

Division of Library and Information Science

Assessment Report

2017 - 2018

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November 6, 2018

Approved: November 30, 2018

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Executive Summary

Purpose. The purpose of this document is to report on the 2017 – 2018 assessments and advisory board meetings (Table 1). The assessments and advisory board meetings engage all constituents - students, faculty, alumni, and employers -of the Master of Science in Library and Information Science (MS LIS) program in the ongoing process of improving the program. The process is guided by the DLIS Assessment Plan, approved March 2015.

Background. DLIS developed a comprehensive assessment plan in 2015 that called for reconstituting the Advisory Board, creating a Law Librarianship Advisory Board (whose name was changed in 2017 to the Certificate in Management for Information Professionals Advisory Board), and new assessment measures. The new assessment measures consisted of a survey of alumni two years after graduation, an exit survey to graduating students, and an employer survey. At the end of the 2016 – 2017 academic year, the three new measures were in place. In addition, the existing new student survey and annual student survey were revised as part of the plan.

The quality of the MS LIS program is monitored continuously using an annual cycle of data collection and analysis, reporting, board meetings, and faculty reviews. All program constituents are involved in the assessment cycle. The assessment reports and concomitant decision-making are evidence demonstrating that the program continues to meet or exceed the Standards for Accreditation of Master’s Programs in Library and Information Studies¹. More importantly, students in the program are well-equipped for positions emerging in the evolving information professions.

Table 1. Assessment Measures and Advisory Boards

Measure/Board	Timeline (Month Administered)	Program Constituents Participating
Course Artifact Assessment	August, December, May	Faculty
E-Portfolio Reviews	August, December, May	Graduating students
New Student Survey	September, January	Students entering the program
Exit Survey	September, January, May	Graduating students
Annual Student Survey	March	Students
Alumni Two-Year-Out Survey	April	Alumni graduating two years prior
Employer Survey	April, every two years	Employers
Advisory Board – Adv Cert in Mgmt for Information Prof’s	Meetings as needed	Alumni, employers, faculty
Advisory Board	May	Alumni, employers, faculty, and students

¹<http://www.ala.org/educationcareers/accreditedprograms/standards>

Program Goals and Outcomes

Since 2009, DLIS has based its program goals and outcomes on the ALA's eight core competencies of librarianship². The program goals are reviewed annually to ensure they continue to serve the MS LIS program effectively in light of the program's evolution. In addition, specializations within the MS LIS program supplement the program goals with that of related professional organizations.

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

- A. Demonstrate knowledge of the ethics, values, and foundational principles and the role of library and information professionals in the promotion of democratic and legal principles and intellectual freedom.
- B. Understand the history of human communication and its impact on libraries, and the importance of effective verbal and written advocacy for libraries, librarians, other library workers and library services.
- C. Demonstrate knowledge of historical and present-day libraries and librarianship as well as significant national and international policies and trends within the library and information profession.
- D. Demonstrate effective communication techniques (verbal and written) used to analyze complex problems and create appropriate solutions.
- E. Fulfilling certification and/or licensure requirements of specialized areas of the profession.

Goal 2. Develop an Understanding of Information Resources

- A. Understand the concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
- B. Understand the concepts, issues, and methods related to the acquisition and disposition of resources, and the management, preservation and maintenance of collections.

Goal 3. Demonstrate Ability to Organize Recorded Knowledge and Information

- A. Understand the principles involved and the developmental, descriptive, and evaluative skills needed in the organization, representation and retrieval of recorded knowledge and information resources.
- B. Demonstrate ability to organize recorded knowledge and information using the systems of cataloging, metadata, indexing, and classification standards and methods.

Goal 4. Apply Technological Knowledge and Skills to Practice

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

² ALA Core Competencies

<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

Goal 5. Apply Reference and User Services

- A. Demonstrate knowledge and usage of the concepts, principles, and techniques of reference and user services, as well as retrieval techniques and evaluation methods, that provide access to relevant and accurate recorded knowledge and information from diverse sources to all patrons.
- B. Understand and demonstrate ability to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information, including information literacy techniques and methods.
- C. Understand and apply the principles of assessment towards communities, user preferences, and services and resources, as well as promoting methods of advocacy through development and services.

Goal 6. Master Research Methods

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

Goal 7. Experience Continuing Education and Lifelong Learning

- 1) Continue professional development by maintaining and practicing the purpose and role of providing quality service for the lifelong learning of patrons and the promotion of library services.
- 2) Apply the learning theories, instructional methods, and achievement measures to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Goal 8. Apply Key Concepts of Administration and Management

- A. Understanding the principles of planning and budgeting in libraries and other information agencies, as well as developing effective personnel practices and human resources.
- B. Understanding the concepts behind, issues relating to, and methods for the following: assessment and evaluation of library services and their outcomes, developing partnerships, collaborations, networks, and other structures, and principled, transformational leadership.

Advisory Board Meeting Summary

Date: May 4, 2018

Location: Queens Campus, D'Angelo Activity Center 401

Prepared by: James Vorbach, Ph. D.

Attendees: Michael Crossfox, Caroline Fuchs, Alyse Hennig, Tara King, Lisa Kropp, Shari Lee, Michelle Levy, Ralph Monaco, Michael Morea, Jamie Papandrea, Elizabeth Pollicino Murphy, Susan Roby Berdinka, Kathryn Shaughnessy, Kristin Szylvian, Anthony Todman, James Vorbach, Satasha Williams (Appendix B lists all Board members)

INTRODUCTION

James Vorbach, DLIS Director, started the meeting with an update on the Fall 2018 accreditation process. The reception with the External Review Panel on September 30, 2018 was announced and an invitation to Board members will be forthcoming. Dr. Vorbach also thanked the Board for their feedback on the MSLIS Mission Statement at the last Board meeting which contributed towards the Mission Statement's revision in September 2017.

Dr. Vorbach updated the Board on the program enrollment and the increase in students due largely to the St. John's University's partnership with Wiley Education Services (Appendix C). There was a brief Q&A period on the Wiley Partnership. Finally, Dr. Vorbach reviewed the three topics for the breakout sessions which comprised most of the meeting:

1. Combining Soft Skills and Preparing Students for the Job Market
2. Professional Development and Lifelong Learning
3. Alumni Engagement

The meeting's agenda (Appendix D) followed primarily from the discussions at the planning meeting on April 6th (Appendix E). The goal of the breakout sessions was two-fold: 1) to provide action items on topics discussed at previous Board meetings and 2) to provide feedback on the 2017 – 2018 strategic priorities. The planning meeting identified "soft skills" and "preparing students for the job market" as two topics from previous meetings to discuss further at the 2018 meeting. DLIS decided to combine these two topics and emphasize their relationship in the first breakout session. The planning meeting reviewed the 2017 – 2018 strategic priorities and selected "professional development and lifelong learning" and "alumni engagement" for discussion at the May 4th Board meeting.

The Board members were divided into three groups and each group devoted thirty minutes to each of the three topics. Each group recorded notes on large flip-chart paper. The next group to discuss a topic would review the previous group's notes on the topic before continuing. After lunch, groups had approximately thirty minutes to review all the notes, which were posted on the walls. The general discussion of each topic then followed. Finally, Board members were asked to synthesize the meeting in terms of the actionable steps that should be considered first in each topic.

