ST. CATHERINE UNIVERSITY

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Self-Study

SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES
INFORMATION MANAGEMENT DEPARTMENT
ST. CATHERINE UNIVERSITY

Master of Library and Information Science (MLIS) Program

Submitted to the

COMMITTEE ON ACCREDITATION

AMERICAN LIBRARY ASSOCIATION

September 25, 2017

Unit and Chief Administrative Officers

Deborah S. Grealy, Associate Dean MLIS (January 2010 - January 2018)
Anthony G. Molaro, Director MLIS (September 2017 to date)
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Parent Institution and Chief Academic Officers

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     and Professional Studies (SBPS)
Penelope Moyers, Associate Provost & Dean, Graduate College & Henrietta Schmoll School of
     Health (HSSOH)

St. Catherine University

ReBecca Koenig Roloff, President

Accreditation Status: Accredited (January 2011)

Standards for Accreditation of Master's Programs in Library and Information Studies: 2015

Regional Accrediting Agency

The Higher Learning Commission

Program and its context

The Master of Library and Information Science (MLIS) Program in the School of Business and Professional Studies (SBPS) at St. Catherine University meets the standards set forth by the Committee on Accreditation (COA) of the American Library Association (ALA). The Program is fortunate to be fully supported by the University, which provides outstanding facilities and services to ensure its success. In keeping with the institutional mission of educating women to lead and influence, St. Catherine University recognizes the importance of bolstering the evolving disciplines that were once the primary purview of women, such as education, nursing, and library science. This support continues under the University's new leadership and reflects the fresh perspectives and energy of a new President, Provost, and Chief Financial Officer.

Since receiving initial ALA accreditation in January 2011, students, alumnae/i, faculty, employers, and other stakeholders of the MLIS Program have systematically assessed, reflected upon, and responded to successes, challenges, and opportunities. The MLIS Program team submitted three *Biennial Narrative Reports* during this period, which were all accepted without revision. The 2010-11 and 2011-13 reports complied with the *2008 ALA Standards,* while the 2013-15 report complied with *2015 ALA Standards*. Assessment data have been cross-walked between the two versions of the standards; this *Self Study* has been prepared to align with the *2015 ALA Standards*. The MLIS faculty have been directly involved in writing and validating the self-study report. Evidence of achievement and data show that the MLIS Program meets the 2015 standards for accreditation, contributes to and benefits from the institution's vibrant academic community, and will continue to do so.

St. Catherine University has been teaching students to be effective, ethically grounded library practitioners since 1918. One hundred years ago, the Sisters of St. Joseph of Carondelet began offering classes in librarianship at the undergraduate level. Today, the MLIS Program is

part of the Information Management (IM) Department, a fully accredited graduate program with dedicated faculty, talented staff, and exceptional students. MLIS takes pride in its high-touch approach to education, emphasizing both face-to-face learning and direct community engagement. Students graduate with a well-rounded experience firmly grounded in the values of social justice that prepares them well to work as information professionals in libraries, information centers, archives, historical institutions, and other organizations.

The MLIS Program achieved significant departmental accomplishments during the seven years since initial accreditation (Academic Years 2011-17). These accomplishments occurred in several arenas, including planning and assessment (Standard I), curricular review and revision (Standard II), faculty development, and productivity (Standard III), student engagement and success (Standard IV), and University structural change, faculty governance, budgetary realignment, and facilities upgrades and redesign (Standard V). The individual chapters in the *Self Study* contain specific details, challenges, opportunities, and collaboratively developed plans for continued success. We have asked that the External Review Panel (ERP) site team look at our efforts and evaluate our program processes, especially those pertaining to curriculum and student academic progression, within the broader context of institutional change.

School of Business and Professional Studies (SBPS), Information Management (IM) Department, Master of Library and Information Science (MLIS) Program

St. Catherine's 36-credit MLIS degree can be completed in two years of year-round, full-time enrollment. Many students choose a part-time plan of study and complete the degree in three years. The MLIS program is designed to educate entry-level librarians and information specialists and provide the educational foundations for lifelong professional development. Students may prepare for positions in public and academic libraries, schools or specialized libraries in the public and private sectors.

The MLIS curriculum integrates the principles, practices and ethics of library and information science with an in-depth understanding of the people who use information systems in their work and communities. The MLIS degree has five required courses (15 semester hours): Introduction to Library and Information Science, Organization of Knowledge, Information Access Services, Research Methods for Library and Information Science, and Management of Libraries and Information Centers. Students may choose a specific area or areas in which to specialize, under the guidance of designated faculty advisors. Together, students work with faculty members who have deep connections within the profession to analyze the field, select electives (21 semester hours), and plan experiences to prepare for employment. Courses meet in an evening/weekend schedule on the St. Paul, Minnesota, campus, enriched with online learning occurring between class meetings.

According to trend data reported in the *Association of Library and Information Science Educators (ALISE) Annual Statistical Reports,* approximately 7,000 new information professionals earn their degrees and enter the profession in the United States and Canada each year. ALISE reports[1] that an annual average of 55 of these people come from St. Catherine University. They work as public or academic librarians, knowledge managers, information specialists, school library media specialists, archivists and special collections managers, literacy coordinators, law librarians, information architects, online documentation managers, reference and information services coordinators, technical services professionals, and business information specialists.

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[1] Data taken from ALISE Statistical Reports, 2010, 2012, 2015, 2016, 2017: Average number of ALA accredited programs reporting equals 55.

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Preface

The Sisters of St. Joseph (CSJ) of Carondelet founded the College of St. Catherine in 1905. Located on two picturesque, urban campuses in St. Paul and Minneapolis, Minnesota, St. Catherine University became Minnesota's newest university on June 1, 2009.[2] The change reflected the institution's transformation into a comprehensive institution — with four schools and three colleges — and movement from a regional presence to national and international pre-eminence. In the 30 years leading up to the change, enrollment more than doubled, from just over 2,000 students at the baccalaureate level, to nearly 5,000 students in programs ranging from associate to doctoral. St. Catherine University is ranked 15th in the *U.S. News & World Report's* Best Colleges rankings among Midwest Regional Universities.[3]

Throughout our history, the fundamental platform on which St. Kate's was built — our mission, our heritage and our reputation for academic excellence — remains. "The mission of the University (and of the Sisters of St. Joseph) provides a clear framework for institutional planning and decision-making; and serves as a guiding compass during times of opportunity, challenge or uncertainty"[4]

The institution has been committed to library education in some form since 1918; its undergraduate, certificate, and licensure programs, along with collaborative programming have educated and trained library and information service personnel in Minnesota and the upper Midwest for almost 100 years. A partnership with Rosary College, now Dominican University, provided stable access to the American Library Association (ALA)-accredited degree for students from 1991-2007. Since initial independent ALA accreditation in 2011, however, the MLIS Program and St. Catherine University have undergone significant changes. Many of these changes related

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[2] *St. Catherine University History*, accessed September 8, 2017, https://www.stkate.edu/about/history/.
[3] *St. Catherine University Facts*, accessed September 8, 2017, https://www.stkate.edu/about/university-facts.
[4] *About St. Kate's*, accessed September 8, 2017, https://www.stkate.edu/about/.

to the parent institution's transition from a College (1905) to a University (2009) and to the university's response to changes in the economic and political landscape of our national higher education system.

St. Catherine University was fully reaccredited by the Higher Learning Commission (HLC) in 2013, at which point it entered a new 10-year HLC accreditation cycle, called Open Pathway. This process requires a comprehensive *Year Four Mid-Cycle Assurance Review* where evidence is if the University continues to meet the *Criteria for Accreditation*. In June 2017, St. Catherine University received notification that it continues to meet all the *HLC Criteria (and supporting Core Components*) "with no stipulations or reservations." (Appendix P.B. Email from Colleen Hegranes, Fri. June 16, 2017). St. Catherine's Carnegie Classification for graduate programs is currently "Post baccalaureate: Other-dominant, with other professional programs" and, in 2015, it was designated as a "Community Engagement Classified Institution."

St. Catherine University at a glance

School of Business and Professional Studies

The MLIS Program at St. Catherine University is an administrative unit in both the School of Business and Professional Studies (SBPS) and the Graduate College (GC). St. Catherine University's academic design is based on a matrix structure (see Figure 1.1). The institution currently comprises: four schools and three colleges on two campuses, with the disciplinary home of the program(s) residing in the schools. Dr. Joann Bangs is the SBPS Dean. She is regularly briefed on all MLIS process/progress.

For the 2017-18 academic year, the tuition rate for the 36-credit MLIS program is $904 per credit. Tuition rates are subject to change each June 1. Additional costs for the program include fees for student services and technology, books, etc.

All students accepted into the graduate program will be considered for a limited number of MLIS scholarships from St. Catherine University. The MLIS department also offers graduate assistantship funding to qualified students after they begin the program.

Many graduate students are eligible for financial aid, usually in the form of student loans. Another potential source of funding is tuition benefits from current employers. In addition, St. Kate's MLIS students employed by one of our corporate partners may be eligible to receive a special corporate partner scholarship, reducing tuition costs by 10%.

Planning for Accreditation and the Self Study Process

Planning and assessment are iterative processes at St. Catherine University, where the Office of Institutional Research and Program Accreditation (IRPA) supports a "culture of assessment." St. Catherine University is currently home to 21 externally accredited programs, many of which reside in the School of Business and Professional Studies (SBPS) and the Henrietta Schmoll School of Health (HSSOH). Assessment and evaluation practices mandate ongoing review of programs of study, annual reviews of programs, and a cycle of P3 analysis and updates. The MLIS Program generally has two program retreats, one in May for year-end assessment purposes and one in August, set aside for planning for the coming year(s). MLIS standing committees and taskforces work throughout the academic year, and their goals and accomplishments inform and feed programmatic achievement:

- Curriculum (Yukawa)
- Facilities (Yoon)
- Students Services (Lesniaski)
- Faculty Development (Park Dahlen)
- Marketing Outreach & Recruiting Task Force (Molaro)
- Undergraduate Information Science Programming (Yoon)
- Diversity [Inclusive Excellence] Task Force (Park Dahlen)

The MLIS faculty and staff have been engaged in assessment and evaluation long before the initial ALA accreditation was granted in January 2011. Stakeholder groups are regularly

engaged and consulted, as a matter of course. MLIS faculty, adjunct faculty, the MLIS Advisory

Council, Community Partners, and Student Groups, are all involved in ongoing planning and

assessment activities. This year, at the Annual MLIS Summit (April 24, 2017), stakeholder groups

responded to the new Vision, Values, Mission, and Goals statements prepared by faculty. Their

table discussions were captured and used to further develop and finalize the documents that will

guide the future of the MLIS Program at St. Catherine University.

Self-Study Committee Structure and Membership

The plan for the *Self Study* is the result of collaboration by all faculty members, the

Associate Dean & Director, and the administrative staff. The MLIS Program is a small program.

An Accreditation Steering Committee guided the development of the *Self Study* and included

Deborah Grealy, Deborah Torres, and Jennie Robinson-Kloos. Professor Emerita Mary Wagner,

State Librarian Jennifer Nelson, and SLMS adjunct Jim Glazer served as outside readers for draft

chapters.

The MLIS administrative staff (Grealy, Torres, Shearer, and Akisanya) gathered

documentation and compiled the first draft of the document, drawing on data and reports

generated over the past six years. Grealy, Torres and incoming MLIS Program Director Anthony

Molaro wrote the first draft of the narrative. They incorporated the following sources: *MLIS*

Annual Reports to the Dean (annual); *Program Prioritization & Planning (P3)* materials (ongoing);

*ALA Biennial Narrative Report*s to COA (Biennial); and, various statistical reports and analyses of

trends (ALA and internal), along with pertinent supporting documentation already housed in the

Program's Assessment Drive. The MLIS faculty, program staff, student body, Advisory Council,

adjunct faculty, and larger stakeholder community received regular updates on program

initiatives; their feedback and suggestions have been regularly incorporated into program

assessment and development since our last visit in October 2010.

The *Self Study* participants included the following teams:

- Faculty: Deborah S. Grealy, Associate Dean & Program Director; Sarah Park Dahlen, Associate Professor; Heidi Hammond, Associate Professor and School Library Media Studies (SLMS) Coordinator; David Lesniaski, Associate Professor; Sook Lim, Associate Professor; Anthony Molaro, Assistant Professor & Incoming Director (August 2017); Sheri Ross[5], Associate Professor; Kyunghye Yoon, Associate Professor; Joyce Yukawa, Associate Professor; and Molly Hazelton, Adjunct Instructor.
- Staff: Deborah A. Torres, Assistant to the Associate Dean & Assistant Program Director; Janis J. Shearer, Office Coordinator; and, Toyin Akisanya, Information and Instructional Technology (IT) Coordinator
- Advisory Council Advisors: Jennifer Nelson, State Librarian & Director, Charter Center at Minnesota Department of Education; Chris Jacobs, 3M (adjunct faculty and alumna), and, Peggy Johnson, University of Minnesota Libraries, retired (adjunct faculty)
- University Assessment Officer: Jennie Robinson-Kloos, Director of Institutional Research, Planning, and Accreditation (IRPA).
- Director of Libraries, Archives, & Media Services: Emily Asch
- Student Leadership Team: Samantha Stepp (SGO), Chayse Sundt/Katherine Warde (ALA), Edwin Schenk (PLG), Sara Butterfass (SAA), Sara Larsen/Katelyn Torell (SLA)

Working committees were made up of chairs of standing faculty and staff committees, augmented by representatives from the MLIS Advisory Council, members of the adjunct faculty, and members of the MLIS Student Governance Organization, which also includes representatives from the student chapters of: American Library Association (ALA), Association of American Archivists (SAA), Special Libraries Association (SLA), and Progressive Librarians Guild (PLG). Drafts were disseminated and collaboratively developed using Google Docs.

These committees developed chapters of the working draft, identified gaps, analyzed data, mapped data to the ALA standards, and reported to the Accreditation Steering Committee. Working committees reviewed and commented on draft chapters for each of the standards, identified gaps and areas where further information of explanation was needed, and edited to achieve clarity and continuity. Revised chapters were returned to the Accreditation Steering Committee for review and critique. A panel of outside readers read the document for clarity and completeness; the *Self Study* draft were sent to primary stakeholders for comment and revision.

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[5] On Sabbatical AY 2016-17

Fact checking, data compilation, and document management were completed during summer 2017, and the MLIS faculty critiqued the document during their retreat. During this time, key stakeholders independently reviewed and commented on the draft document. Final document preparation was coordinated by the MLIS Administrative Team, under the leadership of Office Coordinator Janis J. Shearer (staff and MLIS student) and University Document Services.

Responsibilities for the Working Committees were as follows:

- Standard I: Systematic Planning:
    - Sook Lim (Chair, University Faculty Council/UFAC, Assessment Committee)
    - Tony Molaro (University Academic Resources Committee/ARC)
    - Joyce Yukawa (Chair, MLIS Curriculum Committee; SBPS: School Curriculum, Assessment, and Planning Committee/SCAC)
    - Deborah Grealy (Ex-officio, Graduate Program Directors; SBPS CHADs)
    - Deborah Torres (Ex-officio, Graduate Program Directors; SBPS CHADs)
    - Samantha Stepp (Student; President, MLIS Student Governance Organization/SGO)
- Standard II: Curriculum:
    - Joyce Yukawa (Chair, SBPS: School Curriculum, Assessment, and Planning Committee/SCAC)
    - Heidi Hammond (Co-chair University Curriculum, Assessment, and Policies Committee/UCAP)
    - Kyunghye Yoon (University Faculty Council/UFAC)
    - Deb Eshweiler (Student)
- Standard III: Faculty:
    - Sarah Park Dahlen (Chair)
    - Sook Lim (UFAC Assessment Committee)
    - David Lesniaski
    - Peggy Johnson (Advisory Council and adjunct)
    - Antonio Backman (Student representative)
- Standard IV: Students:
    - David Lesniaski (Chair)
    - Sarah Dalen
    - Heidi Hammond (UCAP)
    - Chayse Sundt (Student)
    - Molly Hazelton (Adjunct, student, director of the Hilton Sisters' Project)
- Standard V: Administration and Financial Resources:
    - Kyunghye Yoon (Chair, UFAC)
    - Anthony Molaro, University Academic Resources Committee (Chair, ARC)
    - Emily Asch, University Librarian (ARC)
    - Chris Jacobs (Adv.C., alumna, adjunct)
    - Student

Major changes since the last accreditation review

The MLIS Program, along with other programs in the Graduate College (GC) and the College for Adults (CFA),[6] is co-educational, non-denominational, and professional in orientation. However, the spirit of the University's founders, the Sisters of St. Joseph of Carondelet, professes the values of Catholic Social Teaching[7] that are embodied in the MLIS focus on social justice. Although the ALA 2015 standards no longer explicitly examine Mission as a Standard for accreditation, it is important for small, private, not-for-profit programs to be able to fully contextualize their identities in terms of the vision, values, and goals of their parent institutions. The MLIS Program at St. Kate's is highly inclusive and it is focused on social justice. These are values that permeate our curricular and co-curricular activities, inform and support service learning and community engagement, and underpin our programmatic identity. During the seven years since initial ALA accreditation in 2011, significant changes have taken place at St. Catherine University, the School of Business and Professional Studies, and the MLIS Program. These events dramatically affected internal administrative operations across the institution. Working together, administrators, managers, faculty, and staff adapted to the transforming environment. Changes are described at the University, College, and Program levels.

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[6] *St. Catherine University College for Adults,* accessed September 8, 2017, https://www.stkate.edu/information-for/adult-students.

[7] *St. Catherine University Catholic Identity Statement,* accessed September 8, 2017, https://www.stkate.edu/about/mission-and-vision/catholic-identity-statement. The values are Life and the Dignity of the Human Person; Call to Family, Community, and Participation; Solidarity; Dignity of Work; Rights and Responsibilities; Option for the Poor and Vulnerable; and Care for God's Creation.

<div align="center">University Administration</div>

These years (2011-2017) are characterized by serious changes and economic challenges in the marketplace, regionally and nationally, and large-scale organizational change at St. Catherine University. These changes include the following events: (1) three iterations of the University's Strategic Plan, *Vision 2020;* (2) University restructuring; (3) enrollment and budgetary shortfalls; and, (4) large-scale changes in University leadership. Throughout these transitions—and despite the implementation of a 2013-14 *Program Priority Process (P3),* the University has continued to support the MLIS Program through budget approvals, permissions to hire, faculty promotions with subsequent grants of tenure, travel and curriculum grants, course releases to support faculty research productivity, and ongoing facility and equipment upgrades.

Changes in Leadership

In June 2016, President Andrea Lee, IHM, left St. Catherine to assume the presidency of Alverno College, and on October 11, 2016 ReBecca Koenig Roloff, alumna and former chair of the Board of Trustees, was installed as St. Catherine's 11th president. Since that time, there have been changes in structure, personnel,[8] budget deployment, policy formulation, and planning processes, all of which have affected workflow, continuity, and staffing in the academic programs (see Appendix A). Following the departure of President Lee and the installation of President Roloff, the University's upper management team were replaced; membership in the President's Cabinet changed, and Provost Colleen Hegranes departed in July, 2017).

Renewed Focus on Mission

The 2016-17 Academic Year (AY) began with University leadership filling three endowed Chairs for Mission: Dr. Kate Barrett, endowed chair in Catholic identity; Dr. Allison Adrian,

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[8] Primarily in the President's Cabinet.

endowed chair in women's education; and Dr. Amy K. Hamlin, endowed chair in the liberal arts.

These important chairs represent the three components of the St. Catherine mission. Their role is

to ensure that Mission permeates the University's curricular and co-curricular offerings, and to

ensure that St. Catherine University remains an institution that educates women to "do all of

which woman is capable and which will most benefit the dear neighbor." Also announced in AY

2016-17 was an upcoming re-visioning of the University strategic planning process (*2020 Vision,*

Parts 1-2). A new, highly integrated, inclusive, strategic planning process has been launched under

the leadership of Angela Riley, newly appointed Executive Vice President & Chief Financial

Officer; (see Appendix B).

Changes in Governance

Changes to faculty governance at the University level have been ongoing and, reflect an

effort to remain highly inclusive and representative in scope. Faculty governance has become

increasingly complex with the transition from a town hall based faculty structure to that of a

modified Senate. Revised faculty committee structures pertaining to governance, curriculum

oversight, and faculty evaluation, along with a revised *Faculty Handbook* and *Faculty Constitution*

and By-Laws, have also influenced workflow, decision-making, and processes in the academic

departments. Documentation details appear on the Faculty Governance pages of the University's

website.[9]

Evolving Web Presence

The University's Website has undergone substantial revision since 2010 and we are now

entering our fourth phase of University web development. An ongoing challenge is the

University's Website, which after two substantial revisions between 2011 and 2014. Academic units

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[9] *St. Catherine University Faculty Governance*, accessed September 8, 2017,
https://kateway.stkate.edu/web/home-community/-
/governance?inheritRedirect=true&redirect=%2Fweb%2Fhome-community%2Facademic-affairs.

across campus, including the MLIS Program, are working with Admissions and Marketing and Communications (MarComm) to build websites that support the recruitment of students and provide information about courses, learning experiences, and offerings; and reconstruct lost information or to rebuild and link to their own content. In concert with the evolving website, MLIS information is also available on a WordPress site that is linked to the MLIS Blog and eNewletter. Faculty member Dr. Kyunghye Yoon sits on a newly created University Web Oversight Committee and keeps the MLIS Program appraised of centralized web processes and progress on campus. Toyin Akisanya, MLIS Instructional Technology Coordinator, since August 2016, has taken the lead in helping MLIS faculty, staff, and students build and launch an integrated web presence that effectively links University and programmatic information to ALA accreditation and assessment information, the MLIS Blog and our eNewletter.[10] In the coming academic year, MLIS Office Coordinator and student, Janis Shearer, will take her place on a newly constituted University *Website Advisory Committee*.

School of Business and Professional Studies

University administration is centrally organized. Professional programs in the Graduate College retain degrees of programmatic autonomy, developing supports systems to meet the disciplinary and professional needs of their students. Curricular and co-curricular programming for students and stakeholders remain hallmarks of individual programs. Campus-wide Monday night events and other co-curricular offerings provide opportunities for networking, mentoring, and socializing in a professional setting. These opportunities contribute to the supportive nature of the MLIS community and the currency and relevance of its course offerings.

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[10] St. Catherine University, *MLIS Student Resources*, accessed September 8, 2017, https://www.stkate.edu/about/accreditation-and-accountability/program-accreditation/mlis-accreditation-and-student-information.

At the point of initial accreditation (2011), MLIS was housed in the School of Professional Studies (SPS). With the departure of Dean MaryAnn Janosik in the summer of 2012, MLIS joined the School of Business and Leadership (SBL) under the leadership of Dean Paula King. The school was subsequently reconstituted and became the School of Business and Professional Studies (SBPS, 2013) under the leadership of Dean Joann Bangs.

As Dean of SBPS, Bangs has launched a University-wide *Program Prioritization Process* (*P3*), which assess every program on campus based on four factors: 1) academic excellence, 2) relevance to mission, 3) return on investment, and 4) market innovation. The metrics used do not distinguish between graduate and undergraduate programming, nor do they differentiate among liberal arts, clinical, and professional education. However, they do provide a platform for program comparison (productivity and cost effectiveness) across campus that is helpful for understanding the relative strengths and challenges of various academic programs at the University.

MLIS Program

MLIS has 9 faculty positions: one administrative faculty and 8 teaching faculty (comprised of 1 rolling Associate Professor; 2 Assistant Professors; and, 5 tenured associate professors). All teaching faculty carry full loads of 3/2 or 2/3 (1 course release for research support). The current number of faculty/staff is more than is needed to support the current student body, but the University is supportive of the program. Faculty continue to be promoted and granted tenure; and there are no immediate plans to reduce faculty size. There has been, however, since the last accreditation visit a reduction of 0.75 FTE in administrative staff. Adjunct faculty teaching per semester has also been reduced by half. With the upcoming retirement of the Associate Dean and Director (Dr. Deborah Grealy on January 5, 2018), the role of Associate Dean will be eliminated. The new Director (Dr. Anthony G. Molaro) comes from the teaching faculty. The elimination of

an administrative faculty line will improve the Program's *P3* ratio for return on investment (ROI). The new Director is a permanent, non-rotating, position.

Organizational

The MLIS Program, along with other programs in the Graduate College and the College for Adults is co-educational, non-denominational, and professional in orientation. However, the spirit of the University's founders, the Sisters of St. Joseph of Carondelet, is expressed in the values of *Catholic Social Teaching* that are embodied in the MLIS Program's focus on inclusion and social justice. These values permeate our curricular and co-curricular activities, inform and support service learning and community engagement, and underpin our programmatic identity.

Economic

The MLIS Program ranked high in the University's *P3* assessment on excellence and mission, more marginal in terms of ROI due—in large part—to declining student enrollments and a relatively large number of full-time faculty (9) in the department.

Economically, classes require 12-18 enrolled students to be cost effective, although exceptions are made in the interest of meeting the needs of students who need specific classes to graduate. Introductory and prerequisite courses tend to run with higher enrollments, generally capping at 24 depending on room capacity. Classes with lower than minimal (8-12) enrollments are not run, which has implications for student progression at a time when evidence shows that students want to take more classes and finish their degrees sooner. Course cancellation can also cause an imbalance in our course offerings, disruption in the sequencing of classes needing prerequisites, and creating pressure to ensure that all nine-month faculty can meet their current load requirements within the academic year. Special consideration has sometimes been given to faculty involved in designing curricula, special projects, or sharing teaching assignments in the undergraduate minors or academic core courses.

Every effort is made to ensure that core faculty fulfill their teaching loads in core courses tied to their areas of expertise and in specialty areas informed by their research. Such economies of scale have taken place across the University, but MLIS faculty have, on occasion, been granted special considerations regarding course release for designing curricula, special projects, or sharing teaching assignments in the undergraduate minors or academic CORE. For example, Dr. Sook Lim received a course release to work on drafting a white paper on MLIS Service Learning (see Appendix C). Dr. Kyunghye Yoon received a course release to support her initiation of the ISCI undergraduate curriculum designed to provide a bridge or articulation mechanism into the MLIS Program.

Curricular

Since 2011, the MLIS Program, under the leadership of Chair Dr. Joyce Yukawa, the Curriculum Committee has been engaged in significant curricular update and revision. An overly large curriculum, a vestige of the partnership years with Dominican University (1992-2007), was reviewed and analyzed. Courses have been eliminated, combined, updated, and renamed. New courses have been created, and advising pathways realigned and updated. Student Learning Outcomes have also been realigned, updated, and tracked through required and elective courses. Curricular innovations stemming from a 2006-2009 IMLS grant[11] have been evaluated and reconsidered. Practices surrounding course offerings in the J-term (January interterm) have been evaluated, and discontinued (for the time being) as not cost-beneficial. Student learning assessments tied to Touchstone and Capstone classes have undergone a comprehensive review process by the community, and have been phased out. A systematic, formative ePortfolio process has replaced an earlier portfolio process. Currently, students work closely with their faculty advisers to create a culminating portfolio, beginning with their first core courses and continuing

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[11] Élite Curriculum Grant

throughout their courses of study. Such assessment efforts have been undertaken in an

environment characterized by declining numbers of students, new disciplinary areas of emphasis,

new technological tools and applications, and the ever-present desire to promote the social justice

mission of the MLIS Program and the University. Programmatic evaluation based on analysis

aggregate and longitudinal data show that the Program is striving to meet its goals and using data

and evidence to support curricular and management decision-making.

Standard I: Systematic Planning

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. Elements of systematic planning include:
I.1.1   Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes;
I.1.2   Assessment of attainment of program goals, program objectives, and student learning outcomes;
I.1.3   Improvements to the program based on analysis of assessment data;
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.

The Master of Library and Information Science (MLIS) Program is an academic unit within St. Catherine University, the largest and most comprehensive Catholic college for women in the United States. St. Catherine University educates students to lead and influence. Inspired by its visionary founding in 1905 by the Sisters of St. Joseph of Carondelet, more than a century later the University serves a diverse student body, with a baccalaureate College for Women at its heart and graduate and associate programs for women and men. At all degree levels, St. Catherine integrates liberal arts and professional education within the Catholic tradition, emphasizing intellectual inquiry and social teaching, and challenging students to transformational leadership. Committed to excellence and opportunity, St. Catherine University develops ethical, reflective and socially responsible leaders, informed by the philosophy of the women's college and the spirit of the founders.

The University is a complex institution serving nearly 5,000 students in associate, undergraduate, and graduate-level programs. In 2009, St. Catherine became a University and instituted a new organizational structure. Within the matrix of the *Academic Plan of the University* (Figure I.1), the MLIS Program resides in both the Graduate College (GC) and the

School of Business and Professional Studies (SBPS). To support and guide these changes, the

University's Board of Trustees approved a new strategic plan, *2020 Vision*, with an extended vision

to the year 2020. The University's mission statement expands upon the institution's original focus

as an undergraduate women-centered college.

Academic View for St. Catherine University			
Colleges → **Schools↓**	**College for Women (CW)** * Baccalaureate women	**Graduate College (GC)** * Women and men	**College for Adults** * Non-traditional online, associate, degree completion etc. * Evening/Weekend/Online undergraduate courses for women[1]
School of Humanities, Arts, and Sciences (SHAS)	Programs of Study	Programs of Study	Programs of Study
School of Business & Professional Studies (SBPL)	Programs of Study	* Education (MAED) * Library & Information Science (MLIS) * Business (MAOL, MBA)	Programs of Study
Henrietta Schmoll School of Health (HSOH)	Programs of Study	Programs of Study (Masters, Doctoral and Certificates)	Programs of Study
School of Social Work (SSW) *(in Partnership with St. Thomas University)*	Programs of Study	Programs of Study (MSW, DSW)	Programs of Study

Figure I.1. Academic View for St. Catherine University

  2020 Vision guided the University from 2010-2017. In 2015, the University launched a

second phase of the *Vision* covering 2017-2020. Adjustments were made to the existing plan and

new opportunities for programming and growth were incorporated. During the time bridged by

the two phases of planning, the University underwent organizational changes to its matrix

structure. Now, with the appointment of a new president and new members of that President's

Cabinet, a new systematic, strategic planning initiative is underway, which will involve all

members and constituents of the University community, including the MLIS Program.

Systematic Planning at St. Catherine University

At St. Catherine University, academic leaders meet frequently to review progress, integrate plans across functional areas, agree upon major strategic priorities for the University, and assess their financial implications. The President's Cabinet, comprising vice presidents and deans, identifies the critical links among resource needs, revenue opportunities, and planning priorities. The Deans' Council, a body made up of senior academic staff, deans and associate deans, advises the Provost. Campus meetings of administration, faculty, and staff, along with elected faculty committees at the University level, provide the opportunity for the campus community to focus on the content of proposed initiatives and priorities and address critical questions about their desirability.

The dynamic nature of the St. Catherine University planning process, along with the University's *2020 Vision*, creates an interactive planning process that ensures a vital future for the University. The process is characterized by three elements, which result in broad institutional support:

- Participation (involve everyone who is affected)
- Focus (know what the University is about)
- Flexibility (structure the University for rapid response to opportunity and challenges)

For many years, each academic department or program at every level of the University has been charged with developing and maintaining a long-range assessment plan using a common set of criteria. The plans are reviewed and revised annually, and submitted for approval by the appropriate academic dean. In the case of MLIS, the plan was approved by the SBPS Dean. Planning and assessment at St. Catherine have taken on even greater significance in the past several years, as the institution moves in new directions, and in response to external bodies demands for more rigorous accountability of planning and assessment activities. The University's Office of Institutional Research, Planning, and Accreditation (IRPA) has a unit dedicated solely to assessment. The IRPA

oversees the *Outcomes-Based Assessment Program Review Plan and Report* system, which has been

implemented university-wide. The system collects and aggregates the results of existing assessment

activities across campus, incorporating and aligning them with other university-wide activities.

> 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.

Program Overview

Since receiving initial accreditation as an independent program in January 2011,

St. Catherine University's MLIS Program has met the *2008 ALA Standards* and has begun to

demonstrate compliance with those approved in 2015. In its *2013-15 Biennial Narrative Report*, the

MLIS Program began to crosswalk and match data between the two sets of standards as it entered

the timeline for full program review and a fall 2017 site visit.

Planning activities for these years follows the MLIS Program Goals & Objectives Outline

presented in Figure I.2. Detailed and specific annual work plans are prepared by the MLIS

Program for each academic year, setting priorities for the work of the upcoming academic year

and addressing urgent or immediate priorities that need to be addressed. This planning occurs

each year during Opening Workshop Week, the annual August planning retreat attended by

faculty, staff, student, and adjunct representatives, as part of the University's year-long

assessment cycle. Subsequently, MLIS accomplishments are summarized and discussed by

program representatives at the end of each academic year in a May assessment retreat. Results of

assessment and program evaluation are then documented in the *MLIS Outcomes Based

Assessment Plan (OBAP) and Reports* (see Appendix I.A) and are saved to the MLIS Assessment

Drive for use in annual and biennial narrative reporting, and to underpin future planning and

assessment activities. A folder in each department/program's K:\\ drive that is shared by program

leadership and university administration to document and house essential assessment data and evidence of continuous improvement by individual academic units.

Following initial accreditation, the most important priority for the MLIS Program was to conduct a curriculum audit (two year) and to evaluate the success of curricular innovations launched between academic year 2007-09. Maintenance and upgrade of physical and computing resources and teaching technology occurred over two budgetary cycles, undergoing a full proposal and approval process before resulting in the upgrades of Coeur de Catherine classrooms and labs: CdC 020 and CdC 019 (2012-14). Coeur de Catherine 005 and CdC 018 were upgraded for safety in the following year (2014-15). University Media Services reconfigured Coeur de Catherine 017 for web conferencing in the summer of 2016. Planning and budget models for each of these upgrades appears in the MLIS Program's Assessment Drive and summarized in yearly *Annual Reports to the Dean*.

Work on the MLIS Program's web pages—external and internal—has undergone many iterations, given ongoing changes to the University's philosophy and approach to the use of the web for marketing and recruiting activities. Internally, efforts during the last three academic years focused on marketing and recruiting within the MLIS Program. The need to recruit new students, strengthen enrollments, and build a more robust web presence nationally led to the following activities:

- The development of an MLIS Marketing and Recruiting Taskforce under the leadership of Dr. Anthony Molaro;
- A stronger collaborative partnership with Graduate Admissions to expand Information Sessions into electronic and off-site formats;
- The use of social networking as a strategy to extend brand recognition; and,
- A strengthening of outreach efforts to prospective and transferring students along with a new focus on undergraduate students in the College for Women (CFW) who have the potential to be candidates for the University's Articulation Process (see Appendix I.B), a practice which allows select undergraduate students to take graduate courses while enrolled as undergraduates.

Education: To empower students to become leaders in the information professions.
- Objective 1: Provide a rigorous curriculum that ensures general competencies and specializations in the fields of library and information science and encompasses ethical leadership, critical thinking, technological fluency and diverse perspectives.
- Objective 2: Recruit and retain a highly qualified, diverse student body.
- Objective 3: Recruit and support a talented, dedicated and diverse faculty who are excellent teachers as well as active participants in the library and information science professions.
- Objective 4: Provide a quality-learning environment for students and faculty.
 Research: To contribute knowledge to advance the discipline and improve practice.
- Objective 1: Create new knowledge.
- Objective 2: Disseminate research.
- Objective 3: Create and nurture a productive research environment.
- Objective 4: Promote students' research.
Service: To use our expertise to serve, lead, and collaborate with our communities.
- Objective 1: Increase awareness of our program's identity and purpose to better serve our communities.
- Objective 2: Serve, lead, and collaborate within the department and across academic units of St. Catherine University.
- Objective 3: Serve, lead, and collaborate with academic and professional communities at the local, national, and international levels.
- Objective 4: Serve, lead, and collaborate with community partners.
Sustaining Environment: To ensure excellence in the Program's foundations and resources to enable it to achieve its goals and objectives.
- Objective 1: Ensure ongoing planning within the MLIS program and St. Catherine University, as well as among partner institutions and individuals.
- Objective 2: Ensure ongoing support for the program's learning and research environment.

Figure I.2. MLIS Program Goals & Objectives Outline

Planning and assessment activities have varied over the past seven years. Organizational and leadership changes in the Colleges and Schools have led to changes in planning and assessment activities and areas of emphases. SBPS continues to re-work its Strategic Plan. Units in the Graduate College, including the MLIS Program, use a work-plan approach, which is updated annually by Dean Penelope Moyers (see Appendix I.C). MLIS Program planning and assessment continue to be aligned with and driven by its own underlying mission, vision, and values statements—all of which have been undergoing review and revision in the past year. These statements, in turn, frame MLIS Programmatic Goals and Objectives, and strategic initiatives.

Since initial ALA accreditation in 2011, the MLIS Program embodied and reflected a Mission Statement and Values (Table I.1). The faculty had adopted the *Guiding Principles* prior to initial accreditation. An updated *Values* statement was written to align with the University's mission and

the faculty's fundamental beliefs that guide all aspects of the Program. In 2016-2017, the MLIS

faculty and staff reviewed and updated the Program's *Mission Statement* and *Guiding Principles*,

revised the *MLIS Mission* statement, and constructed a new *Vision* statement. These efforts were

prompted by the work of the current phase of the *2020 Vision* statement at the University level.

The new statements were shared with participants at the Annual MLIS Summit in April 2017.

Stakeholders and constituents also vetted them.

Together, these planning efforts—the updated Mission statement, new Vision statement,[12]

new Values statement, along with refined areas of thematic focus for the curriculum, and revised

Student Learning Outcomes (SLOs)—will provide a strong framework for formulating and

confirming *Program Goals and Objectives* for the future that will help maintain the strong student

focus and relevant curriculum for which St. Catherine University's MLIS Program is known.

In the MLIS Program's planning process, decisions are consensus-based, made by

committees, councils, faculty members, or the Program as a whole. Decisions are taken to the

next level for approval. Decision-making is evidence-based; results are measured; and, actions

are taken as deemed appropriate by the groups and stakeholders involved. Working within the

framework provided by the MLIS vision, values, mission, and Goals and Objectives Outline

(Figure I.2), MLIS Program faculty (full-time/FTE and adjunct), staff, and students determined

major priorities and actions for academic year 2011-17 (see Appendix I.D). The process looked

forward toward 2020 and paralleled areas of emphasis in the University's updated strategic plan,

2020 *Vision,* Phases I and II (see Appendix I.E); the Graduate College's *Logic Models* and *Work

Plan*; and, the School for Business and Professional Studies' emerging *Strategic Plan* (see

Appendix I.F).

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[12] MLIS Vision. Empowering people through information and technology for a more just, equitable, and compassionate world.

Table I.1. Mission, Vision, and Value Statements

Mission Statement (2011-2017)	Mission Statement (2017)
The St Catherine University MLIS program educates students in the principles, practices, and ethics of library and information science, imbues them with a sense of service to diverse populations, and prepared them for lifelong learners and active leaders in a rapidly changing information society.	The St Catherine University MLIS program is a student-centered and social justice oriented graduate program. We prepare students to be critical thinkers and leading information professionals who promote equity through the access, use, evaluation, sharing, and creation of information.
Values (2011-2017)	**Values (2017)**
Believe that information is an invaluable resource that must be collected, organized, preserved and disseminated so that all people—regardless of age, gender, race, color, creed, ethnicity, socio-economic status, political persuasion, or sexual orientation—have equal access to the information they seek.	Empowerment through information — We promote access to, creation, and use of information to empower people to be critical thinkers, engaged learners, and creative problem solvers.
Maintain that intellectual freedom is vital to a democratic society. We uphold the right of all individuals to create and use resources representing diverse points of view and we are prepared to defend those rights.	Social justice — We are passionately focused on examining and eliminating the root causes of social injustice including racism, sexism, classism, ableism, and other forms of oppression both in and beyond our profession.
Support the principles of our profession's codes of ethics and strive to instill in our students the highest standards of ethical and professional conduct.	Women's leadership — We seek to prepare information professionals who can understand and create leadership opportunities for women in the LIS profession.
Are dedicated to teaching the theories, knowledge and skills students need to be proficient practitioners capable of preserving the records of the past, managing current resources and transforming the future through appropriate use of technology.	Student centered — We are committed to the academic, professional, and holistic well-being of our students.
Challenge students to become critical thinkers, active learners and creative scholars who can and will draw upon interdisciplinary studies to contribute to the body of knowledge in our field.	Authentic learning experiences — We provide educational experiences that maximize student learning through the deployment and assessment of best practices in teaching and real-life applications.
Actively encourage students to lead "from where they are," in preparation for leadership positions at their place of employment, in the profession, and in the global information society.	Community engagement — We build strong collaborations and partnerships within and beyond LIS communities to enhance student learning and create positive impact on society.
Believe the interests of our profession, our communities, our nation and our world are best served through faculty/student teaching, scholarship and service.	
Use systematic and continuous review and evaluation processes to assure quality education, both curricular and pedagogic, and to allocate human, financial, physical and technological resources appropriately.	

To illustrate the iterative process used, the 2013-14 MLIS Work Plan was approved at the fall retreat in 2013. The year's accomplishments were assessed at the 2014 spring retreat. After review and consideration of the assessment data, faculty and staff agreed that emphases for academic year 2014-15 (and subsequently, 2015-16) were to include ongoing work assessing and developing curriculum, increasing student enrollments, and fostering internal and external visibility for program, faculty, and students. Assessment of success in these areas is included in the *Biennial Narrative Reports*, *MLIS Work plans*, and *Annual Reports to the Dean*.

MLIS Program Strategic Planning

The MLIS Program's planning process aligns with that of the University and is informed by University-based planning principles and processes. MLIS Program planning and assessment documents (i.e., MLIS Mission, Vision, and Values statements, MLIS Program's Goals and Objectives Outline, and Outcomes-Based Assessment Plan) provide a framework for a broad-based planning process that involves the active participation of the constituents whom it serves and benchmarks progress toward meeting program objectives.

Planning within the MLIS Program consists of the following steps: conducting a needs assessment by canvassing and evaluating input from students, staff, ranked faculty, adjunct faculty, major employers, practitioners, other leaders of the field, and alumnae/i of the Program; assessing that information regarding programmatic needs (i.e., currency, relevancy, and sustainability); prioritizing needs; determining action steps; ascertaining measures of success; making consensus-based decisions; and, taking steps to operationalize decisions.

In consultation with University administration and stakeholders, including the MLIS advisory Council[13] MLIS faculty, staff, and students determine major priorities and actions for each academic year. Annual work plans "close the loop" in the University planning processes for

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[13] Through mechanism of MLIS Summit, Advisory Council Meetings w/Community Partners, etc.

both phases of *2020 Vision* and incorporating the strategic planning processes newly launched

under President ReBecca Roloff.

Stakeholders

Opportunities are provided throughout the academic year for representatives from

constituent groups to participate in programmatic governance and curriculum development.

Opportunities for participation include IM Department/MLIS Program meetings, quarterly

meetings of the MLIS Advisory Council, semi-annual retreats of program faculty, the annual fall

dinner meeting for adjunct faculty, and the MLIS Summit (a meeting of stakeholders, which takes

place annually in the spring). Stakeholder engagement is critical to building a responsive,

resilient, and sustainable program; the MLIS Program particularly values stakeholders'

perspectives and tries to be responsive to their input (see Appendix I.G). In addition, the

Associate Dean/Program Director and individual members of the MLIS faculty are actively

engaged in local, statewide, regional, national, and international professional associations; their

participation provides further opportunities for information gathering and networking.

Students

Students are at the center of MLIS Program activities, engaging in planning and

assessment processes through the MLIS Student Governance Organization (SGO). All students

automatically belong to the SGO upon enrollment in the MLIS Program. Student-designed

committees provide leadership and guidance on issues affecting them, including the use of MLIS

graduate student fees. Annually, the SGO selects two students to participate in program meetings

and two to sit on the MLIS Advisory Council to voice student perspectives and concerns. In

addition, an SGO member also participate in MLIS standing committee for curriculum, these

student representatives provide a direct and ongoing link between members of the department,

its external stakeholders, and members of the SGO.

Faculty and Staff

Ranked faculty and MLIS staff members, along with representatives from the student body, and adjunct faculty attend MLIS Program meetings that are held twice per month. The business of the Program, including policy direction, curriculum review, and review of Program content, occurs at these meetings. While planning and assessment for matters of ongoing concern are accomplished in the bi-monthly meetings, large-scale review of assessment data and strategic planning based on this review are routine, carried out during the MLIS Program Retreats held semi-annually at the beginning and end of the academic year.

External Stakeholders

The MLIS Advisory Council is a body of external stakeholders who are committed to the future of the MLIS Program. Currently, membership of the Advisory Council includes students, alumnae/i, ranked and adjunct faculty, program leadership, LIS practitioners, and employers representing various types of libraries and information organizations in the region. The Advisory Council provides not only a forum for identifying and discussing challenges of concern to the program, but also affords decision-making guidance for program leadership. The Advisory Council is appointed and convened by the Associate Dean/Program Director and meets once during each of the fall and spring semesters. Members of the Advisory Council also convene at the Annual MLIS Summit in late spring (see Appendices I.H and I.I).

Each academic year, all constituent groups are invited to attend the spring MLIS Summit to review program progress and discuss plans for the future development of the MLIS Program. Careful attention is given to inclusiveness and breadth of involvement in the summit. Participants include current students, ranked and adjunct faculty, alumnae/i and employers, as well as local library and information science practitioners and leaders. Activities encourage participation in the

planning and assessment process, primarily through structured discussion, e.g., brainstorming or focus groups.

The governance structure outlined in Table 1.2 encourages input from a broad representation of constituencies, gives many people a voice in planning and a role in helping the program remain responsive to needs and trends in the field, and ensures that the planning process is systematic, ongoing, participatory and in touch with the LIS profession.

Table I.2. MLIS Governance Structures

	MLIS Program	**MLIS Student Governance Organization (SGO)**	**MLIS Advisory Council**
Chair	Associate Dean/ Program Director	Chair: Shared among members of SGO Steering Committee	Associate Dean/ Program Director
Membership	Ranked faculty, representative of adjunct faculty, two students (elected)	All MLIS students upon enrollment; faculty advisor (ex-officio)	Practitioners, alumnae/i, students, ranked and adjunct faculty, LIS employers and practitioners
Responsibility	Consultative; decision making	Advisory; decision making over MLIS Graduate Student Advisory Board fees; participation in programmatic decision making	Advisory
Standing Committees	Advisory Council Curriculum Facilities and resources Faculty Mission/strategic planning/assessment Student issues	Advisory Council Curriculum Elections Finance Program meeting Steering committee	N/A

In addition to direct contact with LIS stakeholders, the Program's planning and decision-making rely upon data gathered from a variety of sources. When evidence in support of decision making is incomplete, missing, or in need of updating, or if new research is necessary, individuals and committees take responsibility for conducting that research, gathering evidence, and presenting options at Program meetings so that decisions can be made (see Appendix I.J).

Decision-making among the MLIS faculty is generally consensus-based, especially as it pertains to planning and faculty responsibilities. Annual goals are set at an August retreat; achievement of goals is discussed by the faculty in August and presented by the Associate Dean/Program Director in *Annual Reports to the Dean*. Some decisions, however, are purely administrative or operational. These are made by the Associate Dean/Program Director in collaboration with the MLIS Administrative Team (A-Team), which is comprised of the Associate Dean/Program Director, Assistant to the Associate Dean/Assistant Program Director, program leads (e.g., Dr. Heidi Hammond who coordinates School Library Media), and others as appropriate. Throughout this *Self Study*, assessment procedures are outlined for educational processes and resources. Further evidence regarding the use of such assessments for programmatic and curricular decision-making is presented in the *MLIS Outcomes-Based Assessment Program Review Plan and Report*.

