher Anderson, DLIS Student
Christine Angel, DLIS Faculty
Valeda Dent, Dean, St. John's University Libraries
Eileen O'Connor, Associate Dean, St. John's College of Liberal Arts & Sciences
Jamie Papandrea, Director, Brookhaven Free Library

Data Management Committee
Christine Goodwin, Acting Director of Institutional Research, St. John's
University
James Vorbach, Director DLIS

Self-Study Review Committee
Tara King, Instructional Designer, Office of Online Learning & Services, St.
John's University
Molly Mann, Assistant Dean, Graduate Division, St. John's College of Liberal
Arts and Sciences
Elizabeth Pollicino Murphy, Executive Director of Libraries, St. Joseph's
College
Kristin Szylvian, Faculty, Department of History, joint appointment with DLIS

Notes:
1. Dean Schramm had to withdraw from the Faculty Committee due to other
commitments.
2. Rajesh Singh had to withdraw from the role of Chair of Standard V's
committee and was replaced by James Vorbach, DLIS Director.

Chapter 1: Systematic Planning

> **Standard I.1**: *The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve.*

The program's vision statement guides all decision-making. We envision an evolving, quality program for information professionals which recognizes and adapts to change and is in tune with the marketplace.

> **Program Vision Statement**. Offer a quality program for information professionals that is informed continuously by developments in the information and communication technologies and provides graduates with the skills needed in the job market of today, and in the future. (revised May 2015)

The program's mission statement states that education, research, and service are the keys to realizing this vision.

> **Program Mission Statement**. Consistent with St. John's University's Vincentian mission, the program is designed to prepare innovative critical thinkers to become ethical leaders in the information professions. (revised September 2017)

The program's vision and mission statements align closely with the [University's vision statement](#) which calls us to "empower diverse learners with a quality education for life" and the [University's mission](#) as a "Catholic, Vincentian, Metropolitan, and Global University." As a Catholic university, "we embrace the Judeo-Christian ideals of respect for the rights and dignity of every person and each individual's responsibility for the world in which we live." As a Vincentian university, we are "inspired by St. Vincent de Paul's compassion and zeal for service".

The program's goals and student learning outcomes (PGLOs) specify the learning standard achieved by all program graduates. In Table I.1, the learning outcomes are designated by letters under the respective program goal. This hierarchical relationship between goals and learning outcomes offers a natural model for assessment (i.e., programs goals are achieved in terms of outcomes which are measurable).

The PGLOs are based on the eight [ALA Core Competencies of Librarianship](#). This relationship between the PGLOs and the ALA Core Competencies was established in the 2009 review of the PGLOs by DLIS faculty and reaffirmed with minor revisions in 2011 and again in 2015. In addition, the 2015 review by DLIS faculty required

that each specialization (i.e. Academic Librarianship, Archival Studies, Management, Public Librarianship, Special Librarianship, and Youth Services) satisfy additional competencies of one or more related professional organizations. These competencies are cited in each specialization's description and are embodied in the courses within each specialization. Although a student is not required to select a specialization, the specializations offer career-oriented direction and have proven invaluable for advisement.

Table I.1. Program Goals and Learning Outcomes

Goal 1. Develop an Understanding of the Foundations of the Profession

    A. Demonstrate knowledge of the ethics, values, and foundational principles and the role of library and information professionals in the promotion of democratic and legal principles and intellectual freedom.

    B. Understand the history of human communication and its impact on libraries, and the importance of effective verbal and written advocacy for libraries, librarians, other library workers and library services.

    C. Demonstrate knowledge of historical and present-day libraries and librarianship as well as significant national and international policies and trends within the library and information profession.

    D. Demonstrate effective communication techniques (verbal and written) used to analyze complex problems and create appropriate solutions.

    E. Fulfilling certification and/or licensure requirements of specialized areas of the profession.

Goal 2. Develop an Understanding of Information Resources

    A. Understand the concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.

    B. Understand the concepts, issues, and methods related to the acquisition and disposition of resources, and the management, preservation and maintenance of collections.

Goal 3. Demonstrate Ability to Organize Recorded Knowledge and Information

    A. Understand the principles involved and the developmental, descriptive, and evaluative skills needed in the organization, representation and retrieval of recorded knowledge and information resources.

    B. Demonstrate ability to organize recorded knowledge and information using the systems of cataloging, metadata, indexing, and classification standards and methods.

Goal 4. Apply Technological Knowledge and Skills to Practice

    A. Acquire, apply, analyze and assess information, communication, assistive, and other technological skills related to resources, service delivery, professionalism, efficacy, and cost-efficiency of current technologies and relevant technological improvements.

Goal 5. Apply Reference and User Services

    A. Demonstrate knowledge and usage of the concepts, principles, and techniques of reference and user services, as well as retrieval techniques and evaluation methods, that provide access to relevant and accurate recorded knowledge and information from diverse sources to all patrons.

    B. Understand and demonstrate ability to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information, including information literacy techniques and methods.

    C. Understand and apply the principles of assessment towards communities, user preferences, and services and resources, as well as promoting methods of advocacy through development and services.

Goal 6. Master Research Methods

    A. Understand the fundamentals of quantitative and qualitative research methods, including central research findings and research literature of the field, and the principles and methods used to assess the actual and potential value of new research.

Goal 7. Experience Continuing Education and Lifelong Learning

    A. Continue professional development by maintaining and practicing the purpose and role of providing quality service for the lifelong learning of patrons and the promotion of library services.

    B. Apply the learning theories, instructional methods, and achievement measures to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Goal 8. Apply Key Concepts of Administration and Management

    A. Understanding the principles of planning and budgeting in libraries and other information agencies, as well as developing effective personnel practices and human resources.

    B. Understanding the concepts behind, issues relating to, and methods for the following: assessment and evaluation of library services and their outcomes, developing partnerships, collaborations, networks, and other structures, and principled, transformational leadership.

Program Assessment is Ongoing and Systematic

The program is assessed in an ongoing, broad-based systematic manner according to the DLIS Assessment Plan (Appendix A.I.1) and within the context of the University's [strategic directions and assessment framework](#). All constituencies (i.e. students, faculty, alumni, and employers) are involved in this process.

University Strategic Planning

The University's 2008-2013 Strategic Plan focused on transforming "the institutional culture to one in which the quality of how we serve our students both in and out of the classroom is exceptional" (Appendix A.I.2). Three critical, transformational elements – Mission, Engagement, and Global – were to be embedded throughout the student experience. The recession, beginning in 2008, had a significant impact

on the Strategic Plan's implementation and led to the 2011-2014 Repositioning of the Strategic Plan. The Repositioning document articulated the value of a St. John's education in terms of four categories and associated measures (Appendix A.I.3).

In July 2014, St. John's University welcomed its 17th President, Conrado "Bobby" Gempesaw. Faced with declining undergraduate enrollment and a concomitant budget shortfall, President Gempesaw initiated a new approach for strategic planning. Dr. Gempesaw identified the following four strategic priorities:

- Ensure student success
- Recruit, recognize, and retain the best faculty, staff, and administrators
- Enhance our teaching and learning environment
- Expand global and community partnerships

In November 2014, Dr. Gempesaw formed the Strategic Priorities Working Group (SPWG), a 13-member group of faculty, administrators, students, alumni, and trustees. The SPWG was charged with "engaging the St. John's community broadly to develop a University-wide action plan with specific action items addressing each of [the] four strategic priorities". The SPWG developed the Strategic Priorities Action Plan in June 2015, which was reviewed by faculty and administrators at the President's Retreat (August 2015) and approved by the Board of Trustees in October 2015.

In January 2016, the Strategic Priorities Review Team (SPRT) was formed to assess progress across the University on meeting the action items in the plan. The SPRT's purpose is to recommend "modifications to the focus of the strategic priorities" and "propose necessary revisions to the action plans and metrics". The SPRT consist of nearly 50 members of the faculty, staff, administration, and student body. The SPRT prepares an annual report at the end of each academic year for review by President's Advisory Council and at the President's Annual Retreat. The report is presented to the Board of Trustees at the meeting immediately following the President's Annual Retreat. The report serves as a "guide for future action on [the] strategic priorities" in the next academic year. The Strategic Priorities Action Plan and subsequent reports by the SPRT are the context for all departmental initiatives and planning.

DLIS Strategic Planning

Following reaccreditation in 2011, DLIS reviewed the External Review Panel (ERP) Report (Appendix A.I.4) to address issues of concern. There were two issues related to Standard I:

1. The comprehensive exam (the end-of-program assessment) questions were "too narrow in focus" and did not adequately measure program learning outcomes (p. 7, Appendix A.I.4).
2. Program planning and evaluation engaged faculty but not students, alumni, and employers on a regular basis (p. 4, Appendix A.I.4).

The DLIS faculty considered a revised comprehensive exam and an e-portfolio to improve the program's end-of-program assessment. The faculty decided to implement both methods, and in April 2013 students took a revised comprehensive exam and submitted an e-portfolio.

The main section of the e-portfolio requires students to submit artifacts (course assignments or projects) as evidence of meeting each of the eight program goals. Students write 400-word reflections for each goal. The reflection section invites students to reflect on their coursework and other learning experiences and relate them to the program's goals. Students are expected to reflect on the relationship between the artifact and the goal, what they have learned, and how the learning relates to their future as information professionals.

Each student e-portfolio is reviewed by two DLIS faculty. The reviewers are not aware of each other's assessment. If the outcomes of the two reviews differ, the DLIS Director selects a third reviewer from the faculty, possibly himself.

After the April 2013 e-portfolio review, the faculty decided that the revised comprehensive exam was no longer necessary as the e-portfolio was a sufficient end-of-program assessment measure. There have been no changes in the e-portfolio assessment since 2013. The e-portfolio rubric which is a guide for both students and faculty has undergone minor changes to improve clarity.

The faculty responded to the second issue from the 2011 ERP report, regarding program planning and evaluation, by re-examining the program assessment process, which originally consisted of:

1. End-of-program assessment (comprehensive exam before Spring 2013 and e-portfolio from Spring 2013 forward) – administered by DLIS according to the graduation cycle;
2. Student Evaluation of Teaching (SET) survey - administered to students online at the end of each course by the University's Office of Institutional Research;
3. Annual Student Survey - administered by DLIS online each spring;
4. Career Outcomes Survey – administered to alumni online with the first year of graduation by the University's Office of Career Services;
5. Course-level assessment of program goals (spreadsheet completed by DLIS faculty, core courses only); and

6. Monthly faculty meetings to review assessments and propose program changes.

The discussions at the faculty meetings focused primarily on course-level assessment and the inclusion of all program constituents in the assessment process. The outcome was the Program Assessment Plan (PAP) (Appendix A.I.1), proposed by the DLIS Director in January 2015 to define and guide the assessment and planning process. Approved in March 2015, the PAP is characterized by an annual assessment and planning cycle. It addresses the ERP's concern regarding student, alumni, and employer involvement and DLIS faculty concerns for a more effective means of course-level assessment with respect to program goals.

The assessment and planning cycle now begins in August with the review of the e-portfolios for summer graduates and concludes the next July with the reporting on the academic year's assessments and the proposed strategic priorities for the next academic year (Table I.2). The DLIS Director prepares the annual assessment report (Appendix A.I.5) and the proposed Strategic PRiorities and action ITEms (SPRITE) report (Appendix A.I.6) for the next academic year. The reports are distributed to the faculty in July, and reviewed at the first faculty meeting in September. After approval by the faculty, the assessment report and the SPRITE report are distributed to the DLIS Advisory Board and the Dean's Office to fulfill the University's annual assessment reporting requirement. Department assessment reports are posted in WEAVE, the University's web-based assessment and planning management system (Appendix A.I.7).

Table I.2. Timeline of Assessment Measures and Advisory Board Meetings

Month	Measure, Meeting, or Report	New/ Revised/NA (post 2011)	Participants
August	• E-Portfolio Reviews	• New	• Graduating students, faculty
September	• New Student Survey	• Revised	• Students entering the program
October	• Certificate in Management for Information Professionals Advisory Board	• New	• Alumni and faculty
December	• E-Portfolio Reviews • Course Artifact Assessment • Student Evaluation of Teaching (SET) survey	• New • Revised • NA	• Graduating students, faculty • Faculty, students • Students
January	• New Student Survey • Exit Survey	• Revised • New	• Students entering the program • Graduating students

Month	Measure, Meeting, or Report	New/ Revised/NA (post 2011)	Participants
February	• Certificate in Management for Information Professionals Advisory Board Meeting	• New	• Alumni and faculty
March	• Annual Student Survey • Advisory Board Planning Meeting	• Revised • New	• Students • Alumni, employers, faculty, and students
April	• Alumni Two-Year-Out Survey • Career Outcomes Survey • Student Evaluation of Teaching (SET) survey	• New • NA • NA	• Alumni • Alumni • Students
May	• E-Portfolio Reviews • DLIS Advisory Board meeting • Exit Survey • Employer Survey (biennial)	• New • Revised • New • New	• Graduating students, faculty • Alumni, employers, faculty, and students • Graduating students • Employers
June	• Course Artifact Assessment • Assessment Report	• Revised • New	• Faculty, students • Drafted by Director; reviewed and approved by DLIS Faculty; Forwarded to the Dean to fulfill University's annual assessment reporting requirement.
July	• Strategic Priorities and Action Items Report	• New	• Drafted by Director; reviewed and approved by DLIS Faculty; guides DLIS actions for next academic year.

The graduating student exit survey, alumni two-year-out survey, and the employer survey were added to broaden the participation of program constituents. The "NA" in column three applies to measures not controlled by DLIS. For example, the Office of Institutional Research administers the Student Evaluation of Teaching (SET) surveys. The program's strategic priorities in the SPRITE report (Appendix A.I.6) are informed by the assessment measures, advisory board meetings, and University strategic priorities. Citations in the SPRITE report make this relationship explicit.

The adoption of an *annual* assessment and planning cycle aligns well with the University's strategic planning framework (since 2015), in which the Strategic Priorities Review Team reports annually to University leadership. DLIS is in its third year since the adoption of the Program Assessment Plan (PAP). As the following

sections will show, the plan engages all program constituents in measures and advisory boards designed to ensure the continuous improvement of the MSLIS program and the prompt placement of its graduates in the evolving information marketplace.

Elements of systematic planning include:

Standard I.1.1: *Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes;*

The program's vision, mission, and program goals and learning outcomes (PGLOs) are reviewed and revised on a biennial or quadrennial basis (Table I.3). The Program Assessment Plan (PAP) is included in the table because of its role as the framework for ongoing assessment and planning.

Table I.3. Ongoing Review of Program's Vision, Mission, PGLOs, and PAP

Element	Reviewers	Comment	Year Reviewed	Next Review
Vision Statement	Faculty	Reviewed by the faculty in 2015. In 2019 the review will include all constituents with the Advisory Board's participation in 2019. Reviewed every four years.	2015	2019
Mission Statement	Students, Faculty, Alumni, Employers	The 2017 review included the Advisory Board, in which students, faculty, alumni, and employers participate, and the student body in general via the annual student survey. Faculty analyzed the input and drafted the new statement. Reviewed every four years.	2017	2021
Program Goals and Learning Outcomes (PGLOs)	Faculty	Reviewed by the faculty in 2015. In 2019 the review will include all constituents with the Advisory Board's participation in 2019. Reviewed every four years	2015	2019
Program Assessment Plan (PAP)	Faculty	Describes each program measure, advisory boards, and reporting; reviewed biennially.	2017	2019

University Requirements

St. John's University's annual department reporting provides a valuable context for DLIS' ongoing systematic planning. In addition, the University mandated a program review over the 2014-2015 academic year which provided important feedback (Table I.4).

Table I.4 University Assessment of Programs

Element	Reviewed By	Comment	Review/ Report Year
Annual Report to the College (Appendix A.I.8)	DLIS Faculty, Dean	Annual documentation of MSLIS program initiatives related to the University's strategic directions	2012-2013 through 2017-2018
Program Review and Program Development Plan (PDP) (Appendix A.I.9)	College Faculty, Dean	University mandate to review academic programs every five years and create the Program Development Plan (PDP)	2014-2015

Annual Report to the College

The Annual Report to the College is submitted each June by Department Chairs to the Dean of the College of Liberal Arts and Sciences. A similar procedure is followed by the departments in the University's other Schools and Colleges. The report consists of two parts: 1) the department's contributions towards meeting the College's priorities as stated by the Dean at the beginning of the academic year; the evidence provided is based on both curricular and extra-curricular activities; and 2) the individual accomplishments in teaching, research, and service of department faculty during the academic year. Part 1 is included in the College's report to the Provost and part 2 is an appendix in the College report. For 2012-2013 and 2013-2014, the College's priorities were based on the University's 2008-2013 Strategic Plan (Appendix A.I.2) and 2011-2014 Repositioning Plan (Appendix A.I.3). There was no report for 2014-2015 since the SPWG's Strategic Priorities Action Plan was still in development. For 2015-2016 and 2016-2017 the College's priorities were based on the University's Strategic Priorities Action Plan.

The annual reports submitted by DLIS from 2012-2013 through 2017-2018 are provided in Appendix A.I.8.

Program Review and Program Development Plan

The Academic Program Review (APR) initiative was managed by the Provost's Office and supported by the Office of Institutional Research.

> The primary focus of the Academic Program Review process is to review current academic programs for their centrality to mission, quality, demand, and cost-effectiveness, the results of which will help inform academic program plans, the next institutional strategic plan, and St. John's University

Middle States self-study accreditation process. (p. 2 APR Guidelines, Appendix A.I.10)

A self-study was created for each academic program responding to the seven standards (p. 6 APR Guidelines, Appendix A.I.10) using evidence acquired through the program's ongoing program-level assessment. For an overview of the APR process, see http://www.stjohns.edu/academics/provost/institutional-research/academic-program-review-overview.

The program development plan (PDP) was a spreadsheet of recommendations for improving the program completed after finishing the APR self-study. The PDP also included an estimate of resources required to implement the recommendations.

The 2014-2015 MSLIS APR self-study and PDP are available for review (Appendix A.I.9). The PDP proved helpful in developing the Program Assessment Plan in 2015 (Appendix A.I.1) and is consistent with the subsequent DLIS Strategic Priorities.

American Library Association Context

The ALA Biennial Narrative Reports (BNRs) are important milestones documenting progress on program initiatives and their relationship to the accreditation standards. With regards to Standard I, the 2013 BNR described the introduction of the e-portfolio replacing the comprehensive exam as the end-of-program assessment. The 2015 BNR described the Program Assessment Plan, the reporting process of the assessment outcomes, and the 2014-2015 APR. The 2017 BNR reported that all measures in the Program Assessment Plan have been completed and that the annual strategic priorities and action items reports have provided valuable guidance for program planning and communication with program constituents. Appendix A.I.11 contains the 2013, 2015, 2017 BNRs prepared by DLIS.

Elements of systematic planning include:

>**Standard I.1.2***: Assessment of attainment of program goals, program objectives, and student learning outcomes;*

The Program Assessment Plan (Appendix A.I.1) describes the direct and indirect measures for determining the degree to which the program goals and learning outcomes (Table I.1) are met. The Certificate in Management Advisory Board and the DLIS Advisory Board meetings are also described. Table I.5 lists each of these measures and advisory boards, the constituents participating, the frequency, and the type of measure where appropriate.

The criteria to be satisfied in adopting the following measures were informed by feedback received in the External Review Panel report from November 2011 (Appendix A.I.4).

1. All program constituents participate in the assessment process.
2. The assessments and the reporting of the results occur on a regular basis.

The DLIS faculty approved an annual assessment and reporting process in March 2015 that satisfies the above criteria. The data collected are analyzed and reported in the DLIS' annual assessment report (Appendix A.I.5) in June. The results inform the next year's Strategic Priorities and Action Items which are reported (Appendix A.I.6) one month later. Both reports are reviewed by the faculty at the September meeting and, once approved, are distributed to the advisory board, usually by October 1st.

Table I.5. Measures and Advisory Boards in the Program Assessment Plan

Measure/ Advisory Board	Constituents	Frequency	Type
Advisory Board	Students, Faculty, Alumni, Employers	Meets annually; planning committee meets two months prior to prepare the agenda	NA
Advisory Board for the Management Certificate	Faculty, Alumni	Meets each term	NA
Alumni two-year out Survey	Alumni graduating two years prior	Annual, April	Indirect
Course Artifact Assessment	Students, Faculty	Every course in the program, four-year cycle	Direct
E-Portfolio	Students, Faculty	Coincides with graduation cycle – Aug, Dec, May	Direct
Employer Survey	Employers	Biennial	Indirect
Exit Survey	Graduating students	Coincides with graduation cycle – Sept, Jan, June	Indirect
New Student Survey	Students entering the program; immediately after the new student orientation	Semi-annual – August, January	Indirect
Student Survey	Students	Annual, March	Indirect

Elements of systematic planning include:

> **Standard I.1.3**: *Improvements to the program based on analysis of assessment data;*

Improvements in the program since the last reaccreditation in 2011 are listed in Table I.6. The decision on program changes is made at the monthly faculty meetings. Articles 4.04 4.05 in the University Statutes (Appendix A.I.12) require each department to have a Graduate Education Policy Committee (GEPC). In DLIS, all five full-time and the two jointly-appointed faculty comprise the GEPC and consider actions presented on each meeting's agenda. Certain actions, such as the creation of a Student Symposium in November 2011, require no further action beyond GEPC approval. Changes to curriculum require approval at the College level in the form of approval by the Liberal Arts Faculty Council (LAFC).

After LAFC approval, new certificate programs require the approval of the Provost Office. New degree programs require approval of the Graduate Council (GC), the Provost Office, and the Board of Trustees. The last step for both types of programs is approval by the New York State Department of Education (NYSED).

Table I.6. Program Changes based on Assessment

Change	Academic Year (AY)	Related Assessment	Rationale
Student Symposium added to fall and spring terms; in AY 2015-2016 became an annual event managed by the Student Association, DLISSA	2011-2012	Annual Student Survey indicated a need for more professional engagement and practice.	Students gain professional experience in the form of poster, paper, and panel presentation. Networking opportunities with alumni and professionals, some of whom are also presenters.
Two new courses added to Archival Studies specialization	2012-2013	Annual Student Survey indicated a need for a broader range of courses in Archival Studies; Study of related programs.	Improve and distinguish the Archival Studies specialization with courses in Archival Representation and Museum Informatics.
End of Program assessment changed from Comprehensive Exam to E-Portfolio	2012-2013	Review of Comprehensive Exams from Spring 2010 through Fall 2012; 2011 ERP report identified problems with exams as a measure of student learning.	Review of comprehensive exam results showed that the relationship to the program goals was incomplete; alternative exam formats were considered and rejected by DLIS faculty.

Change	Academic Year (AY)	Related Assessment	Rationale
Digication Workshop introduced	2013-2014	First e-portfolio review; Review of existing tutorials and in-course assignments using Digication.	Developed by C. Angel, DLIS Faculty to train students in Digication the e-portfolio platform and provide a forum for e-portfolio questions.
Management requirement changed to include LIS 243 *Management of Legal Information Services* as an option	2013-2014	Based on a review by Legal Information Professional advisor in conjunction with faculty discussion.	LIS 243's content has evolved to include many of the objectives in LIS 240 Management of Information Organization, the sole course satisfying this requirement at the time. This decision permits students in this specialization to have the same number of electives as students in other specializations.
Core course, LIS 204 *Intro to LIS,* modified to include an exploration of LIS specializations	2013-2014	Annual Student Survey indicated that students were unclear on the career potential of certain specializations.	LIS 204 is the first course in the program. The change should help students understand the strengths and career potential of the different specializations and help them build programs of study that align better with career goals.
Reduced core (required) courses to four (12 credits); changed LIS 211 *Collection Development* from core to an elective course	2014-2015	Discussion over several faculty meetings regarding overlap of essential units of LIS 211 with other required and elective courses.	Reducing the core gives students more flexibility to develop programs of study closer to their career interests. After the change students have seven elective courses.
School Librarianship specialization closed (no longer accepting students); students in program permitted to finish	2014-2015	New NYS requirements for teacher certification prompted a review of the School Librarianship program; survey of related specializations in NYS.	The new requirements would require DLIS to hire a full-time administrator to manage School Librarianship. The specialization had a low enrollment trend. Resources would be best allocated investing in specializations with higher enrollments, such as Archival Studies.

Change	Academic Year (AY)	Related Assessment	Rationale
Long Island (LI) Digitization Lab built	2014-2015	Queens' facilities insufficient for increasing community-based service and research; student demographics; communications with LI alumni and other professionals.	Strengthen the Archival Studies specialization; provide increased support for building relationships with LI community through archival research and service projects.
DLIS Blog created http://sjudlis.com	2014-2015	2011 ERP report and feedback from the annual student survey recommended improvements in DLIS communications to students.	Improve communication of internship, scholarship, job opportunities, and program events. Improve access to information on the program, its courses, advisement, and resources.
Bi-weekly webinar series initiated; presenters are usually information professionals in the community; managed by DLISSA	2015-2016	Annual student survey and DLIS Advisory Board feedback called for greater student engagement with professionals in the field.	Webinars offer students the opportunity to be professionally engaged. The University's Webex platform enables all webinars (and all DLIS events) to be accessible to online students.
Dual Degree MA Public History and MSLIS approved	2015-2016	Part of the ongoing collaboration among DLIS, the Department of History, and the Department of Art & Design.	The dual degree is advantageous for students considering a career in academic librarianship and a wide range of positions related to archival studies.
DLIS Colloquia LibGuide created as an online resource for students	2015-2016	Annual student survey and exit survey feedback regarding timely access to information.	The LibGuide provides a convenient, online resource for policies and events; it is more flexible and more easily maintained than traditional handbooks.
Two-year-out Alumni survey created	2015-2016	Planned improvement, part of the 2015 Program Assessment Plan.	The Alumni survey is a broad measure for acquiring alumni feedback on the program two years after graduation.
Advanced Certificate in Management for Information Professionals approved	2016-2017	Recommendation of the Law Librarianship Advisory Board, renamed to the CMIP Advisory Board.	The program is designed to provide mid-career information professionals with the management and leadership skills to advance in their careers.

Change	Academic Year (AY)	Related Assessment	Rationale
Student and Supervisor Internship Evaluations redesigned	2016-2017	Planned improvements, part of the 2015 Program Assessment Plan.	The internship evaluations will be administered as part of the online survey platform now used by all program surveys. This will enable a more thorough analysis of internship experiences and sites.
Online Orientation revised	2016-2017	New Student Survey and Annual Student Survey feedback.	The online orientation is a course in the Blackboard Learning Management System for orienting new students to online pedagogy prior to the start of the term. The revisions will improve the outcomes of the orientation.

Elements of systematic planning include:

> **Standard I.1.4:** *Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.*

Communication of planning policies and processes are distributed to program constituents in five ways:

1. DLIS web site ([link](#))
2. DLIS blog (http://sjudlis.com)
3. DLIS LibGuide (http://campusguides.stjohns.edu/dlis)
4. Student and Alumni Weekly Email Digests
5. DLIS Advisory Board email list

The first three methods are public web sites. These methods are sufficient to inform all program constituents.

The program mission statement (Section I.1) was revised at the September 2017 faculty meeting after gathering input via the 2017 Student Survey and the 2017 Advisory Board meeting.

In accordance with the Program Assessment Plan (Appendix A.I.1), DLIS annually creates a Strategic PRiorities and action ITEms (SPRITE) report (Appendix A.I.6) which specifies the academic year's priorities and planned actions based on the previous year's strategic priorities implementation report (Appendix A.I.13) and assessment report (Appendix A.I.5). Each strategic priority in the SPRITE report cites the sources informing the priority including Advisory Board meetings, specific assessment measures (Table I.3), and St. John's [University's Strategic Priorities Action Plan](#). After approval by the faculty, the reports are distributed to the Advisory Board and [posted on the University's web site](#). Thus all program constituents have access to the reports on the strategic planning and assessment process.

The annual DLIS assessment report is submitted to the Dean of St. John's College of Liberal Arts and Sciences as part of the University's ongoing program assessment process. The University monitors annually the manner in which programs are satisfying their respective program goals. The assessment reports are uploaded into the University's assessment system called WEAVE (Appendix A.I.7, WEAVE Online Assessment User Manual).

> ***Standard I.2****: Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:*
>
> ***I.2.1*** *The essential character of the field of library and information studies;*
> ***I.2.2*** *The philosophy, principles, and ethics of the field;*
> ***I.2.3*** *Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;*
> ***I.2.4*** *The importance of research to the advancement of the field's knowledge base;*
> ***I.2.5*** *The symbiotic relationship of library and information studies with other fields;*
> ***I.2.6*** *The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;*
> ***I.2.7*** *The role of library and information services in a rapidly changing technological society;*
> ***I.2.8*** *The needs of the constituencies that the program seeks to serve.*

The program goals and learning outcomes (PGLOs, Table I.1) have been based on the ALA Core Competencies since 2009, and reaffirmed in subsequent reviews in 2011 and 2015. As indicated on page 3, as a result of the 2015 review, the DLIS faculty further required that each specialization in the program have associated competencies from the related professional organizations (Standard II.4 and Appendix A.I.11). The significance of Standard I.2 is difficult to overstate. The standard lists essential characteristics that are satisfied by the learning outcomes for Master's programs of Information Studies. The MSLIS program meets these criteria, as shown in Table I.7.

Please note, standard I.2.3 is satisfied in a general way by learning outcome 1E, but in specific terms by the program's six specializations – Academic Librarianship, Archival Studies, Management, Public Librarianship, Special Librarianship, and Youth Services (Standard II.4 and Appendix A.I.14).

Table I.7 PGLOs Mapped to Standards I.2.1 – I.2.8

Program Learning Outcomes	I.2.1	I.2.2	I.2.3	I.2.4	I.2.5	I.2.6	I.2.7	I.2.8
1A Demonstrate knowledge of the ethics, values, and foundational principles and the role of library and information professionals in the promotion of democratic and legal principles and intellectual freedom.								
	X	X						X
1B Understand the history of human communication and its impact on libraries, and the importance of effective verbal and written advocacy for libraries, librarians, other library workers and library services.								
	X	X						X
1C Demonstrate knowledge of historical and present-day libraries and librarianship as well as significant national and international policies and trends within the library and information profession.								
	X				X	X		
1D Demonstrate effective communication techniques (verbal and written) used to analyze complex problems and create appropriate solutions.								
	X						X	
1E Fulfill certification and/or licensure requirements of specialized areas of the profession.								
			X					X
2A Understand the concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.								
	X	X						
2B Understand the concepts, issues, and methods related to the acquisition and disposition of resources, and the management, preservation and maintenance of collections.								
	X	X						

Program Learning Outcomes	I.2.1	I.2.2	I.2.3	I.2.4	I.2.5	I.2.6	I.2.7	I.2.8
3A Understand the principles involved and the developmental, descriptive, and evaluative skills needed in the organization, representation and retrieval of recorded knowledge and information resources.								
	X	X					X	
3B Demonstrate ability to organize recorded knowledge and information using the systems of cataloging, metadata, indexing, and classification standards and methods.								
	X	X					X	
4A Acquire, apply, analyze and assess information, communication, assistive, and other technological skills related to resources, service delivery, professionalism, efficacy, and cost-efficiency of current technologies and relevant technological improvements.								
	X	X					X	
5A Demonstrate knowledge and usage of the concepts, principles, and techniques of reference and user services, as well as retrieval techniques and evaluation methods, that provide access to relevant and accurate recorded knowledge and information from diverse sources to all patrons.								
	X	X					X	X
5B Understand and demonstrate ability to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information, including information literacy techniques and methods.								
	X							X
5C Understand and apply the principles of assessment towards communities, user preferences, and services and resources, as well as promoting methods of advocacy through development and services.								
	X	X				X		X
6A Understand the fundamentals of quantitative and qualitative research methods, including central research findings and research literature of the field, and the principles and methods used to assess the actual and potential value of new research.								
				X	X			
7A Continue professional development by maintaining and practicing the purpose and role of providing quality service for the lifelong learning of patrons and the promotion of library services.								
	X							X
7B Apply the learning theories, instructional methods, and achievement measures to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.								
		X			X			

Program Learning Outcomes	I.2.1	I.2.2	I.2.3	I.2.4	I.2.5	I.2.6	I.2.7	I.2.8
8A Understanding the principles of planning and budgeting in libraries and other information agencies, as well as developing effective personnel practices and human resources.								
							X	X
8B Understanding the concepts behind, issues relating to, and methods for the following: assessment and evaluation of library services and their outcomes, developing partnerships, collaborations, networks, and other structures, and principled, transformational leadership.								
				X	X	X	X	X

> **Standard I.3**: *Program goals and objectives incorporate the value of teaching and service to the field.*

The value of teaching and service in Master's Programs in Library and Information Studies are distinguished in this standard. St. John's University's service-oriented mission, shown in the following quote, provides a model for DLIS and the MSLIS program in this regard.

> St. John's is a Vincentian university,
> inspired by St. Vincent de Paul's compassion and zeal for service. We strive to provide excellent education for all people, especially those lacking economic, physical, or social advantages. Community service programs combine with reflective learning to enlarge the classroom experience (http://www.stjohns.edu/about/our-mission).

Academic Service-Learning (AS-L), in which community service is integrated within course objectives, is encouraged in all degree programs. The Field Experience section of Standard II.3 describes the incorporation of AS-L in the MSLIS program. Table I.8 shows the relationship between the program goals and learning outcomes (PGLOs) and the value of teaching and service to the field.

Table I.8 PGLOs related to Teaching and Service

Program Goals and Learning Outcomes	Teaching	Service
1 Develop an understanding of the foundations of the profession.		
1D Demonstrate effective communication techniques (verbal and written) used to analyze complex problems and create appropriate solutions.		
	X	X

Program Goals and Learning Outcomes	Teaching	Service
4 Apply technological knowledge and skills to practice.		
4A Acquire, apply, analyze and assess information, communication, assistive, and other technological skills related to resources, service delivery, professionalism, efficacy, and cost-efficiency of current technologies and relevant technological improvements.		
		X
5 Apply reference and user services.		
5A Demonstrate knowledge and usage of the concepts, principles, and techniques of reference and user services, as well as retrieval techniques and evaluation methods, that provide access to relevant and accurate recorded knowledge and information from diverse sources to all patrons.		
		X
5B Understand and demonstrate ability to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information, including information literacy techniques and methods.		
	X	X
5C Understand and apply the principles of assessment towards communities, user preferences, and services and resources, as well as promoting methods of advocacy through development and services.		
	X	X
7 Experience continuing education and lifelong learning.		
7A Continue professional development by maintaining and practicing the purpose and role of providing quality service for the lifelong learning of patrons and the promotion of library services.		
		X
7B Apply the learning theories, instructional methods, and achievement measures to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.		
	X	
8 Apply key concepts of administration and management.		
8B Understanding the concepts behind, issues relating to, and methods for the following: assessment and evaluation of library services and their outcomes, developing partnerships, collaborations, networks, and other structures, and principled, transformational leadership.		
		X

Standard I.4: Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

The program goals and learning outcomes (PGLOs, Table I.1) are reviewed every four years by the faculty; the most recent review took place in 2015 (Table I.3). The PGLOs are listed on DLIS' web site for the general public. Through the application of both direct and indirect measures, and with the assistance of two advisory boards, all program constituents participate in the ongoing assessment process to ensure the PGLOs are satisfied.

Three direct measures (Table I.9) provide evidence that students are achieving the knowledge and skills specified in the PGLOs. The direct measures are strengthened with indirect measures (Table I.10) which assess all aspects of the program.

Table I.9 Direct Methods of Program Assessment

Method	Frequency	Purpose
E-Portfolio	Graduation Cycle: July, November, and April	End-of-program assessment; students submit artifacts from their courses and write reflections for each as evidence of satisfying each of the eight program goals.
Course Artifact Assessment	Every course is evaluated once every four years	Faculty write a review of student performance on a course artifact selected as representative of the PGLOs to which that course applies. Based on the review, faculty list recommendations for improving the course.
Presentations at professional conferences	N/A	Students are encouraged to submit their work for presentation at professional conferences to experience the value of research and networking with the professional community.

Table I.10 Indirect Methods of Program Assessment

Method	Frequency	Purpose
Alumni Survey	Annual	Distributed to alumni class two years after graduation. For example, the survey was distributed in April 2017 to alumni who graduated in Summer 2014, Fall 2014, and Spring 2015. Alumni are asked to reflect back on the program and answer closed and open questions on program satisfaction, courses, faculty, staff, and resources.

Method	Frequency	Purpose
Employer Survey	Biennial	Measures employer expectations for LIS graduates in terms of both 'soft' skills and LIS skills. 'Soft' skills include collaborative work, organizing/chairing a meeting, reports, communication skills, email protocol, etc.
New Student Survey	Semi-annual	Measures student satisfaction with the online orientation and the student orientation. The online orientation is a two-week period prior to the start of the term to acquaint students with online learning. The student orientation is a two-hour event in which students are informed of the processes (advisement, registration, e-portfolio) and resources (blog, LibGuide, university library) available.
Student Survey	Annual	Measures student satisfaction with the program and requests information on students' career interests and possible specialization.
Exit Survey	Graduation Cycle: August, January, and June	Students are asked to reflect back on the program immediately following their graduation and answer closed and open questions on program satisfaction, courses, faculty, staff, and resources.

E-Portfolio Assessment

Each e-portfolio submitted is assessed based on the rubric through a blind review by two faculty (includes the DLIS Director). A reviewer is unaware of the grade returned by the second reviewer. A grade of 80% is required to satisfy the e-portfolio assessment. The outcomes are forwarded to the Director. If the two reviewers return different results, with respect to the 80% threshold, a third member of the faculty is selected by the Director to review the e-portfolio and break the tie. For program assessment, the reviews are analyzed longitudinally in terms of pass/fail percentages and performance on each program goal (Appendix A.I.15).

Presentations at Professional Conferences

Students are strongly encouraged to submit their work to professional meetings. While student professional presentations are not formally assessed within DLIS, this qualitative measure offers further insight into the ability of students to achieve learning outcomes. This is facilitated through two programs: 1) DLIS – H. W. Wilson Professional Development Scholarship and 2) St. John's College of Liberal Arts and Sciences' Student Travel Award.

The H. W. Wilson Professional Development Scholarship is funded by the H. W. Wilson Foundation's $10,000 award made to each ALA-accredited LIS School every four years. DLIS faculty decided to use the H. W. Wilson award to fund a $500

professional development scholarship made to students who present a paper, panel, or poster at a professional meeting, or have a paper accepted in a refereed publication. (Faculty Meeting Minutes, December 12, 2014, Appendix A.I.16).

The St. John's College of Liberal Arts and Sciences' Student Travel Award reimburses graduate students up to $500 for travel expenses incurred when presenting their work at a professional meeting. This program is not limited to a pre-determined number of awards and thus far, all program students presenting at a professional meeting have received the award. Table I.11 lists the professional conferences where students presented since 2014. In addition, a student co-authored a chapter in the book series, Advances in Library Administration and Organization (ALAO), with her faculty mentor. More details on these presentations are provided in Standard IV.