SUMMARY

Soft Skills and Preparing for the Job Market

- Create a recorded workshop on email how-to's; include email tonality:
- Revise the mentorship program to include pairing students with advisory board members/working alumni to cover some soft skills
- Include a final, required project consisting of a public presentation such as a Skype interview, a YouTube video, and a reader's advisory or reference interview
- Collaborate with the Office of Career Services to develop a series of recorded synchronous workshops/presentations for students and alumni, specific to LIS field
- Create opportunities within credit courses to learn and practice soft skills
- Create one day job skills boot camps for graduating students and for alumni (covering mid-career topics)
- Teach advocacy writing
- Create a video walk-through for the e-portfolio end-of-program assessment
- Assign various styles of writing (technical, descriptive, etc) in courses
- Offer informational interviews with practitioners
- Teach humility, knowing what you don't know, being open to suggestions and not taking as criticism

Professional Development and Lifelong Learning

- Offer alumni-based, in-person professional development courses; these may be help recruitment for the Certificate in Management for Information Professionals (CMIP) program
- Create online workshops which offer Continuing Education Units (CEUs), free for alumni, inexpensive for non-alumni
- Offer workshops and in-course teaching on how to write conference proposals, create presentations, identify publishing opportunities, among others.
- Encourage students to access free professional listservs and to be involved in communities of practice; emphasize the importance of engaging with the profession beyond presentations and publications
- Advise students and alumni on how to use social media for professional engagement
- Encourage students to join their local and state library associations and ALA
- Encourage students to engage with a mentorship program in their respective areas
- Consider poster sessions and pecha kucha's for professional presentation opportunities
- Assign the joining of an association committee or SIG as part of the online orientation, LIS 270
- Leverage DLISSA leaders as future mentors
- Utilize ALA Connect
- Incorporate more community building assignments in online courses; online can be isolating
- Encourage students to have internships
- Strengthen the alumni network through personal invitations to meetings and through local library associations

- Hold a reception at NYLA; one suggestion was to meet an hour earlier than everyone else to walk through the exhibition booths
- Host a breakfast or dinner; invite internship hosts; one suggestion was to hold the event at the LI Graduate Center in Hauppauge

Alumni Engagement

- Create meetups and reunions for alumni at professional conferences
- Introduce an alumni speaker series
- Introduce an annual award honoring of an alumnus
- Invite alumni to create online workshops for CEUs which may help connect current students and alumni
- Distribute a survey to alumni with professional tracks (i.e. archives, youth, public, academic, etc), asking them to indicate their organization and title; offer the opportunity to join an online group based on their professional track
- Partner with local LIS programs to expand the above survey and subsequent group for networking
- Include approaches to engage our distant alumni
- Encourage alumni to attend and present at symposia
- Department-generated fundraising appeals/mailings
- "SJU Saturdays" at DAC or the LI Graduate Center once a semester
- Invite alumni to post on the DLIS blog, thus providing new content each week
- Invite faculty to post on the DLIS blog, thus providing new content each week
- Improve the DLIS Facebook page to increase engagement (with links to blog)
- Introduce drop in events for current students and alumni (e.g. study groups at the SJU Library and drop-in office hours)
- Need to build an in-person community on campus

CONCLUSION

The Advisory Board meeting produced over ten action items for each of the three topics. These will be presented to the DLIS faculty at the first meeting in September for their review. Implementation of some of the action items may begin as early as the Fall 2018 term. DLIS has in place the DLISSA Webinar Series, the DLISSA Student Research Symposium, the Brother Corry Roundtable on Social Justice, and the Guerilla Digitization workshop which should facilitate implementation.

The DLISSA Webinars are the co-curricular activity centered on the discussion of "soft-skills" within the information professions. The biweekly webinars offer opportunities for alumni and students to interact synchronously while participating in professional development activities.

The annual DLISSA Student Research Symposium provides opportunities of synchronous presentations for both local and distant students. This may be expanded to include alumni as well. The Brother Corry

Roundtable on Social Justice in Librarianship in the Fall semester may provide opportunities for students to set a topic, convene a panel, and moderate a discussion.

Finally, DLIS is working with alumni to design and implement workshops for a Professional Development Workshop Series. The "Guerilla Digitization" workshop has been offered three times and each time it was filled to capacity. The workshop is sustainable and scalable. Alumnae Michelle Levy and Christina Orozco developed and taught the workshop.

Advisory Board for the Certificate in Management for Information Professionals

Background. Formerly called the Law Librarianship Advisory Board, this body advises DLIS on the Certificate in Management for Information Professionals (CMIP). This Board was instrumental in the development of CMIP, which was approved by the New York State Education Department in 2017. There are two audiences for the certificate: 1) mid-level information professionals and 2) students in the MS LIS program. Mid-level information professionals learn the leadership and management skills through courses in project management, knowledge management, and marketing and advocacy to advance in their careers. Current students may fulfill the requirements of the certificate through the management specialization and thus receive both the MS LIS and the CMIP upon graduation.

There was no formal meeting in the 2017-2018 academic year. Members were kept informed via email of DLIS' efforts to promote the program and the enrollment in the program. At this time, two alumni and two students are in the program. The advertising budget included in the 2016 program proposal has yet to be approved and consequently, DLIS efforts are limited to a great extent.

Members

Elaine Egan – Shearman and Sterling LLP

Alirio Gomez – Director of Library and Information Science, Milbank Tweed

Ralph Monaco, Executive Director, New York Law Institute (retired) and Adjunct Assistant Professor, DLIS, St John's University

Jean O'Grady – Director of Research Services – DLaPiper

Stacy Posillico, Medical Librarian, Northwell Health Systems

Taryn Rucinski, Branch Librarian, United States Court of Appeals, Second Circuit

Dr. Rajesh Singh – Assistant Professor, DLIS, St John's University

Dr. James Vorbach – Director and Associate Professor, DLIS, St John's University

Alumni Survey

Background. This survey is distributed to alumni two years after graduation for their feedback on the quality of the MS LIS program, the preparation received for their career, and suggestions for improving the program. The design of the survey closely follows that of the exit survey administered to students upon graduation. This year’s survey was administered in May 2018 (Appendix F). The 2018 participants graduated in 2015 -2016 academic year (i.e. Summer 2015, Fall 2015, and May 2016).

The survey asks alumni to reflect on their respective programs of study and answer questions covering five areas: program, interactions, teaching, courses, and resources. The questions corresponding to these categories are shown in Tables 2 through 6 respectively, which show the percentage of “strongly agree” or “agree” responses. Of the 26 alumni to whom the survey was emailed, 12 responded to the survey, a 46% response rate. The responses to each question were: “strongly agree”, “agree”, “neutral”, “disagree”, and “strongly disagree”.

Table 2. Program

Questions	2018	2017	2016
Q1: Satisfied with the program	83%*	62%	78%
Q9: Prepared to enter the workforce	66%	64%	86%
Q11: Field experience (AS-L, internships, ind studies) contributed towards employment	83%	27%	57%
Q12: Recommend program to others	83%	64%	86%
Q13: Choose St. John’s, if decide to continue graduate study	42%	36%	43%

* sum of the “strongly agree” and “agree” responses

Table 3. Interactions

Questions	2018	2017	2016
Q2: Interactions with faculty generally positive	100%	92%	100%
Q3: Interactions with fellow students generally positive	84%	83%	100%
Q4: Interactions with office staff generally positive	92%	83%	78%
Q5: Received useful information from faculty advisors	83%	58%	88%
Q13: Choose St. John’s, if decide to continue graduate study	42%	36%	43%

Table 4. Teaching

Question	2018	2017	2016
Q6: Faculty were effective teachers	100%	92%	100%

Table 5. Courses

Question	2018	2017	2016
Q7: Satisfied with the variety of course offerings	58%	50%	100%

Table 6. Resources

Question	2018	2017	2016
Q8: Had access to appropriate library resources, software and related technology to support educational needs	100%	50%	100%

Table 2 shows that students overall are satisfied with the program and an improvement in the perceived value of field experiences during their program of study. Table 3 shows that students interactions with faculty, students and staff remain very positive. Students continue to report that faculty are effective teachers (Table 4). Finally, DLIS needs to improve on the variety of course offerings (Table 5).