<div align="center">Process</div>

The MLIS planning and assessment process parallels that of the University, the Graduate College (GC), and the School of Business and Professional Studies (SBPS), being collaborative, values-based and consensus-driven. The philosophy of assessment in MLIS incorporates the University-wide culture of systemic program evaluation that focuses on continuous improvement. The process is iterative and utilizes multiple methods to gather quantitative and qualitative information about programs to describe and evaluate outcomes, processes, and/or resources for the purposes of improvement and accountability. Recognizing that data collected but not used are a wasted resource, MLIS has prioritized assessment needs and tried to ensure that strategic directions are focused and meaningful. The viewpoints of constituents and stakeholders are considered and included in the planning and assessment process. The MLIS Program assessment process allows students, faculty, staff, and other internal and external stakeholders to collaborate

in the articulation, examination, and execution of the Program's mission. The annual MLIS Summit each spring provides an ideal setting for this collaborative process.

The assessment process also emphasizes the alignment of data collected with structures for decision-making. The *Outcomes-Based Assessment Plan* (*OBAP*) provides a set of predetermined guidelines to ensure that assessment energies are directed into areas that help determine institutional effectiveness and support evidence-based decision-making. The plan also ensures that assessment is always at the forefront and supports appropriate use of institutional assessment resources. For each of the MLIS goals, the *OBAP* documents the following: measurable outcomes to achieve the goals; opportunities for delivering the Student Learning Outcomes (SLO) or for meeting program effectiveness goals; methodologies for collecting data and frequency of data collection; details of the assessment process implementation; results of all data collections; and, our process and outcomes for interpretation and decision-making.

The MLIS Program evaluation and assessment process allows internal and external constituents to collaborate in the articulation, examination, and execution of our mission. In this iterative process, the Program identifies significant questions, collects and interprets data, consults with stakeholders, and develops and implements strategies for improvement. Documentation of the Program review process is retained, along with the general guidelines, operating principles, and philosophies that have guided the creation of the *OBAP*.[14] Assessment provides an opportunity for the MLIS Program to confirm success in achieving its mission with students and offers direction for deploying current and future resources. In addition, the Program's use of University-wide assessment processes helps to ensure that senior administrators have adequate data available to them in terms they readily understand and needed to make timely decisions about effective resource allocation.

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[14] See also: MLIS Assessment Drive.

Assessment Reporting

The Program's progress toward its stated goals are summarized and discussed with the faculty, staff, and stakeholder representatives at annual planning and assessment retreats, shared with the MLIS Advisory Council (see Appendix I.K) and reported in each year's *Annual Report to the Dean*. Each of the areas emphasized parallels areas of focus in the University, College, and School plans. Documentation is housed in the Program's Assessment Drive (K:\\MLIS; K:\\CHADS).

Program Prioritization Process (*P3*)

In 2013-14, the University initiated a *Program Prioritization Process* (*P3*), an ongoing examination of the efficacy of all academic programs at all degree levels. There are five weighted categories for evaluation: Mission, Cost Revenue, Quality, Demand, and Opportunity. Department chairs and heads of programs are active participants in the *P3* process, which includes providing leadership in the department to meet the mission in a fiscally responsible manner; reviewing the data and information collected for the five criteria to provide context for these data; and, providing any further needed information. Although the MLIS Program scored very high on quality (10/10), mean score for cost/revenue analysis was only 3.5/10. Declining student enrollments coupled with external requirements (ALA and HLC) for significant numbers of full-time, tenured, and tenure-track graduate faculty make the Program's Return on Investment (ROI) somewhat lower than that of less expensive programs that require less infrastructure and can be more market-responsive with less up-front investment (see Appendix I.L).

St. Catherine continues to support the Program, even though the expense of running it make profits marginal. MLIS administration will make efforts to streamline and economize, while working to attract a broader base of students. Documentation and the MLIS Program *P3* reports on both the MLIS and SLMS Programs are stored in the Program's Assessment Drive.

I.1.1. Continuous review and revision

The annual cycle of planning, assessment, review, and revision is part of the culture at St. Catherine University, and it takes place at all levels across the organization. Planning initiatives are assessed, revised, and reported regularly, and every effort is made to "close the loop" on assessment as per the charge from IRPA. Attainment is celebrated; areas not so successful are revisited, realigned, or redesigned.

MLIS Strategic Priorities

Primary strategic directions for MLIS during the last seven years (2011-17) included the following tasks: evaluating curricular changes implemented since 2011; evaluating the SLOs for required and elective courses, advising pathways, and *ePortfolio* requirements; enhancing research productivity among faculty and building opportunities for collaborative research with students; increasing faculty service and community engagement with an eye to raising visibility and increasing experiential opportunities for students; and, working to build a more sustaining environment in the Program through marketing, outreach recruitment, retention, grant writing, and fundraising activities in the Program, the School, and the College.

The MLIS Program's mission, vision, and values statements were revised in academic year 2016-17 under the leadership of Drs. Sook Lim, Anthony Molaro, and Joyce Yukawa. The MLIS Student Learning Outcomes (SLOs) were also updated and organized into new "thematic areas" that update and extend the "curricular threads" that had been woven through an IMLS-funded *Élite Curriculum* initiative (2007-2010). These changes are further detailed in *Section I.2* of this chapter.

I.1.2   Assessment of attainment of program goals, program objectives, and student learning
outcomes

Assessment of the MLIS Program Goals and Objectives

Table I.3 outlines the assessments used to measure effectiveness regarding these specific

strategic priorities for academic year 2011-17. Appendix I.M details other assessments and

measures related to MLIS Program assessment. Student learning outcome assessment is fully

articulated in the MLIS Program's *Outcomes-Based Assessment Plan* and *Reports*, and it is

formatively measured in a number of ways. Student achievement in individual classes that

progressively build toward a coherent course of study culminate in an advisor-driven *ePortfolio*

process. This process and other SLO assessments are shown in Table I.4.

Assessment of the MLIS Program Student Learning Outcomes

The MLIS Program employs a number of assessment tools that measure program-level

student learning outcomes in direct and indirect ways. The direct measures include *ePortfolio* and

Practicum Supervisor Evaluations, while indirect measures consist of MLIS Entering and Existing

Student Surveys, *Library Journal* Annual Survey of Placements & Salaries, Graduate Program

Alumnae/i Survey, and MLIS Course Evaluations. These assessments are outlined in Table I.4.

A more detailed description is presented under Standard 1.4.

Table I.3. Assessment of Major Strategic Priorities for AY 2011-17

Item	Charged to	Status	Assessment	Evidence
Curricular change • J-Term • Touchstone • Capstone • ePortfolio	• MLIS Curriculum Committee • MLIS Faculty	Complete	Data Analysis and Reporting by Curriculum Committee • Surveys • Focus Groups • Student Towns Hall Meetings	• Curriculum Committee Reports and Documents • Minutes of Faculty Meetings • Minutes of Program Meetings • Annual Reports to the Dean • Biennial Narrative Reports

Student Learning
 	
• Revised SLOs
• Required & elective courses
• Advising pathways
• Portfolio requirements
	• MLIS Curriculum Committee
	• MLIS Faculty
		Phase I Complete
		
		Ongoing
			• Instructor and Course Evaluations
			• Data Analysis and Reporting by Curriculum Committee
			   o Surveys
			   o Focus Groups
			   o Student Towns Hall meetings
			   o Subcommittees and Taskforce
			• Faculty/Program Meeting Discussion
				• Curriculum Committee Reports and Documents
				• Minutes of Faculty Meetings
				• Minutes of Program Meetings
				• Annual Reports to the Dean
				• Biennial Narrative Reports

Research • Faculty Research Productivity • Opportunities for students	• MLIS Faculty • MLIS Student Development Committee	Progress made Ongoing	• Annual and Biennial compilation and reporting of faculty productivity • Individual faculty reporting (CVs and TaskStream) • Annual FLDS[15] presentation; FLDS Reports	• *Celebration of St. Kate's Scholarship & Creative Works* (University Libraries, 2015, 2016, 2017) • Annual Reports; Biennial Narrative Reports: FLDS Reports • eNewsletter; LIS website

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[15] Friends of the Library Development and Services (FLDS) endowed fund to support Student/faculty collaborative research.

Item	Charged to	Status	Assessment	Evidence
Faculty service and community engagement re: visibility and for experiential opportunities for students	• MLIS Faculty • MLIS Faculty Development Committee	Ongoing	• Annual and Biennial compilation and reporting of faculty service productivity • Individual faculty reporting (CVs and TaskStream) • Data re: practicum and Internship placements	• Annual Reports; Biennial Narrative Reports • Partnership agreements with Community Partners • eNewsletter; LIS website
Sustaining environment • Marketing, outreach recruitment, retention • Grant writing and fundraising	• MLIS Program • MLIS Marketing and Recruiting Committee	Significant Progress made Ongoing	• Reports of the MLIS Marketing and Recruiting Committee • Annual and Biennial compilation and reporting of faculty grant writing productivity • Individual faculty reporting (CVs and TaskStream)	• MLIS Marketing and Recruiting Plan • SCU Articulation Policy for undergraduate women • Data re: eInfo sessions • Data re: Off-site recruiting (e.g., Surly Brewing) • Community Partnerships • MLA tuition reduction program

Table I.4. Student Learning Outcome Assessment Measures

Measure	Description
ePortfolio	Direct measure of program-level student learning outcomes. A non-credit degree requirement for MLIS students since fall 2011. Required an enhanced e-Portfolio since fall 2015.
MLIS Entering and Existing Student Surveys	Indirect measure of incoming and existing students' perceptions about their knowledge and skills needed in the LIS Profession. Conducted since 2009. The Existing Student Survey additionally asks students' satisfaction about various aspects of the program.
Library Journal Annual Survey of Placements & Salaries	Indirect measure of program-level student learning outcomes. Participated in the survey since 2016.
Graduate Program Alumnae/i Survey	Indirect measure of program-level student learning outcomes. The University's Institutional Research, Planning and Accreditation (IRPA) provides data annually for all 1- and 5-year graduates about employment, satisfaction, liberal arts, learning outcomes, etc.
Practicum Supervisor Evaluations	Direct measure of student learning outcomes.
MLIS Course Evaluations	Indirect measure of student perceived learning. Conducted at the end of each semester.

I.1.3   Improvements to the program based on analysis of assessment data

Changes Due to Use of Assessment Data

Each year the University asks that Chairs and heads of academic programs (CHADS) report on some of "the most important changes made to programs or curricula using assessment data." For academic year (AY) 2011-17, many of these changes were focused on the area of curriculum since curricular assessment, revision, and updating are important strategic priorities of MLIS planning under both phases of the University's *2020 Vision*. For example, between 2013 and 2015 the MLIS faculty under the leadership of Dr. Joyce Yukawa, Chair of the MLIS Curriculum Committee and member of the SBPS School Curriculum Assessment Committee (SCAC),[16] completed the following tasks: evaluated the cost effectiveness and benefit to students of offering J-term 17 courses, and discontinued the practice; reviewed of the required one-credit

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[16] Now SCC. Assessment activities were moved to a standing committee of UCAP (University Curriculum Assessment)

LIS 7990, Touchstone course, and the two-credit, LIS 8990 Capstone Courses implemented in

2011, which the faculty had agreed to review after the completion of a two-year pilot. These

courses were eliminated and a method of "teaching them out" was designed and implemented;

designed a more robust *ePortfolio* requirement, directed by the academic advisor rather than

solely by rotating committee;[17] continued to work on updating academic Pathways; and, convened

a taskforce, chaired by Dr. Kyunghye Yoon, to investigate the possibility of implementing an

undergraduate course of study in information science and digital technology.

To determine the value of the Touchstone/Capstone courses, the MLIS Curriculum

Committee managed the evaluation process and timeline, which were reviewed by the full faculty.

The Curriculum Committee developed three surveys for the evaluation, which were administered

to stakeholder groups in fall 2014 by Department Assessment Lead (DAL), Deborah Torres. The

survey participants included alums and current students who had completed the Touchstone and

Capstone courses; the faculty, the Associate Dean/Program Director and the Assistant Program

Director; and community partners used for the Capstone Course Projects.

The Curriculum Committee presented survey results and initial recommendations to the

MLIS faculty in February 2015. Results and documentation are available on the Assessment Drive

and in the Program Review folder. After several discussions, the MLIS faculty decided the

following actions in March 2015: to eliminate LIS 7990 Touchstone & LIS 8990 Capstone as of fall

2015; and, to require an enhanced, non-credit bearing *ePortfolio* for graduation (revised guidelines

to be developed by the Curriculum Committee and approved by the MLIS faculty). In April 2015,

the MLIS faculty agreed on the process for teaching out the Touchstone and Capstone courses,

creating scenarios for students in various stages of completion. The SCAC approved the curricular

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[17] The rubric is included in an attached report (see Appendix II.E).

changes and the addition of LIS 7992 Practicum (2 credits). The faculty and students discussed the implementation of a more robust *ePortfolio* as a culminating experience, and *Guidelines and a Rubric* were developed for the new process/product. It was agreed that students entering the program after the completion of AY 2014-15 would need to follow the new *Guidelines* (see Appendix II.E). These were sent out via email, posted on bulletin boards and to the blog, shared with the Advisory Council, and summarized on the Program's website.

Activities to update Curriculum and Ensure Currency

Chairs and Heads of Academic Departments (CHADs) are also asked to report on "activities to update curriculum/ensure currency." In addition to curricular review of the J-Term (AY 2013-14), Touchstone, Capstone, and e-Portfolios (AY 2014-15), the MLIS faculty began to consider the possibility of launching an undergraduate minor/major in Information Science and Technology as a "pipeline" into the MLIS Program. An MLIS faculty Task Force, convened by Dr. Anthony Molaro and later chaired by Dr. Kyunghye Yoon, worked closely with members of the MLIS Curriculum Committee to discuss possible MLIS participation in the undergraduate College for Women (CFW). The Task Force gathered data, consulted internal and external stakeholders, conducted focus groups, sought out academic partners at the University, and drafted program and course rationales. The first course, ISCI 1000, has been approved by the School's SCAC and was included in the catalog and on the schedule for Fall Semester 2016. Work on this project continued through the next year. All needed approvals were obtained and the minors were implemented in AY 2016-17. Yoon met with the undergraduate advisors and created fliers to advertise the new program to undergraduates. Interest has been growing over the past year. Documentation appears as Appendices to the Curriculum Chapter.

> 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.

Planning and assessment activities are routinely reported to the Deans and to the MLIS the Advisory Council through meetings and reports. Initiatives and changes are summarized for students in Blog posts and in the Program's electronic newsletter. Planning, assessment, and compliance information are readily available on both the internal and external websites. Planning, policy formulation, and assessment activities are also shared through the MLIS Summit each spring, an annual meeting of stakeholders that allows input from a broad spectrum of stakeholders. The Program's vision, values, mission, goals and objectives are posted, along with information pertaining to annual work plans and activities.

Support by University administration

The University has a culture of assessment, and MLIS activities reflect and parallel initiatives in other academic units. All academic initiatives and activities follow a due process for faculty governance through channels of committees, councils, and other representative bodies (Figure I.3), thus ensuring support of the University administration.

Goals and objectives consistent with values of parent institution

The mission and guiding principles of the MLIS program are grounded in the culture and strategic priorities of the University, its Graduate College, and its School of Business and Professional Studies (Figure I.4). The MLIS Program shares a fundamental commitment to the

principles of Catholic Social Teaching[18] and the Liberal Arts[19] with all academic units at St. Catherine University.

Culture and Mission of program foster quality education

Quality education is one of the hallmarks of St. Catherine University's mission, vision, values, and goals. It is reflected in every academic unit's identification and attributes. Planning and assessment, program prioritization, and resource allocation are the means by which programs like MLIS can retain high quality students, by ensuring that they receive high quality education. A student-centered approach to learning, underpinned by the values of Catholic Social Teaching and a focus on social justice and inclusion, ensure that students at St. Catherine University programs—including the MLIS Program—will be encouraged to lead and influence in their respective fields as ethical and reflective practitioners and professionals.

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[18] The Catholic Spirit, *7 Themes of Catholic Social Teaching*, last updated February 12, 2014, accessed September 8, 2017, http://thecatholicspirit.com/special-sections/legislative-guide/7-themes-of-catholic-social-teaching/.

[19] St. Catherine University, *Liberal Arts Leaning Goals*, accessed September 8, 2017, https://www.stkate.edu/about/mission-and-vision/liberal-arts-learning-goals.
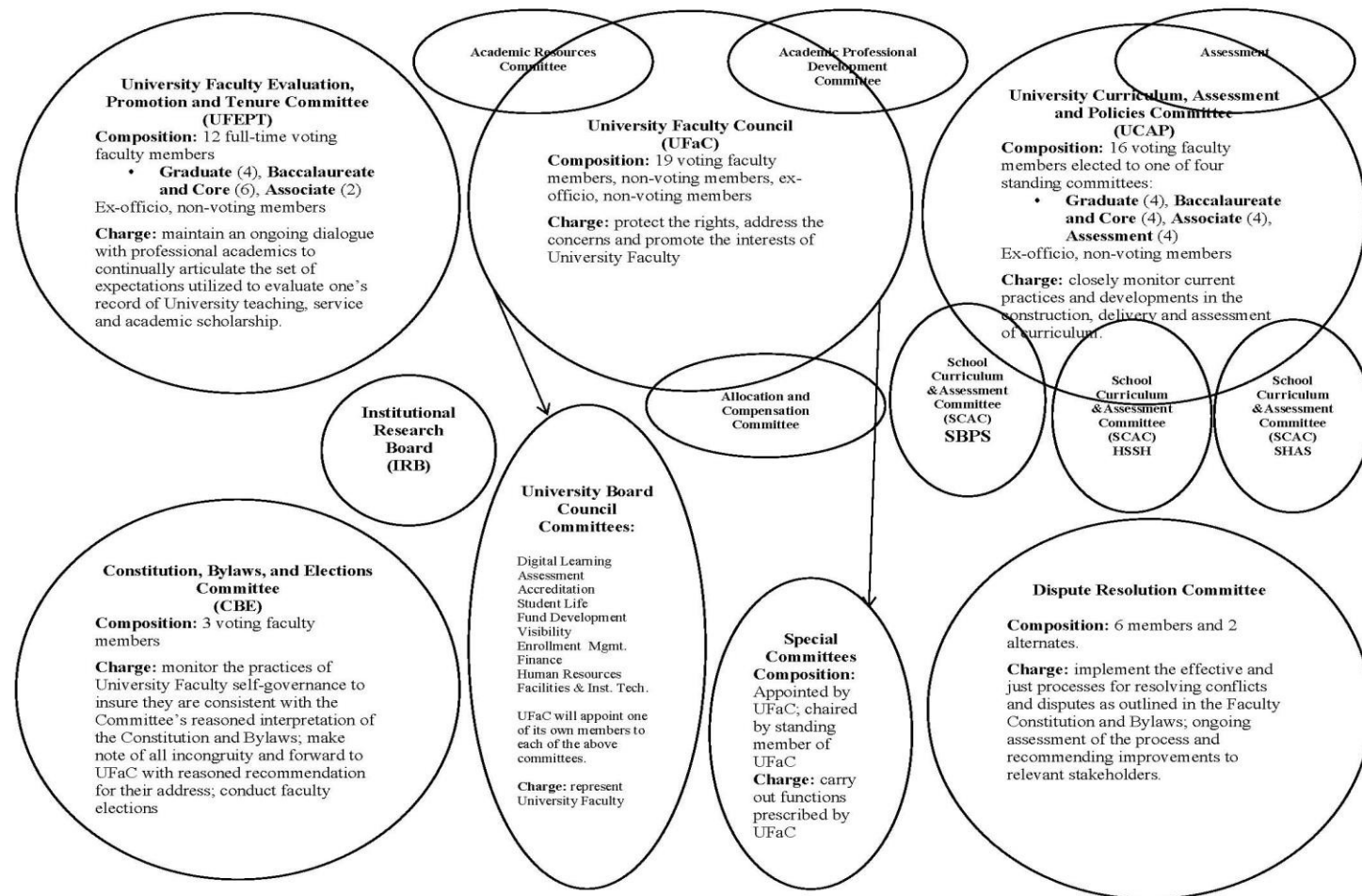
Figure I.3. University Faculty Governance Model

St. Catherine University

Mission Statement

Inspired by its visionary founding in 1905 by the Sisters of St. Joseph of Carondelet, more than a century later the University serves diverse students, with a baccalaureate college for women at its heart and graduate and associate programs for women and men.

At all degree levels, St. Catherine integrates liberal arts and professional education within the Catholic tradition, emphasizing intellectual inquiry and social teaching, and challenging students to transformational leadership. Committed to excellence and opportunity, St. Catherine University develops ethical, reflective and socially responsible leaders, informed by the philosophy of the women's college and the spirit of the founders.

Vision Statement

To be a leading Catholic university distinguished by its innovative spirit and premier Baccalaureate College for women.

The Graduate College

Mission

The Graduate College is grounded in a commitment to critical inquiry, innovation, ethical leadership, social justice and a holistic view of the person. Informed by our Catholic heritage, our graduate programs prepare scholar practitioners who lead and influence, advocate for justice, honor diverse and global perspectives, and demonstrate expertise in their area of study.

Vision Statement

To be a dynamic, globally influential Graduate College that inspires and prepares scholars for leadership and service.

School of Business and Professional Studies

Core Purpose Statement

We develop and empower career-ready, innovative leaders prepared to pursue a just tomorrow.

Mission Statement

Grounded in the liberal arts and Catholic social teachings we celebrate the diversity of our academic, professional and enrichment programs. Within and across our programs, we prepare our students to become critical, knowledgeable and engaged scholars and effective, ethical, and reflective practitioners. Together, we lead, influence and transform a complex and rapidly changing global landscape.

Vision Statement

To be the destination for learners who value innovative, ethical leadership and aspire to create positive institutional and societal change.

MLIS Program

Mission Statement

The St. Catherine University MLIS program is a student-centered and social justice oriented graduate program. We prepare students to be critical thinkers and leading information professionals who promote equity through the access use, evaluation, sharing, and creation of information.

Vision

Empowering people through information and technology for a more just, equitable and compassionate world.

Figure I.4. Comparative Mission and Vision Statements

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 a 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 MLIS graduate degree is awarded upon completion of 36 credit hours of coursework and an *ePortfolio* addressing the Student Learning Outcomes (SLOs). A full-time course load is considered two courses (6 credits) for the fall and spring semesters. Students move through the Program at their own pace, and typically complete the program in two to three years. Students must complete the MLIS within five years.

Five core required courses provide the foundation to the curriculum and meet the requirements of Standard I.2.1 through 1.2.8. The required courses are LIS 7010, Introduction to Library and Information Science; LIS 7030, Organization of Knowledge; LIS 7040, Information Access Services; LIS 7050, Research Methods; and, either LIS 7700, Management of Library and Information Centers or LIS 7730, School Libraries. Until 2015, the Program also required a Touchstone/Capstone sequence of courses. Elective coursework constitutes the remaining seven courses (21 credits hours). Students can elect to take any course of interest; however, most electives fall within one of the MLIS program of study pathways (see Appendix I.N).

The Program's SLOs in conjunction with the Program's goals and objectives provide an evidence-based, intellectual framework that grounds students in the profession. Students have

opportunities for experiences and hands-on learning both in and out of the classroom to develop

knowledge and skills in leadership, technology, and social justice, as well as values of the

Program and profession. Every student has a consistent learning experience that ensures mastery

of the SLOs.

A crosswalk from the old SLOs to the new SLOs is available in Appendix I.O. The ALA

Standards I.2.1 through I.2.8 are mapped to the 2011-2017 SLOs in Table I.5. The Program recently

conducted a major curriculum revision (discussed more fully in Chapter 2), which resulted in the

revision of SLOs that take effect in fall 2017 (see Appendix I.P).

Table I.5. Map of ALA Standards 1.2.1 through 1.2.8 to MLIS Student Learning Outcomes (2011-2017)

ALA Standard	MLIS Student Learning Outcomes (2011-2017)
Program objectives are stated in terms of student learning outcomes and reflect:	
I.2.1 The essential character of the field of library and information studies	SLO 11 Articulate a philosophy of service that demonstrates an understanding of the history, philosophy, principles, policies, and ethics of library and information science and technology. SLO 7 Demonstrate understanding of the selection, acquisition, licensing, organization, preservation, retrieval, and use of recorded knowledge and information resources.
I.2.2 The philosophy, principles, and ethics of the field	SLO 11 Articulate a philosophy of service that demonstrates an understanding of the history, philosophy, principles, policies, and ethics of library and information science and technology.
I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations	SLO 2 Demonstrate critical thinking by integrating relevant models, theories, research and practices. SLO 3 Demonstrate management, interpersonal and organizational skills.
I.2.4 The importance of research to the advancement of the field's knowledge base	SLO 2 Demonstrate critical thinking by integrating relevant models, theories, research and practices. SLO 12 Participate in ongoing professional development.
I.2.5 The symbiotic relationship of library and information studies with other fields	SLO 2 Demonstrate critical thinking by integrating relevant models, theories, research and practices. SLO 5 Communicate knowledge from library and information studies and related disciplines.

ALA Standard	MLIS Student Learning Outcomes (2011-2017)
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	SLO 8 Promote and model the professional values of ethical responsibility, intellectual freedom, and universal access to information. SLO 9 Demonstrate awareness of diverse groups and how to serve them effectively.
I.2.7 The role of library and information services in a rapidly changing technological society	SLO 6 Demonstrate information technology fluency. SLO 10 Teach others to identify, analyze, organize, and use information.
I.2.8 The needs of the constituencies that the program seeks to serve.	SLO 1 Identify and analyze information needs and opportunities of individuals and organizations. SLO 4 Demonstrate leadership and advocacy skills. SLO 8 Promote and model the professional values of ethical responsibility, intellectual freedom, and universal access to information. SLO 10 Teach others to identify, analyze, organize, and use information.

I.3 Program goals and objectives incorporate the value of teaching and service to the field

The value of teaching and service to the field are expressed in the following Program goals:

Goal 1, Education: To empower students to become leaders in the information professions, and

Goal 3, Service: To use our expertise to serve, lead, and collaborate with our communities. These

goals include seven objectives and are incorporated into seven SLOs (see Table 1.6).

Table I.6. Value of Teaching and Service to the Field in Program Goals and Objectives

Program Goal	Program Objective
Program Goal 1, Education: To empower students to become leaders in the information professions	**Program Objective 1.A:** To provide a rigorous curriculum that ensures general competencies and specializations in the fields of library and information science and encompasses ethical leadership, critical thinking, technological fluency and diverse perspectives
	Program Objective 1.C: To recruit, retain and support a talented, dedicated and diverse faculty who are excellent teachers as well as active participants in the library and information science professions
	Program Objective 1.D: To provide a quality-learning environment for students and faculty
Program Goal 3, Service: To use our expertise to serve, lead, and collaborate with our communities	**Program Objective 3.A:** To increase awareness of our program's identity and purpose to better serve our communities
	Program Objective 3.B: To serve, lead, and collaborate within the department and across academic units of St. Catherine University
	Program Objective 3.C: To serve, lead, and collaborate with academic and professional communities at the local, national, and international levels
	Program Objective 3.D: To serve, lead, and collaborate with community partners

Representative courses expose students to the value and necessity of teaching and/or service to the field. Students also gain an appreciation for professional associations through the various student government organizations, the MLIS Summit, and an annual Associations Fair. The MLIS faculty are highly engaged in the field through service to associations and scholarly work. Selected courses contain service-learning projects that foster a student's sense of service to the professional and move the mission of our partner organizations forward. Some of the courses that address these specific SLOs and Standard 1.3. include the following:

- LIS 7010, Introduction to Library and Information Science;
- LIS 7040, Information Access Service;
- LIS 7240, Technology for Teaching and Learning;
- LIS 7250, Curriculum and School Libraries;
- LIS 7380, Transforming Adult Services;
- LIS 7620, Literacy and Community Engagement;
- LIS 7640, Information Literacy Instruction;
- LIS 7750, Introduction to Archives and Special Collections; and,
- LIS 8810, Advanced Archival Management.

SLOs ensure that graduates have the requisite knowledge, skills, and attitudes to incorporate teaching and service into their professional practice. The following Student Learning Outcomes (SLOs) address Goals 1, 3, and their objectives:

- SLO 1. Identify and analyze information needs and opportunities of individuals and organizations.
- SLO 4. Demonstrate leadership and advocacy skills.
- SLO 8. Promote and model the professional values of ethical responsibility, intellectual freedom, and universal access to information.
- SLO 9. Demonstrate awareness of diverse groups and how to serve them effectively.
- SLO 10. Teach others to identify, analyze, organize, and use information.
- SLO 11. Articulate a philosophy of service that demonstrates an understanding of the history, philosophy, principles, policies, and ethics of library and information science and technology.
- SLO 12. Participate in ongoing professional development.

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 MLIS Program at St. Catherine University has operated under a clearly defined and publicly disseminated mission that was in effect through AY 2016-2017; a revised mission was adopted by the faculty in consultation with stakeholders and will be effective starting AY 2017-2018. The Program's mission, goals, and objectives are informed by and consistent with the values, mission and principles of the parent institution and congruent with the ALA Standards. MLIS Program goals and objectives comprise the benchmarks by which the faculty, staff, and stakeholders assess curricular and program effectiveness, student achievement, and faculty performance. A variety of means is used to provide internal and external evaluation of attainment of the mission, goals, and objectives. Examples of types of internal and external evaluations for the program are described below (see Appendix I.M for a comprehensive list of data sources).

An important internal evaluation of the MLIS curriculum as a whole was undertaken after initial ALA accreditation in 2011. The faculty conducted a systematic review and audit of the Program's curriculum to update, eliminate redundancy, and downsize the curriculum to fit a two-year rotation, providing new strategic curricular and programmatic focus. The review and audit resulted in the updating of courses in terms of content, relevance, and currency by combining and eliminating courses, limiting duplication of material, and ensuring alignment with the 12 Student Learning Outcomes and five curricular threads (leadership, ethics, diversity, technology, and research) that were in place 2011-2017. Revised course descriptions were mapped to then current SLOs; the Graduate Catalog was updated accordingly.

A targeted evaluation of two special courses that became degree requirements starting in fall 2011 took place in AY 2014-2015 and involved both internal and external sources of data. The

faculty reviewed the cost effectiveness and benefit of the required one-credit LIS 7990, Touchstone course, and the two-credit, LIS 8990 Capstone Courses, which the faculty had agreed to review after the completion of a two-year pilot. Stakeholder input was solicited from students, graduates, faculty, staff, and community partners who had offered a capstone project. Feedback from students and stakeholders led to the elimination both courses, and a procedure was put into place to 'teach them out."

Ongoing course evaluations provide internal quantitative and qualitative data regarding instructor teaching effectiveness and other aspects of the course from the student perspective. Students evaluate MLIS and SLMS courses at the end of each semester (summer, fall, and spring). The St. Catherine University's Course Evaluation survey is used for all University courses and contains questions regarding teaching effectiveness. The MLIS Course evaluation survey is a separate survey for MLIS courses only asking students to evaluate various aspects of the course, such as course materials. Both surveys have a place for student comments. Results of the surveys are seen by the course instructor and by the Program's Associate Dean/Program Director. The evaluations are used by individual instructors to help them assess where improvements need to be made to enhance the quality of their teaching and to improve other aspects of their courses to meet the learning needs of students. Course evaluations are used in the University faculty evaluation process for evidence to support excellence in teaching.

An internal source of data on student attainment of the programmatic student learning outcomes are student *ePortfolios* that have been a non-credit degree requirement for MLIS students since fall 2011. The electronic portfolios provide a resource for both students and faculty to learn about achievement of important outcomes over time, to make connections among student learning outcomes embedded into courses, and to gain insights that will feed into

continuous curriculum improvement. A two-member Faculty Review Committee evaluates them according to a rubric each fall and spring semesters for approval/non-approval.

The original guidelines were revised in 2015 and the process updated so that students work with their faculty advisors on their *ePortfolio* throughout their time in the Program. Both the original and the updated guidelines require students to make explicit connection from their artifacts to specific student learning outcomes. Offline copies of the *ePortfolios*, including artifacts and resume, are captured and stored for a period of five years so that they are available for longer-term assessment purposes. With the adoption of the new guidelines, the Program is in the process of refining how to best use the *ePortfolios* in an efficient and timely way as direct evidence of learning that helps inform the process of improvement from the individual student level up to the Program level. Students enrolled in the School Library Media Specialists (SLMS) program also have a separate *ePortfolio* requirement that is fulfilled during the semester they are enrolled in their clinical experience/student teaching course. The SLMS *ePortfolios* are reviewed by the clinical experience instructor.

To track recent graduates' employment, the MLIS Program participates in the annual *Library Journal* (LJ) Placements and Salaries Survey. Information on placements and salaries is now available from calendar-year graduates (2012-2015); the survey of 2016 Graduates was conducted in spring/early summer 2017 and results will be available in October 2017. Results are available on a page on the MLIS Program's public website (under the heading Placements and Salaries).[20]

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[20] St. Catherine University, *MLIS Student Resources: Placements and Salaries*, accessed September 8, 2017, https://www.stkate.edu/about/accreditation-and-accountability/program-accreditation/mlis-accreditation-and-student-information.

Practicum course site supervisors provide an external source of evaluation of the performance of individual students. Twice during the semester, supervisors assess the degree of skill for a student's performance for practicum work activities and send their assessment to the Instructor. The form provides a place for the supervisor to comment on the student's performance and progress. The instructor conducts a site visit with the supervisor and the student once during the semester. Onsite supervisors are invited to one Practicum seminar session for the class during which supervisors and students engage in conversation regarding career launch and development.

Ongoing student and alumnae/i surveys provide additional data that give insight into attainment of program goals and objectives. Results from evaluations lead to improvements, and the findings inform priorities to be set for administrative, faculty and staff work activities to be accomplished in an academic year. Each year the MLIS Program administers the following surveys:

MLIS Entering and Exiting Surveys

Conducted since 2009, this survey asks incoming students to self-rate on knowledge and skills needed in the LIS Profession and five focus areas: Ethics, Research, Leadership, Technology, Diversity, and Professionalism. The MLIS Exiting Student Survey, also conducted since 2009, asks graduating students to self-rate on the same knowledge and skills covered in the Entering Student Survey. An additional question in the exiting survey asks students to rate how well they thought their MLIS education (including courses, internships, practicum, co-curricular programs/events/activities) at St. Catherine University prepared them to achieve the individual student learning outcomes. The survey also contains satisfaction questions on various aspects of the program and has a place for comments. Two years of results for both surveys (AY 14-15 and

AY 16-17) are available on a page for the program's public website in the section entitled

Assessments.[21]

1-year and 5-year Alumnae/i Graduate Survey

The University Office of Institutional Research Planning and Assessment Office (IRPA)

conducts this survey and provides results to the Program. The survey conducted in 2016 contained

questions regarding overall satisfaction with their degree program; information about additional

educational degree programs they have enrolled in, or future plans to do so; current employment

status, goals and relationship to their degree program; and more.

Marketing and Recruiting Survey

The MLIS Program and Graduate Admissions Office administers this survey to non-

matriculated and matriculated students. The spring 2016 survey gathered data about important

factors for their decision to enroll or not enroll in the Program. Results from the survey are used

to improve communication between prospective students and Graduate Admissions, to improve

the Program's web content on the University's public website, to improve the MLIS Program

communication with prospective students, and to expand recruiting efforts within the constraint

of limited resources.

1.4.1   The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

The MLIS Program evaluation and assessment process allows students, faculty, staff, and

other internal and external stakeholders to collaborate in the articulation, examination and

execution of the program's mission. The MLIS Program Table of Assessments 2011-2017 is

organized in a way to show that students, faculty, alums, employers, and others are involved in

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[21] St. Catherine University, *MLIS Student Resources: Placements and Salaries*, accessed September 8, 2017, https://www.stkate.edu/about/accreditation-and-accountability/program-accreditation/mlis-accreditation-and-student-information Click on "Assessments" Tab and scroll down the page to find results.

evaluation of Program goals and objectives. The involvement various constituents in evaluations described in Standard 1.4 above appear in Table 1.7.

Table I.7. Constituents involved in Example Evaluations

Evaluations	Constituents Involved
Curriculum Audit	Faculty, administrators
Touchstone/Capstone Course evaluation	Faculty, students, alums, capstone course project community partners
University and MLIS Program Course Evaluations	Fulltime Faculty, Adjunct Faculty, Students
Practicum course	Students, Site Supervisors (employers)
Library Journal Annual Survey of Placements & Salaries	Alums
1-yr and 5-yr Graduate Alumnae/i Survey	Alums
MLIS Entering and Exiting Student Surveys	Students
Marketing & Recruiting Survey	Matriculated students, Non-matriculated students

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1.5   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.

Documentation of ongoing decision-making develops out of regular meetings and events, such as the Annual MLIS Summit. In the department meetings and department retreats, the Office Coordinator takes minutes, documents evidence-based decisions, and refers the minutes back to faculty for accuracy and agreement. The Curriculum Committee keeps agendas, minutes and summary reports that document decisions and recommendations; other faculty committees also keep agendas, minutes, and supporting documents. Faculty rotate who takes minutes in Faculty of the Whole meetings. Program task forces (e.g., Marketing and Recruiting Taskforce) keep agendas and minutes, and document recommendations.

The Program communicates evidence-based decisions via required University annual reports, ALA required Biennial Narratives, updates to the MLIS Advisory Council, website (public and internal) updates, and changes posted in the Student Guide provided to enrolled students.

The Annual Report to the Dean requires that the program report on assessment activities. Reports

containing aggregate assessment data collected by the Program and the University IRPA office,

annual reports, Biennial Narratives, and Program Prioritization (*P3*) are stored in the Program's

Assessment Drive on the University server. Table 1.8 below summarizes many of the mechanisms

used in systematic planning and corresponding documented evidence.

Table I.8. MLIS Planning Mechanisms with Corresponding Documentation Evidence

Planning Mechanisms	Documentation
Systematic planning documents:	
MLIS Strategic Plan	Outline of Strategic Plan
MLIS Annual Work Plans	Spreadsheet setting work priorities and responsibilities
Meetings:	
Department Meetings	Agendas, Minutes, Attachments
Department Retreats	Agendas, Minutes, Attachments
Faculty (of the whole) meetings	Agendas, Minutes, Attachments
MLIS Advisory Council Meetings	Agendas, Minutes, Attachments
Faculty Committees	
Curriculum	Agendas, Minutes, Reports
Student Services	Agendas, Minutes
Faculty Development	Agendas, Minutes
Facilities	Agendas, Minutes, Reports
Program Taskforce Meetings	Agendas, Minutes, Reports
Annual Stakeholder Event:	
Annual MLIS Summit	Program Agenda, Compiled notes from breakout table discussions
Reports:	Annual Report to the Dean (2011-2016)
	ALA-COA Biennial Narratives (2011, 2013, 2015)
	Program Prioritization Process (P3) analysis and reports (2013-14 through 2016-17

1.6   The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

Planning and assessment are iterative. Assessment results inform future planning. Because

of the ongoing assessment and review of MLIS initiatives throughout the past seven years,

changes are reflected in programmatic *Annual Reports*, *Biennial Narrative Reports*, *P3* Reports,

and related documents. Decisions have been made to revise priorities to allow a focus on

Marketing, Recruitment, and Retention. The curriculum has been streamlined and updated in

such a way as to allow for pipelines from the undergraduate College for Women into the MLIS

professional program through articulation. Relationships with community partners and

stakeholders have been strengthened through collaborative programming, service learning, and

expanded experiential opportunities for MLIS students. Engaged faculty members have been

hired, mentored, promoted, and tenured. Facilities have been upgraded. Resource levels have

been maintained.

As the University enters a new phase of strategic planning, so does the MLIS Program.

With revised Vision, Values, and Mission statements, the MLIS Program is poised to begin a new

process of strategic planning to chart its own course into the future.

Mission, Vision, Values

In 2016-2017, faculty and staff reviewed and updated the Program's *Mission Statement* and

Guiding Principles, revised the *MLIS Mission* statement and constructed a new *Vision* statement.

These were presented to participants at our Annual MLIS Summit on April 24, 2017. The *Guiding*

Principles that had been adopted by the faculty in the prior to initial accreditation were replaced

by a *Values* statement in alignment the University's mission and with the faculty's fundamental

beliefs that guide all aspects of the Program. Stakeholders and constituents at the 2017 Summit

also vetted. The new Mission, Vision and Values statements are described under Standard 1.1.

Together, these planning efforts—the updated Mission statement, new Vision statement,

new Values statement, along with refined areas of thematic focus for the curriculum, and revised

Student Learning Outcomes (SLOs)—provide a strong framework for formulating and confirming

Program Goals and Objectives for the future that will help maintain the strong student focus and

relevant curriculum for which St. Catherine University's MLIS Program is known.

Standard II: Curriculum

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.

MLIS Program Requirements

The MLIS degree requires students to complete 12 courses (36 credits) delivered in face-to-face and in hybrid formats. Students must complete their degrees within five years of matriculation. The primary ways that the Program provides for students to make informed choices about their individual pathways of study and to develop professional knowledge, skills, competencies, and values include:

- A set of five, three-credit courses that lay a foundation in required core concepts (LIS 7010 Introduction to LIS, LIS 7040 Information Access Services, LIS 7030 Organization of Knowledge, LIS 7050 Research Methods in LIS, and LIS 7700 Management of Libraries and Information Centers, or LIS 7730 School Libraries).
- Elective courses with core prerequisites, so that students are prepared to take advanced or specialized topics.
- Guided pathways of courses for specializations or concentrations, developed by faculty advising in those areas
- An advising process that begins with a group meeting with the advisor at orientation, continues with a required meeting with an advisor and completion of a course plan during the student's first term, and a required advising meeting when the student has reached the mid-point in the program.
- A Student Guide that includes academic policies, expectations, requirements, and information on student resources.
- Course scheduling information available online that includes current schedules and a two-year course rotation grid, so that students can plan.
- Non-credit bearing *ePortfolio* that allows students to reflect upon their coursework and co-curricular activities and to make connections to the MLIS Student Learning Outcomes.

An elective Practicum[22] and individualized non-credit student internships provide opportunities for experiential education and reflective practice. These experiences are not

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[22] The Practicum course (three-credit or two-credit) is required for some students who fell under the former Touchstone/Capstone requirements.

currently required; however, students who do not have prior experience or are not currently working in the field are strongly encouraged to take advantage of opportunities to work with MLIS professionals in the region.

School Library Media Specialist Licensure

The School Library Media Specialist (SLMS) program prepares media specialists at the elementary, middle, and secondary school levels. The SLMS can be completed as a license-only program (33 credits) or as part of the MLIS degree (36 credits). Students who do not hold a current Minnesota State teaching license must complete additional course and student teaching requirements. A complete list of all the requirements for the SLMS program is published in the Graduate Catalog.[23]

Certificate of Special Study

A postmaster's Certificate of Special Study is available for professionals who have a LIS master's degree and wish to update or add to their current skills and knowledge. Those who wish to complete a post-masters certificate work with an assigned faculty advisor to select five, 3-credit courses (15 credits total) whose course content would help the student enhance his/her knowledge and skills.

Curricular Goals and Objectives

As delineated in Chapter 1, the MLIS Program Goals encompass four areas: Education, Research, Service, and Sustaining Environment. These are closely aligned with ALA's curricular requirements and those of the University. The curriculum is addressed explicitly in two of these goals (Education and Research) and implicitly in the other two (Figure II.1).

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[23] St. Catherine University, *Master of Library and Information Science with School Library Media Specialist License Program*, accessed September 8, 2017, http://catalog.stkate.edu/graduate/business-professional-studies/library-information-science/mlis/#degreerequirementstext.

How MLIS Program Goals Address Curriculum

Education: To empower students to become leaders in the information professions.

- Objective 1: Provide a rigorous curriculum that ensures general competencies and specializations in the fields of library and information science and encompasses ethical leadership, critical thinking, technological fluency and diverse perspectives.
- Objective 4: Provide a quality-learning environment for students and faculty.

    Research: To contribute knowledge to advance the discipline and improve practice.

- Objective 1: Create new knowledge
- Objective 2: Disseminate research
- Objective 3: Create and nurture a productive research environment
- Objective 4: Promote students' research

Figure II.1. How MLIS Program Goals Address Curriculum

Systematic Evaluation of the Curriculum

The MLIS Curriculum Committee "is responsible to the faculty for reviewing the existing curriculum and learning outcomes and recommending changes to meet emerging disciplinary and professional needs, to further the missions of the MLIS Program, the School of Business and Professional Studies, the Graduate College, and St. Catherine University. The Committee also addresses compliance with the competency statements of various library and information professional organizations. In pursuit of this charge, the Committee develops and implements policies and procedures intended to give rise to a rigorous, distinct, and effective curriculum."[24]

Under the leadership of the Curriculum Committee chaired by Dr. Joyce Yukawa, the MLIS faculty has accomplished significant curricular updates and revision since its initial accreditation in 2011. To ensure that the curriculum is current, effectively supports the achievement of the Program's education goals, and meets emerging needs of students and employers, the evaluation focused on key areas for renewal: Student Learning Outcomes (SLOs),

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[24] Committee Charge developed with faculty input, October 2014.

required and elective courses, advising pathways, *ePortfolio* requirements, and other curricular

changes implemented since 2011. From 2014-2017, the faculty reviewed and revised the curriculum,

informed by stakeholder input and recommendations (summarized in Table II-1).

Table II.1. Summary of Curriculum Evaluation Process 2014-2017[25]

Goal	Steps	Reports & Documentation
Assess two-year pilot of Touchstone, Capstone, and *ePortfolio* requirements (Fall 2014-Spring 2015).	Determined evaluation criteria. Surveyed faculty, administrators, students, and community organizations on effectiveness of the courses. Decided to eliminate the Touchstone and Capstone but strengthen the rigor of the *ePortfolio.*	• Minutes of meetings of Curriculum Committee & faculty • Survey data summaries • Curriculum Committee Evaluation Report and Recommendations • Revised *ePortfolio* Guidelines
Determine goals and timeline for overall curriculum evaluation process (Fall 2015).	Examined key considerations for curriculum revision: Mission, Education Goal, Guiding Principles, University's guidelines for graduate level education, ALA Standards.	• Minutes of meetings of Curriculum Committee & faculty • Revising the SLOs: Background and Key Considerations
Review and revise SLOs (Fall 2015-Spring 2016).	Did environmental scan and benchmarking.	• Minutes of faculty meetings • Current Trends in the LIS Field • Trends in Curriculum of Accredited MLIS Programs

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[25] Details of the evaluation plans, progress, and reports can be found Appendix II.A. Touchstone/Capstone Evaluation Final Report, Appendix II.B. Curriculum Revision AY 2015--2016 Final Report, and Appendix II.C. Curriculum Revision AY 2016-2017 Final Report.