Table I.11. Recent Professional Meetings where Students Presented

Year	Meeting
2017	LIBER 2017 Annual Conference, University of Patras, Greece, July 5-7, 2017
2017	State University of New York Library Association (SUNYLA) Annual Conference, SUNY Stony Brook, June 14-16, 2017
2016	Association for College and Research Libraries / New York (ACRL/NY) Chapter Annual Symposium, December 2, 2016
2016	South Carolina Library Association (SCLA) Annual Conference, November 9-11, 2016
2016	New York Library Association (NYLA) Annual Conference, November 2-5, 2016
2016	Conference on Inclusion and Diversity in Library and Information Science, University of Maryland, October 20-21, 2016
2016	State University of New York Library Association (SUNYLA) Annual Conference, SUNY Binghamton, June 8-10, 2016
2016	LI Popular Culture and Libraries Conference (LI PopCon), St. John's University, April 14, 2016
2015	LI Popular Culture and Libraries Conference, St. John's University, April 16, 2015
2015	Metropolitan New York Library Resource Council (METRO) Annual Meeting, Baruch College, January 15, 2015

> *I.4.1* *The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.*

The evaluation of program goals and learning outcomes (PGLOs) includes all those served by the program – students, faculty, employers, alumni, and University administration (UA). Table I.12 relates each program measure and advisory board to the participating constituent. Excluded from the table are measures for faculty

evaluation (described in Standard III), student evaluation (Standard IV) and staff evaluation (Standard V).

Table I.12. Participants and Reviewers in the PGLO Evaluation Process

Measure/ Advisory Board	Participant	Reviewer
Advisory Board	Students, Faculty, Alumni, Employers	NA
Advisory Board, Certificate in Mgmt for Information Professionals	Faculty, Alumni	NA
Alumni two-year out Survey	Alumni graduating two years prior	Faculty
Annual Report to the College	Faculty	University Administration
Course Artifact Assessment	Students	Faculty
E-Portfolio	Graduating Students	Faculty
Employer Survey	Employers	Faculty
Exit Survey	Graduating Students	Faculty
New Student Survey	Students entering the program, immediately after the new student orientation	Faculty
Program Review (five-year)	Faculty	University Administration
Student Survey, Annual	Current Students	Faculty

Standard I.5: The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals and objectives.

The DLIS decision-making process is centered around the monthly faculty meeting. Full-time and jointly-appointed faculty comprise the monthly meetings. The DLIS Secretary (Michael Crossfox) attends each meeting as well and keeps the minutes. DLIS consists of five full-time faculty and two jointly-appointed faculty (Table I.13).

Table I.13. DLIS Full-Time and Jointly-Appointed Faculty

Faculty	Full-time (FT) / Jointly-appointed (Home Dept.)	Year joined DLIS	Tenured / Tenure-track
Christine Angel	FT	2012	Tenured

Faculty	Full-time (FT) / Jointly-appointed (Home Dept)	Year joined DLIS	Tenured / Tenure-track
Valeda Dent	Dean, University Libraries	2017	Tenured
Shari Lee	FT	2010	Tenured
Kevin Rioux	FT	2005	Tenured
Rajesh Singh	FT	2015	Tenured
Kristin Szylvian	History	2010	Tenured
James Vorbach	FT	2004	Tenured

The University Statutes (Appendix A.I.12) mandates a governance structure for education policy, and personnel and budget decision-making. More specifically, Articles 4.04 – 4.05 specify the responsibilities and membership rules for a department's Graduate Education Policy Committee (GEPC) and articles 4.06 – 4.07 specify the same for a department's Personnel and Budget Committee (P&B).

The DLIS GEPC reviews and approves all curriculum changes and forwards the necessary documentation to the respective College council (Liberal Arts Faculty Council) and University's Graduate Council. The DLIS P&B decides on all personnel and budget matters. Because of DLIS' small size, the GEPC consists of all full-time faculty. The DLIS P&B also consists of three tenured full-time faculty.

The agendas and minutes of all faculty meetings since 2011 are available for review (Appendix A.I.16).

As mentioned, DLIS has instituted an annual process to report on the data collected (Table I.3) in compliance with the program assessment plan (PAP) and to summarize the recommendations of the two advisory boards. At the end of each academic year an annual assessment report (Appendix A.I.5) is compiled which includes all direct (Table I.7) and indirect (Table I.8) measures, and the summaries of the advisory boards' meetings. This comprehensive report is forwarded to the faculty in July and reviewed at the first faculty meeting in September. The annual assessment report is forwarded to the College Office, the membership of the advisory boards, and is available [online for all program constituents](). The report informs program decisions for the coming academic year.

Results on each program assessment measure since 2012 (or since inception for newer measures) are available for review (Appendix A.I.17).

Standard I.6: The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

DLIS utilizes an annual assessment and planning process (Table I.2) which engages all program constituents (Table I.5), and the analyses of the assessments have resulted in an improved program (Table I.6).

The following three-step annual process

1. In May, the Program Director (Vorbach) prepares the Strategic Priorities IMplementation (SPIM) report (Appendix A.I.13) for the DLIS Advisory Board's Annual Meeting. The SPIM report describes the progress on each of the current academic year's action items and is included in the Director's presentation to the Board.
2. The results of the evaluation of the year's assessments and the summaries of the advisory board meetings are compiled in June into the annual assessment report (A.I.5). The SPIM report is included as an appendix in the annual assessment report.
3. DLIS' Strategic PRiorities and action ITEms (SPRITE) report (Appendix A.I.6) is prepared in July (timeline in Table I.2) for the coming academic year, based on the annual assessment report and the SPIM report. The SPRITE report is the planning document for the next academic year. The University's strategic priorities are cited in the report where appropriate. The SPRITE report is reviewed at the first faculty meeting in September. Revisions are completed prior to October 1st. The revised SPRITE report and annual assessment report are distributed to the DLIS Advisory Board in October and posted on the web site. The agendas for subsequent monthly faculty meetings are determined in part by the action items in the SPRITE report.

The annual assessment and planning cycle offers both a systematic and flexible model. Assessments and their evaluation occur according to a fixed timeline (Table I.2) and compiled in the annual assessment report; the SPRITE reports provide strategic planning; the annual cycle offers the flexibility to adapt to changing events outside DLIS, such as changes in the University's priorities and market forces. With ongoing changes in technology and the workplace, annual assessment and planning models such as the DLIS' Program Assessment Plan (Appendix A.I.1) are more effective than multi-year models.

Chapter 2: Curriculum

> ***Standard II.1****: The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.*

The Division of Library and Information Science (DLIS) offers an online MSLIS program which prepares students for careers as information professionals. The program is guided by St. John's University's mission of academic excellence and service to the underserved (http://www.stjohns.edu/about/our-mission).

The curriculum is designed to train students for leadership roles in an evolving informational and technological landscape. The curriculum is divided into core, management, and elective courses (Table II.1). In addition, students demonstrate they have mastered the program goals and learning outcomes (PGLOs, Table I.1) by submitting an e-portfolio as the end-of-program assessment. The PGLOs are based on the eight ALA Core Competencies. This close connection between the curriculum and the ALA Core Competencies helps to ensure that "study of theory, principles, practice, and legal and ethical issues and values" required in Standard II.1 are satisfied.

The MSLIS program is assessed in an ongoing, broad-based systematic manner with input from all constituencies (i.e. students, faculty, alumni, and employers). This ongoing process, explained in Standard I, is summarized as follows:

1. Students, faculty, alumni, and employers participate in regular assessments and advisory board meetings governed by the timeline (Table I.2) in the Program Assessment Plan (Appendix A.I.1).
2. The data from the assessments administered over the academic year are analyzed and the results are reported in the annual assessment report (Appendix A.I 5). Summaries from the advisory board meetings also appear in the annual assessment report.
3. The Strategic Priorities IMplementation (SPIM) report (Appendix A.I.13) documents the progress on each of the current academic year's action items.
4. The Strategic PRiorities and action ITEms (SPRITE) report for the next academic year is based on the SPIM report and the annual assessment report. The action items in the SPRITE report guide the agendas for the next year's faculty meetings.

The decision-making process, described earlier in Standard I.5, begins with the monthly faculty meetings. A well-defined Department, College, and University committee/council structure supports this process. Articles 4, 5, and 6 of the University Statutes (Appendix A.I.12) specify the required committees and councils.

The SPRITE report guides curricular change. DLIS' Graduate Education Policy Committee (GEPC) is responsible for changes in the curriculum. For small departments (less than 10 full-time faculty), such as DLIS, the GEPC is the entire faculty and the GEPC's agenda is incorporated within that of the monthly faculty meetings (Article 4.03, University Statutes, Appendix A.I.12).

After approval at the faculty meeting, a memo describing the curricular change along with any related documentation is forwarded to the Curriculum Committee of the Liberal Arts Faculty Council (LAFC). The LAFC is the governance body in St. John's College of Liberal Arts and Sciences (Article 5.03, University Statutes, Appendix A.I.12). The DLIS Director appears before the Curriculum Committee to describe the change and answer any questions. With the approval of Curriculum Committee, the change goes before the LAFC. New degree proposals (including combined bachelor's and master's degrees, and dual master's degrees) require review and approval by the Graduate Council and Board of Trustees. The last step for all new program proposals (certificate and degree proposals) is registration with the New York State Education Department (NYSED).

Program Requirements

The MSLIS program is offered online and consists of 36 credits. The program consists of four core cores which all students take, one management course, and seven elective courses (Table II.1). There is a management requirement which is satisfied by taking either LIS 240 *Management of Information Organizations or* LIS 243 *Management of Legal Information Services.* Elective courses may be organized into one of the seven specializations offered in the program. The specializations are provided for advisement purposes and are not required. Students meet with their faculty advisor by appointment each term prior to registration. Faculty advisement ensures students are on-track in their respective programs of study and that they receive ongoing guidance on courses and specializations (or combinations thereof) consistent with their career goals. Faculty advisement also provides opportunities to discuss professional engagement and preparation for internships.

Table II.1. Core, Management, and Elective Requirements in the Program

Program Requirements	Credit	Courses	Comment
Core	12	203, 204, 205, 239	The core courses cover the foundational theory and practice in the information professions.
Management	3	One of {240, 243}	The course covers strategic planning, organizational structure, and budgeting.
Electives	21	121, 125, 126, 127, 211, 213, 221, 222, 230, 231, 233, 237, 238, 239, 245, 248, 249, 253, 254, 255, 257, 258, 260, 261, 262, 263, 264, 269, 271, 282, 283, 302	Students may elect to take one of six specializations: Academic Libr, Archival Studies, Management, Public Libr, Special Libr, and Youth Services
E-Portfolio	0	105	Students provide evidence from coursework of satisfying each of the eight program goals and write eight 400-word reflections about this relationship
Total	**36**		

Core Courses

Students are required to take four core courses which provide the foundational knowledge of the program (Table II.2). Course descriptions and syllabi for all courses are available online for the general public. Descriptions of each core course are included in this section.

Table II.2. Core Courses

Course Number	Course Title
LIS 203	Organization of Information
LIS 204	Introduction to Library and Information Science
LIS 205	Information Sources and Services
LIS 239	Research and Evaluation Methods

LIS 203 Organization of Information

This course is an introduction to the conceptual foundations of information organization, representation, and retrieval. This includes the identification and description of information objects and how selected objects are grouped and related to each other within various information environments. Emphasis is on the organization of information found within the library, archive, and museum environments and how all information resources are related to each other within the shared, online cataloging environment (aka, the web). As such, emphasis is placed on understanding the principles, function and use of catalogues, indexes & bibliographic utilities.

LIS 204 Introduction to Library and Information Science

All MSLIS students take this course in their first Fall term. This seminar course is an introduction to librarianship and other information professions. Underlying principles common to all information environments and specialties are covered, including contemporary information infrastructures, the historical and philosophical development of librarianship and the information professions, technology and legislative trends in the field, and professional responsibilities, particularly as they relate to user access to information. Throughout the semester, emphasis is placed on socializing new students into the field.

LIS 205 Information Sources and Services

Introduction to the terminology, concepts, and practices used in the provision of information services that effectively meet user needs in a variety of settings. Special emphasis is placed on the reference process as well as the content, organization, use, and evaluation of print and electronic resources. Additionally, the sources, policies, technologies, and systems that support access to, and retrieval of, information central to reference services will be discussed.

LIS 239 Research and Evaluation Methods

This course is an introduction to methods applicable to research and evaluation in librarianship and information science. Topics covered will include ethics, evaluation of research studies, research questions, research problems, research strategy, quantitative and qualitative methods, data analysis, reporting, and writing a research proposal.

Management Requirement

Students are required to take one management course (Table II.3). This ensures that students graduate with an understanding of strategic planning, organizational structure, and budgeting. With the suspension of the Legal Information Professional

specialization in Fall 2018 (Standard II.4), LIS 240 may become the de facto requirement.

Table II.3. Management Requirement (one course selected)

Course #	Course Title
LIS 240	Management of Information Organizations
LIS 243	Management of Legal Information Services

LIS 240 Management of Information Organizations

This course will prepare information professionals to work effectively at the individual and organizational level by learning and applying management theories, techniques, and practices in any type of information setting. The course focuses on those management skills and competencies that information professionals require for managing their organizations, including, but not limited to, planning, organizing, leading, influencing, budgeting, and implementing change.

LIS 243 Management of Legal Information Services

The course includes strategic and short-term planning, budgeting, personnel management, facilities planning, and collection development in the digital age. The course discusses the integration of resources in appropriate formats into the workflow of legal project management, vendor negotiations, as well as organizational structures and technology integration. Issues will be examined from academic, corporate and private law firm perspectives.

Examples of Curricular Evolution

DLIS has a clear and consistent commitment to curricular evolution as evidenced by revisions in the areas of specialization, the creation of new certificate and degree programs, course revisions, and other means. Faculty revise courses on an ongoing basis, keeping them current with practices in the field and with learning theory. Revisions are recorded in the course syllabi when appropriate. Faculty email the syllabi for courses they are teaching to the DLIS Office within the first two weeks of each term. This is University policy. Changes of wider scope follow the decision-making process described earlier in Standard I.5. Table II.4 lists curricular changes since the last reaccreditation. Table II.4 is a subset of Table I.6 in Standard I.

Table II.4. Curricular Changes from Ongoing Assessment and Systematic Planning

Change	Academic Year (AY)	Related Assessment	Rationale
Two new courses added to the Archival Studies specialization	2012-2013	Annual Student Survey indicated a need for broader course offerings in Archival Studies; review of similar LIS programs.	Improve and distinguish the Archival Studies specialization with courses in Archival Representation and Museum Informatics.
End of Program assessment changed from Comprehensive Exam to E-Portfolio	2012-2013	Review of Comprehensive Exams from Spring 2010 through Fall 2012; 2011 ERP report identified problems with exams as a measure of learning outcomes.	Review of comprehensive exam results showed that the relationship to the program goals was incomplete; alternative exam formats were considered and rejected by DLIS faculty.
Management requirement changed to include LIS 243 *Management of Legal Information Services* as an option	2013-2014	Review by the faculty advisor for the Legal Information Professional specialization; discussion at a faculty meeting.	LIS 243's content has evolved to include many of the objectives in LIS 240 Management of Information Organization, the sole course satisfying this requirement at the time. This decision permits students in this specialization to have the same number of electives as students in other specializations.
Core course, LIS 204 *Intro to Library & Information Science,* modified to include an exploration of LIS specializations	2013-2014	Annual Student Survey indicated that students were unclear on the career potential of certain specializations.	LIS 204 is the first course in the program. The change helps students understand the strengths and career potential of the different specializations in order to build programs of study that align better with their career goals.
Reduced core (required) courses to four (12 credits); LIS 211 *Collection Development* changed from core to an elective course	2014-2015	Discussion over several faculty meetings regarding overlap of essential units of LIS 211 with other required and elective courses	Reducing the core gives students more flexibility to develop programs of study closer to their career interests. The change increases the number of elective courses to seven.

Change	Academic Year (AY)	Related Assessment	Rationale
School Librarianship (SL) specialization closed (no longer accepting students); students in program are permitted to finish	2014-2015	Updated New York State (NYS) requirements for teacher certification prompted a review of the SL specialization; survey of staffing for SL specializations in other NYS LIS Schools.	The new requirements would require DLIS to hire a full-time administrator to manage effectively the SL specialization. The program had a low enrollment trend. Resources would be best allocated by investing in specializations with higher enrollments, such as Archival Studies.
Dual Degree MA Public History and MSLIS approved	2015-2016	Part of the ongoing collaboration among DLIS, the Department of History, and the Department of Art & Design	The dual degree is advantageous for students considering careers in academic librarianship and in a wide range of positions related to archival studies.
Advanced Certificate in Management for Information Professionals approved	2016-2017	Recommendation of the Law Librarianship Advisory Board (renamed last year as the Certificate in Management for Information Professionals Advisory Board).	The program is designed to provide mid-career information professionals with the management and leadership skills to advance in their careers.

Standard II.2: *The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.*

The standard specifies required skills which should be embedded within the curriculum so that all students – regardless of any chosen specialization - achieve these skills upon graduation. Students in the MSLIS program learn these skills in the required core courses and management course (Table II.5). The elective courses in the curriculum reinforce the learning of these skills. Table II.5 shows the number (and percentage) of elective courses where the respective Standard II.2 skills are learned.

Table II.5. Standard II.2 Skills, PGLOs, Required Courses, and Electives

Standard II.2 Category	Program Outcomes	Core and Mgmt Courses	Electives	
Information and Knowledge Creation	2A	204	5	13%
Communication	1B, 1D, 4A, 5B, 7A, 7B	204, 205, 239	27	68%
Identification, Selection, Acquisition	2B	204, 205	12	30%
Organization and Description	3A, 3B	203, 204, 239	11	28%
Storage and Retrieval	3A	203, 204, 239	11	28%
Preservation and Curation	2B	204, 205	12	30%
Analysis, Interpretation	4A, 6A	205, 239	17	43%
Evaluation	3A, 5A, 6A, 7B, 8B	203, 204, 205, 239	26	65%
Synthesis, Dissemination	4A, 6A	205, 239	17	43%
Use and Users	5A, 5B, 5C	204, 205	12	30%
Management of Human and Information Resources	2B, 8A, 8B	204, 205, 240, 243	17	43%

The Curriculum

> **II.2.1** *Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;*

> **II.2.2** *Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;*

> **II.2.3** *Integrates technology and the theories that underpin its design, application, and use;*

> **II.2.4** *Responds to the needs of a diverse and global society, including the needs of underserved groups;*

> **II.2.5** *Provides direction for future development of a rapidly changing field;*

> **II.2.6** *Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.*

The DLIS response to these six standards is in two parts: 1) evidence that the program goals and learning outcomes (PGLOs, Table I.1), the core courses, and the

management requirement satisfy standards II.2.1 through II.2.6, and 2)subsections for each of the six standards which provide examples from the curriculum demonstrating ways in which the respective standard is satisfied. Table II.6 represents Part 1.

Table II.6. Required Courses and PGLOs Related to Standards II.2.1 – II.2.6

Course Code	Course Name	PGLOs	II.2.1	II.2.2	II.2.3	II.2.4	II.2.5	II.2.6
CORE								
LIS 203	Organization of Information	3A, 3B, 4A			√		√	√
LIS 204	Intro to Library and Information Science	1A, 1B, 1C, 1E, 2A, 2B, 3A, 5A, 7A		√	√	√	√	√
LIS 205	Information Sources and Services	1A, 4A, 5A, 5B, 7A, 7B, 8A, 8B	√	√	√	√	√	√
LIS 239	Research and Evaluation Methods	1A, 1B, 1D, 3A, 6A		√	√	√	√	√
MANAGEMENT REQUIREMENT								
LIS 240	Mgmt of Libraries and Information Centers	1D, 8A, 8B	√	√	√	√	√	√
LIS 243	Mgmt of Legal Information Services	1D, 8A, 8B	√	√	√	√	√	√

> ***Standard II.2.1*** *Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;*

The following courses satisfy this standard (* denotes a required Core or Management course).

- LIS 205* Introduction to Information Sources and Services
  - This course introduces students to the terminology, concepts, and practices used in the provision of information services that effectively meet user needs in a variety of settings. Special emphasis is placed on the reference process as well as the content, organization, use, and evaluation of print and electronic resources. Additionally, the sources,

policies, technologies, and systems that support access to, and retrieval of, information central to reference services are discussed and explored.

- LIS211 Collection Development
    - Students in LIS211 begin the course by exploring principles of collection management, including assessing user needs, marketing, resource selection and evaluation, and budgeting. For the final course project, each student submits a proposed collection development policy. This document includes management, programming, and collection development strategies that reflect the needs of a carefully identified service constituency.

- LIS 240* Management of Information Organizations
    - In a semester-long collaborative assignment, students demonstrate their leadership and management competencies in creating a relevant and viable strategic plan by utilizing the SWOT (strengths, weaknesses, opportunities, and threats) analysis framework, creating a line-item budget, developing a relevant vision and mission statement, creating SMART goals, creating a logical work breakdown structure (WBS), and building in a solid performance management system. Furthermore, they make compelling arguments by communicating the relevance of their strategic plan in written as well as oral online presentation form, thus demonstrating persuasive leadership.

- LIS 257 Advanced Seminar in Archival Representation
    - This course explores the principles of archival description as expressed in Describing Archives: A Content Standard (DACS). Implementation of these principles through Encoded Archival Description and MARC structures form a relatively large portion of the course. Students are exposed to a variety of tools used for expressing archival records. Students learn to construct a DACS-MARC Authority Controlled Crosswalk, a DACS-MARC-EAD Crosswalk, and how to use the EAD Tag Library and <oXygen/>XML.

- LIS 263 Marketing and Advocacy in Information Organizations
    - The "Advocacy Campaign Proposal" assignment provides students opportunities to demonstrate their leadership skills either by designing a new advocacy campaign or redesigning an ineffective advocacy campaign proposal. This requires students to identify and describe a specific problem or issue that they address in their advocacy campaign

proposal, and explain their recommended action(s) for addressing the issue.

Table II.7 lists elective courses whose objectives support this standard and whose course assignments offer supporting evidence.

Table II.7. Elective Courses supporting Standard II.2.1

Course Code	Course Name	Course Artifact	Faculty
LIS 127	Library Programs & Services for Children and Young Adults	Program evaluation plan: students create a program evaluation plan that incorporates the theoretical knowledge and practical understanding gained.	Lee
LIS 213	Popular Culture and Young Adults	Using popular culture, students design a program to attract teens and create a video (1 min. or less) to promote it.	Lee
LIS 263	Marketing & Advocacy in Information Organizations	Marketing Plan	Singh
LIS 264	Project Leadership for Information Professionals Capstone	Change Management Plan	Singh
LIS 283	Social Justice and the Information Profession	Final Project: Seminar Presentation and Online Discussion Moderation	Rioux

> **Standard II.2.2** *Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;*

The following courses satisfy this standard (* denotes a required Core or Management course).

- LIS125 Library Materials and Services for Young Children
  - This course draws on research across several fields to inform the planning and evaluation of appropriate public library services for young children (birth to five). In addition to program development, an emphasis is placed on language acquisition and emergent literacy development. There is specific focus on the role of the librarian in providing support to family and caregivers in developing pre-reading skills and knowledge in young children.

- LIS 237 Metadata for Information Professionals
  - Students develop metadata descriptions based on existing metadata standards. Students select one of four collections to describe, such as 1900 – 1920 Ladies' Shirtwaists, Depression Glass, Scrimshaw, and

1800 – 1850 Top Hats. The project includes tools and theory from database design and linked data. The course integrates concepts from organization of information and web design as students learn semantics, syntax, models, and formalisms for describing objects of a literary and non-literary nature.

- LIS 239* Research and Evaluation Methods
  - In LIS 239, students complete a semester-long cumulative project focusing on a Library and Information Science-related research problem of interest. They demonstrate their understanding of qualitative, quantitative, mixed-research methods, and the relevant literature on the topic. They also learn how to complete a research design and communicate its significance.

- LIS 249 Archives & Records Management
  - Students learn about the basic theories, methodologies, and most significant problems relating to records and especially archival records. Students demonstrate achievement of these Archive & Record Management competencies by participating in Academic Service-Learning or by conducting a case study.

- LIS 260 Information Use and Users
  - Students in LIS 260 explore scholarly literature that informs studies of information needs, seeking, and use. Theories and conceptual frameworks from education, psychology, sociology, computer science, organizational behavior, communication, marketing and other fields are employed to develop understanding of human information behavior. In turn, these understandings are applied to questions of how to best improve information sources.

- LIS 901 Independent Study
  - The Independent Study course provides students with opportunities to engage in in-depth research on a particular library and information science topic. Furthermore, the independent study course serves as an intellectual platform where students demonstrate their ability to understand, analyze, and synthesize the findings of basic and applied research on their chosen topic from relevant disciplines.

    In Spring 2017, Lindsay Jankovitz's independent study project resulted in the acceptance of an article entitled *"Effective Project Management Techniques to Prepare Information Professionals for the Future Workforce"* to be published in spring 2018 in the peer-reviewed Emerald book series "*Advances in Library Administration and*

Organization 2018 Volume: Project Management in the Library Workplace." Ms. Jankovitz's faculty mentor was Dr. Rajesh Singh.

Table II.8 lists elective courses whose objectives support this standard and whose course assignments offer supporting evidence.

Table II.8 Elective Courses supporting Standard II.2.2

Course Code	Course Name	Course Artifact	Faculty
LIS 211	Collection Development	Collection Development Policy.	Rioux
LIS 230	Digital Libraries	Digital Library Project; Uploaded as an artifact to the DLIS ePortfolio along with an artifact description and reflective statement	Angel
LIS 248	Database Modeling and Design	A sequence of discussion assignments in which student groups step-through the database design process - requirements, business rules, data model, and finally table design.	Vorbach
LIS 257	Archival Representation	Students complete one of two project track options - (1) AS-L Project, or (2) Critical Essay - which are submitted as the final project at the end of the semester.	Angel
LIS 261	Information Sources and Services for Children and Young Adults	LibGuide: students create a resource guide on any subject/topic of relevance to grade level of their choosing.	Lee

Standard II.2.3 *Integrates technology and the theories that underpin its design, application, and use;*

The following courses satisfy this standard (* denotes a required Core or Management course).

- LIS 204* Introduction to Library and Information Science
  - As they progress through LIS204, students engage with technologies that are relevant in a number of information work contexts. For example, students are required to demonstrate facility with the Zotero citation manager platform, the Jing screencasting tool, and the OpenOffice suite of open-source office applications. Each student submits projects created with these technologies, as well as engages in online discussions about how and why they were created for information management tasks.

- LIS 213 Popular Culture and Young Adults
  - This course provides an understanding of the role of popular culture in society and in the lives of teenagers. The connection between

technology, mass media, and cultural consumption is explored with specific focus on the ways in which teens respond to everyday commercialism. Emphasis is placed on exploring and understanding elements of pop culture and technologies to which teens are already attracted, to capture and retain this historically elusive library user group.

- LIS 230 Introduction to Digital Libraries
  - This course provides both the theoretical and practical knowledge required to understand the processes and techniques involved in organization, presenting and using information within the library environment. Students conduct a comparative analysis of three different Content Management Systems (CMS). The purpose of this assignment is to expose students to different proprietary and open sources systems used to manage content within the Digital Library environment. Student analysis offers insight into the pros and cons of each system used in the publishing, editing, and modifying of content.

- LIS 238 Web Design for Libraries and Information Center
  - The semester project is a cumulative learning experience whereby students implement a web site in WordPress, write a report which includes the client requirements, design strategy and specification, and deliver a presentation. Students work collaboratively in groups ranging from two to four members.

- LIS 239* Research and Evaluation Methods in Library and Information Science
  LIS 240* Management of Information Organizations
  LIS 263 Marketing and Advocacy in Information Organizations
  LIS 282 Knowledge Management in Information Organizations
  - In LIS 239, 240, 263, and 282 students learn how to use a number of collaborative technologies including Dropbox, Google Drive, OneDrive, Google Docs, Skype, Facebook, etc., to facilitate collaborative projects. Students gain experience in the utilization of tools such as Screencast-O-Matic, Jing, PowerPoint, and WebEx to prepare their online presentations in the above courses.

Table II.9 lists elective courses whose objectives support this standard and whose course assignments offer supporting evidence.

Table II.9. Elective Courses supporting Standard II.2.3

Course Code	Course Name	Course Artifact	Faculty
LIS 125	Library Materials and Services for Young Children	Group research project: students gather data on the reading trends of young adult readers and report findings in a paper and presentation.	Lee
LIS 237	Metadata for Information Professionals	A sequence of three assignments in which student groups develop application profiles based on the Dublin Core Metadata Standard. Students provide peer review on each other's work.	Vorbach
LIS 249	Archives and Records Management	Students complete one of two project track options - (1) Case Study, or (2) AS-L Finding Aid - which are submitted as the final project at the end of the semester.	Angel
LIS 258	Museum Informatics	Students analyze one artifact and post to the http://www.Info-Matic.org blog. The artifact pertains to one of the three blocks of instruction - Access, Interactive, and Social.	Angel

Standard II.2.4 *Responds to the needs of a diverse and global society, including the needs of underserved groups;*

The following courses satisfy this standard (* denotes a required Core or Management course).

- LIS 203* Organization of Information
  - This course is an introduction to the conceptual foundations of information organization, representation and retrieval of information. Students demonstrate achievement of these competencies by participating in an Academic Service-Learning (AS-L) Project. Class assignments are scaffold throughout the semester so that students complete a blog utilizing one object from their service-learning community partner. At the end of the semester, all blog projects are published at www.hiddenheritagecollections.org.

- LIS 263 Marketing and Advocacy in Information Organizations
  - In LIS 263, students are asked to prepare a marketing plan for a library or information organization. The semester-long collaborative project requires students to demonstrate their skills in creating SMART marketing goals, conducting a community needs analysis through marketing audit and research, developing strategies for public relations, and creating recommendations for future marketing and

advocacy campaigns in the context of their chosen organizations. As a result, this project provides students opportunities to respond to the needs of a diverse and global society, including the information needs of underserved groups.

- LIS 283 Social Justice and the Information Professions
  - o In this seminar, students examine and discuss information poverty, the information professions' intrinsic links to social justice theories, issues of identity and marginalization, current thinking about diversity, and examples of how the LIS profession has responded to issues of social justice. As a final project, each student makes an online presentation of a proposed program (informed by social justice thinking) that considers solutions to the information needs of an underserved group.

- LIS 901 Independent Study
  - o In Fall 2016, Melissa Aaronberg's independent study project entitled "*Examining Cross Cultural Communication in Academic Libraries: Implications for Improving the Library Experience for Asian Students*" resulted in a paper presentation at the 2016 Annual Conference on Inclusion and Diversity in Library and Information Science*,* at the University of Maryland.

Table II.10 lists elective courses whose objectives support this standard and whose course assignments offer supporting evidence.

Table II.10. Elective Courses supporting Standard II.2.4

Course Code	Course Name	Course Artifact	Faculty
LIS 126	Literature & Related Resources for Young Adults	Group research project: students gather data on the reading trends of young adult readers and report findings in a paper and presentation.	Lee
LIS 211	Collection Development	Final Project: Collection Development Policy	Rioux
LIS 231	College and University Libraries	Writing-intensive Blackboard Module: Accreditation, Accountability, and Assessment in Academic Libraries.	Rioux
LIS 249	Archives and Records Management	Students complete one of two project track options - (1) Case Study, or (2) AS-L Finding Aid - which are submitted as the final project at the end of the semester.	Angel
LIS 260	Information Use and Users	Writing-intensive Blackboard Module: Typical Research Methods Used in Human Information Behavior Research	Rioux

Standard II.2.5 *Provides direction for future development of a rapidly changing field;*

The following courses satisfy this standard.

- LIS 127 Library Programs & Services for Children and Young Adults
  - o This course is designed to provide knowledge of, and practical experience in, creating, promoting, and evaluating a wide variety of library programs and services for six to nineteen year-olds. There is specific focus on Twenty-First Century programming, the provision of reference services, reader's advisory, and instruction to children and young adults on the use of library tools and resources.

- LIS 231 College and Research Libraries
  - o The recurrent theme of LIS231 is that higher education is changing rapidly in response to demographic, political, financial, and technological trends.   Students in this course explore these issues, and discuss how information resources in contemporary college and research libraries must be managed within this environment of change. Special emphasis is placed on understanding the needs of academic researchers and on developments in access services.

- LIS 248 Database Applications and Modeling
  - o Students learn the semantics associated with information-based application problems and how to express application semantics as information requirements and business rules. Students learn how to apply data models to more formally represent application semantics. Data models have a well-defined mapping into database tables, representing the underlying relational database. Students performing these transformations from requirements to model to database learn the skills necessary for solving information-based problems as technology evolves.

- LIS 258 Museum Informatics
  - o This course explores the nature of information technology in museums and the way modern information systems have shaped the museum information environment. Students are required to partner with a museum and select one object from the museum's collection for the Museum Interactive Assignment. The purpose of this assignment is for students to explore technologies that would make access to their object more interactive. Results of this assignment (and others) are published on the www.info-matic.org website.

- LIS 262 Project Management in Information Organizations
  - This is an in-depth course on project management, which is one of the most sought after skills by employers in the rapidly evolving LIS profession. In keeping with this goal, LIS 262 provides students with the opportunity to prepare a project charter by utilizing project management concepts, tools, techniques, and processes.

- LIS 282 Knowledge Management in Information Organizations
  - Students demonstrate their leadership skills in providing direction for future development by preparing a knowledge management (KM) action plan for their information organization. This requires students to conceptualize their KM vision and goals and operationalize them by conducting a gap analysis, preparing a work breakdown structure, and developing appropriate KM strategies.

Table II.11 lists elective courses whose objectives support this standard and whose course assignments offer supporting evidence.

Table II.11. Elective Courses supporting Standard II.2.5

Course Code	Course Name	Course Artifact	Faculty
LIS 213	Popular Culture and Young Adults	Using popular culture, students design a program to attract teens and create a video (1 min. or less) to promote said program.	Lee
LIS 230	Digital Libraries	Digital Library Project; uploaded as an artifact to the DLIS E-Portfolio along with an artifact description and reflective statement	Angel
LIS 233	Public Libraries and Community Information Centers	Final Project: Proposal for Public Library Action	Rioux
LIS 238	Web Design	Semester Group Project: Complete 1 or 2. 1) Design a web site for an archival collection; or 2) Describe the web site design process used for mentoring secondary school students in group web design projects.	Vorbach
LIS 248	Database Modeling and Design	A sequence of discussion assignments in which student groups step-through the database design process - requirements, business rules, data model, and finally table design.	Vorbach
LIS 257	Archival Representation	Students complete one of two project track options - (1) AS-L Project, or (2) Critical Essay - which are submitted as the final project at the end of the semester.	Angel

Standard II.2.6 *Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.*

The following courses satisfy this standard (* denotes a required Core or Management course).

- LIS204* Introduction to Library and Information Science
    - Professional development and lifelong learning is a key topic in LIS204. Students are given the opportunity to access and discuss resources dedicated to continuing education in the information professions. Additionally, as a part of their socialization into LIS, students are encouraged to join local and national professional organizations, and are made aware of the numerous opportunities for skill development and networking in the New York area.

- LIS 258 Museum Informatics
    - The Digital Asset/Content Management Systems assignment in the course provides lifelong learning skills. Within this assignment, students perform a comparative analysis of the three different content management systems typically used within the museum environment. Based on their analysis, students answer the question: *if you had the opportunity to select a content management system, what would you choose and why?* The assignment gives students experience in system selection, data collection, comparative analysis, and reporting.

- LIS 240* Management of Information Organizations
  LIS 262 Project Management in Information Organizations
  LIS 263 Marketing and Advocacy in Information Organizations
  LIS 282 Knowledge Management in Information Organizations
    - Professional development and lifelong learning is a key theme in the required as well as elective management courses. Students have opportunities to develop and enhance their competencies and skills in preparing a Strategic Plan (LIS 240), a Marketing Plan (LIS 263), an Advocacy Campaign Proposal (LIS 263), a Project Charter (LIS 262), and a Knowledge Management action plan (LIS 282). Students are also encouraged to engage in continuous professional development through participating, presenting, publishing, and networking in professional meetings, workshops, and conferences.

Table II.12 lists elective courses whose objectives support this standard and whose course assignments offer supporting evidence.

Table II.12. Elective Courses supporting Standard II.2.6

Course Code	Course Name	Course Artifact	Faculty
LIS 121	Literature & Related Resources for Children	Paper: students write a 2500 word analysis of an award winning children's picture book of their choosing.	Lee
LIS 126	Literature & Related Resources for Young Adults	Group research project: students gather data on the reading trends of young adult readers and report findings in a paper and presentation.	Lee
LIS 127	Library Programs & Services for Children and Young Adults	Program evaluation plan: students create a program evaluation plan that incorporates the theoretical knowledge and practical understanding gained.	Lee
LIS 231	College and University Libraries	Writing-intensive Blackboard Module: Accreditation, Accountability, and Assessment in Academic Libraries.	Rioux
LIS 233	Public Libraries and Community Information Centers	Final Project: Proposal for Public Library Action	Rioux
LIS 260	Information Use and Users	Writing-intensive Blackboard Module: Typical Research Methods Used in Human Information Behavior Research	Rioux

> **Standard II.3:** *The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.*

Advisement and Online Resources

Students are able "to construct coherent programs of study" (Standard II.3) through an ongoing advisement process and with resources readily available online. For new students advisement begins with a meeting with the DLIS Director (Vorbach) prior to the new student orientation. The goals of this meeting are the

student's first semester courses, and better understanding of the advisement process, the specializations and the e-portfolio end-of-program assessment.

The new student orientation is one week before the start of the term and focuses on:

1. Planning the program of study;
2. Field experiences; and
3. Professional engagement.

As part of the program of study segment the advisement process is reviewed. The following list summarizes advisement for students after their first term.

- Students are advised each term prior to the start of registration.
- Advisement begins two weeks prior to the start of registration and is communicated through the weekly student digest, which is emailed.
- Students initiate the advisement meeting by emailing a member of the faculty, who advises in the area consistent with their career goals. Faculty research areas are given in the blog, the DLIS LibGuide, as well as the notes from the student orientation. The advisement process is also described on the aforementioned web pages.
- At the advisement meeting, the student and his/her advisor complete a registration form which serves as documentation of the courses the student plans to take in the next term.
- The advisor provides the student with a registration code in order for the student to register online.
- The signed registration form is emailed to DLIS for departmental records.
- Students may change their advisor in subsequent terms by simply initiating the advisement appointment with a different faculty member.

The DLIS LibGuide has two important planning documents on the registration page. The Two-Year Course Cycle shows the courses planned for the next two years. For example, the Two-Year Course Cycle updated in Spring 2018 has the courses from Summer 2018 through Fall 2020. The Two-Year Course Cycle is updated on the web page each term.

The Curriculum Map is the second planning document and is on the same page. The Curriculum Map lists the Program Goals and Learning Outcomes (PGLOs) which correspond to each course. This document reinforces the connection between the courses and the PGLOs and assists with the planning of the e-portfolio. Students demonstrate their learning of the PGLOs in the e-portfolio by including course artifacts and reflections for each of the eight program goals and associated learning outcomes (Table I.1).

Dual Degree Programs

The dual degree program in [Public History and Library and Information Science](#) was approved in 2016. This program offers students the opportunity to complete both a [Master of Arts in Public History](#) and a [Master of Science in Library and Information Science](#) (MSLIS). Students can apply four courses (twelve credits) to both degrees, saving time and money in accomplishing their professional goals. This program prepares students for careers in colleges and universities, libraries, archives, and museums. Graduates learn to identify, document, interpret, preserve, and facilitate real or virtual access to artifacts, electronic and paper records and documents, and other cultural resources.