Open Questions

Q10, Q14, Q15, Q16, and Q17 were open questions and are described here briefly.

Q10 asked respondents to identify skills needed after graduation and how these skills were acquired. Responses included library management systems, appraisal skills, and special collections. Job-related experience, workshops, message boards, and YouTube were where the skills were acquired.

Q14 asked respondents for the courses which contributed the most value to their program of study. The core courses were mentioned. The elective courses – Archives and Records management; Archival Representation; Children’s and Teens Literature and Services; Digital Libraries; Knowledge Management; Metadata; Museum Informatics; History of Galleries, Libraries, and Museums; Pop Culture; and Social Justice in Libraries; and Web Design – were also mentioned. Q14 responses will be monitored as courses in the program are assessed.

Q15 asked respondents to identify the major strengths of the program. Strengths listed include the breadth of course offerings; the faculty; course offerings which included metadata, technology, and copyright/licensing; and the flexibility of online education.

Q16 asked respondents to identify the major weaknesses of the program. Responses called for ways to improve a sense of community among students, and more hands-on experiences.

Q17 asked respondents for recommendations to improve the program. Responses include more Academic Service-Learning options in courses; more student and alumni meet-ups; more courses concerning born-digital materials; and an increased emphasis on the importance of internships were mentioned.

Summary

A revised assessment plan was approved by the DLIS faculty in March 2015 which included new measures for incorporating feedback from all constituents – students, faculty, alumni, and employers. Since the Spring 2015 term, the ongoing assessments and reconstituted Advisory Board have led to changes which relate directly to the closed and open questions in the survey. For example, course offerings have improved with the new two-year cycle for planning and the new Certificate program in Management. Online Learning pedagogy is now introduced in a revised online orientation program for new students prior to the start of their first term. Finally, the new student organization DLISSA has been the focal point for increasing student engagement outside the curriculum.

Alumni taking the 2018 survey graduated in the 2015 – 2016 academic year, when the changes resulting from the 2015 assessment plan were starting to go into effect. DLIS is committed to monitoring these measures and incorporate future results into the strategic priorities which guide program improvements.

Course Artifact Assessment

Background. Each course in the MS LIS program is assessed over a four year period to determine how well students are learning the corresponding program goals. Delays have occurred in the implementation of this measure approved in the 2015 Assessment Plan. As a result 76% of the courses will be assessed by the end of summer 2018, and it is estimated that 87% will be assessed by 2019. DLIS has learned from this experience and the second assessment cycle beginning in 2020 will achieve the four year objective. The faculty will decide at that time whether to review the core courses every two years, which was part of the original plan, but not implemented.

Method. At the beginning of the term, the courses are assigned by the Director for assessment. The assignment is made such that a faculty member has to assess no more than one course in a term. For each course, the instructor selects one artifact (e.g. assignment, exam, or semester project) as a representative measure for the course’s corresponding program goals. At the end of the course, the instructor completes a form (Appendix G) describing the class’ performance, reviewing the artifact’s role as a measure, and the resulting changes planned to improve the course. Sample artifacts with their respective reviews are included as well. Spring 2015 was the first term to use of this form of assessment. The form was revised in February 2017 to include the course description, a description of the artifact, and additional comments. Table 7 indicates the status of course assessment, including the schedule for upcoming reviews.

Table 7. Curriculum Map to Program Goals & Course Artifact Assessment

Course Code	Course Name	Program Goals & Outcomes	Faculty	Reviewed/ Review Scheduled	Next Review
	CORE				
LIS 203	Organization of Information	3A, 3B	Angel	Spring 2015	Spring 2019
LIS 204	Introduction to Library and Information Science	1A, 1B, 1C, 1E, 2A, 2B, 3A, 5A, 7A	Rioux	Fall 2015	Fall 2019
LIS 205	Introduction to Information Sources and Services	1A, 4A, 5A, 5B, 7A, 7B, 8A, 8B	Lee	Fall 2015	Fall 2019
LIS 239	Research and Evaluation Methods	1A, 1B, 1D, 3A, 6A	Singh	Fall 2015	Fall 2019
	MANAGEMENT				
LIS 240	Management of Libraries and Information Centers	1A, 1D, 4A, 5C, 7A, 7B, 8A, 8B	Singh	Spring 2016	Spring 2020
LIS 243	Law Library Administration	8A, 8B	Monaco	Fall 2017	Fall 2021

Course Code	Course Name	Program Goals & Outcomes	Faculty	Reviewed/ Review Scheduled	Next Review
	ELECTIVES				
LIS 121	Literature & Related Resources for Children	2B, 7A	Lee	Fall 2016	Fall 2020
LIS 125	Library Materials and Services for Young Children	2B, 4A	Lee	Spring 2015	Spring 2019
LIS 126	Literature & Related Resources for Young Adults	2B, 7A	Lee	Fall 2018	Fall 2022
LIS 127	Library Programs & Services for Children and Young Adults	2B, 4A, 7A, 8A, 8B	Lee	Spring 2016	Spring 2020
LIS 211	Collection Development	1A, 2A, 2B, 3A, 5A, 5B, 5C, 6A, 8A, 8B	Rioux	Spring 2019	Spring 2022
LIS 213	Popular Culture and Young Adults	2B, 4A, 8B	Lee	Summer 2018	Summer 2022
LIS 221	Planning and Delivering Information Literacy Programs	5B, 5C, 7A, 7B	King	Spring 2017	Spring 2021
LIS 222	Materials and Services to Diverse Populations	1A, 1B, 1C, 1D, 5B, 5C, 7A, 7B	Rioux	Fall 2018	Fall 2022
LIS 230	Introduction to Digital Libraries	1B, 1D, 3A, 3B, 4A, 5B	Angel	Fall 2019	Fall 2023
LIS 231	College and University Libraries	8A, 8B	Rioux	Spring 2016	Spring 2020
LIS 232	Special Libraries and Information Centers	8A, 8B	TBA		
LIS 233	Public Libraries and Community Information Centers	8A, 8B	Rioux	Spring 2017	Spring 2021
LIS 237	Metadata for Information Professionals	1A, 1D, 3A, 3B	Vorbach	Fall 2017	Fall 2021
LIS 238	Web Design for Libraries and Information Centers	4A	Vorbach	Spring 2015	Spring 2019
LIS 245	Special Collections Librarianship and History of the Book: Principles and Practice	2A, 2B, 3A, 8B	Roveland-Brenton	Fall 2016	Fall 2020
LIS 248	Database Modeling and Design	3A, 3B, 4A	Vorbach	Fall 2016	Fall 2020
LIS 249	Archives and Records Management	1A, 1C, 3A, 3B, 5C, 7B	Angel	Fall 2017	Fall 2020
LIS 253	Oral History	1, 2, 3, 4, 5, 6, 7, 8	Szylvian	Spring 2018	Spring 2022