	Reexamined SLOs and drafted new SLOs and Behavioral Indicators.	• Draft SLOs and Behavioral Indicators
	Elicited stakeholder input from Advisory Council, students, alumni, employers and adjunct faculty.	• Stakeholder Feedback Plan • Summary of Advisory Council discussions on reshaping the MLIS • Feedback from MLIS Annual Summit 2016 participants • MLIS Curriculum Survey Summary
	Iteratively examined and then finalized new SLOs based on stakeholder input.	• Minutes of faculty meetings • Final Revised SLOs
Examine and revise core courses in light of new SLOs (Spring 2016).	Reviewed syllabi, mapped course learning outcomes to draft new SLOs, and identified continuities and gaps.	• Minutes of faculty meetings • Mapping SLOs to ALA Standards and Required Course Learning Outcomes

Goal	Steps	Reports & Documentation
Examine and revise elective courses in light of new SLOs (Fall 2016).	Reviewed syllabi, mapped course learning outcomes to draft new SLOs, and identified continuities and gaps.	• Minutes of faculty meetings • Mapping Student Learning Outcomes 2016 to Elective Course Learning Outcomes
	Examined the role of the Threads (Ethics, Leadership, Research, Technological Fluency, Diversity) and integrated these into thematic categories for SLOs.	• Minutes of faculty meetings
Examine and revise advising pathways in light of new SLOs (Fall 2016).	Examined the 12 pathways, updated pathway descriptions, combined pathways to reduce pathways to 10.	• Minutes of faculty meeting
Examine and revise statements describing the programmatic framework in light of curriculum evaluation (Spring 2017).	Revised Mission. Created drafts of new Vision and Values statements. Elicited stakeholder feedback. Deferred until AY 2017-2018 the consideration of other aspects of the programmatic framework (Education Goal and Objectives and strategic plan for curriculum).	• Minutes of faculty meetings • Stakeholder feedback from MLIS Annual Summit 2017 • New Vision Statement • New Mission Statement • New Values Statements

Revision of Student Learning Outcomes

Twelve Programmatic Student Learning Outcomes were in effect from 2009 through AY 2016-2017 (see Figure II.2).

MLIS Student Learning Outcomes 2009-2017

The desired outcomes of the MLIS degree program are to develop information literate, reflective practitioners who have the ability to:

1. Identify and analyze information needs and opportunities of individuals and organizations.

2. Demonstrate critical thinking by integrating relevant models, theories, research, and practices.

3. Demonstrate management, interpersonal, and organizational skills.

4. Demonstrate leadership and advocacy skills.

5. Communicate knowledge from library and information studies and related disciplines.

6. Demonstrate information technology fluency.

7. Demonstrate understanding of the selection, acquisition, licensing, organization, preservation, retrieval, and use of recorded knowledge and information resources.

8. Promote and model the professional values of ethical responsibility, intellectual freedom, and universal access to information.

9. Demonstrate awareness of diverse groups and how to serve them effectively.

10. Teach others to identify, analyze, organize, and use information.

11. Articulate a philosophy of service that demonstrates an understanding of the history, philosophy, principles, policies, and ethics of library and information science and technology.

12. Participate in ongoing professional development.

Figure II.2. MLIS Student Learning Outcomes 2009-2017

In addition to the outcomes stated above, five concepts were threaded thematically through the curriculum. These Threads reflected the fundamental professional values of Ethics, Leadership, Research, Technological Fluency, and Diversity.

New Student Learning Outcomes

Beginning in Fall 2015, faculty reconsidered the SLOs and Threads in order to update the

SLOs, better reflect the unique identity of the MLIS Program, and more effectively meet the needs

of graduates and employers. The new SLOs (Table II.2) are organized into six thematic categories

that integrate and update the five Threads. SLOs are paired within each category to emphasize

the importance placed on both theory and practice. The six thematic categories are

conceptualized as follows and aligned with ALA Standards (Table II.3).

Table II.2. Thematic Categories of the SLOs

SLO Category	Knowledge and Skills Addressed	Alignment with ALA Standards
Information for People	The essential character of library and information science	I.2.1, I.2.2, I.2.3, II.2
Research	Use of research methods and interdisciplinary knowledge for basic and applied research	I.2.4, I.2.5, II.2.2
Technology	The role of library and information services in a rapidly changing technological society	I.2.7, II.2.3
Social Justice	The role of library and information services in serving the needs of underserved groups	I.2.6, I.2.8, II.2.4
Literacy and Learning	The role of library and information services in fostering information and digital literacies	I.2.6, I.2.7, I.2.8, II.2.4
Professionalism and Leadership	The development of library and information professionals who will assume a leadership role	I.2.2, I.2.8, II.2.5, II.2.6

The behavioral indicators of achievement were also revised to ensure that the new SLOs

are measurable. The new Student Learning Outcomes and Behavioral Indicators have been

mapped to the course learning outcomes of required and elective courses. The new SLOs will

replace the old SLOs in the Graduate Catalog at the end of AY 2016-2017.

Table II.3. New MLIS Student Learning Outcomes (in effect from AY2017-2018)

Information for People	1. Understand the philosophical, historical and ethical foundations of the field. 2. Through understanding the relationships among information, people, and technology, apply library and information science principles and practices.
Research	3. Demonstrate understanding of research methods and the interdisciplinary nature of LIS knowledge. 4. Apply research knowledge and skills to improve practice, critically evaluate the works of others, and answer questions in the profession.
Technology	5. Understand the social, cultural and ethical implications of technologies on individuals, organizations, society, and the library and information professions. 6. Critically analyze, select, use, apply, and evaluate technologies in the information environment.
Social Justice	7. Understand issues of power, privilege and marginalization in society and how they relate to the library and information professions. 8. Analyze inequities in library and information services and work to empower marginalized groups.
Literacy and Learning	9. Understand and promote literacy for self-actualization and participation in a global society. 10. Understand learning principles and pedagogy to educate users according to their needs
Professionalism and Leadership	11. Understand and apply principles of leadership, management, advocacy, and communication. 12. Articulate your own philosophy, principles, and ethics of library and information science and apply them to professional practice.

Revision of Programmatic Framework: Vision, Mission, and Values

Prior to 2017, the MLIS Program was guided by its Mission statement and Guiding Principles. Throughout the process of curriculum evaluation, the faculty was regularly aware of the need to express the Program's unique identity, aspirations for impact on the broader society, and philosophy of values for how to achieve our vision and mission. Based on discussions throughout the process, in spring 2017 the faculty created a new Vision Statement, revised the

Mission Statement, and replaced the Guiding Principles document with concise Values

Statements of our core values (Figure II.3).

Vision	
Empowering people through information and technology for a more just, equitable, and compassionate world.	
Mission	
The St Catherine University MLIS program is a student-centered and social justice oriented graduate program. We prepare students to be critical thinkers and leading information professionals who promote equity through the access, use, evaluation, sharing, and creation of information.	
MLIS Values	
Empowerment through information	We promote access to, creation, and use of information to empower people to be critical thinkers, engaged learners, and creative problem solvers.
Social justice	We are passionately focused on examining and eliminating the root causes of social injustice including racism, sexism, classism, ableism, and other forms of oppression both in and beyond our profession.
Women's leadership	We seek to prepare information professionals who can understand and create leadership opportunities for women in the LIS profession.
Student centered	We are committed to the academic, professional, and holistic well being of our students.
Authentic learning experiences	We provide educational experiences that maximize student learning through the deployment and assessment of best practices in teaching and real-life applications.
Community engagement	We build strong collaborations and partnerships within and beyond LIS communities to enhance student learning and create positive impact on society.

Figure II.3 New Vision, Mission, and Values Statements

Course Changes: New Courses

New course proposals and significant revisions of current courses must follow policies and

procedures established by the Curriculum Committee and the University Curriculum and Policies

Committee (UCAP). Six new courses were added to the Curriculum between 2012 and 2016 (Table

II.4).

Table II.4. New MLIS Courses Added to Curriculum 2012-2016

AY	Course No. and Title	Course Description	Instructor
2012-13	LIS 7190 Social Justice and Children's/YA Literature	In this course, students will learn how to select, evaluate and analyze depictions and aspects of social justice and injustice in children's and young adult literature. We will consider topics such as power, racism, diversity, violence, perspective, publishing trends, authorship, illustrations, and ideology. We will also consider how these texts may be used in library programming.	Dahlen
2012-13	LIS 7690 Information Technology, People and Society	This seminar course critically examines information technology (IT) and its relationship to people, work and society. It covers a series of concepts and perspectives and empirical studies about social aspects of IT, also known as social informatics (SI). Along the way, you will learn how IT is interacted with social forces and social practices, and IT is not value neutral. The course will explore how seeing IT as merely a tool simplifies the complexity of IT. In turn, by understanding the social nature of IT and digital information, you will be prepared to become socially responsible information professionals and citizens with respect to IT and digital information.	Lim

2012-13	LIS 7570 Electronic Resource Management	This course will introduce students to the concepts and technologies driving the development of electronic resource management in libraries. Electronic Resource Librarians are concerned with the selection, acquisition, licensing, accessibility, linking, branding, evaluation, cost control, and preservation of subscription databases. The topics covered are wide ranging and include scholarly publishing, library-vendor relations, contract law, use analyses, national information standards, copyright, linking and aggregating technologies, and the management systems used to control the administrative metadata for electronic resources.	Ross

AY	Course No. and Title	Course Description	Instructor
2013-14	LIS 7270 Information Literacy in the Digital Age	This course examines information literacy in the broad contexts of New Literacies Studies, which regard literacy as a multifaceted concept that encompasses a set of skills, strategies, attitudes, and social and cultural practices. This course explores a wide range of perspectives, discourses and research studies regarding literacy in the digital age. Along the way, students will have opportunities to examine relevant terms such as media literacy, information and communication technology (ICT) literacy, digital literacy/ literacies and new literacies. Throughout the course, students will define and redefine what it means to be "literate" and "information literate" in constantly changing digital environments. In turn, students will develop the basic frameworks for information literacy essential to promoting or teaching information literacy and full civic participation in a global society.	Lim
2013-14	LIS 7380 Transforming Adult Services	An introduction to issues and practices related to adult services, with particular emphasis on the impacts of aging on society, information seeking of older adults, teaching and advocacy for older adults, and engaging older adult volunteers. A major	Yukawa

		component of the course is service learning — active, engaged learning integrated with socially responsible practice. Students collaborate with a library, residential center, or other community organization to create a project or service to benefit older adults. Students will use research skills in an evidence-based assessment of their work in the service-learning project.	
2016-17	LIS 7580 Making and Makerspaces	This course is intended as an introduction to DIY culture and the maker movement. It focuses on developing creativity and learning through play and tinkering. This is a hands-on course in experiential learning. Students will explore both physical and digital content creation including: music production, video production, 3D printing, computing, laser, and Vinyl cutting and other tools. Emphasis will be placed on the implications of the maker movement in libraries and the library's role in STEM education.	Molaro

New courses may be taught twice as LIS 7963 Topics courses before they are formally evaluated for addition to the University curriculum. However, they must be submitted to the MLIS Curriculum Committee for approval before they are taught the second time. Seven new courses were taught as LIS 7963 Topics courses but not yet added to the curriculum during the years 2012-2017 (see Table II.5).

Table II.5. LIS 7963 Topics Courses Taught, Not Yet Added to Curriculum, 2012-2017

Term Taught	Course No. and Title	Course Description	Instructor
Winter 2012	Libraries and Social Justice	Librarianship, as a service profession, has historically been deeply concerned with issues of social justice. Do current library practices further social justice, or do they help maintain the prevailing balance of power? In this course, we will examine the issues of library neutrality, critical librarianship, and the roles that libraries can play in furthering social justice. The course will include guest speakers and field trips. Students in this course will do community-based projects.	Shoemaker
Summer 2012	Digital Preservation	This class will teach processing and preserving digital media as commonly done in a digital repository. Students will learn about project administration, including: planning, data management, standards and quality control, long-term data preservation and associated rights issues. In addition, this course will focus on the theoretical aspects of digital preservation. Please note: this class is not limited to archives concentrators. All students are welcome.	Hazelton
Summer 2012 & Summer 2013	Alternative Careers in LIS	Explores alternative careers in library and information science by examining librarians as subject specialists, technology experts, teachers and community liaisons, entrepreneurs, and administrators.	Jacobs

| Spring 2014 | Archival Digitization Project Management | This course teaches students the nuts and bolts of planning an archival digitization project, using the Archives at the Walker Arts Center as a real-life learning lab. Students will work closely with the Walker's Archival staff and the instructor to develop and implement a comprehensive digitization program. Students will be expected to meet at the Walker Arts Center for some of the class sessions. | Hazelton |
| Spring 2014 | User Experience Design with HCI | Introduced project-based user experience design with HCI methods applied to the selected library sites in the mobile environment. Students analyzed mobile web use of library site, learned responsive design technique and produced re-design consideration recommendation for mobile version. | Yoon |

Term Taught	Course No. and Title	Course Description	Instructor
Summer 2014 & Summer 2017	Advanced Database Management*	This course is an introduction to the design and implementation of Internet-accessible databases. Similar to informational web sites, the development of Internet-accessible web sites is a practice and like any practice, it requires multiple trials and revisions. One does not (likely) get it right on the first try. One model of trial and error that I use is called the spiral model of development. In the spiral model, there are four phases of project development: Requirements, Design, Coding, and Testing.	McKoskey
Summer 2016	Picture Books: Exploring the Interplay of Text and Illustrations**	Picture books are often a child's first introduction to art, story, and the printed word. This course will explore the relationship between text and illustrations in picture books focusing on visual literacy with regard to style, medium, design, and elements of art. Students will deepen their knowledge of picture books and the artists who create them with author/illustrator visits. The historical, social, and cultural contexts and issues influencing picture books will be examined through a critical lens.	Hammond & Nordstrom

*Approved at Program level 16-17; needs approval by school curriculum committee.
**Will go through approval process AY 17-18.

Course Changes: Course Eliminations

Beginning in Fall 2012, the MLIS Program piloted the LIS 7990 Touchstone and LIS 8990 Capstone as required courses for two years as part of curricular innovations resulting from an Institute of Museum and Library Services (IMLS) grant (the "ELITE" project). The Touchstone (1 credit) was a seminar course taken midway in a student's academic career and designed to help students integrate, synthesize and reflect on the knowledge gained from the core curriculum. The Capstone (2 credits) was a synthesizing experience, designed to offer students the opportunity to plan, execute, and assess a major team-based project to benefit a community partner. A new *ePortfolio* requirement was integrated into these courses.

At the end of the pilot period in fall 2014, the MLIS faculty assessed the courses with respect to value within the curriculum and educational effectiveness (see Appendix II.A. Touchstone/Capstone Evaluation Final Report). The main stakeholders (faculty, administrators, students, and community organizations) completed surveys. Based on the assessment results, the faculty decided to eliminate the courses but retain the *ePortfolio* as a non-credit bearing requirement for graduation with more rigorous criteria and increased support from faculty advisors.

The faculty agreed on the process for teaching out the Touchstone and Capstone courses and providing options for students still in the program; students who entered the program under those degree requirements (fall 2011 through spring 2015). A two-credit practicum course was added for students who had completed the one-credit Touchstone but had not yet completed the two-credit Capstone. The Practicum course will be eliminated after all students needing the course have completed it. The three-credit Practicum course will be a degree requirement for students under the Touchstone/Capstone requirement who had not completed either course.

An overly large curriculum, a vestige of the partnership years with Dominican University (1992-2007), was analyzed. Courses were eliminated, combined, updated, and renamed. Based on faculty and staff review and discussions that concluded in fall 2016, the following courses will be deleted from the curriculum and the Graduate Catalog at the end of AY 2016-2017 (Table II.6).

Table II.6. Courses Eliminated, 2012-2017

Course No. and Title	Decision
LIS 7330 Serials Management	Eliminated
LIS 7400 Reference Resources in the Humanities	Replaced by LIS 7400 Advanced Reference
LIS 7410 Reference Resources in the Social Sciences	Replaced by LIS 7400 Advanced Reference
LIS 7420 Reference Resources in the Sciences	Replaced by LIS 7400 Advanced Reference
LIS 7430 Reference Resources in Business and Economics	Replaced by LIS 7400 Advanced Reference
LIS 7760 Music Librarianship	Incorporated into LIS 8020 Seminars
LIS 7780 Theological Librarianship	Incorporated into LIS 8020 Seminars
LIS 7800 Health Sciences Librarianship	Incorporated into LIS 8020 Seminars
LIS 7810 Reference Sources in Health Science	Incorporated into LIS 8020 Seminars
LIS 7870 Legal Information Sources	Incorporated into LIS 8020 Seminars
LIS 7880 Law Librarianship	Incorporated into LIS 8020 Seminars
LIS 7990 Touchstone	Eliminated (teach out)
LIS 7992 Practicum (2 credits)	Eliminated (teach out)
LIS 8990 Capstone	Eliminated (teach out)

In addition, course offerings in the J-term (January interterm) have been evaluated and discontinued as not cost-beneficial due to low enrollment. One-credit J-Term courses (January interterm) that were designed to allow students to engage with a specific topic in a condensed semester were offered for three years, 2012-2014, and then dropped when low enrollment resulted in cancellation of two January 2015 courses. In addition, feedback from students via a survey demonstrated that students would rather not take courses in the January term. A list of J-Term Course offerings, the course description and instructor is available in (Appendix II.D. MLIS January Term courses-2012-2014.)

Revised *ePortfolio* Requirements

A systematic, formative *ePortfolio* process has replaced an earlier portfolio process, allowing students to work closely with their faculty advisers to create a culminating portfolio,

beginning with their first core courses and continuing throughout their course of study. The *ePortfolio* provides an integrated student learning process across the entire MLIS program; encourages students to become self-directed, reflective practitioners; strengthens the advising process; and, provides better direct measures for program assessment. The practice of self-reflection and self-analysis regarding learning is a powerful habit of thinking for professionals in rapidly changing LIS settings, and is essential for lifelong learning (see Appendix II.E. *ePortfolio* Guidelines).

This more robust electronic portfolio requirement is directed by the academic advisor rather than solely by a rotating review committee. The updated requirements strengthened the Reflection section and added a new section on Philosophy and Goals that asks students to describe how their learning goals, outcomes, and achievements in the program support their professional goals (see "ePortfolio Evaluation Rubric" in Appendix II.E. *ePortfolio* Guidelines, p. 5). For an overview of the process of student ePortfolio development, see "ePortfolio Timeline" in Appendix II.E. *ePortfolio* Guidelines.(p. 6). The new requirements took effect for students starting the program AY 2015-2016.

Changes to Advising Pathways

Through AY 2016-2017, twelve advising pathways were in place. The faculty reviewed and updated these pathways for Academic Year 2017-18. The "Digital Libraries" and "Information Science" pathways were combined, as well as the "User Services" and "Information Literacy and User Education" pathways. The updated set of 10 pathways includes the following: Academic Libraries, Archives and Special Collections, Information Science and Digital Libraries, Managerial Leadership, Public Libraries, School Libraries, Special Libraries, Technical Services, User Services, and Youth Services.

Representation from Constituencies

The MLIS curriculum planning process includes a systematic review, evaluation, and assessment of how the Program achieves its curricular objectives. Groups involved directly in curriculum planning include:

- Program faculty (as a whole and as a set of working groups, each responsible for a particular phase of the curriculum);
- MLIS Advisory Council, which includes broad representation of the program's internal and external stakeholders, and a representative(s) from the student body; and,
- The Program's Curriculum Committee, which includes faculty members and representative(s) from the student body.

Curriculum development also involves ongoing input from stakeholders (e.g. students, alumnae/i, staff, LIS professionals including employers) to help ensure that process is open to a diverse array of viewpoints.

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.

As Table II.7 shows, each of the courses offered addresses one or more of the elements of this Standard. Four of the five core courses introduce students to theory and practice in key areas of librarianship: theory and background regarding recordable knowledge and information; the creation of knowledge; the broad information context within which librarians work; selection and acquisition of materials; organization of information; information identification and retrieval, analysis and synthesis; and the management of library and information services. The required course LIS 7050, introduces students to LIS research approaches and research ethics, including those for conducting research with human subjects. Taken together, the five core required courses encompass the entire knowledge domain, ensuring that all students are exposed to

essential library and information science concepts and values of the profession. Curricular

electives then allow students to build upon the foundation provided in the required core and to

explore aspects of library and information science that are of interest. The content of specific

courses is described in MLIS syllabi (available in the MLIS Office and on D2L the University

Learning Management Syste, which will be available on site). A curriculum mapping to the 12

Student Learning Outcomes in place from 2011 through spring 2017 is available in Appendix B

MLIS Curriculum Mapping to SLOs.

Table II.7. MLIS Required and Elective Courses Mapped to Standard II.2

Required Core Courses	
Required core: Information and knowledge creation, and the services and technologies to facilitate their management and use: *Analysis, interpretation, synthesis*	LIS 7010 Introduction to Library and Information Science LIS 7040 Information Access Services LIS 7030 Organization of Knowledge LIS 7050 Research Methods for LIS LIS 7700 Management of Libraries and Information Centers, *or* LIS 7730 School Libraries LIS 7990 Touchstone/LIS 8990 Capstone courses (required Fall 2011 through Spring 2015)
Elective Courses	
Archives and Preservation: *Organization and description, preservation*	LIS 7120 History of Print, Early Books and Manuscripts LIS 7130 Preservation Management LIS 7750 Introduction to Archives and Special Collections LIS 8810 Advanced Archival Management
Children/YA/School Libraries: *Communication, identification, selection, acquisition, organization and description, analysis, interpretation, dissemination, and management*	LIS 7180 Storytelling for Children and Adults LIS 7190 Social Justice and Children's/YA Literature LIS 7210 Library Materials for Children LIS 7220 Library Materials for Young Adults LIS 7230 Services for Children and Young Adults LIS 7240 Technology for Teaching and Learning LIS 7250 Curriculum and School Libraries LIS 7283 / LIS 7286 Clinical Experience/Student Teaching
Elective Courses	
Information Science and Technology: *Storage and retrieval, dissemination, knowledge creation*	LIS 7350 Electronic Resource Management LIS 7500 Information Seeking and Retrieval LIS 7520 Networks* LIS 7530 Internet Fundamentals and Design LIS 7540 Information Systems Analysis and Design* LIS 7580 Making and Makerspaces LIS 7590 Digital Libraries LIS 7680 Libraries and Emerging Technologies* LIS 7690 Information Technology, People and Society LIS 7920 Human Information Behavior LIS 7970 Web Usability/Accessibility

Leadership and Management: *Analysis, interpretation, evaluation, synthesis, management of human and information resources*	LIS 7160 Leadership in Theory and Practice LIS 7550 Information Policy LIS 7610 Marketing and Public Relations
Libraries and Society: *Dissemination, analysis, interpretation, evaluation, synthesis*	LIS 7620 Literacy and Community Engagement LIS 7690 Information Technology, People and Society
Materials and Collections*: Identification, selection, acquisition, storage and retrieval,*	LIS 7330 Serials Management (dropped AY 2017-18) LIS 7440 Government Information Resources LIS 7580 Electronic Resource Management LIS 7480 Collection Management
Organization of Information: *Organization and description, analysis, storage and retrieval*	LIS 7300 Cataloging and Classification LIS 7370 Online Information Systems LIS 7510 Database Management LIS 8800 Knowledge Management LIS 8820 Metadata for Internet Resources
Reference/Instruction/User Services: *Storage and retrieval, information and knowledge creation*	LIS 7270 Information Literacy In the Digital Age LIS 7380 Transforming Adult Services LIS 7450 Searching Electronic Databases LIS 7630 Readers Advisory Services LIS 7640 Library User Instruction LIS 7963 Topics: Advanced Reference (Humanities, Social Sciences, Sciences, Business and Economics) LIS 8840 Competitive Intelligence LIS 8020 Seminar (Health, Law, Music, and/or Theology Librarianship, etc.)
Types of Libraries: *Information and knowledge creation, communication, acquisition, dissemination*	LIS 7710 Public Libraries LIS 7720 Academic Libraries LIS 7730 School Libraries (required SLMS) LIS 7740 Special Libraries LIS 8020 Seminar (Health, Law, Music, and/or Theology Librarianship, etc.)

Note: Many of these curricular elements are embedded in multiple courses

> II.2. 1   The curriculum 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;

Through its curriculum and co-curricular activities, the Program seeks to instill leadership

abilities and skills, and create opportunities for students to become capable and assertive

information professionals. Ethical leadership is part of the St. Catherine University, Graduate

College, School of Business & Professional Studies, and MLIS mission-driven goals. Specifically,

St. Catherine University's mission states that it challenges students to "transformational leadership" and "develops ethical, reflective and socially responsible leaders."

MLIS Program goals emphasize ethical leadership, service to, and collaboration with the LIS professions and communities. The MLIS Mission Statement in effect through AY 2016-2017 states that the Program prepares students to "be active leaders in a rapidly changing information society." MLIS Student Learning Outcomes and indicators demonstrate the importance of preparing students to become accomplished and assertive LIS leaders.

A focus on leadership and service is threaded throughout the curriculum. Basic leadership knowledge is offered in these required core courses: LIS 7010, LIS 7030, LIS 7040, and LIS 7700/7730 through group work, lectures, speakers, and relevant assignments. Emphasis on leadership and in providing appropriate services and collections to communities continues through elective courses, including (but not limited to) LIS 7210 Library Materials for Children, LIS 7480 Collection Management, and LIS 7640 Information Literacy Instruction. In addition, the leadership course LIS 7160 Leadership in Theory and Practice that emphasizes advocacy and servant leadership.

In addition to coursework, students have opportunities to act as leaders through involvement in the Student Governance Organization (SGO), Graduate Student Advisory Board, in four student professional organizations (American Library Association (ALA), Society of American Archivists (SAA), Special Library Association (SLA), Progressive Librarians' Guild (PLG)), in library and information science professional organizations, through conceptualizing, planning and organizing co-curricular events, and by engaging in service learning projects in elective courses and independent studies. The Program recognizes students who demonstrate leadership through the MLIS Scholarship, which recognizes leadership in academic and co-curricular activities; the Sister Marie Cecilia Marzolf, CSJ Founder's Award for Outstanding

Student; by selecting students for induction in the Beta Phi Mu International LIS Honor Society; and, by nominating them for University leadership and service honors, such as the Thomas More Award that honors students who have made a major contribution to an organization, department, program or issue.

The Program has high expectations that its graduates will continue to develop leadership skills and demonstrate leadership in the field. Many graduates of the program have taken part in the Minnesota Library Association (MLA) Institute for Leadership Excellence (MILE), a weeklong experience held every two years since 2005 that helps attendees develop and refine skills necessary to be a leader in the libraries of tomorrow.[26] Some graduates who have completed the MILE institute have gone on to plan the next Institute. A 2012 graduate of the Program and St. Catherine University Librarian, Amy Mars, recently received the Minnesota Academic Innovators Award from the Academic & Research Libraries Division (ARLD) of the Minnesota Library Association. This award recognizes academic librarians who have made an outstanding recent contribution to advance the mission of an academic library in Minnesota through an innovative project, program or service. Amy was nominated for her work planning and organizing a "One Read for Racial Justice" for the St. Catherine University campus community.

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

The MLIS curriculum emphasizes an evolving body of knowledge within the field of LIS and within related fields. Courses are taught by full-time faculty conducting their own research and who keep their own subject areas up-to-date with the latest developments and by adjunct faculty with documented expertise in professional knowledge and skills. Faculty share research and experience in the profession with their students by incorporating knowledge, including

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[26] A list of past participants is available at: https://sites.google.com/site/mlaexcellence/previous-milers.

publications of their own research and expertise into their courses. Interdisciplinary by nature, LIS itself draws upon the research of many disciplines. Various disciplinary domains identified in MLIS required courses are listed in Table II.8.

Table II.8. Common Interdisciplinary Components in MLIS Required Courses

Courses in Core	Disciplinary Domains
LIS 7010 LIS 7030 LIS 7040 LIS 7050 LIS 7700	Archives, Business, Cognitive Studies, Communication, Computer Science, Current Affairs, Education, Evaluation, Finance/budgeting, History, Human Relations, Human Resources, Information Technology, Journalism, Law, Leadership, Management, Marketing, Media, Organizational Studies, Philosophy, Planning, Political Science, Psychology, Public Affairs, Social Science Research Methods, Sociology, Statistics

New courses, based on an evolving body of literature, are first taught as *Topics Courses* (LIS 7963), approved by MLIS faculty, sent to the School Curriculum Committee (SCC) of the School of Business and Professional Studies, and then added to the curriculum to ensure that they are relevant and current. Two examples of new courses reflecting new developments in the field include LIS 7690 Information Technology, People and Society (Lim) covering concepts from social informatics and LIS 7580 Making and Maker Spaces (Molaro) that introduces students to the do-it-yourself culture and the maker movement with implications of the movement in libraries and the library's role in STEM education.

> II.2.3   The curriculum integrates technology and the theories that underpin its design, application, and use;

The theory, application, and use of technology are thoroughly integrated in the MLIS curriculum and supported at the staff level with the dedication of a fulltime Instructional Technology (IT) Coordinator for the Program. Faculty selected "technological fluency" as one of

the curricular threads that were in place through AY 2016-2017, which was tied to student learning

outcome no. 6, "demonstrate technological fluency." Behavioral indicators for SLO 6 in effect

2011-2017 were:

- Describe how computerized library systems are structured and organized
- Describe how library databases are structured and organized
- Describe uses of information in communications technology in library and information settings
- Apply uses of assistive technology in library and information settings*
- Use technology in a fashion consistent with professional ethics, laws, and democratic principles
- Choose appropriate technologies to meet organizational needs
- Evaluate the impact and efficacy of technology-based products and services
- Apply principles of web-site design, usability, and accessibility
- Identify issues and trends regarding the role of technology and the Internet in library and information services
- Be able to communicate effectively online

Students are provided with opportunities within the curriculum to enhance their

technology skills in core and elective courses. Below are examples of use of how technology and

issues related to technology learning are embedded into core courses:

- LIS 7010: two weeks in the course are devoted to the topic of "Impacts and Implications of Technological Changes"
- LIS 7030: students are introduced to basic principles of XML; how to create and understand simple XML documents
- LIS 7040: students are assigned to create an online subject guide
- LIS 7050: students use statistical analysis software SPSS

Elective courses allow students to gain specialized knowledge and skills, such as how to

design a website (LIS 7530 Internet Fundamentals and Design), how to manage a database (LIS

7510 Database Management), and how to design a website that is both usable and accessible (LIS

7970 Web Usability/Accessibility). The 7530 "fundamentals" course requires students to

understand the history, technological innovations, and key events/individuals involved in the

development of the internet, and to discuss issues surrounding the internet such as governance,

privacy, security, intellectual property, censorship, and digital literacy. The elective course, 7690

Information Technology, People and Society, allows students to critically examine information technology (IT) and its relationship to people, work, and society. Another elective, LIS 7270 Information Literacy in the Digital Age, focuses on literacy/information literacy in constantly changing digital environments. LIS 7500 Information Seeking and Retrieval, provides the theory of information retrieval and its practical applications to search engines and text processing techniques with consideration of human aspects of user's information need. LIS 7590 Digital Libraries, focuses on techniques and issues of building digital collections with hands on creation of digital libraries on Omeka software. LIS 7970 Web Usability/Accessibility, addresses on the usability and accessibility testing of a website.

Faculty work closely with the IT Coordinator to ensure that students have opportunities to gain experience with open source systems such as Koha integrated library system, Evergreen open source library system, Greenstone digital library software suite, Omeka open source web-publishing platform for the display of library, museum, archives, and scholarly collections and exhibitions, and to vendor-based systems, such as OCLC's CONTENTdm for digital collections and the information retrieval application, Lucene/Solr. One required SLMS course 7240 is devoted to *Technology for Teaching and Learning*; MLIS students may enroll in the course as an elective. Students enrolled in children's and young adult literature courses gain experience with multimedia by creating book trailers. Each of these opportunities within the curriculum provide a robust environment in which students gain hands-on experience and develop a deeper understanding of technology in the broader context of users and society.

> II.2.4   The curriculum responds to the needs of a diverse and global society, including the needs of underserved groups;

Addressing the needs of a diverse and global society, particularly the needs of underserved groups, is integral to the MLIS curriculum. Faculty selected "diversity" as one of the threads woven throughout MLIS courses (2011-2017). Program objectives and student learning outcomes

emphasize knowledge of diverse groups and the needs of a diverse society as a professional

necessity. SLO 9 (in place through AY 2016-2017) states that students must "demonstrate

awareness of diverse groups and how to serve them effectively." In addition, diverse perspectives

among students and faculty enrich the entire MLIS Program. A significant number of required

and elective courses incorporate global and diverse perspectives.

Examples from Core Courses:

- *LIS 7010: Introduction to Library and Information Science*. Students are assigned readings and background materials relating to library historical developments, diversity in the provision of services, the acquisition of materials, and the analysis of communities and their needs.
- *LIS 7030: Organization of Knowledge*. Many readings and one assignment concerned specifically with marginalization of people, groups, points of view through current standards as well as their insufficient application—and strategies to overcome this marginalization.
- *LIS 7040: Information Access Services*. Discussions of services to various types of user groups throughout the term; readings on how services must change types and design of services for changing populations.
- *LIS 7700: Management of Libraries and Information Centers*. Class assignments and in-class discussion, including reading articles on cultural differences among organizational members.

Examples from Elective Courses:
- *LIS 7210 Library Materials for Children*. Students are required to read literature reflecting diverse experiences and perspectives. Via in-person and Skype presentations, guest lecturers provide students with a critical framework to think about stories and other materials shared with young people.
- *LIS 7220: Library Materials for Young Adults*. Students read works from a diverse group of authors. Students discuss the views presented of minority and underrepresented groups, especially those of young adults. The narratives of diverse viewpoints such as ethnicity, race, gender, socioeconomic status, religious affiliation, etc. are studied.
- *LIS 7300: Cataloging and Classification*. Diversity is discussed, especially with regard to children's materials.
- *LIS 7410: Reference Sources in the Social Sciences.* Readings and class discussion focus on diverse populations and materials.
- *LIS 7440: Government Publications*. Government publications inherently deal with cultural diversity and social responsibility.
- *LIS 7480: Collection Management.* Issues and Trends Diversity is a thread that permeates the course. There are required readings and a reflective paper on censorship with special attention to ALA standards, ALA history promoting freedom of information, current challenges, including challenges of/in the online environment; acquisitions project and class session on acquiring diverse materials.

- *LIS 7600: International Librarianship*. Readings, class discussion, participation in the International Federation of Library Associations (IFLA) Conference, assignments.
- *LIS 7710 Public Libraries*. Emphasis on analysis of diverse community needs and how to address them with services and programming, and collaboration with communities.
- *LIS 7620: Literacy and Community Engagement*. Fundamental to information literacy, readings and class discussion.
- *LIS 7690 Information Technology, People and Society*. Readings include international publications and global perspectives on issues such as privacy, copyright and intellectual property.
- *LIS 7720: Academic Libraries*. A thread that permeates the course. Required readings; takes place within context of academic libraries and higher education.
- *LIS 7750: Introduction to Archives and Special Collections.* Readings on reference services and needs for types of users (these may not be explicitly on different types of cultural groups but categories of users like students, historians, genealogists etc.)
- *LIS 7970: Web Usability/Accessibility*. Diversity and the equal access to information principle is emphasized in the technology use. This course provides the legal and ethical aspects of accessibility of library website
- *LIS 7993: Practicum.* Practicum settings can afford students experience in serving a diverse population. For example, students placed in Hennepin County Library (HCL) Outreach services gain experience providing services for the home patrons, senior citizens in senior housing, and services to those in county facilities, such as the adult corrections facility, public safety facility, county home school, and the juvenile detention center.

Students are encouraged to attend or present at international conferences when possible and are asked to present on their experiences to the study body at a co-curriculum program. For example, in fall 2014, three students (Emily Denny, Alison Reiter, and Jennie Walker Knoot) presented about their attendance at the IFLA Conference held in Lyon, France. To prepare for the conference, each student engaged in an independent study that required writing a research paper about an issue for libraries in an international country (South Africa, Turkey, and Singapore). Students Tara Newbery and Rachel Dols presented a poster on "Academic Library Websites and the Mobile World" at the 2014 BOBCATSSSS annual symposium for LIS students held in Barcelona, Spain. Students may present at a national conference on an international topic, such as when student Melanie Freimuth presented a Contributed Paper on "Cuba's Special Libraries: Tribulations and Triumphs" at the 2012 Special Libraries Conference in Chicago. Freimuth had

traveled to Cuba while she was enrolled in the MLIS Program. Student travel funding, including

international, is outlined in Standard V.8.

> II.2.5   The curriculum provides direction for future development of a rapidly changing field;

Program objectives and Student Learning Outcomes (SLOs) address the responsibility of

the Program to provide direction for the future development of the field. The MLIS Program's

Goal 2: (research) and Goal 3: (service) both apply to the future development of the library and

information science profession and knowledge base. Two SLOs address abilities that prepare

students to provide direction for the future:

- SLO 4 "Demonstrate leadership and advocacy skills" prepares students to lead and advocate for needed changes in the profession and practice.
- SLO 10 Teach others to identify, analyze, organize, and use information prepares students to transfer knowledge and skills through teaching and training.

In addition, the inclusion of a required Research Methods course prepares students to

understand and conduct research that is critical to the future development of LIS as a discipline

and as a field of practice. The ability to transfer knowledge and skills through teaching and

training, and the ability to understand and conduct research are critical to the future

development of LIS as a discipline and as a field of practice.

Examples from Core Courses:
- *LIS 7010: Introduction to Library and Information Science*. Includes a unit devoted specifically to reading, thinking critically about, and discussing the future of librarianship and information science. Students explore job prospects through advertisement analysis as well as new technologies and the evolving role of librarians in society.
- *LIS 7030: Organization of Knowledge.* In one unit, students look toward the future and discuss new concepts, new models, and connections between "traditional" cataloging, metadata, and RDA.
- *LIS 7040: Information Access Services*. Discussions on the future of reference, particularly related to technologies including social media, the need for increased user instruction by reference librarians, and design of services for diverse users and communities.

Examples from Elective Courses:
- *LIS 7210: Library Materials for Children*. Students trace the historical trajectory of the development of children's literature and discuss future implications of publishing trends

including the need for diversity in children's literature. Students discuss the impact of technology and capitalism/marketing on the future of children's literature publishing.

- *LIS 7530: Internet Fundamentals and Design*. Students discuss the future of the Internet and critical issues such as equity, security, privacy, copyright, and governance.
- *LIS 7640: Information Literacy Instruction*. Students discuss the future of library user instruction, particularly related to online technology, and the need for increased user instruction in all libraries—school, academic, public and special.
- *LIS 7740: Special Libraries*. Includes a unit focused on the application of new computing technologies to special library services. Students review and discuss changes in the special library environment and in the Special Libraries Association itself.
- *LIS 7590 Digital Libraries.* Students have an option to select and explore a topic/issue related to digital libraries and write a research proposal for the final paper assignment.
- *LIS 7720 Academic Libraries*. Covers current trends in academic libraries and in academic librarianship, within the historical context of higher education in the US that generated or influenced those trends, readings about the future of academic libraries with respect to teaching and learning, and such issues as diversity, social justice, and academic freedom.
- *LIS 7970: Web Usability/Accessibility*. Students conduct usability testing and accessibility testing of a selected website, which requires knowledge of research method of user interviews and data analysis.

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

Throughout the MLIS curriculum and co-curricular activities, the Program encourages a strong commitment to ongoing and continuous professional growth among its students. The Program meets this standard through specific course assignments, through integrating principles of lifelong learning throughout courses, by incorporating research and service components into courses, and through faculty and student involvement in local, national, and international professional organizations. SLO 12 addresses continuous professional development and a commitment to lifelong learning by asking students to demonstrate that they "participate in ongoing professional development."

In addition to supporting a commitment to continuous professional growth in courses, an important co-curricular component of the Program is the series of co-curricular gatherings that offers presentations and panel discussions involving LIS professionals from many different organizations. These events enable students to meet and network with practitioners as well as to

learn more about possible areas of interest. Co-curricular events help to build and sustain

connections and relationships among MLIS students, staff/faculty, LIS practitioners, and the

college community. They also help to build a transition for students into the profession, providing

ways for students as they explore the field of professional librarianship and create their

professional identities.

Example from Core Course:
- *LIS 7010: Introduction to Library and Information Science.* Continuous professional growth as a concept is addressed in a job analysis assignment that requires students to locate and review ten jobs related to an LIS area in which the student would like to work. A key portion of the assignment asks students to discuss educational experiences that will prepare the individual for employment. Networking, participation in professional organizations, volunteering and other professional practices are addressed in preparing for and reviewing the assignment. Students also are required to read, review, and analyze the contents of one journal from an extensive list of professional journals. Classroom discussion addresses the journals selected and how the publications apply to LIS practice. Students are required to attend one co-curricular program and in their reflection paper address what they learned from the event.

Examples from Elective Courses:
- *LIS 7210: Library Materials for Children* and *LIS 7220: Library Materials for Young Adults.* Students are encouraged to join relevant professional associations such as YALSA and ALSC, subscribe to professional ListServs, follow scholarly blogs, twitter discussions, and attend children's literature and youth services conferences and events.
- *LIS 7750. Introduction to Archives and Special Collections.* Students are encouraged to join relevant local, regional, and national associations (such as the Twin Cities Archives Roundtable, Midwest Archives Conference, and Society of American Archivists) and to attend their annual conferences.
- *LIS 7993: Practicum.* One seminar session is with site supervisors in which students and supervisors discuss job seeking, career launch, and ways to continue professional growth after graduation.

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.

From orientation to graduation, the MLIS Program lays a firm foundation for the knowledge and skills needed to build a successful career and to allow students to meet their individual aspirations. New graduate students are required to attend orientation to the University offered by Graduate Admissions and a separate orientation session for the MLIS Program held on the same day. For fall and spring semesters, orientation is held on a Saturday morning and for the summer, it is held on a Thursday evening. The day/time accommodates the needs of busy, working adults.

New students hear about the curriculum, degree requirements, opportunities to conduct research, learn about instructional technology, and how to become involved with MLIS student groups. MLIS orientation ends with group advising sessions during which advisors and the new students assigned to them meet to go over program expectations and answer any questions.

Students are asked to complete LIS 7010 as their first course, followed by LIS 7030 and LIS 7040. These three courses serve as prerequisites for many advanced courses that extend the foundational work of the required core and provide for areas of specialization within the profession.

Advising

All new students are assigned an academic advisor, and all full-time faculty serve as advisors. Enrollment packets include a list of current faculty members with their areas of expertise (Appendix II.N. Spring 2017 Advisors List). Newly admitted students are encouraged to select an advisor based upon their individual interests. Generally, students are assigned to their chosen advisor; if no preference is indicated, an advisor is selected for the student prior to orientation day. All students who are interested in the School Library Media Specialist (SLMS) Program are assigned to SLMS Coordinator Dr. Heidi Hammond, as that program has special requirements. At MLIS orientation, students meet by group with their assigned advisor for an

initial advising meeting that includes time for the students to ask questions about the program, suggested courses, and involvement in the Program. Experienced MLIS students who are available that day sit in the advising meetings to address new students' questions from a student's perspective.

Information about advising is available on the MLIS public website and in the printed student guide. The online advising section for MLIS students provides a two-year MLIS course grid (see Appendix II.F. MLIS course grid 2015-2017 and Appendix II.G. MLIS course grid 2017-2019), showing courses that are scheduled to be offered, allowing students to plan their coursework in advance. That section also lists the faculty advisors and their areas of specialty. The separate pathway documents for many LIS specialization areas are available on the website for download. In addition, students are given instructions on how to access copies of past syllabi stored online that can give them insight into a specific course.

During individual advising sessions, advisors give advice on issues related to academic success, success in the profession, possible career paths, and referrals to University support in areas such as writing and accommodation of student disabilities. Students also receive informal advice from their instructors or via e-mail or phone.

Descriptions of their course content appear in Table II.9. All students must complete LIS 7700 or LIS 7730 and LIS 7050 prior to graduation. Ideally, students should be able to select core courses scheduled for evenings or weekends to allow them to complete the required core in a way that accommodates their non-academic schedule. In reality, however, low enrollment classes must be cancelled, so the two-year course grid cannot always be followed, and scheduling is not always optimal.

Table II.9. MLIS Required Core Curriculum and Content

Required Core Curriculum	Course Content
LIS 7010 Introduction to Library and Information Science	This course provides an overview of the functions and roles of information centers (including libraries, archives, special collections), and information professionals, users, and access to information. Students will examine the principles of the collection development process, relevant legal and ethical topics, as well as current professional issues and trends in a global information society. This course is the required first course for all MLIS students.
LIS 7030 Organization of Knowledge	Participants in this three-credit course will examine the conceptual and theoretical frameworks for organizing and retrieving information, with special attention to organizational systems' objectives, structures, formats, standards, and vocabularies. They will practice interpreting and using bibliographic description standards, subject languages, classification schemes, and encoding and data exchange protocols.
LIS 7040 Information Access Services	As an introduction to effective reference service, the course addresses philosophy, principles, and practice of reference services, including the selection, evaluation and use of general reference sources; bibliographic control; online searching; reference research; reference interview; information literacy; and functions and management of reference and online services.

Required Core Curriculum	Course Content
LIS 7050 Research Methods for LIS	A basic research methods course for those with no previous coursework or background in research methods. The course covers basic research concepts, measurement, and quantitative/qualitative data collection methods and analysis techniques, including some statistics. Because this course assumes no background in statistics, the focus is on major statistics concepts that will enable students to understand the research of others and do basic data analysis.
LIS 7700 Management of Libraries and Information Centers or LIS 7730 School Libraries (SLMS students)	7700: This course is the introduction to basic management theories and their applications to libraries and information centers. It highlights important management issues concerning planning, organizing, coordinating, and leading an organization. 7730: Introduction to the history, purpose, functions, structure, and management of the school library media program. The course covers broad planning in areas such as curriculum, personnel, facilities, finance, collection development and maintenance, and public relations. Contemporary issues are examined.

Program of Study Pathways

Other than requirements for the *School Library Media Specialist* licensure, the MLIS program does not prescribe tracks of study. This permits individual students to work with their advisors to construct programs of study to meet their individual interests and needs. The program provides opportunities for independent study, internships, and practicum experiences that further enable students to create programs of study that allow individual needs, goals, and dreams to be fulfilled.

Table II.10. Pathway Areas and Advisors through AY 16-17

Pathway Area	Advisors
Academic Libraries	David Lesniaski, Sook Lim, Deborah Grealy
Archives and Special Collections	Molly Hazelton*, Deborah Torres*
Digital Libraries	Kyunghye Yoon
Information Literacy and User Education	Sarah Dahlen, Heidi Hammond, Sook Lim, Joyce Yukawa
Information Science	Kyunghye Yoon, Sook Lim, Joyce Yukawa
Managerial Leadership	Sook Lim, Anthony Molaro, Deborah Grealy
Public Libraries	Anthony Molaro
School Libraries	Heidi Hammond
Special Libraries	Kyunghye Yoon, Deborah Grealy
Technical Services	David Lesniaski, Sheri Ross
User Services	Anthony Molaro, Joyce Yukawa
Youth Services	Heidi Hammond, Sarah Dahlen

Notes: Hazelton is adjunct faculty teaching two archives courses; staff member Torres also provides advice on careers in archives and special collections.

For students interested in a career in a specific LIS area, "Pathway" documents provide background information about the specialty area and recommend useful combinations of courses to gain knowledge and skills. All "Pathways" are publicly available at

https://www.stkate.edu/about/accreditation-and-accountability/program-accreditation/mlis-accreditation-and-student-information#Course-Planning. Students and their faculty advisors use these Pathways as guides during advising meetings to help students craft programs of study best

suited to their career interests. Table II.10 shows the Pathways in place through AY 2016-2017 and the corresponding faculty members who advise students for the Pathway.

Course Plan

First-semester students draft a course plan based on their goals and learning needs, and meet with their faculty advisor as an assignment for the core introductory course LIS 7010. The student and the advisor prepare and sign a MLIS Advising Form[27] (see Appendix II.H. MLIS course plan pre-summer fall 2015 and Appendix II.I. MLIS course plan after summer fall 2015). The draft course plan serves as an initial guide but students may revise their plan as they progress. They can also change advisors if their interests evolve by contacting the Office Coordinator and requesting a new advisor. Advisors contact their advisees at midpoint (15-18 credit hours) to check in with them to review their goals and progress, and to discuss future course selection and professional preparation. Students are advised that they have the freedom to seek academic and career advice from other faculty and staff members other than their assigned advisor at any time by making an appointment for individual consultation. Finally, the *ePortfolio* process, starting with AY 15-16, has been folded into advising; with faculty advisors having responsibility to provide guidance for their advisees from their first semester until the *ePortfolio* is due near the end of their degree program.