The dual degree program in [Government and Politics and Library and Information Science](#) offers students the opportunity to complete both a [Master of Arts in Government and Politics](#) and a Master of Science in Library and Information Science. As in the previous dual degree, students can apply four courses (twelve credits) to both degrees. The graduate program in government and politics supplements the library science degree by allowing students to broaden their understanding of the governmental structure, institutions, public administration, and political and legal processes, while simultaneously mastering contemporary means of accessing and managing related information. This dual degree program prepares students for job opportunities in a variety of traditional and non-traditional settings:
- Archives, museums, and record centers
- Corporate, business, and legal organizations
- Government and non-governmental (NGO) institutions
- Non-profit organizations
- Public libraries

Five programs combining bachelor's degrees with the Master of Science in Library and Information Science (Table II.13) were approved in 2015. Three of the combined degree programs are with the Department of Languages and Literatures in St. John's College of Liberal Arts and Sciences and two are with the Division of Computer Science, Mathematics, and Natural Science in the College of Professional Studies. These five programs result in the completion of both the bachelor's degree and the MSLIS in five years. Undergraduates in the BA programs in French, Italian, or Spanish may choose the combined degree program to leverage their language expertise with the MSLIS for careers providing outreach services in public libraries, governmental and non-governmental organizations. Undergraduates in the BS programs in Computer Science or Information Technology may choose the combined degree to leverage their technical expertise with the MSLIS to manage information systems and networking infrastructure.

Table II.13. Five-Year Degree Programs

Degree	Subject
BA / MSLIS	French / Library & Information Science
BA / MSLIS	Italian / Library & Information Science
BA / MSLIS	Spanish / Library & Information Science
BS / MSLIS	Computer Science / Library & Information Science
BS / MSLIS	Information Technology / Library & Information Science

Advanced Certificates

The Certificate in Management for Information Professionals was approved in January 2017. This 15 credit, online, advanced certificate program was designed for mid-career professionals having a MSLIS or an equivalent Master's degree. The idea for the Certificate was an outcome of the June 5, 2015 Law Librarianship Advisory Board Meeting (Appendix A.II.1) and developed over the next 12 months by DLIS Faculty Rajesh Singh and James Vorbach, with ongoing feedback from the Board (Appendix A.II.2). With courses in Knowledge Management, Project Management, and Marketing and Advocacy, the Certificate prepares students to take on leadership positions in the information professions. Students enrolled in the MSLIS program may complete the requirements for the Certificate in the Management specialization, earning both the MS and Certificate upon graduation.

Interdisciplinary Coursework and Research

Faculty in the Department of History, Department of Art and Design, and the Division of Library and Information collaborate to improve opportunities for students in their programs. Table II.14 lists the related program in each department and the respective faculty director/advisor.

Table II.14. Collaborating Programs and Faculty

Department	Program	Director/Advisor
Art and Design	MA Museum Administration	Susan Rosenberg
History	MA Public History	Kristin Szylvian
Library and Information Science	MSLIS, archival studies specialization	Christine Angel

Students in each of the programs may take electives in the other programs. For example, students in the MA Museum Administration program take LIS 258 Museum Informatics as a program elective. Students in the MSLIS program may

take HIS 404 Oral History as an LIS program elective. Students in the MA Public History program take LIS 249 Archive and Records Management as a program elective. In addition to enhancing the course opportunities for students, two dual degree programs have emerged from this ongoing collaboration – the previously mentioned Dual Degree MA Public History / MSLIS and the Dual Degree MA Museum Administration / MA Public History. At the present time, a joint advanced certificate in digital curation is being developed for the Fall 2019 term. It is noteworthy that Dr. Szylvian in the Department of History holds a joint appointment with the Division of Library and Information Science.

Students are encouraged at the new student orientation and at advisement to engage in research projects and present at professional conferences. Opportunities exist through course assignments, internships (LIS 269), and faculty mentored independent study courses (LIS 901). Table II.15 lists student research presentations or publications since 2014. Faculty mentors are denoted with an asterisk (*). Caroline Fuchs, who mentored Emily Griffin, is a University Libraries faculty member and an adjunct faculty member in DLIS.

Table II.15. Student Presentations and Publications

Name	Conference/Publication	Participation
Ariana Kaleta	LIBER Annual Conference, Petras, Greece, July 5-7, 2017; Citi Center for Culture, May 2, 2018	Poster presentation, panel presentation
Lindsay Jankovitz, Rajesh Singh*	Advances in Library Administration & Organization (ALAO), v2, 2017	Chapter proposal accepted for publication in the Project Management volume
Michael Bartolomeo, Ariana Kaleta	State University of New York Library Association Annual Conf., June 14-16, 2017	Conference presentation
Maddy Vericker	Association of College and Research Libraries-New York Section, Annual Symposium, Dec 2, 2016	Poster presentation
Pamela Griffin-Hansen	South Carolina Library Association Annual Conf., Nov 9-11, 2016	Poster presentation
Sara Alcorn	New York Library Association Annual Conf., Nov 2-5, 2016	Pecha Kucha presentation
Melissa Aaronberg Rajesh Singh*	Conference on Inclusion and Diversity in Library & Information Science, U. of Md, Oct 21, 2016	Paper presentation

Name	Conference/Publication	Participation
Maddy Vericker	State University of New York Library Association Annual Conf., June 8-10, 2016	Poster presentation
Sara Alcorn, Leeanna Ladouceur, Michelle, Levy, Kevin Quinn, Ian Ustick	Long Island Popular Culture and Libraries Conf., April 14, 2016	Panel presentation
Gabrielle Hew, Leeanna Ladouceur, Kimberly Meyer, Alison Mirabella, Rachel Sferlazza	Long Island Popular Culture and Libraries Conf., April 16, 2015	Panel presentation
Emily Griffin, Caroline Fuchs*	Metropolitan New York Libraries Resource Council (METRO) Annual Conf., January 15, 2015	Paper presentation

Field Experience

In the 2017 Annual Student Survey thirty of fifty-one respondents (59%) reported having some type of field experience. This was the first year this question was included on the survey. Table II.16 lists the different types selected by the thirty.

Table II.16. 2017 Annual Student Survey: Types of Field Experience

Answer Options	Response	
	%	Count
Academic service-learning project	90.0%	27
Internship	16.7%	5
Graduate assistantship	30.0%	9
Part-time employment in a library, or in a position related to the MSLIS program	53.3%	16
Full-time employment in a library, or in a position related to the MSLIS program	20.0%	6
Volunteer in a library, or in a position related to the MSLIS program	16.7%	5
Other (please specify)	13.3%	4
answered question		**30**

The "other" category included part-time work in an academic library, assisting in library story times, and working for a vendor with libraries as clients.

Academic Service-Learning (AS-L) is a mode of experiential learning in which community service is integrated within the course objectives. AS-L is a site-based program that involves students in some form of community service that benefits the common (public) good and uses service as a means of understanding course concepts. Table II.17 lists the courses in the program which incorporate AS-L, whether or not an AS-L project is required, and their recent enrollments. LIS 203 and 238 are offered each Spring term. LIS 249 is offered each Fall term. LIS 230 and 257 are offered in alternate Fall terms. Following the table is a description of the AS-L opportunity in each course.

Table II.17. Academic Service-Learning (AS-L) in the Curriculum

Course		Req(uired) /Opt(ional)	S'18	F'17	S'17	F'16	S'16	F'15
LIS 203	Organization of Information	Req			32		30	
LIS 230	Digital Libraries	Opt		8				11
LIS 238	Web Design	Req			10		19	
LIS 249	Archives & Records Mgmt	Opt		14		13		19
LIS 257	Archival Representation	Opt				10		

LIS 203 Organization of Information

In the core course LIS 203, students apply course concepts from the classroom to the real-world environment. The concepts are the organization and representation of information as it exists in various forms (paper, object, digital, etc.). Through course assignments, students examine issues pertaining to social justice and responsibility. The service activities include research, metadata analysis, digitization, and blogging for AS-L Community partners. Students unable to leverage existing AS-L partners identify a local library, archive, or museum interested in having archival objects digitized. Through structured class assignments, students perform the project in steps culminating in a post on DLIS' Hidden Heritage Collections (HHC) blog (www.hiddenheritagecollections.org).

LIS 230 Digital Libraries

The purpose of the AS-L Option is to provide students with an opportunity to conduct research on photographs/objects pertaining to a specific AS-L community. Often, AS-L Communities have photographs with very little information connected to them. The students help to close this 'gap' by conducting the necessary research relating to the specific photographs selected. The research conducted is displayed on the community partner's web site and DLIS' Hidden Heritage Collections blog.

LIS 238 Web Design

Students choose between two types of AS-L projects: 1) develop a web site for an archival collection and 2) mentor secondary school students in web design projects for school clubs.

Students selecting the archival collection web site project identify a local archive, library, museum, or historical society interested in providing internet access to artifacts in its collection. The student group works with the organization to identify a subset of the collection which can be analyzed and digitized, and a web site created within the timeframe of the semester. The group must develop work roles so all members, both local and distant, participate in a fair and equitable manner.

In the mentoring project, two DLIS students work with one or two groups of students in a local secondary school to develop web sites for clubs or activities in the secondary school. Through a combination of presentations and hands-on guidance, DLIS students teach the secondary school students design principles and best-practices in web design.

LIS 249 Archives and Records Management

The AS-L option consists of working a minimum of twelve hours with a service-learning community and constructing a finding aid. The purpose of the AS-L option is to provide students with an opportunity to tie the theoretical information learned in the classroom to a real-world archival environment. This hands-on experience is particularly important to students never having worked in an archive, since it provides an opportunity to affirm if one does indeed want to be an archivist or records manager upon graduation.

LIS 257 Archival Representation

The AS-L option consists of working a minimum of twelve hours with an AS-L community partner on a project to construct a finding aid. The finding aid can be in paper or electronic form. Some of the class activities that are directly tied to the AS-L project are:

- Develop a processing plan;
- Arrange & describe the materials;
- Perform background research on the collection for preparation of the finding aid;
- Write the finding aid using *Describing Archives: A Content Standard (DACS);*
- Create a MARC record of the finding aid;
- Mark up the finding aid according to the *Encoded Archival Description (EAD)* metadata standard.

LIS 269 Internship is a variable credit (zero, one, two, or three credit options) field experience course. Students work under the supervision of a host-site professional. The host-site supervisor must have an MSLIS degree (or equivalent). The number of credits determined the number of hours worked on-site in the term – 40 hours/credit. The variable credit option allows students to fit internship experiences into their programs of study even when they have little room for the additional credits. The zero-credit option requires the same number of hours as the one-credit option, 40 hours. In order to register for an internship, students must have completed the core courses LIS 203, LIS 204, and LIS 205. Students may take up the six credits of internships.

Internship opportunities are posted on the DLIS blog. The weekly student email digest highlights recent internship opportunities and links to the blog posts. Information on DLIS internships is on the web site. The step by step process to register for an internship is on the DLIS LibGuide.

Two factors likely explain the relatively low percentage of students (17%, in Table II.16) reporting the completion of an internship.

1) Thirty of fifty-one respondents (59%) are in the first half of their program of study having completed eighteen credits or less (Question 8, 2017 Annual Student Survey, Appendix A.II.3). Many in this group may not have completed the core course requirements.
2) Twenty-two of fifty-one respondents (43%) are working part-time or full-time in libraries or in a program-related position. Those already employed in the field may be less likely to use internships to explore other career paths.

In addition to the types of experiences in Table II.16, recent grants awarded to DLIS faculty have provided students with field experience opportunities. Christine Angel was awarded a grant by the Raskob Foundation for Catholic Activities (January 1, 2016 – December 31, 2016) (Appendix A.II.4) to review, organize and present a series of original documents evidencing the history of a broad range of immigration-related legislation considered by the United States House of Representatives during the period from approximately 1970 to 1980. Two students reviewed the documents contained within thirteen boxes provided to The Center for Migration Studies New York, NY by a former House of Representatives staff attorney.

James Vorbach was awarded a grant from the Nassau County Library Association (NCLA) (June 1, 2016 – May 31, 2017) (Appendix A.II.5) to organize and develop a finding aid for the NCLA Archive. In addition, the project continued the digitization and posting of priority artifacts to the NCLA Archives web site. The web site component of the project began as an LIS 238 AS-L project in the Spring 2016

term. Three students worked on the project during the grant period. Currently two new students are continuing the work of the project while a new grant proposal is being prepared. In all, eight students have been involved in the NCLA Archive project since its inception in January 2016 as an AS-L project.

Course Content and Sequence Relationships

Course syllabi specify course content and identify required prerequisite courses. Course syllabi are posted on the blog. In addition, each student is required to meet each term with a faculty advisor. The advisement meeting is an opportunity to discuss course content and the course sequence in a student's program of study. The Two-Year Course Cycle is an online resource for planning one's program of study. The course cycle is updated each term to forecast course offerings up to two years in advance, including summer offerings. The course cycle is posted in the Program Planning box on the DLIS LibGuide's registration page.

St. John's University requires two syllabi formats – common and instructor. The common format is used for new course proposals and contains the content which is consistent across all offerings of a course. The sections are listed in order below.

- Short description (25 words maximum; for the Graduate Bulletin)
- Prerequisite courses and co-requisite courses
- Objectives
- Program Goals and Learning Outcomes which the course satisfies
- Units of Instruction
- Learning Activities
- Assessment, general descriptions of course-level assessment and program-level assessment
- Bibliography
- Instructional Time Requirements
- Appendices, if any

The Learning Activities and Assessment sections were added to the common format within the past year. These sections will be added to the syllabus going forward when a course undergoes its course artifact assessment (Table I.9).

The instructor's format includes the content in the common format and any additional content specific to the instructor, such as assignments, dates, contact information, and resources. This format may change each time a course is offered but will always include the common format content, unless approved otherwise by the DLIS Graduate Educational Policy Committee (see Standard I.5). St. John's University policy requires faculty to submit to DLIS the syllabi of the courses currently taught within two weeks of the start of the term. DLIS makes the common format available on the blog and keeps a record of the most recent

instructor format. Both are available as appendices to the Self-Study. The common format syllabi are available in Appendix A.II.6. The instructor format syllabi are available in Appendix A.II.7.

> **Standard II.4**: *Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.*

In Standard I.1, the close relationship is described between the program goals and learning outcomes (PGLOs) (Table I.1) and the ALA's Core Competencies of Librarianship. This section will focus on the seven specializations (Table II.18) of the MSLIS program and their relationship to competencies published by related professional organizations. Specializations are helpful for advisement purposes. Students meet each term with their faculty advisors prior to registration. The meetings usually discuss career goals and relevant courses. The specializations offer a practical starting point for discussion and a potential framework for the electives in the program. Students are not required to select a specialization, but often prefer to build their programs of study based on one specialization, or combinations thereof. Students have seven electives (or twenty-one credits) in their programs of study. Only four elective courses are necessary to satisfy one specialization, permitting students to augment one specialization with a concentration in a second.

Table II.18. Specializations of the MSLIS Program

Specialization	Credits	Faculty Advisor/s
Academic Librarianship	12	Kevin Rioux
Archival Studies	12	Christine Angel, Kristin Szylvian
Legal Information Professional*	12	Ralph Monaco
Management	15**	Rajesh Singh
Public Librarianship	12	Shari Lee, Kevin Rioux
Special Librarianship	12	Rajesh Singh
Youth Services	12	Shari Lee

* suspended as of Fall 2018, see page 58
** LIS 240 (required course) and four elective courses

All advisors are members of the full-time faculty except Ralph Monaco. Ralph Monaco has been an adjunct faculty member for DLIS for over twenty years and the advisor for the Legal Information Professional specialization for most of that time.

Mr. Monaco has over thirty years' experience as the Executive Director of the New York Law Institute, from which he recently retired.

The Management specialization is an opportunity for students in the program to complete the Certificate for Management of Information Professionals while earning their MSLIS. Although this specialization requires fifteen credits, three of the credits are the required management course. The stipulation of the required management course is necessary for the mid-career professionals who apply directly to the Certificate program. Students in the MSLIS program take the management course as part of the requirements for the Master's and thus require only twelve additional credits to complete the Management specialization (Certificate). The remainder of this section describes each of the specializations and their relationship to competencies of professional organizations. Links to more-detailed descriptions of each specialization may be found on the blog.

The Academic Librarianship specialization offered by the Division of Library and Information Science (DLIS) trains information professionals to assume leadership roles at community colleges, four-year colleges, and research universities.

The selection of courses for the Academic Librarianship specialization was guided by The Association of College and Research Libraries (2011) *Standards for Libraries in Higher Education.* These standards consist of a set of principles and performance indicators that address institutional effectiveness, professional values, educational roles, facilitation of discovery, collections, space, management and administrative issues, and external relations.

In accordance with these ACRL standards, the recommended DLIS courses for the Academic Librarianship specialization are designed to impart the skills and competencies needed in contemporary college or research library contexts. Students select four courses from the list in Table II.19 in consultation with their faculty advisor.

Table II.19. Academic Librarianship, Four Selected with Faculty Advisement

Course	Credits
LIS 221 – Planning and Delivering Information Literacy Programs	3
LIS 230 – Introduction to Digital Libraries	3
LIS 231 – College and University Libraries	3
LIS 238 – Web Design for Libraries and Information Centers	3
LIS 260 – Information Use and Users	3
LIS 262 – Project Management in Information Organizations	3

Course	Credits
LIS 263 – Marketing and Advocacy in Information Organizations	3

The Archival Studies specialization provides students with the knowledge and skills required to work in archives, special collections, historical societies, government agencies, business, museums, and various other curatorial environments.

The course selection (Table II.20) for the Archival Studies specialization was guided by the Society of American Archivists (SAA) *Guidelines for a Graduate Program in Archival Studies (2016)* (SAA, 2016). This statement is divided into three subsections which identify the core knowledge and skill-sets that archive and records professionals are expected to have upon graduation. They are (1) *Knowledge of Archival Material and Archival Functions*, (2) *Knowledge of the Profession*, and (3) *Contextual Knowledge*. The courses are designed and tailored to educate and train archive and records management professionals to possess the competencies recommended by SAA.

Table II.20. Archival Studies, Four Selected with Faculty Advisement

Course	Credits
LIS 249 - Archives & Records Management	3
LIS 253 - Oral History	3
LIS 257 - Archival Representation	3
LIS 262 - Project Management in Information Organizations	3
LIS 282 - Knowledge Management in Information Organizations	3
LIS 302 – Genealogical Sources & Services	3

The Legal Information Professional specialization was designed to meet the need for highly skilled library professionals with knowledge and expertise in the high stakes world of legal information research. From academic law libraries, to state- and county-level public library facilities, to courthouses, government agencies, corporate legal departments, and private law firms, working as a legal information librarian requires a high degree of flexibility in order to adapt to meet the changing needs and challenges of managing and accessing information in the digital age. In addition to traditional library work, legal information students must also master not just the basic structures of government and legal theory, but also select advanced legal topics, various research databases, integrated library systems, client-server applications, mobile applications, and more.

The course selection (Table II.21) is guided by the competencies specified by the *American Association of Law Libraries (AALL) (2010)* and the *American Bar*

Association (ABA) Standards for the Approval of Law Schools, Standards 302(b) and 601-06 (2016). AALL is one of the leading legal research information professional organizations in the world and the ABA is responsible for the accreditation of law schools in the United States. The ABA standards inform the AALL competencies and articulate entry-level proficiencies for all legal practitioners. Specifically, ABA Standard 302(b) describes learning outcomes that must require a minimum competency in legal research. Meanwhile Standards 601-06 describe law school library requirements for collection standards, space and facilities, director qualifications, and instructional offerings. Unfortunately, the Legal Information Professional specialization has been plagued by low enrollment (under five students) since 2012 and has been suspended, effective Fall 2018, for students entering the program (Appendix A.II.8). DLIS will explore different approaches over the next two years to restore the specialization.

Table II.21. Legal Information Professional Courses

Course	Credits
LIS 243 – Management of Legal Information Services	3
LIS 254 – Legal Research	3
LIS 255 – Advanced Research in Specialized Legal Topics	3
LIS 282 - Knowledge Management in Information Organizations	3

The Management specialization gives MSLIS students the option to complete the Certificate in Management for Information Professionals while completing the Master's. In today's competitive and changing landscape of library and information organizations, information professionals are increasingly required to assume managerial and leadership roles (Hicks & Given, 2013; Schwartz, 2016). The published scholarly literature emphasizes the need for providing more education and training in the areas of project management, knowledge management, marketing and advocacy, and leadership skills by exposing students to a variety of advanced management courses (Bertot, Sarin, & Percell, 2015; De Grandbois, 2013; Matteson, Musser, & Allen, 2014). The Certificate in Management for Information Professionals not only prepares trained and well-equipped leaders and managers for the evolving workforce in information organizations, but also develops and enhances the managerial and leadership potential of midlevel information professionals by providing them with continuing education.

The course selection (Table II.22) for the certificate was guided by the American Library Association's the Special Libraries Association's *Competencies for Information Professionals* (SLA, 2016), and the Association for Information Science & Technology's *ASIST Educational Guidelines* (ASIS&T, 2001). These professional associations prominently emphasize the need to equip information professionals

with comprehensive management education and training in leading and managing strategic partnerships, collaborations, projects, knowledge bases, and new initiatives for a changing work environment.

Table II.22. Management for Information Professionals Courses

Course	Credits
LIS 240 – Management of Information Organizations	3
LIS 262 – Project Management in Information Organizations	3
LIS 263 – Marketing and Advocacy in Information Organizations	3
LIS 264 – Project Leadership for Information Professionals Capstone	3
LIS 282 - Knowledge Management in Information Organizations	3

The Public Librarianship specialization trains information professionals to assume innovative leadership roles in public libraries that serve diverse communities with a variety of information needs. American public libraries are increasingly important social, intellectual, and cultural hubs. Equal access to information, leisure and educational programs, information literacy programs, information technology training, and workforce development programs are among the services offered by public librarians (Rona, 2016).

The selection of courses (Table II.23) for the Public Librarianship specialization was informed by The American Library Association's (2009) *Core Competencies of Librarianship*, and the Ohio Library Council's (2014) *Ohio Public Library Core Competencies.* In accordance with these sets of competencies, the recommended courses for the Public Librarianship specialization are designed to impart the skills and competencies needed for diverse public library contexts.

Table II.23. Public Librarianship, Four Selected with Faculty Advisement

Course	Credits
LIS 221 – Planning and Delivering Information Literacy Programs	3
LIS 222 – Materials and Services to Diverse Populations	3
LIS 233 – Public Libraries and Community Information Centers	3
LIS 238 – Web Design for Libraries and Information Centers	3
LIS 260 - Information Use and Users	3
LIS 262 – Project Management in Information Organizations	3
LIS 263 – Marketing and Advocacy in Information Organizations	3
LIS 302 – Genealogical Sources and Services	3

The Special Librarianship specialization trains information professionals to be well-equipped for the evolving workforce in various types of special libraries. The selection of courses (Table II.24) was guided by the Special Libraries Association statement on Competencies for Information Professionals (SLA, 2016). This statement is divided into seven subsections which detail the core competencies information professionals are expected to have. These competencies include expertise in several areas:

- Teaching, training, and developing information literacy and associated skills for stakeholders;
- Managing strategic partnerships, collaborations, projects, knowledge bases;
- Metadata and database modeling and design; and
- Information and knowledge resources and services for stakeholders.

In addition to the above core competencies, the SLA's *Enabling Competencies* recommend that information professionals have a number of management and leadership skills in marketing, influencing, problem solving, creativity, innovation, communication, project management, ethics, etc. (SLA, 2016).

Table II.24. Special Librarianship, Four Selected with Faculty Advisement

Course	Credits
LIS 232 – Special Libraries and Information Centers	3
LIS 237 – Metadata for Information Professionals	3
LIS 245 – Special Collections Librarianship and History of the Book: Principles and Practices	3
LIS 248 – Database Modeling and Design	3
LIS 262 – Project Management in Information Organizations	3
LIS 282 – Knowledge Management in Information Organizations	3

The Youth Services specialization trains information professionals to work in children's and young adult departments in public libraries. The need for effective children and young adult library services has never been more critical than it is today. We now live in a world where the ubiquitous nature of information and evolving technologies force us to acknowledge that today's youth are *digital natives* (Prensky, 2001) – they interact with information, technology, and the world at large, in ways that their parents (and many of us) never imagined.

The course selection (Table II.25) was guided by the core set of competencies developed by two key professional organizations: the Association for Library Service to Children (ALSC) (ALA 2009) and the Young Adult Library Services Association (YALSA) (ALA 2010), which are both divisions of the American Library Association

(ALA). In addition, the guidelines for library services to babies and toddlers, children, and young adults set forth by the International Federation of Library Associations and Institutions (IFLA 2012a, 2012b, 2012c), provide the global 21st Century perspective that youth librarians need. ALSC and YALSA have independently identified the following seven competency areas as essential to information professionals that work with children and/or young adults: Leadership and Professionalism, Knowledge of Client Group, Communication, Administration, Knowledge of Materials, Access to Information, and Services. ALSC recognizes two additional areas: Advocacy and Technology. According to YALSA (ALA 2009, May 01), LIS schools are well suited to foster these competencies.

Table II.25. Youth Services, Four Selected with Faculty Advisement

Course	Credits
LIS 121 – Literature and Related Resources for Children	3
LIS 125 – Library Materials and Services for Young Children	3
LIS 126 – Literature and Related Resources for Young Adults	3
LIS 127 – Library Services for Children and Young Adults	3
LIS 213 – Popular Culture and Young Adults	3

Standard II.4 References

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Standard II.5*: Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.

This section is structured by the following four related criteria:

1. Procedures for the continual evaluation of the curriculum are established with input from all constituencies.
2. The curriculum is continually evaluated with input from the faculty and those served including students, employers, alumni, and other information professionals.
3. Curricular evaluation is used for ongoing appraisal and to make improvements.

4. Evaluation of the curriculum includes assessment of students' achievements.

Procedures for the continual evaluation of the curriculum are established within DLIS and mandated by St. John's University. Within DLIS, the Program Assessment Plan (PAP) specifies the measures used for curriculum evaluation. In addition, DLIS has two advisory boards – the DLIS Advisory Board, which meets annually, and the Certificate in Management for Information Professionals (CMIP) Advisory Board, which meets as-needed. The PAP is reviewed biennially by the faculty. The next review is in 2019. The DLIS Advisory Board consists of students, faculty, alumni, and employers. Appendix A.II.9 lists the Board members. The agenda for the Board meeting is discussed at the planning committee meeting two months before. The planning committee's membership also includes members from each constituency. The agenda of the Board meeting is broad in scope and includes curricular issues. For example, the agenda for the May 12, 2017 meeting included the redesign of LIS 211 Collection Management (Appendix A.II.10). The CMIP Advisory Board was instrumental in the development of the Certificate, approved in January 2017. The CMIP Board consists of faculty and alumni (Appendix A.II.2), and met semi-annually while CMIP was being developed and on an as-needed basis currently. The CMIP Board advises on the promotion of, and courses in, the CMIP program.

The University mandated a program review 2014-2015. As part of the program review, DLIS prepared a self-study structured by the seven review standards and a program development plan for long-term planning. The program review and program development plan were discussed earlier in Standard I.1.1.

The curriculum is continually evaluated with input from the faculty with the assistance of our students, employers, alumni, and other information professionals. Table II.26 lists the measures in the PAP and the dates of the advisory board meetings in 2016-2017. All measures are annual, except the Employer Survey which is biennial. The annual design provides flexibility and enables DLIS strategic planning to respond more quickly to change. The Employer Survey is sent to the same (or increasing) pool of participants, in contrast to the other measures whose participants change each year. For this reason, the faculty decided to survey employers in alternate years.

Table II.26. Assessment Measures and Board Meetings in 2016-2017

Measure/Advisory Board	Date	Participants
Alumni Two-Year-Out Survey	April 2017	Alumni, 2015 graduates
Annual Student Survey	March 2017	Students
Advisory Board Planning Meeting	March 10, 2017	Alumni, employers, faculty, and students

Measure/Advisory Board	Date	Participants
Advisory Board Meeting	May 12, 2017	Alumni, employers, faculty, and students
Career Outcomes Survey	April 2017	Alumni
Certificate in Management for Information Professionals (CMIP) Advisory Board	Jan 24, 2017	Alumni and faculty
Course Artifact Assessment	Jan 2017, June 2017	Faculty
Exit Survey	Jan 2017; May 2017	Graduating students
E-Portfolio Reviews	Aug 2016, Dec 2016, May 2017	Graduating students
Employer Survey	May 2017	Employers
New Student Survey	Sept 2016; Jan 2017	Students entering the program
Student Evaluation of Teaching (SET)	Nov-Dec 2016; April-May 2017	Students

Table I.2 offers details on the assessment measures, the advisory board meetings, the annual assessment report and the Strategic Priorities and Action Items (SPRITE) report over the academic year. Survey Monkey is the technology platform used to collect and analyze the data for each measure. Survey Monkey exports reports in an Excel format which simplifies compilation in the Annual Assessment report.

Curricular evaluation is used for ongoing appraisal and to make improvements. Curricular evaluation is compiled in the Annual Assessment report. The Annual Assessment report informs the SPRITE report which is the primary planning document. Standard I.6 provides more detail on the relationship between evaluation, curricular appraisal, and planning improvements. Table II.4 lists examples of curricular improvements resulting from ongoing curricular evaluation.

Evaluation of the curriculum includes assessment of students' achievements. Standard I.4 describes direct measures of student achievements. Of these direct measures, student e-portfolios and course artifact assessment relate closely to this section. Table II.27 summarizes e-portfolio results since the e-portfolio replaced the comprehensive exam in the Spring 2013 term as the end-of-program assessment.

Table II.27. E-Portfolio Evaluation Summary

	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	Spring 2013
Total	24	30	24	31	18	22
Total passed	22	30	22	31	17	22
Pass rate	92%	100%	92%	100%	94%	100%
Average (all portfolios)	89%	93%	93%	93%	89%	93.1
Average (passing portfolios only)	91%	93%	95%	93%	92%	93.1
Average Difference	6.7	5.0	5.3	7.5	8.5	5.5

The target pass rate of 100% was achieved in half the years the e-portfolio was administered. The Average Difference statistic measures the difference in the grades from the two reviewers. This statistic relates to the consistency in grading and the goal is to continue to reduce it through discussions at faculty meetings following each review and improvements in the e-portfolio assessment rubric.

Course artifact assessment is a second direct measure of student achievement and its relationship to the program goals (Appendix A.II.11). The instructor of a course selects a course assignment or assignment sequence as a representative measure of student performance with respect to the program goals and learning outcomes which that course fulfills in part. Over a four year period every course in the program is evaluated in this manner. As of Spring 2018, 25 of 39 (64%) of the courses have been evaluated. Since this assessment began in Spring 2015, a completion rate of 64% in Spring 2018 means DLIS is on target to complete the evaluation of every course within the four-year cycle. In completing an evaluation, the instructor reviews class performance on the selected artifact, writes a qualitative assessment and includes two student artifacts to demonstrate 'good' and 'fair' performances.

An update of the course artifact assessment and the results of the e-portfolio evaluations for the academic year are part of the annual assessment report and thus contribute to the overall evaluation of the curriculum.

Standard II.6*:* The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

The standard focuses on two areas: 1) documentation of ongoing decision-making processes and 2) having the data to substantiate the evaluation of the curriculum.

Ongoing decision-making occurs at the monthly faculty meetings and at the advisory board meetings. Agendas are prepared in advance of each faculty meeting and each meeting's outcomes are summarized in the Minutes. Appendix A.I.16 contains the agendas and minutes of each faculty meeting since the last accreditation in 2011. There were no advisory board meetings from 2011 to 2014. With the change in DLIS leadership in 2014, the new DLIS Director (Vorbach) reconstituted the DLIS Advisory Board which met on May 1, 2015, May 6, 2016, May 12, 2017 and May 4, 2018. In addition, a planning committee meeting was introduced last year, meeting on March 10, 2017 and April 6, 2018 to prepare the agenda for the respective May advisory board meeting. The agendas and summaries of the advisory board meetings and the planning meetings are available in Appendix A.II.10.

A Law Librarianship Advisory Board was created in 2015 to study recruitment and curricular issues specific to this specialization (Membership, Appendix A.II.2). At the first meeting on June 5, 2015, the possibility of an advanced certificate program for mid-career professionals was discussed as a means to address a need for leadership and management skills. This idea was developed over two years into the Certificate in Management for Information Professionals (CMIP) program. In addition to the CMIP program, this advisory board improved the law librarianship specialization by revising its courses. The Law Librarianship Advisory Board was renamed the CMIP Advisory Board in 2017 recognizing its continued support for the growth of this new program. The summaries of the CMIP Board meetings are available in Appendix A.II.12.

The annual assessment process is described in the DLIS Strategic Planning section in Standard I.1. Table I.2 lists in chronological order the measures, advisory board meetings and reporting which take place over one academic year that comprise DLIS' program assessment plan (PAP, Appendix A.I.1). Standard II.5 described two direct measures – the e-portfolio and course artifact assessment – and their role in program-level assessment.

The next section highlights questions from several survey measures in the PAP that directly relate to the curriculum. The source for each question that follows is available in Appendix A.I.17. Only the closed responses are given here. Participants had the opportunity to give comments on each closed question and several questions on each survey were open questions. The comments and open responses

are available in Appendix A.I.17 as well. Table II.28 shows the results from participant responses to "I was satisfied with the quality of the program".

Table II.28. Responses to: "I was satisfied with the quality of the program" (Q1 on both the Alumni 2yr Survey and the Exit Survey)

Answer Options	2017-2018		2016-2017		2015-2016		Spring 2015	
	Alum	**Exit**	**Alum**	**Exit**	**Alum**	**Exit**	**Alum**	**Exit**
Strongly Agree	25.0%	42.9%	15.4%	72.7%	33.3%	31.3%	NA	44.4%
Agree	58.3%	28.6%	46.2%	27.3%	44.4%	56.3%	NA	44.4%
Neutral	16.7%	28.6%	30.8%	0.0%	11.1%	12.5%	NA	11.1%
Disagree	0.0%	0.0%	7.7%	0.0%	11.1%	0.0%	NA	0.0%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	NA	0.0%
Number of responses	12	7	13	11	9	16		9

The exit survey was first administered in the Spring 2015 term. The exit survey is administered coinciding with the Summer, Fall, Spring graduation cycle. The alumni two-year out Survey was first administered in the Spring 2016 which explains the "NA" values for the alumni survey in the Spring 2015 column. The exit survey lags the alumni survey by two years, meaning that those taking the alumni survey graduated two years before. Comparing alumni survey results with exit survey results from two years before can provide some indication on the impact curricular changes had when students were employed. Observing trends in exit survey data can provide some measure of the success of curricular changes over time. For example, the exit survey results for 2016-2017 are significantly improved over Spring 2015 results. This may be attributed to improvements in planning the two-year course cycle, clarifying the courses in the specializations, improving communications through the blog and LibGuide, and adopting a more proactive approach to assessment in general.

Table II.29 shows the results from participant responses to "I received useful information from my faculty advisor."

Table II.29. Responses to: "I received useful information from my faculty advisor" (Q5 on both the Alumni 2yr Survey and the Exit Survey)

Answer Options	2017-2018		2016-2017		2015-2016		Spring 2015	
	Alum	**Exit**	**Alum**	**Exit**	**Alum**	**Exit**	**Alum**	**Exit**
Strongly Agree	50.0%	42.9%	50.0%	81.8%	66.7%	37.5%	NA	44.4%
Agree	33.3%	42.9%	8.3%	18.2%	11.1%	37.5%	NA	44.4%
Neutral	0.0%	14.3%	25.0%	0.0%	11.1%	12.5%	NA	11.1%
Disagree	8.3%	0.0%	8.3%	0.0%	11.1%	6.3%	NA	0.0%
Strongly Disagree	8.3%	0.0%	8.3%	0.0%	0.0%	6.3%	NA	0.0%
Number of responses	12	7	12	11	9	16		9

Table II.30 shows the results from participant responses to "I was satisfied with the variety of courses offered to me." Table II.31 shows the results from participant responses to "Courses were offered frequently enough for timely completion of degree requirements."

Table II.30. Responses to: "I was satisfied with the variety of courses offered to me." (Q7 on both the Alumni 2yr Survey and the Exit Survey)

Answer Options	2017-2018		2016-2017		2015-2016		Spring 2015	
	Alum	**Exit**	**Alum**	**Exit**	**Alum**	**Exit**	**Alum**	**Exit**
Strongly Agree	25.0%	28.6%	16.7%	54.5%	25%	18.8%	NA	22.2%
Agree	33.3%	0.0%	33.3%	45.5%	75%	43.8%	NA	33.3%
Neutral	25.0%	42.9%	25.0%	0.0%	0.0%	25.0%	NA	11.1%
Disagree	16.7%	28.6%	16.7%	0.0%	0.0%	12.5%	NA	22.2%
Strongly Disagree	0.0%	0.0%	8.3%	0.0%	0.0%	0.0%%	NA	11.1%
Number of responses	12		12	11	8	16		9

Table II.31. Responses to: "Courses were offered frequently enough for timely completion of degree requirements." (Q8 on the Exit Survey only)

Answer Options	2017-2018	2016-2017	2015-2016	Spring 2015
	Exit	Exit	Exit	Exit
Strongly Agree	28.6%	45.5%	43.8%	22.2%
Agree	0.0%	54.5%	31.3%	44.4%
Neutral	42.9%	0.0%	18.8%	22.2%
Disagree	28.6%	0.0%	6.3%	11.1%
Strongly Disagree	0.0%	0.0%	0.0%%	0.0%
Number of responses	7	11	16	9

The questions in Tables II.32, II.33, and II.34 characterize students and alumni perception of the program in terms of preparedness for employment and willingness to recommend the program.

Table II.32. Responses to: "I was/am prepared to enter the workforce in my chosen area." (Q9 on the Alumni 2yr Survey; Q10 on the Exit Survey)

Answer Options	2017-2018		2016-2017		2015-2016		Spring 2015	
	Alum	Exit	Alum	Exit	Alum	Exit	Alum	Exit
Strongly Agree	25.0%	42.9%	18.2%	72.7%	28.6%	37.5%	NA	44.4%
Agree	41.7%	42.9%	45.5%	27.3%	57.1%	43.8%	NA	33.3%
Neutral	16.7%	14.3%	9.1%	0.0%	14.3%	18.8%	NA	22.2%
Disagree	16.7%	0.0%	9.1%	0.0%	0.0%	0.0%	NA	0.0%
Strongly Disagree	0.0%	0.0%	18.2%	0.0%	0.0%	0.0%	NA	0.0%
Number of responses	12	7	11	11	8	16		9

Table II.33. Responses to: "In your opinion, how well prepared are you for your career in library and information science?" (Q9 on the Annual Student Survey)

Answer Options	2018	2017	2016	2015
Very well prepared	55.6%	31.3%	36.7%	20.7%
Well prepared	22.2%	50.0%	46.7%	55.2%
Somewhat prepared	22.2%	18.8%	16.7%	20.7%
Not at all prepared	0.0%	0.0%	0.0%	0.0%
Number of responses	9	32	30	29

Table II.34. Responses to: "I would recommend this program to others." (Q12 on the Alumni 2yr Survey; Q11 on the Exit Survey)

Answer Options	2017-2018		2016-2017		2015-2016		Spring 2015	
	Alum	**Exit**	**Alum**	**Exit**	**Alum**	**Exit**	**Alum**	**Exit**
Strongly Agree	33.3%	42.9%	27.3%	63.6%	14.3%	31.3%	NA	33.3%
Agree	50.0%	28.6%	36.4%	36.4%	71.4%	50.0%	NA	55.6%
Neutral	8.3%	28.6%	27.3%	0.0%	0.0%	18.8%	NA	11.1%
Disagree	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%	NA	0.0%
Strongly Disagree	0.0%	0.0%	9.1%	0.0%	14.3%	0.0%	NA	0.0%
Number of responses	12	7	11	11	7	16		9

The most recent Employer Survey in 2017 requested feedback from participants on the relevance of general and specialized skills for success on the job. This feedback is available with the complete survey results in Appendix A.I.17. The survey also included the comparative question in Table II.35.