Course Code	Course Name	Program Goals & Outcomes	Faculty	Reviewed/ Review Scheduled	Next Review
LIS 254	Legal Research	6A	Monaco	Fall 2016	Fall 2020
LIS 255	Advanced Legal Research	6A	Monaco	Spring 2017	Spring 2021
LIS 257	Archival Representation	1C, 2A, 2B, 3A, 3B, 4A, 5A, 5B, 8B	Angel	Fall 2018	Fall 2022
LIS 258	Museum Informatics	3A, 3B, 4A	Angel	Spring 2017	Spring 2021
LIS 260	Information Use and Users	1B, 1D, 2A, 3A, 4A, 5A, 5B, 5C, 6A, 7B, 8B	Rioux	Fall 2017	Fall 2021
LIS 261	Information Sources and Services for Children and Young Adults	2B, 4A, 5A, 5C, 7B	Lee/ Seymour	Fall 2019	Fall 2021
LIS 262	Project Management in Information Organizations	1D, 5C, 8A, 8B	Singh	Fall 2017	Fall 2022
LIS 263	Marketing and Advocacy in Information Organizations	1B, 1D, 5C, 8A, 8B	Singh	Spring 2018	Spring 2022
LIS 264	Project Leadership for Information Professionals Capstone	1A, 1D, 5C, 7A, 8A, 8B	Singh	Fall 2018	2022
LIS 269	Internship (269-3cr; 269A-school adult; 269B-1cr; 269C-school children; 269D-2cr; 269E- 0cr)	7A, 7B	all faculty	NA	NA
LIS 271	Special Topics: Graphic Novels in Libraries	1A, 1B, 2B, 5B, 8B	Fuchs	Summer 2018	Summer 2022
LIS 271	Special Topics: Grantsmanship – Fundraising for Librarians	1A, 1D, 8A, 8B	Zabriskie	Spring 2017	Spring 2021
LIS 271	Special Topics: Library Design		Glassman	Summer 2018	Summer 2022
LIS 271	Special Topics: Teen Space	1A, 1B, 1C, 4A	Lee	Summer 2019	Summer 2023
LIS 281	Competitive Intelligence	3A, 4A, 6A	TBA		
LIS 282	Knowledge Management	2A, 2B, 8A, 8B	Singh	Spring 2018	Spring 2012
LIS 283	Social Justice and the Information Profession	1A, 1B, 1D, 2B, 4A, 5B, 5C	Rioux	Spring 2019	
LIS 302	Genealogical Sources & Services	3A, 4A, 5A, 5B, 5C	Earle	Summer 2018	

E-Portfolio Assessment

Background

The e-portfolio replaced the comprehensive exam in Spring 2013 as the end-of-program assessment for the MS LIS program. The main section in the e-portfolio covers the eight program goals, which are based on the eight core competencies of the American Library Association (ALA)³. In this section students provide evidence from their coursework (i.e. assignments and projects) and write reflections for each goal explaining how their learning from the evidence satisfies the respective program goal. Each e-portfolio is reviewed independently by two DLIS faculty. The minimum grade to “pass” the e-portfolio assessment is 80%. If the outcomes (Pass/Fail) from the two reviewers differ, a third faculty member is assigned by the Director to review the e-portfolio and render a decision. E-Portfolio reviews coincide with the annual graduation cycle – Summer, Fall, Spring. Digication is the platform used by the students to create their e-portfolios.

To ensure student understanding of the e-portfolio end-of-program assessment and the use of its development platform Digication, current policy (listed below) informs students at the start of their programs and during each term.

- 1) Students are introduced to the e-portfolio in the very beginning of the program, at the new student orientation.
- 2) Workshops on the e-portfolio and the technology platform, Digication, are offered each semester.
- 3) Assignments in one core courses provide practice in using Digication.
- 4) The e-portfolio assessment rubric is available to the students.

A student failing the e-portfolio assessment meets with the Director to discuss a plan to improve the e-portfolio for review next term. Typically, a student doing poorly began developing the e-portfolio late in the student’s program of study. At this time, all students who failed, passed the review in the following term.

Summary

The results since inception are summarized in Table 8. An academic year in the table consists of all reviews in that year’s graduation cycle. The average difference statistic (Ave Diff) measures the consistency of the grading by the two reviewers. A high Ave Diff statistic may indicate different expectations among the faculty.

The overall pass rate (Table 9) since 2013, 96.6%, is close to the target pass rate of 100%. The overall Ave Diff of 6.3, is unchanged from last year.

³<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompentences/finalcorecompstat09.pdf>

Table 8. E-Portfolio Summary

	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	Spring 2013
Total	24	30	24	31	18	22
Total passed	22	30	22	31	17	22
Pass rate	92%	100%	92%	100%	94%	100%
Average (all portfolios)	89.3	93%	93%	93%	89%	93.1
Average (wo failures)	90.5	93%	95%	93%	92%	93.1
Ave Diff	6.7	5.0	5.3	7.5	8.5	5.5

Table 9. Overall Statistics

	2013-2018	2013-2017	2013-2016
Total	149	125	95
Total passed	144	122	92
Pass rate	96.6%	97.6%	96.8%
Ave Diff	6.3	6.3	6.7

Feedback from students, faculty, alumni, and information professionals at meetings and conferences confirm the value of the e-portfolio as a measure of student learning, for program assessment, and in the job search.

The e-portfolio assessment rubric is reviewed annually. No substantive changes have been made in the rubric since its introduction in 2013. Any significant change in the rubric would apply to students entering the program immediately following the change.

Employer Survey

Background. The employer survey was first administered in 2017. This survey instrument was designed at the Advisory Board Planning Meeting of that year. The survey is a biennial measure of employer perceptions of the general and specialized skills required by information professionals. The survey will be administered next in April 2019. The results from last year’s survey are repeated in this report.

Results from 2017 Survey. The survey focused on three areas: general skills, specialized skills, and for those employing St. John’s graduates, how they compare with graduates from other LIS Schools. Employers were asked to provide a job title in Q1 and to use this job as the context for the questions which followed.

Table 10 lists the top 5 general skills (Q2) based on relevance to the job in Q1. The maximum average rating is 5.00 (where 1=Not at all relevant, 2=Not very relevant, 3=Somewhat relevant, 4=Very relevant, and 5=Extremely relevant). The response count was 30. See Appendix H for the complete list of responses. Q3 asked employers to comment on the general skills. These responses included additional ‘skills’ such as: common sense, self-starter, being flexibility and open minded, and the ability to communicate with patrons who are mentally ill or developmental disabled.

Table 10. Top Five General Skills

Answer Options	Very Relevant	Extremely Relevant	Average Rating
Oral/written communication	5	25	4.83
Listening to others	5	25	4.83
Customer Service	6	24	4.80
Teamwork (interpersonal relationships)	4	25	4.80
Understanding of professional ethics	4	24	4.73

Table 11 lists the top 5 specialized skills based on relevance (Q4). The maximum rating average is 5.00 (where 1=Not at all relevant, 2=Not very relevant, 3=Somewhat relevant, 4=Very relevant, and 5=Extremely relevant). The response count was 29. There were only two responses to Q5, comments on specialized skills. One comment underscored the importance of time management, project management, and setting and achieving goals. The second was not within the scope of the question.

When asked whether the respondent was aware of the firm having a St. John’s graduate employed (Q6) in the job in Q1, 21% answered “yes” and 79% “no” or “not sure”. Those answering “yes” were then asked to compare St. John’s graduates with those employed from other LIS programs. Table 12 lists the results. The ratings are 1=Disagree, 2=Neutral, and 3=Agree. The response count was six.