The School Library Media Specialist Program has separate advising forms depending on whether or not a student holds a Minnesota Teaching License (Appendix II.J. SLMS Advising Plan A; Appendix II.K. SLMS Advising Plan B). All SLMS students meet with the SLMS Coordinator to plan courses of study; some are pursuing just the licensure and others are completing the MLIS Program with the SLMS licensure. Since eleven of their twelve courses (33 of 36 credits) for

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[27] Students use the Advising form that corresponds to the degree requirements in place when they entered the program.

MLIS/SLMS students are required by the Minnesota Department of Education, and because some

of those courses are offered on a rotating basis, students must not deviate from their plans

without potentially delaying their graduation dates. Because of this planning, it is possible to

determine when students will take a particular class such as *LIS 7283/7286 Clinical*

Experience/Student Teaching.

Research Opportunities

Since fall 2011, LIS 7050 Research Methods for LIS has been a required course for students

in the Program to prepare them so that they acquire basic research knowledge and skills. This is a

basic research methods course for those students who have no previous coursework or experience

in research methods. In the course, students learn about the elements of research design,

appropriate research methods, limitations and problems of conducting research on human

behaviors, ethical issues involving human subjects, and how to critically evaluate the research of

others. Within the course, students have practice developing a questionnaire and the final

assignment requires a Research Proposal (Problem Statement, Literature Review and

Methodology) for a topic in LIS.

> *Elective courses with a research component:*
- *LIS 7920 Human Information Behavior* has a major focus on use of qualitative research methods. Students enrolled in the course design and conduct a small-scale original research on information behavior that results in a presentation and research proposal. Students may work individually or as a team.
- *LIS 7970 Web Usability/Accessibility* includes a Website Redesign project that allows students to engage in user interviews and user testing in order to gather data that would bring insights into a redesign to improve usability.
- *LIS 8010 Special Studies in Librarianship (Independent Study)* allows a student to work under the guidance of a faculty member on an original project of academic and scholarly substance. Students must have completed at least eight courses in the program, including the required courses, and have a GPA of 3.3 or above. Students submit a proposal for the project, which must be approved by the faculty member and the Associate Dean/Program Director. Students can enroll in no more than two Independent Studies.

Other Research Opportunities

Friends of the Library Development and Services (FLDS) endowed fund was established to support faculty and student research, and to support the library collections. Since 2013, four student-faculty research projects on topics related to LIS have been supported by earnings from the fund, which helped pay for resources to conduct the study and expenses for disseminating the results (such as conference fees and travel). The research projects have generated posters and presentations at local, regional and national conferences, and publications in peer-reviewed LIS journals (Appendix II.L. Summary Report on FLDS Fund Research Projects, 2013-2016). MLIS students also have opportunities to gain research experience by working as a Graduate Student Assistant for a faculty member. Students may assist the faculty member with study implementation, including data collection and analysis.

Practicum

The Practicum course offers students a supervised individual experiential learning opportunity over a semester in an approved library or information center under the direction of a MLIS faculty member. Students must meet the prerequisites for the course and have permission from the instructor to enroll. The faculty recommend that a student have completed 24 credits to enroll in the practicum. The Program keeps a list of approved settings and supervisor contacts for the past decade that is made available to the course instructor and students upon request. The student, library supervisor, and faculty member develop student-learning outcomes that address both learning needs of the students and project needs of the cooperating library or information center. The library supervisor and faculty advisor meet periodically with the student to review progress. The course also involves four to five seminar meetings scheduled throughout the semester. Until recently, the practicum was an unpaid experience. This changed in AY 2016-2017

to allow for circumstances in which organizations have a human resources requirement that students engaged in a practicum or internship must be paid.

Internships

All MLIS students are urged to gain experience in libraries and information centers through paid work, volunteer work, or course-related projects. The School Library Media Specialist (SLMS) program has a required field experience component. The Program does not offer academic credit for internships but highly encourages students to engage in an internship in an area of interest to gain practical knowledge and skills while pursuing their degree. The Program publishes notices for voluntary or paid internships along with full-time, part-time job opportunities, and internships via the MLIS Blog and Social Media (e.g., Twitter, Facebook). While internships are arranged independently between a student and the organization, Program administration and staff often consult with organizations regarding best practices for providing valuable work experiences that mutually benefit the student and the organization/agency.

Course Embedded Experiential Learning

Experiential projects are often undertaken as required coursework, as individual instructors may embed service learning projects or other project-based work for community partners or projects with a local institution that allows students to gain a specific skill. Examples from elective courses include (but are not limited to) the following:

- *LIS 7750 Introduction to Archives and Special Collections* and *LIS 8810 Advanced Archival Management*. In LIS 7750, students work at minimum 25 hours on site to process a collection and create a finding aid. In LIS 7750, students engage in a 21-hour minimum embedded internship or class project with partner organizations. Organizations that have offered embedded internship or project experiences include the Walker Art Center, General Mills Archives, American Craft Council, Minneapolis City Archives, University of Minnesota's Anderson Library, and Luther Seminary.
- *LIS 7620 Literacy and Community Engagement*. Service Learning. Students engage in a literacy-related project for a community agency, which can be beneficial to the community agency or members served.

- *LIS 7370 Online Information Systems.* In spring 2016, students worked with the Eastside Freedom Library in Saint Paul, MN to assist with installing and configuring an open source integrated library system, Evergreen, on the library's server.
- *LIS 7380 Transforming Adult Services.* Students engage in service learning by collaborating with a library, residential center, or other community organization to create a project or service to benefit older adults. One project for was for the Anoka County Library System.
- *LIS 7970 Web Usability/Accessibility.* Students applied the website usability/accessibility testing of selected local library websites; e.g., accessibility testing with blind persons in spring 2013; usability testing and redesign of a university library website in spring 2015; redesign proposal for the St. Catherine University Library's website in spring 2017.

Cooperative and Interdisciplinary Programs

Master of Arts in Organizational Leadership

St. Catherine University Master of Arts in Organizational Leadership (MAOL) Department students with a concentration in technology are required to take five LIS courses, which brings an outside perspective to students in the MLIS program. Associate Dean/Program Director Dr. Deborah Grealy and Assistant Program Director Deborah Torres each have served as advisors for MAOL students completing a leadership action project with a technology focus. On a case-by-case basis, MLIS students wishing to gain knowledge in organizational leadership may enroll in a MAOL course.

In the prior decade, MAOL and MLIS collaborated to develop a Certificate in Library Leadership; however, concerns arose when after about five years, not a single student enrolled in the option. One MAOL student conducted a study via her leadership action project that identified issues including lack of interest, lack of awareness, and alternative ways that professionals could develop knowledge and skills regarding leadership other than formal education. The MLIS Program currently is working on other options that may be more viable to support leadership learning.

Joint JD/MLIS Degree

In the decade prior to initial accreditation, a joint JD-MLIS degree existed between St. Catherine University and Hamline University School of Law (agreement formed circa 2001).

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The joint JD/MLIS degree was not promoted while the MLIS Program was undergoing initial accreditation. Discussions were held circa 2011-2012 to bring back the option. However, circumstances surrounding a retirement, small student interest, and the 2015 merging of Hamline Law School with William Mitchell Law School (now Mitchell Hamline School of Law) prevented the option from re-emerging.

<div align="center">University of St. Thomas Museum Studies</div>

In AY 2016-2017, the Program worked with the University of St. Thomas Art History/Museum Studies program to draft a memo of understanding to allow: (a) students in the MLIS Program interested in a career in the archives and special collections to take up to six credits in the Master of Art History/Museum Studies Certificate program at St. Thomas University and (b) students in the Master of Art History Program, St. Thomas University to take three credits in elective coursework related to archives and special collections offered by the MLIS Program. The agreement will allow MLIS students interested in a career in archives and special collections to expand their knowledge and skills into the theory and practices of museum studies, and will allow Master of Art History/Museum Studies Certificate program students to expand their knowledge of the theory and practices for archives and special collections. The Memorandum of Understanding, as of summer 2017, is awaiting final approval. Work on the agreement came about due to a current MLIS student interested in pursuing both the MLIS degree and credentials in Museum Studies.

<div align="center">SLMS/Education Co-convened course</div>

Since spring 2014, the School Library Media Specialist licensure program has allowed students in the St. Catherine University Education Department to enroll in LIS 7220 Library Materials for Young Adults. Education students take the course along with MLIS students and the course is cross-listed with Education. Instructor Heidi Hammond developed three syllabi for the

course, LIS 7220 Library Materials for Young Adults (three credits), EDUC 3450 Literature for Young Adults (2 credits for undergraduates), and EDUC 7450 Literature for Young Adults (2 credits graduates). LIS 7220 students meet 45 hours and EDUC students meet 30 hours. The co-convened MLIS course allowed the Education Program to eliminate their young adult materials course that had similar course objectives but had low enrollment. The solution provides a more vibrant learning environment for all students and faculty.

School of Heath and College for Adults

Program faculty and administration continue to work across University schools and colleges on possible collaborations and/or interdisciplinary opportunities. During AY 2011-2012 to AY 2013-2014, MLIS faculty and administrators (Yukawa, Yoon, Grealy, and Torres at various points) served on a School of Health committee exploring E-Health/Health Informatics. Ultimately, the School of Health developed its own independent master's in Health Informatics program to be delivered online starting in fall 2017. Conversations with the Dean of the College for Adults (CFA) during AY 2016-2017 explored possible opportunities for a technology leadership option for adult learners enrolled in that college.

Undergraduate Articulation

The Program has worked with undergraduate advising to ensure that undergraduate students are aware of an accelerated BA/MLIS (articulation) option that allows St. Catherine University seniors with the consent of their academic advisor and the MLIS Program Director to be allowed to take up to six semester credits in the MLIS program. These six credits may be applied to both the bachelor's degree and the MLIS degree, thereby reducing the time required to complete the MLIS degree. Seniors taking MLIS courses fall under the same course requirements as student enrolled in the MLIS program.

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

MLIS faculty members keep aware of and consult core competencies articulated by ALA and other relevant professional organizations in order to incorporate those competencies into the design of the curriculum and the student learning outcomes (SLOs). For examples, Dr. Anthony Molaro maps American Library Association Core Competences of Librarianship to course objectives and assessments in his syllabus for LIS 7710 Public Libraries. An example of their use in curriculum review with stakeholders occurred at the 2016 MLIS Summit when faculty members used various competency statements to guide discussions with stakeholders regarding a revised set of SLOs. Adjunct instructors who teach in advanced or specialized areas also are familiar with the statements that are incorporated into course content. Table II.11 below lists knowledge and competency guidelines consulted by the faculty.

Table II.11. Knowledge & Competency Guidelines Used in Design of General and Specialized Curricula

Professional Area	Guidelines or Competency Statements
Academic Libraries	American Library Association (ALA) Core Competences of Librarianship Reference and User Services Association (RUSA), division of ALA Professional Competencies for Reference and User Services Librarians http://www.ala.org/rusa/resources/guidelines/professional Association for Library Collections & Technical Services (ALCTS) Core Competencies for Cataloging and Metadata Professional Librarians
Archives & Special Collections	Society of American Archivists Guidelines for Graduate Program in Archival Studies, Curriculum http://www2.archivists.org/prof-education/graduate/gpas/curriculum Association of Research and College Libraries, Guidelines: Competencies for Special Collections Professionals http://www.ala.org/acrl/standards/comp4specollect
Information Science & Technology	Association for Information Science & Technology ASIST Educational Guidelines

Public Libraries	American Library Association (ALA) Core Competences of Librarianship Association for Library Service to Children (ALSC) Competencies for Librarians Serving Children in Public Libraries Young Adult Library Services Association (YALSA) Young Adults Deserve the Best: Competencies for Librarians Serving Youth Reference and User Services Association (RUSA), division of ALA Professional Competencies for Reference and User Services Librarians http://www.ala.org/rusa/resources/guidelines/professional
Professional **Area**	**Guidelines or Competency Statements**
	Association for Library Collections & Technical Services (ALCTS) Core Competencies for Cataloging and Metadata Professional Librarians
School Libraries	American Association of School Librarians (AASL) 2010 ALA/AASL Standards for Initial Preparation of School Librarians American Library Association (ALA) Core Competences of Librarianship Minnesota State Competencies for School Library Media Specialists https://www.revisor.mn.gov/rules/?id=8710.4550 International Society for Technology in Education (ISTE) Teacher Standards https://www.iste.org/standards/standards/standards-for-teachers
Special Libraries in General	Association for Information Science & Technology. ASIST Educational Guidelines Special Libraries Association (SLA) Competencies for Information Professionals American Library Association (ALA) Core Competences of Librarianship
Special Library Types	
Art	Art Libraries Society of North America (ARLIS/NA) ARLIS/NA Core Competencies for Art Information Professionals
Federal	Federal Library and Information Center Committee (FLICC) Federal Librarian Competencies
Law	American Association of Law Libraries (AALL) Competencies of Law Librarianship https://www.aallnet.org/mm/Leadership-Governance/policies/PublicPolicies/competencies.html
Medical	Medical Library Association Professional Competencies http://www.mlanet.org/p/cm/ld/fid=1217
Music	Music Library Association (MLA) Core Competencies for Music Librarians (link to PDF on this page) https://www.musiclibraryassoc.org/?page=MusicLibrarianship
Theological	Note: American Theological Library Association (ATLA) does not publish competencies but offers a graduate course in theological librarianship in partnership with the University of Illinois at Urbana-Champaign.
Competencies for 21st Century Librarianship	
Competencies Across the Field	Competency Index for the Library Field, compiled by WebJunction (2014), covers Library Management, Technology (Core Skills, Systems & IT), and Personal/Interpersonal competencies. http://www.webjunction.org/documents/webjunction/Competency_Index_for_the_Library_Field.html

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II.5   Procedures for the continual evaluation of the curriculum are established with input from not only faculty but also representatives from those served. The curriculum is continually evaluated with input from not only 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.

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

Ongoing Evaluation Procedures

The entire MLIS Program faculty has oversight of the MLIS curriculum. The MLIS Curriculum Committee guides the process for its evaluation and works with individual faculty and the Program's Association Dean/Program Director to set priorities for which areas of the curriculum need in-depth review. St. Catherine University requires that all programs have in place an *Outcomes-Based Assessment Plan* (*OBAP*) to ensure continuous Program review and alignment with the University's mission, goals, and objectives (see Appendix M, MLIS Program Outcomes-Based Assessment Plan 2016-2017). Each program designates a "department assessment lead." Deborah Torres, Assistant Program Director, has served as the MLIS lead since AY 2010-2011. The *OBAP* provides a mechanism to track what evaluations take place, when, who is responsible for data gathering and analysis, and review and use of the results and to ensure that all constituencies have opportunities to provide input for the curriculum.

The decision-making process is documented in the agendas, minutes, and reports by the Curriculum Committee and in minutes of various meetings, such as faculty meetings, program meetings, and retreats. The availability of these documents ensures that the decision-making is transparent, carried out in accordance with the faculty agreed-upon consensus-building process, and in alignment with the Program's Goals and Objectives, and strategic priorities. Decisions made regarding curriculum changes are recorded in program reports, such as the required *Annual Report to the Dean* and *Biennial Narratives* to ALA-COA (2011, 2013, and 2015).

Curriculum Committee

The Curriculum Committee is comprised of a faculty member who is Chair, three other faculty members, and one student representative from the Student Governance Organization (SGO). In addition, an SGO curriculum committee advises the Curriculum Committee about issues of concern to students. The Curriculum Committee generally meets monthly during the fall and winter semesters.

The Curriculum Committee is responsible to the faculty for reviewing the existing curriculum and recommending changes in consultation with relevant stakeholders. It also works with the administration on the development and implementation of strategic priorities, oversees the addition of new courses, and develops and implements policies and procedures intended to give rise to a rigorous, distinct, and effective curriculum.[28] The Curriculum Committee forms working groups or taskforces as needed

Documentation of the Curriculum Committee's processes, discussions, recommendations, and decisions are available in the agendas, minutes, and summary reports written by the Chair. A copy of any policy set by the Curriculum Committee is stored on the MLIS server. For example, the Curriculum Committee adopted a new course proposal policy in 2014. Since 2011, the Curriculum Committee has used two online platforms to support collaborative work, the PBworks wiki and subsequently the institutional Google Drive. Faculty and staff members have access to Curriculum Committee agendas, minutes, and reports stored on those two platforms. Results of any surveys conducted through curriculum evaluation processes are stored in the MLIS Assessment Drive, which faculty members can access.

Curriculum Committee recommendations are discussed and recorded at faculty meetings, at monthly program meetings, and at program retreats held in May, August, and occasionally

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[28] Committee Charge developed with faculty input, October 2014

January. The Program meeting's agenda allows for scheduled time for each faculty committee to report on its activities or bring up topics for discussion. Program meetings are open to students, faculty, and staff, and include an adjunct faculty member representative and one or two student representatives. Retreats involve all faculty and staff, and Molly Hazelton, representing adjunct faculty, and may include invited experts, professionals, and guests who can lend expertise into topics for discussion. Day-long retreats offer more time in which Program members can engage with each other, exchange ideas, and discuss innovations for the curriculum including topics for new elective courses, integration of technology into the curriculum, adjustments to the evening/weekend course schedule, and revising course delivery to include more sessions held online in a semester. Retreat minutes, along with Program meeting minutes, are stored on the MLIS sever.

New course proposals and revisions of current courses must follow policies and procedures adopted by the Curriculum Committee in April 2014 (Appendix II.M. MLIS New Course Policies). New course proposals go through a programmatic approval process that includes the Curriculum Committee, the Associate Dean/Program Director, and the faculty as a whole. At the next level, new courses must be approved by School of Business and Professional Studies School Curriculum Committee (SCC).[29] The Chair of the SCC notifies the faculty member proposing a new course of the SCC decision (approval, suggestions for revisions, non-approval). SCCs approve or recommend revision to courses, programs and majors, or reject new or substantially revised courses, programs, and majors within their school through application of the University's Curriculum and Policies Committee (UCAP) standards, policies, and procedures. Instructors who make extensive revisions to an existing course or a combination of existing courses must submit the "Changes to Existing Courses or Programs Form" to the Curriculum

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[29] Faculty Constitution and Bylaws, approved January 24, 2017, p. 18.

Committee and the Program Director. After receiving approval from both the Curriculum

Committee and the Program Director, the instructor must submit the form to SCC for approval.

Course Evaluations

MLIS and SLMS courses are evaluated by students with two separate course evaluation

surveys at the end of each semester (summer, fall, spring). St. Catherine University's Course

Evaluation survey used for all University courses has questions regarding teaching effectiveness.

The MLIS Course evaluation survey is for MLIS courses only. The current MLIS Course Evaluation

survey was designed by a taskforce of the MLIS Curriculum Committee and implemented in 2014.

The survey asks students to evaluate various aspects of the course, such as course materials. Both

surveys have a place for student comments. Results of the surveys are seen by the course

instructor and by the Program's Associate Dean/Program Director. The evaluations are used by

individual instructors to help them assess where improvements need to be made in the quality of

their teaching and in aspects of their courses to meet the learning needs of students. Course

evaluations are used in the University faculty evaluation process for evidence to support

excellence in teaching.

MLIS students fill out two separate course evaluation surveys at the end of each semester

(summer, fall, spring). The St. Catherine University's Course Evaluation survey is used for all

University courses and has questions regarding teaching effectiveness. The MLIS Course

evaluation survey is for MLIS courses only. The MLIS course evaluation survey asks students to

evaluate various aspects of the course, such as course materials. Both surveys have a place for

student to record their comments.

Academic Computing administers the University course evaluation through an online

system that allows each instructor to see the results immediately. Instructors are required to

provide the MLIS Program Office with a copy of the report so that it can be stored in the

administrative area of MLIS server and made available to the Program's Associate Dean/Program

Director. The Program's Assistant Program Director administers MLIS course evaluation surveys

via the online Qualtrics survey system, distributes reports to instructors and gives a copy of the

reports to the Associate Dean/Program Director. These reports are stored the administrative area

of the MLIS server.

The evaluations are used by individual instructors to help them assess where

improvements need to be made in the quality of their teaching and in aspects of their courses to

meet the learning needs of students. Aggregate data regarding the faculty's strength areas and

areas that need improvement have been reported in Program narrative reports, such as the *ALA*

Biennial Narrative. The Associate Dean/Program Director will discuss concerns with the

individual instructor in a private meeting. Course evaluations are used in the University faculty

peer evaluation process for evidence to support excellence in teaching and are seen by peer

evaluators when ranked faculty members are going through formal peer review for promotion and

tenure.

Exiting Student Survey

The MLIS Program administers an Exiting Student Survey to graduating students in their

final semester in the program. One question in the survey asks students to rate on a scale of 1-5

how well they thought their MLIS education (including courses, internships, practicum, and co-

curricular programs/events/activities) at St. Catherine University prepared them to achieve the

individual student learning outcomes. Mean data for their ratings has been kept since 2009 to see

a trend line.[30]

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[30] Appendix II.O Exiting Student Survey.

Stakeholder Consultation

Opportunities are provided through a variety of mechanisms to ensure representatives from stakeholder groups participate and have a voice in curriculum development on an annual basis. Stakeholder input provided in forums such as the Annual MLIS Summit is recorded by table discussion leaders (typically faculty and/or staff). The feedback is compiled and made available to be reviewed by faculty and used in meeting discussions (Curriculum Committee, Faculty Meetings, Program and Retreats). Input from the Advisory Council is recorded in Council meeting minutes.

Students

The Student Governance Organization (SGO) ensures that one or more students serve on and attend Curriculum Committee meetings (see Table II-7). The SGO also ensures that one or more students serve as representatives to the monthly Program meetings, during which curriculum development may be discussed. In AY 2015-2016, SGO students created their own curriculum committee to more fully examine issues of student concern and better represent these to the Curriculum Committee.

Table II.12. Student Representatives on Curriculum Committee

2011-12	Melanie Freimuth and Helena Kilbride
2012-13	Amelia Snetting, Natalie Reynolds
2013-14	Amelia Snetting
2014-15	Serena Giese
2015-16	Deb Eschweiler
2016-17	Deb Eschweiler

Advisory Council

The Advisory Council, appointed by the Associate Dean/Program Director, is a body of external stakeholders with a vested interest in the future of the program. Membership includes LIS professionals, employers representing various types of libraries and information organizations, alumnae/i, a current student or students, and ranked and adjunct faculty. The

council meets two-three times a year and serves as a sounding board for the MLIS Curriculum,

and other aspects of the Program.

Annual Stakeholder Gathering

The Annual MLIS Summit agenda typically sets aside time in the final hour of the evening

for the stakeholders (e.g. faculty, staff, students, alumnae/i, Advisory Council members, current

and potential employers, LIS professionals, and guests) attending to engage in conversation about

future directions of the field and/or to provide input into programmatic areas including

curriculum. Table II-8 shows the agenda discussion topics for Summit years 2011-2017.

Table II.13. Annual MLIS Summit Stakeholder Participation 2011-2017

Summit YR	Discussion Topic
2011	Table discussions with Ignite Speakers: Jenel Farrell, Digital Archivist, Minnesota Public Radio; Cody Hanson, Web Architect & User Experience Analyst, University of Minnesota & St. Catherine University MLIS Alum; Jennifer Nelson, Senior Grant Writer, Project for Pride in Living; Ann Walker-Smalley, Director, Metronet
2012	Audience Q & A with Innovate! Speakers on their technology innovation topics: Greta Bahnemann & Jennifer Torkelson, Minnesota Digital Library, University of Minnesota; Robin Dowden, New Media Initiatives, Walker Art Center; Joyce Yukawa, MLIS Program, St. Catherine University; Doug Monson, 3M Cloud Representative.
2013	Faculty-led table discussions: stakeholder feedback relevancy of the curricular threads Leadership, Ethics, Technology, Research, and Diversity.
2014	Faculty-led table Discussions: stakeholder input on Building the Future: Your Ideas for Alumnae/i Engagement.
2015	Audience Q &A with ALA President Courtney Young on her presentation about Advocacy, Diversity and Leadership.
2016	Faculty-led table discussions: stakeholder feedback on draft of updated Student Learning Outcomes & Curriculum.
2017	Faculty-led table discussions: stakeholder feedback on draft of revised Mission Statement and new Vision Statement.

Employers

Input from employers is achieved through more than one type of formal and informal type

of forums, including the Advisory Council and the Annual Summit. In AY 2015-2016, the

Program's administration and staff, with representative faculty members, held three

conversations (December, March and June) with Hennepin County Library (HCL) representatives

to exchange mutual insights about broad changes in public libraries, the re-structuring of library work, and trends in LIS that have implications for needed knowledge and skills, in particular related to equity, diversity and inclusion. The conversations confirmed the need to have MLIS students be prepared to be reflective, socially responsible practitioners, and lifelong learners. Ongoing engagement with employers is crucial to ensuring that the Program stays in touch with and at the forefront of changes in the LIS field and in practice.

Student Achievements

Student progress and achievements are monitored on an annual basis. Forums to discuss student progress and achievements include faculty meetings, Program meetings, and Program retreats. The MLIS faculty may hold a closed meeting if discussing sensitive issues related to student performance.

Student *ePortfolios*

Student *ePortfolios* provide a rich resource for both students and faculty to learn about achievement of important outcomes over time, to make connections among student learning outcomes embedded into courses, and to gain insights that will feed into continuous curriculum improvement. SLMS *ePortfolio* requirements include a reflection paper that makes connections to MLIS SLOs, as well as Minnesota Department of Education competencies. A two-member Faculty Review Committee evaluates them according to a rubric each fall and spring semesters for approval/non-approval. The ePortfolio Guidelines including assessment rubric, a video tutorial, and two example essays are publicly available at https://www.stkate.edu/about/accreditation-and-accountability/program-accreditation/mlis-accreditation-and-student-information#Course-Planning.

The original guidelines established near the time of initial accreditation were strengthened in 2015 and the process changed so that students work with their faculty advisors on

their *ePortfolio* throughout their time in the Program.[31] Both the original and the updated

guidelines require students to make explicit connection from their artifacts to specific student

learning outcomes. Input from the student professional association groups and the SGO revealed

the need for a workshop conducted by faculty for students each semester so that students more

clearly understand the purpose of the *ePortfolio* and how it affords students the opportunity to

integrate and showcase their learning, and to receive advice about the *ePortfolio* as both a process

and product.

Students especially sought advice on how to write a reflection narrative that shows both

how and why their *ePortfolio* artifacts demonstrate achievement of the student learning

outcomes. The first workshop was held spring 2017, and the Program plans to hold the workshop

each fall and spring semester going forward. Offline copies of the *ePortfolios*, including artifacts

and resume, are captured and stored for a period of five years so that they are available for longer-

term assessment purposes. With the adoption of the new guidelines, the Program is in the process

of refining how to best use the e-portfolios in an efficient and timely way as direct evidence of

learning that helps inform the process of improvement from the individual student level up to the

Program level.

<div align="center">Touchstone/Capstone courses</div>

The one-credit Touchstone and two-credit Capstone courses were curricular innovations

arising from an IMLS Grant (2006-2009) to revise the curriculum. The Touchstone course

involved students engaging in a case study grounded in real circumstances to allow students to

integrate learning from their core courses. Taken during a student's penultimate or ultimate

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[31] In the original process, MLIS students were introduced to the *ePortfolio* in LIS 7010, worked on the *ePortfolio* in their Touchstone course and completed the *ePortfolio* during the Capstone course if taken in their final semester (some students completed the Capstone course in their penultimate semester). SLMS students complete their *ePortfolio* requirement in their required clinical/student teaching course.

semester, the Capstone course involved a culminating student group project for a community

partner to allow students to demonstrate knowledge and skills gained through their program of

study, to demonstrate project management skills, and to make a public presentation on the

process and outcome of the project. The two courses were piloted for two years and then

evaluated for cost/benefit. After weighing all the evidence gathered, including input from

students, a decision was made to eliminate both courses and they were taught out during 2015-

2017. Students are encouraged to obtain authentic experiences through a practicum or internship

in lieu of the Touchstone course.

Achievement Summaries

Summaries of student achievements are noted in Annual Reports to the SBPS Dean.

Student and alumnae/i achievements are broadcast to external audiences via the MLIS Program

newsletter (Appendix II.P. Student Alum Accomplishments MLIS Newsletter 2014-17) and via

social media outlets (e.g., blog, FB, Twitter) and through stories written by the University

Marketing and Communications office.

Achievement Showcases

Examples of program opportunities to showcase various types of student achievements in

the past six years have included the following:

- Capstone Course Project Presentations open to the public and to project community partners;
- Student Poster Fairs held during the 2013 and 2017 MLIS Annual Summits providing a showcase for student research projects, course projects, student group projects, independent studies, internship experiences and more;
- Biennial Storytelling Festival during which students enrolled in LIS 7180 Storytelling for Children and Adults perform stories on stage;
- Research Project Presentations by students who conducted a research project funded by the FLDS Research fund; and,
- Monday night presentations by students who attended or presented at an International conference.

Together, each of these outlets to monitor student and alumnae/i achievements show that current students and graduates of the program are growing as leaders and are continuing to strive for excellence in academic and professional endeavors.

> 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.

As discussed in Standard II.1, after initial accreditation in 2011, the faculty began a systematic review and audit of the Program's curriculum to update, eliminate redundancy, downsize the curriculum to fit a two-year rotation, and provide new strategic curricular and programmatic focus. Using the systematic planning process discussed in Standard II.1 and the procedures and documented evidence described in Standards II.5 and II.6, the faculty made major curricular improvements:

- Created a new Vision statement, revised the Mission statement, and replaced the Guiding Principles with new Values Statements;
- Revised the MLIS Student Learning Outcomes;
- Reviewed the five required courses (LIS 7010, 7030, 7040, and 7050) and the elective courses, aligning course learning outcomes with the new SLOs;
- Added six new courses and eliminated 14 courses;
- Reviewed the cost effectiveness and benefit of the required one-credit LIS 7990 Touchstone course and the two-credit LIS 8990 Capstone Courses. These courses were eliminated and a method of "teaching them out" was designed and implemented;
- Designed a more robust electronic portfolio requirement that requires students to work more closely with their advisors. Crosswalks from the old SLOs to the new SLOs were added to the MLIS website in the area for *ePortfolios* (see https://www.stkate.edu/about/accreditation-and-accountability/program-accreditation/mlis-accreditation-and-student-information#Course-Planning);
- Updated and combined advising pathways;
- Formed an Information Science (IS) Task Force within the Curriculum Committee to review courses in the IS Pathway for strength of content, overlap, and curriculum integration. Three courses are being re-worked, LIS 7520 Networks, LIS 7540 Informational Systems Analysis & Design, and LIS 7680 Libraries and Emerging Technologies;
- Evaluated the cost effectiveness and benefit to students of offering one-credit January-term courses, and discontinued the practice; and,
- Convened a taskforce, chaired by Dr. Kyunghye Yoon, to investigate the possibility of implementing an undergraduate course of study in information science and digital technology, which resulted in the launch of two undergraduate minors in AY 2016-2017, one for digital humanities and one for information systems.

Such assessment efforts improvements have been undertaken in an environment characterized by declining numbers of students, new disciplinary areas of emphasis, new technological tools and applications, and the ever-present desire to promote the social justice mission of the Program and the University. Together, the updated Mission statement, new Vision statement, new Values statement, and revised Student Learning Outcomes—along with the Program's Goals and Objectives—provide a strong framework against which the curriculum will continue to be systematically evaluated for its rigor, relevancy, and currency.

Standard III: Faculty

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 complement 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.

Full-time Faculty

Capable of accomplishing program objectives...

Each of the MLIS goals and objectives listed above fall into areas of traditional faculty purview:

curriculum oversight and development; recruitment, selection, and instruction and assessment of

students; recruitment, support and retention of diverse and qualified faculty; and the creation and

maintenance of a supportive learning environment are all part of Goal Area 1. Teaching, research,

and service, which comprise the tri-part faculty role in any university setting, make up Goal Areas

2 and 3. The goal of creating a sustaining environment (Goal Area 4) belongs equally to faculty,

staff, and administration, and must be accomplished within the context of the parental

institution's structure and culture. Policy and resource constraints must be taken into

consideration and factored into planning and evaluation activities.

The MLIS full-time (FT) faculty is highly qualified, large enough, and diverse enough in

background to accomplish and assess effectiveness in these broad areas. Assessment and evidence

to support this assertion appear in Chapter I (see Appendix I.D).

The MLIS Program at St. Catherine University currently has nine full-time faculty appointments:

one administrative faculty member, who serves as Associate Dean and Program Director, and an

8-member teaching faculty made up of six tenured associate professors, one tenure-track assistant

professor, and one associate professor on a rolling contract.[32] This faculty works together to set

Program priorities, meet programmatic goals and objectives, and assess overall program

effectiveness.

Qualified for appointment to the graduate faculty within the parent institution...

MLIS faculty are all credentialed and approved according to the new criteria established for

Graduate College (GC) faculty by the Higher Learning Commission (HLC), our regional

accrediting body.[33] An overview of the *LIS Faculty Credentials* for full-time and adjunct faculty as

well the *Faculty Credentials and Tested Experience* framework for St. Catherine University appear

in Tables III.1-3 and Appendices III.A-C. These documents summarize FT faculty credentials,

demographics, and curricular areas taught, showing that areas of faculty expertise and scholarship

inform teaching and advising which align with programmatic and curricular needs and comply

with HLC and ALA criteria.

Table III.1. Full-time Faculty Teaching Credentials and Demographics

Name	Academic Rank	Tenure Status/Position	Term Degree	Discipline of highest degree	Appt Prom	Sex	Ethn Race
Deborah Grealy	Associate Professor	Associate Dean and Program Director, w/faculty status	PhD	Higher Education and Adult Studies	2010 2010	F	White
Sarah Park Dahlen	Associate Professor (b. F 2017)	Tenured	PhD	Library & Information Science	2009 2017	F	Asian
Heidi Hammond	Associate Professor	Rolling contract	PhD	Curriculum and Instruction: Literacy	2010 2016	F	White
David Lesniaski	Associate Professor	Tenured	DMA	Music Composition & Theory	2004 2008	M	White
Sook Lim	Associate Professor	Tenured	PhD	Library & Information Science	2004 2010	F	Asian

[32] A rolling contract is a non-tenured three year contract which is renewed. The 2016 Faculty Evaluation Manual has more detail.
[33] Higher Learning Commission, *HLC Policy: Assumed Practices, Number CRRT.B.10.020,* (October 2015, September 2017), accessed September 8, 2017, http://policy.hlcommission.org/Policies/assumed-practices.html.

Anthony (Tony) Molaro	Assistant Professor	Tenure track (with 3 years toward tenure); Program Director (b. F 2017)	PhD	Library & Information Science	2013 2016	M	White
Sheri Ross	Associate Professor	Tenured	PhD	Library & Information Science	2008 2015	F	White
Kyunghye (Konhe) Yoon	Associate Professor	Tenured	PhD	Information Transfer	2012 2016	F	Asian
Joyce Yukawa	Associate Professor	Tenured	PhD	Communication and Information Sciences	2006 2012	F	Asian

Table III.2. FT Faculty Degree Granting Institutions

Name	Institution	Degree
Dahlen, Sarah P.	University of California – Los Angeles	BA
Dahlen, Sarah P.	University of California – Los Angeles	MA
Dahlen, Sarah P.	University Illinois – Urbana/Champaign	MS
Dahlen, Sarah P.	University Illinois – Urbana/Champaign	PHD
Grealy, Deborah S.	Kent State University	BA
Grealy, Deborah S.	Kent State University	MA
Grealy, Deborah S.	University Oklahoma (Norman)	MLS
Grealy, Deborah S.	University of Denver	PHD
Hammond, Heidi	University of Minnesota (Twin Cities)	BS
Hammond, Heidi	University of Minnesota (Twin Cities)	MA
Hammond, Heidi	University of Minnesota (Twin Cities)	PHD
Lesniaski, David A.	Haverford College	BA
Lesniaski, David A.	University of Kansas	MM
Lesniaski, David A.	University of Minnesota (Twin Cities)	MA
Lesniaski, David A.	University of Arizona	DMA
Lim, Sook	Ewha Womans University	BA
Lim, Sook	Ewha Womans University	MA
Lim, Sook	SUNY Buffalo	MA
Lim, Sook	SUNY Buffalo	MLS
Lim, Sook	University of Wisconsin – Madison	PHD
Molaro, Anthony G.	Elmhurst College	BA
Molaro, Anthony G.	Elmhurst College	MBA
Molaro, Anthony G.	Dominican University (Illinois)	MLS
Molaro, Anthony G.	Dominican University (Illinois)	PHD
Ross, Sheri V.	George Mason University	BS
Ross, Sheri V.	SUNY Coll Buffalo	MA
Ross, Sheri V.	University of North Texas	MS
Ross, Sheri V.	Florida State University	PHD
Yoon, Kyunghye	Yonsei University	BA
Yoon, Kyunghye	Syracuse University	MS
Yoon, Kyunghye	Syracuse University	PHD

Yukawa, Joyce	Ohio Wesleyan University	BA
Yukawa, Joyce	University of Michigan (Ann Arbor)	AMLS
Yukawa, Joyce	University of Hawaii (Manoa)	PHD

Table III.3. FT Faculty Areas of Teaching Specialization

Name	Broad Areas of Teaching Focus
Deborah Grealy, PhD	Practicum Ethics Management/Knowledge Management
Sarah Park Dahlen, PhD	Public Libraries Children's and YA literature and services Social Justice
Heidi Hammond, PhD	School Library Media Studies Children's and YA literature Curriculum School Libraries
David Lesniaski, DMA	Org of Knowledge Cataloging Collection Management Academic Librarianship Music Librarianship
Sook Lim, PhD	Management Research Methods Literacies and Information Literacy Social Informatics Community Engagement
Anthony (Tony) Molaro, PhD	Public Libraries Management Info Access Services Maker Space/Content Creation
Sheri Ross, PhD	Org. of Knowledge Technical Services Electronic Resource Management Information Policy Gov't Publications Knowledge Management
Kyunghye (Konhe) Yoon, PhD	Intro to LIS Information Retrieval Digital Libraries Digital Humanities Human Computer Interaction and User Experience User Experience and Usability
Joyce Yukawa, PhD	Info Access Services Info Seeking Behavior Info Literacy Instruction Internet Fundamentals & Design Emerging Technologies Transforming Adult Services

Capable of carrying out the major share of the teaching, research, and service activities...

Aggregate and composite data in the following tables is drawn from detailed information included in attached appendices, which include registration data, P3[34] data, summaries of annually reported accomplishments drawn from annual faculty self-evaluations uploaded into *Taskstream,*[35] and faculty curriculum vitae. Data clearly demonstrate that FT faculty carry out the majority of teaching, research, and service on behalf of the MLIS Program.

Teaching and Advising

MLIS full-time faculty hold credentials and degrees from many different institutions (see Table III.2). The range of their expertise, both in scholarship and in practice, encompasses most of the MLIS curriculum, the entirety of its required core, and many of the courses included in its "Pathways."

With eight full-time faculty members, (plus one administrative and one adjunct advisor) the student/faculty ratio is 13:1, higher than the University's reported undergraduate ratio of 11:1, but well within range of the institutional norms for excellence. Table III.4 details full-time faculty advising loads over time.

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[34] *Program Prioritization Process* (*P3*) is an internal measure of programmatic assessment which ranks academic programs according to Mission, Excellence, ROI, and Market Innovation. Faculty members, Chairs, and Deans across the University use an electronic content management systems to upload data for assessment purposes, e.g., annual faculty self-assessments, CVs, *Program Outcome-Based Assessment Plans* (*OBAPS*), etc.

Table III.4. Full-time faculty advising loads, 2011-2016

Academic Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Totals	Mean **
Dahlen	13	25	31	24	16	16	8	368	18
Grealy***	12	20	13	12	10	7	2	215	11
Hammond	20	25	27	27	23	14	21	438	20
Hazelton**	0	0	0	6	13	8	11	103	10
Lesniaski	27	28	26	26	15	10	16	428	21
Lim	14	12	25	21	18	12	11	316	16
Molaro	0	0	0	8	16	10	8	118	10
Ross	13	24	28	22	18	11	7	356	17
Shoemaker	20	21	0	0	0	0	0	120	20
Torres	23	0	0	0	0	0	0	68	23
Wagner	10	8	0	0	0	0	0	54	10
Yoon	0	0	7	14	14	11	8	127	10
Yukawa	25	26	31	31	21	14	12	464	21

All #s based on mid-semester counts. Students may select own advisor and may change at any time
**i.e., per year of active participation*
***Administrative faculty: routinely takes on students with problems, and students of faculty on medical leave or sabbatical*
***Adjunct content specialist: advisor in Archives Pathway*

Table III.5 shows a composite matrix of faculty teaching contributions drawn from registration data compiled in Excel workbooks (see Appendix III.D). These data analyze individual faculty loads and contributions toward enrollment generation from AY 2011-2017. FT faculty teach the majority of MLIS courses and comprise 74% of the enrollments generated. Adjunct faculty teach only 26%. Mean fill-rates in classes taught by FT faculty run at approximately 56% while specialized classes taught by PT and adjunct faculty may run slightly higher.

It is evident that the full-time faculty of St. Catherine University's MLIS Program are sufficient in both numbers and areas of specialization to teach our core classes and selected electives and to advise our current student body.

Table III.5. Faculty Teaching Composite Matrix, AY 2011-2016

Faculty	AY 2011-13			AY 2013-15			AY 2015-17			Totals AY 2011-2017		
	Max	*Enrl*	*Avai*	*Max*	*Enrl*	*Avai*	*Max*	*Enrl*	*Avai*	*Max*	*Enrl*	*Avail*
Cathcart (retired 2010)	24	12	12							24	12	12
Dahlen	291	175	116	168	82	86	294	124	178	753	381	380
Grealy (Admin)	61	27	34	26	14	12	10	3	7	97	44	53
Hammond	181	97	84	160	69	91	150	93	57	491	259	232
Lesniaski	173	130	43	270	150	120	204	143	61	647	423	224
Lim	216	112	104	223	149	74	219	136	83	658	397	261
Molaro (began 2013)				182	148	34	204	121	83	386	269	117
Ross	361	183	178	349	156	193	121	51	172	831	390	543
Shoemaker (retired 2012)	188	101	87							188	101	87
Wagner (retired 2012; Emerita)	107	61	46							107	61	46
Yoon (began 2012)	98	46	52	198	103	95	185	89	274	481	238	421
Yukawa	262	154	108	187	116	71	209	130	79	658	400	258
Subtotal FTE	*1962*	*1098*	*864*	*1763*	*987*	*776*	*1596*	*890*	*994*	*5321*	*2975*	*8296*
Adjunct	**765**	**457**	**308**	**692**	**385**	**1077**	**327**	**222**	**108**	**1784**	**1064**	**2848**
Total	**2727**	**1555**	**1172**	**2455**	**1372**	**1853**	**1923**	**1112**	**1102**	**7105**	**4039**	**11144**

Research

Faculty annually update their profiles in *Taskstream,* an electronic content management system used by the Institutional Research, Planning, and Accreditation Office (IRPA) to capture and analyze data for use in institutional effectiveness, program evaluation, and accreditation activities. Individual faculty scholarly achievement is included annually in Faculty Curriculum Vitae, which may be generated by *Taskstream* or produced by individual faculty for submission to the academic head of their department and to the Dean. Departmental data are then analyzed and reported in each academic unit's *Annual Report to the Dean.* Table III.6 reports aggregate

faculty scholarship and research productivity for academic years 2010-2016. A more detailed

record of peer-reviewed articles, book chapters, and monographs are in Table III.7.

Table III.6. Aggregate Faculty Scholarship and Research Productivity, AY 2010-2016

Scholarship Type	Academic Year				Totals
	2010-11	*2011-13*	*2013-15*	*2015-17*	*Totals*
Creative Works	9	1		1	11
Books/Monographs	1	3	4	1	9
Edited Books		2	4	5	11
Book Chapters (Refereed)	4	2	3	7	16
Book Chapters (Invited)		2		1	3
Articles (Refereed)	3	10	11	10	34
Articles (Invited)	2	1		0	3
Internal Publications		1		0	1
Presentations	20	1	68	12	101
Conference Presentations (Juried)	10	24	5	14	53
Conference Presentations (Non-Juried)	5	15		7	27
Published Conference Paper		2	2	1	5
Workshops				4	
Magazine or Trade Publication	1		5	0	6
Book Reviews		3		0	3
External Research Grants				0	
Internal Research/Curriculum Grants	2	5		2	9
Other (Publications, submissions, etc.)	4	2	3	1	10
Totals	**61**	**74**	**105**	**66**	**306**

Includes items submitted, in press, etc. for 2016-17
(Total - additional 8 items: 1 Monograph, 1 Edited Bk, 4 Bk Chapters (Refereed), and 2 Ref Articles

Table III.7. Individual MLIS Faculty Research Output

	Peer Reviewed Article, Book Chapter, Monograph						
	2010	2011	2012	2013	2014	2015	2016
Dahlen				1			2
Grealy		1		1			
Hammond	1		1		1	1	
Lesniaski							
Lim	1	1		1		2	
Molaro					1	1	
Ross		2					1
Yoon		1	1				2
Yukawa	2					1	
Totals	4	5	2	3	2	5	5

Further evidence of Individual faculty accomplishments can be found in *Faculty CVs* (see

Appendix III.E), Departmental Annual Reports (see Appendix III.F), and in the *Celebration of St.*

Kate's Scholarship & Creative Works (2016, 2017) now compiled annually by the St. Catherine

University Libraries (available on site).

<div align="center">Service</div>

MLIS full-time faculty are expected to engage in service to the university, the program, the

profession, and the community. Services activities are also documented in *Taskstream* and in

faculty CVs. Institutional and departmental reports also highlight and celebrate service

commitments, along with articles in the departmental eNewsletter and profiles on the MLIS Blog.

Annual departmental rosters for academic years 2011 through 2017 (see Appendix III.G) delineate

which FT and PT faculty members, students, and external stakeholders sit on which university

committees, standing committees, task forces, and councils. Further evidence is available in

individual CVs. Figure III.2 summarizes faculty committee contributions for AY 2016-17.