Table II.35. Responses to: "Please indicate your agreement to the following comparative statements about GRADUATES OF ST. JOHN'S UNIVERSITY'S LIS program." (Q7 on the Employer Survey)

Answer Options	Disagree	Neutral	Agree	Response Count
St. John's grads are NOT AS prepared as those from other LIS programs.	5	1	0	6
St. John's grads compare FAVORABLY to those from other LIS programs.	0	1	5	6
St. John's grads are BETTER prepared than those from other LIS programs.	0	4	2	6

The response count in Table II.35 represents those employers who were aware of having an employee who graduated from St. John's MSLIS program. The number of respondents to the employer survey overall was thirty-one, still low. DLIS intends to expand the pool of employers receiving the survey, when the survey is next administered in 2019, in order to broaden the scope of perspectives in the results.

> **Standard II.7**: *The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.*

This standard relates closely to Standard I.6, and similarly, draws on the content in Standard I.1. This section will first restate concisely the annual systematic assessment and planning process, and second describe an example from this year's strategic priorities and action items report related to the curriculum.

The annual assessment and planning process can be summarized in four steps:

1. Assessment measures are administered and advisory board meetings occur during the academic year consistent with the program assessment plan (Appendix A.I.1) and timeline in Table I.2.
2. The strategic priorities implementation report (Appendix A.I.13) is prepared for the DLIS Advisory Board meeting in May. This report describes the progress on each of the action items in the current year's strategic priorities and action items report.
3. The results from the assessments are analyzed and compiled at the end of the academic year in June into the annual assessment report (Appendix A.I.5). In addition, the annual assessment report contains summaries of the DLIS Advisory Board and the CMIP Advisory Board meetings.

4. The next academic year's Strategic Priorities and Action Items report (Appendix A.I.6) is drafted by the DLIS Director in July, based on the current year's implementation report (#2) and annual assessment report (#3). This report is distributed to the DLIS faculty and reviewed at the first faculty meeting in early September. The final report is forwarded to the DLIS Advisory Board in October.

The strategic priorities and action items report informs the agendas of the monthly faculty meetings throughout the year. As mentioned in Standard I.6, the annual assessment and planning cycle is a flexible model which is both systematic and sufficiently nimble to respond to changes in the University and in the field.

Example from the 2017-2018 Strategic Priorities and Action Items Report

The third strategic priority in the 2017-2018 report (Appendix A.I.6) and concomitant action items are:

3. Create new programs and refine existing programs informed by the information needs of the evolving marketplace [AB, AS, CMIP, ES, StS]

    The sequence "AB, AS, CMIP, ES, StS" identifies five assessments (or advisory board meetings) as informing this priority:

    - AB denotes DLIS Advisory Board Meeting ,
    - AS denotes the Alumni Two-Year Out Survey,
    - CMIP denotes the CMIP Advisory Board Meetings,
    - ES denotes the Exit Survey, and
    - StS denotes the Annual Student Survey.

    Action Items
    a. Develop a recruitment plan for the newly approved Advanced Certificate in Management for Information Professionals.
    b. Continue the development of the new Advanced Certificate in Digital Curation and Stewardship program in collaboration with the Department of History and the Department of Art and Design.
    c. Redesign LIS 211 Collection Development based on the feedback from the May 2017 Advisory Board Meeting.

The 2016-2017 Strategic Priorities Implementation Report states the progress on the related priority #4 below. The *Steps Taken* section summarizes the related activities underway (or completed) to implement the action items.

4. Strengthen the curriculum by creating new programs and refine existing programs informed by the information needs of the evolving marketplace.

   Action Items
   a. Complete the development of the five courses in the Certificate in Management for Information Professionals (CMIP) program.
   b. Submit a proposal for a new Certificate in Digital Curation and Stewardship program in collaboration with the Department of History and the Department of Art and Design.
   c. Reconceptualize LIS 211 Collection Development to reflect the current trends in the information professions.

   <u>Steps Taken</u>
   a) The Certificate in Management for Information Professionals (CMIP) program was approved by NYSED in January 2017. Funds for promoting the new certificate should be available June 1, the start of FY18. The goal is to have an enrollment of ten for the Spring 2018 term.
   b) A preliminary proposal for the new Certificate in Digital Curation and Stewardship was approved by the Dean's Council. A market analysis still needs to be performed. The goal is to complete the program development in the 2017-2018 academic year.
   c) LIS 211 will be redesigned to reflect the current state of collection management in the field. The plan is to have the new design completed by Fall 2018. The course will next be offered in Spring 2019.

The action items in strategic priority #3 on the previous page build on the work already underway. Regarding action item (a), having been approved in January 2017, the focus in 2017 – 2018 is on recruitment for the new Certificate in Management for Information Professionals. Regarding action item (b), with the preliminary proposal approved, work will continue on the digital curation certificate, particularly with regards to the market analysis and strengthening the collaboration among the participating departments. Finally, action item (c) is the redesign of LIS 211 Collection Development. LIS 211 was discussed at the May 2017 Advisory Board Meeting. The recommendation from the meeting was to redesign LIS 211 and guidance was provided in this direction. The redesign will move forward in 2017 – 2018 with the feedback received from the 2017 DLIS Advisory Board meeting.

Chapter 3: Faculty

Standard III.1*: The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and compliment the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program.*

Faculty Accomplish Program Objectives

Applying their professional experience and disparate subject expertise, the five full-time DLIS faculty members successfully carry out the DLIS Program Goals and Learning Outcomes for Students. Table III.1 below summarizes how faculty expertise and teaching align well with these objectives.

Table III.1. Full-time DLIS Faculty Teaching Expertise Alignment with MSLIS Program Goals and Learning Outcomes

Program Goals and Learning Outcomes	Full-time Faculty Teaching Expertise
1. Develop an understanding of the foundations of the profession	Rioux, Lee
2. Develop an understanding of information resources	Rioux, Lee, Angel
3. Demonstrate ability to organize recorded knowledge and information	Angel, Vorbach
4. Apply technical knowledge and skills to practice	Angel, Vorbach, Singh
5. Apply reference and user services	Angel, Lee, Rioux, Singh
6. Master research methods	All
7. Experience continuing education and lifelong learning	All
8. Apply key concepts of administration and management	Singh, Vorbach

Full-Time Faculty

The Collective Bargaining Agreement at St. John's University does not establish a separate graduate faculty that is distinct from an undergraduate faculty (Appendix A.III.1). All full-time members of DLIS hold terminal degrees, and effective September 2018, all full-time DLIS faculty will be tenured. Full-time DLIS faculty engage in a diverse set of research streams and specialties, which enrich Program course offerings. Table III.2 below summarizes full-time faculty academic credentials, academic rank, tenure status, research interests, and teaching specialties.

Table III.2. DLIS Full-Time Faculty Credentials, Research Interests, and Teaching Specialties

Name	Academic Credentials	Academic Rank	Research Interests	Teaching Specialties
Christine Angel	PhD: Library and Information Science, University of South Carolina MSLIS, North Carolina Central University MS: Instructional Technology, East Carolina University	Associate Professor, Tenured	Information Representation & Retrieval (IRR); Knowledge management; Digital curation; Metadata; Information & communication technologies	Archives; Digital libraries; Museums; Organization of information; Online learning pedagogy; Academic Service-Learning
Shari Lee	PhD: Information Studies, University of California, Los Angeles MLS, St. John's University	Associate Professor, Tenured	History of library services to teens; Public library as place and space, safe space, and teen spaces; Diversity and cultural literacy/fluency in LIS	Information sources and services; Information sources and services for youth; Children's literature; Young Adult literature; Programs and services for youth; Materials and services for young children; Introduction to Library and Information Science; Popular culture and teens; Information Literacy instruction; Teen space

Name	Academic Credentials	Academic Rank	Research Interests	Teaching Specialties
Kevin Rioux	PhD: Library and Information Science, University of Texas at Austin MLIS, University of Texas at Austin MA: Journalism, University of Texas at Austin	Associate Professor, Tenured	Social justice and the information professions; Information behavior and information access; Critical theory in library and information science	Public libraries; Academic libraries; Collection development; Foundations of Library and Information Science; Information use and users; Social justice and the information professions
Rajesh Singh	PhD: Information Studies, Åbo Akademi University, Turku, Finland MLIS, University of Lucknow, India	Associate Professor, Tenured	Information marketing, branding, and advocacy; Innovation in information organizations; Social impact of information organizations; Knowledge sharing in online environments	Management of information organizations; Knowledge Management in information organizations; Marketing and advocacy in information organizations; Project management in information organizations; Research & evaluation methods in Library and Information Science
James Vorbach	PhD: Applied Mathematical Sciences, University of Rhode Island MS: Computer Science, University of Rhode Island	Associate Professor, Tenured	Conceptual modeling and database design; Dublin Core metadata application profiles; Online learning pedagogy	Database modeling and design; Metadata; Web design; Research methods

In addition to DLIS's full-time faculty, the Division also has two joint-appointed faculty members who work in other academic units within the University (Table III.3).

Table III.3. DLIS Joint-Appointed Faculty Credentials, Research Interests, and Teaching Specialties

Name	Academic Credentials	Academic Rank	Research Interests	Teaching Specialties
Valeda Dent	PhD: Library and Information Science, Long Island University MILS: University of Michigan MSW: University of Michigan	Full Professor, Tenured (both in DLIS and the University Libraries)	Literacy and information literacy; Rural libraries; Libraries and literacy in Uganda; College, university and research libraries; Ethnography	Global literacy and learning readiness; Rural African libraries and ICTs; Academic libraries; Mobile UX and responsive design
Kristin Szylvian	PhD: History, Carnegie Mellon University MA: History, Duquesne University	Associate Professor, Tenured (Department of History)	Housing & urban planning history; New Deal & World War II; History of Great Lakes	Oral history; Galleries, libraries, archives, and museums; Archival management

Summarized below are personnel changes in DLIS's full-time faculty since the last accreditation review in 2011.

- Additions/Promotions/Appointments:
    - Dr. Christine Angel joined the DLIS faculty as a tenure-track Assistant Professor in September 2012. She was promoted to Associate Professor with tenure in June 2018.
    - Dr. Rajesh Singh joined the DLIS faculty as a tenure-track Assistant Professor in September 2015. Given his prior teaching and research experience, he was offered an accelerated tenure clock. He was promoted to Associate Professor with tenure in June 2018.
    - Dr. Shari Lee was promoted to Associate Professor with tenure in September 2017.
    - Dr. James Vorbach, Associate Professor with tenure, was appointed Director of DLIS in May 2014.

- Retirements/Departures:
  - Dr. Jeffery Olson, Associate Professor and DLIS Director, accepted the University's Voluntary Separation Offer (VSO). He departed in June 2014.
  - Dr. Katherine Shelfer, Associate Professor, also accepted the VSO. She departed in June 2014.

Although the total number of full-time faculty is relatively small, DLIS faculty are sufficient in number and diverse enough in expertise (see Table III.2 above) to deliver the major share of teaching both core courses and elective courses. Table III.4 below summarizes full-time faculty course teaching.

Table III.4. DLIS Full-Time Faculty Teaching by Academic Year, 2014-2018

Name	Course	(R)equired/ (E)lective	2017-18	2016-17	2015-16	2014-15
Angel	LIS 203: Organization of Information	R	X	X	X	X
	LIS 230: Introduction to Digital Libraries	E	X		X	X
	LIS 249: Archives & Records Management	E	X	X	X	
	LIS 257: Advanced Seminar in Archival Representation	E		X		X
	LIS 258: Museum Informatics	E	X	X		
Lee	LIS 205: Introduction to Information Sources and Services	R	X	X	X	X
	LIS 121: Literature and Related Resources for Children	E	X	X	X	X
	LIS 125: Library Materials and Services for Young Children	E			X	X
	LIS 127: Library Services for Children and Young Adults	E	X	X	X	X
	LIS 213: Popular Culture and Young Adults	E			X	X
	LIS 261: Information Sources and Services for Children and Young Adults	E				X

Name	Course	(R)equired/(E)lective	2017-18	2016-17	2015-16	2014-15
Rioux	LIS 204: Foundations of Library and Information Science	R	X	X	X	X
	LIS 211: Collection Development and Management	E			X	X
	LIS 231: College and University Libraries	E			X	
	LIS 233: Public Libraries and Community Information Centers	E		X		
	LIS 239: Research Methods in Library and Information Science	R				X
	LIS 251: Information Resources in the Social Sciences	E				
	LIS 260: Information Use and Users	R	X		X	
	LIS 283: Social Justice in the Information Professions	E				X
Singh	LIS 239: Research and Evaluation Methods in Library and Information Science	R	X	X	X	
	LIS 240: Management of Libraries & Information Centers	R	X	X	X	
	LIS 263: Marketing and Advocacy in Information Organizations	E	X	X		
	LIS 282: Knowledge Management	E			X	
	LIS 271: Special Topics: History and Visual Media	E		X		
	LIS 271: Special Topics: History of Galleries, Libraries, Archives, and Museums	E			X	X
Vorbach	LIS 237: Metadata for Information Professionals	E	X		X	
	LIS 238: Web Design for Libraries & Information Centers	E	X	X	X	X
	LIS 248: Database Modeling & Design	E		X		X

Part-Time Faculty

Twelve part-time faculty members are integral to the DLIS program, and they complement the teaching and research specialties of DLIS's full-time faculty. As indicated below in Table III.5, these adjunct faculty work as practitioners in a variety of New York City area information contexts, and they enrich DLIS's curricular offerings with their experience. Curricula vitae for part-time faculty are available in Appendix A.III.2. Table III.6 presents course load distribution between full-time and part-time faculty. As indicated, the majority of DLIS courses are led by full-time DLIS faculty.

Table III.5. DLIS Part-time Faculty Credentials and Course Teaching

Name, Academic Credentials	Title and Employer	Courses Taught
Brian Adams, MLIS: St. John's University	Digital Service Librarian, Harborfields Public Library, Greenlawn, NY	LIS 272: Exploring New York Libraries, Archives, and Museums
Nancy Becker, MLIS: Columbia University; EdD: Columbia University	Assistant to the President for Special Projects, College of St. Scholastica, Duluth, MN; Retired DLIS full-time faculty	LIS 204: Introduction to Library & Information Science
April Earle, MLIS: St. John's University; MA: Public History, St. John's University	Librarian, Farmingdale State College, Farmingdale, NY Genealogy Consultant, Mastics-Moriches-Shirley Library, Shirley, NY	LIS 302: Genealogical Sources & Services
Caroline Fuchs, MLIS: St. John's University; MA: English, Queens College; MA: History, Queens College	Associate Professor, Learning Design Librarian, St. John's University, Queens, NY	LIS 239: Research & Evaluation Methods LIS 271: Special Topics: Graphic Novels & Libraries
Tara King, MLIS: Long Island University	Instructional Designer, Online Learning and Services, St. John's University, Queens, NY	LIS 221: Planning and Delivering Information Literacy Programs LIS 261: Information Sources and Services for Children and Young Adults
Lisa Kropp, MLIS: Queens College	Director, Lindenhurst Memorial Library, Lindenhurst, NY	LIS 125: Library Materials & Services for Young Children LIS 205: Introduction to Sources & Services

Name, Academic Credentials	Title and Employer	Courses Taught
Ralph Monaco, MLIS: St. John's University	Executive Director, New York Law Institute, New York, NY (Retired 2015)	LIS 255: Advanced Legal Research LIS 243: Management of Legal Information Services
Blythe Roveland-Brenton, MLIS: St. John's University; MA: Anthropology, University of Massachusetts; Ph.D: Anthropology, University of Massachusetts	University Archivist & Associate Dean, St. John's University, Queens, NY	LIS 249: Archives & Record Management LIS 245: Special Collections: Lib & History of the Book
Taryn Rucinski, MLIS: St. John's University; JD: Pace University	Supervisory Librarian, United States Court of International Trade, New York, NY	LIS 254: Legal Research LIS 255: Advanced Research in Specialized Legal Topics
Gina Seymour, MLIS: Queens College; MA: Education, New York Institute of Technology	Library Media Specialist & School Library System Liaison, Islip High School, Islip, NY	LIS 126: Literature & Related Resources for Young Adults
Kathryn Shaughnessy, MLIS: St. John's University; MA: Philosophy of Religion & Moral Theology, Fordham University	Associate Professor, Open Education Resources Librarian, St. John's University, Queens, NY	LIS 221: Plan Deliver Info Lit Program LIS 222: Materials & Services to Diverse Population
Christian Zabriskie, MLIS: Florida State University; MA: English, University of St. Andrew's	Administrator, Grinton I. Will Branch, Yonkers Public Library, Yonkers, NY Executive Director, Urban Librarians Unite (ULU)	LIS 271: Special Topics: Grantsmanship

Table III.6. Full-Time and Part-Time Faculty Course Load Percentages

	Spring 2018	Fall 2017	Fall 2016	Fall 2015	Fall 2014
Full-Time	76.9%	75.0%	53.8%	73.3%	68.8%
Part-Time	23.1%	25.0%	46.2%	26.7%	31.3%

Standard III.2: The program demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of excellence in teaching, research, and service; and through provision of a stimulating learning and research environment.

Appointments and Promotions

As an academic unit, the Division of Library and Information Science is housed within St. John's College of Liberal Arts and Sciences. DLIS faculty substantively engage in teaching, research, and service. Criteria for these activities are included in the University Statutes' guidelines for appointments and promotions (Article VII, Appendix A.I.12).

Since the program was last accredited in 2011, three DLIS faculty members were promoted to the rank of Associate Professor. Dr. Shari Lee was promoted to the rank of Associate Professor in June 2017. Drs. Christine Angel and Rajesh Singh were promoted to the rank of Associate Professor in June 2018.

Drs. Lee, Angel, and Singh have made a number of significant contributions to DLIS in the areas of teaching, research, and service. For example, Dr. Angel has forged new research and service-learning relationships with several metropolitan New York City archival and historical institutions, including the Center for Migration Studies, the New York Public Library (Map Division), Point O' Woods Archive, Bard College, the Brookhaven Free Library, and the Bellmore Historical Association.

Dr. Lee has designed three courses in response to concerns in the field: Cultural Immersion for Information Professionals: Jamaica; Teen Space: Creating Authentic Public Library Spaces for Teens; and Popular Culture and Young Adult Literature.

Dr. Singh's research and teaching interests in marketing, leadership, and organizational behavior played a critical role in the development of a new 15-credit advanced certificate in "Management for Information Professionals" for the Division of Library and Information (DLIS). This certificate is open to mid-level information professionals as well as current students of the DLIS program. This certificate not only enhances educational opportunities for mid-level information professionals, but also strengthens DLIS curriculum in the areas of marketing, project management, knowledge management, and leadership.

These faculty members' Annual Faculty Activity Reports (AFAR) and their Personnel Action Forms (PAF) give evidence of their substantive teaching, research, and service efforts for both the University community and the information professions. Copies of the individual faculty members' AFARs and, where applicable, PAFs will be available on-site. Other details regarding their research publications, current

research projects, and other efforts to support DLIS's goals are detailed in the section addressing *Standard III.5*.

Encouraging Excellence and Providing a Stimulating Environment

The University encourages innovation in teaching, research, and service by providing support for these efforts in a variety of ways. Among them is the University's Center for Teaching and Learning (CTL), which serves as a source of continuous professional development. CTL supports excellence in teaching and facilitates scholarly and creative work produced by the University's faculty. All DLIS faculty have participated in and benefitted from CTL offerings. Recently, Drs. Angel and Singh have contributed the following presentations at CTL events:

- Angel, C., & Robinson, G. (March 10, 2017). *Driving online course content with real world experiences through the use of media.* CTL Technology Associates Meeting: Problem Solving with Technology, St. John's University, New York.
- Singh, R. (2017, January 11). *Personalizing and managing the Bb environment*. Spring Technology Forum, St. John's University, New York.

The University's office of Academic Service-Learning provides a structure for DLIS faculty to incorporate service-learning techniques in their courses. For example, as the Director of the Hidden Heritage Collections Project, Dr. Angel guides her students in service-learning projects at a number of New York area archives, including the Center for Migration Studies, the Paulist Office of History and Archives, and the New York Public Library Map Division. In addition to being a recipient of Faculty Growth Grants from CTL and funding from the Seed Grant/Venture Capital Program the Office of Grants and Sponsored Research, Dr. Angel has been awarded grants from the Academic Service-Learning Mini-Grants that support her work in these areas. Dr. Vorbach also offers students service-learning opportunities in his LIS238 Web Design course, which includes digitizing artifacts in local archives, libraries, museums, and historical societies. Another service-learning option for LIS238 students is to mentor high school students with web design projects for school clubs.

DLIS faculty are also involved in innovative interdisciplinary projects. For example, Dr. Rioux is a Fellow of the interdisciplinary Institute for International Communication and has taught courses with the interdisciplinary M.A. program in Global Development and Social Justice. Dr. Angel collaborates with faculty the M.A. program in Museum Administration. Drs. Lee and Rioux are engaged with the annual interdisciplinary Brother Emmett Corry, O.S.F. Roundtable on Social Justice and the Information Professions.

Because DLIS is an online program, all DLIS faculty members work closely with the University's Office of Online Learning and Services (OLS) to continuously improve and enhance their online course offerings. Dr. Angel in particular collaborates closely with OLS to do research projects on online learning in DLIS contexts, and Dr. Singh has collaborated with DLIS students to contribute to a joint CTL/OLS symposium:

- Singh, R., Trinchetta, G. G., & Albanese, J. A. (2018, May 31). *It's showtime: Imparting leadership lessons through the camera lens.* Teaching Narratives Symposium: Sharing Innovative Pedagogies, St. John's University, New York.

To further enhance the DLIS teaching environment, the faculty employs a number of innovative pedagogical tools. These include e-portfolios, wikis, Panopto, WebEx, Ted, Youtube, podcasts, vodcasts, Ning, Jing, OneDrive File Sharing, Proquest Discover More, and the SpringShare Sandbox for LibGuides.

> **Standard III.3**: *The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.*

The Division of Library and Information Science and St. John's University are committed to fostering a diverse campus community. All new DLIS position announcements indicate that the University is an affirmative action/equal opportunity employer. Faculty personnel policies and procedures are published and accessible in the *Collective Bargaining Agreement* (See Appendix A.III.1).

Other personnel policies are published online by the University's Office of Human Resources. Ms. Nada Llewellyn currently serves as the University's Diversity Officer and heads the Employee Relations Compliance Group.

The Employee Relations Compliance Group is charged with implementing the University's diversity initiative and equal employment opportunity program. The Compliance Officer of the University ensures that the published diversity policy (Policy 808) are implemented fairly.

DLIS is committed to maintaining diversity in new hires. The full-time DLIS faculty includes three men and two women and is otherwise quite diverse. For example, Dr. Angel is a U.S. Air Force veteran and currently serves as a Major in the U.S. Air Force Reserves. Dr. Singh is a multi-lingual Indian-Canadian who earned his doctoral degree at a Swedish-medium university in Finland. Dr. Lee is a Jamaican-born, naturalized U.S. citizen of mixed ethnicity.

Standard III.4: *The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.*

Faculty Demonstrate Competence and Effectiveness

Each DLIS faculty member teaches in areas that are related to their research agendas, experiences, and education. Faculty competence in teaching, technical skills, and knowledge is evidenced by Student Evaluation of Teaching scores (SETs). SETs surveys are administered for each course at the end of each semester by the university's Office of Institutional Research (OIR). Students are given a two-week window to complete the evaluation. Scores are compiled by the OIR, and the DLIS Director, the Dean of St. John's College of Arts and Sciences, and the individual faculty member receive the results. SET semester reports are summarized in Table III.7. The range for responses is 1 through 5. The SET reports since 2014 are in Appendix A.III.3.

Table III.7. SET Median (M) and Average (A) Fall 2014 - Fall 2017

	Fall 2017		Fall 2016		Fall 2015		Fall 2014	
	M	A	M	A	M	A	M	A
Q1. The course goals and grading procedures were clear.	4.33	4.06	4.20	4.19	4.57	4.42	4.37	4.37
Q2. Learning activities were well organized.	4.33	4.17	4.23	4.26	4.36	4.43	4.41	4.25
Q3. The instructor's presentations were clear and understandable.	4.20	4.24	4.00	4.10	4.39	4.41	4.17	4.19
Q4. The instructor conveyed interest and enthusiasm in the subject matter.	4.57	4.49	4.46	4.34	4.44	4.54	4.42	4.36
Q5. The instructor satisfactorily answered students' questions.	4.60	4.44	4.27	4.26	4.50	4.49	4.25	4.30

	Fall 2017		Fall 2016		Fall 2015		Fall 2014	
	M	A	M	A	M	A	M	A
Q6. The instructor was accessible to students for extra help.	4.60	4.52	4.41	4.32	4.50	4.49	4.48	4.40
Q7. The instructor responded to students' work in a reasonable amount of time.	4.57	4.40	4.08	4.08	4.22	4.35	4.15	4.20
Q8. Tests, papers, and/or other assignments were graded fairly.	4.50	4.26	4.39	4.35	4.57	4.56	4.32	4.34
Q9. This course increased my understanding of the subject matter.	4.58	4.27	4.23	4.30	4.50	4.39	4.37	4.39
Q10. This course increased my ability to think critically.	4.50	4.31	4.17	4.19	4.50	4.39	4.21	4.19
Q11. I would recommend this instructor to other students.	4.47	4.21	4.10	4.18	4.25	4.32	4.22	4.21
Q12. Rate the pace at which the course material was taught.	3.08	3.19	3.39	3.36	3.38	3.32	3.15	3.24
Q13. Rate this professor's teaching.	4.60	4.39	4.37	4.37	4.33	4.24	4.09	4.11

In addition to SETs, other University mechanisms are used to assess faculty competence in teaching, technology skills, and knowledge. The annual Personnel Action Form (PAF) collects data on the individual faculty member's teaching credentials, research agenda and publications, service projects, teaching portfolio, and teaching evaluations. It is submitted by untenured faculty each year as they apply for Reappointment. Tenured faculty members also submit the PAF when they apply for promotion. The Annual Faculty Activity Report (AFAR) is submitted by every faculty member each year. The AFAR collects data on the individual faculty member's course load, pedagogical innovations, publications, presentations, grants, service activities, teaching portfolio, and professional development. Copies of individual faculty members' AFARs and PAFs will be available on-site. The Faculty

page on the University's web site has additional details on the PAF and AFAR process.

Participation and Leadership in Relevant Organizations

Full-time faculty memberships in professional organizations are summarized in Table III.8 below:

Table III.8. Professional Organization Affiliation: DLIS Faculty

Professional Organization	Full-Time DLIS Faculty who are Members
American Alliance of Museums	Angel
American Catholic Historical Association	Angel
American Library Association	Angel, Lee, Rioux, Singh, Vorbach
Black Caucus/ALA	Lee
Catholic Library Association	Angel, Rioux
Association for Information Science and Technology	Angel, Rioux, Singh
Association for Library and Information Science Education	Angel, Lee, Rioux, Singh, Vorbach
Beta Phi Mu	Rioux
Canadian Association for Information Science/L'assocation canadienne des sciences de l'information	Rioux
International Center for Information Ethics	Rioux
Maine Library Association	Rioux
Metropolitan Library Council	Angel, Lee
Military Cyber Professionals Association	Angel
Nassau County Library Association	Vorbach
New York Library Association	Lee, Vorbach
Progressive Librarians' Guild	Rioux
Society of American Archivists	Angel

Full-time faculty leadership in professional organizations is summarized in Table III.9 below.

Table III.9. Leadership in Professional Organizations: Full–Time DLIS Faculty

Faculty	Organization/Journal	Service
Angel	*Art Documentation*	• Referee
	International Journal of Libraries and Information Services	• Referee
	First Monday	• Referee
	ALISE / Connie Van Fleet Award for Research Excellence in Public Library Services to Adults Committee	• Award Committee (2017-present)
Lee	Association for Library and Information Science Education (ALISE)	• Chair: Research Grant Awards Committee (2016-2017) • Research Grant Awards Committee (2012-2015) • Judge: Jean Tague-Sutcliff Doctoral Research Poster Competition (2012) • ALISE Centennial Celebration Committee (2014) • Diversity Statement Task Force (2011-2013) • Youth Services, SIG (2011-present) • Nominations Committee (2012)
	Association for Library and Information Science Education (ALISE)	• Co-convener: Multicultural, Ethnic and Humanistic Concerns SIG (2009-2012) • Multicultural, Ethnic and Humanistic Concerns SIG (2013-present) • ALISE/School Representative for SJU (2013-2015)
	Journal of Research on Libraries & Young Adults	• Referee
	InterActions Journal	• Referee

Faculty	Organization/Journal	Service
Lee (cont.)	*American Chemical Society, ACS Books, Symposium Series*	• Referee
	Encyclopedia of Library and Information Sciences, 3rd Edition	• Referee
	New York Library Association (NYLA)	• NYLA Youth Service Section (2014-present)
	Metropolitan Library Council (METRO)	• Metro Social Media SIG (2014-present)
Rioux	Association for Information Science & Technology (ASIS&T)	• SIG ED Co-Chair (2018-2020)
	Association for Library and Information Science Education (ALISE)	• SIG Innovative Pedagogies Co-Convener (2018-2020) • ALISE Academy Co-Chair (2015)
	Beta Phi Mu	• Sarah Rebecca Reed Scholarship Committee (2018)
	Canadian Association for Information Science/L'association Canadienne des sciences de l'information	• Program Committee (2012, 2014, 2016)
	Canadian Journal of Information and Library Science/La Revue Canadienne des sciences de l'information et de bibliothéconomie	• Referee
	Informatics (Journal)	• Referee
	Journal of Community Informatics	• Referee
	Journal of Education for Library and Information Science Education	• Referee
	Journal of Information Science	• Referee
		•
		•
	Journal of Information Science & Technology	• Referee

Faculty	Organization/Journal	Service
Singh	Association for Library and Information Science Education	• ALISE Award for Teaching Excellence Committee (2019) • Co-Convener, SIG on "Innovative Pedagogies, (2017-present) • Convener, Birds of a Feather Session on "Administration & Management (2016) • Doctoral Poster Judge (2014, 2016)
	Association for Information Science and Technology	• Annual Conference Program Committee (2018) • Juror, ASIS&T Clarivate Analytics (Formerly Thomson Reuters) Doctoral Dissertation Proposal Scholarship (2017) • SIG ED Co-Chair, Program Coordinator • Juror, ASIS&T Student Chapter-of-the-Year Award • ASIS&T SIG ED Student Travel Award • ASIS&T Education and Professional Advancement Committee • SIG KM
	Marketing Libraries Journal *(MLJ)*	• Referee
	Special Libraries Association	• SLA Diversity Leadership Development Program Committee (2012-2015)
Vorbach	New York Library Association (NYLA)	• Intellectual Freedom Committee

Standard III.5: For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative or professional activities) that contribute to the knowledge base of the field and to their professional development.

Each DLIS faculty member's publication and scholarship activities are detailed by their curricula vita, which are available in Appendix A.III.2. These variables are summarized in the tables below.

Table III.10. Faculty Scholarship Totals by Type and Academic Year

	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	*Total*
Book Author		1	1			1	*3*
Book Editor	1	1					*2*
Chapters	3	4				1	*8*
Peer Reviewed Journals	6	8	5	3	3	5	*30*
Peer Reviewed Paper Presentations	3	4	7	6	6	9	*35*
Peer Reviewed Poster Presentations						1	*1*
Faculty Presentations/ Workshops	6	3		6	6	3	*24*
Webinars	2	6		4	4		*16*
Keynote Presentations						1	*1*
Panel Participation	8	8	2	1	1	5	*25*
Conference Lectures	3		1			3	*7*

	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	*Total*
Conference Publications	4					1	**5**
Newspaper Opinion Pieces				4	4		**8**

Table III.11. Faculty Scholarship Totals by Faculty and Type, 2012-2017

	Angel	**Lee**	**Rioux**	**Singh**	**Szylvian (joint app't)**	**Vorbach**
Book Author					2	
Book Editor	2		1			
Chapters	1	2	2	3		
Peer Reviewed Journals	3	9	1	10	5	1
Peer Reviewed Paper Presentations	8	1	4	21	5	1
Peer Reviewed Poster Presentations				2		
Faculty Presentations/ Workshops	7	9	1	2		2
Webinars	1	2		8		1
Keynote Presentations		1	1			
Panel Participation	1	17	2	2		3
Conference Lectures	2	3		1	3	
Conference Publications	1	2	1	1		
Newspaper Opinion Pieces					4	
Totals	*26*	*46*	*13*	*50*	*19*	*8*

Standard III.6: The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.

Academic Diversity

DLIS faculty are widely experienced in the field. They follow diverse research agendas that examine various LIS phenomena and they possess specialized knowledge and interests that sufficiently cover program content.

Table III.12. Faculty Research and Teaching Areas

Name	Research Interests	Teaching Specialties
Angel	Information Representation & Retrieval (IRR); Knowledge Management; Digital curation; Metadata; Information & communication technologies	Archives; Digital libraries; Museums; Organization of information; Online learning pedagogy; Academic Service-Learning
Lee	History of library services to teens; Public library as place and space, safe space, and teen spaces; Diversity and cultural literacy/fluency in LIS	Information sources and services; Information sources and services for youth; Children's literature; Young Adult literature; Programs and services for youth; Materials and services for young children; Introduction to Library and Information Science; Popular culture and teens; Information Literacy instruction; Teen space
Rioux	Social justice and the information professions; Information behavior and information access; Critical theory in library and information science	Public libraries; Academic libraries; Collection development; Foundations of Library and Information Science; Information use and users; Social justice and the information professions
Singh	Information marketing, branding, and advocacy; Innovation in information organizations; Social impact of information organizations; Knowledge sharing in online environments	Management of information organizations; Knowledge Management in information organizations; Marketing and advocacy in information organizations; Project management in information organizations; Research & evaluation methods in Library and Information Science
Vorbach	Conceptual modeling and database design; Dublin Core metadata application profiles; Online learning pedagogy	Database modeling and design; Metadata; Web design; Research methods

Skilled in Academic Planning and Connected to the Field

DLIS faculty are continuously engaged in academic planning and assessment. Each September, the faculty meets as a group to plan Division priorities and activities for the coming academic year. Each May, the faculty meets with the DLIS Advisory Board to assess strengths and opportunities for improvement and/or enhancement. At the end of each semester, DLIS faculty conduct course artifact assessments (Appendix A.II.11) that provide data for the continuing improvement of the given course.

DLIS faculty also interact with researchers and practitioners in LIS and in other fields. For example, Dr. Rioux is affiliated with the interdisciplinary M.A. program in Global Development and Social Justice. Dr. Singh maintains professional relationships with members of the Advisory Board for the Certificate in Management for Information Professionals. Through their work with the Brother Emmett Corry, O.S.F., Roundtable on Social Justice and the Information Professions, Drs. Lee and Rioux collaborate with faculty throughout the University. Dr. Angel works closely with archive and museum practitioners.

Faculty Nurture an Intellectual Environment

The intellectual environment at DLIS benefits from a number of efforts made by the faculty. A culture of open doors and open communication allows faculty to mentor students both in formal advisory meetings as well as informal informational and advice sessions. Monthly faculty meetings include research discussions. Bi-weekly webinars sponsored by the DLIS Student Association (DLISSA) provide opportunities for faculty and students to discuss research agendas and issues within the field. All of these venues have enhanced collaboration within DLIS. For example, Drs. Singh and Rioux have collaborated on an ALISE contributed paper. Drs. Rioux and Lee have collaborated on ALISE panels. Dr. Vorbach has collaborated with Dr. Lee on an ALISE panel as well. Details on these and other activities are available from the faculty curricula vitae, which are located in Appendix A.III.2.

> **Standard III.7**: *Faculty assignments relate to the needs of the program and to the competencies of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.*

Faculty course load in DLIS is driven by the *Collective Bargaining Agreement* (Article 9.05, Appendix A.III.1). In general, courses are assigned according to faculty expertise, preference, and the needs of the program (Tables III.2 and III.3, and Appendix A.I.14). Courses are scheduled on a two-year cycle, which allows for advanced planning (Appendix A.III.4). If necessary, faculty can apply to the DLIS Personnel & Budget (P&B) Committee for course reductions in order to have additional time for research and professional development (Article 13.01, CBA, Appendix A.III.1).

> **Standard III.8**: *Procedures are established for systematic evaluation of all faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.*

All DLIS faculty are subject to systematic evaluation for accomplishment and innovation in teaching, research, and service. As mentioned in prior sections (Table III.7), data are collected from students by the Office of Institutional Research regarding the effectiveness of all courses (Student Evaluation of Teaching scores, i.e., SETs). In addition to the items on the SET questionnaire, faculty may add items specific to their courses, and leverage the existing analytical framework for course evaluation.

The Personnel Action Form (PAF) and the Annual Faculty Activity Report (AFAR) are also systematic and regulated tools used for continuous evaluation of University faculty. The PAF collects data on each faculty member's teaching credentials, research output, service projects, teaching portfolio, and SETs. PAFs are submitted by untenured faculty each year as they apply for reappointment, and by senior faculty when they apply for promotion. The AFAR collects data on each faculty member's course load, pedagogical innovations, publications, presentations, grants, service activities, teaching portfolio, and professional development activities. These processes both demonstrate systematic evaluation by faculty and involve collaboration among DLIS faculty, other St. John's College faculty and administrators, and the Provost's Office. Additional details about the PAF and AFAR processes are available at https://tinyurl.com/yb475wdr.

DLIS adjunct faculty are subject to a yearly internal review by full-time DLIS faculty. The Annual Report to the College (Appendix A.I.8) is filed by the DLIS Director. This document summarizes faculty accomplishment and innovation in the areas of teaching, research, and service.

>*Standard III.9*: The program has explicit, documented evidence of its on-going decision-making processes and the data to substantiate the evaluation of the faculty.

Decision-making at DLIS is primarily conducted at monthly faculty meetings in which all faculty are present. Decision processes are explicitly documented in the minutes of these meetings (Appendix A.I.16).