Table 11. Top Five Specialized Skills

Answer Options	Somewhat Relevant	Very Relevant	Extremely Relevant	Rating Average
Ability to set goals and manage time to achieve them	1	12	15	4.41
Ability to translate theory into practice	7	8	12	4.03
Project management	10	12	6	3.79
Marketing and advocacy	14	7	6	3.59
Management of resources (budgets, subordinates, etc.)	12	7	5	3.34

Table 12. Comparison with Other LIS Programs

Answer Options	Disagree	Neutral	Agree	Rating Average
St. John's grads are NOT AS prepared as those from other LIS programs.	5	1	0	1.17
St. John's grads compare FAVORABLY to those from other LIS programs.	0	1	5	2.83
St. John's grads are BETTER prepared than those from other LIS programs.	0	4	2	2.33

Summary

The general skills show a consensus across the LIS jobs identified in Q1. Seven of twelve skills were rated “extremely relevant”, four were rated “very relevant”, and only one was rated “somewhat relevant”. With regards to the specialized skills (Q4), one, “ability to set goals and manage time to achieve them” was close to an “extremely relevant” average rating at 4.41, three were “very relevant” and five were “somewhat relevant” or less. The relevance rating of the specialized skills may depend on the job. This will require further study of the individual responses to the survey to relate job (Q1) and specialized skills.

The comparison between St. John’s graduates and those from other LIS programs was clearly favorable (Q7). This provides a useful benchmark for going forward. The three comments made on Q7 identified another school for comparison, supported the e-portfolio as the end-of-program assessment, and articulated that St. John’s graduates “are superior to those from other schools”.

Student: Annual Survey

The annual student survey has been administered since the Spring 2012 term, and further back using a slightly modified instrument. The twelve questions that comprise the survey are organized into five categories: program, faculty, administration, field experience, and facilities. Field experience in this sense refers to both intra-curricular (e.g. internships, field projects in courses) and related extracurricular experience. The 2018 survey is listed in Appendix I.

Questions Q1 through Q6 are answered by all respondents. Q7 through Q12 are answered by those who have completed at least one semester in the program (see Q6).

Review by Category.

a) Program

When asked to select specializations of interest (Q1), students chose academic librarianship more than any other specialization at 54%. Public librarianship, youth services, archival studies and special librarianship were also popular at 39%, 39%, 32%, and 32% respectively. Academic increased by 17% from 2017; special librarianship increased by 24% from 2017; archival studies and public decreased; and youth services increased slightly from the 2017 results.

When asked to select a primary specialization (Q2), youth services (25%) was chosen more than any other specialization. This represents an increase of 3% for youth services from 2017. This was followed by archival studies (21%, no change from 2017) and undecided (21%, 9% increase from 2017). Public and academic librarianship were next at 11%; a decrease of 9% for public and a decrease of 5% for academic librarianship. Few selected special librarianship (7%) and management (4%) as their intended specialization. This represents an increase of 5% for special librarianship. This was the first year the management specialization was available. Table 13 shows the comparison between 2017 and 2018 for Q3, Q9, and Q11.

Table 13. Program

Question	Value	2018	2017
Q3: During the new student orientation, we explained that the goal of our program was to not only prepare you to become a library or information professional, but to also prepare you to become a leader who would make a difference in society as well as the profession. In your opinion, how well are we doing?	Excellent or Very Good	89%	92%
Q9: In your opinion, how well prepared are you for your career in library and information science?	Very Well-Prepared or Well-Prepared	78%	81%
Q11: After you graduate, would you consider St. John's educational opportunities for future professional development?	Yes/No	100%/0%	84% / 16%

The results in 2018 for Q3 (leadership) showed a decrease of 3% in the “excellent” or “very good” rating to 89%. However, this result is still the second highest in the past seven years. Q9 (career preparedness) decreased by 3% to 78%. Q11 (future professional development) increased to 100% in 2018 the highest result in the past seven years.

Q7 and Q8 were open questions asking students what enhanced (Q6) / diminished (Q7) their MS LIS educational experience. These questions invite students to be specific and identify a related faculty member, if appropriate. The responses to Q8, when a faculty member is identified are forwarded to the respective faculty member only.

Q10 is an open question asking students for their suggestions for improving the program. A review of the responses yielded the following representative sample.

- Better usage of the blackboard calendar for assignments.
- DLISSA meetings at night or weekends for working students
- More courses should require AS-L work and should help to facilitate that by creating partnerships with various libraries including academic libraries, public libraries, and special libraries
- Streamline the registration process
- More hands-on learning; more field-based projects
- More active support for students outside of classes because everyone is isolated; either an online student community, or a librarian liaison who could answer questions, some point of contact
- Assign students a “101 mentor” within the program besides their adviser. This person could be a professor or previous student.

b) Faculty

Questions concerning faculty feedback (Q4i) and opportunities for guidance and counseling (Q4ii) showed significant improvement over 2017 results. (Table 14).

Table 14. Faculty

Question	Ratings	2018 Average	2017 Average
Q4i: Faculty feedback about your work	Excellent =1.00 Very Good = 2.00	1.52	1.75
Q4ii: Access to continuing opportunities for guidance and counseling	Excellent =1.00 Very Good = 2.00	1.52	1.80

c) Administration

The questions concerning access to placement assistance (Q4iii) and administrative and staff support (Q4iv) improved in 2018 (Table 15), and there was a slight increase in the perceived effectiveness of the Director (Q5).

Table 15. Administration

Question	Ratings	2018	2017
Q4iii: Access to continuing opportunities for placement assistance	Excellent =1.00 Very Good = 2.00	1.78	2.00
Q4iv: Administrative and staff support	Excellent =1.00 Very Good = 2.00	1.52	1.66
Q5: Rate the effectiveness of the DLIS Director as a leader of the Division	Very Effective or Effective	93%	91%

d) Field Experience

Q12 measured the kinds of field experiences in which the students were engaged including outside work (Table 16). Similar to the results in 2017, a large number of students are engaged in one or more forms of field experience.

Table 16. Field Experience

Field Experience	2018	2017
Academic service-learning project	75%	90%
Internship	25%	17%
Graduate assistantship	37%	30%
Part-time employment related to the MS LIS program	38%	53%
Full-time employment related to the MS LIS program	25%	20%
Volunteer work related to the MS LIS program	38%	17%

e) Facilities

Q4v asked students to rate the physical facilities for accomplishing the objectives of the MS LIS program. The 2018 rating average was 1.67 as compared to 1.96 in 2017, where “excellent” = 1.00 and “very good” = 2.00. This question may have more than one interpretation in an online program and will be revised when the instrument is next reviewed in 2019.

Summary.

Q1 and Q2 identified areas of student interest and program strengths, both of which are important factors for continued program development and resource allocation. Youth services and archival studies lead as primary intended specializations with 25% and 21% respectively. The number of undecided students rose to 21% in 2018, perhaps reflecting the higher percentage of respondents with fewer credits. Q6 shows that 65% of respondents completed 6 or fewer credits. Academic and Public Librarianship were tied at 11%, followed by Special Librarianship and Management at 7% and 4% respectively.

The results of Q3, Q4, Q5, Q9, and Q11 were consistent with the very positive results of 2017. Q12 indicates that more students are getting field experience.