MLIS Roster/Service Committee Assignments, 9/26/2016

MLIS Advisory Council Committee (two faculty per AY)

Academic Year	Faculty Representatives	
2009-10	David Lesniaski	Sarah Dahlen
2010-11	Sheri Ross	Joyce Yukawa
2011-12	Susan Shoemaker	Heidi Hammond
2012-13	Sook Lim	Sheri Ross
2013-14	Sarah Dahlen	David Lesniaski
2014-15	Joyce Yukawa	Heidi Hammond
2015-16	Kyunghye Yoon	Sheri Ross
2016-17	Tony Molaro	Sook Lim

University Committees

ARC: Tony Molaro

ATIC: Kyunghye Yoon
IRB: Joyce Yukawa
SCC: Kyunghye Yoon
UCAP (Assessment): Sook Lim
UCAP: Heidi Hammond
UFAC: Kyunghye Yoon

MLIS Admissions Committee (two faculty per semester with staggered rotations)

Academic Year	Faculty Rep Fall Semester	Faculty Rep Spring Semester
2009-10	Deborah Torres & Joyce Yukawa	Joyce Yukawa & Susan Shoemaker
2010-11	Susan Shoemaker & Sarah Dahlen	Sarah Dahlen & Sheri Ross
2011-12	Sheri Ross & David Lesniaski	David Lesniaski & Sook Lim
2012-13	Sook Lim & Joyce Yukawa	Joyce Yukawa & Sarah Park
2013-14	Sarah Dahlen & Sheri Ross	Sheri Ross & David Lesniaski
2014-15	David Lesniaski & Kyunghye Yoon	Kyunghye Yoon & Tony Molaro
2015-16	Sook Lim & Joyce Yukawa	Tony Molaro & Joyce Yukawa
2016-17	Sarah Dahlen & David Lesniaski	Sook Lim & Sarah Dahlen

MLIS Portfolio Committee (two faculty per semester with staggered rotations)
**Note: Heidi Hammond will review the SLMS Portfolios each semester

Academic Year	Faculty Rep Fall Semester	Faculty Rep Spring Semester
2012-13	Deb Grealy/Deb Torres & Sheri Ross	n/a
2013-14	Sheri Ross & David Lesniaski	David Lesniaski & Deb Grealy
2014-15	Sarah Dahlen & Joyce Yukawa	Deb Grealy & Sarah Dahlen
2015-16	Tony Molaro & Sheri Ross	Joyce Yukawa & Tony Molaro
2016-17	Sarah Dahlen & Kyunghye Yoon	Tony Molaro & Kyunghye Yoon

Yr rot	Committee	* = Chair of Committee
A	**Curriculum**	Joyce Yukawa*, Heidi Hammond, Sook Lim, Kyunghye Yoon (will talk about this group at the first faculty mtg) and a student rep: Deb Eschweiler
C	**Facilities**	Kyunghye Yoon*, Toyin Akisanya, Sheri Ross (Sabbatical) and a student rep: Kristell Bensen
B	**Student Services**	David Lesniaski*, Sarah Dahlen, Heidi Hammond, Sheri Ross (Sabbatical), Deb Torres (Ex Officio), and a student rep: Wendy Dickman
C	**Faculty Development**	Sarah Dahlen*, Sook Lim, an adjunct rep, and a student rep: Antonio Backman

MLIS Task Forces 2016

Marketing, Outreach & Recruiting	Tony Molaro*, Sarah Dahlen, Deb Grealy, David Lesniaski, Janis Shearer, Deborah Torres & Molly Hazelton
UG Information Science Program	Kyunghye Yoon*, Deb Grealy, Sook Lim, Sheri Ross, Toyin Akisanya, Deb Torres, Joyce Yukawa
Diversity	Sarah Dahlen*, David Lesniaski, Toyin Akisanya

MLIS Student Group Faculty Advisor

ALA	Sarah Dahlen
PLG	David Lesniaski
SAA	Molly Hazelton
SGO	Heidi Hammond
SLA	Kyunghye Yoon
Beta Phi Mu	Tony Molaro

Figure III.1 MLIS Roster/Service Committee Assignments

Part-time Faculty

Balance and complement competencies of full-time faculty...

Part-time faculty at St. Catherine University balance and complement competencies of full-time faculty. They teach in areas related to archives, school libraries, special libraries, and other areas not fully covered by the FT faculty. It has long been the practice at St. Catherine University that full-time faculty teach the majority of core courses, and that adjuncts teach primarily in the electives or "pathways"[36] courses.

Integral to the Program...

Exceptions have been made to this practice when instructors have been needed to teach required courses in the summers when the majority of FT faculty are not on campus. Exceptions have also been made when extra sections of required courses are needed or a FT faculty member is out on medical leave or sabbatical. Most adjuncts, however, teach in current areas of practice that are not covered by full-time expertise.

Adjunct contributions enrich the curriculum, broaden course offerings, and supplement student "Pathways." For example, because none of the current FT faculty have expertise, students enrolled in the Archives pathway are mentored and advised by adjunct Molly Hazelton, Director of the campus Hilton Sisters Initiative,[37] who dedicates 25% of her time to the MLIS Program, sharing her expertise in archives and project management and her extensive network of professional connections with students interested in experiential work in Archival Management. Her work is supported by that of MLIS Assistant Director Deborah Torres, whose doctoral work focused on archival studies.

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[36] The MLIS Program does not have formal concentrations. Rather it has suggested Pathways for students wanting to pursue specific career paths: https://www.stkate.edu/about/accreditation-and-accountability/program-accreditation/mlis-accreditation-and-student-information
[37] *Sister Story*, accessed September 8, 2017, https://www.sisterstory.org/.

Enrich the quality and diversity of the Program...

Adjuncts are carefully selected. They may apply to teach or may be recommended by faculty.

Potential adjuncts are interviewed by the Associate Dean/Program Director and undergo

background-checks by the Human Resources (HR) Department. Letters of Interest, Curriculum

vitae, and two references are required to initiate the process; faculty contracts cannot be issued

until all steps are completed. Adjuncts who do not teach within a two-year window must repeat

the application and hiring process.

Adjunct faculty are also subject to the stipulations and requirements of HLC for graduate teaching

faculty and must be certified accordingly. New adjuncts meet with the Associate Dean/Program

Director on an ongoing basis to ensure that the quality of their teaching meets Program norms.

Instructor and course evaluations are discussed along with strategies/suggestions for

improvement, as needed. Under the new HLC criteria for graduate faculty, articulated in newly

approved University policy for certification of PT faculty, FT faculty would take a more active role

in mentoring and evaluating adjuncts. In addition, the new criteria and a newly approved

University Policy regarding Faculty Scholarship suggest that part-time faculty will also be

required to demonstrate ongoing scholarship, achievement, and contribution to the field. (see

Appendix III.H).

An annual adjunct appreciation dinner takes place each fall, usually in November, which

celebrates adjunct contributions, provides opportunities for professional development, and

updates on Program and University initiatives. Part-time faculty are also regularly invited to

attend and participate in MLIS Monday Night and co-curricular programming and events

(including the MLIS Annual Summit). Adjuncts are represented at MLIS Program meetings and

are represented on MLIS committees.

Table III.7 details the credentials, areas of specialty, and demographics of our currently approved

adjunct pool. Beginning in summer 2017, the adjunct pay scale was raised to a uniform $5,000 per

semester course (3 credit hours at the graduate level).

Table III.7. Active[38] Adjunct Faculty Credentials and Areas of Teaching Focus

Name	Cred	Institution	Deg.	Major area	Teaching specialty
Ball, John T.	MLIS MST	University of Minnesota (Twin Cities)	BA	Classical and Near Eastern Studies: Latin	History of Books/Early MS (Archives)
Male White		Oxford University	MST	Classics and Medieval History	
		Dominican University (Illinois)	MLIS	Library Science	
Glazer, James D.	Ph.D.	Black Hills State University	BS	Elementary Education	Teaching with Technology
Male White		Black Hills State University	BS	Special Education	SLMS
		Black Hills State University	MS	Curriculum and Instruction	
		University of Minnesota (Twin Cities)	PHD	Education Leadership Tech	
Hazelton, Molly	MLIS	St Catherine University	CERT	SLMS Certification: (IP)	Archives
Female White		Mount Holyoke College	BA	Sociology	
		Simmons College	MLS	Library and Info Sci	
		University of Cincinnati	MA	Sociology	
Hearn, Stephen S.	MLS	Columbia College (New York)	BA		Metadata
Male White		University of Texas Austin	MA	Classical Studies	
		University of Texas Austin	MLS	Library and Info Sci	
Jacobs, Chris A.	MLIS	Iowa State University	BS	Industrial Engineering	Special Libraries
Female White		St Catherine University	MLIS	Library and Info Sci	Alternative Careers
James, Kathleen	MA	University of Minnesota (Twin Cities)	BA	English Literature	Children and YA Services

[38] HR requires that adjunct faculty, who have not taught within a two-year cycle, reapply and go through the approval process again. The current table is a listing of approved faculty as of fall 2016, when all program directors and chairs were required to certify credentials of all FT and adjunct faculty, in accordance with HLC's new guidelines for graduate faculty.

Female White		University Minnesota (Twin Cities)	MA	Library Science	
Jeries, John	MS	Haigazian College (Beirut, Lebanon)	BS	Mathematics and Physics	Networks
Male International		Haigazian College (Beirut, Lebanon)	BS	Computer Science	
		Andrews University (Berrien Springs, MI)	MS	Computer Science	
		Michigan State University University of Alabama	ABD	Doctoral Course work	
Johnson, Margaret A.	MA	St. Olaf College	BA	German English	Management Collection Management
McKoskey, David	MS, MA	University of St Thomas	BA	Mathematics Psychology French	Databases, Advanced Databases
Male White		University of Minnesota (Twin Cities)	MS	Computer Science	Internet Fundamentals
		University of Minnesota (Twin Cities)	ABD	Doctoral Course work: Linguistics	Undergraduate ISCI: Databases I & II
		University of St Thomas	IP	Doctoral Course work: Higher Education	UG Internet Fundamentals
McNevin, Megan E.	JD MLIS	University of Minnesota (Twin Cities)	BS	Neuroscience	Law Libraries Legal Resources
Female White		University of Minnesota (Twin Cities)	BS	Psychology	
		William Mitchell College of Law	JD	Law	
		University of Denver	MLIS	Library Science	
Nordstrom, Gail D. Female White	MLIS	College of St. Catherine	BA	Library Science, French	Picture Books
		Universite de Paris IV-Sorbonne (Paris France)		Cours de la Civilisation Francaise	
		Rosary College (River Forest, IL)	MLIS	Library and Information Sci	
Rash, Deborah A.	MLS	Carleton College	BS		Information Access Services
Female White		Dominican University (Illinois)	MLS		Special Libraries

Schlifer, Cathy L. Female White	MLIS	University of Wisconsin, La Crosse	BA		Knowledge Management
		University of Wisconsin, La Crosse	BA		
		University of Kansas	MA		
		University of Kansas	MA		
		Dominican University (Illinois)	MLIS		
Steffel, Nicholas J. Male White	MLIS	University of Minnesota (Twin Cities)	BA		Internet Fundamentals
		St Catherine University	MLIS		
Stewart, Christopher Male White	EdD	University of Pennsylvania	EdD	Higher Educ Mgt	Intro to LIS
		Illinois Inst Tech, Chicago	MBA	Business Administration	
		Dominican University	MLIS	Library and Information Science	
		University of Illinois (Chicago)	BA	Political Science	
Suchy, LeAnn Female White	MLIS	Minnesota State University of Moorhead	BA		Readers Advisory
		University of Illinois, Urbana/Champaign	MLS		
Torres, Deborah A. Non-binary Latina	MILS	Kearney State College	BS		Practicum Independent Study MAOL action research
		University of Michigan	MILS		
		University of Michigan	ABD	Information and Library Studies	
Wagner, Mary M Female White	PhD	College of St. Catherine	BA	Library Science, English, Theology	International Librarianship
		University of Washington	MLS	Library Science	
	PhD	University of Minnesota (Twin Cities)	PhD	Curriculum and Instruction	
Yoder, Leslie Female White	MA	University of Minnesota (Twin Cities)	BA	Spanish	SLMS
		University of St. Thomas	MA	Education	Clinical Experience,
		University of Minnesota (Twin Cities)	MA	60+ Graduate credits in Second Languages and Cultures, Latin American Studies, Global Education, Urban Education, and etc.	Coordinator
		Hamline University			

Enrich Quality and Diversity of the Program...

The contributions of the part-time faculty truly enhance the quality and diversity of offerings of

the MLIS Program. Demographically, the full-time MLIS faculty are racially and ethnically diverse.

Our adjunct pool, which draws from representative groups of library and information

practitioners and administrators around the Twin Cities, is not diverse although every effort is

made under the provisions of the *MLIS Diversity Policy* (see Appendix III.I) to recruit, develop,

and retain part-time faculty from underrepresented groups.

The breadth, diversity of focus and perspective, and benefit (re: currency, application, and best

practices in the field) that adjunct faculty bring to the Program is invaluable. Furthermore, their

contributions to the professional socialization of our students are substantial. MLIS adjuncts

come from public libraries, academic libraries, special libraries, online universities, government

agencies, archives, museums, and many other information settings. Although the constitution of

the PT faculty may vary from one two-year cycle to the next, depending on the cycle of the MLIS

two-year course rotation, most of our adjuncts are long-term members of the MLIS community,

and they are committed to our students, providing opportunities for mentoring, experiential

education, networking, and career advising, especially in areas of specialty not covered by the full-

time faculty.

> 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.

High priority attached to teaching, research, and service by appointment and promotion...

The MLIS Program and St. Catherine University set high standards for faculty engagement in

teaching, research, and service. *The MLIS Departmental Norms* (see Appendix III.J) are

commensurate with norms set by other departments and programs, especially those in the

Graduate College. In many cases, they are higher. Expectations are consistent with the criteria for

graduate faculty established by the HLC (2017) (see Appendix III.K).

All faculty members participate in a peer review process outlined in the St. Catherine University

Faculty Evaluation Manual.[39] The evaluation process assesses quality of teaching, scholarship and

professional accomplishment, and service and leadership. In the College for Women and the

College for Adults (CFA), the greatest emphasis placed on the quality of teaching. Greater

emphasis is placed on research and scholarship in the Graduate College than in the other

Colleges, but excellence in teaching and professional contributions is still required.

The evaluation process allows for broad input and involves students, peers, program directors,

department chairs, members of the administration, outside evaluators, and the University Faculty

Evaluation, Promotion, and Tenure (UFEPT) Committee. All policies, procedures, forms, and

supporting materials appear on the Academic Affairs Website inside the Kateway portal. A

Summary of Evaluation Material Deadlines appears in Appendix III.L and covers all faculty

contract types at the University:

- Tenured (Quinquennial review)
- Tenure Track (2nd year, 4th year, and 6th year - Request for Tenure and Promotion)
- Rolling (2nd year and 5th year)
- Temporary 2nd and 4th year; UFEPT review upon request.
- Professional Annual (Abbreviated review in years 2,4, and 6)

Since initial accreditation in 2011, the MLIS Program has had five faculty granted tenure

and promotion, three moved from rolling to tenure-track contracts, one moved from temporary

to rolling contract, and one granted promotion on a rolling contract. Five have been granted

sabbatical leaves. In addition, MLIS faculty, staff, and students have benefitted through the

University's *Academic Professional Development Committee (APDC)*[40] competitive grants for

travel and research funding. In addition, faculty have had opportunities to apply for the Carole

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[39] Kateway: https://minerva.stkate.edu/Academic/Faculty/AcademicDocs.nsf/pages/ufept_fac_eval
[40] Formerly Academic Community Development Committee (ACDC)

Easley Denny Award that funds faculty's teaching, research or community service. For instance,

Dr. Lim obtained this award ($7,100) in spring 2011 which supported her research project.

Table III.8. Faculty Professional Development & Travel Funding (ACDC/APDC funds)[41]

Faculty Member Name*	2010-11 including Su 2011	2011-12 Including Su 2012	2012-13 Including Su 2013	2013-14 Including Su 2014	2014-15 Including Su 2015	2015-16 Including Su 2016
Sarah Dahlen	$ 1,400	$ 1,500	$ 1,600	$ 1,400	$ 1,400	$ 1,400
Deborah Grealy	n/a	n/a	n/a	n/a	n/a	n/a
Heidi Hammond	1,200		1,400	6,800	1,400	1,200
David Lesniaski	-	-	-	1,260	1,400	-
Sook Lim	3,300	-	1,565	1,400	1,400	-
Anthony Molaro	n/a	n/a	n/a	1,200	1,400	1,400
Sheri Ross	1,400	1,130	1,400	2,525	1,400	2,000
Kyunghye Yoon	n/a	n/a	-	7,000	1,400	1,200
Joyce Yukawa	1,350	1,000	1,400	-	-	1,400
Mary Wagner	-	-	1,017	-	-	-
Total	**$8,650**	**$3,630**	**$8,382**	**$21,585**	**$9,800**	**$8,600**

Notes: Anthony Molaro appointed to faculty 2013; Kyunghye Yoon appointed to faculty 2012; Mary Wagner is Professor Emerita (traveled to receive Beta Phi Mu Award).

These competitive awards indicate high levels of competence, academic excellence, and

leadership among MLIS faculty, as well as levels of University support for them. Table III.9

summarizes the progression of the FT faculty over-time, across faculty appointment types,

clearly demonstrating both the high caliber of the MLIS faculty and the levels of institutional

support granted them by peers and upper university administration.

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[41] This table only pertains to full-time appointed MLIS faculty. Part-time faculty have also benefited through APDC funding. For example, adjuncts Deborah Torres and Nick Steffel were funded to attend a Digital Public Library of America (DPLA) meeting in Boston; Gail Nordstrom was supported to attend the SCU a weeklong Digital Scholars' retreat to develop a manuscript that she was co-authoring with Dr. Heidi Hammond.

Table III.9. MLIS Faculty Progression, AY 2010-17

AY 2010-2011	AY 2011-2012	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-16	AY 2016-17	AY 2017-18
Administrative/ Tenure track Faculty Grealy, Assoc Dean/ Associate Prof/ MLIS Program Director	Administrative/ Tenure track Faculty Grealy, Assoc Dean/Associate Prof/ MLIS Program Director (Sick Leave Fall 2011)	Administrative/ Tenure track Faculty Grealy, Assoc Dean/ Associate Prof/ MLIS Program Director Wagner, Interim Program Director, Fall 2012 (Grealy FMLA leave)	Administrative Faculty Grealy, Assoc Dean/Associate Prof/ MLIS Program Director. (Position converted to Admin Staff w/Faculty rank and status).	Administrative Faculty Grealy, Assoc Dean/ Assoc Prof/ MLIS Program Director	Administrative Faculty Grealy, Assoc Dean/Associate Prof/ MLIS Program Director	Administrative Faculty Grealy, Assoc Dean/Associate Prof/ MLIS Program Director	Administrative Faculty Grealy, Assoc Dean/Associate Prof/ (Retiring Dec 2017) Anthony G. Molaro (Mentored in Fall 2017, assumes full responsibility Jan. 2018).
2 Tenured Faculty Wagner, Full Prof. (on sabbatical) Lesniaski, Assoc. Prof.	3 Tenured* Faculty Wagner, Full Prof. (retiring 2012) Lesniaski, Assoc. Prof Lim, Assoc. Prof (on sabbatical Fall 2011)	3+ Tenured* Faculty Lesniaski (on sabbatical Sp 2013) Lim Yukawa Wagner (Emerita)	3+ Tenured* Faculty Lesniaski Lim Yukawa (on sabbatical Sp 2014) Wagner (Emerita)	4+ Tenured Faculty Lesniaski Lim Ross Yukawa Wagner (Emerita)	4+ Tenured Faculty Lesniaski Lim Ross Yukawa Wagner (Emerita)	5+ Tenured Faculty Lesniaski Lim Ross (on sabbatical AY 2016-17) Yoon Yukawa Wagner (Emerita)	6+ Tenured Faculty (Park) Dahlen Lesniaski Lim Ross Yoon Yukawa Wagner (Emerita)

4 Tenure track Faculty Lim (prom & tenure decision Sp 2011) Shoemaker, Assoc. Prof. Yukawa, Asst. Prof. Grealy, Assoc. Prof./Assoc. Dean and Program Dir	3 Tenure track* Faculty Shoemaker, Assoc. Prof. (retiring 2012) Yukawa (promotion and tenure decision Sp 2012) Grealy (mid-tenure review deferred, 2013)	3 Tenure track Faculty Ross, Assistant Prof (2 yr toward tenure) Park, Assistant Prof (2 yr toward tenure) Yoon,* Assistant Prof (2 yr toward tenure)	3 Tenure track Faculty Ross (4 yr review Fall 2014) (Park) Dahlen (4 yr review deferred: Maternity leave) Yoon (4 yr review Fall 2014)	2 Tenure track Faculty (Park) Dahlen (4 yr review Fall 2014) Yoon (6 yr review Fall 2014)	3 Tenure track Faculty (Park) Dahlen (6 yr review Fall 2016) Molaro Yoon (promotion and tenure decision Sp 2016)	Tenure track Faculty (Park) Dahlen, Assistant Prof (promotion and tenure decision Sp 2017) Molaro 4 yr review Fall 2016)	Tenure track Faculty Molaro, Assistant Prof
2 Rolling Ross (successful 2-yr. review, 2011) Park (Dahlen)	2 Rolling Ross (successful) request move to tenure-track) Park (Dahlen) (2-yr. review 2012; successful request move to tenure-track)	1 Rolling Hammond, Assistant Prof	2 Rolling Hammond (four yr review Fall 2013) Molaro,* Assistant Prof	2 Rolling Hammond (6 yr review Fall 2015) Molaro, Assist Prof (4 yr review Fall 2014; Request to move to tenure track with 2 years toward tenure)	2 Rolling Hammond (Promotion review Fall 2015).	1 Rolling Hammond, Assoc Prof	1 Rolling Hammond, Assoc Prof
Temporary Hammond	Temporary Hammond (2-yr. review 2012)	Temporary NA	Temporary NA				
9 FTE	9 FTE	8 FTE; One open position; One emerita	9 FTE; One emerita	9FTE	9 FTE	9 FTE	8.25/8 FTE

*National searches, AY 2011-12/2012-13: FT faculty position

Provision of a stimulating learning and research environment.

MLIS full-time and part-time faculty are supported and encouraged to excel in the arenas of teaching, research, and service. Centralized University faculty development opportunities have been afforded to MLIS adjuncts, as well as being readily available to appointed faculty. Upgrades to MLIS classrooms/laboratories, the retention of a highly qualified Information/Instructional Technology (IT) Coordinator (Akisanya), as well as ongoing support from the University's IT and media personnel allow members of the MLIS community to experiment with and utilize technological solutions in a variety of innovative ways. The Program's individual and collective information needs and expectations have changed significantly over the years. And the Program continues to embrace its role in preparing new information professionals who will lead their communities in the utilization of information resources and technology in a rapidly changing environment.

> 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.

Since its founding in 1905, St. Catherine University has welcomed people from diverse backgrounds into its community in the interests of social justice and the values of Catholic social teaching. The University first formalized its commitment to diversity by adopting its first five-year plan in 1989, which emphasized recruiting more multiracial, multiethnic, and multilingual faculty, students, and staff. This plan was revised and reconfirmed in a second five-year plan for 1994-99. Today, all supervisors are required to participate in *Interrupting Bias* training sessions. Faculty members are also encouraged to attend, especially those involved in search committees. The HR process for faculty and staff recruitment and hiring takes place in three distinct phases, each with resources and focus on inclusion in hiring.

Before posting a position, the search committee meets with a HR representative to discuss bias

in hiring and to explore options for posting open positions in such a way as to ensure inclusion of diverse communities in the process. A link from HR's Recruitment and Hiring page leads to "Interrupting Bias Training Information" and to "Diversity Recruiting Best Practices." Resources for search committees on these pages include important topics including (but not limited to) the following: Interviewing and Reference Check Questions; Diversity Interview Questions; and, Legal v. Illegal Questions Guide. Resources for recruiting and reviewing applicants include: *Faculty-Best Practices for Excellence and Diversity*; a Diversity Statement guide to compliance re: the new electronic application system, Recruitment Plan Ideas and Sample Strategies. Other resources include Faculty – Diversity Recruiting Tips; Staff-Diversity Posting Sites & Practices; Staff- Diversity Job Boards; and, Responding to Bias or Offensive Comments. The recent appointment of Patricia Pratt-Cook as Senior Vice President for Human Resources, Equity, and Inclusion further substantiates the University's commitment to recruiting, hiring, and retaining faculty and staff from diverse backgrounds.

The *Constitution and By-laws* of the faculty of St. Catherine University explicitly outline procedures related to faculty personnel issues, including nondiscrimination regarding the recruitment, appointment, faculty evaluation, and promotion and tenure. The *Faculty Handbook* makes provision for dispute resolution related to questions of injustice or discrimination, as does the *Employee Handbook.* These documents are available to the university community online.

The MLIS Program also has a *Diversity Plan* in place (see Appendix III.I) that reflects both the University's commitment to social justice and the LIS Professions' mandate to diversify. Dr. Sarah Park Dahlen chairs the *MLIS Taskforce on Diversity and inclusion,* which implements the plan in the interests of faculty and staff hiring and retention, faculty and staff awareness of issues pertaining to inclusion and diversity of all kinds, and provides guidance regarding the inclusion in practices pertaining to student recruitment as well. The plan states that "[MLIS will] recruit

and retain faculty, staff and students from historically underrepresented communities. We define

diversity broadly to include, gender, age, race, ethnicity, geographic region of origin, religion,

social class, sexual orientation, and physical and learning ability, as well as intellectual

diversity.[42]

In searches for Program faculty and staff, every effort is made to recruit individuals from diverse

populations. Currently MLIS has a diverse faculty and staff community. Table III.1 shows that

the 2017 full-time faculty (9) which includes 3 white females, 4 Asian American/Asian females

(Korean, Japanese), and 2 White males. The staff members (3) include 1 Latina non-binary and 1

African American/1 African female

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.

Competence in Designated Teaching Areas...

MLIS full-time and adjunct faculty are qualified in their areas of specialization, as described in

Tables III.1, III.2, and III.3. Individual faculty teaching evaluations[43] as well as mean aggregate

faculty evaluation scores (see Table III.10) attest to the competence of MLIS faculty in their

designated teaching areas.

Self-evaluation of faculty teaching expertise appears in individual faculty packets submitted for

peer faculty review, promotion, and tenure. These are reviewed by at least two peer reviewers,

the Associate Dean/Program Director, the Dean, the University Faculty Evaluation, Promotion,

and Tenure Committee. Course evaluations administered by the MLIS Program evaluate the

currency, relevance of the courses taught. These do not measure faculty ability *per se,* but are

taken into careful consideration in curricular planning and course revision.

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[42] MLIS Statement of diversity and MLIS Diversity Plan, 2008, 2017 (see Appendix III.I).
[43] On file in MLIS Office

Table III.10. Aggregate Faculty Evaluation Scores

Semester	Year	Mean	Respondents
Fall	2013	4.34	292
Spring	2014	4.29	277
Summer	2014	4.61	54
Fall	2014	4.42	223
J-term	2015	4.92	12
Spring	2015	4.53	202
Summer	2015	4.58	38
Fall	2015	4.26	208
Spring	2016	4.27	177
Summer	2016	3.79	53
Fall	2016	4.47	167
Spring	2017	4.57	152
Total		**53.05**	
	Aggregate mean	**4.42**	

Technological Skills and Knowledge...

All MLIS courses utilize appropriate technologies to ensure that students are prepared to enter

the workplace prepared. Still primarily face-to-face in terms of delivery, courses are

supplemented by means of electronic course management software, open-source and licensed

software as appropriate, and other platforms, applications, and tools as deemed appropriate by

individual faculty members. Desire2Learn (D2L) replaced Blackboard as the University-

supported content management system (CMS) in 2012.

MLIS faculty have also used WordPress and Google Classroom in course delivery. Open source

resources like Koha and Evergreen have been used to supplement shared[44] access to tools like

RDA and Cataloger's Desktop in some classes. Applications and tools are detailed in course

syllabi (D2L, Departmental; K:\\drive). The Program's IT Coordinator, Toyin Akisanya,

coordinates with faculty to ensure that classrooms and labs are up-to-date and contain the best

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[44] Partnerships with the University Libraries and Minitex, along with other local partners have helped to offset rising costs of commercial software.

resources possible for our faculty and students. She works closely with the McGlynn Information

Technology Center, especially with the instructional staff in Academic Technology, to design

systems to support teaching and learning in MLIS spaces. She also provides regular updates and

training for faculty and staff.

Active Participation in Relevant Organizations...

All MLIS faculty participate in professional associations. Association competences are

incorporated into syllabi and course objectives, as well as into student learning outcomes

(Syllabi). Faculty also take leadership roles in various professional associations, appropriate to

their individual areas of expertise and teaching focus. Individual faculty CVs (see Appendix III.E)

detail association memberships, committee affiliations, and service roles. Appendix III.M shows

disciplinary association affiliations and correlates them with faculty roles in student association

advising.

> 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 and professional activities) that contribute to the   knowledge base of the field and to their professional development.

Table III.5 reported aggregate faculty research productivity. Program reports in *Annual*

Reports and *Biennial Reports* provide summative data. Individual reports of faculty scholarship

and research productivity are uploaded into *Taskstream,* and are detailed in Faculty CVs. A

detailed listing of full-time faculty research and scholarly activity for AY 2011-17 appears in

Appendix III.N.

> 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.

Data pertaining to faculty credentials, backgrounds, research, and specialized knowledge covering program content have already been provided in Tables III.1-5.

Demonstrate skill in academic planning and assessment...

Evidence of how faculty deploy expertise in academic planning and assessment is best illustrated by ongoing work in curriculum (Chapter II) describing the Curriculum Audit and assessment of elements of the *IMLS Élite Curriculum Grant*, which include:

- J-term offerings (Chapters II and V);
- Touchstone/Capstone evaluation (Chapter II);
- Design of culminating *ePortfolio* process (Chapters II and IV);
- Realignment of Curricular Threads into Thematic areas, (Chapter II); and,
- Re-examination and updating of the Student Learning Outcomes (Chapters II and IV).

Nurture an intellectual environment that enhances the accomplishment of program objectives...

"Nurturing an intellectual environment for both faculty and students that enhances learning and accomplishment of programmatic goals and objectives" is central to the MLIS planning and assessment process (education, teaching, research, service, sustaining environment). The Program's focus on social justice ensures that classrooms are places of inclusion and civility. Faculty arrive at programmatic and curricular decisions through consensus, a process that is not always efficient, but ensures that all voices are heard, including those of representative students, adjuncts, and external stakeholders. The faculty collaborate to articulate a vision, work hard to ensure that the academic structures are in place to support that vision, and work with Program administrative staff to articulate priorities, concerns, and plans to Deans and the Provost. Students and student learning is the central focus of the MLIS Program and provides the impetus that drives continuous improvement in teaching and supportive opportunities for collaborative research and scholarship.

Have a substantial and pertinent body of relevant experience...

Many MLIS faculty have experience as information professionals, as well as academic and

disciplinary training in LIS or related fields. Others have followed a purely academic path but

show strong evidence of engagement. Table III.11 summarizes faculty credentials in field.

Table III.11. Evidence of MLIS Faculty Relevant Experience in Professional Practice

Faculty	Relevant Experience	Practice Site
Sarah Park Dahlen	Academic pathway, Teaching Assistant, Adjunct, Professorial Track	Strong community engagement in practitioner community and LIS academic and professional communities
Deborah S. Grealy	Reference Librarian Science Librarian	University of Denver. Denver CO, 1993-2009
	Research Librarian/Res. Associate	Colorado School of Mines, Golden CO, 1990-1993
	Technical Librarian	Marathon Oil Company, Littleton, CO, 1985-1990
	Library Technician II-III	University of Oklahoma, Physics and Astronomy Librarian, Norman OK, 1981-82
	Library Assistant II	Akron Summit County Public Library, Akron, OH, 1976-77
Heidi Hammond	District Media Coordinator School Librarian Media Specialist/Media Dept. Chair,	ISD 197, Mendota Heights, MN, 2003-10 Henry Sibley High School
	School Library Media Specialist	Friendly Hills Middle School, 1997-2003
	School Library Media Specialist	Garlough Elementary School—ISD 197, West St. Paul, MN 1987-1997
	Reading/Study Skills Teacher	Henry Sibley High School—ISD 197, West St. Paul, MN, 1982-85
	Reading Teacher/Assistant English Dept. Chair	FM Grass Junior High School – ISD 197, West St. Paul, MN, 1977-82
	English Teacher	FM Grass Junior High School – ISD 197, West St. Paul, MN, 1974-77
Molly Hazelton	Project Director, Hilton Sisters Project	St. Catherine University, St. Paul, MN, 2013-Present
	Project Archivist for Digitization	Leo Beck Institution, New York, NY, 2007-13
David Lesniaski	Librarian, Assistant Professor • Co-College Librarian • Collection Development Librarian • Acting Systems Librarian • Co-Serials Coordinator • Technical Services Coordinator • Catalog Librarian Reference Librarian	St. Olaf College, Northfield, MN, 1988-2004
	Fulbright Scholar and Consultant	Friends of Music Library Lilian Voudouri, Athens, Greece, 1995
	Librarian/Cataloger	University of Minnesota, Minneapolis MN (1983-85)
	Indexer	Senate Index, Minnesota State Senate (1983)
	Librarian	Minnesota Dept. of Natural Resources, St. Paul, MN (1982-83)

Faculty	Relevant Experience	Practice Site
Sook Lim	Project Assistant	University of Wisconsin-Madison, SLIS Computer Lab, 1999-2004
	Information Retrieval Team Leader	Sesol Co, Seoul, Korea, 1997-98
	Student Assistant	SUNY at Buffalo, Government Documents Center at Lockwood Library, 1996-97 (6 mos)
	Research Fellow	Korea Research Institute for Human Settlement (KRIHS) Seoul, Korea, 1990-91
	Research Assistant	Korea Labor Institute, Seoul, Korea, 1989 (6 mos)
Anthony Molaro	Associate Dean, Library and Instruction Services	Prairie State College, Chicago Heights, IL, 2011-13
	Director	Highwood Public Library, Highwood, IL, 2011
	Adjunct Instructor	Waubousee Community College, Sugar Grove, IL, 2010-11
	Head of Technical Services and Technology	Messenger Public Library, North Aurora, IL, 2010-2011
	Librarian	Grand Valley State University, Grand Rapids, MI, 2009-2010
	Circulation Coordinator and Reference Librarian (Part-time)	Dominican University Library
	Research Services Assistant II	Loyola Health Science Library, Maywood, IL, 2007-2008
Sheri Ross	Not listed on CV	
Kyunghye Yoon	Assistant Professor	Computer Science Department, Information Science Program, State University of New York (SUNY) at Oswego.
	Research Assistant	School of Information Studies, Syracuse University
	Adjunct faculty	School of Information Studies, Syracuse University
	Research Assistant	School of Information Studies, Syracuse
Joyce Yukawa	Adjunct Professor	University of Hawai`i, Honolulu, HI, Library and Information Science Program
	Librarian and Associate Editor	Scalabrini Migration Center, Manila, Philippines
	Librarian	Associated Press, Tokyo Bureau, Tokyo, Japan
	Japanese Community Librarian	Asian Branch Library, Oakland, CA
	Information Officer	Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre, Singapore
	Researcher	University of Hawai`i, Honolulu, HI, Dept. of Information and Computer Sciences

Interact with faculty of other disciplines, and maintain close and   continuing liaison with the field...

Because of its location in the integrated academic matrix of St. Catherine University, the MLIS faculty is able to interact effectively with colleagues in other disciplines, within the Graduate College, the College for Adults, and the College for Women. SBPS contains undergraduate and graduate degrees and certificates in Education (e.g., AM2, MAED), Business Administration (MBA), and Organizational Leadership (MAOL). The Chairs and Heads of Academic Departments (CHADS) of the SBPS work together administratively, under the leadership of the Dean to plan and assess school offerings and to provide opportunities for interdisciplinary and trans-disciplinary initiatives for faculty and students. This is particularly true of the graduate units. Opportunities for collaboration with other graduate units on campus also exist in the College for Women (Theology and ASL & Interpreting) and in large number of graduate programs and certificates in the Henrietta Schmoll School of Health (HSSOH).

Currently MLIS provides an Information Services & Technology (IST) concentration for MAOL and regularly co-convenes/cross lists courses on Children's and Young Adult Literature and Services (Drs. Hammond and Park Dahlen) appropriate for undergraduate and graduate programs leading to teacher licensure. MLIS was instrumental in helping the HSSOH launch its new program in Healthcare Informatics, working over a span of several years (2011-2016), providing a consulting study on healthcare librarianship[45] and sharing its faculty expertise in health/informatics-related resources and services.[46] In summer 2016, Deborah Grealy (MLIS) and Siri Anderson (EDUC) developed and team-taught an online course entitled *Ethics in the Digital Age* for students in Education's Technology Integration Certificate Program.

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[45] David Peterson, 2010.
[46] Grealy, Torres, Yukawa, Yoon (2011-2016)

MLIS students can work with their advisors to choose electives in other academic units like MAOL or MAED as appropriate. One student is currently piloting a potential joint program with St. Thomas University's Master's program in Museum Studies[47] (see Appendix III.O).

MLIS faculty are also highly collaborative with LIS faculty and practitioners in other institutions, bringing outside expertise into the St. Catherine's MLIS Classrooms to facilitate and enrich the learning of their students. Dr. Molaro has sponsored live and online sessions with the likes of Michael Gorman and David Lankes. Dr. Park Dahlen routinely sponsors guest speakers (e.g., Acting Librarian of Congress David Mao and National Ambassador for Young People's Literature Gene Luen Yang) and panelists to engage students and the local LIS community regarding national initiatives and concerns re: race and social justice.

> **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.

MLIS faculty appointments are nine-month contracts. Faculty members work with the Associate Dean/Program Director on teaching assignments. Faculty teach in areas that they have subject mastery and competencies.

Full-time faculty use summers for travel and research. There are exceptions. A faculty member who wants to develop specialized content or reach a broader audience may offer specialty and elective courses. Non-students may take MLIS courses "not for degree," "not for credit," or on an "audit" basis, and some members of the MLIS practitioner community take advantage of these opportunities. Course like *LIS 7600 International Librarianship*, which is taught by Dr. Mary Wagner in preparation for attendance at the International Federation of

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[47] University of St. Thomas, *Graduate Certificates in Museum Studies*, accessed September 8, 2017, https://www.stthomas.edu/arthistory/graduate/programscurriculum/certificateinmuseumstudies/.

Library Associations (IFLA) Conference, is one example of this type of offerings. *LIS 7960 Picture Books*, taught by Dr. Heidi Hammond and Gail D. Nordstrom grew out of both their work with the Caldecott Committee and their research into illustrations for children's books.

In some cases, when classes cannot be run due to low enrollments, faculty members have had to teach a summer core class or an elective to fulfill their load. This is the Dean's decision. It is not optimal for FT faculty because of the potential impact on planned travel or research activity. In general, however, summer classes are taught by highly qualified MLIS long-term adjuncts. Recruiting and advising activities during summers are primarily carried out by MLIS administrative staff. During the last seven years, the Associate Dean/Program Director held faculty status as an Associate Professor and solicited the help or advice of FT faculty in residence over the summer. Advising and Portfolio assessments are generally conducted during the fall and spring academic semesters but, if needed, resources can be pulled into play to assist individual students to continue their progression to degree.

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. As outlined in Standard III.2 and evidenced in Program goals and objectives, MLIS faculty are judged by the quality of their teaching, research and service. Each of these is activities is factored into the centralized University evaluation process.

Program faculty mentor junior faculty under the provisions of the MLIS *Faculty Mentoring Program* (see Appendix III.P). University faculty also serve as mentors for junior faculty. The *MLIS Departmental Norms* (see Appendix III.J) detail criteria for accomplishment of successful teaching, research, service and leadership. The *Faculty Evaluation Manual*, posted and maintained by the St. Catherine University Faculty Evaluation, Promotion, and Tenure (UFEPT)

Committee details expectations and norms for all university faculty, providing forms, timelines,

and other resources for faculty members involved in the process. According to the Academic

Affairs Website regarding Faculty Evaluation

> At St. Catherine University faculty evaluation emanates from the mission and vision of the University. The purpose of evaluation is to recognize faculty accomplishments and encourage continued faculty growth and development while enhancing and advancing the institution as a whole.
>
> This emphasis on both the individual and institution promotes excellence. As a comprehensive institution, St. Kate's has created a process that is appropriately broad to honor the diverse work and training of the faculty. Faculty evaluation at St. Catherine University is guided by four particular goals:
>
> 1. To foster quality teaching that supports the University mission
> 2. To foster scholarship and professional accomplishment of all faculty members
> 3. To foster engagement of faculty members in service and leadership within the University, their profession and community
> 4. To establish a base for equitable personnel decisions including contracts, promotion and tenure.
>
> In order to accomplish these goals, the evaluation system is designed to provide a comprehensive institutional review of faculty members that is efficient, fair and rigorous. This evaluation system directly supports our work of educating students to lead and influence.
>
> The evaluation process includes quality of teaching, scholarship and professional accomplishment, and service and leadership, with the greatest emphasis placed on the quality of teaching. This process allows for broad input and may include students, peers, program directors, department chairs, members of the administration, outside evaluators, and the University Faculty Evaluation, Promotion, and Tenure (UFEPT) Committee.
>
> Each department/program provides a context for evaluation of an individual faculty member's teaching, scholarship and professional accomplishment, and service and leadership. Rather than mandating that particular activities fall within teaching, scholarship and professional accomplishment, or service and leadership, the faculty recognize that a single activity might be characterized in multiple categories, depending upon the context.[48]

Kateway: https://kateway.stkate.edu/web/home-community/-/university-facutly-evaluation-promotion-and-tenure-ufept-?inheritRedirect=true&redirect=%2Fweb%2Fhome-community%2Facademic-affairs

The process includes evidence from student evaluations of teaching and courses, peer review, review by department chair or director, review by the members of UFEPT, and eventual oversight by the Dean and Provost.

III.8 The program has explicit, documented evidence of its ongoing decision-making processes and the data   to substantiate the evaluation of the faculty.

MLIS faculty evaluation is based on the three criteria set forth in the *MLIS Faculty Norms* and the *Faculty Evaluation Manual*. These three criteria are teaching, scholarship, and service. Teaching evaluations are posted to D2L for faculty to retrieve, and paper copies are maintained in the Program Office. The Associate Dean/Program Director reviews teaching evaluation results to ensure that results are satisfactory, and the Assistant Director administers the course evaluations, which are distributed to faculty for review and consideration.

Faculty scholarship and service productivity is measured through the faculty review process. For tenure-track and rolling contract faculty, this review occurs every two years; for tenured faculty, it occurs every five years. The faculty member reflects and reports on their scholarship and service, and then discuss progress with the Associate Dean/Program Director.

The MLIS Program established its own mentoring program during the 2010-2011 academic year (the MLIS Faculty Mentoring Program, 2011). Based on this Program, MLIS faculty serve as mentors and peer reviewers for one another, although outside reviewers also participate in the process. The faculty are collegial and generous in wanting one another to succeed, as individual success makes the Program stronger and more visible. Although the process is central to the University, programmatic resources and assistance are available as needed to ensure individual and Program success.

> III.9   The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.

Instructor Evaluations and Course Evaluations are monitored both by the Program and by the University. Faculty teaching is evaluated centrally under the guidelines established by the UFEPT Committee. The Associate Dean/Program Director and the Dean also review it, as appropriate. The Associate Dean/Program Director routinely looks at instructor and course evaluations to ensure that teaching is of high enough quality and that the course is providing the optimal learning experience for students.

New faculty, both full-time and adjunct, initially meet with the Associate Dean/Program Director for mentoring. Additional mentoring is available through *Faculty Mentoring Programs* (see Appendix III.P), both in the Program and at the University levels. Experienced faculty are not required to meet with the Associate Dean/Program Director unless they wish to do so or unless they are experiencing difficulties in the classroom, in which case they may be assigned by the Dean to work with a mentor or with a coach in Academic Affairs.

Individual courses are monitored by the faculty, individually (instructors) and collectively in closed faculty meetings. Course review is part of the ongoing work of the MLIS Curriculum Committee, chaired by Dr. Yukawa. The faculty, who may decide to update, recombine or eliminate courses based on student rankings and feedback, discusses content of courses that appear to be out of date, redundant, or irrelevant.

The MLIS faculty made decisions of this type under the leadership of the Curriculum Committee with regard to a number of reference courses, which were combined into a single "Advanced Reference" class in which content rotates according to need and growing student demand (monitored through surveys). The decision to eliminate the Touchstone/Capstone course was made by faculty, following a survey, careful data analysis, and recommendations (see Appendix II.A) conducted by the Curriculum Committee. The decision was made because

student and course feedback indicated that the combined courses were not effective in meeting

the desired student learning outcomes that the process was redundant and onerous to students,

and faculty believed that an enhanced *ePortfolio* process would provide sufficient direct

measures of culminating student success and accomplishment. Details of these processes appear

in Chapter II.

III.10 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.

Faculty evaluation is a centralized peer-driven process at St. Catherine University. Materials

pertaining to faculty evaluation are held centrally in the Human Resources Department, which

now manages Faculty Contracts. Some materials are also maintained locally in the units,

especially those materials relating to peer reviews or evaluations or letters of support from the

Program Director. Course and Instructor evaluations of filed in the MLIS Office.

III.11 The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.

The faculty evaluation process follows an established calendar (see Appendix III.L) and

provides assessment data at several levels. The individual faculty member provides a detailed

dossier, which is submitted to peer reviewers and to the Associate Dean/Program Director. The

peer reviewers send their evaluations to the Associate Dean/Program Director, who also writes a

summative evaluation and counsels with the candidate undergoing review or going up for

promotion and/or tenure. Required materials (including peer reviews, self-assessment, syllabi,

and instructor/course evaluations) are extracted from the dossier, which is returned to the

candidate, and sent on to Faculty Contracts, which supports the UFEPT process and forwards the

materials to the appropriate Dean. Members of UFEPT evaluate to packet of materials, and send

a letter documenting their decision to the candidate, the Dean, and the Associate Dean/Program

Director.

The process is highly iterative and, at any level, resources may be brought in to support faculty development, teaching, or research. Such resources may include coaching, training, or peer mentoring to ensure eventual success in a bid for promotion and tenure. Funding may be supplied by the Program, from Academic Affairs, or from the Dean's Office.

Programmatically, data pertaining to faculty succession (See Table III.9), instructor/course evaluations, and the outcomes of planning and assessment activities are used to plan for new and replacement hires. MLIS faculty meet prior to any faculty search process to decide what type of candidate would best meet the needs of the Program with consideration of curriculum and projections of future needs. Requests for permission to hire are sent to HR, the Dean, the Dean's Council, and the President's Cabinet. Once permission is granted, the Associate Dean/Program Director selects a search committee chair, who assembles a representative committee comprised of faculty, staff, and University and community stakeholders appropriate to the needs determined by the Associate Dean/Program Director and the MLIS faculty. Initial needs assessment comes from the Program, based on the factors outlined above. Permissions are centrally administered and granted, based on Program data submitted over time.

Standard IV: 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.

Student Recruitment is Consistent with Mission, Goals, and Objectives

The MLIS Program is committed to serving the needs of its student body and fostering a sense of collegiality, professionalism, service, community, and academic excellence. Graduate education at St. Catherine University provides a unique environment by integrating a liberal arts perspective into professional and advanced education. The MLIS Program is co-educational and seeks to prepare skilled, ethical, compassionate, and socially responsible students for successful careers in the fields of library and information science. The Program is committed to preparing students to be life-long learners, continuously developing their knowledge, skills and competences throughout their career span.

Student and academic policies are formulated to ensure they meet the Program's goals and objectives. Policies are designed to meet the needs of graduate students, busy adults of various age groups, who are balancing their education with employment (fulltime and part-time) and family responsibilities.

As stated in the MLIS Program's goals, the program is committed to these efforts:

- Empower students to become leaders in the information professions;
- Contribute knowledge to advance the discipline and improve the practice;
- Use our expertise to serve, lead, and collaborate with our communities; and,
- Ensure excellence in the program's foundations and resources to enable it to achieve its goals and objectives.

Recruitment, Enrollment and Retention

Working closely with the Dean Bangs (School of Business and Professional Studies), Dean

Moyers (Graduate College), Dean Thompson (Enrollment Management and Athletics), the

Graduate Admissions staff, and the Alumnae Relations Office, the MLIS Program strives to

ensure consistent representation as a small, mission-centric, high quality, student-focused,

mostly face-to-face program grounded in the University's commitment to social justice. Graduate

Admissions holds eight traditional face-to-face information sessions a year for prospective

students with breakouts for individual Graduate Programs. The MLIS Program supplements

those sessions with three to four online information sessions conducted through the Blackboard

Collaborate video conference system. Online information sessions allow the Program to reach

prospective students in a wider geographic area.