As indicated in previous sections, faculty evaluation data are collected by Student Evaluation of Teaching scores (SETs), Personnel Action Forms (PAF), Annual Faculty Activity Review reports (AFAR), and by DLIS Annual Reports. These data are explicitly documented in well-regulated processes. SETs are monitored by the Director for full- and part-time faculty. AFARs are reviewed by the Director and Dean for fulltime faculty. PAFs are reviewed by the DLIS P&B Committee and College and University personnel committees. Memos regarding the decisions by the DLIS P&B, the College and University personnel committees are sent to the faculty member and the Director immediately following the respective meeting.

>*Standard III.10*: The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.

All of aforementioned evaluative tools and documents are systematically used by the DLIS Director and the Personnel and Budget Committee to: 1) inform the enhancement and improvement of courses; 2) provide guidance for scholarly productivity; 3) make recommendations for promotion and tenure; and 4) approve applications for research reductions.

The DLIS P&B Committee utilizes the results from the reviews of the PAFs to mentor tenure-track faculty on their teaching, research, and service. The DLIS Director discusses with faculty members any issues evident in his review of the SETs. This ongoing mentoring process helps ensure the improvement of the online pedagogy of the MSLIS program.

Chapter 4: Students

> **Standard IV.1**: *The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the program's mission and program goals and objectives.*

Academic and Administrative Policies

St. John's University (SJU) has a [Non-Discrimination/Equal Opportunity](#) policy regarding employment, education, and admission. This is restated in the [Graduate Bulletin](#) excerpted below:

> Consistent with the University's mission as a Catholic, Vincentian and metropolitan institution of higher education, the University does not discriminate on the basis of race, religion, color, national or ethnic origin, age, sex (including sexual harassment and sexual violence), sexual orientation, gender identity and gender expression, marital status, citizenship status, disability, genetic predisposition or carrier status, status as a victim of domestic violence or status in the uniformed services of the United States (including veteran status) or any other protected category under applicable local, state or federal law in admission, treatment or access to its programs or activities, or in administering its educational policies, admissions policies, scholarship and loan programs, athletics and other institutionally administered programs or activities generally made available to students at the University and with respect to employment at the University.

The procedures utilized by the Division of Library and Information Science (DLIS) for recruitment, admission, placement, and financial aid are fully aligned with the above-stated policy. Similarly, the goals and learning outcomes of the Master of Science in Library and Information Science (MSLIS) program are guided by the [Vincentian Mission of St. John's University](#), which is grounded in service and social justice. The DLIS admissions rubric, Table IV.1, is used to guide decisions on the applications for the MSLIS degree. The rubric was updated in January 2017.

To ensure thoughtful implementation and responsiveness to the needs and values of all stakeholders, DLIS consistently and systematically reviews and revises these policies and procedures. To this point, the DLIS mission statement was revised in September 2017 (see Standard I.1).

Table IV.1 DLIS Admissions Rubric

	Accept	**Conditional Accept**	**Conditional Reject**	**Reject**
GPA	3.0 min	2.9 min	2.7 min	Failed to meet all criteria
Letters of recommendation	Very Good	Good	Good	
Statement of goals	Very Good	Good	Good	
Related work experience	N/A	N/A	Yes	
Institution of previous degree	Very Good / Good	Good / Fair	Good / Fair	

Recruitment

DLIS seeks to attract a diverse cohort of talented candidates (see Tables IV.6, IV.7, IV.8, IV.9, IV.10, IV.11, and IV.12)**,** who exhibit strong critical thinking skills as well as the potential for ethical leadership in the field. As such, our focus is on the development of students as forward thinking information professionals. This begins during the admissions process and continues through graduation and beyond via professional development opportunities.

DLIS employs a multipronged recruitment strategy (Appendix A.IV.1). Beginning in May 2016, SJU entered into a partnership with Wiley Education Services in an effort to augment graduate recruitment and enrollment in online programs. The Wiley microsite provides a comprehensive view of this effort. As a direct result of this partnership, DLIS anticipates doubling enrollment over the next two years.

The DLIS recruitment strategy includes:

- Live streaming program information webinars via WebEx (recordings are hosted on YouTube and linked from the DLIS LibGuide)

- Promoting the program at information booths at national and regional conferences, including, the American Library Association (ALA), New York Library Association (NYLA), Long Island Library Conference (LILRC), and the Connecticut Library Association (CLA) (Table IV.2)

- Advertising special programs and courses on the University's website and DLIS Blog, distributing brochures, as well as posting on local, regional, and national listservs such as, DLIS, DLIS alumni, JESSE, ALISE Members, METRO, and SCLA

- Ensuring that the program is listed in regional directories such as the Long Island Directory of Libraries and Media Centers

- Capitalizing on DLIS/program milestones, such as the DLIS 75th Anniversary Celebration in 2014, has provided opportunities to reach out to potential candidates

- Announcing updates regarding the program, student activities, and faculty accomplishments via the DLIS Blog

- Using the DLIS E-Newsletter to spotlight alumni, highlight student accomplishments, and promote faculty research and service activities

- Inviting potential applicants and other local stakeholders to open house events as part of St. John's College of Liberal Arts and Sciences

Table IV.2 DLIS Conference Exhibits/Recruiting 2015-2018

Event	Dates	Location	Activity
ALA Annual Conference	6/21 - 6/26/18	New Orleans, LA	Exhibitor
Connecticut Library Association Annual Conference	4/23 - 4/24/18	Danbury, CT	Exhibitor
New York Library Association Conference & Trade Show	11/9 - 11/11/17	Saratoga Springs, NY	Exhibitor
ALA Annual Conference	6/22 - 6/27/17	Chicago, IL	Exhibitor
Connecticut Library Association Annual Conference	5/4 - 5/5/17	Groton, CT	Exhibitor; Faculty Presentation
Long Island Library Conference (LILC)	5/4/2017	Melville, NY	Event Sponsor
Pop Culture in Long Island Libraries Conference (LI PopCon)	3/15/2017	Farmingdale, NY	Event Sponsor

Event	Dates	Location	Activity
New York Library Association Conference & Trade Show	11/2 - 11/5/16	Saratoga Springs, NY	Exhibitor; Student Presentation
Long Island Library Resource Council (LILRC) Annual Conference on Libraries and the Future	10/21 - 10/22/16	Farmingdale, NY	Exhibitor
ALA Annual Conference	6/23 - 6/28/16	Orlando, FL	Exhibitor
Pop Culture in Long Island Libraries Conference (LI PopCon)	4/14/2016	Oakdale, NY	Event Sponsor; Tabling; Student Presentation
ALA Annual Conference	6/25 - 6/30/2015	San Francisco, CA	Exhibitor
Long Island Library Conference (LILC)	5/7/2015	Melville, NY	Tabling; Faculty Presentation
Pop Culture in Long Island Libraries Conference (LI PopCon)	4/16/2015	Oakdale, NY	Event Sponsor; Tabling; Student Presentation

A significant number of students consistently report applying to DLIS after learning about the program/courses and faculty from alumni and current students. Surveys of new students conducted in Fall 2016 and Spring 2017 illustrate that 14% of students chose to pursue the MSLIS at St. John's based on the recommendation of a colleague or family member and 62% chose St. John's based on the reputation of the school, department, and/or faculty (Appendix A.I.17).

For students who qualify, DLIS also awards scholarships and Graduate Assistantships to help defray tuition costs. Details regarding these financial aid awards are discussed in the Financial Aid section below, and are available on both the DLIS website and the DLIS Blog.

Faculty perspective and/or expertise is often sought during the recruitment process to assist candidates in determining if the program is an appropriate fit for their needs. Additionally, staff and current students contribute to recruitment, admission, and orientation by sharing their experiences and perspectives regarding the program, course offerings, and innovative online delivery methods.

DLIS recruitment methods and resources are systematically revised and updated at the monthly faculty meeting. The faculty have responded to the establishment of the dual degree and advanced certificate programs with new or revised strategies to recruit students from outside and within St. John's University.

Admissions

The DLIS application process begins with the submission of a completed online application via the St. John's [Graduate Admissions](#) portal. Applicants whose previous instruction was in a language other than English are required to submit recent TOEFL scores as well as official English translation of all academic records. The admissions requirements apply to the MSLIS, the Advanced Certificate in Management, and the dual Master's programs.

Additional application requirements include:

- All applicants must hold an undergraduate degree from an accredited college or university

- A statement of professional purpose, which should include a meaningful discussion of what the applicant hopes to accomplish with the MSLIS degree from St. John's
- Two letters of recommendation from professors, instructors, or persons with whom the applicant has worked in a professional capacity

- Official transcripts from each institution attended

- Minimum 3.0 GPA from most recent degree

- A $70 application fee, which is waived in cases of financial need

The DLIS admission policy is consistent with those of the larger University; it is also aligned with the goals of the MSLIS program. DLIS reviews applications on a rolling basis throughout the year.

The Combined Bachelor/Master's Degree Programs allow students to complete 150 credits in 5 years of full-time study. DLIS participates in five combined Bachelor/Master's Degree Programs offered by St. John's College of Liberal Arts and Sciences:

- [Computer Science/Library and Information Science](#)

- [French/Library and Information Science](#)

- [Information Technology/Library and Information Science](#)

- [Italian/Library and Information Science](#)

- [Spanish/Library and Information Science](#)

Students apply for admission to the combined BA/MS program during the second semester of their sophomore year, in consultation with the graduate program director. In order to be eligible for the combined degree program, students must have completed at least sixty credits of undergraduate work with a minimum GPA of 3.0 in major courses and an overall GPA of 3.0. Students are expected to maintain grades commensurate with the requirements for entry into this combined degree program while matriculated.

The Master of Arts/Master of Science Degree Programs allow students to apply four courses (twelve credits) to both degrees. These fifty-seven (57)-credit programs provide the opportunity to integrate two complementary bodies of knowledge while saving students time and money. DLIS offers two (2) such programs:

- [Government and Politics/Library and Information Science](#)

- [Public History/Library and Information Science](#)

Students must meet the requirements of admission to both master's programs. A minimum undergraduate GPA of 3.0 is necessary. For the Government and Politics/Library and Information Science program, at least eighteen credits in government and politics or political science are necessary to assess ability for advanced degree work. Students applying for the Public History/Library and Information Science program are expected to demonstrate a strong background in the humanities and social sciences.

Financial Aid

DLIS offers several types of financial aid to a wide number of students (Table IV.3). Information regarding each is discussed below and available on the [DLIS Blog](#). The DLIS Scholarship Committee reviews applications, selects winners, and regularly updates the scholarship process and procedures.

Table IV.3. Total Dollar Amount of Scholarship Awards/Assistantships

Fiscal Year	Scholarships (Number)	Scholarship (Value)	Assistantships (Number)	Assistantship (Value)
2016-2017	44	$189,080	19	$305,415
2015-2016	40	$173,509	18	$291,032
2014-2015	46	$198,520	18	$287,415
2013-2014	46	$190,025	17	$259,530

Rev. Brian J. O'Connell, C.M. Scholarship

Named after the late Dean of St. John's College of Liberal Arts and Sciences, the O'Connell scholarship is awarded to high-achieving applicants with GPAs of 3.4 or higher (on a 4.0 scale) for their most recent degrees. Incoming students do not need to apply for this scholarship; they are automatically granted partial tuition remission based on academic merit.

Award: $950 to $1170 per 3-credit LIS course for the duration of student's program of study. The [O'Connell Scholarship](#) page on the DLIS Blog sets forth the award ranges based on GPA of the most recent degree.

John W. Garino Memorial Scholarship

Named after a former Library Faculty member and DLIS alumnus, the Garino scholarship is awarded to an academically distinguished MSLIS student who has demonstrated proficiency in LIS-related technologies.

Eligibility criteria: Currently enrolled in DLIS, twelve or more LIS credits.

Award: $5000, awarded once during the course of student's program of study.

Francis Augustine Hyland Memorial Scholarship

The Hyland scholarship is awarded to an academically distinguished DLIS applicant to either the Archival Studies specialization or the Advanced Certificate in Management for Information Professionals. Hyland scholarships for the Advanced Certificate in Management for Information Professionals are awarded to students entering the program in the spring. Hyland scholarships for the Archival Studies specialization are awarded to students entering the program in the fall.

Eligibility criteria: Newly accepted student to DLIS.

Award: Full tuition for one three-credit LIS course.

Mildred Lowe Memorial Scholarship

Named after a former Director of DLIS, the Lowe scholarship is awarded to a DLIS student at risk of leaving the program because of personal hardship.

Eligibility criteria: Currently enrolled in DLIS. Applicant must submit a brief statement documenting the hardship endangering their enrollment in DLIS on the scholarship application.

Award: Full tuition for one three-credit LIS course.

Elizabeth Minutaglia Memorial Scholarship

The Minutaglia scholarship is awarded to an academically distinguished applicant entering the program who has expressed an interest in Public Librarianship.

Eligibility criteria: Incoming DLIS student.

Award: Full tuition for one three-credit LIS course.

DLIS Application Process for Endowed and Professional Development Scholarships:

1. Applicant submits the [DLIS Scholarship Application Form](#)

2. Committee reviews applications and selects awardees

3. Upon award of scholarship, awardees are required to submit a thank-you letter to the awarding foundation and the DLIS Scholarship Committee

4. Scholarship funds are dispersed after receipt of the thank-you letter

External Scholarships

DLIS students have also won nationally recognized external sources of support, such as the Gates Millennium Scholarship, the Donna Hoke Scholarship, and the Muskie Fellowship.

DLIS also provides application information and encourages student to apply for various [external scholarships](#) including, but not limited to, the following:

- Code4Lib Diversity Scholarship
- LLAGNY Scholarships and Grants
- Association of Jewish Libraries Scholarships
- The Global Library: Diversity Through Collections, Spaces, & Services
- Josephine Forman Scholarship
- Gordon M. Conable Conference Scholarship
- Rovelstad Scholarship for International Librarianship
- ARL Initiative to Recruit a Diverse Workforce
- ACRL NY Scholarships
- The DoughRoller Scholarship

Dinerman Scholarship Award

In November 2017, DLIS was selected by the New York Library Club, Inc. to award [The Gloria Dinerman Scholarship](#) to one of our students. This scholarship provides

an annual award to one of the metropolitan New York City's library and information science programs.

Eligibility criteria: High performing student with potential to make meaningful contributions to the field. The student is required to attend the dinner in NYC along with DLIS faculty.

Award: $1,500

NYLA-Dewey Scholarship Award

Sponsored by the Lake Placid Education Foundation and the New York Library Association, the NYLA-Dewey Scholarship provides approximately $1,000 for an interested and deserving student to pursue a Master's degree in Library Science at an ALA-accredited library school in New York State. In 2014, the award was presented to DLIS student Lindsay Willert.

Eligibility criteria: Full-time, part-time, or accepted student at ALA accredited program in New York State. Candidates must maintain a B average during the semester preceding the award and are expected to work in a library or library system in New York State for at least two years upon graduation. Both the student and the library school must be members of the New York Library Association.

Award: $1,000

Table IV.4 Selected Scholarships Awarded to DLIS Students

Scholarship / Award	Recipient / Year
ALA, Student to Staff Program	Jamie Albanese, 2018
NY Library Club, Gloria Dinerman Scholarship	Christopher Anderson, 2017
NYLA, Dewey Scholarship	Alyssa Alonzo, 2017
ALA, Student to Staff Program	Whitney Brown, 2017
John A. Garino Scholarship	Jaimie Albanese, 2017
NYBLC, Donna Hoke Scholarship	Annelisa Purdy, 2016
ASIST, Pratt Severn Award	April Earle, 2012

Graduate Assistantships

As stated in the Doctoral Fellows and Graduate Assistants Manual, qualified DLIS students are eligible for Graduate Assistantships, which include tuition remission and a stipend (see Table IV.3). The recent version of the Manual is available on the

[Graduate Assistantships and Fellowships](#) web page. There are two types of Graduate Assistantships: (1) Academic Graduate Assistantships and; (2) Non-Academic Graduate Assistantships. Academic Assistants are expected to assist with teaching and/or conduct research within their discipline. Non-Academic Assistants are assigned to offices throughout the University and are not directly affiliated with their home departments. While Non-Academic Assistants are not expected to teach or conduct research, their duties must have relevance to their areas of study.

Graduate Assistants are appointed for two consecutive semesters beginning in the fall semester of the academic year. Full-time enrollment (a minimum of nine-credit hours) is required each semester and a cumulative grade-point average of 3.2 is required during the two-semester appointment. Graduate Assistantships are renewable for a second academic year.

The University provides funding through the Office of the Dean of St. John's College of Liberal Arts and Sciences for four full-time Graduate Assistantships. Each Graduate Assistant is required to work on research related tasks for twenty hours per week. Graduate Assistants may also be assigned to DLIS administration to work on the DLIS Blog, the E-Newsletter, or special projects. In order to offer this opportunity to a larger number of students, DLIS has opted to use the funding to support eight students on a half-time basis. Eligibility for these Graduate Assistantships requires full-time enrollment in nine-credit hours and a commitment to work ten hours per week. Students receive tuition remission for six-credit hours and a $1,500 stipend.

DLIS students appointed to Graduate Assistantships in the University Libraries have been placed in the archives, collections and information management, instructional materials center, and reference departments.

Further information on assistantships can be found on the [Graduate Assistantships and Fellowships](#) webpage.

Professional Development and Travel Scholarships/Funding

To encourage students to participate in local, regional, and national professional conferences and become socialized into the profession, DLIS offers the following funding opportunities:

- The H.W. Wilson Professional Development Scholarship;
- St. John's College of Liberal Arts and Sciences Travel Reimbursement; and
- third-party student travel scholarships.

The H. W. Wilson Professional Development Scholarship is awarded to up to five DLIS students who have their work recognized/published by a professional

association. The initiative offers five scholarships annually of $500 for each of the following accomplishments: (1) Poster or paper acceptance at a professional conference; (2) Recipient of an award from a professional organization; (3) Acceptance to participate in a panel discussion at a professional association; or (4) Service to a national professional organization as an elected advisory board or committee member. Students may apply for this scholarship once per fiscal year (July 1 – June 30).

Eligibility criteria: Proof of publication or research presentation (acceptance letter, conference program, etc.) completed while enrolled in DLIS. To apply, students email a copy of the presentation/panel acceptance/award letter to dlis@stjohns.edu using the subject: "H.W. Wilson Professional Development Scholarship".

Award amount: $500 per academic year.

DLIS students can also receive reimbursement from St. John's College of Liberal Arts and Sciences for travel expenses incurred while presenting at an approved conference. The Student Travel Policy is available on the School Forms web page.

Eligibility criteria: Proof of presentation (copies of all receipts, itemization must be submitted at the completion).

Award amount: Up to $500 for one trip per academic year (September 1 through August 31).

Many Library and Information professional associations, such as ALA, SLA, OCLC, and Beta Phi Mu, offer travel scholarships to students pursuing the MSLIS or equivalent degrees. DLIS shares third-party scholarship information via its blog and program listserv (dlis-l@porres.org). DLIS encourages students to take advantage of these opportunities.

Placement

DLIS works with University Career Services and maintains relationships with alumni and professionals in the field to assist students in their transition to the work environment. Specifically, Career Services provides advice/guidance on writing cover letters and resume building. These services are provided primarily via webinars, which are designed and produced to support distance learners. Students are also encouraged to sign up for mock interviews, where counselors assist students in preparing for, and film, mock interviews. Counselors then review the videos with students to help identify strengths and address weaknesses in order to strengthen interviewing skills. Table IV.5 shows the graduate placement statistics within one year after graduation.

DLIS uses the DLIS listservs to notify students and alumni of career opportunities on a weekly basis; the DLIS Newsletter and the DLIS Blog are utilized in a similar fashion. The DLIS Student Association (DLISSA) also hosts webinars on careers in public libraries and information settings. DLISSA webinars from Fall 2016 through Spring 2017 are hosted on YouTube and linked from the DLIS LibGuide. DLISSA also liaises with employers and alumni, and consults with the DLIS Advisory Board in order to better inform and prepare students for placement.

The H.W. Wilson Professional Development Scholarship, as discussed previously, was developed by DLIS in 2014 to not only support student professional development, but to also provide networking opportunities that would help prepare students as they moved into the work environment.

DLIS students residing in the Tri-State region can also benefit from the unique professional and cultural opportunities available in the New York City metropolitan area. These volunteer, internship, and employment opportunities combine with the academic rigor of the program to uniquely prepare our graduates for service across the nation and the world. For example, in addition to placement in traditional information settings, our graduates have accepted positions at the Central Intelligence Agency (CIA), Columbia University, The Brooklyn Historical Society, and Gartner, Inc.

Table IV.5. MSLIS Student Placement 2012-2016

Year	Population	Response Rate	Placement Rate	Employed	Employed/ Furthering Education	Furthering Education	Seeking Employment
2016	22	66.7%	100%	91.7%	8.3%	0.0%	0.0%
2015	30	51.9%	78.6%	71.5%	7.1%	0.0%	21.4%
2014	23	55.0%	81.8%	81.8%	0.0%	0.0%	18.2%
2013	35	50.0%	92.3%	84.6%	7.7%	0.0%	7.7%
2012	31	61.3%	94.7%	78.9%	5.3%	10.5%	5.3%

Developing a Diverse Student Body

DLIS adheres to the University's policy, which stipulates that St. John's University does not discriminate on the basis of race, religion, color, national origin, age, gender, gender identity, sexual orientation, marital status and partnership status, disability, alienage or citizenship status, status as a victim of domestic violence, genetic predisposition or carrier status, status in the Uniformed Services of the United States or any other characteristics prohibited by law. Regarding The Importance of Diversity at St. John's, the following excerpt from that statement also reflects DLIS' commitment to diversity.

> As a Catholic, Vincentian and metropolitan institution of higher education, we recognize the importance of a diverse population, not only with respect to students, but also with respect to the faculty, administrators and staff who serve these students.

The President's Multicultural Advisory Committee defines multicultural as, "a serious and sustained commitment to and practice of respecting all forms of diversity." DLIS seeks to build a student body that is reflective of this diversity, the larger University, as well as the local and global communities. Prior to Fall 2016, our student body reflected the diversity of Queens County, the location of St. John's main campus. Given that Queens County is one of the most diverse in the nation in terms of language and ethnicity; it is important to note this diversity has shifted somewhat, as our program has now transformed to a fully online program. Our recruitment efforts still attract students from the surrounding Tri-State Area, including Queens County; however, the diversity of our student body is now more reflective of the nation as a whole.

St. John's University is a private university, so it is likely that tuition costs also present a barrier to some underrepresented communities. In addressing this, scholarship opportunities for diverse applicants and students are highly visible on the DLIS Blog. Included here is the Diversity Scholarship offered by the Code4Lib's in their ongoing commitment to reducing economic barriers that prevent participation for underrepresented groups, and to achieving a balanced representation of the human experience in the profession. Other opportunities listed include, but are not limited to, The ARL/Music Library Association Diversity and Inclusion Initiative Scholarship; The Dona Hoke Scholarship; The Mosaic Scholarship, established to provide financial and mentoring support to minority students pursuing graduate education in archival science; and The SAA/Josephine Forman Scholarship established to provide financial support to minority students pursuing graduate education in archival science.

In maintaining a diverse student body, DLIS provides the type of education that reflects perspectives that are consistent with the University's commitment to diversity. This involves the integration of thoughtful and reflective individual expression that engenders the cultural awareness that is requisite in a program serving a diverse student body.

These efforts also help students to develop an understanding of users and information needs in a society that is increasingly multicultural, multiethnic, and multilingual. For this reason, the program values diversity in its student body and makes concerted effort to recruit students from underrepresented populations. The diverse composition of DLIS faculty has been crucial to the success of these efforts.

Composition of Student Body

Given that the Library and Information Science program at St. John's has been online since 2012, the program increasingly attracts students from across North America. Over the past year, our students have hailed from cities such as Seattle, Virginia Beach, Albuquerque, Omaha, and Los Angeles. However, the majority of our students are still from the Greater New York Area, including Elizabethtown, Nyack, Hudson Valley, Albany, Harlem, Brookhaven, Brooklyn, New Rochelle, and Queens. Table IV.6 below shows the geographic origin of students from Fall 2012 - Fall 2017.

Table IV.6. Geographic Origin of Students Fall 2012 – Fall 2017

Year	Queens	NY State	Tri-State (CT/NJ)	Other	Total
2017	4	43	12	9	68
2016	4	43	12	9	68
2015	9	47	5	5	66
2014	12	43	3	7	65
2013	10	47	2	7	66
2012	14	46	2	7	69

Aligned with the University's nondiscrimination policy, DLIS aims to build and maintain a diverse student body. It is the belief of the faculty that a diverse student body helps prepare our graduates to function effectively in an information environment that is increasingly diverse in regard to ethnicity, language, and culture. Therefore, the program is designed to strengthen cultural fluency, as courses such as the Cultural Immersion for Information Professionals: Jamaica demonstrates. Table IV.7 shows the composition of the student body by ethnicity/race. Table IV.8 provides a column chart view.

Table IV.7. Composition of Student Body by Race (Number/Percent)

Ethnicity/Race	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Spring 2018
2 or more races	1/1.4	1/1.5	1/1.5	2/3.0	2/2.9	1/1.5	1/1.2
Asian	4/5.8	4/6.1	1/1.5	0/0	1/1.5	4/5.9	6/7.3
Black/African-American	6/8.7	3/4.5	3/4.6	4/6.1	6/8.8	8/11.8	7/8.5
Hispanic	7/10.1	8/12.1	10/15.4	6/9.1	5/7.4	6/8.8	8/9.8

Ethnicity/Race	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Spring 2018
American Indian	0/0	0/0	0/0	0/0	0/0	1/1.5	1/1.2
Unknown	4/5.8	2/3.0	3/4.6	3/4.5	3/4.4	1/1.5	1/1.2
Non-Resident	0/0	1/1.5	1/1.5	1/1.5	0/0	0/0	0/0
White	47/68.1	47/71.2	46/70.8	50/75.8	51/75.0	47/69.1	58/70.7
Total	**69/100**	**66/100**	**65/100**	**66/100**	**68/100**	**68/100**	**82/100**

Table IV.8. African-American, Hispanic-American, and White Students (%)

Percentage of African-American, Hispanic-American, and White Students

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Spring 2018
African-American	8.7	4.5	4.6	6.1	8.8	11.8	8.5
Hispanic-American	10.1	12.1	15.4	9.1	7.4	8.8	9.8
White	68.1	71.2	70.8	75.8	75.0	69.1	70.7
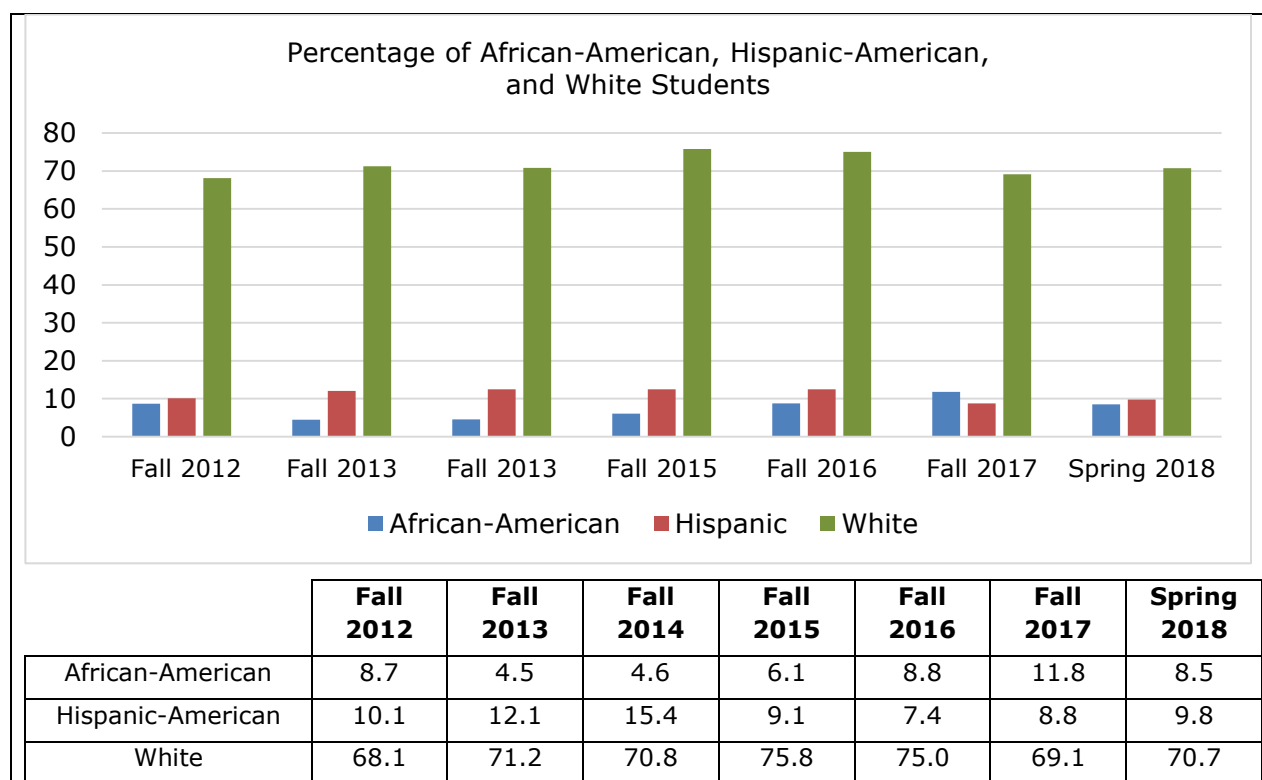
The majority of DLIS students are female, as Table IV.9 and Table IV.10 indicate. The current trend is towards enrollment on a part-time basis, as can be seen in Table IV.11. More than 55% of DLIS students are 25 years old or younger, indicating that the program has attracted Millennials as well as a significant number from Generation Z, see Table IV.12.

Table IV.9. Composition of Student Body by Gender

Gender	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Spring 2018
F	55	58	58	56	56	56	64
M	14	8	7	10	12	12	18
Total	**69**	**66**	**65**	**66**	**68**	**68**	**82**

Table IV.10 Enrollment by Gender

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Spring 2018
Female	55	58	58	56	56	56	64
Male	14	8	7	10	12	12	18
Total	**69**	**66**	**65**	**66**	**68**	**68**	**82**

114
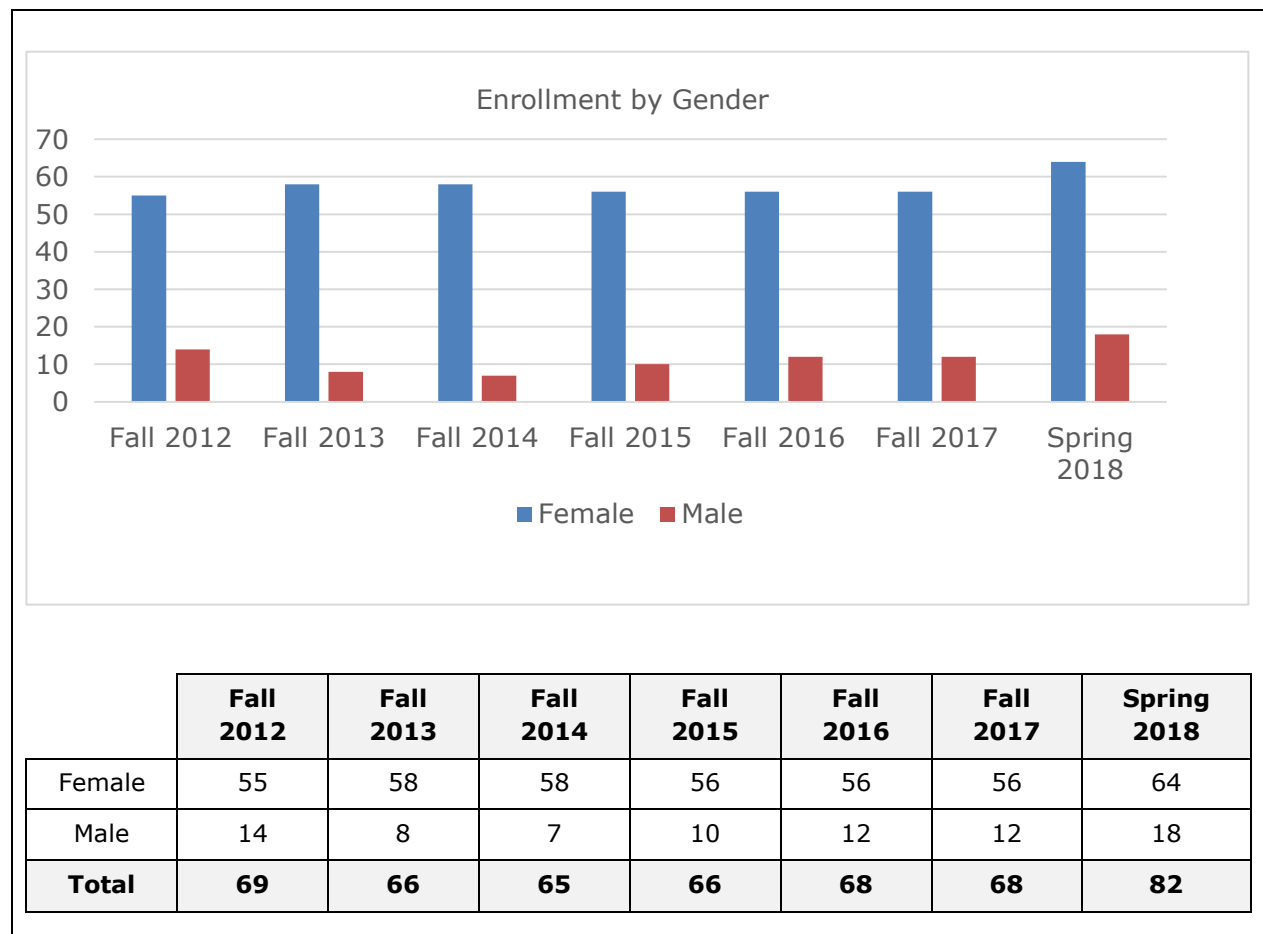
Table IV.11. Part-Time vs Full-Time Enrollment

Part-Time vs. Full-Time Student Enrollment

	Fall 2012	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Spring 2018**
Part-Time	38	31	30	31	33	39	58
Full-Time	31	35	35	35	35	29	24
Total	**69**	**66**	**65**	**66**	**68**	**68**	**82**
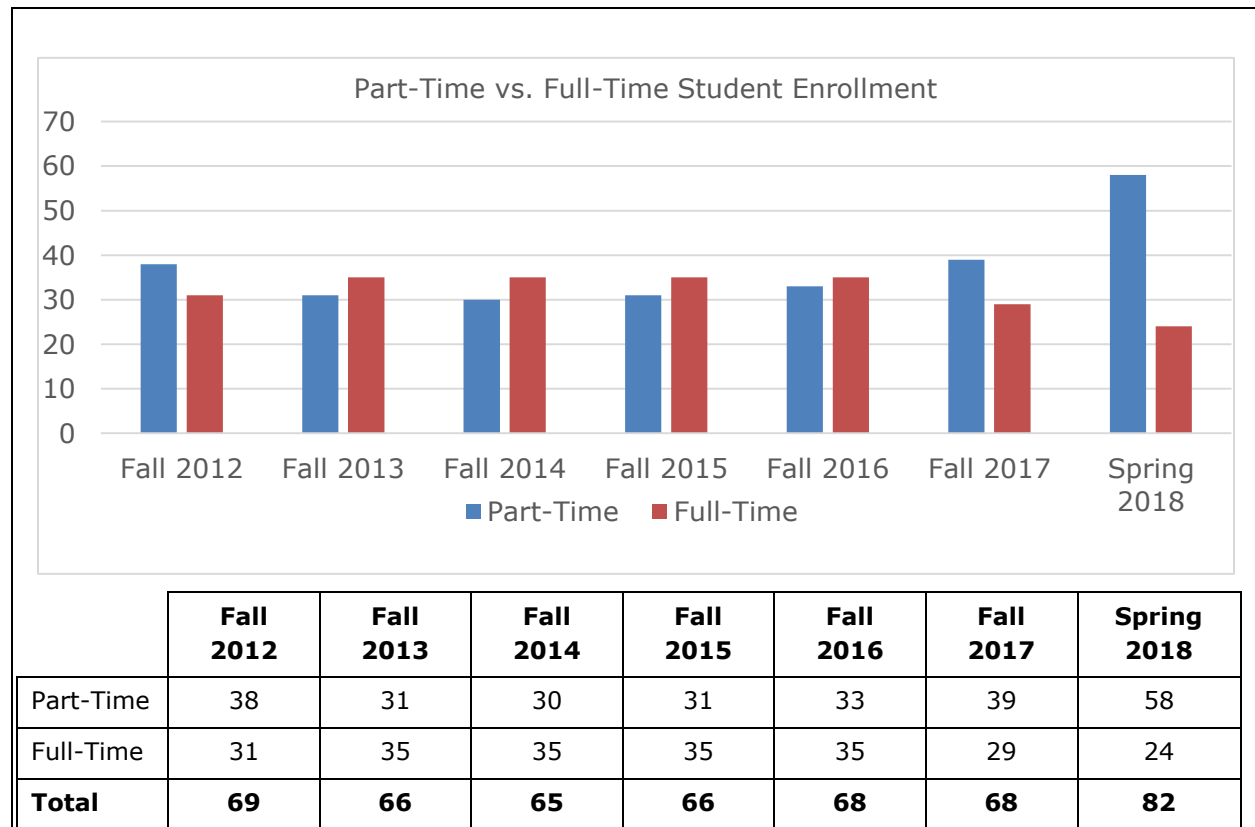
Table IV.12. Enrollment by Age (Based on responses to New Student Survey)

Age	**2015-2016***	**2016-2017**
25 or younger	58%	60%
26-40	32%	20%
41-55	11%	20%
55 or older	0%	0%

*Percentage total may not add up to 100% due to rounding error

Learning Environment

DLIS is considered to be a "high-touch" program. This was the faculty's consensus prior to the transition to the online environment; it remains the consensus following the transition to the online environment. As such, students benefit from close relationships with approachable and available faculty, who are committed to

achieving the goals and objectives of the program. DLIS seeks to educate future leaders of the profession through a rigorous curriculum, meaningful internship opportunities, and unique peer relationships cultivated through class interaction, group projects, and student associations. Further detail regarding the DLIS learning environment is available in the Curriculum Chapter, Standard II (c.f. II.3; II.4; II.5; and II.6).

The number of students that have successfully completed the program stands as evidence of the program's success in fostering and maintaining a learning environment that is consistent with its mission, goals, and objectives. The culminating assessment, the e-Portfolio, is offered three times each year — in spring, summer, and fall. The e-Portfolio replaced the comprehensive exam in the Spring 2013 term as the end-of-program assessment for the MSLIS. Table IV.13 below summarizes the outcomes of the e-Portfolio assessments for the past five years (Appendix A.I.15).

Table IV.13. E-Portfolio Success Rates

Year	Success Rate
Spring 2018	100%
Fall 2017	88%
Summer 2017	86%
2016-2017	100%
2015-2016	92%
2014-2015	100%
2013-2014	94%
Spring 2013	100%

A gauge of student satisfaction, knowledge gained, and preparedness for the workforce can be gleaned from their assessment of the MSLIS program. In exit surveys, graduating students were asked to assess the curriculum and the overall program (Appendix A.I.17). Table IV.14 represents the combined total of "agree" and "strongly agree" responses to specific questions in this regard.