The open questions Q7, Q8, and Q10 provide input for the faculty discussion of action items in the 2018 – 2019 strategic priorities in September.

Student: Exit Survey

The exit survey was administered to the Fall 2017 and Spring 2018 graduates following their completion of the degree requirements. The survey asks students to reflect on their programs of study and answer questions covering five areas: program, interactions, teaching, course offerings, and resources. The survey questions corresponding to these categories are shown in Tables 17 through 21. Of the 17 graduates (Fall 2017 and Spring 2018 combined), 7 responded to the survey, a 41% response rate. The responses to each question were: “strongly agree”, “agree”, “neutral”, “disagree”, and “strongly disagree”. The 2017 – 2018 survey results are listed in Appendix J.

Table 17. Program

Questions	Strongly Agree or Agree		
	2017 – 2018	2016 – 2017	2015 - 2016
Q1: Satisfied with the program	71%	100%	88%
Q10: Prepared to enter the workforce	86%	100%	81%
Q11: Recommend program to others	71%	100%	81%
Q12: Choose St. John’s, if decide to continue graduate study	14%	82%	50%

Table 18. Interactions

Questions	2017 – 2018	2016 – 2017	2015 – 2016
Q2: Interactions with faculty generally positive	71%	100%	100%
Q3: Interactions with fellow students generally positive	86%	91%	94%
Q4: Interactions with office staff generally positive	57%	100%	94%
Q5: Received useful information from faculty advisors	86%	100%	75%

Table 19. Teaching

Question	2017 – 2018	2016 – 2017	2015 – 2016
Q6: Faculty were effective teachers	71%	100%	94%

Table 20. Courses

Questions	2017 – 2018	2016 – 2017	2015 – 2016
Q7: Satisfied with the variety of course offerings	29%	100%	63%
Q8: Satisfied with the frequency of course offerings	29%	100%	75%

Table 21. Resources

Question	2017 – 2018	2016 – 2017	2015 – 2016
Q9: Had access to appropriate library resources, software and related technology to support educational needs	71%	100%	94%

Open questions

Q13 through Q16 were open questions which asked students to identify the courses which contributed the most value (Q13), program strengths (Q14) and weaknesses (Q15), and recommendations to improve the program (Q16).

The core courses and electives identified in Q13's responses will be discussed by the faculty at the upcoming meetings. A representative sample of the responses to Q14, Q15, and Q16 are given in Table 22.

Table 22. Open Questions

Question	Responses
Q13: Most valuable courses	All the children's courses LIS 205 Information Sources and Services LIS 211 Collection Development and Management LIS 221 Delivering Information Literacy Programs LIS 233 Public Libraries LIS 237 Metadata LIS 239 Research and Evaluation Methods LIS 240 Management LIS 260 Information Use and Users LIS 263 Marketing and Advocacy LIS 271 Graphic Novels

Question	Responses
Q14: Program strengths	Flexibility of an asynchronous online program Professors who know how to design an online course Professors who know the kinds of assessments that are useful for future librarians Relevancy and difficulty of the courses Excellent staff Incorporating technology in the courses Communications with faculty
Q15: Program weaknesses	Lack of communication channels among students, faculty, and the department Not enough variety of courses from semester to semester
Q16: Recommendations to improve the program	More consistent instructional design More assignments with application in real-life scenarios Encourage professors to be more interactive Have a platform where online students can communicate with each other Update outdated information in the LibGuide

Summary

The results from the 2017 – 2018 survey were disappointing, particularly questions Q7, Q8, and Q12. The response rate in the 2017 – 2018 survey was low at 41% (with n=17) and this may have skewed the results. DLIS will study the responses to the open questions for ways to improve the program, and continue to track the closed questions for impact.

Student: New Student Survey

Background

The student survey for those entering the program (Appendix K) is administered at the start of the Fall and Spring terms. The survey coincides with the Fall and Spring term New Student Orientations. The survey has been administered since Fall 2015, when it was revised from an earlier version that had not been administered in several years.

The survey gathers information on why students chose St. John's, student information, and asks students to evaluate the New Student Orientation. This section reports on the results of the September 2017 and January 2018 surveys.

There are eleven questions on the survey. The questions are categorized as: 1) Choice of St. John's, 2) Student Information, and 3) Student Orientation.

Review by Category

a) Choice of St. John's

Questions Q1, Q2, and Q3 relate to why students chose the MS LIS program at St. John's. Table 23 presents the results and compares with those from previous years.

Table 23. Choice of St. John's MS LIS Program

Question	Value	2017-2018	2016-2017	2015-2016
Q1: How did you find out about the St. John's MS-LIS program?				
	St. John's University website	33%	57%	47%
	American Library Association website/directory	39%	48%	58%
	Recommendation from an Alumni of the program and/or librarian	33%	14%	16%
	Career counselors in the college where I earned my previous degree	0%	0%	5%
	Other (please explain)	11%	19%	16%
Q2: What were your reasons for choosing to pursue your graduate education at this institution? Check all that apply.				
	Nature of the program and course offerings	72%	86%	86%
	Reputation of the school, department, and/or faculty	61%	62%	43%
	Availability of funding/scholarship	17%	48%	43%

Q2: What were your reasons for choosing to pursue your graduate education at this institution? Check all that apply. (cont.)		2017-2018	2016-2017	2015-2016
	Location	11%	43%	43%
	Recommendation of colleague or family member	39%	14%	43%
	Other (please describe)	28%	14%	14%
Q3: What was your primary reason for choosing to pursue your graduate education at this institution? Select only one.				
	Nature of the program and course offerings	47%	40%	32%
	Reputation of the school, department, and/or faculty	12%	35%	16%
	Availability of funding/scholarship	6%	20%	21%
	Location	0%	5%	11%
	Recommendation of colleague or family member	18%	0%	5%
	Other (please describe)	18%	0%	16%

Looking at the trends over three years, the “availability of funding/scholarship” and “location” are less important in the decision to attend St. John’s. The “recommendation of colleague or family member is more important as the primary deciding factor. The “nature of the program and course offering” is consistently the most important deciding factor. With regards to finding out about St. John’s MS LIS program, “St. John’s University’s web site” and “ALA’s web site” have decreased in importance and “recommendation from an alumnus or librarian” has increased. An open comment, corresponding to the “other” response, shows students doing their own searches for information on online MS LIS programs.

b) Student Information

Questions Q5 through Q8 gather information on new students including age group, work/activities immediately prior to starting the program, full-time/part-time status, and professional goals. Gender and ethnicity data are collected on graduate applications. This information is provided to DLIS by the Office of Institutional Research. Table 2 presents the results for Q5, Q6, and Q7. For clarity, Q8’s results are listed separately in Table 3.

St. John’s University signed a contract with Wiley Education Services for recruitment and student support services. Some of the changes observed in Table 24 may be the result of the change in Wiley’s broader recruitment strategy. 2017-2018 shows a growth in the “26 – 40 years” group (Q5). The increase in “caring for family” as an activity engaged in immediately prior to entering the program (Q6) appears consistent with the increased age of students entering the program. The number of part-time students increased significantly in 2017-2018 (Q7). This is an indicator of the increase in students employed full-time.