Enrollments in the MLIS Program began to decline in AY 2013-15 and have been slow to

recover especially in our traditionally stronger market sectors (i.e., white women in their

thirties), although our enrollment numbers stabilized in AY 2015-2016. The decline starting in

2013 was part of a national trend of declining enrollments in LIS programs across the country at

that time. However, many programs have recovered or stabilized.

In direct response to the trend, the MLIS Program created a Marketing and Recruiting

Taskforce in 2014, under the leadership of Dr. Anthony Molaro, to examine the market of

prospective students and current recruiting practices to find ways for improved communication

with prospective students (in person and online) and extended recruiting efforts given limited

resources. In spring 2016, the MLIS Program and the Admissions Department conducted surveys

of non-matriculated students and current MLIS students. Key findings from the survey fed into a

draft Marketing and Recruiting plan outlining Goals, Strategies, and Tactics for a two-year

period, 2016-2018 (Appendix IV.A SCU MLIS Marketing Plan 2-16-2018). Data for inquiries,

applications, and acceptances showed a concern of conversion from inquiries to application, indicating that an adjustment was needed in recruitment efforts (see Table IV.1.). Consequently, the Program worked with Graduate Admissions to strengthen communication with prospective students after initial inquiry to improve the conversion rate.

Table IV.1. MLIS Program Admission Data, Fall Census Reports, 2011-2016

	2011	2012	2013	2014	2015	2016
Inquiries	191	282	247	292	212	147
Applications	88	96	68	42	50	39
Acceptances	63	66	50	33	43	27
Deposits	38	41	37	22	29	20

From 2011 through 2014, the Program accepted new students in fall and spring semesters. One response to declining fall enrollment in the 2013-2015 period was a decision to allow new MLIS/SLMS students to begin the Program in the summer semester starting with summer 2015 and allowing newly enrolled summer students to complete a core course. Typically, the first course students complete is LIS 7010 Introduction to LIS.

The Program also is working the Undergraduate Advising Department to ensure that undergraduate students are aware of an accelerated BA/MLIS option that allows seniors with the consent of their academic advisor and the MLIS Program Director to enroll in and take up to six semester credits in the MLIS Program. These six credits may be applied to both the bachelor's degree and the MLIS degree, thereby reducing the time required to complete the MLIS degree. We have diversified into undergraduate education by launching two undergraduate minors for Digital Humanities[49] and Information Systems[50] that will help to increase the visibility of the MLIS Program within the St. Catherine undergraduate student population.

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[49] St. Catherine University, *Digital Humanities - Minor,* accessed September 8, 2017, http://catalog.stkate.edu/undergraduate/business-professional-studies/info-mgmt/digital-hum-minor/.
[50] St. Catherine University, *Digital Humanities - Minor,* accessed September 8, 2017, http://catalog.stkate.edu/undergraduate/business-professional-studies/info-mgmt/info-systems-minor/.

Table IV.2. MLIS Program Graduate Student Enrollment, Fall Census Data, 2012-2016

	Fall 2016	Fall 2015	Fall 2014	Fall 2013	Fall 2012
Master of Library and Information Science	127	142	160	187	183
School Library Media Specialist	14	13	16	21	17
Non-degree	0	1	0	0	0
Total	141	156	176	208	200

Source: *University 2016 Fact Book,* p. 19

Demographics of the student body are monitored to see changes in their characteristics.

For example, students currently enrolling in the program are younger on average than they were

five years ago (see Tables IV.3 and IV.4). A significant number of students over a five-year period

(n=993, 72%) were in the 20-34 age range. The average age of incoming students has dropped

from the mid-30s to just over age 30 in the past 13 years (2003-2016) for both females and male as

shown by from Graduate Admission's Academic Year Enrollment Reports for the Program

provide age range and average age date for incoming students over time. The student headcount

has decreased over the last seven years (see Figure IV.1).

Table IV.3. Graduate Admissions - Enrollment Reports, Incoming MLIS Students Age by Gender (2003-2016)

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Age Range													
Females	21-56	22-57	21-56	21-57	22-51	22-60	22-60	22-63	22-56	21-60	22-50	21-57	22-53
Males	21-60	22-56	23-49	23-51	22-37	22-44	24-51	23-48	23-39	22-47	22-34	22-34	22-43
Average Age													
Females	34.7	34.7	34	33.1	32	34.4	32.8	32	31	30.7	28.2	30.8	30.5
Males	33.1	32.7	33	30.6	28	31.5	32.4	30.8	29.8	32.3	34.1	29	30.6

Source: *Graduate Admissions Annual Enrollment Report*

Table IV.4. MLIS Student Enrollment by Gender and Age: Fall Census Data (Fall 2011-Fall 2016)

Ages	Fall Enrollment Data												Totals	
	2011		2012		2013		2014		2015		2016			
	M	F	M	F	M	F	M	F	M	F	M	F	#	%
>20	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20-24	4	25	4	29	6	28	4	25	3	25	11	35	199	20
25-29	10	53	9	58	6	60	8	50	8	46	6	34	348	35
30-34	5	24	4	24	4	33	6	25	8	22	4	13	172	17
Number of students between age 20-34														72
35-39	3	14	4	16	4	15	2	9	1	11	1	12	92	9
40-44	4	13	5	9	6	7	6	11	2	5	3	4	75	8
45-49	2	9	2	7	3	5	2	5	2	4	0	7	48	5
50-54	1	12	1	6	1	5	0	4	0	5	0	0	35	4
>54	0	4	0	7	0	5	0	5	0	2	0	1	24	2
% students between age 35 to >54														28
Totals	29	154	29	156	30	158	28	134	24	120	25	106	993	100
Grand Total	183		185		188		162		144		131		993	100

Source: Office of Institutional Research Planning and Assessment (IRPA)
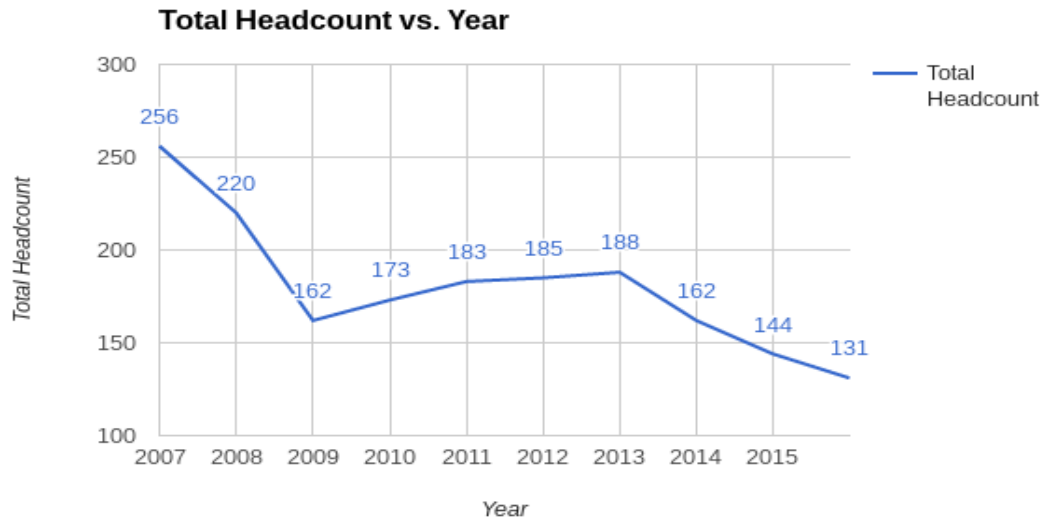
Figure IV.1. Total Headcount vs. Year, Fall Enrollment (2007-2015)

For fall 2016, there was a large drop in the number of part-time students enrolled in the Program compared to full-time students. These trends indicate that our current students are moving through the program at a faster pace. They are taking more credit hours (see Table IV.5) and progressing more quickly toward completion as indicated by a decreasing trend of full-time equivalent students (FTE) has ticked up recently (Table IV-3.).

Table IV.5. MLIS Enrollments and Credit Hours, Fall Census Data (2007-2016)

Students	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Full-time	151	139	72	97	111	115	115	92	74	95
Part-time	105	81	89	76	72	70	73	70	70	36
Totals	256	220	161	173	183	185	188	162	144	131
Credit Hours										
Full-time	986	907	445	591	697	739	747	595	474	614
Part-time	315	243	253	224	217	211	239	241	232	113
Totals	1,301	1,150	698	815	914	950	986	836	706	727
FTE	204	180	114	134	147	150	155	132	113	114

Source: *University 2016 Fact Book, p. 21*

Table IV.6 shows that the number of degrees conferred have increased since AY 2007-08 (the time that St. Catherine University separated from Dominican University) through 2016.

Table IV.6. MLIS Degrees Awarded, Academic Year Data

AY	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
MLIS Degrees	5	23	29	60	48	61	46	66	49

Town Hall discussions with students in AY 15-16 and AY 16-17 helped confirm that adjustments in our course format and timing is needed to meet the needs of a younger student body wishing to complete their degrees sooner. Feedback from the spring 2016 Program and Admissions survey also indicated that students would be receptive to holding more class sessions online. Consequently, an experiment in a course hybrid format took place in spring 2017 for LIS 7700, Management of Libraries and Information Centers. The course was scheduled to meet face-to-face only four times and was held 11 times online using Google Classroom. The 2016 survey results and Town Hall discussions indicated that students might be interested in taking a class scheduled during the day. Consequently, in fall 2017, the Program will hold one section of a core class LIS 7010, Introduction to LIS, in the afternoon from 1:30 p.m. to 4:30 p.m. The section is almost full (16 of 18 slots filled as of June 2017) showing a strong interest in that time slot.

Geographically, the majority of MLIS students still come from the state of Minnesota (n=993, 94%), with a small percentage coming from out of state (6%). There was a slight increase in out-of-state students for fall 2015 and fall 2016. (Table IV-7).

Table IV.7. Number of In-State and Out-of-State Students Enrolled (Fall 2011-Fall 2016)

	2011	2012	2013	2014	2015	2016	Total	%
In State	176	177	176	154	130	118	931	94%
Out of State	7	8	12	8	14	13	62	6%
Total	183	185	188	162	144	131	993	100%

Source: Fall Census reports, Institutional Research, Planning and Assessment Office

The Program saw an increase its one-year retention rate for MLIS students for the period 2014 and 2015 (see Table IV.8). A jump in the retention rate from 2011 to 2012 (72.5% to 93%) with

a subsequent drop to 76.3% in 2013 may have been due to circumstances surrounding initial

accreditation.

Table IV.8. LIS, One Year Retention of New Degree-Seeking Grad. Students

	2010	**2011**	**2012**	**2013**	**2014**	**2015**
%	80%	72.5%	93%	76.3%	83.3%	93.1%
N	40	40	43	38	24	29

Source: St. Catherine University 2016 Fact Book, p 41. Notes: Only new degree-seeking graduate 9students
both full and part time) are included above; non-degree and certificate/licensure students are excluded

Diversity

St. Catherine University collects race/ethnicity information by self-identification on

student applications. Each fall, the Office of Institutional Research, Planning, and Assessment

(OIRPA) provides the MLIS Program with race/ethnicity by gender (female, male) data mapped

to the categories used for the ALISE Statistical Survey.

Race/Ethnic diversity is relatively low over the past five years (average 8%) but remains

stable (see Table IV.9) with the composition of the student body an average 83% White from 2011

to 2016. The Program promotes to current and prospective students the availability of the ALA

Spectrum Scholarship and the ARL Diversity Scholars initiative to support traditionally

underrepresented groups to consider careers in academic and research libraries. The Program

provides supplemental funds from the Urban Library Program (ULP) for a student who receives a

diversity scholarship.

The Program since 2011 has had two ALA Spectrum Scholars (AY 2011-2012 and 2015-16)

and one just announced in June 2017 for AY 2017-2018. In 2012, one student received a Bill and

Melinda Gates Millennium Scholarship, which offers continuing support for Gates Scholars who

wish to pursue a graduate degree in the disciplines of computer science, education, engineering,

library science, mathematics, public health or science. Two students in the past five years were

named ARL Diversity Scholars (2014-16; 2015-17).

Table IV.9. MLIS Students Named Spectrum Scholars & ARL Diversity Scholars, 2011-2017

ALA Spectrum Scholars	Student Name
2011-2012	Linda Nguyen
2015-2016	Antonio Backman
2017-2018	Janis Shearer
ARL Diversity Scholars	
2014-2016	Rebecca Orozco
2015-2017	Edwin Schenk

Source: Yearly announcement press releases by the American Library Association (ALA) and Association of Research Libraries (ARL)

The Marketing and Recruitment plan that resulted from the work of the Marketing and Recruiting Task Force lays out strategies to attract high quality and more diverse students (Appendix IV.A SCU MLS Marketing Plan 2016-2018), including developing new outlets for student recruitment and ways in which to raise visibility of the Program, and awareness of the LIS profession in general.

In AY 2016-2017, faculty members Drs. Sarah Dahlen and Anthony Molaro attended the 2016 NerdCon Stories conference held in Minneapolis.[51] Office Coordinator Janis Shearer and Dahlen attended a "Teen Lockin and Career Fair" held on a Friday evening at Greater Friendship Missionary Baptist Church in Minneapolis during spring 2017. Shearer and MLIS student Chayse Sundt set up in information table one afternoon in the St. Catherine University Library during 2017 National Library Week held in April to raise awareness among St. Catherine University undergraduates about careers in LIS.

The Race/Ethnicity distribution for MLIS students is comparable to the distribution across all University graduate programs, which is based on self-reported information from admissions application reported in percentages (see Table IV.10 and IV.11). However, all University graduate programs are behind the current undergraduate day enrollment, which has

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[51] *2nd Annual NerdCon Stories,* accessed September 8, 2017, http://nerdconstories.com/.

the highest concentration of self-reported multicultural students at 44.5% for the Fall FF

Headcount Enrollment, reported in Fall 2016 Student Census Report.[52]

The percentage of MLIS students self-reported as White is comparable to the estimated

population for White Alone population of the State of Minnesota, 85.4%, from the Minnesota

Census Bureau (see Table IV.12). However, the Minneapolis-St. Paul-Bloomington metropolitan

statistical area has an estimated lower level of White Alone residents (69.4%), which reflects the

more diverse population of the Greater Twin cities area (see Table IV.13).

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[52] St. Catherine University, Office of Institutional Research, *Planning & Accreditation Report*, p. 10).

Table IV.10. MLIS Student Enrollment by Gender and Ethnic Origin, Fall Census Data (Fall 2011-16)

	2011 M	2011 F	SubT	2012 M	2012 F	SubT	2013 M	2013 F	SubT	2014 M	2014 F	SubT	2015 M	2015 F	SubT	2016 M	2016 F	SubT	Total
H	1	2	3		4	4	0	6	6	0	4	4	1	1	2	1	1	2	21
AI	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	1	0	1	3
As	2	4	6	3	6	9	1	3	4	1	1	2	0	1	1	3	0	3	25
Bl	0	1	1	0	3	3	0	3	3	0	3	3	0	1	1	1	0	1	12
NH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
M	0	3	3	0	1	1	0	2	2	0	3	3	1	4	5	2	4	6	20
SubT Multicultural	3	10	13 (7%)	3	14	17 (9%)	1	14	15 (8%)	1	12	13 (8%)	3	7	10 (7%)	8	7	13 (10%)	81 (8%)
White	24	130	154 (84%)	23	131	154 (83%)	25	133	158 (84%)	24	109	133 (82%)	19	103	122 (85%)	15	89	104 (79%)	825 (83%)
In	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	0	0	0	2
Unknown	2	14	16	3	11	14	4	10	14	2	13	15	2	10	12	6	8	14	85 (9%)
Total	29	154	183	29	156	185	30	158	188	28	134	162	24	120	144	25	106	131	993 (100%)

Hi -   NH - Native Hawaiian or Other Pacific Islander
AI - American   U - Race or Ethnicity Unknown
As - Asian   W - White
Bl - Black or   In - International
M - Two or More Races

Note: Seven of the categories (excludes International) are U.S. Department of Education reporting categories

Table IV.11. St. Catherine University, Graduate Students, Race/Ethnicity (2011-2016), Fall Cenus Data, Percentage

Race/Ethnicity	2011	2012	2013	2014	2015	2016
African American	2.4	2.5	2.7	2.9	2.7	3.2
Asian American	2.8	2.9	2.4	2.9	3.0	4.5
Hispanic	1.7	1.9	1.4	1.3	1.8	2.4
Native American	0	0.3	0.3	0.3	0.5	0.6
Native Hawaiian/Pacific Islander	0	0	0	0	0.1	0
Two or More Races	1.8	2.0	1.1	.2	2.0	2.0
Total Multicultural	*8.8*	*9.6*	*7.9*	*8.7*	*10.1*	*12.7*
White	**80.4**	**81.4**	**84.0**	**83.0**	**83.0**	**80.4**
International	0.4	0.1	0.1	0.3	0.4	0.7
Not Reported	10.4	8.8	8.0	8.1	6.2	6.1

Note: Data in this table based on self-reported information from the admission applications; Source: 2016 University Fact Book, p. 7.

Table IV.12. Minnesota Census Data Race and Hispanic Origin by Percent, July 1, 2015 (V2015)

U.S. Census Category	% Population Estimate
White alone	85.4%
Black or African American alone	6.0%
American Indian and Alaska Native alone	1.3%
Asian alone	4.9%
Native Hawaiian and Other Pacific Islander alone	0.1%
Two or More Races	2.4%
Hispanic or Latino	5.2%
White alone, not Hispanic or Latino	81.0%

Source: Quick Facts, Minnesota US Census Bureau,
http://www.census.gov/quickfacts/table/PST045216/27

Table IV.13. Minneapolis city, MN; Minneapolis-St. Paul-Bloomington, MN-WI Metro Area

U.S. Census Category	% Population Estimate
White alone	69.4%
Black or African American alone	21.0%
American Indian and Alaska Native alone	2.9%
Asian alone	7.2%
Native Hawaiian and Other Pacific Islander alone	0.2%
Two or More Races	4.9%
Hispanic or Latino (of any race)	10%

Source: *ACS Demographic and Housing estimates, 2011-2015 American Community Survey 5-Year Estimates, URL:* https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk.

For gender distribution, the MLIS Program has had a smaller percentage of females enrolled than across all University Graduate Programs over a five year periond, and there is a slight drop in percentage since 2011. However, the majority of MLIS students enrolled continue to be female.

Table IV.14. Percent of Women Enrolled in Graduate Programs and MLIS Program

	2011	2012	2013	2014	2015	2016
Library & Information Science	84%	84%	84%	83%	83%	81%
All St. Catherine Graduate Programs	90%	91%	90%	90%	89%	88%

Source, University 2016 Fact Book, p. 8.

Educational Background

Educational background is tracked through Graduate Admissions annual reports. For AY 2015-2016, 59% of degrees (see Table IV.15) came from in-state institutions, with the highest number of degrees coming from St. Catherine University and the University of Minnesota, Twin Cities. Out-of-state degrees came mostly from institutions in the Midwest (Wisconsin, Iowa, Missouri, and Ohio). Some 78% of majors completed by new students in 2015-2016 earned baccalaureate degrees in the Humanities and Social Sciences with the rest spread out across a variety of disciplines including science, mathematics, business, library and information science, education, multi/interdisciplinary studies, and professional studies (see Table IV.16). Among Humanities majors, English, English Literature, and History comprised the highest number (37 of 48).

Table IV.15. Degree Granting Institutions, New Students, AY 2015-2016

In-State	#	Out of State	#
Augsburg College	1	Bates College (ME)	1
Bethel Univ.	2	Claremont University (CA)	4
Carleton College	1	Gallaudet University (DC)	1
College of St. Benedict	2	Kutztown University (PA)	1
Concordia College	1	Luther College (IA)	2
Gustavus Adolphus	1	Iowa State Univ.	2
Hamline Univ.	1	Ohio Univer.	1
Macalester College	1	Oklahoma State Univ.	1
Metro State Univ.	1	Tulane Univer. (LA)	1
MSU-Moorhead	1	Univ. of Chicago (IL)	1
MSU-Southwest	1	Univ. of Illinois	1
St. Catherine Univ.	9	Univ. of Iowa	1
St. Cloud State Univ.	1	Univ. of Missouri	1
St. Mary's Univ.	1	Univ. of Montana	1
Univ. of MN (Twin Cities)	11	Univ. of Portland (OR)	1
Univ. of MN – Morris	4	Univ. of Texas at Brownsville	1
Univ. of Northwestern	2	UW-Eau Claire	1
Univ. of St. Thomas	2	UW-Madison	1
Winona State Univ.	1	UW-River Falls	1
Total	**44**	**Total**	**26**

Source: Graduate Admissions annual enrollment report, 2015-2016

Table IV.16. Educational Majors for New Students AY 2015-2016

Discipline	Majors	#
Humanities	2 Art History, 1 Catholic Studies, 1 Classical & Near Eastern Archeology, 26 English, 2 English Literature, 1 French, 9 History, 1 Media & Cultural Studies, 1 Medieval Studies, 1 Music, 2 Philosophy, 1 Theatre Arts	48
Social Science	1 Communication*, 1 Geography, 1 Geography & Environmental Studies, 3 Political Science, 1 Psychology, 1 Social Studies	8
	Subtotal	**56 (78%)**
Business & Economics	1 Accounting, 1 Financial Economics	2
Science & Mathematics	1, Bio Chemistry, 1 Mathematics, 1 Agriculture	3
LIS	1 Information Management, 2 Library and Information Science	3
Education	1 Elem. Education	1
Multidisciplinary	1 Interdisciplinary Studies, 1 Multidisciplinary Studies	2
Professional Studies	1 Interpreting, 3 Law	4
	Total	**71**

Note: Communication crosses Humanities and Social Science; Source: Graduation Admissions Enrollment Report AY 2015-2016

Financial Aid

University Financial aid staff members are available to assist students on a walk-in basis, by telephone, appointment on site, or through e-mail. Information about current *Tuition and Fees Schedules* and how to apply for financial aid is posted on the University Website. On average from 2011-2016, 60.6% of MLIS students received federal Financial Aid (see Table IV.17). The average reflects an increase from the data reported in the *2010 Self-Study* for initial accreditation for the years 2004-2009 (55%).

The number of students receiving aid was stable from 2011—2014, but there was a recent increase of about five percent from 2015-2016. Many MLIS students are employed either fulltime or part-time; however, the study conducted by the MLIS Program and Graduation Admissions in spring 2016 revealed that 55% of those who responded (n=82) were not working traditional fulltime hours (Appendix IV.A SCU MLIS Marketing Plan 2016-2018).

Table IV.17. Percentage of Students Receiving Financial Aid, 2011-2016

	2011	2012	2013	2014	2015	2016	Average
%	60.1	58.4	60.6	59.3	60.4	64.9	**60.6**

Source: *Institutional Research Planning and Assessment, Fall Census Data*

In 2012, the MLIS Program, working with Graduate Admissions, added a New Admit scholarship of $5,000 awarded each Fall semester. Beginning in spring semester 2018, a third New Admit scholarship will be added. The H.W. Wilson Scholarship was awarded to two new students (fall, spring), at $1,000 each in 2012-13, 2013-14, 2015-16. In 2016-17, the Wilson scholarship was distributed three times: $1,500 to two students and $1,250 to one student (summer, fall, spring).

The Admissions Committee determines who receives the New Admit and Wilson Scholarships. The Program was notified in 2014-15 by the Development Office of the Kathleen F. Leary Endowed Fund, whose donor's preference is that an award is given to a student from

Wisconsin enrolled in the MLIS Program. The Financial Aid Office determines the qualified recipient. A $700 award was distributed 2014-15; $2000, AY 2015-16; and $4000, 2016-17.

The MLIS Scholarship is awarded annually to a current student. It is a competitive award of $2,000 that is available to those who have completed at least 18 credits by the end of winter term and have at least two courses remaining to graduation. The MLIS faculty conducts blind reviews of applications, ranks them according to established criteria and selects the recipients, based on the following criteria:

- Demonstrated leadership ability in academic or extracurricular activities;
- Overall academic achievement;
- Potential for leadership; and,
- Commitment to the profession.

The Minnesota Chapter of the Special Libraries Association (SLA), in conjunction with the MLIS Special Libraries student group provides funds up to $2,000 for conference travel to the summer SLA annual conference. The student group promotes the travel award each spring and collects applications. Designated officers of the Minnesota SLA Chapter select the recipient. Previously (2005-2010; 2013), the state SLA Chapter offered the Grieg Aspnes Memorial Scholarship, a $500 award for a St. Catherine MLIS student interested in special librarianship. The Aspnes scholarship was in honor of Grieg Aspnes, a past president of the Minnesota Chapter and an active leader in the SLA Information Technology and Advertising Divisions and Education. A $2,000 one-time scholarship was given in fall 2011 in honor of the late Minnesota librarian Edward Swanson, who received the 2011 Mann Citation, recognizing outstanding professional achievement in cataloging or classification.

The Program offers graduate student assistant positions during the fall and spring semesters enabling students to work either with faculty or with administrative staff. Faculty and staff members who wish to hire an assistant write the individual position descriptions and hire

after reviewing applications. The positions vary and may include assisting with research projects, special projects, course development support or administrative support.

In 2015, the Graduate College adopted policies and published a handbook for graduate assistantships and traineeships to be followed by all graduate programs (Appendix IV.B Graduate Assistant and Trainee Policy). The policy set job classifications and descriptions for Graduate Administrative Assistant, Graduate Teaching Assistant and Graduate Research Assistant and hourly pay rates for each type, ranging from $13.75 per hour to $15.75 per hour. MLIS graduate assistants typically work 8-10 hours per semester.

A trainee is defined "a graduate student enrolled at least half time (3 credits per term) at St. Catherine University who "participates in a program with an intentional educational purpose designed to bridge the gap between the theoretical knowledge gained in classroom education and the broader skills and competences expected for success within professions and disciplines. Traineeships are considered educational in nature and do not have an element of pay for effort" (Appendix IV.B GA and Traineeship Policy). Trainees are not considered University employees even if they receive a financial award or stipend for the traineeship. The MLIS Program has not yet offered a traineeship.

The St. Catherine University Library also provides opportunities for students to engage with the collections, librarians, and professional experiences. Five to six graduate assistants work in the Library and have opportunities to explore various professional pursuits in an academic library from one semester to multiple years. The assistantship experience serves to expand upon knowledge gained in the classroom. Positions may be available in reference, technical services, archives, and special collections. Library graduate assistants are paid $13.75 per hour and work 10 to 20 hours per week, depending upon the assistant's availability.

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.

Website

The University website, managed by the University's Marketing and Communications Office (MarComm), is the primary communication tool to provide current, accurate and easily accessible information to prospective students, enrolled students, and the public. However, the website has been an ongoing area of concern for the Program since 2011 due to the University undergoing transitions in website design, which resulted in three web redesigns for MLIS Program web information area on the public website. A summary timeline of changes is sown in Table IV.18.

The latest redesign for the University website that went live in fall 2015 affected the Program's internal website. In spring 2016, much of the MLIS information for enrolled students was temporarily migrated to a WordPress site that was linked to from the MLIS Blog site. Announcements about the temporary internal website were emailed directly to students and posted in the MLIS newsletter. In AY 2016-2017, newly hired IT Coordinator Toyin Akisanya coordinated a project to build a new, robust department website on a Wordpress platform to provide information for both MLIS/SLMS Graduate Students and undergraduate students enrolled in the new baccalaureate minors. The new MLIS website has enhancements, such as centralizing the Program's social media feeds (blog, Facebook, Twitter), providing a repository for student work (password protected), and a people page that includes information on Student Leaders as well as Faculty, staff and administration.[53]

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[53] St Catherine University, *Library and Information Science*, accessed September 8, 2017, https://www.stkate.edu/academics/graduate-degrees/academic-programs/mlis.

Table IV.18. Summary Timeline of Changes to Public and Internal Program Websites

	2011	Circa 2013	Fall 2015	Spring/Fall 2016	Spring 2017
Public Website	Redesigned website for MLIS Program launched January 2011: http://www.stkate.edu/academic/mlis/	University transitions to Drupal platform for public website, URL for MLIS: https://www2.stkate.edu/mlis/	University transitions to new platform for public website under Marcomm initiative: Main Public Page for Program: https://www.stkate.edu/academics/graduate-degrees/academic-programs/mlis	Same URL as Fall 2016 May '16, Web Oversight Committee created (Dr. Kohne Yoon appointed to committee).	MLIS Student Resources Page on Public Website: https://www.stkate.edu/about/accreditation-and-accountability/program-accreditation/mlis-accreditation-and-student-information
Internal Website	Internal Program website available via Kateway Portal; required password and login	Internal Program website available via user password and login from the public website	Internal Website offline Fall 2016	Spring '16: Temporary internal Website created Spring 2016. https://tempmilsstudentinfo.wordpress.com/ Fall '16: Work begins on design of new Department integrated website (Toyin Akisanya, IT Coordinator)	New Department Website launched April 8, 2017 for Graduate Program and Undergraduate minors. lis.stkate.edu Integrates social media, blog, newsletter, events, job resources, student work repository and more.

In the meantime, the Program also worked with Marcomm to rebuild MLIS Student Resources content on the public website which align with accreditation standards and limit redundancy. The Program had maintained a similar page for accreditation and assessment information and reports (Annual Report to the Dean, Biennial Narratives) since 2012; however, the page had to be rebuilt after the transition in September 2015. The Program's enhanced and integrated public website links to the new LIS Wordpress website and vice versa. One important section of the rebuilt area for Student Resources includes a separate page on Assessments as required by ALA.[54]

In 2015-2016, faculty and administrators from all programs called for more input into the University website and progress on campus. MLIS faculty member Dr. Kyunghye Yoon now sits on the University Web Oversight Committee, which was created in May 2016 to help "inform and direct decisions associated with St. Catherine's website, its structure, content management, and policies."[55]

Social Media

The Program has enhanced its use of social media communication since 2011, beginning with a Blog hosted on Google blogspot for News/Events, Employment/Internship opportunities. In 2012, Nick Steffel, the former IT Coordinator, worked with the Marcomm to create Facebook and Twitter Program accounts. Marcomm created an official logo for the MLIS Program to use on our Facebook and Twitter pages. For two years (2012-2014), Steffel and Torres attended open lunch meetings on campus called "social media lunch" (SMUNCH), which allowed people in academic departments or University offices using social media to meet periodically to share

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[54] St Catherine University, *MLIS Student Resources: Assessments*, accessed September 8, 2017, https://www.stkate.edu/about/accreditation-and-accountability/program-accreditation/mlis-accreditation-and-student-information
[55] St. Catherine University email communication with attached letter to University faculty and staff from President's Office, May 18, 2017.

knowledge and strategies for use of social media. The open meeting ended not too long after the

two original staff members who spear headed SMUNCH left the University for other

employment. Steffel and Torres also attended a Social Media Breakfast-Minneapolis/St. Paul

event to learn more about social media strategies by business and non-profits.

Newsletter

The next enhancement to communications occurred in February 2013 with the launch of

the MLIS Newsletter. Published monthly during the fall and spring semesters, the MLIS

Newsletter keeps community members informed about events, news and other items of interest

to our program's students and other stakeholders. IT Coordinator, Nick Steffel, handled

newsletter production from its launch until he left the Program early in 2016. In fall 2014, a

graduate student assistant, Samantha Stepp, was hired to assist with the newsletter and social

media communication. From 2013-2014, the newsletter was produced using a template designed

for Gmail. In 2015, a MailChimp account was created to handle the newsletter subscribers and to

provide a template for the newsletters. Torres and Stepp produced the monthly newsletter from

spring 2016 through spring 2017. IT Coordinator Toyin Akisanya joined the Program in AY 2017-

2018 and oversees the newsletter. Past newsletters published via MailChimp are available

online.[56]

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[56] St. Catherine University, *MLIS Newsletter*, accessed September 8, 2017.
https://mailchimp.com/about/mcsv-static.

> 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.

Information for potential applicants is published on the public website, including information on eligibility, prerequisite requirements, and documents that should be included in the application materials.[57] A Graduate Admissions Office counselor assigned to the MLIS Program handles questions about the application process. To be considered for admission, applicants must:

- Hold a completed bachelor's or graduate degree from an institution that is accredited by one of the regional accrediting associations (e.g. Higher Learning Commission); and,
- Have a cumulative grade point average (GPA) of 3.0 (B) or higher on a 4.0 scale. If the applicant's GPA is less than 3.0, official scores from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) are required.

Applications are submitted online and are held by the Graduate Admissions Office. Faculty Admission Committee members, who serve on a rotating basis (Table IV.19), use the MLIS Applicant Rating Form (Appendix IV.C MLIS file review sheet) to assess the strength of an application on multiple aspects, providing a final score and recommendation for admissions. Individual reviewers use the form to take notes. The rating form ensures that all applicants are assessed using the same criteria, such as experience, academic aptitude and track record, recommendations, and articulation of career goals. Committee members work independently during this part of the review process and do not discuss applications until all have been reviewed

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[57] St. Catherine University, *Application Instructions for Master of Library and Information Science*, accessed September 8, 2017, https://www.stkate.edu/admissions/apply/graduate/library-and-information-science-application-instructions.

and ranked. At times, the Admissions Committee may ask for input from the MLIS Associate

Dean/Program Director, if there are concerns about a specific application.

Table IV.19. Faculty Admissions Committee

Academic Year	Fall Semester	Spring Semester
2011-12	Sheri Ross & David Lesniaski	David Lesniaski & Sook Lim
2012-13	Sook Lim & Joyce Yukawa	Joyce Yukawa & Sarah Park
2013-14	Sarah Dahlen & Sheri Ross	Sheri Ross & David Lesniaski
2014-15	David Lesniaski & Kyunghye Yoon	Kyunghye Yoon & Tony Molaro
2015-16	Tony Molaro & Joyce Yukawa	Sook Lim & Joyce Yukawa
2016-17	Sook Lim & Sarah Dahlen	Sarah Dahlen & David Lesniaski

Source: *Faculty Committee Rosters*

The application essay asks applicants to respond to three questions that help the reviewers

understand the applicant's goals for pursuing a degree, the applicant's degree of familiarity with a

critical issue facing the field, and how that issue connects to questions of social justice and

inclusion. The specific instructions are:

- Discuss your professional goals in relation to the field of library and information science and the MLIS program at St. Catherine University. Provide specific examples;
- Identify an emerging critical issue in the field today. How does it affect professional practice now and in the next decade? Provide evidence that supports your discussion by citing relevant sources (library journals, scholarly articles, books, interviews with LIS professionals, etc.); and,
- What are the implications of this issue for questions of social justice and inclusion? How has your background, skills and/or experiences prepared you to interact effectively with individuals of diverse communities and perspectives?

Following the individual committee member review, Graduate Admissions Counselor

Kristina Sande, Associate Dean/MLIS Program Deborah Grealy, and the MLIS Admissions

Committee members meet to discuss the pool of applicants and make final decisions. The Office

Coordinator also sits in on this meeting. Admission decisions can be to admit, to reject, or to

reject with suggestions for strengthening the application for the future. Often, the latter consists

of the suggestion to gain further experience in the LIS field through volunteer or paid work.

Conditional admission is available to only those applicants who are in the last term of their

baccalaureate degree program. They are admitted on the condition that they complete the

undergraduate degree with a 3.0 GPA and provide an official transcript showing the earned

degree. Once admissions decisions have been made, the Office of Graduate Admission sends

letters to applicants informing them of the decision. The Admissions Committee reports to the

faculty once a term at a Program meeting providing brief summary information about the

applicant pool, such as numbers of applicants, and the process. The Office of Graduate

Admissions provides summary data about the applicant pool each term, and provides a summary

annual report for each academic year.

In response to drop-in enrollments, in AY 2014-2015, the Program started accepting

applications on a rolling basis after the priority dates (October 1, March 1). However, the Program

continues to maintain the same standard general process for all applicants, pre-or-post deadline:

- the same review form is used by all reviewers;
- two reviewers independently assess each file; and,
- if the two reviewers disagree on the final admission decision, a third reviewer is included.

Late applications are reviewed by Associate Dean/MLIS Program Deborah Grealy and an

available faculty member. For example, SLMS Program Coordinator Heidi Hammond will review

an applicant interesting in a career in school librarianship. Graduate Admissions decides on the

cut-off date for rolling applications based on the timing for the start of the semester.

In addition to admissions materials that are available on the University website and in

printed form for face-to-face information sessions, several information sessions are held annually

in person. Since July 2014, the Program has held online information sessions using Blackboard

Collaborate. During these sessions, prospective students learn general background information

regarding graduate study and are able to meet with representatives from the MLIS Program to

address specific questions. MLIS prospective student sessions are handled by different

representatives from the Program and may include a graduate from the program. MLIS graduate

Chris Jacobs served as an alum representative for many years. In July 2016, a current student,

Chayse Sundt, served as a representative to give an enrolled student perspective about the

program during a face-to-face information session.

The Graduate Admissions Office provides annual Enrollment Reports that provide

aggregated information about the number of inquiries and applications and enrollments, and

statistical data about incoming students including gender, age, GPA, educational background, etc.

> 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.

Orientation

From orientation to graduation, the MLIS Program lays a firm foundation for the

knowledge and skills needed to build a successful career and to allow students to meet their

individual aspirations. New graduate students are required to attend orientation to the University

offered by Graduate Admissions and a separate orientation session for the MLIS Program held on

the same day. For fall and spring semesters, Orientation is held on a Saturday morning and for the

summer, it is held on a Thursday evening. The day/time accommodates the needs of busy,

working adults.

MLIS Orientation is coordinated by the Program's Student Services Committee, which

solicits feedback from those attending to make improvements for the orientation program.

During the MLIS orientation, students are introduced to people in the Program, including faculty,

staff, and student leaders. They learn about the curriculum, opportunities to conduct research,

instructional technology, and how to become involved with MLIS student groups. Various faculty

and staff members are assigned to present Program information. Representatives of student

groups present on Student Life. MLIS orientation ends with group advising sessions during which

advisors and the new students assigned to them meet to go over program expectations and answer any questions.

At Orientation, new students receive the current Student Guide (Appendix IV.D folder contains copies of guides for the past academic three years) with vital information regarding the program's expectations and policies for academics and conduct; program mission, Student Learning Outcomes (SLOs); contact information for faculty, advisors and staff; academic calendars; information about campus resources; and, information about the School of Business and Professional Studies and the Graduate College. A digital PDF copy of the Student Guide is posted on the MLIS Public website in the area for Student Resources.[58]

The Program began taking part in summer orientation in 2015 when it began accepting new summer students. Some adjustments have been made regarding how the advising session is carried out because some faculty members may not be available. However, the new summer students receive the same information as those who attend fall and spring sessions.

Advising

All new students are assigned an academic advisor. Enrollment packets include a list of current faculty members with their areas of expertise in Library and Information Science (Appendix IV.E Spring 2017 Advisors). Newly admitted students are encouraged to select an advisor based upon their individual interests. Generally, students are assigned to the advisor chosen; if no preference is indicated, an advisor is selected for the student prior to orientation day. All students who are interested in the School Library Media Specialist (SLMS) Program are assigned to SLMS Coordinator Dr. Heidi Hammond, as that program has special requirements. At MLIS orientation, students meet by group with their assigned advisor for an initial advising

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[58] St. Catherine University, *MLIS Student Resources: Student Guide*, accessed September 8, 2017, https://www.stkate.edu/about/accreditation-and-accountability/program-accreditation/mlis-accreditation-and-student-information.

meeting that includes time for the students to ask questions about the program, suggested courses, and involvement in the Program. Experienced MLIS students who are available sit in the advising meetings to address new students' questions from a student's perspective.

Other than requirements for the SLMS licensure, the MLIS program does not prescribe tracks of study. This approach permits individual students to work with their advisors and design programs of study to meet their individual interests and needs. The Program provides opportunities for independent study, internships, and practicum experiences that further enable students to create programs of study that allow them to address individual needs, goals, and dreams to be fulfilled. The Program requires five courses as core courses to ensure that students gain shared foundational competencies. Electives permit students to have flexibility in creating programs of study that meet their professional needs and interests.

For students interested in a career in a specific LIS area, faculty members have written Pathway documents that give background information about the specialty area and recommend useful combinations of courses to gain knowledge and skills. Students can make choices to create a mix of courses that best suit their academic and career aspirations. First-semester students draft a course plan based on their goals and learning needs and are required to meet with their faculty advisor in their first semester to discuss the course plan. To ensure that this advising meeting happens, each student enrolled in the core introductory course LIS 7010 is required to meet with her/his advisor as an assignment for the course. Students fill out a course plan form that contains the requirements in place when they entered the program. The student and the advisor prepare and sign a MLIS Advising Form (see Appendix IV.G MLIS course plan after summer fall 2015 and Appendix IV.H MLIS course plan pre-summer fall 2015) developed for this purpose. The draft course plan serves as a guide for the students to plan for the courses they will take in the Program.

MLIS Students may revise their plan as they progress, and they can change advisor if their interests evolve by contacting the office manager and requesting a new advisor. Advisors contact their advisees at midpoint (15-18 credit hrs.) to check in with them to review their goals and progress and to discuss future course selection and professional preparation. Students are advised that they have the freedom to seek academic and career advice from other faculty and staff members other than their assigned advisor at any time by making an appointment for individual consultation. Finally, the *ePortfolio* process, starting with AY 15-16, has been folded into advising with faculty advisors having responsibility to provide guidance for their advisees from their first semester until the *ePortfolio* is due near the end of their degree program.

School Library Media Specialist Program

The SLMS Program has separate advising forms depending on whether or not a student holds a Minnesota Teaching License (Appendix IV.I SLMS Advising Form A; Appendix IV.J SLMS Advising Form B). Some students pursue just the licensure while others are completing the MLIS Program with the SLMS licensure. Since 11 of the 12 courses (33 of 36 credits) for MLIS/SLMS students are required by the Minnesota Department of Education, and because some of those courses are offered on a rotation basis, students must not deviate from their plans without potentially delaying their graduation dates. Because of this planning, it is possible to determine when students will take particular classes such as LIS 7283/7286 Clinical Experience/Student Teaching. All SLMS students meet with the SLMS Coordinator to plan courses of study.

Information about advising is available on the MLIS public website in the student resources area and in the printed student guide. The online advising section for MLIS students provides a two-year MLIS course grid allowing students to plan their coursework. That section also lists the faculty advisors and their areas of specialty. The separate pathway documents for many LIS specialization areas are available on the website for download. In addition, students are

given instructions on how to access copies of past syllabi stored online that can give them insight into a specific course.

During advising sessions, advisors may give advice on numerous issues related to academic success, success in the profession, possible career paths and referrals to University support in areas such as writing and accommodation of student disabilities. Beyond formal meetings, students receive informal advice in a variety of ways. For example, faculty members provide information regarding possible courses for students in their current classes, especially as the date for registration looms. A student's busy schedule may prevent the student from an in-person meeting. Consequently, often faculty members give advice to students via e-mail or phone.

Pathway Areas

The faculty reviewed and updated pathways for AY 2017-18. The updated set of 10 pathways are Academic Libraries, Archives & Special Collections, Information Science, Managerial Leadership, Public Libraries, School Libraries, Special Libraries, Technical Services, User Services, and Youth Services.

Table IV.20. Pathway Areas and Advisors through AY 16-17

Pathway Area	Advisors
Academic Libraries	David Lesniaski, Sook Lim
Archives and Special Collections	Molly Hazelton, Deborah Torres
Digital Libraries	Kyunghye Yoon
Information Literacy and User Education	Sarah Dahlen, Heidi Hammond, Sook Lim
Information Science	Kyunghye Yoon, Sook Lim, Joyce Yukawa
Managerial Leadership	Sook Lim, Anthony Molaro
Public Libraries	Anthony Molaro
School Libraries	Heidi Hammond
Special Libraries	Kyunghye Yoon
Technical Services	David Lesniaski, Sheri Ross
User Services	Anthony Molaro, Joyce Yukawa
Youth Services	Heidi Hammond, Sarah Dahlen

Notes: The faculty reviewed Pathways and updated them in spring 2017 for AY 17-18; Hazelton is adjunct faculty teaching two archives courses; Staff member Torres also provides advice on careers in archives and special collections.

Services for Students at Risk

Procedures are in place to assist students whose performance has fallen below expectations for good academic standing. All students are expected to maintain a minimum grade point average (GPA) of 3.0 (B) throughout their course of study. If the GPA falls below 3.0 upon taking nine semester credits, students are issued a letter of academic warning and placed on academic probation (the faculty advisor is copied on the letter). If placed on probation, a student must achieve a 3.0 cumulative GPA by the end of the term when the total credits taken equal or exceed 18. Students are required to meet with the Associate Dean/Program Director to set-up a plan to raise the cumulative GPA to 3.0 or higher. Students not achieving the minimum GPA after taking 18 credits may be dismissed from the program. The MLIS Program reserves the right to deny registration to any student who is not progressing satisfactorily toward a degree.

Student services on campus support students at all degree levels with academic and personal success. These services are "are designed to make accommodations, provide information, and offer support to students facing any issue that might hinder their ability to succeed academically."[59] The University provides a printed information and an overview of resources at Orientation. The MLIS Program has a section on campus resources in its student guide. Faculty and staff members will refer students to these services as needed. Services include the following:

- **Support for Students Raising Children:** *Office of Access and Success,*
  https://www.stkate.edu/students/support-and-assistance/access-and-success
- **Spiritual Guidance and Mentoring:** *Campus Ministry,*
  https://www.stkate.edu/students/faith-and-spiritual-life/campus-ministry
- **Job Seeking and Interview Preparation:** *Career Development Center.* Graduate students can make an in-person appointment or arrangements can be made upon request for a telephone or online session for College for Adults or graduate students/recent alums,
  https://www.stkate.edu/students/support-and-assistance/career-development/
- **Short Term Counseling and Referral:** *Counseling Center,*
  https://www.stkate.edu/students/health-and-wellness/counseling-center

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[59] St. Catherine University, *Support& Assistance,* accessed September 8, 2017,
https://www.stkate.edu/students/support-and-assistance.

- **Support for Students of Color/International Students:** *Multicultural and International Programs and Services (MIPS)*, https://www.stkate.edu/students/support-and-assistance/mips/
- **Writing/Math Support and Disabilities Resources:** *O'Neill Center for Academic Development,* The office has developed writing assistance in-person and online that is targeted to graduate students., Website: https://www.stkate.edu/academics/academic-resources/oneill-center

The University's Office of Student Affairs has an online "early alert" system that advisors, instructors, or staff can use to alert Student Affairs that a student is exhibiting early signs of trouble. The referral is made through the University's Mapworks online student assessment and retention system. The report is submitted to Student Affairs so that the student may be contacted by the EAST Team within Student Affairs and referred to appropriate assistance.

Multifaceted Evaluation of Achievement

As described in Standards I and II, the faculty have adopted programmatic Student Learning Outcomes (SLOs) and have learning objectives for individual courses. A variety of methods are used to gather direct and indirect evidence documented in the Program's Outcomes-Based Assessment Plan (Appendix IV.K MLIS Program Outcomes-Based Assessment Plan 2016-2017) regarding how well students have met the learning outcomes. Data are collected using an Entering Student Survey, Exiting Student Survey, 1-year and 5-year Alumnae/i Surveys, and *ePortfolios*. Two special required courses were offered 2012-2017. The Touchstone Course (offered 2012-2016), was a one-credit seminar course designed to help students integrate, synthesize and reflect on the knowledge gained from the core curriculum via a case study. The two-credit Capstone Course (offered 2013-2017) was available to students in their final or penultimate semester. Students engaged in a group project for a community partner, which offered students the opportunity to plan, execute and assess a semester-long, team-based project, and report publicly on their experiences and results.