Table IV.14. Student Assessment of Overall Program Experience

Question	2017-2018	2016-2017	2015-2016	Spring 2015
Q1: Satisfied with program.	71%	100%	88%	89%
Q3: Interactions with fellow students generally positive.	86%	91%	94%	89%

Question	2017-2018	2016-2017	2015-2016	Spring 2015
Q5: Received useful information from faculty advisor.	86%	100%	75%	89%
Q7: Satisfied with the variety of course offerings.	29%	100%	63%	56%
Q8: Satisfied with the frequency of course offerings.	29%	100%	75%	
Q10:Prepared to enter the workforce.	86%	100%	81%	
Q11:Recommend program to others.	71%	100%	81%	

Standard IV.2: Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The program demonstrates that it has procedures to support these policies.

Availability of Program Information

The [DLIS web pages within the St. John's University web site](#) are the official platform used to promote the program and to provide information regarding DLIS, its mission, and programs of study. The [DLIS Blog](#), accessible from the open web and linked from the DLIS website, is used to augment these efforts. Much of this information is also available in the St. John's [Graduate Bulletin](#).

As an online program, the website is often the first point of contact for prospective students and principal information resource for current students, which makes the user experience a high priority for DLIS. In January 2014, St. John's University launched its new website. In redesigning the website, SJU was successful in creating a structure that makes sense to internal and external users by providing easily accessible information. The responsive design also provides an optimized mobile experience that includes breakpoints for desktops, horizontal and vertical tablet screens, and mobile devices.

St. John's has also developed a number of mobile applications through a University-wide initiative to provide the St. John's community with mobile access to academic course listings, campus maps and building locations, University newsfeeds, campus events, important phone numbers, etc. Three that are particularly useful to DLIS

students are the Blackboard App; the Davis Library app; and the St. John's University app. For example, the St. John's app provides access/ability to:

- Weekly class schedule
- Grades and Transcripts
- Pay bills and review any hold
- Review financial aid information
- Academic resources
- Schedule appointments with career counselors

All apps are available free from the iTunes Store and Google Play. Our full-time administrative staff member, Michael Crossfox, updates the blog regularly for currency and accuracy. The website is part of the University's centralized website, so DLIS does not directly manage or update this content. However, the University's marketing department is quick to respond to DLIS requests for updates.

The DLIS website is organized by a series of links from the main page that provide an overview of the program, message from the Director, information on faculty and stakeholders, program goals and outcomes, programs of study, and faculty.

The blog serves to augment this information, catering to current and prospective students as well as the general public. It is thoughtfully organized with four main tabs that clearly point to general program information, resources, and contact information for faculty and staff. Each of these tabs opens a drop-down menu that links to the [Internship Handbook](#), the [SJU Tech Guide](#), and the [DLIS E-Newsletter](#) as well as information on Accreditation, Advisement, New Student Orientation, Programs of Study, Courses, Course Schedules, Study Abroad, and Syllabi. Specifically, the following information/links are accessible via the DLIS landing page on the SJU website and/or the DLIS Blog.

DLIS Resources and Information

- [DLIS Blog](#)
  - [Laptop Program](#)
  - Links to [professional organizations](#) and LIS student organizations
  - Link to the [DLIS Information Request](#) form
  - Faculty/Students Spotlights and Alumni profiles
  - Faculty and staff profiles and contact information
  - Internships and Graduate Assistantships
  - Employment information and opportunities
  - Volunteer opportunities

- LibGuide
  - DLIS Internship Handbook
  - Advisement information
  - Information on programs of study, courses, course catalog, course schedules, and two-year course cycle
  - DLIS Newsletter: news, events, and announcements
  - E-Portfolio information and workshops
  - Digication – platform used to host e-Portfolios
  - Links to DLIS Student Association (DLISSA): information on organization structure, meeting, events, and Facebook page
  - Student Symposium
  - Hidden Heritage Collections

- WebEx online meeting system

- SJU Guide to Student Technology Resources

St. John's Website Resources and Information

- DLIS Landing Page
  - Links to Apply to the program and to Plan Your Visit to St. John's/DLIS
  - General information regarding DLIS graduate education, including graduate student policies, academic policies, and assessment
  - Information on the graduate application, admission, financial aid, and scholarship process and requirements
  - Faculty and staff profiles and contact information

- St. John's University and St. John's College of Liberal Arts and Sciences
  - St. John's Student Handbook
  - MSLIS Assessment Plan/Reports/End of Program Assessment
  - MySJU, the information management system for current students
    - Blackboard, the course management and delivery system
    - UIS, the University Information System for St. John's stakeholders
    - Links to St. John's University libraries
    - Digication – platform used to host e-Portfolios

Wiley Education Services Resources:

- Online Learning overview and information relating to the MSLIS degree
  - DLIS 24/7 tech support for students via Personal Support Center (PSC) Help Desk provided in Blackboard

For current students [MySJU](#) (intranet) provides a convenient portal to a myriad of resources, such as the University Information System (UIS) and [Blackboard](#). The DLIS listservs are additional ways DLIS connects students, alumni, and stakeholders.

As an online program, DLIS now makes use of several social media and content management systems (CMS) to aid in community building. [Facebook](#), [Twitter](#), [YouTube](#), [LinkedIn](#), WordPress (e.g., the DLIS Blog), and RSS are heavily utilized to connect with all stakeholder groups. Students communicate with faculty using Email, Text Messaging, WebEx, Skype, Blackboard, and by phone. Print materials that provide program information are available in the DLIS offices located in Queens and Hauppauge. These materials are primarily promotional and are generally handed out from information booths at national, regional, and local conferences, including the American Library Association (ALA), New York Library Association (NYLA), Long Island Library Conference (LILRC), and Connecticut Library Association (CLA). These promotional packages include brochures and single page promotional material on specific programs, concentrations, application and admission requirements, and general program information.

DLIS delivers program information to current and prospective students through a variety of customized sessions. These include virtual information sessions, new student orientations, e-Portfolio workshops, individual meetings with faculty advisors and staff, as well as on-campus open houses. Faculty members routinely provide program information for current and prospective students and discuss study/career plans.

> ***Standard IV.3****: Standards for admission are applied consistently. Students admitted to the program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.*

Consistent Application of Admission Standards

DLIS operates as an academic unit within the Graduate Division of St. John's College of Liberal Arts and Sciences. As such, DLIS is bound by the policies and procedures of the College. Thus, success in meeting consistent application of

admission standards is achieved through a seamless professional relationship with the College; it is a relationship characterized by cooperation, coordination, and mutual respect. Therefore, communication and application of policies on admission are carried out in accordance with the published University, College, and DLIS guidelines. The Graduate Program Director's Handbook specifies application requirements, and DLIS further clarifies admission standards for the program on its website.

The graduate admissions process occurs in two stages. The checks and balances provided by this two-level process ensure consistency and fairness in all admission decisions and compliance with all University standards regarding admission. The first stage occurs at the SJU Office of Graduate Admissions, where the online applications are received and processed. The Office of Admissions prepares an online application docket, which is then forwarded to DLIS.

Once received, the Director evaluates each application. Students are assessed for admission based on undergraduate grade point average, the quality of previous graduate coursework from accredited institutions, career/personal background, as well as the statement of purpose. Attributes considered desirable for those entering the information professions are also considered, including strong critical thinking and writing skills, as shown in the DLIS admissions rubric in Table IV.1. Students are accepted or rejected at this stage. Once a decision has been made, DLIS submits its decision within the application system, and the application is forwarded to the Dean's office for final review before Graduate Admissions sends out a decision letter to the applicant.

On occasion, exceptions are made for applicants who may not present well on paper, but who exhibit potential/enthusiasm for the profession in their application materials. These exceptions are discretionary, and not posted on the website. These include students that have changed majors after being unsuccessful in a previous area of study, those who experienced personal challenges during undergraduate studies, veterans, under-represented constituencies, and returning adults. In the absence of a strong academic record, individuals with convincing letters of recommendation, a record of increasing workplace responsibility, outstanding work product, or an exceptional writing sample may receive a "Reject with condition" decision and offered the opportunity to demonstrate an ability to successfully complete graduate-level work by their performance in two courses taken as non-matriculated students.

These students are selected judiciously and with the expectation that they possess the proficiency for success in the program/profession. They are informed in writing that they must complete the two core courses, LIS 204 and LIS 205, as non-matriculated students with a minimum 3.0 average in both. Upon completion of the

specified coursework with required grade, the DLIS Director notifies the Dean's office and requests that Graduate Admissions change the student's status to *matriculated.* Upon admission to full matriculation, the completed courses are counted toward the student's MSLIS degree.

Applications and Admissions

The admission process is consistently monitored. DLIS has maintained a fairly steady ratio of admissions to applications since 2012, although there have been recent enrollment challenges. Table IV.15 displays the admissions' Yield statistic since Fall 2014.

Table IV.15. Percentage of Enrolled to Accepted (Yield)

	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Spring 2018**
Accepted	20	41	47	45	27
Enrolled	17	24	21	23	22
Yield (Enrolled/ Accepted)	85%	59%	45%	51%	81%

The University has taken steps to address these recent challenges. Beginning in May 2016, St. John's entered into a partnership with Wiley Education Services in an effort to augment graduate recruitment and enrollment in online programs.

Wiley currently supports thirty-eight institutional partners through varying levels of their service delivery framework. Their partner base includes a diverse cross-section of higher education institutions. From small, private colleges and universities to large, public land grant universities. Wiley's approach and service delivery model has proven effective across all types of higher education institutions. Their mission is to help partners, such as St. John's University, achieve success and further their mission in an increasingly competitive and dynamic market. To achieve this, they offer a proven, strategic institutional partnership unlike any other in the industry.

Wiley's services and capabilities were born out of the business model known as Online Program Management (OPM), which remains available to their partners and is part of their Solutions Architecture ™ approach, a partnership framework designed to best address today's higher education needs on a global scale – whether online, on ground, or both.

Wiley's flexible model supports partner institutions, like St. John's, to:

- Support and grow existing online programs;
- Build, launch, manage and grow new online programs; and
- Identify and capture niche opportunities.

Employing over 500 dedicated professionals, Wiley Education Services offers experience, proven best practices, and extensive knowledge in market research, marketing, industry recruitment and enrollment, retention and reenrollment, 24x7 helpdesk support, program design and development, technology infrastructure, and faculty and student support — all of which enable student success, and ultimately, institutional success. The Wiley microsite provides a comprehensive view of this effort.

In addition, DLIS works closely with the faculty, staff, alumni, and the LIS Advisory Board to address enrollment challenges. Future plans to improve enrollment include the following strategies, which are also discussed on page 105:

- Live streaming program information webinars via WebEx (recordings are hosted on YouTube and linked from the DLIS LibGuide)

- Promoting the program at information booths at national and regional conferences, including, the American Library Association (ALA), New York Library Association (NYLA), Long Island Library Conference (LILRC), and the Connecticut Library Association (CLA)

- Advertising special programs and courses on the University's website, DLIS Blog, distributing brochures, as well as posting on local, regional, and national listservs such as, DLIS, DLIS alumni, JESSE, ALISE Members, METRO, and SCLA

- Ensuring that the program is listed in regional directories such as the Long Island Directory of Libraries and Media Centers

- Capitalizing on DLIS/program milestones, such as the DLIS 75th Anniversary Celebration in 2013, has provided opportunities to reach out to potential candidates

- Announcing updates regarding the program, student activities, and faculty accomplishments via the DLIS Blog

- Using the DLIS E-Newsletter to spotlight alumni, highlight student accomplishments, and promote faculty research and service activities

- Inviting potential applicants and other local stakeholders to open house events as part of St. John's College of Liberal Arts and Sciences

The program admits highly qualified students. Many also have a second degree or some graduate school experience. Table IV.16 shows the average GPA of students admitted to the MSLIS program and combined degree program between Fall 2012 and Fall 2017. This demonstrates that the students DLIS admits have strong academic abilities and are prepared for the rigors of the program.

Table IV.16. Average GPA of Admitted Students (MSLIS and MA/MS PH/LIS Degree)

	Fall 2012	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Average GPA	3.52	3.51	3.45	3.55	3.38	3.45

The majority of DLIS students attend on a part-time basis as indicated in Table IV.11. This means that most students meet graduation requirements in approximately three years.

The curriculum and program are designed to prepare graduates to contribute to the field in meaningful ways. In the 2016 and 2017 Alumni Surveys (Appendix A.I.17) respondents were positive about the program. The survey is distributed to alumni two years after graduation from the program.

> **Standard IV.4**: *Students construct a coherent plan of study that allows individual needs, goals, and aspirations to be met within the context of requirements established by the program. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.*

Coherent Programs of Study

DLIS strives to offer a coherent program of study that accommodates the needs of all students, and to also communicate the program goals and objectives in a clear and consistent manner. The MSLIS program provides viable opportunities for students to pursue areas of interest and to develop skills that will help meet career objectives. The goal is to provide a student-centered learning environment that fosters excitement and discovery through coursework and activities to prepare students for success in a rapidly evolving profession. DLIS advisement policy is that students are required to meet with their advisor before they are permitted to register for classes (see LibGuide). Advisement meetings may be formal or informal in nature, and short or long term in scope. Students are required to meet with their respective advisors at least once each semester in order to review academic progress, discuss career goals and plan their course selections for the next term

and beyond. Most students have the type of rapport with faculty that encourages them to seek and receive "as-needed" and "just-in-time" career and professional advice.

Technological innovation and ever-evolving societal expectations are creating new opportunities for information professionals. The MSLIS program prepares students for emerging job opportunities in a variety of traditional and non-traditional settings, including:

- Archives, museums, and record centers
- Corporate, business, and legal organizations
- Government and non-governmental (NGO) institutions
- Health, medical, pharmaceutical, and scientific institutions
- Non-profit organizations
- Post-secondary institutions
- Public libraries

DLIS is committed to preparing students for this evolving workforce. As such, the program is designed to help develop expertise and hone skills in sought-after jobs in communications, knowledge management, research, and project management.

The MSLIS degree program is comprised of four core courses and a mandatory requirement for management. The core establishes a foundation for subsequent courses in the program. Students are encouraged to complete the core coursework within the first three semesters of study. Beyond the four core courses, the student can elect to complete a concentration comprised of at least four courses or develop an individualized course of study. Concentrations available to students include Management, Archival Studies, Public, Academics, Special Librarianship, and Youth Services (Appendix A.I.14). DLIS has a two-year course cycle (Appendix A.III.4) that allows for the efficient scheduling of courses throughout the program, and provides faculty adequate time to plan and prepare.

In addition to coursework, students participate in many activities that provide the hands-on experience that often connects theory to practice. These opportunities provide field experience through Academic Service Learning, Internships, Independent Studies, and dynamic individual and group projects. The curriculum is reviewed regularly and new courses are introduced and approved in accordance with established DLIS process and procedures. Details on these curriculum efforts are further discussed in Chapter II: Curriculum.

Evidence of DLIS compliance with this standard can be seen in the 2017 Annual Student Survey (Appendix A.I.17) that collected feedback on the curriculum in Table IV.17 below.

Table IV.17. Current Student Assessment of the Curriculum

Question	Value	Spring 2016 Student Response	Spring 2017 Student Response
Q3: During the new student orientation, we explained that the goal of our program was to not only prepare you to become a library or information professional, but to also prepare you to become a leader who would make a difference in society as well as the profession. In your opinion, how well are we doing?	Excellent or Very Good	80%	92%
Q9: In your opinion, how well prepared are you for your career in library and information science?	Very Well-Prepared or Well-Prepared	83%	81%
Q11: After you graduate, would you consider St. John's educational opportunities for future professional development?	Yes / No	86% / 14%	84% / 16%

As a benefit of small class sizes, DLIS is able to offer an individualized program that is student-centered and which ensures a high level of interaction between students and faculty. The department has also developed innovative online teaching and learning approaches intended to meet students' need for flexible and dynamic academic interaction in the online environment.

For example, for their final projects LIS 205 students are required to create LibGuides using the Springshare Platform for Library Schools, which is a clone of the Springshare LibApps platform that is made available to LIS programs. The platform provides students the opportunity to experiment with all the bells and whistles the Springshare LibApps platform has to offer. Springshare recently moved to a more powerful SaaS (software as service) platform. As stated on their website, Springshare is now a "librarian-first platform for a digital-first world." It is now comprised of several products (i.e., software services), including LibWizard, LibCal, and LibAnswers. DLIS uses synchronous course delivery through WebEx and asynchronous delivery via Blackboard.

In addition to the DLISSA symposium and webinars presented by professionals in the field, DLIS faculty, and career services, DLIS sponsors two events each year. The Brother Emmett Corry O.S.F. Roundtable on Social Justice in Librarianship is held in the fall semester and features an interdisciplinary panel that is moderated by social justice advocates in librarianship. The second is the William A. Gillard Lecture on Community Engagement in Librarianship, which takes place during the

spring semester and features a presentation by a prominent DLIS alumnus selected by the DLIS Alumni Association.

Innovative pedagogy and up to date distance education technologies allows the department to provide a flexible high-tech and high-touch learning environment to which students and alumni have responded positively.

Recognition of Student Achievement

DLIS uses direct and indirect measures to assess student learning and achievement. Standard assignments in core courses and the e-Portfolio provide data on students' competencies in eight program goals. Details on learning outcomes assessment are discussed in *Standard I.3: Program goals and objectives incorporate the value of teaching and service to the field*.

Student achievement is recognized through awards and scholarships from the department and professional associations. For example, Christopher Anderson received the NY Library Club/Dinerman Scholarship for excellent performance in 2017. DLIS recognizes newly enrolled students, who completed their last degree with a GPA of 3.4 or higher, with the O'Connell Scholarship.

St. John's College Graduate Student Travel Stipends and the H.W. Wilson Professional Development Scholarship are awarded to students who have presented at professional conferences (poster, paper, panel). Students who receive awards from professional organizations are also eligible for these awards. For example, the ASIST/Pratt-Severn Award, which April Earle won in 2012.

Qualified students may also be nominated to the profession's honor society, Beta Phi Mu. Student and alumni spotlights also celebrate accomplishments and are posted on the DLIS Blog, in the DLIS Newsletter, and on the DLIS Listserv. DLIS also acknowledges alumni accomplishments with spotlights and acknowledgement though journal ads.

Access to Guidance, Counseling, and Placement Assistance

The Director serves as the advisor for all incoming students. Upon determination of the student's career interests, students select an appropriate faculty member for further or future advisement. Students may, at any time, request to have a particular faculty advisor. Such requests are always honored. It should also be noted that non-matriculated students remain assigned to the Director until such time that they are admitted to matriculated status. All students are advised by full-time faculty.

Advisement meetings may be formal or informal in nature, and short- or long-term in scope. Students are required to meet with their respective advisors at least once each semester in order to review academic progress, discuss career goals and plan their course selections for the next term and beyond. As one graduate stated, "Both my formal and informal advisors were both extremely helpful" (Appendix A.I.5). It should be noted that — while the University subscribes to web registration — a student does not receive a priority code, which is necessary for registration, unless the signature of the academic advisor has been obtained on the registration form.

Every effort is made to facilitate individual interests and career goals — provided they fit within the scope of the program. The success of the DLIS advisement program relies on consistent review in order to identify and address areas for improvement. The faculty offer students guidance through in person and virtual office hours, which are conducted by phone, email, and WebEx, which is used for most online, synchronous communication. The advisement process is continuously reviewed, and assessment data show strong satisfaction with advisement among graduating students. The student exit surveys conducted in Fall 2016 and Spring 2017 (Appendix A.I.17) demonstrate the program's commitment to advisement and 100% of the respondents strongly agreed or agreed with the statement: "I received useful information from my faculty advisor."

The University offers a variety of guidance, counseling, and placement assistance services. The Writing Center assists students in developing writing skills. These services have been modified to meet the needs of the distance learner through [Online 5.0](). The University also provides help with educational accommodations through ADA compliance, which works with students and faculty to provide special accommodations and services to facilitate academic success. [University Career Services]() provides advising on resumes, networking, and job interviews, as well as on-campus career events, such as employment fairs, job search presentations, and hosting career panels. Career Services also conducts webinars on these topics as part of the DLISSA webinar series.

> **Standard IV.5**: *The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:*

DLIS sponsored student activities include professional development events, symposia, workshops, networking opportunities, and social gatherings. To facilitate the diverse needs of students and equitable access to all stakeholders, all DLIS webinars, lectures, and roundtables are live streamed, recorded, and made available on the DLIS YouTube Channel. Links to the videos are available on the

DLIS LibGuide. Events are advertised using DLIS listservs, Twitter, Facebook, the DLIS Newsletter and the DLIS Blog.

IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;

In addition to departmental committees, students provide input on various issues through the Advisory Board meetings. Each semester the Director and faculty meets with the professionals, alumni, students, employers, and other stakeholders to solicit input on program priorities, courses, new policies, and goals.

IV.5.2 Participate in research;

DLIS students are active researchers and have been engaged in self-directed, directed, and collaborative projects with DLIS faculty, several of which have resulted in posters, presentations, and publications (Table IV.18). For example:

In Spring 2017, Lindsay Jankovitz's independent study project resulted in the acceptance of an article entitled "Effective Project Management Techniques to Prepare Information Professionals for the Future Workforce" to be published in collaboration with Dr. Rajesh Singh in Spring 2018 in the peer-reviewed Emerald book series "Advances in Library Administration and Organization 2018 Volume: Project Management in the Library Workplace." In recognition of this achievement, Lindsay Jankovitz received a H.W. Wilson Professional Development Scholarship.

Rachel Sferlazza's (now an alumna) research on teens and gaming in libraries, "Understanding Images, Stereotypes and Gaming Culture as a Means of Motivating Teens Use in Public Libraries," met the requirements for an independent study on popular culture and teens. The paper, co-authored with Dr. Shari Lee will be submitted to VOYA (*Voice of Youth Advocates)* magazine, the leading library journal dedicated to the needs of young adult librarians, the advocacy of young adults, and the promotion of young adult literature and reading in 2018.

Eight students have worked on the Nassau County Library Association (NCLA) Archives project since January 2016. The project consists of the organization, weeding, metadata acquisition, prioritized digitization of documents, and the development of a web site to display the digitized documents. To date, two students have presented on their work. The first was at the 2016 LILRC Annual Business Meeting and the second was at the 2016 NYLA Annual Conference. Two students are currently working on the project.

Samantha Duffy's research paper, "Learning to Play: Exploring the Impact of Play on Emergent Literacy," met the requirements for LIS 125: Library Materials and Services. The research examines the importance of play on the development of emergent literacy skills. The paper, co-authored with Dr. Shari Lee, will be

submitted to *Knowledge Quest*, the journal of the American Association of School Librarians in 2018.

A panel of students and alumni presented at the 2015 and 2016 Long Island Libraries and Popular Culture Conference. The panels "Wham! Bam! Thank You Ma'am**:** Gender Roles and Sexuality in Graphic Novels," and "Gender Identity and Sexual Orientation in Fanfiction: The Good, the Bad, and the Not-So-Ugly," provided a very candid insider perspective on gender roles and sexual identity in graphic novels. Both were so well received that the organizers of the conference invited the students to work with them on two subsequent panels: ComicCon in November 2016 and the Long Island Dr. Who Conference in March 2017, which speaks to the quality of our students' research and the level of their professionalism.

In Fall 2016, Melissa Aaronberg's independent study project entitled "Examining Cross Cultural Communication in Academic Libraries: Implications for Improving the Library Experience for Asian Students" resulted in a paper presentation at the 2016 Conference on "Inclusion and Diversity in Library and Information Science," at the University of Maryland.

In Spring 2017, Ariana Kaleta's poster proposal entitled "Creating Tomorrow's History: Examples of How Grass Roots Global Digitization Programs are Changing our World View" was accepted for presentation at the 2017 LIBER conference. Ariana took LIS 240 in Spring 2017 and reached out to Dr. Singh who provided guidance in shaping the proposal.

Table IV.18. Recent Presentations by Students at Professional Conferences

Student	Conference / Professional Organization	Participation	Award
Ariana Kaleta	LIBER 2017 (7/5-7/7/2017)	Poster presentation	SJC Travel
Michael Bartolomeo	SUNYLA 2017 (6/14-6/16/2017)	Conference presentation	SJC Travel / H.W. Wilson
Ariana Kaleta	SUNYLA 2017 (6/14-6/16/2017)	Conference presentation	SJC Travel / H.W. Wilson
Maddy Vericker	ACRL-NY 2016 (12/2/2016)	Poster presentation	SJC Travel / H.W. Wilson
Pam Griffin-Hansen	SCLA 2016 (11/9-11/11/2016)	Poster presentation	SJC Travel / H.W. Wilson

Student	Conference / Professional Organization	Participation	Award
Sara Alcorn	NYLA 2016 (11/2-11/5/2016)	Pecha Kucha presentation	SJC Travel / H.W. Wilson
Melissa Aaronberg	Conference on Inclusion and Diversity in Library & Information Science (10/21/2016)	Paper presentation	SJC Travel
Maddy Vericker	SUNYLA (6/8-6/10/2016)	Poster presentation	SJC Travel
Sara Alcorn	Long Island Libraries and Pop Culture Conference (4/14/2016)	Panel presentation	H.W. Wilson
Kevin Quinn	Long Island Libraries and Pop Culture Conference (4/14/2016)	Panel presentation	H.W. Wilson
Ian Ustick	Long Island Libraries and Pop Culture Conference (4/14/2016)	Panel presentation	H.W. Wilson
Leeanna Ladouceur (DLIS alum)	Long Island Libraries and Pop Culture Conference (4/14/2016)	Panel presentation	No
Rachel Sferlazza	Long Island Libraries and Pop Culture Conference (4/14/2015)	Panel presentation	No
Leeanna Ladouceur (DLIS alum)	Long Island Libraries and Pop Culture Conference (4/14/2015)	Panel presentation	No
Michelle Levy (DLIS alum)	Long Island Libraries and Pop Culture Conference (4/14/2015)	Panel presentation	No
Alison Mirabella (DLIS alum)	Long Island Libraries and Pop Culture Conference (4/14/2015)	Panel presentation	No
Emily Griffin	METRO (1/15/2015)	Paper presentation	H.W. Wilson

IV.5.3 Receive academic and career advisement and consultation;

In addition to Career Services consultation with faculty in mandatory advisement sessions, students are encouraged to seek advice from all faculty as often as needed. Alumni actively engage in the life of DLIS. They mentor students, assist with job searches, and support socialization into the profession. The Alumni Board is a strong partner to DLIS, promoting the program, outreach to the alumni community, and monitoring and reporting on new developments in the field.

Students are also provided opportunities to engage with professionals in the field through the DLISSA webinars, which feature highly qualified professionals in the field, the Brother Emmett Corry O.S.F. Roundtable on Social Justice in Librarianship, and the William A. Gillard Lecture on Community Engagement in Librarianship, which features a presentation by a prominent DLIS alumna selected by the DLIS Alumni Association.

IV.5.4 Receive support services as needed;

DLIS faculty are always available to engage the students in discussion and to contribute to our local and global communities. As an online program, DLIS now makes use of several social media and content management systems (CMS) to aid in community building. [Facebook](#), [Twitter](#), [YouTube](#), [LinkedIn](#), and RSS are heavily utilized to connect with all stakeholder groups. Students communicate with faculty using e-mail, text messaging, WebEx, Skype, Blackboard, and by phone.

In addition to easy access to faculty and DLIS staff whether for required advisement or unscheduled assistance, Wiley Education Services Resources provide LIS 24/7 tech support for students via Personal Support Center (PSC) Help Desk, which is accessible by phone or email from their [micro site](#). SJU also provides [technical support](#) for online learners. Their 24/7 Help Desk is available after business hours by calling 718-990-5000.

For current students [MySJU](#) (intranet) provides a convenient portal to a myriad of resources, such as the University Information System (UIS) and [Blackboard](#). The DLIS listservs are additional ways DLIS connects students, alumni, and stakeholders.

IV.5.5 Form student organizations;

Student chapter members work hard to provide a sense of community for fellow students. They have offered many programs and activities to engage DLIS students in local communities and professional organizations, provide professional development opportunities, and support for the job search. DLISSA provides numerous resources and programs for professional development, including: webinars with alumni and presentations from St. John's Career Services; the annual

DLISSA Student Research Symposium where students have the opportunity to present research undertaken during their master's program studies; social and networking events; organized field-trips to local/regional institutions of interest; and a newsletter to keep students apprised of current DLIS events.

DLISSA has an active Executive Board consisting of a President, Vice-President/President-Elect, Distance Chair, Co-Distance Chair, Secretary, Assistant Secretary, Media Manager, Assistant Media Manager, Newsletter Editor, Social Director, Assistant Social Director, Symposium Chair, and Assistant Symposium Chair. First year students generally begin by serving in assistant roles and subsequently move to senior roles in their second year or beyond. The number of students involved in DLISSA leadership is evidence of the robust and active leadership provided by DLIS students.

> **IV.5.6** Participate in professional organizations.

DLIS students benefit from attending many events aimed at fostering social engagement, professional development and networking. These include participation in professional organizations, DLISSA symposia, professional conferences and workshops. Specific examples include:

- DLIS Semi-Annual Symposia – Fall 2011 Spring 2015;

- Student presentations at annual ALA, NYLA, LI PopCon conferences;

- Student posters/presentations at local library conferences, such as METRO and ACRL/NY;

- Student posters/presentations at the annual DLISSA Student Symposium, Spring 2016; and

- Participation in student chapters of professional organizations, such as ALA.

ALA/New York Library Association Student Chapter

The American Library Association/New York Library Association Student Chapter at St. John's University was revitalized in Spring 2010. The chapter was created to provide professional opportunities and learning experiences afforded by membership. The constitution was formally ratified on November 1, 2010. The approval of the constitution opened the chapter to all students and alumni of the program, formalized the purposes, activities, and aims of the chapter, and outlined the regulations for officers and elections. Elections were held in November 2010, and the first leaders for the chapter were elected. The chapter remains active.

Library and Information Studies Honor Society (Beta Phi Mu)

DLIS recently reactivated the Beta Nu chapter of Beta Phi Mu (the International Library and Information Studies Honor Society) and has begun planning events and installation ceremonies that will begin in the 2018-19 academic year.

> ***Standard IV.6****: The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.*

The faculty considers the e-Portfolio to be valuable for assessment at the individual student level as well as the program level. It operates as a capstone level assessment for the students by integrating theory and practice. For the program, it provides a holistic view of student achievement, and a good indication of whether the program goals have been achieved.

In order to offer the best possible outcome opportunity, DLIS offers online, e-Portfolio workshops, facilitated by faculty and staff. Students are invited to attend all workshops; however, it is mandatory that students attend at least one session before submitting the e-Portfolio. Faculty address issues pertaining to the creation and assembly of the e-Portfolio in their classes and other related learning activities. These activities help reinforce the notion of the e-Portfolio as a tool for students to monitor and assess their progress in the completion of the program and their growth as fledging librarians and information specialists.

Internship site supervisors are required to provide an evaluation of each intern, which comprises fifty-five percent of the final grade. In addition, the information gained from these assessments is valuable in that it provides an external view of our students' performance and by extension, the program. Like the e-Portfolio results, adjustments to course content and components of the program have been made based on insight gained from site supervisors. Students are also required to provide an evaluation of the internship. These, in conjunction with the site supervisor evaluations, are useful indicators of the weaknesses and strengths students demonstrate. In the short term these also allow internship coordinators to better assess and advise students seeking career advice and mentorship. The supervisor and student evaluation forms are available online in the Internship Handbook.

The DLIS faculty consistently seeks, gathers, and compiles this data as well as feedback and survey data from students and recent graduates. In addition, the DLIS Advisory Board, which is comprised of students, faculty, practitioners, and employers, meets at the end of the spring semester. The feedback and guidance they provide is also compiled and analyzed to determine the achievement of program goals as well as individual student success.

Achievement of program goals is determined by the end-of-program e-Portfolio evaluations, course artifact assessments, student exit surveys, alumni surveys, and focus groups with internships supervisors/students, and Advisory Board data.

The findings are compiled in a report, which is reviewed and analyzed at the first faculty meeting in the following fall semester. The information provided in the report is used to guide, revise, and make changes regarding all aspects of the program that impact student preparedness. These decisions are specifically intended to better align the program with the requirements of the profession and job market, which are at the core of program achievement.

> ***Standard IV.7****: The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures, as well as individual student learning, using appropriate direct and indirect measures.*

Explicit documented evidence of the DLIS ongoing decision-making process is evidenced in faculty meeting minutes, Advisory Board meeting minutes and reports, student surveys, alumni surveys, and e-Portfolio evaluations. These data are maintained and archived on the [DLIS web site](#).

This Advisory Board data is systematically gathered and compiled into an annual report, which is subsequently distributed to all Board members, who are given an opportunity to respond and make additional comments on the findings before the report is finalized.

The DLIS annual assessment reports (Appendix A.I.5) serve as evidence of these systematically gathered data.

Standard IV.8: *The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.*

The data collected from the student surveys, alumni surveys, and e-Portfolio evaluations discussed in Standard IV.7 are analyzed on an ongoing basis. DLIS faculty and staff are guided by these findings, which are used to implement the changes and adjustments regarding all aspects of the program – specifically those that impact student preparedness. The faculty thoughtfully applies results of these evaluations to improve the program. For example, the following priorities were identified and actions taken based on the Strategic Priorities 2016 – 2017 & Implementation Steps (as of May 10, 2017) (Appendix A.I.6 – Strategic Priorities and Appendix A.I.13 – Implementation Reports):

1. Prepare students to be competitive in today's job market.

   Action Taken:
   - Increased emphasis on field experiences at student orientations and in the weekly digest. New DLISSA webinar on the study abroad opportunity in Jamaica. Leadership capstone course culminates the new fifteen credit online Certificate in Management for Information Professionals program.

   - Three DLISSA webinars focused on the job market. The webinar presenters were St. John's Career Services staff, a DLIS Alumni panel, and a panel of library professionals.

   - The student and host supervisor evaluation forms have been redesigned in Survey Monkey. This will enable annual statistical reporting and allow DLIS to more easily track internship experiences over time.

2. Develop and promote activities which engage students both professionally and socially.

   Action Taken:
   - In coordination with DLIS, DLISSA organized a series of webinars featuring presentations by alumni and career services. One faculty member, Dr. Shari Lee, presented one webinar on a study abroad opportunity. Dr. Christine Angel and Michael Crossfox presented the e-Portfolio/Digication webinar each term. DLISSA also organized the 2nd Annual LIS Student Symposium (Apr 22, 2017) on St. John's Manhattan campus.

- The 2nd Annual Brother Corry Social Justice Lecture (Nov 16, 2016) was given by alumna Kate Angell. The talk was entitled *Teaching Students to Critique and Question Authority: A Social Justice Approach to Library Instruction.* In a review at the following faculty meeting, the decision was made to change the format to that of a roundtable to facilitate more participant engagement and discussion.

- The William A. Gillard Lecture (March 28, 2017) was given by alumna Jean O'Grady. The lecture filled the venue, D'Angelo 416A. The talk was entitled *Has the Librarian-Ship Sailed? – Redefining the Profession in a Post-Google World*.

3. Increase participation of alumni in DLIS programs and events to strengthen the relationship between alumni and DLIS students and faculty.

    Action Taken:

    - Student requests for a mentor are few. DLIS will emphasize this opportunity more at student orientations at the start of each term.

    - Alumni presentations via DLISSA webinars this past year were very encouraging.

    - DLIS continues to promote events to alumni via the dlis-alumni weekly email digest. The attendance at the 2017 Gillard Lecture exceeded expectations.

The most recent Advisory Board report is reviewed at the first faculty meeting in the fall semester. DLIS faculty and staff are guided by these findings, which are used to implement the changes and adjustments regarding all aspects of the program – specifically those that impact student preparedness. The faculty thoughtfully applies results of these evaluations to improve the program. These are intended to better align the program with the requirements of the profession and job market, which is at the core of program achievement.

For example, the May 2017 Advisory Board report was discussed at length during the first faculty meeting in the fall semester, which was convened on September 5th. Several specific decisions were made based on these data:

1. The MSLIS Mission Statement would be revised to take comments from Board into account.

    Action Taken:

    - The Mission Statement was revised in September 2017.

2. The data indicated that elements of the current *job market* and the value of *soft skills* should be incorporated and addressed in the Fall 2017 student orientation.

   Action Taken:

   - A revision of the structure of the orientation that incorporated elements of the current *job market* and the value of *soft skills*.

3. Advisory Board recommended the redesign of two courses: Collection Development and Management of Knowledge Resources.

   Action Taken:

   - LIS 211 will be redesigned to reflect the current state of collection management in the field. The plan is to have the new design completed by Spring 2018, the next time the course will be offered.

Chapter 5: Administration, Finances, and Resources

> **Standard V.1**: *The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives*.

The Division of Library and Information Science (DLIS) is part of the Graduate Division of St. John's College of Liberal Arts and Sciences (the College). The College is one of six independent colleges and schools that administer the academic programs of St. John's University. The organization chart of St. John's University is provided in Appendix A.V.1. The chief executive for a division is a director rather than a department chair. The position of Director is appointed by the Dean of the College. Otherwise it is equivalent to the chair of an academic department. In general, the Dean appoints a DLIS faculty member after consultation with DLIS faculty.

The program has the administrative infrastructure, financial support, and resources to ensure that its program goals and learning outcomes (PGLOs) can be accomplished. The Director and two staff persons support the Graduate Education Policy Committee (GEPC) and the Personnel and Budget Committee (P&BC) in providing the administrative infrastructure within DLIS (cf. Standard I.1.3 and I.5). In the broader context, the University Statutes (Statutes, Appendix A.I.12) and the Collective Bargaining Agreement (CBA, Appendix A.III.1) specify the structure and rules of University and Academic Governance.

The College is the primary source for financial support for the program. External grants contribute a small percentage. The DLIS budget has remained constant during the past five years of level enrollment and we anticipate a modest increase as the enrollment is trending up. This upward trend is due in large part to the University's partnership with Wiley Education Services (Appendix A.V.2) for recruitment and admissions support for five St. John's online graduate programs, including the MSLIS.

The resources available to students and faculty in the MSLIS program are necessary and sufficient to support the PGLOs. In broad terms, these include facilities, library resources, technology support, and online learning support services. These areas will be discussed later in this chapter.

Autonomy of the Program

The intellectual content of the program originates with DLIS, which bears the primary responsibility for its evolution. The autonomy is supported by the Statutes and CBA as evidenced by the following two statements.

> The Board of Trustees of the University hereby delegates the authority and responsibility for academic and faculty matters to the Faculty, with appropriate involvement of Administration, in accordance with the provisions set forth herein. (Article 3.01, Statutes, Appendix A.I.12)

> The faculty has primary responsibility for such fundamental areas as curriculum, subject matter, and methods of instruction, research and scholarship, faculty status, and those aspects of student life which relate to educational process. Faculty status includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure and dismissal. (Article 2.02b, paragraph i, CBA, Appendix A.III.1)

The processes for approving programs and courses respect DLIS' autonomy on all academic program decisions, including core requirements, specializations offered, curriculum development and course scheduling. The DLIS GEPC consists of all fulltime faculty and must approve program and course changes as the first step in curricular change. New courses are approved by the Dean's office, provided they do not conflict with courses offered by other departments. As with all of the academic departments within the College, major changes in the program or new programs require the additional approval of the College's Faculty Council (LAFC), the University's Graduate Council, and the Provost.