Table 24. Student Information

Question	Value	2017-2018	2016-2017	2015-2016
Q5: To which age group do you belong?				
	25 years or younger	35%	60%	58%
	26-40 years	47%	20%	32%
	41-55 years	6%	20%	11%
	55 or older	12%	0%	0%
Q6: In which of these activities were you engaged immediately prior to entering this program? Please select ALL that apply.				
	Employed in a field related to information studies	47%	55%	26%
	Employed in a field unrelated to information studies	41%	40%	47%
	Undergraduate student	35%	35%	26%
	Volunteer/community service	18%	10%	32%
	Graduate student	6%	5%	37%
	Caring for family	24%	5%	26%
	Other (please describe)	6%	5%	0%
Q7: What is your current status?				
	Full-time (9-12 credits/semester)	6%	55%	42%
	Part-time (3-6 credits/semester)	94%	45%	58%

Table 25 lists the top five professional goals (Q8). A complete list of Q8's responses is in Appendix K.

Table 25. Professional Goals

Question	Value	2017-2018	2016-2017	2015-2016
Q8: Which of the following professional goals do you see yourself accomplishing in the future? Please select ALL options that apply. In the future I believe I will:				
	Enjoy a rewarding career	94%	100%	100%
	Be a mentor to new information professionals	65%	80%	68%
	Volunteer my professional services	59%	40%	47%

Q8 (cont)	Value	2017-2018	2016-2017	2015-2016
	Be a high-level manager or executive	-	40%	37%
	Be an innovator and leader in my field	35%	35%	42%
	Publish articles in professional journals	29%	-	-
	Pursue another Master's degree or Ph.D.	29%	-	-

Two new responses appeared in the top five (Q8) in 2017-2018 – “publish articles in professional journals” and “pursue another master’s degree or Ph.D. It will be interesting to track these two responses going forward.

c) Student Orientation

Questions Q4, Q9, Q10, and Q11 requested feedback from new students on the student orientation. Q4 and Q9 results are in Table 26. Q4 was a new question in 2016 – 2017, and Q9 was added in Spring 2016. Q10 and Q11 were open questions.

Table 26. Student Orientation

Question	Value	2017-2018	2016-2017	Spring 2016
Q4: How did you attend New Student Orientation?				
	Online (synchronously)	47%	20%	
	In person	29%	55%	
	I didn't attend, watched recording	24%	25%	
Q9: How useful was the New Student Orientation?				
	Very Useful	40%	30%	57%
	Useful	60%	70%	43%
	Not Useful	0%	0%	0%

Q10 asked for the elements of the orientation that were most helpful. The response rate for Q10 was 56% (44% skipped the question) and the areas identified were:

- Meeting the faculty and other students
- Hearing the experiences of current students
- Reviewing instructor expectation in the core courses

- Information available from the DLIS blog and LibGuide
- Seeing the work of professors and how it aligns with student interest
- Overview of the program

Q11 asked for suggestions to improve the orientation. The response rate for Q11 was 39% (61% skipped the question). The suggestions for improving the orientation are represented by:

- Improve the testing of the online meeting prior to the start of the orientation
- Email agenda topics in advance to solicit other topics or Q&A readiness
- Some presenters should slow down their delivery
- Have the camera on the speaker; it's too far away from everyone attending in person
- More time for professor's presentations and less on the topics which began the orientation

Summary

Several observations can be drawn when the 2017-2018 surveys are compared with previous years.

- 1) The recommendation of an alumnus and/or librarian is more important as a means of finding out about St. John's MS LIS program. The St. John's University's web site and the ALA web site/directory are less important.
- 2) The availability of funding and/or scholarships is not as significant as in previous years as a reason for attending St. John's program.
- 3) The location of St. John's is not as important as in previous years as a reason for attending St. John's program.
- 4) Students are older. The 26 – 40 age group is the largest in 2017-2018 as compared to the 25 or younger group in previous years.
- 5) The overwhelming majority of students entering the program in 2017-2018 are part-time compared to a more even split in previous years.
- 6) Interestingly "volunteer my professional services", "publishing articles in professional journals", and "pursue another Master's degree or Ph.D." increased significantly as professional goals. The latter two responses did not appear in the top five (Q8) in previous years.

This past year was the first recruitment cycle since the partnership with Wiley Education Services was signed. Some of the above observations may follow from a new student profile. This remains to be seen in future surveys.

Appendix

A. Strategic Priorities 2017 – 2018: Implementation of Action Items

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

Action Items

- a) Develop evaluations for all lectures, symposia, and workshops to identify areas of improvement. Create an annual report which compiles the assessment of such events for review at the all-day faculty meeting.
- b) Improve communications to students on the importance of participation in professional conferences by presenting papers, posters, and by serving on committees. This includes the availability of travel reimbursement for attending conferences to make a presentation. DLIS will also emphasize having papers or book chapters accepted for publication.

Steps Taken

- a) An evaluation has been created for the Guerilla Digitization workshop. Evaluations for the DLISSA Student Symposium and lectures are planned for 2018-2019.
 - b) Professional conference presentations are promoted at the new student orientations and on the email digest. Additional options will be explored.
2. Increase participation of alumni in DLIS programs and events to strengthen the relationship between alumni and DLIS students and faculty.

Action Items

- a) Expand the mentorship program to increase the participation of students and alumni, and which considers the online nature of the program.
- b) Organize at least two social events for alumni, e.g. Oktoberfest and a St. John's basketball game at Carnesecca Arena.

Steps Taken

- a) Ways of improving the mentorship program are being discussed.
 - b) The planning for the two alumni social events, Oktoberfest and a St. John's basketball game at Carnesecca Arena, has postponed until after reaccreditation in January 2019.
3. Create new programs and refine existing programs informed by the information needs of the evolving marketplace.

Action Items

- a) Develop a recruitment plan for the newly approved Advanced Certificate in Management for Information Professionals.
- b) Complete the development for a new Advanced Certificate in Digital Curation and Stewardship program in collaboration with the Department of History and the Department of Art and Design.

- c) Redesign LIS 211 Collection Development based on the feedback from the May 2017 Advisory Board Meeting.

Steps Taken

- a) A recruitment plan for the Advanced Certificate in Management for Information Professionals has been completed.
 - b) Further development work on an Advanced Certificate in Digital Curation and Stewardship has been suspended. A market analysis failed to identify sufficient career objectives for the Advanced Certificate to warrant its implementation.
 - c) LIS 211 Collection Development is being redesigned by a member of the advisory board. The course will be offered in the Spring 2019 term.
4. Prepare students to be competitive in today's job market.

Action Items

- a) Provide innovative field experiences and high-impact practices in the curriculum, such as academic service-learning (AS-L), internships, independent study courses, applied projects, study abroad, and capstone courses.
- b) Offer webinars which inform students on careers as information professionals and on the job search, utilizing St. John's Career Services, DLIS' Alumni network, and other information professionals in the field.
- c) Emphasize opportunities for students to learn 'soft' skills such as collaborative work, making presentations, resume and cover letter writing, and advocacy.

Steps Taken

- a) The student association, DLISSA, and DLIS have instituted a process for planning biweekly webinars and inviting speakers. Presenters include professionals in the field (both alumni and non-alumni) and St. John's Career Services. Topics cover a range of valuable 'soft' skills related to the information professions and the job search.
5. Engage faculty in a departmental initiative to improve online teaching.

Action Items

- a) Complete the development of guidelines for instructors teaching online, in collaboration with the Office of Online Learning and Services, to improve consistency among courses.
- b) Engage both full-time and part-time faculty in an ongoing dialog on improving online teaching.

Steps Taken

- a) Discussions at the monthly faculty meetings have covered various factors related to improving online learning.
- b) Adjunct faculty meetings are now regularly scheduled at the start of the Fall and Spring terms. The meetings provide a new forum for engaging the adjunct faculty.