Faculty members ensure that there are a range of methods to assess student achievement for knowledge and skills within the classroom. Instructors use a variety of assessments for individual assignments and group work to evaluate students in courses and provide feedback on their achievements. Faculty provide feedback to students using grading rubrics, through comments and written evaluations, and, ultimately, through course grades. Individual work allows students to develop and demonstrate their own individual knowledge and skills. Short-term group work and longer-term group projects allow students to develop and demonstrate teamwork and collaborative skills. Instructors may embed service learning projects for community partners or projects with a local institution that allows students to gain a specific skill, such as how to process an archives collection. Within the LIS 7993/2 Practicum course, students work closely with a professional supervisor and receive feedback on their performance. Course syllabi show that within the curriculum there is diverse opportunity for students to both gain knowledge and apply practical skills as included in course syllabi and D2L files on site.

Individual instructors choose which evaluation methods are most appropriate to determine that students have met course learning objectives. The University's UCAP committee has adopted standard syllabus requirements and provides a template to assist instructors with building a syllabus that makes explicit to students the course objectives, learning activities, and how they will be evaluated. Individual instructors have some flexibility for documenting expectations within a syllabus. For example, faculty member Dr. Joyce Yukawa, includes a mapping table in her syllabus for LIS 7040 Access Information Access Services to show how that course's objectives are connected to specific student learning outcomes and methods of assessment (Table IV.21). Assessments for the course show various methods such as search exercises, workshops, reports, creation of a bibliography, and creation an online subject guide. For details, see the syllabus for LIS 7040 Information Access Services.

Table IV.21. LIS 7040 Course Learning Objectives Mapped to SLOs and Assessment Methods

Course Learning Outcomes By successfully completing this course, the student will be able to:	MLIS Program SLOs	Method of Assessment
1. Understand and compare the organization of information for access in print sources, databases, and on the web.	SLOs 6, 7	Search Exercises, Online Subject Guide, Bibliography Plan, Class Workshops
2. Understand users' information seeking behavior.	SLOs 1, 9	Reference Observations Report, Class Workshops
3. Demonstrate techniques used to retrieve, evaluate, and synthesize information from diverse sources.	SLOs 1, 2, 7	Search Exercises, Online Subject Guide, Bibliography Plan, Class Workshops
4. Cite sources precisely using a standard style manual (APA).	SLO 8	Search Exercises, Bibliography Plan, Reference Observations Report
5. Evaluate the quality, accuracy, comprehensiveness, timeliness, and utility of individual reference resources.	SLO 7	Search Exercises, Online Subject Guide, Bibliography Plan, Class Workshops
6. Understand and use "best practices" in reference and user services, both face-to-face and online.	SLOs 1, 6, 7, 9, 10	Reference Observations Report, Class Workshops
7. Express an integrated philosophy of reference/ information service.	SLOs 1, 5, 6, 8, 9, 10, 11	Reference Observations Report
8. Understand and demonstrate information literacy instruction, such as user guides and brief bibliographic instruction sessions.	SLO 10	Online Subject Guide, Class Workshops
9. Understand the issues and trends in information access services.	SLOs 1, 8, 9	Class Workshops

Honors and Awards

Students who demonstrate a high level of achievement receive recognition through honors and awards (see Table IV.22). Since 2007, the faculty have awarded the Sister Marie Cecilia Marzolf, CSJ Founder's Award to the student or students who the MLIS faculty has identified as the most outstanding MLIS graduate or graduates of the semester. The recipient has her/his name engraved on The Sister Marie Cecilia Marzolf, CSJ Founder's Award plaque located in the student lounge and receives a certificate of recognition during the Program's Graduate Reception held the Monday evening before commencement.

The MLIS Scholarship gives a monetary award and recognition to a student at about midpoint who demonstrates academic achievement and leadership potential. Annually, faculty select no more than 25% of the academic year's graduating class to be invited to become members of the LIS Honor Society Beta Phi Mu. Invitees for induction must meet the minimum 3.75 GPA requirement and demonstrate the values of scholarship, leadership and service. Faculty, staff and students also may nominate a student who has demonstrated leadership for a University honor. For example, in spring 2017 student Heather Carroll received special recognition for her outstanding leadership for coordinating a special digitization project at the Abigail Quigley McCarthy Center for Women Annual Awards Celebration.

Table IV.22. Founder's Award and MLIS Scholarship Recipients (2011-2017)

Year	Founder's Award Recipients	MLIS Scholarship Recipients
2011-2012	Candice LaPlante (F11), Nicole Radotich (W12)	Amy Mars
2012-2013	Amy Mars (F12), Sara Zettervall (F12), Helena Kilbride (SP13), Paul Lai (SP13)	Amelia Snetting
2013-2014	Deni Buendorf (F13), Amelia Snetting (SP14)	Sarah Huber
2014-2015	Laura Hulscher (F14), Linda Mork (SP15)	Stewart Van Cleve
2015-2016	Kaia Sievert (F15), Adam Bezdicek (SP16), April Youngblood (SP16)	Samantha Stepp
2016-2017	Not awarded (F16), Samantha Stepp, Katherine Warde (SP17)	Stacy Price

Placement Assistance and Career Development

The Program publishes full-time, part-time job opportunities and internships via the MLIS Blog, Social Media (Twitter, Facebook). Until fall 2016, the Program maintained a physical job and internships bulletin board in the office hallway. The Program does not offer academic credit for

internships but highly encourages students to engage in an internship in an area of interest to gain practical knowledge and skills while pursuing their degree. In spring 2015, Student Services Committee members were interested in determining the level of engagement of students in one or more LIS-related internships while in the Program. A review of 39 resumes, pulled from student *ePortfolios* completed in spring 2013 and fall 2014, showed that 24 (n=39, 62%) students had engaged in one or more internships; 15 (38%) had not engaged in an internship.

To track recent graduates' employment, the Program now participates in the annual *Library Journal Placements and Salaries Survey*, so that we have information from calendar year graduates (2012-2015); we are currently participating in the survey of 2016 graduates. At least 10 percent of the calendar year graduates must participate for *Library Journal* to use our graduates' responses. Results regarding placements for 2012-2015 calendar year graduates is provide in Table IV.23. Salary information is shown in Table IV.24.

Table IV.23. Placements, 2012-2015 Calendar Year Graduates

	Graduates				Employed			% Employed	% Reported Employed of Total Graduates
Calendar Year	Women	Men	Total	Response Rate to Survey*	Women	Men	Total		
2012	55	8	63	37% (23 of 63)	15	4	19	83%	30%
2013	39	9	48	37.5 % (18 of 48)	11	3	15	83%	31%
2014	47	8	55	60% (33 of 55)	22	1	23	70%	42%
2015	50	10	60	31.70% (19 of 60)	9	2	11	58%	32%

*The survey relies upon the willingness of graduates to participate when contacted; not all choose to complete the survey; Results for the survey for Calendar Year 2016 graduates will be published in October 2017.

The Program uses various means to track graduate employment such as self-reporting, through LinkedIn contacts, speaking with alumnae/i attending MLIS events professional association conferences. In AY 2015-16, graduate program directors discussed the need to have data collected at the University level, which resulted in a revision to the 1-year and 5-year Alumnae Survey administered by Institutional Research Planning and Assessment (IRPA) for the 2016 survey to collect information on current employment status and salary range information.

Since 2013, 17 graduates have been profiled in the MLIS Newsletter showcasing the type of work in which they are engaged for public, academic, and special, and other types of organizations (Appendix IV.L Student Alum Accomplishments in MLIS Newsletter). The weight of gathered evidence, although not comprehensive, shows that a majority of graduates obtain jobs in either public or academic libraries in the Minneapolis-St. Paul metropolitan area. The Assistant Program Director is connected to almost 150 graduates via LinkedIn to stay in touch with them and see how their careers are progressing. Information from 146 graduates on LinkedIn, who have graduated in about the past 10 years, provides examples of where our graduates have obtained employment.

Public Libraries: Minneapolis-St. Paul metropolitan area: Hennepin County Library, Dakota County Library, Ramsey County Library, Anoka County Library, Carver County Library; **Out-of-state:** Oakland (CA) Public Library.

Academic Libraries: In-State: University of Minnesota, Metro State University, Minneapolis Technical and Community College, Augsburg College, Bethel University, Hamline University, St. Catherine University, Winona State University, Rasmussen University, Capella University; **Out-of-State:** University of Kansas, University of North Dakota.

Special Libraries: Corporations: Target, 3M, Cargill; Health: Mayo Clinic (Rochester, MN); Regions Hospital (Saint Paul, MN); **State Government:** Minnesota Pollution Control

Center, Minnesota Revenue Department, Minnesota State Law Library; **Corporate Law:** Fredrikson & Byron, Lindquist & Vennum.

Archives and Special Collections: University of Minnesota Archives and Special Collections, Best Buy (Corporate Archives), General Mills (Corporate Archives).

Non-Profit Organizations: University of Minnesota Foundation, Minnesota Indian Women's Resource Center

School Libraries: Since 2011, there has been an increased demand for school librarians, so much so that the SLMS Coordinator sometimes receives phone calls from superintendents requesting students to apply to their districts. Recognizing that there are many school library positions, there has been an uptick in applicants interested in school libraries. Seven students who already held MLIS degrees enrolled in the program to obtain SLMS licensure from 2011-2016. Fifteen students have been hired on waivers to serve as school librarians while completing the program. SLMS students have found employment in area K-12 public school districts including Minneapolis Public Schools, Saint Paul Public Schools, Burnsville-Eagan-Savage Schools, Eagan Public Schools, Robbinsdale, West St. Paul-Mendota Heights-Eagan (ISD 197), Rosemount-Eagan-Apply Valley (ISD 196), Farmington, Edina, Minnetonka, Hastings, Roseville, and the Minnesota Academy for the Deaf. Two students went to private Catholic schools: Notre Dame Academy and Benilde-St. Margaret's. A few students who completed the SLMS Program have chosen to stay at their private industry jobs; one SLMS student found employment in higher education and recently transitioned from a position at a Minneapolis college to a position with Purdue University.

Salary Data

Reported salary information from the LJ Survey shows some improvement in reported median salary for both men and women from 2012 to 2015 for St. Catherine graduates (see Table IV.24). Median yearly salary data for librarians in the United States, State of Minnesota appear in Table IV.25. The LJ Survey results for salary across all 2015 graduates showed an overall improvement on average from the previous year. [60]

Table IV.24. Fulltime Salaries, 2012, 2013, 2014, 2015 Calendar Year Graduates

Calendar Year	2012			2013		
	Men	**Women**	**All**	**Men**	**Women**	**All**
Average	41,768	43,110	42,372	36,000	44,071	43,278
Median	45,000	37,000	N/A	36,000	37,000	N/A
Low	27,000	27,000	N/A	36,000	25,000	N/A
High	47,000	70,000	N/A	36,000	65,000	N/A
Placements	3	11	14	1	7	8
	2014			2015		
	Men	**Women**	**All**	**Men**	**Women**	**All**
Average	57,000	47,531	48,057	51,000	51,062	50,500
Median	57,000	41,000	N/A	48,000	41,371	N/A
Low	57,000	34,000	N/A	48,000	41,371	N/A
High	57,000	90,000	N/A	54,000	64,000	N/A
Placements	1	17	18	2	6	8

*The placements numbers in this table may differ from the Placement table because individuals may omit salary information; the salaries are for fulltime.

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[60] Suzie Allard, *Library Journal Placements & Salaries 2016*, updated October 17, 2016, accessed September 8, 2017, http://lj.libraryjournal.com/2016/10/placements-and-salaries/2016-survey/bouncing-back/# .

Table IV.25. Yearly Wages for Librarians in United States and Minnesota, 2015

Location	2015		
	Low	Median	High
United States	$33,810	$56,880	$88,530
Minnesota	$35,880	$54,100	$77,080
Minneapolis-St. Paul-Bloomington area	$40,180	$56,440	$78,350

Source: This information retrieved on 3/28/2017 from Salary Finder at CareerOneStop (www.careeronestop.org), sponsored by the U.S. Department of Labor, Employment and Training Administration.

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

Students have an active voice in Program planning and decision-making through the SGO, as representatives of student professional association chapters, and as individual representatives to Program and Faculty Committees. The MLIS Student Services Committee works to support students in the Program and solicits their input through surveys, town hall meeting discussions, and has responsibility for creating policies related to student scholarships and ensuring that that any scholarship recipients are selected.

Student Governance Organization (SGO)

The MLIS Student Governance Organization (SGO) was founded in 2006 and is the representative body for all MLIS students. One faculty member, Heidi Hammond, serves as an advisor to the organization. All MLIS students are automatically members and are welcome to attend SGO meetings, to run for office and to serve on committee positions. The SGO acts as a liaison to the faculty and the University as a whole, and advocates for students in the MLIS program. Officers for the SGO include a Chair or Co-chairs, Treasurer, and Communications Officer. A representative from each of the Student professional associations groups (ALA, SLA, SAA, PLG) attends each meeting, reports on their groups' activities and gives input. The SGO

ensures that there is a student representative to the following Faculty committees: Faculty

Development Committee, Student Services Committee, Facilities Committee, and the

Curriculum Committee. One to two students serve as representatives to monthly Program

meetings (Table IV.26); in 2016-2017, a permanent time slot for the SGO representative(s) to

report to the faculty was placed on the agenda.   In addition, an officer for the SGO serves as a

representative to the MLIS Advisory Council. Consequently, the SGO is key in the providing

opportunity for student concerns and interests to be articulated within the program's

policymaking environment and in decision-making processes.

Table IV-26. Student Representatives to MLIS Program Meeting

Academic Year	Students Representatives
2011-2012	Linda Hernes & Helena Kilbride
2012-2013	Amelia Snetting
2013-2014	Stephanie Rosso & Serena Giese
2014-2015	Anita Montoya & Alicia AuBuchon
2015-2016	Allison Current & Samantha Stepp
2016-2017	Samantha Stepp & Lauren Cottrell

Source: MLIS Program meeting minutes

The SGO oversees another important responsibility: disbursement of funds for

professional development activities to enrolled MLIS students in good academic standing. The

funds come from graduate student activity fees that are available for students to use so that they

may engage in extra-curricular activities, such as leadership development, gathering and

presenting academic research, and broadening students' overall understanding of and

engagement with current LIS issues and practices. Application deadlines and procedures have

been defined and publicized to MLIS students. Awarded funds are distributed after a student

takes part in the activity and presents receipt.

In addition to individual student support, the SGO uses its funds to sponsor co-curricular

activities and events that benefit students as a whole. Examples since 2011 include:

- Gene Ambaum and Bill Barnes of the web comic Unshelved, Presentation on Surviving the Public: The Unshelved Approach to Customer Service, October 12th, 2013; funding support by SGO; sponsored by the ALA Student Chapter, Graduate Student Advisory Board and Minnesota Library Association.
- Michael Gorman Lecture on Enduring Values in LIS, October 14, 2013, funding support by SGO and Metropolitan Libraries Services Agency (MELSA).
- Unconference for library and information science professionals, November 18, 2013, funding support by SGO and MELSA; sponsored by the student chapter of the Progressive Librarians Guild.
- ALA President Courtney Young Presentation on Advocacy, Diversity and Leadership, 2015 MLIS Summit, April 27, 2015, funding support by SGO and MELSA; also sponsored by the Program, and the ALA Student Chapter.
- Catering for fall and spring Graduate Receptions for MLIS/SLMS graduating students.

The SGO and the Graduate Student Advisory Board, described below, allow a student voice and participation in formulating, modifying and implementing academic and student affairs policies and services in the Program and at the University. The opportunity for students to meet and discuss with each other, and with faculty and staff, can spark new ideas about how students can be supported while in the program. For example, in spring 2017, the SGO piloted a peer-to-peer student mentorship program that involves matching a new student with a more experienced student who can provide guidance on classes, career paths, and work life balance.

Graduate Student Advisory Board

The St. Catherine University graduate programs have a Graduate Student Advisory Board (GSAB) that serves as a liaison between the students in the various graduate programs/schools and the members of the University. The GSAB includes two voting student representatives from each of the graduate programs, including two from MLIS, as well as many non-voting members. The GSAB meets monthly during the academic year to plan activities, address common questions, and network.

Student Professional Association Chapters

Since initial accreditation in 2011, two more student professional association chapters and a chapter of the Beta Phi Mu International Honor Society. The student groups are a vital resource to connect students to professionals working in the field, and contribute much to student life for the program. The MLIS Program hosts five student chapters. (see Table IV.27).

ALA Student Chapter, founded 2011

The ALA Student Chapter encourages MLIS students to become active, creative members of the profession. The chapter leaders and faculty advisor seek creative opportunities for students to make professional contacts and develop new skills, promote involvement in professional activities outside of the classroom, and provide a local forum for the exchange of ideas and information relevant to LIS. Each year, the chapter nominates one member to the ALA Student to Staff Program at the annual conference. The chapter has sponsored several LIS professional speaker panels, author events, and other co-curricular events.

SLA Chapter, founded 2000

The oldest student chapter for the MLIS Program, the Special Library Association (SLA), is dedicated to promoting student involvement through learning, networking, and community building initiatives throughout the year. Students seeking to work as innovative information professionals with strategic partners in business, government, academic, and other "specialized" settings participate in the SLA chapter. The chapter sponsors speaker panels of information professionals, offers tours of special libraries, and sponsors other programming. The chapter organizes a silent auction fundraiser each year in conjunction with the Minnesota Special Libraries Association to raise monies for a Travel Award that supports a St. Catherine student to attend the annual SLA Conference.

Society of American Archivists, founded 2014

The newest student chapter is affiliated with the Society of American Archivists (SAA), a national organization devoted to promoting the values and diversity of archives and archivists. The chapter's mission is to increase awareness about the archival profession, promote communication between students and local professional organizations, and offer opportunities for professional development through coordinating events and other activities related to archives. Since 2014, the chapter has hosted several co-curricular programs including an annual Archives 101 panel of speakers, job resume and interviewing workshops, tours, and social events. The chapter also engages in volunteer community projects.

Progressive Librarians Guild, founded 2006; reformed 2010

The MLIS Program's chapter of the Progressive Librarians Guild (PLG) is committed to equal access to information and library services through outreach, education, and social justice activism. The chapter meets twice a month during the school year to plan programs, social events, and service projects to support members' development as information professionals. Since 2012, the chapter hosts the mailing operations of the PLG's journal, *Progressive Librarian*. Over the years, the chapter has organized several projects including the building, installation, and stocking of Free Little Libraries on campus.

Beta Phi Mu International, founded 2011

The Beta Beta Xi of Beta Phi Mu was established following initial ALA accreditation. As of spring 2017, there are 85 members. Since 2013, the Chapter gives an annual award for Best Student Research Paper and invites the student to present on her/his paper at its annual spring meeting.

Table IV.27. MLIS Student Organizations, Spring 2017

Student Chapters	Advisor	Student Representatives		Contact	
American Libraries Association (ALA) Founded 2011	Sarah Dahlen	Chair: Chayse Sundt	Co-Chair: Katherine Warde	Email	ala-students@stkate.edu
				Blog	http://stkate-ala.blogspot.com/
Progressive Librarians Guild (PLG) Founded circa 2005-2006	David Lesniaski	Chair: Salie Olson		Email	progressive@stkate.edu
				Blog	http://stkatesplg.wordpress.com/
Society of American Archivists (SAA) Founded 2015	Molly Hazelton	President: Sara Butterfass	Vice President: Heather Carroll	Email	saa@stkate.edu
				Website	https://stkatessaa.wordpress.com
Student Governance Organization (SGO) Founded 2006	Heidi Hammond	Chair: Samantha Stepp		Email	lissgo@gmail.com
				Website	https://lissgo.wordpress.com/
Special Libraries Association (SLA) Founded 2000	Kyunghye Yoon	Chair: Sarah Larsen		Email	stkatesla@gmail.com
				Blog	http://cscsla.blogspot.com/

Note: New representatives will be in place for fall 2017.

International Library and Information Studies Honor Society (2016-2017)

Group Name (full)	Faculty Advisor	President	President Elect	Past President	Contact
Beta Phi Mu (Beta Beta Xi Chapter) Founded 2011	Anthony Molaro (2016-2017)	Helena Kilbride (2016-201)	Stephanie Rosso (2016-2017)	Kathryn Zielski (2016-2017)	imdept@stkate.edu
	Sheri Ross (2017-2018)	Stephanie Rosso (2017-2018)	Kelsey Lied (2017-2018)	Helena Kilbride (2017-2018)	

Co-Curricular Programming

Since 2006, the Program has set aside Monday evenings as the dedicated time slot for co-curricular programming and events; programming and social events can also be scheduled on other weekday evenings or on weekends. Comprehensive listings of these events have been kept since 2011 documenting details on the academic year's programming events, meetings, and professional conferences. Since 2013, tracking data includes the types of events (e.g., Author events, Speaker Panels, Career Development workshops) to capture the variety of programming. Attendance may not be captured for all events, but when attendees are counted, that number is recorded.

Co-curricular offerings provide opportunities for networking, mentoring, and socializing in a professional setting. These opportunities contribute to the supportive nature of the LIS community and reflect the currency and relevance of its course offerings. Co-curricular events emphasize the importance of providing opportunities for students to hear from, meet, and develop a network of contacts with LIS professionals and graduates of the Program, and to encourage student participation in professional organizations. Some types of programming have been part of co-curricular events for the past 10 years. For example, the Program has hosted a LIS Professional Associations Fair in the odd year since 2007. This event provides an opportunity for students to meet with representatives of a variety of organizations, learn the benefits of membership, and become involved.

Student chapters of professional associations are highly involved in co-curricular programming, such as hosting panels of area LIS professionals, including those who are program graduates. A variety of events take place during each academic year. Events include presentations about careers and job opportunities; job resume and interviewing workshops; organized tours of area libraries, archives, special collections and museums; an Unconference held in November

2013, that brought together LIS professionals with MLIS students to discuss topics of interest; and, sponsoring authors and major speakers on campus.

Students generate new ideas for ways to build stronger relationships with professional practitioners. In January 2017, the Program organized and sponsored the LIS Community Bowling Mixer in which the following groups participated: Friends of the St. Catherine University Library, Minnesota Library Association (MLA), the Minnesota Special Libraries Association (SLA-MN), and Twin Cities Archives Round Table (TCART). Students presented a Student Poster Fair during the first hour of the 2017 Annual Summit. During this time, students highlighted their accomplishments in papers, research projects, class projects, independent studies, and community projects.

Faculty members are involved in co-curricular programming by sponsoring and organizing events that coincide with their research or teaching interests, or presenting on results for research studies they have conducted. In fall 2013, Dr. Anthony Molaro invited Michael Gorman to present a lecture on the profession's enduring values. Dr. Sarah Dahlen, who teaches courses in children's and youth materials, has invited well-known youth literature authors to campus and speak on topics related to diversity in youth literature. An example is a presentation by Newbery Medal winner Matt de la Peña and Caldecott and Coretta Scott King Honoree Christian Robinson for their book, *Last Stop on Market Street*, held in May 2016. Dahlen has collaborated with two local children's/youth independent bookstores in St. Paul to host the events. In 2011, 2013, 2015, and 2017, students enrolled in Dahlen's LIS 7180 Storytelling for Adults and Children presented a Storytelling Festival on a Monday night as requirement for the course.

Staff contribute to co-curricular programming offering information sessions and workshops tailored toward the needs of the students preparing for jobs and careers. Past programming by staff also directly related to a curricular area such as technology. Former IT

Coordinator Nick Steffel organized a Technology Fair over three days during a week in March 2014 and in March 2015, which featured various emerging technologies, such as robots, that students could see demoed and/or explore. During that week in 2015, faculty members Drs. Joyce Yukawa and Kyunghye Yoon organized a Python Coding Workshop for students held on a Friday evening.

Research Participation

The digital world of the 21st century influences how individuals of all ages live, work, learn, and play. Their individual and collective information needs and expectations have changed significantly over the past decades. The MLIS Program at St. Catherine University embraces its responsibility to prepare new information professionals who lead the way for their users as understanding the use of information and the technology landscape, which continues to evolve.

Required Course

Since fall 2011, LIS 7050 Research Methods for LIS has been a required course for students in the Program to prepare them with basic research knowledge and skills. This is a basic research methods course for those who have no previous coursework or experience in research methods. In the course, students learn, about the elements of research design, appropriate research methods, limitations and problems of conducting research on human behaviors, ethical issues involving human subjects, and how to critically evaluate the research of others. Within the course, students have practice developing a questionnaire and the final assignment requires a Research Proposal (Problem Statement, Literature Review, and Methodology) for a topic in LIS.

Elective Courses with Research Components

An elective course, LIS 7920 Human Information Behavior, has a major focus on use of qualitative research methods. Students enrolled in the course design and conduct a small-scale

original research on information behavior that results in a presentation and research proposal. Students may work individually or as a team. LIS 7970 Web Usability/Accessibility includes a Website Redesign project that allows students to engage in user interviews and user testing to gather data that brings insights into a redesign to improve usability. The elective course, LIS 8010 Independent Study, allows a student to work under the guidance of a faculty member on an original project of academic and scholarly substance. Students must have completed at least eight courses in the program, including the required courses, and have a GPA of 3.3 or above. Students submit a proposal for the project, which must be approved by the faculty member and the Associate Dean/Program Director. Students can enroll in no more than two Independent Studies.

University students at all degree levels who are conducting research using Human Subjects are required to complete mandatory online, peer-reviewed learning modules covering the historical development of human subject's protections as well as current information on regulatory and ethical issues (Appendix IV.F IRB Human Subjects Research Mandatory Education Requirements Policy of the Institutional Review Board). The training ensures that the students understand and are in accordance with ethical principles of conducting human research and with federal guidelines.

Friends of the Library Development and Services (FLDS) endowed fund was established to provide support for faculty and student research, and to support the Library collections. Since 2013, four student-faculty research projects on topics related to LIS that have been supported by earnings from the fund (see Table IV.28). FLDS funds paid for resources to conduct the study and expenses of disseminating the results, such as conference fees and travel. The research projects have generated posters and presentations at local, regional and national conference, and publications in peer-reviewed LIS journals (Appendix II.L, FLDS Summary Report on Research Projects, 2013-2016).

MLIS students can gain research experience by working as a Graduate Student Assistant for a faculty member. Students may assist the faculty member with study implementation, including data collection and analysis. For example, student Adam Bezdicek worked as the assistant for faculty member Dr. Kyunghye Yoon from 2014-2016 and obtained experience in design and implementation of a coding scheme and in using qualitative analysis software.

Table IV.28. Funded FLDS Research Projects 2013-2016

Academic Year	Students	Faculty Collaborator or Advisor	Project Description
2013-14	Rachel Dols, Laura Hulscher, Tara Newbery	Dr. Kyunghye Yoon	An exploratory study investigating the question of how to make library websites more accessible for patrons with disabilities
2014-15	Amanda Pruka	Dr. Sook Lim	A study to explore the relationship between students' confidence in information literacy with their demonstrated abilities.
2015-16	Adam Bezdicek	Dr. Kyunghye Yoon	A study to investigate the ways in which readers' opinions on book appeal are contextualized within personal and social attitudes toward reading.
2016-17	Chayse Sundt, Antonio Backman	Dr. Sarah Dahlen	A study regarding diversity in Young Adult Literature library collections by doing an analysis of Asian American Young Adult Literature acquisitions for of one urban public library.

Source: FLDS applications, 2013-2016

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.

Results of Student Evaluations Affect Program Development

MLIS faculty members have established adopted Program Goals and Objectives and Student Learning Outcomes(SLOs) for the Program that are documented in the *Outcomes-Based Assessment Plan* (*OBAP*) required by the University (Appendix I.A is the 2016-2017 plan). The Program team uses a variety of methods to gather direct and indirect evidence regarding how well students have met the SLOs, including the Entering Student Survey, Exiting Student Survey,

1-year and 5-year Alumnae/i Surveys, employer feedback etc. The Alumnae/i Surveys provide more information about student achievements over time. Results of these assessment methods are stored in the Program's Assessment drive, which faculty members can access to obtain and review results. Faculty gain insight into student performance through teaching and advising; those insights have guided the curriculum audit and review over the past seven years.

Electronic portfolios (*ePortfolios*) became a non-credit degree requirement for MLIS students in fall 2011; a student submitted the first *ePortfolio* in spring 2013. Students write a reflection and are required to map their portfolio artifacts to one or more of the SLOs among other requirements. The guidelines for the *ePortfolio* were strengthened and updated by the faculty in spring 2015 (see Appendix IV.M MLIS Portfolio Guidelines through spring 2015 and Appendix II.E MLIS Portfolio Guidelines fall 2015 and later) and are made available in a student resources area on the Program website. A two-member faculty committee review submitted *ePortfolios* in the fall and spring semesters (see Table IV.29) following a specified timeline for initial submission, feedback, final submission and approval. Through spring 2017, 150 *ePortfolios* had been submitted, reviewed according to a rubric, and passed by the faculty reviewers. SLMS students complete an electronic portfolio in LIS 7283/86 Clinical Experience/Supervised Student Teaching; LIS 7286 students must also complete an edTPA standards-based assessment portfolio for initial licensure.

Table IV.29. MLIS ePortfolio Committee Assignments, 2012-2017

MLIS ePortfolio Committee (two faculty per semester with staggered rotations)		
Academic Year	*Faculty Representatives Fall Semester*	*Faculty Representatives Spring Semester*
2012-13	n/a	Deb Grealy/Deb Torres & Sheri Ross
2013-14	Sheri Ross & David Lesniaski	David Lesniaski & Deb Grealy
2014-15	Deb Grealy & Sarah Dahlen	Sarah Dahlen & Joyce Yukawa
2015-16	Joyce Yukawa & Tony Molaro	Tony Molaro & Sheri Ross
2016-17	Tony Molaro & Kyunghye Yoon	Sarah Dahlen & Kyunghye Yoon

Note: Heidi Hammond reviews the SLMS Portfolios each semester

Discussions about student achievement happen at faculty committee meetings, faculty meetings, and faculty retreats (May, August, and January as needed). Results are incorporated into the Program planning process. Areas of concern may be assigned to an appropriate committee for further study and to make recommendations to the faculty. Students are represented at the Program meetings and on various committees (e.g., Curriculum Committee) and on working groups to ensure they are part of the process. Staff attend Program administrative team meetings set on a regular basis during the fall and spring semesters and have input into policy development. Staff also attend monthly Program meetings, serve as ex-officio members of faculty committees, serve on task forces, and attend faculty meetings to give reports and input.

Students provide input on courses near the end of each semester via two anonymous surveys. The University's Course Evaluation Survey form at the end of the semester solicits feedback on the instructor's teaching effectiveness, including overall strengths and what is needed for improvement. Instructors also ask students to fill out a second Course Evaluation Survey developed by the MLIS faculty to solicit feedback on various aspects of the course, such as course materials, assignments, importance of the course to the student's program of study, etc. The Associate Dean/Program Director reviews results of the surveys. In addition, individual instructors have the freedom to solicit student feedback about the course, for example, conducting a mid-term evaluation, so they can make appropriate adjustments during the semester.

At the course level, the faculty and instructors employ a variety of assessment methods based on their appropriateness for the type of course. Faculty and instructors include appropriate SLOs as well as specific course objectives in all courses and are documented in course syllabi. For courses, faculty and instructors use multiple assessment techniques that measure both knowledge and applications of that knowledge. The results are used to improve course activities that enhance

student learning. Site supervisors for students engaged in practicum provide feedback on the

students' performance; supervisors of SLMS students engaged in student teaching also provide

feedback. This combination of evaluation activities at the programmatic and course levels helps

the faculty to assess the degree to which the Program's activities support student 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.

Documented Evidence of its Ongoing Decision-making Processes

After initial accreditation in 2011, the faculty began a systematic review and audit of the

Program's curriculum to update, eliminate redundancy, downsize the curriculum to fit a two-year

rotation, and provide new strategic curricular and programmatic focus. The audit resulted in

updating MLIS courses in terms of content, relevance, and currency by combining and

eliminating courses and limiting duplication of material while ensuring coverage of the 12 SLOs

and five curricular threads: leadership, ethics, diversity, technology, and research. Revised course

descriptions were mapped to then current 12 SLOs and the Graduate Catalog was updated.

Documentation regarding the ongoing process resides in Curriculum Committee agendas,

minutes, and summary reports.

Between 2013 and 2015, faculty made major decisions regarding curriculum, under the

leadership of the Curriculum Committee, chaired by Dr. Joyce Yukawa. Detailed documentation

of the process, methods of stakeholder input, and the decisions is documented in a summary

Curriculum Committee Report (Appendix II.B Curriculum Review 2015-2017 Final Report) and in

Curriculum Committee Minutes. Documentation shows that the faculty took the following steps:

- Evaluated the cost effectiveness and benefit to students of offering one-credit January-term courses, and discontinued the practice. January-term courses were offered January 2012, 2013, 2014; 2 courses scheduled for 2015 were cancelled due to low enrollment.

- Reviewed the cost effectiveness and benefit of the required one-credit LIS 7990 Touchstone course and the two-credit, LIS 8990 Capstone Courses implemented in 2011, which the faculty had agreed to review after the completion of a two-year pilot. Stakeholder input was solicited through surveys administered to students, graduates, faculty, staff, and community partners, who had offered a capstone project. Documentation is available in the Curriculum Committee's summary report (Appendix IV.N Stones Evaluation Final Report). These courses were eliminated and a method of "teaching them out" was designed and implemented.

- Agreed on the process for teaching out the Touchstone and Capstone courses and providing options for students still in the program, who entered the program under those degree requirements (Fall 2011through Spring 2015). A 2-credit practicum course was added for students, who had completed the 1-credit Touchstone but had not yet completed the 2-credit Capstone; the course will be eliminated once all students needing the course have completed it. The 3-credit Practicum course will be a degree requirement for students under the Touchstone/Capstone requirement but had not completed either Touchstone or Capstone. These options were communicated to students over email, on flyers posted in the Office/Classroom area, and published in Student Guide AY 2015-2016 and AY 2016-2017.

- Designed a more robust electronic portfolio requirement and updated the process so that it is directed by the academic advisor rather than solely by rotating review committee. The updated requirements strengthened the Reflection section and added a new section on Philosophy and Goals that asks students to describe how their learning goals, outcomes, and achievements in the program support their professional goals. The more robust requirements took affect for students starting the program AY 2015-2016.

- Convened a taskforce, chaired by Dr. Kyunghye Yoon, to investigate the possibility of implementing an undergraduate course of study in information science and digital technology, which resulted in the launch of two undergraduate minors in AY 2016-2017, one for digital humanities and one for information systems.

Review of the curriculum continued between 2015 and 2017, with the Curriculum Committee guiding their faculty colleagues in reviewing four required courses (LIS 7010, 7030, 7040 and 7050) and elective courses. After an ongoing review of the curriculum, the faculty updated the Program's SLOs for relevancy and currency, revised the Mission Statement, created a Vision Statement, and replaced a Principles Statement with Values Statements.

The faculty's major decisions, all documented in the Curriculum Committee's final report (Appendix II.B Curriculum Review 2015-2017 Final Report), include the following actions:

- Adoption of new SLOs organized by six thematic categories (Information for People, Research, Technology, Social Justice, Literacy and Learning, and Professionalism and Leadership) and finalized behavioral indicators of achievement so that the new SLOs are measurable. The new SLOs will replace old SLOs in the Graduate Catalog at the end of AY 2016-2017. Stakeholders consulted through discussions and surveys included the MLIS Advisory Council, students, graduates, and area LIS professionals, including current and potential employers.

- Approved a plan for *ePortfolio* transition from old to new guidelines to be implemented for the AY 2017-2018. Crosswalks from the old SLOs to the new SLOs will be added to the MLIS website in the area for *ePortfolios*.

- After discussion and review decided that the following courses would be eliminated or modified during AY 2016-2017:

LIS 7330 Serials Management	Eliminated
LIS 7400 Reference Resources in the Humanities	Replaced by LIS 7400 Advanced Reference
LIS 7410 Reference Resources in the Social Sciences	Replaced by LIS 7400 Advanced Reference
LIS 7420 Reference Resources in the Sciences	Replaced by LIS 7400 Advanced Reference
LIS 7430 Reference Resources in Business and Economics	Replaced by LIS 7400 Advanced Reference
LIS 7760 Music Librarianship	Incorporated into LIS 8020 Seminars
LIS 7780 Theological Librarianship	Incorporated into LIS 8020 Seminars
LIS 7800 Health Sciences Librarianship	Incorporated into LIS 8020 Seminars
LIS 7810 Reference Sources in Health Science	Incorporated into LIS 8020 Seminars
LIS 7870 Legal Information Sources	Incorporated into LIS 8020 Seminars
LIS 7880 Law Librarianship	Incorporated into LIS 8020 Seminars
LIS 7990 Touchstone	Eliminated (teach out)
LIS 7992 Practicum (2 credits)	
LIS 8990 Capstone	Eliminated (teach out)

- Reviewed and updated advising pathways updated with the revised requirements (non-credit *ePortfolio*, removal of LIS 7990 Touchstone and LIS 8990 Capstone). The "Digital Libraries" and "Information Science" pathways were combined. The "User Services" and "Information Literacy and User Education" pathways were combined. Advisors for pathways were revised. A category for advising under "Other Specialty Areas" without pathways were incorporated into existing pathways and will no longer be listed with the pathways.

Faculty and staff also reviewed and updated the Program's Mission Statement and Guiding

Principles during 2016-2017. Consequently, the MLIS Mission statement was revised and a new

Vision statement was created with input from stakeholders at the annual MLIS Summit, April 24,

2017. The Guiding Principles that had been adopted by the faculty were replaced by a Values

Statement with input from stakeholders at the annual MLIS Summit, April 24, 2017.

> 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.

Individual Learning

Student achievement of course learning objectives and programmatic SLOs is of primary

concern to the faculty. Faculty are responsible for monitoring the progress of students in

individual courses and employ a variety of means by which students can demonstrate their

knowledge and skills. The University's Office of Student Affairs has a grievance policy procedure

in place if a student has an issue with a grade.[61] The Program has an academic progress policy in

place and published in the Student Guide to strengthen procedures so that students are alerted to

issues in a timely manner, and so that a plan for their academic improvement can be agreed upon.

Instructors alert the Assistant Dean/Program Director of students experiencing academic trouble.

Faculty may bring up issues during a faculty meeting; at times, the meeting may be closed

if discussions are sensitive and confidential. Discussions may lead to changes in policy or to the

faculty seeking expertise to help improve instructors' knowledge about ways to support student

learning. An example of an issue brought to the attention of the faculty by the instructor that led

to a grade policy change occurred with LIS 7050 Research Methods in LIS. A few students, who

did not have a previous academic background in methods or statistics were struggling in the class

and consequently received a grade lower than B-, which was needed for passing a required course

without taking it a second time. The faculty changed the policy only for the Research Methods

class so that students could pass with a grade C+ and the grade is averaged into the GPA. If a

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[61] St. Catherine University, *Complaints, Petitions, and Grievances*, accessed September 8, 2017, http://catalog.stkate.edu/policies/stu-acad/grad/comp-pet-griev/

student receives a grade of C or lower she/he is required to retake the class the following semester.

Over the years, the faculty have invited campus faculty or staff with expertise to conduct information sessions on particular topics. For example, at the Program's annual adjunct meeting and dinner, staff members from the O'Neill Center for Academic Development were invited to speak on support for students with various disabilities including autism. Through teaching and advising, faculty members have opportunity to learn of student concerns outside of the classroom that may affect their learning. In 2016-17, discussions with the Student Services Committee, at faculty meetings, and with students at a town-hall meeting regarding support for students raising children resulted in a strengthened working relationship between the Program and the Office of Access and Success, and increased visibility of its services for students both in recruiting materials and at Orientation. Also, the faculty decided that a policy that had been in place since 2012-13 stating that children are not permitted to attend classes or meetings unless specifically invited was rescinded in favor of allowing students and faculty to make decisions about this situation in specific circumstances. The policy will be removed from the Student Guide as of AY 2017-18.

Instructors conduct a University Course Evaluation on aspects of teaching effectiveness and a separate MLIS course evaluation about other aspects of the course. All course evaluations are reviewed by the Assistant Dean/Program Director. The results of course evaluations are weighed in the faculty evaluation process guided by the University Faculty Evaluation Committee, and, therefore, become part of the promotion and tenure process for ranked faculty. When results show that an instructor has areas that merit improvement, the instructor must demonstrate how improvements are being made in a self-evaluation report in the section on Teaching and Advising. Instructors are free to conduct their own evaluations at any point during the semester to make adjustments while the course is in progress. Student comments on University and MLIS course

evaluations can also alert faculty to larger issues with a course. For example, student comments

on the one-credit Touchstone course showed ongoing signs from the beginning that students did

not find the course valuable to their programs of study.

Student Learning Outcomes

The University requires that every academic program, including MLIS, have an Outcomes-

Based Assessment Plan (*OBAP*) that demonstrates how student-learning outcomes are assessed

and how evidence gathered is used to make changes or improvements to the Program. A variety

of methods are used to gather direct and indirect evidence regarding how well students have met

the learning outcomes, including the Entering Student Survey, Exiting Student Survey, 1-year and

5-year Alumnae/i Surveys, employer feedback, a non-credit required electronic portfolio, etc.[62]

The Alumnae/i Surveys provide more information about student achievements over time.

Together, all of the data, help the faculty and staff understand how well students are achieving

the SLOs and their individual goals for learning and career paths. Results of these assessment

methods are stored in the Program's Assessment drive, which faculty members can access to

obtain and review results. Offline copies of student *ePortfolios* are captured and stored on the

Program server, so that the content (e.g., reflections, artifacts, resumes) is available for a five-year

period for assessment purposes. In addition, faculty gain insight into student performance

through teaching and advising and those insights have help and guide ongoing curriculum review.

Improvements to the Program have occurred across levels including within individual

courses, curricular areas, co-curricular programming, student services, the student learning

outcomes themselves, and assessment methods. A representative example of course improvement

is that after review of data gathered on the "Leadership" thread in 2012-2013, instructor Dr. Heidi

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[62] St. Catherine University, *MLIS Student Resources: Assessments*, accessed September 8, 2017, https://www.stkate.edu/about/accreditation-and-accountability/program-accreditation/mlis-accreditation-and-student-information.

Hammond strengthened the theory base for the "Communication for Leadership Course" and incorporated more authentic assignments to make the connection from theory to practice more evident. In addition, the course—a long standing staple of the MLIS curriculum—has been renamed "Leadership in Theory and Practice."

Review of student comments by the MLIS Assistant Program Director from the MLIS Exiting Student Survey regarding concerns with support for career development led to an increased emphasis on co-curricular programming for job seeking skills, including information sessions led by University and Program staff, and sessions allowing time for one-to-one feedback on resumes and answering questions from individual students. For two years, in 2012 and 2013, the Program worked with the Career Development Office to have MLIS students and other graduate students engage in a pilot program called "Success Teams" that allow students to meet weekly in groups on career goals and job seeking skills. The "Success Teams" pilot program also connected students with a MLIS alum mentor.

An example of curriculum improvements is the collaborative work of full-time and adjunct faculty to design and add new courses in the curriculum that strengthen students' technological skills and knowledge (e.g., Web Usability and Accessibility, Making and Maker Spaces, Advanced Databases) or revising current courses to increase relevancy (e.g., Libraries and Emerging Technology). Faculty review of the SLOs revealed a need for better aligned Behavioral Indicators that would show demonstration of achievement for individual outcomes. Review of student *ePortfolios* showed a need for improved guidelines themselves, in particular for the student's Reflection statement, and for a more clearly stated process for students developing their *ePortfolio* throughout their time in the Program.

Standard V: Administration, Finances, and Resources

V.I   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.

Program is a Distinctive Academic Unit within the Institution

The academic programs at St. Catherine University are housed in four separate

organizational units:

- The School of Humanities, Arts, and Sciences
- The School of Business and Professional Studies
- The School of Social Work
- The Henrietta Schmoll School of Health

The University is also organized into three distinct colleges:

- The College for Women
- The Graduate College
- The College for Adults

The Department of Information Management (IM), which houses the Master of Library

and Information Science (MLIS) Program, resides in both the School of Business and Professional

Studies (SBPS) and in the Graduate College (see Table V.1). Two undergraduate minors (Digital

Humanities (DH) and Information Systems (IS)) are housed in the College for Women (CFW),

which in the future may include an ISCI undergraduate major developed under the leadership of

Dr. Kyunghye Yoon. Co-educational degree completion, associate degrees, and undergraduate

certificate programs belong to the College for Adults (CFA); IM currently has none of these.

Table V.1. Relationship between the SBPS and the Graduate College

Revised Academic View of St. Catherine University			
	College for Women (Bangs)	*Graduate College (Moyers)*	*College for Adults (Weyandt)*
School of Humanities, Arts, and Sciences (Szymanski, acting)	Women's Baccalaureate Degrees	Programs of Study: • Master's Degree in Theology	Programs of Study: Associate and Degree-completion Programs for Adults (co-educational)
School of Business & Professional Studies (Bangs)	Women's Baccalaureate Degrees ISCI Undergraduate Minors: Information Systems; Digital Humanities	Programs of Study: Masters, Graduate Certificates • MAED/Education • MAED • AM2 (Montessori) • MLIS/Masters of Library and Information Science; • School Library Media Services (SLMS), Certificate • MAOL/Masters of Arts in Organizational Leadership • MBA/Masters of Business Administration	Programs of Study: Certificates, Associate and Degree-completion Programs for Adults (co-educational)
School of Social Work (Carvailho, interim)	Women's Baccalaureate Degrees	Programs of Study: Master's, Graduate Certificates • Masters of Social Work (MSW) • Doctor of Social Work (DSW)	Programs of Study: Associate and Degree-completion Programs for Adults (co-educational)
Henrietta Schmoll School of Health (Moyers)	Women's Baccalaureate Degrees	Programs of Study: Master's, Graduate Certificates, Clinical Doctorates: • DNP • DPT • OTD	Programs of Study: Associate and Degree-completion Programs for Adults (co-educational)

The Associate Dean/Program Director who leads the MLIS Program has faculty rank. The Associate Dean/Program Director meets with the Associate Provost monthly who, in turn, reports to the Provost. The Provost reports to the President (see Appendix A). The Associate Dean/Program Director meets monthly with Chairs and Heads of Academic Departments (CHADS) of the SBPS. The Associate Dean/Program Director also meets monthly with the

Graduate College Directors.

The MLIS Program receives full and equitable financial, administrative, and professional support from the University. The Office of Admissions works with the Program to recruit, admit, and retain students within guidelines established by the faculty and Admission's staff. The Office of Marketing and Communications (MarComm) manages the Program's websites. The Office of Development works with the Program to advise on current endowments and to locate new funding streams.