Faculty decisions to appoint, retain, promote and tenure originate with DLIS. The University supports the academic freedom of its faculty members in their teaching and research. In addition to the GEPC, the Statutes mandate that DLIS maintain the P&BC, composed of tenured faculty, to review faculty selection, retention, promotion and tenure, as well as financial matters. Guided by Article 7 of the Statutes – Qualification and Conditions for Faculty Appointment, Reappointment and Promotion - DLIS faculty facilitate the appointment of new faculty members by defining the academic expertise required, conducting the search and interview process, reviewing credentials, and making appointment recommendations. Pursuant to Article 8 of the University Statutes - Procedures for Appointment, Reappointment and Promotion - and Article 3 of the CBA – Faculty Appointments - new fulltime faculty appointments are approved by both the Dean of the College and the University Provost while adjunct faculty require only the Dean's approval.

In matters of reappointment, promotion and tenure, the DLIS P&BC meet and vote by secret ballot. As with all other academic units of the University, these

recommendations are reviewed by the College Personnel Committee, and the University Personnel Committee before final approval by the Board of Trustees (Article 8.05, Statutes, Appendix A.I.12)

Selection of Students

Applications for admission to the MSLIS program require first the approval of DLIS Director. The Associate Dean of the Graduate Division of the College reviews each admissions decision and either approves the decision or consults with the Director and they reach a decision. The approval of the Associate Dean is final. The College has established requirements for admission, which include a minimum undergraduate degree grade point average (GPA) or most recent graduate degree GPA of 3.0. In addition, applicants are required to submit a statement of goals, two letters of recommendation, and formal transcripts from institutions where coursework was applied towards the undergraduate degree and prior graduate degrees, if any.

The College sets the requirement that the minimum graduating GPA be 3.0. A student with a GPA below 3.0 at any time during her/his program of study is placed on academic probation.

Graduate assistantships are awarded based on academic merit. DLIS graduate assistants are selected by the Director. The number of graduate assistantship positions assigned to DLIS is based upon the annual budget of the College.

University Provides Necessary Resources and Administrative Support

The University is committed to providing the resources and administrative support needed for the attainment of the PGLOs. The list below is a sample of such support.

- Forty-four of sixty-eight students (65%) were awarded $189,000 in scholarships in 2016-2017 (Tables IV.3, IV.9)
- Program students may participate in St. John's Laptop Program (Standards V.9 and V.12
- Space was allocated by the University for the Long Island Digitization Lab and the University shared in the cost of the equipment (Standard V.9)
- University Libraries offer 86,583 online journals, and 153 online databases (Standard V.11)

The University has been cautiously responsive to requests for additional personnel resources. After a voluntary separation offer in 2014, one faculty member retired but was subsequently replaced in 2015 by Rajesh Singh. The Director and Assistant Director also retired in 2014. The former Director was also the Associate Provost of

Online Learning and consequently the Assistant Director had responsibility for many day to day operations. James Vorbach, member of DLIS faculty, replaced the Director and the assistant director position was not filled. The fact that Vorbach's responsibilities are solely as Director of DLIS was the rationale for not filling the assistant director's position.

> **Standard V.2**: *The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.*

DLIS faculty, staff and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The primary institutional policy-making bodies are the University Senate, Graduate Council, St. John's College of Liberal Arts and Sciences Faculty Council, the Dean's Advisory Committee, and the University, College, and Department Personnel Committees.

The University Senate has "Legislative authority over University-wide educational policy …, subject only to the Board of Trustees. The University Senate shall be primarily responsible for the formulation of educational policy of the University relating to: curriculum matters affecting more than one school; the admission, retention and graduation of students; student activities and student discipline." (Article 6.01a, Statutes, Appendix A.I.12). DLIS Director, James Vorbach, served in the Senate until this year when he resigned to focus more time on the preparation for the MSLIS program's upcoming accreditation. Articles 6.02 – 6.05 specify the membership and election of delegates, and pertain to faculty in all departments of the University.

The Graduate Council has "Legislative authority over all matters of educational policy …, subject only to the Board of Trustees and to the University Senate. The Graduate Council shall be responsible for the formulation of policy relating to graduate curricular matters and regulations pertaining to the admission, retention and graduation of students in graduate programs (Article 6.15a, Statutes, Appendix A.I.12). James Vorbach serves on the Graduate Council. Articles 6.16 – 6.19 specify the membership and elections, and pertain to faculty in all departments of the University offering graduate degrees.

St. John's College of Liberal Arts and Sciences Faculty Council (LAFC) has the "legislative authority and responsibility for formulating and maintaining the educational policies of [St. John's College]. [The LAFC] shall be responsible for the formulation of educational policy relating to school curricular matters, and regulations pertaining to the admission, retention and graduation of students that concern only the school which the Faculty Council represents, subject only to the Board of Trustees" (Article 5.01a, Statutes, Appendix A.I.12). DLIS has three faculty serving on the LAFC – Christine Angel, Rajesh Singh, and James Vorbach. Article 5.03 specifies the membership and departmental representation which pertain to the faculty in St. John's College of Liberal Arts and Sciences.

St. John's College Dean's Advisory Committee meets monthly with the Dean to discuss developments in the University and College and advise the Dean in matters concerning the College. The Advisory Committee consists of the Dean, Associate Deans, and department chairs. James Vorbach is a member of this committee in his role as Director of DLIS.

Faculty applying for reappointment, tenure, and/or promotion must be approved by the Department Personnel and Budget Committee (P&BC), the College Personnel Committee (LAPC) and the University Personnel Committee (UPC), in that order. Faculty serving on any personnel committee must be tenured. A faculty member serving on the P&BC may not simultaneously serve on either the LAPC or UPC. For this reason, DLIS does not have representation on the LAPC or UPC. However, with the tenure in June 2018 of Christine Angel and Rajesh Singh, DLIS has enough tenured faculty to propose candidates for election to the LAPC and UPC. For more information on the P&BC, LAPC, and UPC see Articles 4, 5, and 6 respectively in the Statutes (Appendix A.I.12)

Students in the program serve on the DLIS Advisory Board which has two student members. Graduate students may serve in the University Senate, Graduate Council, and LAFC, but at this time, there are no program students on these councils. Students contribute also as active participants in the DLIS Student Association (DLISSA) which has become a valuable source for informal feedback on the program.

Administrative Relationships with Academic Units

In 2009 the University created the Public History, Archival Studies, and Museum Administration (PHAMAS, pronounced "famous") initiative to develop new master's programs, combined degree programs, and certificate programs building on the collective strengths of the Department of Art and Design, the Department of History, and the DLIS. The Master of Arts programs in [Public History](#) and [Museum Administration](#) were introduced. The dual master's degree program – MA/MS [Public](#)

[History/Library and Information Science](#) was approved in 2016. In addition, faculty in the three departments collaborate in developing electives which complement the three master's degree programs. Courses such as ART 102 *The Modern Museum: History, Theory, and Practice*, HIS 404 *Oral History*, and LIS 258 *Museum Informatics* may be included in programs of study for all three master's degrees.

Funding and Resource Allocation

Departments in St. John's University receive an annual budget allocation from their respective Colleges for a fiscal year from June 1st to May 31st. DLIS receives its budget from St. John's College of Liberal Arts and Sciences. In general, the budget allocation for the next fiscal year is determined by five factors: 1) the budget of the current fiscal year, 2) changes in enrollment, 3) changes in department personnel, 4) support for new department initiatives approved by the University (such as new degree programs), and 5) the University's financial context.

As a private University, St. John's revenue is largely dependent on tuition income. While the undergraduate enrollment in the University increased by 5.8% between Fall 2012 and Fall 2017, the graduate enrollment decreased by 12.7% over the same period (Appendix A.V.3). Enrollment in the MSLIS in Fall 2017 is the same as the enrollment in Fall 2012 (Table IV.10). With other factors constant, DLIS operating revenues have been relatively constant since fiscal year 2013 (Appendix A.V.4). However, with the approval of the combined Masters' degree program MA Public History/MSLIS in June 2016, the University allocated additional revenue for St. John's College to promote and market the new program. St. John's College continues to support the professional development of its graduate students by providing $500 in [travel reimbursement](#) for a student to present a paper, poster, or participate on a panel at a professional meeting. Seven MSLIS students have been awarded this travel grant since 2014.

> **Standard V.3**: *The administrative head of the program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.*

The executive officer of DLIS has title, salary, status and authority comparable to the heads of other University departments, with which DLIS is comparable. According to the oral history of DLIS, the unit name of Division and title of Director were developed in consultation with ALA in the initial accreditation to ensure

comparable authority but even greater status than other departments. The DLIS Director holds a permanent seat on the Graduate Council, as do the academic deans. Department chairs, in contrast, are elected and serve for a specified term. The DLIS Director has the same responsibilities as department chairs (Articles 4.08 and 4.12, Statutes, Appendix A.I.12), meets the same qualifications as department chairs (Article 4.09, Statutes, Appendix A.I.12), and is the program head for the Master of Science in Library and Information Science. The DLIS Director receives a two-course reduction in workload, i.e. teaching one course per semester. The DLIS Director's compensation is based on the salary-plus-stipend formula in the Collective Bargaining Agreement for department chairs (Article 7.03, CBA, Appendix A.III.1).

The Director, James Vorbach, has academic qualifications comparable to those required of faculty members. He earned a Ph.D. in Applied Mathematical Sciences and a Master's Degree in Computer Science from the University of Rhode Island. He has been at St. John's University since 1989 and is a tenured Associate Professor. From 1989 to 2004 he was a member of the Department of Mathematics and Computer Science. Since 2004 he has been a member of the DLIS faculty. He teaches the Database Modeling and Design, Web Design, Metadata, and Research Methods courses.

Dr. Vorbach has the leadership skills, administrative ability, and experience to fulfill the responsibilities of the position. He has served as Director of DLIS since the retirement of the former Director, Dr. Jeffrey Olson, in 2014. His experience includes twelve years as a database consultant in the media and financial sectors. This experience offers insights into the technical side of the information professions and a solid foundation in systems and project management (CV, Appendix A.III.2).

After becoming Director in 2014, Dr. Vorbach guided the development of a more integrated strategic planning and assessment process. During his first year as director, he orchestrated a review of existing assessment measures and processes. The DLIS Assessment Plan, approved by the faculty in March 2015, was the outcome of this review. After completing three assessment reporting and strategic planning cycles, the efficacy of the 2015 Assessment Plan has been demonstrated. The St. John's College Office accepts the DLIS annual assessment report as fulfilling the College's requirements for program assessment reporting.

Dr. Vorbach serves on the Graduate Council, the Liberal Arts Faculty Council, and the Dean's Advisory Committee. In addition, he serves on the Administrative Academic Assembly, an appointed body of faculty and administrators who are informed by and provide feedback to the Provost on a monthly basis on significant university-wide issues.

Dr. Vorbach understands developments in the field. He is an active participant in

professional meetings at the national, state, and local levels. These meetings include the American Library Association Annual Conference, the Association for Library and Information Science Education Annual Conference, The New York Library Association Annual Conference, and the Long Island Libraries Resource Council (LILRC) Annual Conference and LILRC's annual business meeting. He attends the monthly Nassau County Library Association (NCLA) Executive Board Meetings and is managing an ongoing project to digitize the NCLA archives.

> **Standard V.4**: *The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.*

All students entering the program are advised by the DLIS Director. This initial advisement puts students at ease with starting a dialog with the Director if problems arise. Each year in the annual student survey, students are asked to rate the effectiveness of the Director. As Table V.1 shows, the responses since the installation of Dr. Vorbach as Director in 2014 are consistently above 90% as very effective or effective.

Table V.1. Annual Student Survey – Question 5

Please rate the effectiveness of the DLIS Director as a leader of the Division				
Answer Options	**2017**	**2016**	**2015**	**2014**
Very Effective	60.0%	62.5%	55.3%	48.6%
Effective	31.1%	37.5%	39.5%	45.9%
Somewhat Effective	6.7%	0.0%	2.6%	5.4%
Not at all Effective	2.2%	0.0%	2.6%	0.0%

Dr. Vorbach and Michael Crossfox work closely with the student association, DLISSA, to improve communication and to offer the online student community an engaging and professionally rewarding webinar series (Appendix A.V.5).

The New Student Orientation was redesigned in 2016 to encourage students to be professionally engaged, to join the American Library Association and their respective state and local library associations. Opportunities for field experience are highlighted for the new students such as Academic Service-Learning in core and elective courses, internships, and job opportunities. Internships and jobs are posted on the DLIS blog. Resources, such as the DLIS LibGuide, are presented. The e-

portfolio, the MSLIS [end-of-program assessment](), is described along with related online resources. The importance of building the e-portfolio concurrently with their coursework is emphasized. Students may attend the orientation online or in-person. The orientation is recorded and posted on the DLIS Media page of the LibGuide for those unable to attend.

The Online Learning Orientation begins four weeks before the start of the term. The orientation is implemented as a course (LIS 270, zero credits) in the Learning Management System, Blackboard. All students register for LIS 270 in their first semester. The course consists of a series of online exercises and resources to acclimate students to online pedagogy. In 2017, the orientation was revised to include online meetings to provide a platform for open discussion and feedback.

Monthly faculty meetings offer a venue for discussing the ongoing assessments and their relationship to the PGLOs, proposed changes in the curriculum, trends in the information professions, and research interests. James Vorbach prepares the agenda for each meeting. Michael Crossfox prepares the minutes which are reviewed and approved at the next meeting.

The Graduate Student Colloquium Series was initiated in Fall 2011 to engage students in a professional meeting with alumni and other information professionals. The colloquiums were held each semester on Saturdays and consisted of morning and afternoon sessions. Presentations were individual, panel, and poster by students, alumni, outside professionals and faculty (Appendix A.V.6). At the May 2015 faculty meeting, the decision was made to replace the colloquium series with the Brother Corry Social Justice Lecture (Fall term) and the William A. Gillard Lecture (Spring term). The faculty believed that these two one-hour events would invite more participation from our online student community. In addition, the Brother Corry Lecture was closely tied to the program's mission and the Gillard Lecture restored an annual alumni-sponsored event that ended for unknown reasons in 1999. Although DLIS is sponsoring the new Gillard Lecture at this time, DLIS alumni are engaged on the Gillard programming committee.

Following this change of events, students met with James Vorbach and Michael Crossfox to discuss a new symposium series run by the student association, DLISSA. With support from DLIS for facility reservations and catering, DLISSA has managed the Annual Student Symposium since its inception April 23, 2016 (Appendix A.V.7). The Symposium is held at St. John's Manhattan Campus. The presentations are by students, based on projects from coursework, and are in-person and online (via WebEx). The Symposium helps to build a sense of St. John's and DLIS identity and belonging, particularly among distant students.

Standard V.5: *The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.*

The DLIS administrative team consists of James Vorbach, Director and Associate Professor and Michael Crossfox, Department Secretary. Until recently, DLIS had additional part-time support. Linda Russell, Administrative Support Assistant, retired August 10, 2018. Ms. Russell was a full-time employee who split her hours equally between DLIS and the Department of Psychology at the Long Island Graduate Center. Linda Russell's responsibilities focused on budget operations and internship support. Michael Crossfox's responsibilities are centered on admissions support, advisement support, DLISSA liaison, DLIS blog, student and alumni weekly email digests, and the DLIS LibGuide (p. 9, 2017 Biennial Narrative Report, Appendix A.I.11; Job Descriptions, Appendix A.V.8). Table V.2 lists the student ratings of administrative and staff support since 2012. Note that 2014 – 2015 was a year in transition with a new Director, James Vorbach, and Secretary, Michael Crossfox.

In Spring 2017, St. John's University signed a partnership agreement with Wiley Educational Services (WES) to provide recruitment and admissions services for five of St. John's online graduate programs. The MSLIS program is one of the five (Appendix A.V.2). WES also provides 24/7 Tier 1 support services for computer and academic technology solutions as well as how-to information, login assistance, enrollment support and general information requests for students and faculty (Appendix A.V.9). New student enrollment increased by 92% in the first term of operations. Twenty-three new students enrolled Spring 2018, compared to twelve in the Spring 2017 term (p. 9, 2017 Biennial Narrative Report, Appendix A.I.11).

Table V.2. Annual Student Survey – Question 4d

Rate Your Experience With Administrative and Staff Support						
Year	Excellent	Very Good	Fair	Poor	Rating Ave	Response
2017	25	18	6	1	1.66	71%
2016	17	13	8	2	1.88	62%
2015	11	17	5	5	2.11	59%
2014	17	14	6	1	1.76	58%
2013	16	16	4	0	1.67	56%
2012	12	14	4	2	1.88	46%

Two DLIS Graduate Assistants (GAs) maintain the DLIS Newsletter and the DLIS Academic Blogs. There are currently two DLIS Academic Blogs: the [Hidden Heritage Collections Blog](#) and the [Museum Informatics Blog](#). Both are used for posting student work in courses in the Archival Studies specialization. In addition, students in the core course LIS 203 *Organization of Information* post assignments to the Hidden Heritage Collections Blog as part of their Academic Service-Learning projects. The DLIS Director manages the two GAs and provides technical assistance to them.

Program decision-making occurs at the monthly faculty meetings. There are four meetings each term: September through December and January through April. The DLIS Advisory Board meeting is scheduled for the first or second Friday in May. Each faculty meeting consists of the five full-time faculty (Table III.2) and two jointly appointed faculty members (Table III.3). Each faculty member has the right to vote and decisions are by majority rules, though most decisions are unanimous. An agenda is prepared by the Director for each meeting and Michael Crossfox, Departmental Secretary, records the minutes. Mr. Crossfox participates in the meeting as well, though without voting. The September meeting (Standard I.1.2) is an all-day meeting in which the Strategic Priorities and Action Items report for the academic year is reviewed and revised if necessary. The revised report is distributed to the faculty and approved via email in order to distribute to the Advisory Board by the first of October. Because of the small size of DLIS, the Graduate Educational Policy Committee, which is responsible for all curriculum decisions, is all-faculty and its agenda is included in the monthly meeting agenda (Standard II.2).

The DLIS Personnel and Budget Committee consists of tenured faculty members only (Article 4.07, Statutes, Appendix A.I.12). Faculty-personnel decisions are made in meetings scheduled in accordance with the timeline for personnel actions on reappointment, promotion, and tenure (Standard V.2). Budget decisions are generally made at the regularly scheduled faculty meetings in accordance with the direction provided by the Associate Dean for Fiscal and Administrative Affairs for St. John's College of Liberal Arts and Sciences (Article 2.11, Statutes, Appendix A.I.12).

Standard V.6: *The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service*.

St. John's University provides continuous financial support for the MSLIS program in accordance with the 2015 Accreditation Standards. The level of support is related to the number of faculty, staff, instructional resources, and facilities needed for the ongoing improvement of the program. St. John's University is a private university and receive most of its revenue from tuition. Consequently, enrollment is an important factor. Between Fall 2012 and Fall 2017, the University's undergraduate enrollment increased by 5.8%, while its graduate enrollment decreased by 12.7% (Appendix A.V.3). Enrollment in the MSLIS program remained unchanged over the same period (Table IV.10). In this context, modest increases in salary, fringe benefits, and operating revenues are evidence of continuing support (Tables V.3).

Table V.3. DLIS Revenue Change - Fiscal Year 2013 - 2018

	2012-2013	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Salary	13.1%	1.3%	-19.7%	13.3%	7.2%	1.2%
Fringe Benefits	1.0%	0.1%	-0.8%	8.2%	-5.2%	1.9%
Operating Revenue	-0.5%	-7.1%	10.9%	-4.7%	5.0%	-2.8%

Table V.4. DLIS Revenue, Between Fiscal Year (FY) 2013 and FY 2017

	Between FY 2013 and FY 2017*
Salary	-1.3%
Fringe Benefits	1.9%
Operating Revenue	3.1%

The Salary percentage in Table V.4, -1.3%, masks an increase in salaries over this period. A faculty member at the Associate Professor rank retired in 2014 and a new faculty member was hired in 2015 at the Assistant Professor rank. This is clearer in Table V.5 which shows the increases in salary from Article 14.02 in the current and previous Collective Bargaining Agreements (Appendix A.III.1)

Table V.5. Faculty Member Percentage Increases Over Base Salary

	2014-2015	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Full-time	1.75%	2.25%	2.50%	2.25%	2.25%
Adjunct	1.75%	2.25%	2.50%	2.25%	2.25%

The University allocated space for the Long Island Digitization Lab at its Long Island Graduate Center in 2014. The scanners and printers for the lab were purchased by DLIS, but the computers were provided by the University (Appendix A.V.10).

In addition, the University has increased support to the program indirectly in two substantive ways.

1. The University signed a revenue-sharing, partnership agreement with Wiley Education Services for managing recruitment and providing admissions support for the MSLIS program and four other online graduate programs (Appendix A.V.2)

2. The University increased the number of staff in the Office of Online Learning and Services (OLS) in order to increase the level of service offered to faculty teaching online (Standard V.12).

Standard V.7: *Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.*

The program's faculty and staff are compensated equitably, in accordance with their education, experience, responsibilities, and accomplishments. Since the last accreditation of the program in 2011, the faculty changes were: one faculty member retired, Kathryn Shelfer (2014), and two faculty were hired, Christine Angel (2012) and Rajesh Singh (2015). Table V.6 compares the faculty salaries in DLIS to that of the College and other LIS Schools. The NA in the DLIS column indicates no faculty at this rank.

Table V.6. Comparison of 2016-2017 Average Salaries By Rank

	DLIS*	**St. John's College***	**LIS Schools****
Professor	NA	$136,449	$140,385
Associate Professor	$108,800	$103,630	$102,008
Assistant Professor	$82,688	$76,094	$84,852
Instructor	NA	$65,750	$82,223

*Source: Office of Institutional Research
**Source: ALISE 2016 – 2017 Salary Table

The salary comparison for the two DLIS staff positions with the average salary across St. John's College and the respective job descriptions are provided in Appendix A.V.8. The Academic Support Assistant, Linda Russell, was hired in in 2007 and the Department Secretary, Michael Crossfox, in 2014.

> **Standard V.8**: *Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.*

Research

St. John's University provides support for faculty research through research reductions in course load (Article 13.01, CBA, Appendix A.III.1), research leaves (Articles 13.02 and 13.03, CBA Appendix A.III.1), grants and summer support from the Office of Grants and Sponsored Research (OGSR), and faculty travel to professional conferences and meetings.

The annual awards of research reductions to DLIS faculty are listed in Table V.7. Drs. Lee, Angel, and Singh received research reductions in the past three academic years. Dr. Angel has been awarded a research reduction since 2012. Dr. Kevin Rioux was awarded a research leave in the Fall 2016 term.

Table V.7. Research Reductions Awarded

Academic Year	Number	% of Full-Time Faculty
2017 – 2018	3	60%
2016 – 2017	3	60%
2015 – 2016	3	60%
2014 - 2015	1	20%
2013 - 2014	1	20%
2012 - 2013	1	20%

The Office of Grants and Sponsored Research offers two programs to encourage faculty in pursuing research: 1) the Seed Grant / Venture Capital Fund and 2) Summer Support of Research.

The Seed Grant/Venture Capital Fund is an annual award of up to $5,000 to support the development of projects that have the potential to attract substantial external grant support to the University. Recipients of support from this internal grant

competition are required to submit an external grant application within nine months following the period for which support is received. DLIS faculty member, Christine Angel, received this award in 2013 and 2014.

The [Summer Support for Research](#) program is awarded to faculty to work full-time for two of three summer months engaged in research related to the preparation of a proposal for external funding. The award is for $10,000. Faculty accepting the award agree to submit a proposal for external funding by the February following the summer of the award. DLIS faculty member, Rajesh Singh, received the summer support award in 2016.

Faculty travel support for presenting research at professional conferences and meetings is provided by DLIS through its budget allocation from the College. In recent years, DLIS has been able to fund $1,500 - $1,800 in professional travel for each faculty member, excluding the Director.

Professional Development

DLIS faculty receive support for professional development through the Center for Teaching and Learning, the Office of Academic Service-Learning, and travel support from St. John's College of Liberal Arts and Sciences. The College also provides travel support to students presenting at a professional conference or meeting.

[Faculty Growth Grants](#) are awarded annually by the [Center for Teaching and Learning](#) to support faculty seeking to enhance their teaching skills, to further integrate technology into their courses or to develop groundbreaking courses. Since 2011, between one and four grants have been awarded annually. The maximum amount awarded is $1,500 to cover conference (or workshop) registration, related travel, and/or supplies needed to develop teaching materials. DLIS faculty member Christine Angel was awarded a Faculty Growth Grant for the 2013 – 2014 academic year

Until recently, the [Office of Academic Service-Learning](#) offered a Faculty Development Mini-Grant program. The $1,000.00 grants were awarded annually to help faculty develop new and expand existing academic service-learning initiatives for the upcoming academic year. Full-time faculty, part-time faculty and professional teaching staff were eligible to apply for this grant. Dr. Angel was awarded this grant for the 2013-2014, 2014-2015, and 2017-2018 academic years.

The College provides travel support for faculty to attend conferences or workshops to learn skills or methodologies to improve their teaching. Dr. Rajesh Singh received this support in the 2017-2018 academic year.

The [College reimburses students](#) up to $500 in travel expenses to present a paper, poster, or participate on a panel at a professional meeting. Table IV.18 lists the MSLIS students since 2014 who have received the College's travel award.

Student Financial Aid

The University offers financial aid to program students through graduate assistantships and the Reverend Brian J. O'Connell Scholarship.

Qualified graduate Library and Information Science students are eligible for assistantships which include tuition remission and a stipend; these assistantships are awarded for service to the Division and the Libraries of the University, including the Law Library, the Loretto Memorial Library in Staten Island and the Main Library on the Queens campus. Graduate assistants assist faculty with their research and instruction as well as other responsibilities as necessary.

Graduate teaching assistants are appointed for two consecutive semesters, generally beginning in the fall semester of an academic year, and are renewable for a second academic year. Full-time enrollment (a minimum of nine credit-hours) each term and a cumulative grade-point average of 3.2 are required while receiving an assistantship. Additional information may be found on the University web site, [Graduate Assistantships and Fellowships](#).

The Rev. Brian J. O'Connell scholarship is available for matriculated students in the MSLIS program. The scholarship is awarded for academic merit upon admission to the program, based on the GPA of the applicant's most recent degree. The scholarship is awarded as follows:

- If the GPA is 3.8 to 4.0, the student will receive a scholarship of $1,170 per three credit course;
- If the GPA is 3.6 to 3.79, the student will receive a scholarship of $1,130 per three credit course; and
- If the GPA is 3.4 to 3.59, the student will receive a scholarship of $950 per three credit course.

The scholarship is named for the late Dean of St. John's College of Liberal Arts and Sciences, [Rev. Brian J. O'Connell, C.M..](#) Table V.8 lists the number of scholarships awarded since 2014 and the percentage of students enrolled who receive awards.

Table V.8. O'Connell Scholarships Awarded

Fall Term	Scholarships	Enrollment	% of Enrollment
2017	38	68	56%
2016	39	68	57%

Fall Term	Scholarships	Enrollment	% of Enrollment
2015	41	66	62%
2014	33	65	51%

In addition to the O'Connell Scholarship, DLIS offers students a smaller number of endowed scholarships. Appendix A.V.11 lists the number and value of endowed scholarships awarded since 2014.

> **Standard V.9**: *The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.*

Physical Resources

DLIS's administrative and faculty offices are located on the Queens campus in St. Augustine Hall. The D'Angelo Activity Center, also on the Queens campus, provides meeting space for lectures, student orientations, faculty meetings, and advisory board meetings. As an online program, all lectures and orientations are available online and recorded. The Long Island Graduate Center houses one administrative office and the Long Island Digitization Lab. The Manhattan campus is utilized for the annual student symposium. Table V.9 lists the campuses and buildings used by DLIS and Standard V.10 provides more information on the function of these resources.

Table V.9. Physical Resources

Campus	Building	Function
Queens	St. Augustine Hall, Suite 408	One administrative office, five faculty offices, graduate assistant work area, lounge, conference room, one digitization lab, two network printers, and fax machine
Queens	D'Angelo Activity Center (DAC)	Brother Corry Roundtable, William Gillard Lecture, new student orientation, faculty meetings, advisory board meetings
Long Island Graduate Center		One digitization lab
Manhattan		Site of annual student symposium and Gillard Lecture

Technological Resources

DLIS faculty, students and staff have access to the necessary technological resources to achieve program goals. Faculty participate in a five-year laptop replacement program. Faculty offices are equipped with a second monitor, wireless keyboard and mouse, local printer, and a wired network port. DLIS staff has a workstation, local printer/scanner, and wired network port. Staff workstations are upgraded on a timely basis. Faculty, staff, and students working in the DLIS office have access to a network printers, which also scans documents into PDFs.

Students have the opportunity to participate in the University's laptop program. Students in the program receive a new laptop and pay a usage fee in the fall and spring terms. Ownership of the laptop is transferred to the student upon graduation. Tables V.10, V.11, and V.12 list help services, academic systems, and teaching technology respectively.

Table V.10. Help Services

Support	Description
Personal Support Center	24/7 Tier1 support services for computer and academic technology solutions as well as How-to information, login assistance, enrollment support and general information requests for students and faculty
Remote Service Desk	Phone support during business hours; able to address a wide range of hardware and software issues
Laptop Shop	Repair facility for laptops issued through the University's laptop program; walk-in support; online students can mail their laptops to the laptop shop

Table V.11. Online Academic Systems

System	Description
MySJU	Internet Portal which centralizes access to information including the UIS, Blackboard, and Email
UIS	Student Information System; student billing, registration, transcripts, advisement reports
Blackboard	Learning Management System; platform for online courses, includes tools for discussion, assignment submission, testing, course email, and group collaboration

Table V.12. Technology for Teaching

Technology	Description
WebEx	Web conferencing service
Panopto	Lecture capture and video sharing service
PollEverywhere	Audience polling system
VoiceThread	Multimedia discussion board
Office 365	File storage and sharing; Cloud-based MS Office applications; collaboration tools

Support Services for Teaching and Learning

DLIS facilitates a supportive environment for online teaching and learning through orientations, support for the student association, and by supporting several modes for program communications. The services and support are described in Table V.13.

Table V.13. Program Services and Support

Service	Description
Digication Workshops	Orientation and practice in the platform used by students to build their e-portfolios.
Administrative support for DLISSA	Administrative and financial support for the DLIS Student Association (DLISSA) to facilitate DLISSA's bi-weekly webinar series and its annual student symposium.
Online Learning Orientation	Orientation to online learning for new students via the LIS 270 course; this zero-credit course in Blackboard opens four weeks before the start of the term and consists of exercises and resources to acclimate students to online learning.
New Student Orientation	This event is held one week prior to the start of the term in the D'Angelo Activity Center. Online students attend the event via WebEx. This event covers the advisement process, registration, programs of study, faculty introductions, and the e-portfolio end-of-program assessment.
Communication	Through the weekly email digest, the blog, and the LibGuide, DLIS provides students with timely access to events, internships, job opportunities, and programmatic information

Standard V.10: *Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the program.*

Physical facilities provide a functioning learning environment for students and faculty. Question 4 in the annual student survey asks students to rate their experience in five areas. One of these areas is the "physical facilities for accomplishing the objectives of the MSLIS program." The ratings range from Excellent = 1 to Poor = 4. As shown in Table V.14 results have improved over the past six years.

Table V.14. Annual Student Survey – Question 4e

	Rating of "Physical facilities for accomplishing the objectives of the program"					
Year	Excellent	Very Good	Fair	Poor	Rating Avg	Responses
2017	12	29	4	3	1.96	48 of 51
2016	12	18	7	1	1.92	38 of 41
2015	8	13	15	2	2.29	38 of 42
2014	9	18	7	3	2.11	37 of 40
2013	2	19	13	1	2.37	35 of 37
2012	7	7	13	5	2.50	32 of 32

Queens Campus Facilities

The DLIS Office Suite and the D'Angelo Activity Center on the Queens campus provide most of the physical facilities required by students and faculty. The Long Island Graduate Center houses one of the digitization labs, discussed in the next section, and the Manhattan campus is the site for the annual student symposium, discussed in the last section.

The DLIS Office Suite in St. Augustine's Hall was renovated in 2008 and includes office space, conference/work area, lounge, and kitchenette. Faculty offices are spacious and are supplied with the necessary technology as mentioned in Standard V.9. Each faculty member has her/his own office for meeting with students for online, phone, or in-person advisement or to discuss coursework. The office suite houses one of the two digitization labs. The graduate assistants work area is sufficient in size. Since the program is online, students holding DLIS graduate assistantships and students using the digitization lab for research or course projects comprise the student users of the space. DLISSA bi-weekly webinars sometimes draw students to the Queens campus, in which case the lounge is more than

sufficient for the additional students. The lounge offers a more comfortable place for students and faculty to chat or unwind.

The D'Angelo Activity Center (DAC), constructed in 2009, provides excellent facilities for the advisory board meetings, student orientations, lectures, and roundtable discussions. Events are available online via WebEx, recorded and posted to the DLIS LibGuide. DAC is a multipurpose facility which includes classrooms, lecture halls, conference rooms, food court, café, study space, and a large lounge space.

Digitization Labs

DLIS and the Office of Information Technology (IT) constructed the Queens Digitization Lab in 2013. The lab is located in the DLIS office suite on the fourth floor of St. Augustine's Hall on the Queens campus. In Fall 2014, DLIS and IT constructed a second digitization lab at the Long Island Graduate Center (LIGC). These labs are used for teaching and research purposes within the Archival Studies specialization. Students utilize the labs for working on faculty research projects and independent research. With respect to teaching, some of the 60% of students living in New York City and neighboring counties (as of Fall 2017, Appendix A.V.12) choose to work on course projects in the labs.

The digitization labs provide an opportunity for students to gain valuable field experience, facilitate faculty research, and enable DLIS to establish relationships with libraries, archives and museums without adequate resources to digitize their own archival collections. Currently, the following organizations participate in lab-related projects: the Center for Migration Studies, the Paulist Fathers, Marymount Manhattan College, SUNY Farmingdale, and the Bay Shore-Brightwaters Public Library. DLIS began the Guerilla Digitization workshop for public librarians at the LIGC Digitization Lab in October 2016 (Appendix A.V.13). The instructors of the workshop are alumni of the program.

Annual Student Symposium

From its beginning in November 2011 through April 2018, the site for the symposium has been the Manhattan campus, with the exception of the Fall 2014 and the Spring 2015 symposia when it was held on the Queens campus. The Manhattan campus offers a site central to New York City and it was thought more convenient to alumni and information professionals. When the student association, DLISSA, took over managing the symposium in the Spring 2016 term, DLISSA voted to keep the symposium at the Manhattan campus. The campus at 101 Astor Place in downtown Manhattan has nearby subway stations and parking.

Standard V.11: *Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities*.

Information resources and services, computer and other information technologies are provided by University Libraries, the Office of Academic Service Learning, the Center for Teaching and Learning, the Office of Online Learning and Services, and Information Technology. This standard begins with student feedback from the exit and alumni surveys, followed by sections for each of the previously mentioned academic units and offices.

The exit survey was first administered in Spring 2015 following the approval of the Assessment Plan (Appendix A.I.1) in the same term. Table V.15 shows the degree to which the respondents agree with question 9's statement regarding resources and technology. The column for one academic year is the sum of the results from the three graduations – September, January, and May. The alumni two-year out survey was first administered in spring 2016. The questions on the alumni survey mirror the questions on the exit survey permitting a comparison from the same pool of students immediately after graduation and two years after graduation. Table V.16 shows the alumni responses to the same question. The two tables clearly show that students are satisfied with the resources and technology available to them in the program.

Table V.15. Exit Survey – Question 9

Responses	I had access to appropriate library resources, software and related technology to support my educational needs.					
	2016-2017		2015-2016		Spring 2015	
	Percent	Count	Percent	Count	Percent	Count
Strongly Agree	82%	9	63%	10	78%	7
Agree	18%	2	31%	5	22%	2
Neutral	0%	0	6%	1	0%	0
Disagree	0%	0	0%	0	0%	0
Strongly Disagree	0%	0	0%	0	0%	0
Answered question		11		16		9
Skipped question		0		0		0

Table V.16. Alumni Two-Year Out Survey – Question 8

Responses	I had access to appropriate library resources, software and related technology to support my educational needs.			
	2017		2016	
	Percent	Count	Percent	Count
Strongly Agree	33%	4	38%	3
Agree	58%	7	63%	5
Neutral	0%	0	6%	1
Disagree	8%	1	0%	0
Strongly Disagree	0%	0	0%	0
Answered question	12		8	
Skipped question	1		1	

University Libraries

St. John's University maintains four libraries to support teaching and research in its academic programs. The Main Library is located on the Queens campus. The Loretto Memorial Library is located on the Staten Island Campus. The Kathryn and Shelby Cullom Davis Library on the Manhattan Campus supports programs in the School of Risk Management. Finally, the Rittenberg Law Library on the Queens Campus supports St. John's University's Law School. University Libraries is the academic unit which administers and manages the Main Library and the Loretto Memorial Library. In addition, University Libraries manages the electronic information resources used by students in the online MSLIS program. For this reason, the University Libraries academic unit and its two libraries are the focus of this section. Information for this section was provided by University Libraries (Appendix A.V.14). Table V.17 describes physical facilities. Table V.18 lists the reference and research services available to faculty and students. The combined collections of the two libraries consist of 513,314 print volumes/special collections, 86,583 online journals, and 153 online databases.

Table V.17. Main Library and Loretto Memorial Library

Library	Campus	Seating	Size	Hours
Main	Queens	581	43,662 sq. ft.	Mon – Thu: 7a.m. – 11p.m. Friday: 7a.m. – 8p.m. Saturday: 10a.m. – 6p.m. Sunday: 12p.m. – 8p.m.

Library	Campus	Seating	Size	Hours
Loretto Memorial	Staten Island	150	20,500 sq. ft.	Mon – Thu: 8a.m. – 11p.m. Friday: 8a.m. – 5p.m. Sat - Sun: 12p.m. – 5p.m.

Table V.18. Research and Reference Services

Service	Description	Link
AskUs	Email a question	http://bit.ly/2FPUMAx
AskUs Chat	Live chat	http://stjohns.libanswers.com/
Adobe Connect Service	Online research assistance	https://adobe.ly/2G2k7uG
Interlibrary Loan (ILL)	Obtain articles not available in St. John's University Libraries	http://bit.ly/2FRwfuR
Subject Specialist Librarians	Research assistance within specific disciplines	http://bit.ly/2GFi2Tj
Timetrade	Make in-person appointments with reference librarians online	http://bit.ly/2pqsSEy
WebEx	Online appointments with librarians	http://sju.webex.com

University Libraries strives to offer online-learning students and faculty as many opportunities for workshop participation as their on-campus counterparts. To that end, the "research survival and library basics" workshops are all offered both online and in-person. A sample of research workshops offered in Fall 2017 are listed in Table V.19.

Table V.19. Research Workshops

Workshop	Description
Orientation to Library Resources for Online Research	The University Libraries provide a wide variety of print and electronic resources to meet your research needs. The workshop covers the basic tools for research and scholarship. Open to all SJU community members: may be of special help to new students, faculty and staff.
Research Survival: Finding Books	The workshop covers finding and accessing print books and ebooks, from the St. John's Library and various partner organizations
Research Survival: Finding Articles	The workshop covers finding and accessing print and electronic articles, from the St. John's Library databases and various partner organizations.