There has been a slight change in staffing levels in the Program since the last accreditation visit; yet, the budget has remained relatively flat. A part-time office position was eliminated, but the Program funds 25% of Molly Hazelton's (Project Manager for the Hilton Sisters Project and adjunct professor) position. Figure V.1 shows the annual budget allocations over the last seven years. The relative increases over this period demonstrate the University's support of the Program, given a reduction in credit hours generated from 906 in spring 2013 to 675 in spring 2016 as shown in Figure V.2.
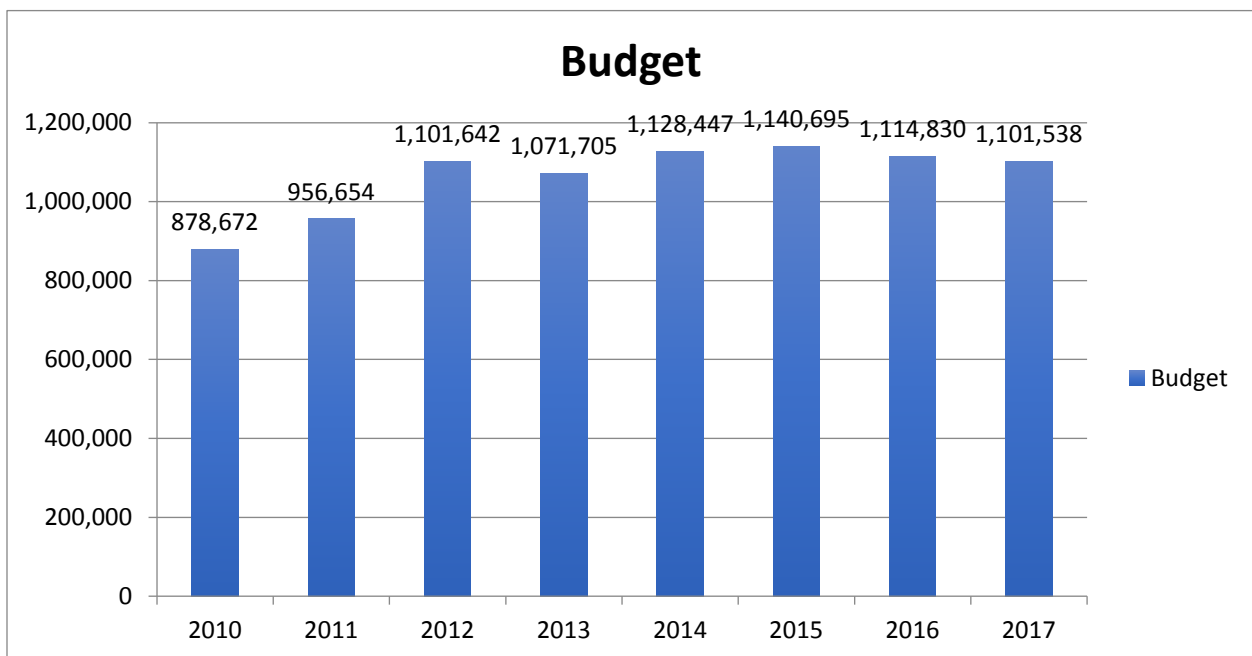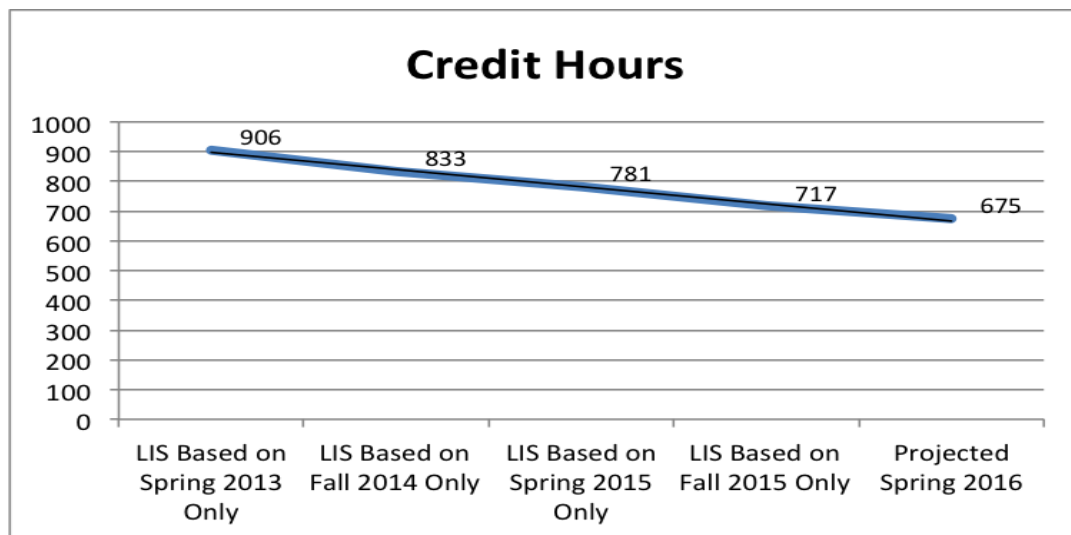
Figure V.1. Levels of Budgetary Support

Figure V.2. Credit Hours Generated

The Chairs and Heads of Academic Departments (CHADS) of the SBPS work together administratively, under the leadership of the Associate Provost and Dean to plan and assess school offerings and to provide opportunities for interdisciplinary and trans-disciplinary initiatives for faculty and students. This is particularly true of the graduate units. Opportunities to collaborate with other graduate units on campus also exist in the College for Women (Theology and ASL & Interpreting) and in graduate programs and certificates in the Henrietta Schmoll School of Health (HSSOH).[63]

Currently MLIS provides an Information Services & Technology (IST) concentration for the Masters of Arts in Organizational Leadership (MAOL) and regularly co-convenes (or cross lists) a course on young adult literature (Drs. Heidi Hammond and Sarah Park Dahlen) appropriate for undergraduate and graduate programs leading to teacher licensure. MLIS was also

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[63] St Catherine University, *Academic Programs*, accessed September 8, 2017, https://www.stkate.edu/academics/academic-programs/?&school=all&delivery=all.

instrumental in helping the Henrietta Schmoll School of Health launch a new program in

Healthcare Informatics, working over a span of several years (2011-2016), providing a consulting

study on healthcare librarianship and sharing its faculty expertise in health/informatics-related

resources and services (see Appendix V.A). In summer 2016, Dr. Deborah Grealy (MLIS) and Siri

Anderson (EDUC) developed and team-taught an online course, *Ethics in the Digital Age,* for

students in the Education Department's Technology Integration Certificate Program (see

Appendix V.B). MLIS students can work with their advisors to choose electives in other academic

units like MAOL or MAED as appropriate. One student is currently piloting a potential joint

program with St. Thomas University's master's program in Museum Studies (see Appendix III.O).

Programmatic curricular content and degree requirements for matriculating students;

faculty selection and promotion; and, the admission, retention, and graduation of students are the

primary responsibilities of the MLIS faculty operating under the general requirements of the

institution. The Graduate College has oversight responsibility for policy-making for the master's

and doctoral programs of the University, but individual programs are autonomous in establishing

their own disciplinary and programmatic guidelines for curriculum, faculty hires, and student

selection.

While MLIS faculty members as a whole have oversight of the curriculum, the Program's

Curriculum Committee is responsible for reviewing the existing curriculum, recommending

changes to meet SLOs, (along with those of St. Catherine University), and competency statements

of various library and information professional organizations.

MLIS faculty members participate in the University's promotion and tenure review

procedures under the leadership of the University Faculty Evaluation, Promotion, and Tenure

(UFEPT) Committee. In addition, tenure-track faculty are reviewed in their second, fourth, and

sixth years of teaching by the UFEPT Committee, while rolling contract faculty are reviewed every

second year of a three-year cycle. Temporary faculty members are reviewed every two years with a five-year limit to their appointment.

The review process is described in the *Constitution and Bylaws* of the Faculty of St. Catherine University, 2016, and is outlined fully in the *Faculty Evaluation Manual.* Briefly, faculty submit a portfolio that includes a personal narrative, curriculum vitae, publications, syllabi, related course materials, and student evaluations to two or three peer reviewers selected by the candidate from the Program, University faculty, or peer institution in consultation with the Associate Dean/Program Director. Peer reviewers may attend classes of the person under review. Peer reviewers write narratives addressing the teaching, scholarship, and service of the faculty member under review.

The faculty portfolio and peer review narratives are read by the Associate Dean/Program Director who writes a summative narrative and makes a recommendation regarding contract continuation or requests tenure and promotion, as appropriate, to the UFEPT. The UFEPT Committee reviews all narratives and student evaluations and makes a recommendation to the SBPS Dean. The Dean, in turn, reviews the portfolio and makes a recommendation to the Executive Vice President and Provost, and ultimately, the President. Final decisions for promotion and tenure rest with the President of the University.[64]

While the Graduate College establishes minimum requirements for admission, the standards for student performance, and the awarding of degrees, each graduate program may establish additional requirements and standards. The MLIS admission criteria and degree requirements are established by the faculty and approved by the Graduate College. A rotating committee comprised of MLIS faculty screen applicants and make decisions regarding preparedness, potential, and programmatic "fit" see Appendix IV.C).

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[64] *Faculty Evaluation Manual* is available through Kateway and onsite.

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.

Opportunities for Representation on the Institution's Bodies

The MLIS Program is a well-integrated and well-represented unit of St. Catherine University. Faculty engagement in University governance, policy, and decision-making bodies ensures that the MLIS Program has an equal voice in University decision-making and is actively involved in building collaborative relationships and structures, enriching the overall sense of community on campus and contributing to the life of the parent institution.

MLIS faculty currently serve on many University-wide committees. These committees include the Academic Resources Committee (ARC), Accessible Technology and Information Committee (ATIC), Institutional Review Board (IRB), School Curriculum and Assessment Committee (SCAC), University Curriculum, Assessment and Policy (UCAP), (assessment subcommittee), UCAP (graduate subcommittee), and the University Faculty Council (UFaC). University faculty convene as a whole at least twice per year to make University-wide decisions. Additional information on committees and the constitution and bylaws of the faculty can be found in Kateway and on site. Table V.2 lists University-wide committees with Program faculty representation.

Table V.2. University-wide Committees with Program Faculty Representation

University Committee	MLIS Faculty Member(s) and Dates
Academic Resources Committee	Anthony Molaro, 2015 – present
Allocations	Sheri Ross, 2013
Accessible Technology and Information Committee	Kyunghye Yoon, 2016 – present
Institutional Review Board	Joyce Yukawa, 2011 – present
School Curriculum and Assessment Committee	Joyce Yukawa, 2011 – 2015; Sook Lim, spring 2014; Kyunghye Yoon, fall 2015 – spring 2016; Joyce Yukawa, fall 2016 - present
University Curriculum, Assessment and Policy (Assessment)	Sook Lim, 2015 – present
University Curriculum, Assessment and Policy (Graduate)	Heidi Hammond 2012 – 2017
University Faculty Council	Sheri Ross, 2014; Kyunghye Yoon, 2014 – present
Web Advisory Committee	Kyunghye Yoon, 2016 – present
Liberal Arts Advisory Committee	Kyunghye Yoon, 2016 – present

The St. Catherine University graduate programs have a Graduate Student Advisory Board (GSAB) that serves as a liaison between the students in the various graduate programs/schools and the members of the University. The GSAB includes two voting student representatives from each of the graduate programs, including two from MLIS, as well as many non-voting members. The GSAB meets monthly during the academic year to plan activities, address common questions, network, and foster a spirit of interdisciplinary collegiality.

Administrative interrelationships are most visible in the monthly meetings of all the Graduate Program Directors. During these meetings, issues that affect graduate programs in common are discussed, recommendations made, and forwarded to the appropriate offices on campus. In addition, time is devoted to permitting each program to explain new or revised curriculum or student support services within programs. This exchange allows sharing of best practices and serves as the impetus for interdisciplinary work on curriculum and student support services. Currently, the Graduate Program Directors are focused on improving the research life of

the faculty and students of the University. MLIS Faculty member representation on Faculty

Governance Committee is equitable.

> 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.

Administrative Head of the MLIS Program

Current Associate Dean/Program Director, Dr. Deborah Grealy, was appointed to her

current position in 2010. As the only Associate Dean within the SBPS, she is compensated fairly

and in line with comparable positions within the University. Dr. Grealy has the responsibilities

and authority congruent to similar department heads.

With a strong reputation as an academic administrator and information professional, the

Associate Dean/Program Director is well prepared for the position that she holds. She holds a

doctorate in Higher Education Administration from the University of Denver and an MLS from

the University of Oklahoma. Dr. Grealy has held both professional and academic positions prior

to leading the Program at St. Catherine University. She served as the MLIS Program Director from

2000-2009 at the University of Denver. Before that time, she served in a variety of academic and

corporate environments as a librarian or knowledge worker. She has conducted research and

published in a variety of areas within LIS (see Appendix III.E).

Due to the retirement of the Associate Dean/Program Director in January 2017, the MLIS

Program began the process of selecting the next Program Director in spring 2017. Associate

Provost and Dean Joann Bangs appointed Dr. Heidi Hammond to serve as chair of the search

committee. The committee included all Program faculty and staff, two outside stakeholders, and

two current students.

The committee's first charge was to determine the criteria to judge applicants. The

committee also reviewed and approved a job description in consultation with the Associate

Provost and Dean. The committee drafted interview questions and an evaluation form. Due to

decreased enrollment, the Associate Provost decided that the applicants for the position needed

to come from the current faculty ranks. As two candidates stepped forward. The committee held

formal interviews for both candidates and provided the Associate Provost and Dean with

feedback. The Associate Provost and Dean selected Dr. Anthony Molaro to serve as new Program

Director beginning in fall 2017. Dr. Grealy will remain Associate Dean through the fall semester

2018 and mentor Dr. Molaro in his new role. Functions of the Associate Dean role deal with

higher education compliance and now reside in the Graduate College Associate Provost's office.

> 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.

Environment Enhances the Pursuit of the Mission and Goals

The Associate Dean/Program Director provides ample time and space for the Program to

pursue its mission and goals, and to accomplish its objectives. The Program has monthly program

meetings, monthly faculty meetings, and three retreats annually. The Program uses a consensus

decision-making model ensuring all voices are heard and respected. The Program also relies on

committees and task forces to further its mission and achievement of goals and objectives (see

Appendix I.J).

The Associate Dean/Program Director strongly promotes an interdisciplinary

environment and encourages faculty to collaborate with faculty colleagues of other departments.

For example, Dr. Sarah Park Dahlen regularly teaches in the CORE at the undergraduate level and

provides guest lectures in the English Department. Dr. Anthony Molaro has provided professional

development for the faculty in the School of Humanities, Arts, and Social Sciences (SHAS). Dr.

Yoon worked with HSSH to develop the Master of Health Informatics, and Drs. Yoon and Yukawa

have delivered timely presentations on Fake News and Social Media across the University.

Students are also encouraged to pursue interdisciplinary study. Students can take two courses in

other academic departments with approval of their advisor and the Associate Dean/Program

Director.

In terms of student-faculty collaboration, the Program draws upon the FLDS endowment

to support collaborative research projects between a faculty member and students. Table V.3

contains a list of funded research projects from 2013-2016.

Table V.3. Funded FLDS Research Projects 2013-2016

Academic Year	Students	Faculty Collaborator or Advisor	Project Description
2013-14	Rachel Dols, Laura Hulscher, Tara Newbery	Dr. Kyunghye Yoon	An exploratory study investigating the question of how to make library websites more accessible for patrons with disabilities.
2014-15	Amanda Pruka	Dr. Sook Lim	A study to explore the relationship between students' confidence in information literacy with their demonstrated abilities.
2015-16	Adam Bezdicek	Dr. Kyunghye Yoon	A study to investigate the ways in which reader's deeper meanings and attitudes are contextualized as a reading appeal within the online book review community.
2016-17	Chayse Sundt, Antonio Backman	Dr. Sarah Dahlen	A study examining diversity in young adult literature library collections by performing an analysis of Asian American young adult literature acquisitions of one urban public library.

Source: FLDS applications, 2013-2016.

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.

Administrative and Other Staff Support

The administrative and support staff are vital members of the Program. The current staff

consist of the Associate Dean/Program Director (Dr. Deborah Grealy), the Assistant to the

Associate Dean and Assistant Program Director (Deborah Torres), the Instructional Technology

Coordinator (Nick Steffel, 2012 – 2016; Toyin Akisanya 2016 to present), the Office Coordinator

(Laura Morlock 2006 – 2016; Janis Shearer 2016 – present), and the SLMS Coordinator (Dr. Heidi

Hammond) who has both administrative and faculty duties. Our part-time Office Coordinator

position was eliminated when the incumbent left University. The administrative and support

functions of the Program are supplemented by up to four undergraduate student workers and one

to two graduate assistants per year.

Deborah Torres, Assistant to the Associate Dean and Assistant Program Director, assists

the Associate Dean/Program Director with data collection, analysis, and writing reports including

(but limited to) annual reports, the *Biennial Report* to ALA, ALISE statistical reports, and other

programmatic assessment functions. The Associate Program Director also supports the Student

Services Committee and helps plan student events (also known as Monday Nights). This

individual also assists the Program by enhancing communications and social media, as well as

recruiting at various events.

Toyin Akisanya, the Instructional Technology (IT) Coordinator, maintains program

specific technology. This work includes maintaining servers that house ILSs and IRs. The IT

Coordinator also builds and maintains the Program's website (lis.stkate.edu) and supports faculty

who have course-specific needs. For example, the IT Coordinator creates temporary web hosting

accounts for student and faculty on a Linux server for the Internet Fundamentals and the Web

Usability/Accessibility courses. The IT Coordinator also maintains and updates the five classroom

labs, produces the Program's monthly newsletter, oversees Social Media efforts, serves on the

Program's Facilities and Technology Committee, and acts as a liaison between the Program, the

University's IT Department, and the Facilities Department.

Janis Shearer, the Office Coordinator, serves as the face of the program. Often the first

contact for student and faculty issues, she ensures that the appropriate person or department

addresses them. The Office Coordinator interfaces with various units on campus. The Office

Coordinator works to ensure faculty contracts are completed and filed, classroom assignments are

equitable and maximize space, and coordinates with Admissions on open houses and

orientations.

Dr. Heidi Hammond, the SLMS Coordinator, serves as the primary point person for all

SLMS students. She ensures that the MLIS curriculum meets the licensure standards for school

library media specialists set forth by the Minnesota Department of Education. Dr. Hammond

works with the Education Department at the University and helps students locate and register for

classes in that area to meet state licensure requirements.

The decision-making process is consensus based and highly collaborative. Decisions are

often made at retreats and Program meetings, and include input from administrative and support

staff, as well as students and adjunct representatives. Curricular and *Family Educational Rights

and Privacy Act of 1974* (FERPA) protected decisions are made at faculty meetings. The program

relies on six standing committees (Admissions, Portfolio, Curriculum, Facilities, Student Services,

and Faculty Development) that discuss and make recommendations. The Program also relies on

taskforces to carry out specific and short-term projects (Marketing and Recruiting,

Undergraduate Information Science, and Diversity, for example; see Appendix I.J).

Various avenues exist for students, graduates, and stakeholders to make

recommendations, assist with decision-making, and/or offer suggestions to the Program. This

work includes the MLIS Summit, an annual meeting that includes time spent soliciting feedback

on the program, the MLIS Advisory Council, and regular town-hall meetings with students. All

meetings have agendas and minutes available. Discussions and decisions made within these

channels directly inform the Program's planning process.

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.

Parent Institution Provides Continuing Financial Support

The Associate Provost and Dean, in consultation with the Associate Dean/Program

Director, set the Program's operating budget. The Program submits an operating budget with

justification for increases to the Associate Provost annually. The following excerpt from the

St. Catherine University Employee Handbook describes the University's budget process.

> The president presents her annual College budget to the Finance Committee of the Board of Trustees, Council on Resources, and the full Board of Trustees for approval. In preparation for budget approval, cost center administrators prepare expense and revenue proposals as appropriate, which are then reviewed by the appropriate vice president (or deans in the case of academic budgets). The vice presidents review all departmental budgets in their respective areas and recommend spending priorities. Budget committee members review revenue and expense budgets and collectively decide how available college funds should be allocated. The president reserves the right to articulate spending parameters for compensation increases and any other item before the budget process begins and such parameters may be altered only with the president's approval. When the Budget Committee members agree upon a budget, they present it to the president who, upon acceptance, presents it to the Finance Committee of the Board for their recommendation to the Council on Resources and Board of Trustees. Budget Committee members are expected to adopt an institutional perspective during the process of budget preparation. Budget committee members include the vice president for finance and business operations (chair), the College budget manager, five elected faculty members, one academic affairs administrator, one student affairs administrator and two or three at-large members, including at least one representative of the staff. Budget Committee members may not serve on another college or faculty committee responsible for advocacy around compensation issues.[65]

The Program also makes capital and non-capital improvement requests (typically classroom and

office upgrades) annually.[66] The University provides all financial services on an equitable basis

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[65] *Employee Handbook* is available through Kateway and on site.
[66] Biennial Narratives are available on the MLIS Assessment Drive and on site.

with other programs. Program support includes updated faculty and staff computers, the

development of marketing materials, maintenance and janitorial services, and other services.

The Program also benefits financially from gifts and endowments (see Appendix V.C).

These funds support student scholarship, student research, and help the Program fulfill its

mission, goals, and objectives.

In 2013-14, the University initiated a *Program Prioritization Process* (*P3*), an ongoing

examination of the efficacy of all academic programs at all degree levels. There are five weighted

categories for evaluation: Mission, Cost Revenue, Quality, Demand, and Opportunity.

Department chairs and heads of programs are active participants in the *P3* process, which

includes providing leadership in the unit to meet its mission in a fiscally responsible manner, and

reviewing the data and information collected for the five criteria to provide context for these data

and provide any further needed information.

Although the MLIS Program scored very high on quality (10/10), mean score for

cost/revenue analysis was only 3.5/10. The University continues to support the Program fully, even

though the expense of running it makes profits marginal. Efforts will be made by the program to

streamline and economize while working to attract a broader market share. The *P3* report

demonstrates that the Program has a larger faculty-to-student ratio and staff-to-student ratio

than other units. Moreover, the Program faculty receive an annual course-release for research-

related activities that no other academic department receives. The Program is also the only

program at the University that has the Instructional Technology Coordinator position. In other

words, the University's support of the Program is more than adequate and fair compared to other

departments, and demonstrates the University's commitment to the MLIS Program.

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.

Equitable Compensation for the Program's Faculty and Other Staff

Faculty salaries in the Program are fair and equitable when compared to other academic units at the University (see Appendix V.D). The University regularly benchmarks faculty salaries to peer institutions and adjusts them when the need arises to ensure the University can attract and retain highly qualified, talented faculty. The University also regularly increases salaries through a combination of cost-of-living increases and merit bonuses.

Human Resources works with the Associate Dean to create job descriptions, classify positions, and provide salary ranges that are consistent with other units on campus. The University also set a minimum wage for all employees of $15 per hour in 2016. Moreover, because the University operates in the City of St Paul, all part-time employees, including graduate assistants, will be eligible for paid sick leave (see Appendix E).

Both faculty and staff are hired through a rigorous process that strives to ensure fairness in hiring. The University uses search committees for both faculty and staff positions. The Program typically has outside representatives on search committees as well. The University uses a Human Resource Information System (HRIS) for application processes and postings.

Faculty are evaluated according to the policies and procedures set forth in the *Faculty Evaluation Manual*. The Program faculty established their own criteria to evaluate faculty progression (see Appendix III.J). Faculty also make an annual report of activities to the Associate Dean and the Associate Provost through a program called Task Stream. Staff are evaluated on an ongoing basis. The Associate Dean/Program Director and the staff member discuss performance of the last year and establish goals for the year to come. Both parties sign the performance evaluation and refer it on to the Associate Provost and Human Resources.

The Program attracts, retains, and supports faculty and staff. While the Minnesota job market is

tight and thus benefits the employees not the employers, the Program has had several successful

searches in recent years. This is due to a strong screening process, extensive faculty and staff

networks, and a strong reputation of a mission-driven University devoted to social justice.

> 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.

Institutional Funds

The University is fair and equitable in the distribution of resources and financial support

for student, staff, and faculty development. The Office of Research and Sponsored Programs

(ORSP) supports the MLIS faculty in securing federal, state, and foundation grants to support

research and curriculum projects. The ORSP Director routinely visits the Program to hold

discussions with faculty and staff. ORSP maintains a detailed listing and calendar of research-

related opportunities for faculty, including internal grants, external grants, and fellowship

opportunities.

The faculty and staff are eligible to request travel funds from the Academic Professional

Development Committee (APDC). APDC makes annual awards for travel at the $800 level to

attend or $1,400 level to present. On occasion, the Associate Dean/Program Director or Associate

Provost can approve additional travel for faculty pending budgets. APDC also provides funding

through the faculty research and scholarly activities grant, curriculum development grants, and

the arts and humanities creative projects grant. The Carol Easley Denny Award (up to $20,000)

supports special teaching and research projects. Each of these awards is given on a fair and

equitable process and procedure administered by the APDC Committee (see Chapter III).

Students are eligible for professional development funds through the Student Governance

Organization (SGO). Funded through a student services fee, the SGO provides funding up to $200

to attend a national or local conference, $350 to attend an international conference, $400 to present at a national or local conference, and $700 to present at and attend an international conference.[67] Student professional development funding is fair and equitable with other graduate programs as determined by the Graduate Student Advisory Board (GSAB). Students may receive financial aid in the form of state and federal grants, student loans, graduate assistantships, and scholarships. MLIS graduate assistantships are more numerous than for other graduate programs. These budgeted positions are part of the Program's operating budget and do not include tuition remission.

Sabbatical leaves are available to all faculty on a regular schedule. The University approves sabbatical requests as liberally as possible. A faculty member is eligible for a sabbatical leave every seven years after hire. Faculty members can elect to take a single semester sabbatical at full salary or a yearlong sabbatical at half salary. The sabbatical process is detailed in the *Faculty Evaluation Manual* and is recommended by the UFEPT Committee.

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. 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. 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.

V.10   Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, ad communication; and promote efficient and effective administration of the program.

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[67] *LIS SGO*, accessed September 8, 2017, https://lissgo.wordpress.com/professional-development-funds/.

Access to Physical and Technological Resources

The MLIS Program welcomes all people to take part in its activities. Each classroom used by the Program is wheelchair accessible, as are the bathrooms on the Lower Level of the Coeur de Catherine building. The Student Disability Resource Center works closely with students who request assistance to ensure they have every possibility of success. The Center digitizes any necessary reading material for students with sight impairment. Also, if there is a need, ASL Interpreters are assigned to classes and extracurricular programming.

Students and faculty have access to multiple labs in the Coeur de Catherine building and elsewhere on campus. Most labs have moveable desks and chairs, which enables an accommodating environment for individuals in wheelchairs. All lab screens can be customized to meet the needs of the sight impaired. Moreover, there is a special computer station designed by Dr. Yukawa to cater to the elderly — while it is intended for instructional purposes, it could also be used by students.

> 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.

Instructional and Research Facilities and Services

The MLIS Program is housed in a self-contained space on the lower level of the Coeur de Catherine (CdC) building on the St Paul Campus. The CdC, informally named the Learning Commons, is a four-story $38 million building completed in 2004. The heart of the campus and location for a variety of student support services, the CdC building provides an environment that supports the integration of learning and student life. These facilities include the library, media services, the O'Neil Center for Academic Development (tutoring, writing, and academic support), the dining hall, the bookstore, and other student services. It is extremely rare that a student needs to leave the CdC.

The MLIS Program space is 11,166 square feet and contains five classroom labs, twelve faculty and staff offices, an adjunct office, and a commons space for students including mailboxes, a refrigerator, and a microwave. The Program has full equipment and layout control over four of the classroom labs and shares control for CdC 017 with Media Services, which uses the space for teleconferencing equipment. The University makes use of the Program classrooms in four of the rooms when the Program does not use them. CdC 005 is strictly reserved for the Program. Students also make use of the classrooms when not in use, by requesting access to the rooms from the Program office or from the Information Desk located on the third floor of the CdC. Students can also request study rooms in the library.

The technology infrastructure of the classrooms mirrors the LIS profession, in as far as the Program provides a variety of computing devices with a variety of operating systems. Table V.4 shows the current equipment configuration. Floor plans of the MLIS Program space can be found in Appendix V.F.

CdC Rooms 005, 019, and 020 have been updated and refreshed since the last accreditation visit. Additional information on the funding and type of room renovations can be found in Appendix V.G. The Program also makes use of classrooms outside of the lower level of the CdC when appropriate. For example, Dr. Anthony Molaro has used Fontbonne 214, the G-Tech classroom, to teach a design-thinking course.

Table V.4. MLIS Equipment Configuration

MLIS Classroom	Equipment
Room 005	18 MacBook laptops (2.3 GHz Intel Core i5 CPU with 4GB RAM) Data projector DVD player/recorder and a central panel to control all of the equipment Printer Mobile tables and chairs In-ceiling speakers
Room 017	Instructor's PC (3.10 GHz AMD Athlon CPU with 4 GB of RAM) with Microsoft Windows 10 Enterprise Edition Videoconferencing Suite, Including: Data Projector 4 Cameras DVD 1 Instructor and 12 Table Microphones 1 Document Camera Audio/video management kiosk that includes the instructor's workstation
Room 018	24 Windows Desktops and 1 instructor's workstation (3.8 GHz AMD Radeon CPU with 8 GB RAM) Microsoft Windows 10 Enterprise Edition Data Projector DVD Full range of software and access to the Internet and OCLC.
Room 019	18 Windows Desktops and 1 instructor's workstation (3.3 GHz AMD A10 Phenom CPU with 8 GB RAM) Microsoft Windows 10 Enterprise Edition 24 Chromebooks (Intel Celeron N2840 CPU with 4GB RAM) Data Projector DVD Printer
Room 020	1 instructor's workstation (3.3 GHz AMD A10 Phenom CPU with 8 GB RAM) Microsoft Windows 10 Enterprise Edition 24 iPads (4th Generation with Retina display, 16GB, Wi-fi) Data Projector DVD Printer

Media Services supports classroom teaching equipment by providing maintenance and replacing equipment according to their replacement schedule. Faculty and staff desktops and laptops are provided by IT and are refreshed following their replacement cycle. On average, a PC-based computer is replaced every four years and an Apple-based computer is refreshed every five years.

In addition to the support provided by the IT Coordinator, teaching and learning support is also provided by the McGlynn Information Technology Center. This center addresses student and faculty technology issues with a help-desk and training and support of the University's learning management system, Desire 2 Learn (D2L).[68] The IT University team supports faculty teaching and learning through two annual programs: Opening Celebration workshops and the Teaching and Learning Network workshops. Brown bag lunches and other professional development opportunities occur regularly throughout the year (see Appendix V.H).

The University provides students, faculty, and staff with G-Suite for Education (formerly known as Google Apps for Education), a suite of products that include email, a calendar, Drive, Docs, and Google Classroom. The University also supplies faculty and staff with FERPA-compliant storage on a network drive. Faculty and staff have access to Banner for grading, course schedules, and student records. The University also recently rolled out Mapworks, an early alert and advising system.

The University supplies faculty, staff, and students with computer and wireless Internet access throughout the campus. Students have access to media production equipment through the Academic Resource Center located in the library in the CdC building. Student consultants are available to aid students in the creation of audio, visual, or other production needs.

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.

Services Provided by Libraries and Other Units

The St. Catherine University Library and Media Services support the research and coursework needs of students and faculty in the MLIS Program through book, journal, and media

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[68] Desire2Learn (D2L) is undergoing a rebranding to Brightspace D2L.

collections. There are 20.06 FTE Library, Media Service, and Archives employees, including

faculty librarians, staff, and support staff. The libraries are staffed to provide all support services,

including reference and instructional assistance, interlibrary loan, classroom support and

collections. A librarian is assigned as liaison to the MLIS Program and keeps abreast of changes in

the field and in the curriculum.

Services

The Library offers reference and research assistance services for students and faculty in

person, by phone, email, and via Internet chat. Additionally, the Library participates in

Minnesota's cooperative 24/7 reference service, AskMN. The Library website provides many

valuable online learning aids for researchers. Web tutorials, database search guides, bibliography

how-to guides, pathfinders and other instructional materials are there.

The Library liaison for the MLIS Program maintains a subject guide, the Library and

Information Science LibGuide (http://libguides.stkate.edu/mlis), which serves as a portal for

library resources relevant to students and faculty. The Library liaison also conducts course-

integrated library instruction for MLIS students. The Library maintains an institutional

subscription to the RefWorks citation management system and provides frequent instruction for

RefWorks.

Students and faculty have access to all Library resources, from both on and off-campus,

using St. Catherine's Kateway portal. Kateway allows easy authentication so that off-campus users

can access online databases, journals, and other library subscription resources without restriction.

The St. Catherine University Library also provides opportunities for students to engage

with the collections, librarians, and professional experiences. Through the hiring of five to six

graduate assistants, we provide opportunities for MLIS students to explore various professional

pursuits in an academic library from one semester to multiple years. We also welcome students

seeking practicum experiences an opportunity to work on particular projects with our librarians.

These experiences range from providing research and instruction services to analyzing our

electronic resources for a thorough evaluation of the cost and usage of e-journals and databases.

We also have a strong and growing archives and archival program that often provides work

opportunities for students, as well as engagement with the archives courses.

The St. Catherine University Library has the strongest library science collection in

Minnesota. The number of book and journal holdings, as well as the depth and breadth of the

book and journal collections ensures the broad range of topics and specialties within library and

information science are supported well.

The Library has specific collection development guidelines that prevent unnecessary

duplication of materials at multiple library sites, and selection criteria to evaluate each title being

considered in terms of its ability to support and enhance the existing collection. A portion of the

total Library circulating book budget is allocated annually to each academic department primarily

based on the number and degree level of credit hours, generated in the previous academic year by

the department. Using the recommendations of faculty, book review sources, and student

requests, the Library provides a solid foundation of books to support teaching and learning in the

LIS programs. Faculty-requested book titles are given the highest purchase priority. Faculty and

students may make recommendations for library purchases using online request forms to request

books or audiovisual materials.

E-books are a normal part of our collection and continue to grow in number as well as in

stability and improved interfaces. St. Catherine University Library is committed to providing

appropriate resources to better support off-site student and faculty work. Electronic book

collections continue to be well used by students and faculty and the number of e-book resources

at St. Catherine University grows each year.

The St. Paul campus Library hosts a juvenile literature collection that has both circulating and special collections. The focus of this collection is to represent quality juvenile literature over the years as well as provide examples of popular titles, genres, and formats that will support learning and current awareness for MLIS students pursuing school and children's librarianship.

The MLIS Program is in a unique position of having an endowed special fund to provide additional support for allocation of library and information science resources. The Sister Marie Inez Johnson Library Endowment totals $127,549 and yields approximately $5,000 a year to support the MLIS program.

In addition to local and electronic book collections, students and faculty have access to the shared collections of the Cooperating Libraries in Consortium (CLIC). This group of six local academic libraries utilizes a shared book catalog and offers online holds and daily delivery of books to each institution. The combined book collections of the CLIC system libraries total over two million items. Minitex, a regional consortium, provides additional options for interlibrary lending and borrowing. Its members are public and academic institutions in Minnesota, North Dakota, and South Dakota. For students and faculty, it affords access and delivery of books and journal articles from such strong regional medical collections as the Mayo Clinic, the University of Minnesota, and the University of North Dakota. Although inter-lending relationships are vital and long-standing, the Library strives to meet its own needs through its own strong collections.

The Library maintains print and electronic journals that provide access to the most current research in the field of library and information science. The Library subscribes to over 55,000 journals in print or electronic format. The Library maintains 45 current subscriptions to core occupational science and occupational therapy journals, in either print or electronic format.

The Library subscribes to 115 journal indexes. All indexes are online and available from on campus and off-campus with seamless full-text linking to content across databases. The primary

library and information science indexes used by program students and faculty will be *Library Literature, Library, Information Science,* and *Technology Abstracts.* The Library also provides access to ProQuest's *Education FullText, ERIC,* and *Proquest's Dissertations and Theses* among many other databases in the social sciences.

If the Library does not subscribe, either in print or in electronic format, to a desired journal, the Library provides document delivery service using the secure Illiad rapid document delivery system. Document delivery services are available to students and faculty at no charge and there are no request limitations. Article requests are generally filled within four business days direct to the requestor's desktop. Turn-around time for regionally held documents (from the University of Minnesota or Mayo Clinic) is often same day or next day. Library users may track the status of their document requests through the Illiad online system as well.

The Library's media collections include videos, DVDs, audio recordings, kits and other types of audio-visual materials. Streaming media are also provided through such platforms as Films on Demand and Alexander Street Press (educational), Kanopy (documentaries), and Swank (feature films). If streaming rights are available for individual titles at a reasonable cost, Media Service will purchase these and stream them on our local Kaltura streaming media server, SCUMediaSpace. The Library and Media Services work with faculty to identify films, simulations, and other multimedia learning aids for purchase. Further, the Media Services department supports the production of in-house media (such as podcasts and i-movies) collaborating with the MLIS Program and IT staff to assist in the creation and delivery of course content for students at a distance using Panopto lecture capture, Kaltura, and other appropriate media services.

The Library's digital collections have grown significantly over the past five years. It is a member of the Minnesota Digital Library Coalition, helping to create Minnesota Reflections, a massive digitization project of images from a variety of times and locations around the state. The

library also maintains an institutional repository adding to our scholarly digital record at St.

Catherine University. These collections provide opportunities to learn about digitizing for MLIS

students as well.

Local, regional and statewide library resources enhance the Library's collection. The state

of Minnesota and the Twin Cities of Minneapolis and St. Paul are information rich, with many

library resources available to MLIS students and faculty. The University is a member of the

Cooperating Libraries in Consortium (CLIC) and the MINITEX Library Information Network.

MLIS students and faculty can also access the wealth of information resources available through

the Metropolitan Library Service Agency (MELSA) and Metronet. At the national level, the library

is a member of OCLC. The University Library's policy is to obtain research materials for graduate

students and faculty from throughout the United States at no charge. The ILLiad system currently

in use at the University allows patron initiated interlibrary loan requests, with tracking by users of

the entire process of obtaining their items.

> 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.

Review of policies and resource requirements

The Program regularly reviews policies through a systematic planning and evaluation

process. Administrative policies, fiscal policies, and support policies for the MLIS Program are

reviewed annually by the faculty at regularly scheduled meetings as part of the annual budget

request process and setting of program goals for the following year. Policies affecting admissions,

retention, and scholarship support are also routinely reviewed and updated. For example, the

Program, after careful review, elected to admit students in the summer term and added a section

of LIS 7010 to our summer offerings.

The Program also recently reviewed its policy of not allowing practicum students to earn a stipend from the host site. Informal and formal conversations with student and practicum sites revealed a professional shift on paying interns. For example, both Hennepin County Library and the Department of Natural Resources have started paying interns due to changes in human resource practices. Because of these opportunities, and after deliberation, this policy was changed.

The Program had also long maintained a policy of not allowing parents to bring a child into the classroom in cases when childcare emergencies arose. The Program held a town-hall gathering with current students to discuss this issue. Some students indicated that childcare emergencies arose and they could not find adequate coverage in time to make it to class. The faculty and students discussed how disruptive this would be to the entire class. The policy now allows the faculty member to make that decision on a case-by-case basis, and the student parent is made aware of support from the University's Access and Success Center, which provides a range of resources for student parents.

The MLIS faculty sets annual goals at its May planning retreats. Information from the Advisory Council, the annual MLIS Summit, and institutional initiatives is reviewed and used to develop goals for the following year. Strategies to implement the goals are discussed and work is assigned to task groups and committees that involve faculty, staff, students, Advisory Council, and other stakeholders as appropriate. Progress in addressing the goals is reviewed mid-year at department and Advisory Council meetings. Goal status is assessed annually at the annual MLIS Summit and during the May faculty planning retreat where adjustments are made and new goals established for the coming academic year.

The Facilities Committee regularly reviews space and technology needs including soliciting feedback from students through a periodic technology needs survey. This committee determines the space needs and makes recommendations to the faculty and administration. As

the Program does not currently offer any fully online education experiences, the committee does

not address this need. However, faculty receive training for offering online education through the

University's McGlynn Technology Center.

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.

Documented Evidence of its Ongoing Decision-making Processes

The MLIS Program documents its decision-making processes and supporting data

organized record keeping means. These include committee, program, and faculty meeting

minutes, financial records, *P3* data and reports, annual reports, work plans, *OBAP*s, and other

records.

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.

Evaluation Used to Improve the Program

The Program makes regular use of evaluation and assessment data to drive decisions. For

example, cost/benefit data and student survey data lead to the elimination of J-term course

offerings. The Program has begun offering fully hybrid courses and is rolling out daytime courses

based on recent student surveys (see Appendix V.I). We have also noted in other chapters how

faculty use evaluation and assessment data to make curricular decisions. The program recently

met with members from the FLDS endowment to ensure the endowment interest is being spent in

a way that honors its original intent. Because of that meeting, the Program will be using

endowment funds to purchase memberships for all students in the local Minnesota Library

Association.

The Marketing and Recruiting Taskforce made heavy use of evaluation and assessment

data to improve the recruiting and enrollment efforts of the Program (see Appendix IV.A). The

process revealed some interesting areas for improvement for the entire University, and provided

the Program with market insight unparalleled by other programs. Through the efforts of the

Marketing and Recruiting Taskforce, the Program has begun establishing stronger partnerships

with area libraries and the library community. The Program and University have formed

corporate partnerships with area public libraries and the Reading Corps, which is a version of the

AmeriCorps that has 15,000 alumni who have worked with local communities to improve literacy

across the state of Minnesota.

Synthesis and Conclusion

The final section of the Self-Study synthesizes the principal character, strengths, limitations, and challenges of the school and program. This summary concisely reiterates the evidence for compliance with the Standards. It may also describe unique features, and the culture and context of the program, school, or institution in order to improve understanding of the program.

The MLIS Program at St Catherine University has a long history of providing library and information science education in the state of Minnesota. The MLIS Program is situated in the Graduate College and in the School of Business and Professional Studies, and supports the University's commitment to social justice and development of women leaders. The Program relies on its various stakeholders to inform both strategic and curricular decision-making to best meet the needs of the profession. The Program's *2017 Self Study* provides ample evidence of its compliance with the American Library Association's *2015 Standards*. Through assessment and reflective decision-making during this accreditation period, the program has identified strengths, weaknesses, problems, and solutions. As a result, significant changes have been implemented in every area under review in this self-study.

Systematic Planning: Mission, Vision, Values, Goals, Objectives, and SLOs

The MLIS Program continuously reviews the Program. Since the last accreditation visit, the Program has revised the mission, added a vision, updated the values, and overhauled the Student Learning Outcomes (SLOs). The deliberate and methodical processes used to shape the Program include feedback from and involvement from various stakeholder groups: administration, faculty, staff, students, alumnae/i, employers, and the broader LIS community (MLIS Summit, for example).

The data and assessment points the Program uses provide great insight and informs our decision-making process. For instance, student surveys have led to several changes in the curriculum including the removal of J-term courses, the elimination of the required Touchstone and Capstone courses, and improvements to the portfolio review processes. In the coming year,

the Program will begin to reevaluate the Program's Goals and Objectives once the University finalizes its strategic planning process.

Curriculum

The MLIS Program curriculum has undergone a major evaluation and update since the last accreditation visit. Beyond the changes to Touchstone and Capstone, J-term classes, and revised SLOs, the Program has added many new courses. Most of these courses are in the information science or applied technologies area. The Program faculty conducted a curricular audit and revised the pathways for advising. They also decided to eliminate courses due to the changing nature of LIS. External stakeholders and students have provided invaluable guidance to the Program regarding the curriculum.

The Program has also begun piloting new delivery methods for courses. In spring 2017, the Program tested a mostly online course with very positive student feedback. Fall 2017 is the first time the Program will offer daytime courses due to the changing nature of our student body and their needs for a more flexible course schedule. As we move forward, the Program will continue to explore alternative course delivery modalities.

Faculty

The MLIS Program is proud to be one of the most diverse academic units at St Catherine University. Moreover, the Program faculty members have diverse foci for teaching and research interests. Faculty performance is measured consistently with other academic units. The faculty receive a one-course release for research, which allows the faculty to engage in a substantial amount of research. The Program's faculty are recognized by the University for their teaching and advising. Program faculty engage in collaborative research within the University, and especially with MLIS students. The adjunct instructors provide additional expertise and agency for courses; yet, the full-time faculty teach most of the courses in the Program.

Students

The MLIS Program is focused on improving recruitment of students, particularly those with diverse backgrounds. The Program has reviewed the admissions process since the last accreditation visit, but it will do so again with a keen eye towards removing any barriers to underrepresented students. Students are drawn to the Program for a variety of reasons. The three main reasons are the University and Program's commitment to social justice, to equal rights for women, and the high-touch nature of the MLIS Program.

Student life at St. Catherine University is robust and vibrant. There are a plethora of extracurricular activities, events, and leadership opportunities for students from which to choose. The students have a strong voice in the Program through their participation on governance committees, surveys, town hall meetings, and a very responsive faculty. According to the most recent *Library Journal* Salary and Placement Survey, the students of the MLIS Program find gainful employment with strong salaries compared to other MLIS programs. Alumnae/i surveys demonstrate that graduates have positive attitudes towards the Program and their learning outcomes.

Administration, Finance, and Resources

The Program and the University have undergone tremendous changes in the recent years. The University has an entirely new administrative team including the President and all the vice presidents. The Program is also transitioning from an Associate Dean/Program Director to a new Program Director. The Program is an integral yet distinct unit within the School, College, and University with autonomy to make necessary decisions. The faculty are well represented across the campus in University governance. The Program's budget has remained stable even with the declines in enrollment and tuition revenue. The University provides adequate space, technology, and resources for the Program to carry out its goals, mission, and objectives.

Strengths

The MLIS Program will build upon and expand its core strengths. The Program benefits from a long history of LIS education and has minimal direct competition in Minnesota. The Program will continue to make decisions that are in the students' best interest and with stakeholder input. In the future, the Program will continue to live out its mission and values by continuing work like the recent launch of the *Research on Diversity in Youth Literature* journal.

Strength 1: Tradition of Educating Information Professionals

St Catherine University began offering LIS education in 1917 and has a long history of providing a high-quality LIS educational experience for students that is grounded in social justice. The Program, much like the University, is assessment and evidence driven. The curriculum continues to evolve and improve year-after-year based on feedback from faculty, students, alumnae/i, and employers.

Strength 2: Mission, Vision, and Values

The Program stands on its mission, vision, and values. It is well positioned to tackle the problems facing the nation at this moment in time. Its focus on social justice and equal rights for women is critical today.

Strength 3: Faculty Experience and Dedication

The Program is built on the dedication and expertise of our faculty. We are proud to have such a diverse faculty with equally varied research and teaching interests. The faculty work collaboratively across the University, with students, and with external stakeholders. They are resolute in the passion to make the world a more just place.

Strength 4: Engaged, Intellectually Curious Students

The Program is a student-centered organization. Our students meet and exceed admissions requirements. The Program benefits from highly engaged and intellectually curious students who are resolute in the passion to make the world a more just place. Practicum site supervisors and employers provide the Program with positive feedback regarding the students.

Challenges

To address current challenges, the Program is working hard to bring enrollment back up to 180 students; however, we do not want just any student. We want students who represent the community, and strive to make the world a more just place. The Program will use *P3* data to make budgetary adjustments to maximize available resources. The Program will begin discussions around its identity as it relates to library science and information science, as well as, face-to-face versus online. Moving forward, the Program will continue to focus on expanding its brand beyond the Upper Midwest region and beyond.

Challenge 1: Increase Enrollment

Enrollment is the primary challenge of the Program today. We have begun to rebound from the dip in enrollment many of the LIS programs faced in recent years. Our marketing and recruiting efforts have helped tremendously, but we will continue to be proactive in providing a program that meets the changing educational needs of our students. We will focus recruiting efforts in areas that diversify the profession.

Challenge 2: Faculty Stability

While the Program receives generous support from the University, the parent institution as a whole is experiencing some budgeting issues. We lost a faculty position with the upcoming retirement of the Associate Dean/Program Director, Dr. Deborah Grealy. However, we do not

anticipate shedding additional faculty lines even as the University is looking closely at staff lines as a strategy to reduce expenses.

Challenge 3: Tension of Theory and Practice

The Program is trying to balance the fine line between theory and practice, traditional library science and information science, and a high touch face-to-face program with online learning. The Program will tackle these challenges through data driven decision-making and in consultation from various stakeholder bodies.

Challenge 4: Strengthen MLIS Program Brand

The Program needs to change its brand from strong but quiet to strong and known. In other words, the Program needs to build its brand beyond the greater Minnesota region. Faculty research and student success are contributing to the establishment of such a brand, but much work needs to be done.