Each semester the University Libraries works with the Center for Teaching and Learning (CTL) to offer Professional Development workshops for Faculty and Graduate Students. A majority of the workshops are simulcast on-campus and

online, so that online DLIS students may participate, and earn a [Professional Development Certificate](#).

DLIS faculty, staff and students can attend and/or request a workshop for a class, or department. Workshops and follow-up appointments are available either on-campus or online via Webex. Library and EduTech Workshops are developed in conjunction with course assignments, departmental need and/or student training requests. For a listing of the technology workshops see page 3 of Appendix A.V.14.

The Libraries leverage CampusGuides to help organize resources and facilitate ease-of-access to a large variety of online resources. [Research guides](#) are arranged by discipline, allow students to explore a number of databases and resources, and to easily locate the [Library Science LibGuides](#) which support the DLIS program in particular.

DLIS subject liaison librarian, Maureen Weicher, works with the DLIS faculty to maintain a substantial professional LIS collection. Associate Dean and Learning Design Librarian, Caroline Fuchs, serves as the liaison to the Office of Online Learning and Services (OLS) in support of DLIS' online program. The [Online Learning LibGuide](#) acts as an easy point of reference for online students and faculty, as well as for those supporting students in online programs.

The St. John's [University Archives](#), a unit of the University Libraries, houses the administrative and historical records of the University. University Archives has active digitization, exhibition, and teaching programs, in which graduate students actively participate. Researchers, including SJU students and faculty, alumni, and scholars from across the globe, have ongoing projects. University Archives offers in-person and remote assistance and research support.

The University Archives holds records dating back to the founding of St. John's University in 1870; the bulk of the records are from the post-World War II era. The Archives contains the University's historical records, university and student publications, blueprints, audio-visual materials, photographs, memorabilia, and other artifacts. Finding aids and inventories are available for many of the [collections](#).

University Archives administers the University's [Special Collections](#). Special Collections include rare and limited edition books, art exhibition catalogs, manuscripts collections, artwork (primarily Chinese art), photograph portfolios, and other museum objects.

The [Government Documents Collection](#) in the Main Library makes every effort to be consistent with the Federal Depository Program guidelines to reduce physical collections in favor of electronic resources. Increasingly, government documents

can be accessed freely via the Internet. Many documents are available online and available directly to the public without charge. Researchers may also search for government documents in our library catalog.

MSLIS students in the area may utilize study spaces in the Main Library and Loretto Memorial Library in addition to the previously mentioned work areas in DLIS office suite LIB 408. The Main Library has open study areas on the 3rd and 4th floors with a capacity of 464 seats and 48 public-access computers. The first floor has a quiet study space with 102 seats and 5 computers. The Loretto Memorial Library has a spacious Library Commons for individual and group study, and hosts 40 public access computers. The Davis Library has served as a learning laboratory for courses in the archival studies specialization with its large insurance-related collections, and has offered employment opportunities for MSLIS students. The Director, Ismael Rivera, mentors students.

Center for Teaching and Learning

The University's Center for Teaching and Learning (CTL) is the primary faculty development organization. CTL offers two programs to encourage faculty to enrich their courses with technology. 1) The Teaching and Technology Fellows program is a two-year learning community in which faculty fellows meet monthly and assist each other on the development of projects related to teaching with technology. 2) The Faculty Growth Grants program is intended to provide support for full-time faculty members who seek to enhance their teaching skills, to further integrate technology in the curriculum, or to develop groundbreaking courses. A limited number of grants are available each year. DLIS faculty member Christine Angel was awarded a Faculty Growth Grant for the 2013-2014 academic year. Details on both programs and many other teaching and technology resources offered to faculty may be found on the CTL Resources LibGuide.

The CTL Events pages list workshops for faculty, usually co-sponsored by other organizations such as University Libraries, Information Technology and the Office of Online Learning and Services. Certificates may be earned which correspond to completing three workshops in a particular area.

Academic Service-Learning

Academic Service-Learning (AS-L) at St. John's University is an experiential site-based program that involves students in some form of required community service that benefits the common (public) good and uses service as a means of understanding course concepts. The service activity meets course objectives, and through reflection students examine issues pertaining to social justice and

responsibility. The Office of Academic Service-Learning provides resources to faculty to facilitate the incorporation of AS-L in courses. Among these resources is an AS-L mini-grant to faculty developing course with AS-L. DLIS faculty, Christine Angel, has been the recipient of the mini-grant in the 2013-2014, 2014-2015, and the 2017-2018 academic years.

Online Learning and Services

The Office of [Online Learning and Services](#) (OLS) helps faculty improve their online courses through individual and group [instructional design consultation](#), and by offering courses in how to teach online. Faculty without prior online teaching experience are required by St. John's University to take the four-week, online course, [Online Teaching Essentials](#) (OTE), in order teach an online or blended course. A second course, Advanced Online Teaching Strategies, is an optional, three-week online course which builds on the material learned in OTE.

Information Technology

The Office of [Information Technology](#) (IT) is responsible for computing, communications, information and wireless network services for students, faculty and staff throughout the University community. In addition to overseeing and implementing the Laptop program, Information Technology offers students ongoing technical support.

Information Technology's E-Studio provides technology education through [workshops](#) conducted by St. John's University staff. These workshops address specific University applications. All workshops are available to all faculty, administrators, staff, and retirees. The staff also provides individual assistance and group consultations for special projects.

Online systems and technologies, supported by IT, ensure students have access to the administrative and instructional services necessary for their programs of study. Table V.20 lists the primary systems and technologies supported.

Table V.20. Online Systems and Technologies

System/Technology	Description
MySJU	Portal that centralizes information access
UIS	Front-end to university's information system; includes financial services, registration, student records
Blackboard	Learning Management System; platform for developing online course web sites and tools for discussion, assessment, collaborative learning
WebEx	Web Conferencing Service

System/Technology	Description
Panopto	Lecture capture and video sharing service
PollEverywhere	Audience polling system
VoiceThread	Multimedia presentations and discussion board
Office365	Cloud-based application and file storage and sharing system; includes versions of MS Word, MS Excel, MS Powerpoint, and other application software for collaborative development

Information Technology maintains a comprehensive 28 page guide to student technology resources. Included in the guide are the student portal MySJU, the Blackboard Learning Management System (accessible through MySJU), the University Information System UIS (accessible through MySJU), computer labs, University Libraries' services and databases, the Writing Center, cloud applications and shared storage through Office 365, and safety systems such as the Emergency Notification System. The recent most version of the guide, October 31, 2017, is available online (Guide to Student Technology Resources). A link to the guide is included in the email new students receive when registering for the first time.

> **Standard V.12**: The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

This standard is organized by the various administrative units and offices in St. John's University that support program students and faculty. Each section focuses on the exceptional administrators and staff who provide the services to the program.

University Libraries

Valeda Dent, Ph.D. is Dean and Professor, and the administrative head of University Libraries at St. John's University. She holds an M.S.W. and M.I.L.S. from the University of Michigan and a Ph.D. from the Palmer School at Long Island University. Her primary research interests include ethnographic approaches to understanding the user experience; the impact of chronic poverty on development; and rural libraries in Africa and related literacy and reading habits. Dr. Dent has led large-scale ethnographic library studies at Rutgers University and Long Island University. Dr. Dent has published a number of books, including *Qualitative Research and the Modern Library* (2011) and *Rural Community Libraries in Africa:*

Challenges and Impacts (2014) with co-authors Dr. Geoff Goodman and Dr. Michael Kevane.

Dr. Dent is the Founder of the Rural Village Libraries Research Network and her longitudinal research on rural village libraries in Uganda and elsewhere in Africa has spanned more than twelve years. Her work has been published in a wide variety of peer-reviewed journals and presented internationally at conferences in South Africa, China, South Korea, the United Kingdom, and Swaziland. In 2014, Dr. Dent and her husband, Dr. Geoff Goodman, were both awarded Fulbright Fellowships and spent eight months working in two rural village libraries in Uganda establishing an intervention program to facilitate the development of school readiness skills in preschool children.

Dr. Dent's responsibilities include the oversight and management of all library fiscal and administrative operations, the provision of active leadership in the development and implementation of university-wide programs to support and advance the academic mission of the university, the provision of innovative vision, strategic direction, and policy development, and the development of community engagement, external partnerships, and other fundraising opportunities in collaboration with the Office of Institutional Advancement.

Caroline Fuchs is the Learning Design Librarian and Associate Dean of the University Libraries at St. John's University. She holds an M.L. S. from St. John's University as well as an M.A. in English and an M.A. in history, both from Queens College, City University of New York (CUNY).. She is the subject specialist librarian for English, Writing & Composition, and Rhetoric, Communication and Speech. She is a Senior Fellow at the Vincentian Center for Church and Society, Writing across the Curriculum Senior Fellow, and a Senior Technology Fellow at Center for Teaching and Learning. With a special interest in pedagogy and scholarship in the digital age, Professor Fuchs is committed to ensuring that the University Libraries supports all learners in obtaining mastery of the multiple literacies necessary to succeed in academia and beyond. In her role as the Learning Design Librarian, she is embedded in the Office of Online Learning and Services, where she works with the instructional design team and faculty to incorporate information literacy skills into online coursework and assignments. As a member of the Libraries' Web and Emerging Technologies committee, she is part of the team that has developed several library mobile apps as well as the redesign of the website. Active in both regional and national library organizations, she has held several executive offices in ACRL, RUSA, and ACRL/NY and currently serves on the ACRL Board of Directors as a Director-at-Large. She is a member of the DLIS Advisory Board. She teaches Graphic Novels & Libraries, and Research and Evaluation Methods in the MSLIS program.

In her role as Associate Dean, Prof. Fuchs serves as a senior administrative officer, assisting the Dean of Libraries in leadership, management, special projects, policy development, strategic planning and daily operations related to the University Libraries' collections and services. She facilitates donor relations, partnering with Institutional Advancement regarding gifts-in-kind, endowments, and monetary donations to enhance library collections and services; coordinates the recruitment and activities of Graduate Assistants; collaborates with the Dean's Executive Assistant and the Library Budget & Planning Analyst in daily operations; addresses patron concerns and special requests; advises on Institutional Repository planning and implementation in coordination with the e-Scholarship Repository Librarian; advises on ILS planning and implementation; serves on Library and University-wide committees; and supervises direct reports.

Mark (Mong) Meng, Ph.D. is the Director of Loretto Memorial Library on the Staten Island campus. He holds an M.I.L.S. and Ph. D. from Rutgers University. His major research interests are in the area of literary theories in comparative literature with special concentration in the poetics of Chinese tetra-syllabic-line and penta-syllabic-line poems. He is also interested in the library instructional module design. He is currently collaborating with faculty to see how to best embed library instruction components into courses in the Blackboard LMS to foster good research behavior among students. Dr. Meng has numerous publications, conference presentations, and book reviews in both Chinese and English journals in China and the United States.

There are many more University Libraries' faculty, administrators, and staff that support services and programs for online students. Some are listed in Table V.21. For the complete list of supporting faculty, administrators, and staff see Appendix A.V.14.

Table V.21. Faculty Supporting Online Students

Name	Title	Description
Heather Ball	Assistant Professor/Librarian	Student Success Librarian
Cynthia Chambers	Associate Professor/Librarian	Cataloging Dept. and Subject Specialist
Lucy Heckman	Associate Professor/Librarian	Head of Reference and Subject Specialist
Charles Livermore	Associate Professor/Librarian	Reference Librarian and Subject Specialist
Kathryn Shaughnessy	Associate Professor/Librarian	Instructional Services/Open Educational Resources and Subject Specialist; DLIS Adjunct Faculty
Victoria Tamborrino	Associate Professor/Librarian	Interlibrary Loan Librarian and Subject Specialist

Name	Title	Description
Benjamin Turner	Associate Professor/Librarian	Instructional Services and Subject Specialist
Maureen Weicher	Electronic Resource Librarian	Liaison to DLIS

DLIS maintains a close relationship with University Libraries. The Dean of Libraries, Valeda Dent, holds a joint appointment with DLIS. The standing Library Liaison Committee consists of Rajesh Singh, DLIS, and Maureen Weicher, University Libraries. Dr. Singh and Ms. Weicher meet as needed to ensure that information resources required by DLIS faculty are acquired in a timely manner and problems with access to resources are solved quickly. Library faculty members, Caroline Fuchs and Kathryn Shaughnessy, are adjunct faculty in DLIS.

Access to People with Disabilities

University Libraries monitors research and best practices regarding resource accessibility and the Americans with Disabilities Act (ADA) compliance. Like many institutional peers, University Libraries (UL) does not yet have a separate accessibility policy, rather, UL works with University stakeholders, including offices such as [Online Learning and Services](#) (OLS) and the [Office of Disability Services](#) (ODS) to accommodate the resource needs of students who present themselves to ODS. University Libraries has also worked closely with the Center for Teaching, OLS and ODS to foster ADA awareness and to train faculty to design with accessibility in mind when creating or adopting new digi-born assignments and web-based resources.

DLIS has been an active partner with University Libraries by beta-testing [Library-created ADA tutorials](#) in DLIS courses, focusing on Planning Information Literacy Programs (LIS 221), Services to Diverse Populations (LIS 222), and Academic Librarianship (LIS 231). Students beta-test the tutorials and hand in their weekly postings and their final research projects in ADA-friendly format, using the tools built-in to the Word and Blackboard platforms. This collaboration helps test ADA tutorials and helps DLIS students meet the needs of their future constituencies.

In 2017, the University Libraries began an audit of ADA-accessibility for library resources, taking stock of the "ADA state" of the various digital platforms, including the website, CampusGuides, tutorials, databases and the online meeting software. University Libraries gathered ADA-related policies and statements from local peer-institutions (including local LIS schools), sought out best practices information for creating LibGuides (in preparation for creating templates and workflows for a future CampusGuides revamp), enabled built-in ADA features in LibGuides platform, and investigated Closed Captioning software for videos/tutorials ([Spring of 2017 notes](#))

in anticipation of updating the Online Information Literacy Tutorial into Open tutorials that incorporate best practices for pedagogy as well as ADA compliance.

In Summer 2017, an external company tested the Library website's main landing page and "Research Guidance" pages for accessibility in anticipation of redesigning the Library Website (June 2017 report).

In Fall 2017, University Libraries started gathering information about accessibility of other library resources, including software, databases and OpenTexts, in anticipation of making suggestions for library-specific acquisitions policies (Fall 2017 notes).

DLIS began an initiative with support from University Libraries and Online Learning and Services (OLS) to have all MSLIS courses ADA compliant in three years. The initiative began in Spring 2018 with workshops by OLS staff to DLIS full-time and adjunct faculty on ADA compliant documents using course syllabi for the hands-on workshop.

Graduate Assistantships in University Libraries

The University Libraries has offered between two and six academic graduate assistantships per year since 2012. The assistantships are usually awarded to students in the MSLIS program. In the upcoming academic year (2018-19), University Libraries has funding for two assistantships. The graduate assistantship includes a stipend (currently $6,000) and tuition remission (up to twelve credits). Graduate assistantships are project-based after a period of orientation and hands-on experiences. The first semester consists of rotating through various departments to understand their activities and functions, and graduate assistants receive training in library instruction and teaching skills. The three remaining semesters are devoted to special projects working closely with librarian mentors. Projects during the current year have included: ADA access and information literacy tutorials; library app development and emerging library technologies; website redesign; archival processing; creating DACS compliant finding aids; digitization and exhibitions; cataloging; and collection development.

Online Learning and Services

St. John's University made a significant investment in personnel in the Office of Online Learning and Services (OLS) over the past four years. Prior to 2014, OLS acted as an administrative office, rather than providing a pedagogical support function for online learning. The current team serving the online learning community was assembled beginning in 2014 with the hiring of Dr. Elizabeth Ciabocchi as Vice Provost for Digital Learning. Senior instructional designer, Paul Desmarais (promoted to associate director in 2016) and one instructional designer

were hired in 2014. A media specialist was added in 2015; followed by a second instructional designer in 2016 and a third instructional designer in 2017. Table V.22 lists the OLS administrators and staff who work with DLIS faculty. The OLS Questionnaire (Appendix A.V.15), the primary source for this section, provides a complete list of OLS personnel.

The functions of Online Learning and Services may be summarized as follows.

1. Author and implement policies related to online and blended learning, including but not limited to: course design standards, student support, technologies, new program creation, accessibility, and faculty readiness.

2. Create and implement the strategic plan for online learning.

3. Provide instructional design support to faculty teaching the online and blended modalities, including the design and development of new programs, new courses, and the redesign of existing courses.

4. Develop and implement a high-quality, sustainable faculty development program that enhances the teaching and learning environment.

5. Collaborate with academic and administrative units at St. John's to support faculty, administrators, and students in the creation of courses, programs, training, and documentation that supports the faculty's teaching mission.

Table V.22. Online Learning and Services Personnel

Name	Title	Responsibilities
Dr. Elizabeth Ciabocchi	Vice Provost for Digital Learning and Executive Director of Online Learning & Services	Lead the Office of the Provost's academic initiatives in the development of digital learning strategies and programs of study offered in fully online and hybrid formats
		Leadership in the use of technology associated with on-campus instruction
		Oversees the Office of Online Learning & Services
		Serves as co-chair of the University Assessment Committee
		Serves as a site team evaluator for the Middle States Commission on Higher Education (2013-present)
Paul Desmarais	Associate Director of Online Learning & Services	Develops and applies innovative instructional strategies; implements program design, technologies and learning theory;
		Ensures that Online Learning projects are completed on time and within budget;
		Builds working relationships with academic leads and faculty to develop fully online and hybrid programs;
		Responsible for the supervision and ongoing professional development of the Online Learning & Services staff

Name	Title	Responsibilities
Tara King	Instructional Designer	Manage instructional design projects for St. John's College (Arts & Sciences) and School of Education online programs Deliver research-based, learner-centered course development support for instructors teaching in blended and online formats Recommend policies and procedures that improve course development, blended/online learning and ADA compliance
Gina Robinson	Media Specialist	Manage the department's official website including written content, video content and graphics Working collaboratively with OLS and university staff to effectively communicate services to online students and faculty. Train faculty on the use of digital media in online classes through live or pre-recorded training sessions.

Student Laptop Program

The Office of Information Technology provides a student laptop program. MSLIS Students are informed of the laptop program at their first advisement meeting with the DLIS Director. Students are encouraged to participate if their laptop is more than three years old. The primary concern is that the students have a laptop or workstation with the necessary bandwidth to fully participate in online meetings (usually via Webex) and to view online resources, e.g. videos created by course instructors. Table V.23 shows student participation in the laptop program. Upon graduation, ownership of the laptop is transferred to the student. Prior to 2016 there was no cost to participate in the program. Since then, students pay a usage fee in the fall and spring terms for the laptop.

The laptop shop repairs student laptops issued in the laptop program at no charge. Online students may mail their laptops to the laptop shop for service.

Table V.23. MSLIS Student Participation in Laptop Program

	2017-2018	2016-2017	2015-2016	2014-2015
Lenovo T4_0 PC	6	5	10	7
MacBook Pro	20	13	12	11
Pad-type (Microsoft Surface, Lenovo YOGA)	9	6	8	9
Total / % of enrollment	35 /52%	24 / 35%	30 / 46%	27 / 42%

Information Technology also manages the laptop program for faculty. Every five years faculty receive a new laptop and may choose from a Lenovo PC, MacBook Pro, and a Lenovo Yoga. Table V.24 lists the DLIS faculty and their participation in the program. There is no charge to faculty.

Table V.24. DLIS Faculty Laptops

Name	Laptop	Year Received
Christine Angel	Lenovo T460	2017
Shari Lee	MacBook Pro	2015
Kevin Rioux	MacBook Pro	2017
Rajesh Singh	Lenovo T440	2015
James Vorbach	Lenovo T440	2014

Career Services

University Career Services provides programs and services that create opportunities for students, alumni, faculty and employers to engage in mutually beneficial partnerships that meet the needs of an evolving and global workforce. Karen Acampado is the career services staff person who works with MSLIS students. Ms. Acampado presents regularly on resume writing and interviewing skills in DLISSA webinars. Students may schedule either in-person or phone appointments with Ms. Acampado for career advisement.

Grants and Sponsored Research

The Office of Grants and Sponsored Research (OGSR) represents the Pre-award administration office at St. John's University. OGSR provides service and support related to research activities across all schools and units at the University and works closely with the Office of Business Affairs regarding post-award items such as the financial management of sponsored projects. Sponsored programs include research, instruction and training, public service, evaluative testing, and other scholarly and creative activities conducted under the direction of University faculty and staff and funded by organizations external to the University in accordance with award regulations.

OGSR provides guidance and training in applying for grants. OGSR assists faculty in interpreting sponsor guidelines, developing budgets, and ensuring compliance with University and sponsor requirements. OGSR is responsible for coordinating the submission of sponsored project proposals on behalf of the University.

DLIS has received grant awards for two projects over the past three years with the assistance of Elenora Levin, a Grant Specialist in OGSR. A Raskob Foundation Grant of $41,000 was awarded in 2016 to Christine Angel (Appendix A.II.4) and a grant of $21,000 from the Nassau County Library Association (NCLA) was awarded to James Vorbach for his work on the NCLA Archives (Appendix A.II.5).

University Writing Center

The [University Writing Center](#) (UWC) works with undergraduate and graduate students on writing improvement strategies and more generally, on fostering a writing culture across St. John's University.

The UWC invites faculty to discuss their writing and offers related workshops and presentations. The UWC maintains a [blog](#) with the details on their services. These services are available to online students as well.

> **Standard V.13**: *The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.*

The program's systematic planning and evaluation process reviews administrative policies, access to resources, technologies, and services for the delivery of the online MSLIS program. The measures in the DLIS Assessment Plan (Appendix A.I.1) provide a broad range of feedback from all constituencies. Questions 4 and 5 in the Annual Student Survey (Tables V.1 and V.2), question 8 in the Alumni Two-Year Out Survey (Table V.16) and question 9 in the Exit Survey (Table V.15) directly relate to this standard. The monthly faculty meetings are the forum for decision-making on budgeting, student scholarships, recruitment, technology, and facilities. Examples include the increased budget allocation for faculty travel, the funding of students to attend professional conferences and assist in promoting the program at professional conferences (e.g. ALA Annual), and the decisions with regards to the partnership with Wiley Educational Services.

The DLIS Advisory Board consists of students, faculty, alumni, and employers. While the Board's annual meeting agendas cover a range of topics, there are recurring themes such as preparing students for the job market, teaching 'soft' skills, and current trends in the workplace.

The 2011 External Review Panel report identified the following concerns related to this standard.

1. Planning and evaluation processes engage faculty members though apparently do not regularly include students, alumni or other employers and external stakeholders (p. 15, Appendix A.I.4).

2. Policies and procedures for the institution and for DLIS are formalized and available on St. John's website, though they are not transparent for MLS students and alumni as not all appear on or are linked from Division's websites (p. 15, Appendix A.I.4).

3. Students and alumni are surveyed on an on-going basis regarding physical resources and facilities. However, it is not clear how the information from evaluations is used to change or improve the physical resources and facilities (p. 18, Appendix A.I.4).

The DLIS Assessment Plan (Appendix A.I.1) and its implementation (Appendix A.I.17) address numbers 1 and 3. The assessment plan includes a broader range of measures involving students, faculty, alumni, and employers, and a process in which the results lead to program improvements. An annual assessment report (Appendix A.I.5) concludes each academic year and reports on each measure and the advisory board meetings. The annual assessment report and the annual strategic priorities implementation report (Appendix A.I.13) contribute to the strategic priorities and action items report (Appendix A.I.6) for the next academic year. These reports are drafted by the program director and reviewed by DLIS faculty and the Advisory Board.

Improved communications provided by enhancements in the DLIS web site, the implementation of DLIS Blog, the DLIS LibGuide, and the weekly email digests to students and alumni have addressed concern number 2.

> **Standard V.14**: *The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources*.

Program decision-making occurs at the monthly faculty meetings. Meetings generally range from two to four hours with the exception of the first meeting of the academic year in September which is an all-day meeting. At the September meeting the annual assessment report is reviewed and the strategic priorities and action items for the academic year are discussed and revised. Minutes are recorded for all faculty meetings. The minutes of faculty meetings since Fall 2012 are

available in Appendix A.I.16. Table V.25 lists examples of decisions related to this standard recorded in faculty meeting minutes.

Table V.25. Sample of Decisions from Faculty Meetings

Decision	Faculty Meeting Minutes
Strategic Priorities for academic year approved	9/5/2017, 8/30/2016, 9/1/2015
Technology upgrade for faculty offices approved	9/5/2017
DLIS Scholarship Committee formed to review candidates for endowed scholarships and the H.W. Wilson Professional Development Scholarship	3/7/2017
Dr. Valeda Dent's, Dean of Libraries, joint appointment with DLIS approved	3/7/2017
Semi-annual meetings with part-time faculty approved	8/30/2016
Decision to offer $500 travel reimbursement for students assisting at the DLIS table at professional conferences	2/2/2016
Library Liaison Committee formed	9/1/2015
Decision to create the H.W. Wilson Professional Development Scholarship from the monies received from the H.W. Wilson Foundation as part of its Scholarship Grant to LIS Schools	12/12/2014
Decision to create the LI Digitization Lab	11/4/2014
DLIS Blog Project approved	9/3/2014
Revised format of Fall Symposium approved	5/16/2014
Process design for e-portfolio submission and review	12/11/2012, 2/5/2013, 4/2/2013

The advisory board meetings and several assessment measures inform decisions on administration, finances, and resources. The data from advisory board meetings are the summary reports. The data for the assessment measures consists of the survey data and the evaluation report on each measure (Table V.26). If a measure started prior to 2011, when the program was last accredited, then 2012 is entered.

Table V.26. Data from Assessments and Board Meetings

Measure/ Advisory Board	Constituents	Data Type	Data Available From
Advisory Board	Students, Faculty, Alumni, Employers	Meeting Summary	2015
Advisory Board for the Management Certificate	Faculty, Alumni	Meeting Summary	2015

Measure/ Advisory Board	Constituents	Data Type	Data Available From
Alumni two-year out Survey	Alumni graduating two years prior	Report, Survey Data	2016
Annual Student Survey	Students	Report, Survey Data	2012
Employer Survey	Employers	Report, Survey Data	2017
Exit Survey	Graduating students	Report, Survey Data	2015

The reports and meeting summaries in the table are compiled into the annual assessment report (Appendix A.I.5) and reviewed at the all-day meeting in September. Tables V.1 (Standard V.4), V.2 (Standard V.5), V.14 (Standard V.10), V.15 (Standard V.11), and V.16 (Standard V.11) are examples of questions in the annual student survey, alumni survey, and exit survey that provide data on program administration, finances, and resources.

> **Standard V.15**: *The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future*.

DLIS engages in a systematic process for reviewing evaluations of administration, finances, and resources, and taking action based on these evaluations to improve the program. Between 2011 and 2014 the reports from assessment measures and reviews, such as the 2011 External Review Panel report (Appendix A.I.4) were reviewed at faculty meetings to develop action items for program improvement. Since 2014, the reports of all assessment measures and the summaries from the Advisory Board meetings are compiled into the annual assessment report (Appendix A.I.5). In addition, a strategic priorities implementation report (Appendix A.I.13) is prepared which describes the progress on the action items for the academic year. These two reports are the outcomes of adopting the program assessment plan in March 2015 (Appendix A.I.1). These reports are used to develop the strategic priorities and action items for the next academic year (Appendix A.I.6). Evidence of program improvement based on the above process is listed in Table V.27.

Table V.27. Program Improvement from Ongoing Evaluation

Action (year approved)	Description	Evaluation/Outcome
Align MSLIS program with ADA compliant standards (2018)	Working with Library faculty and Online Learning and Services staff, a three-phase, multi-year initiative to ensure that syllabi, course content, and course designs in Blackboard are ADA compliant	Faculty meetings / MSLIS program will be ADA compliant
Scholarship Committee formed (2017)	Standing committee of three DLIS faculty to award H.W. Wilson Professional Development Scholarship and the endowed scholarships	Faculty meetings / Improved process for selecting students for scholarship awards
H.W. Wilson Professional Development Scholarship (2015)	$500 scholarship awarded to students who present a paper, poster, or participate on a panel at a professional meeting	Advisory board, faculty meetings, annual student surveys / increase student participation in professional development
Library Liaison Committee formed (2015)	Standing committee of consisting on one DLIS faculty and the Electronic Resource Librarian	Faculty meetings / Improved process for solving problems related to access to information resources
Long Island Digitization Lab (2014)	Student and faculty research lab used for grant-funded projects and coursework	Faculty meetings, annual student survey / strengthen archival studies specialization and build relationships with community through archival service projects
DLIS Blog, Student email digests, Alumni Linked-In group (2014)	Weekly email digest which highlights events, registration, advisement, and job and internship opportunities with links to the blog for details	2011 ERP, annual student survey / improved communication between DLIS and students and alumni

Synthesis and Overview

The Master of Science in Library and Information Science program received its last review by the ALA Committee on Accreditation in 2011. The External Review Panel report from that visit provided useful feedback, which DLIS has used in the ongoing effort to improve the program. Since 2011 DLIS has made notable strides summarized in the following:

1. DLIS has improved program assessment and strategic planning based on an annual assessment plan.
2. The end-of-program assessment has been improved with the introduction of an e-portfolio in which students write reflections on their evidence from coursework of satisfying the program goals.
3. New certificate and combined degree programs have been introduced in response to changes in the field and to leverage strengths from multiple disciplines.
4. Stakeholders, including students, alumni, employers, administrators and faculty have been more actively engaged in the ongoing process to improve the program.

This section summarizes the accomplishments with respect to each of the five accreditation standards, describes challenges to the program, and outlines steps in the plan going forward.

Systematic Planning

The DLIS faculty reaffirmed the program goals and learning outcomes (PGLOs) in 2015. The PGLOs are based on the eight ALA core competencies and thus are well-aligned with this competency standard for information professionals. In addition, each of the six specializations of the MSLIS program has associated competencies from related professional organizations.

An annual assessment plan was developed and adopted by DLIS in 2015. The plan's purpose was two-fold: 1) introduce additional assessment measures which provide broader feedback from all program constituencies, and 2) provide a framework for assessment, analysis, reporting, and planning. In place for three years, the assessment plan has demonstrated its value in ensuring an ongoing, cyclic process in which assessments feed back into program improvements.

The reconstituted Advisory Board has been instrumental in offering valuable guidance at the close of each academic year. The Board consisting of all program constituencies has assisted in the revision of the program mission statement, increased the emphasis on 'soft' skills in the curriculum, revised courses, and

assisted in the development of the new advanced certificate program in management.

Curriculum

DLIS replaced the comprehensive exam with an e-portfolio as the end-of-program assessment in 2013. The faculty determined that the e-portfolio provided a clearer connection between the curriculum and the program goals and outcomes by requiring the students to submit course artifacts as evidence, and to write reflections on the evidence in order to demonstrate the learning of the respective program goal.

The specializations offered to students in the program were revised. Revisions were informed by the competencies in related professional organizations and the competencies were documented in the specialization descriptions. Courses were revised and new courses were added.

A Certificate in Management for Information Professionals was added to the curriculum based on the recognized trend for increased management and leadership skills in the information professions. Envisioned by the advisory board as a professional development opportunity for mid-level information professionals, the Certificate was also made available to students through the new specialization in management.

A dual master's degree program, MA/MS Public History/Library and Information Science, was introduced. The program was designed for students interested in archival professions and academic libraries. The program builds on the relationship between DLIS and the Department of History which has resulted in courses serving as electives both the MSLIS and the MA PH programs.

Field experience is widely recognized as an important component in Masters' programs in information studies. In addition to strongly encouraging internships and other forms of extracurricular experience, academic service-learning (AS-L) is an option by which course objectives incorporate community service that reinforces course content. AS-L is closely related to the mission of St. John's University and the University supports AS-L in curricula through the Office of Academic Service-Learning. DLIS has increased the number of courses with AS-L in the program from two courses prior to 2012 to six, including the core course Organization of Information and several courses in the archival studies specialization.

Faculty

With the additions of Christine Angel (2012) and Rajesh Singh (2015), DLIS was able to make significant improvements in the archival studies specialization and to develop a new certificate program and specialization in management.

The teaching expertise of the full-time faculty aligns well with the program goals and learning outcomes. The faculty have a distinguished level of scholarship and are actively engaged in professional organizations. The faculty mentor student research which has increased the number of student poster, paper and panel presentations at professional conferences.

The faculty are dedicated to the MSLIS program and its students. At the monthly DLIS meetings, the faculty discuss pressing issues, assessment, planning, and program changes. In an atmosphere of mutual respect and collegiality, decisions are made which continue the process of improving the program.

The part-time faculty contribute as well to improving the program by their dedication to teaching excellence, their contributions at the semi-annual part-time faculty meetings, and their service on the advisory boards.

Students

Highlights of program accomplishments in the Student standard include: 1) recognizing student achievement; 2) improved communications and online presence; 3) encouraging and collaborating with the DLIS Student Association, and; 4) developing a revised recruitment strategy.

DLIS introduced in 2014 the H.W. Wilson Foundation Professional Development Scholarship. The scholarship is funded by the H.W. Wilson Scholarship Award, given every four years to each ALA-accredited LIS School. Students qualify for the scholarship by presenting a paper, poster, or participating on a panel at a professional conference or by having a paper accepted in a peer-reviewed publication. This scholarship is complimented by the St. John's College's student travel reimbursement policy in which students are reimbursed for expenses incurred when delivering a presentation at a professional meeting.

The DLIS Blog, DLIS LibGuide, and weekly email digests have significantly improved communication with students and alumni. The DLIS blog provides information on events, job opportunities, internships, and scholarships. The DLIS LibGuide informs students of policies and procedures on advisement, the e-portfolio, registration, course planning, professional associations, and scholarships. The weekly student and alumni email digests inform recipients on upcoming program events such as lectures, advisement and registration as well as recent posts on the blog. Items on

the digests link to the blog for details. Significant improvements have been made to the DLIS web site. The assessment page has been added containing the assessment plan, the annual assessment reports and the individual survey reports for the most recent academic year. The content on each page of the web site has been reviewed and updated.

In 2015, with encouragement at the new student orientations, the student association was restarted as DLISSA (DLIS Student Association). DLIS works closely with DLISSA in planning symposia and offers technical support for DLISSA's biweekly webinar series. DLIS also assists with transitions in leadership. As a result, DLISSA is a vibrant organization for students, organizing both professional and social events.

A recruitment strategy was developed to guide DLIS efforts for promoting the program and increasing enrollment. The strategy primarily hinges on 1) increased engagement at the national, regional, and local levels and 2) investment in online admissions. Engagement in this sense includes faculty and student presentations, exhibiting at professional conferences, collaborative projects with external partners, and community service. St. John's University signed a partnership agreement with Wiley Education Services (WES). This significant investment demonstrates the University's commitment to the MSLIS program and the four other online graduate programs included in the partnership agreement.

Administration, Finances, and Resources

The program is administered by the DLIS Director and the department secretary at this time, with the recent retirement of the part-time administrative support assistant. The Director reports to the Dean of St. John's College of Liberal Arts and Sciences, who reports to the Chief Academic Officer, the Provost. The administrative personnel in DLIS are sufficient to effectively manage the program. However, additional support may be necessary if projected enrollment increases over the next year are met. Discussions are underway between the Director and the Dean of the College in this regard.

The DLIS budget has been sufficient to meet the program's requirements. In monetary terms the budget has been increasing slightly consistent with the salary increases in the Collective Bargaining Agreement and staff raises. The budget over the past six years reflects the more competitive recruitment environment faced by St. John's University and the University's dependence, as a private institution, on tuition revenue. The enrollment level in the program had been relatively constant until the 20% increase in the Spring 2018 term (the first term of the partnership with WES).

DLIS and the Office of Information Technology built two digitization labs, one on the Queens Campus (2012) and one at the Long Island Graduate Center (2014). These labs facilitate faculty research, community engagement, and the archival studies specialization. The labs have been used by students working on Academic Service-Learning projects with libraries, archives, and museums in the area.

St. John's University has made several significant investments over the past four years that have resulted in program improvements. First, the Office of Online Learning and Services has added four instructional designers capable of assisting faculty in all aspects of online pedagogy. Second, University Libraries has added an Instructional Design Librarian and an Open Educational Resources Librarian, who work closely with DLIS. Finally, St. John's University signed a partnership agreement with Wiley Education Services to provide recruitment and admissions support for five of St. John's online graduate programs, including the MSLIS. The projection for a 20% increase of enrollment in the first term, Spring 2018, was met. DLIS looks forward to the continued development of this partnership.

Program Challenges

The program is supported by five full-time faculty, which limits the ability of DLIS to explore new opportunities. The program offers students six specializations: academic librarianship, archival studies, management, public librarianship, special librarianship, and youth services. Currently two members of the faculty advise in more than one specialization. Two jointly-appointed faculty and twelve part-time faculty bring expertise in select areas. The enrollment trend had been flat between 2012 and 2017 at between sixty-five and seventy. In Spring 2018, however, the enrollment increased by 21% from sixty-eight to eighty-two. DLIS is optimistic that enrollment increases, projected by the University's partner Wiley Education Services, will soon permit the hiring of new faculty.

New York City is a very competitive marketplace for LIS students with four LIS Schools in the city and two more within an hour's drive. As a result, DLIS was one of the first in the region to offer a fully online MSLIS program. With the increasing adoption of online programs, five of the seven New York State LIS schools currently have such programs. In response, DLIS has marketed the program at local, regional, and the ALA Annual Conference. Moreover, the University's commitment to the program through the partnership with Wiley Education Services has broadened geographically the pool of potential students.

Next Steps

The process going forward is managed by the monthly faculty meetings informed by the annual assessment plan. Over the next two years the assessment measures, the program goals, and the program's vision statement will be reviewed and revised, if needed. DLIS will continue to monitor 1) the level of full-time faculty with respect to increases in enrollment and trends in the discipline, 2) the e-portfolio rubric as a development and assessment tool, and 3) the course artifact assessment as a gauge for modifications in the curriculum (Standard I).

DLIS will seek to strengthen existing relationships and build new relationships both within the University and with information professionals. More specifically, DLIS will explore collaborations with the Computer Science department in St. John's to increase enrollment through the relatively new BS/MS combined degree programs, and initiate collaborative projects involving students and faculty in the Computer Science and Library and Information Science Divisions.

DLIS will build on existing projects and establish new projects in collaboration with professional associations and state resource councils to provide new opportunities for students and resources for the community.

Conclusion

The faculty of the Division of Library and Information Science (DLIS) is dedicated to teaching, research, and service, in alignment with the goals of the Program, the Mission of St. John's University, and the mandates of the information professions. Full-time faculty maintain research productivity and a collegial environment that extends to collaboration with other academics and practitioners. This contributes to the professionalism and rigor of DLIS course offerings and scholarly endeavors. Part-time faculty contribute by applying their expertise in teaching program electives. Administrators and staff in conjunction with the faculty strive to prepare students in the MSLIS program "to become ethical leaders in the information professions" (excerpt from Program Mission Statement, Chapter 1).