6. Prepare for ALA reaccreditation of the MS LIS in 2018.

Action Items

- a) Prepare the plan for the self-study, due October 2, 2017.
- b) Conference call with ERP Chair and OA Director to review plan, est. October 16, 2017.
- c) Prepare draft of self-study for internal review, due January 15, 2018
- d) Send draft of self-study to ERP Chair, each panelist, and OA Director, due June 4, 2018.
- e) Conference call with ERP Chair and OA Director to self-study draft, est. June 25, 2018.

Steps Taken

All action items have been completed.

B. Advisory Board Members

First Name	Last Name*	Title	Organization
Alyssa	Alonzo	Student	DLIS
Michael	Crossfox	Secretary	DLIS
Valeda	Dent	Dean, University Libraries	St. John's University
Taina	Evans	Youth Services Librarian	Brooklyn Public Library
Caroline	Fuchs	Associate Prof/Librarian	St. John's University Libraries
Alirio	Gomez	Information Services Consultant	
Alyse	Hennig	Assistant Archivist	St. John's University Libraries
Tara	King	Instructional Designer	St. John's University
Lisa	Kropp	Assistant Director	Lindenhurst Memorial Library
Michelle	Levy	Archivist	Paulist Fathers
Ralph	Monaco	retired	New York Law Institute
Michael	Morea	Director	Gold Coast Public Library
Dan	Murphy	Knowledge Manager	
Tom	Nielsen	Director, Membership Services	Metropolitan NY Library Council
Jean	O'Grady	Director, Research Services	DLA Piper LLP
Christina	Orozco	Archivist	Paulist Fathers
Jamie	Papandrea	Director	Brookhaven Public Library
Elizabeth	Pollicino Murphy	Director	St. Joseph College Libraries
Stacy	Posillico	Medical Librarian	Northwell Health Services
Susan	Roby Berdinka	Information Services	Self-Employed
Taryn	Rucinski	Branch Librarian	US Court of Appeals, 2nd Circuit
Kathryn	Shaughnessy	Associate Prof/Librarian	St. John's University Libraries
Kristin	Szylvian	Associate Professor	Department of History
Anthony	Todman	Associate Prof/Librarian	St. John's University Libraries
James	Vorbach	Associate Prof. & Director	DLIS
Satasha	Williams	Student	DLIS
Christian	Zabriskie	Reference Librarian	Queens Public Library

C. Enrollment Summary

Degree		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Spring 2018
MLS	Library Science	54	22					
MS	Library & Info Science	13	42	64	65	68	63	82
MA/MS	Public History/LIS						4	4
MA/MS	Govt & Polit/LIS		2					
ADVCRT	Library & Information Science	2		1	1			
ADVCRT	Mgmt for Info Professionals						1	1
Grand Total		69	66	65	66	68	68	83

D. Agenda - Advisory Board Meeting, May 4, 2018

Location: Queens Campus, D'Angelo Activity Center (DAC) Rm 401

Date: Friday May 4, 2018; 9:30am – 3:00pm

9:30 – 10:00 Reception

10:00 – 10:15 Accreditation Update

- a) Reception with ERP – September 30, 2018, 2:00 –4:00pm, Queens Campus
- b) Revised Mission Statement, September 2018

10:15 – 10:30 Enrollment Update and the Wiley Partnership

10:30 – 12:00 Breakout Sessions

Goal: Provide action items for 1) skills identified in two of the topics from last year's Board meeting's breakout sessions and 2) two of the 2017 – 2018 Strategic priorities.

- Combining Soft Skills and Preparing Students for the Job Market
 - Examples: Public speaking and presenting, tonality of emails, basic office (workplace) skills, debate (non-adversarial discussion), faculty-based review of student participation, self-assessment, cover letters, resume-writing
 - Resources: courses within MSLIS program, Human Resources workshops (e.g. workshops interpersonal skills and email protocol), Center for Teaching and Learning workshops (e.g. classroom interaction, student – student, student – faculty), Career Services presentations (e.g. job skills)
 - Methods: webinars, YouTube, orientation meetings
 - Question: Should soft skills, taught outside of courses, be assessed in some way?
- Two strategic priorities from the 2017 – 2018 academic year:
 - Alumni Engagement
 - Examples: speaker-receptions, LinkedIn, SJU events (Oktoberfest, basketball game at Carnesecca Arena, Alumni Weekend in June)
 - Professional Development and Lifelong Learning
 - Examples: field experiences and high-impact practices in the curriculum, presenting at professional conferences, capstone courses, research courses

- May be related to #1 soft skills

12:00 – 12:45 Lunch

12:45 – 1:30 Recorders Wrap-up from the Breakout Session

1:30 – 2:30 Discussion

2:30 – 3:00 Evaluation Survey and Closing

E. Minutes – Advisory Board Planning Meeting, April 6, 2018

Location: Queens Campus, D'Angelo Activity Center (DAC) Rm 210

Date: Friday April 6, 2018; 10:00am – 12:00pm

Attendees: Michael Crossfox, Taina Evans, Lisa Kropp, Christina Orozco, Kathryn Shaughnessy, James Vorbach

1. Accreditation Update: standard V will be escalated to reviewers very soon. Discussion of ERP composition and timeline. Vorbach will meet with ERP chair sometime in July 2018 to review completed draft.
2. Discussion of LIS 211 for reintroduction in 2019-20.
3. Discussion of "Soft Skills:"
 - a. Public speaking and presenting
 - b. Tonality of emails, comments
 - c. Basic office (workplace) skills
 - d. Debate, non-adversarial discussion
 - e. Faculty-based review of student participation
 - f. Possible self-assessment
4. Association networking event: employers, alumni, current students –what "soft skills" are employers looking for?
5. May meeting will focus on:
 - a. Alumni engagement
 - i. LinkedIn group: alumni directory
 - ii. Alumni weekend 2019
 - b. Experience
 - c. Professional development/continuing ed
 - d. Soft skills
6. New approach for an archival certificate
 - a. Align Digital Curation to SAA Digital Archives certification: pilot program
7. Lunch

F. Alumni Survey - 2018

Q1. I was satisfied with the quality of the program.

Answer Choices	Responses	
Strongly Agree	25.00%	3
Agree	58.33%	7
Neutral	16.67%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Comment		2
	Answered	12
	Skipped	0

Q2. My interactions with faculty members were generally positive.

Answer Choices	Responses	
Strongly Agree	50.00%	6
Agree	50.00%	6
Neutral	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Comment		0
	Answered	12
	Skipped	0

Q3. My interactions with my fellow students were generally positive.

Answer Choices	Responses	
Strongly Agree	41.67%	5
Agree	41.67%	5
Neutral	16.67%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Comment		1
	Answered	12
	Skipped	0

Q4. My interactions with DLIS office staff were generally positive.

Answer Choices	Responses	
Strongly Agree	41.67%	5
Agree	50.00%	6
Neutral	8.33%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Comment		0
	Answered	12

Skipped 0

Q5. I received useful information from my faculty advisor.

Answer Choices	Responses	
Strongly Agree	50.00%	6
Agree	33.33%	4
Neutral	0.00%	0
Disagree	8.33%	1
Strongly Disagree	8.33%	1
Comment		0
	Answered	12
	Skipped	0

Q6. The faculty were effective teachers.

Answer Choices	Responses	
Strongly Agree	41.67%	5
Agree	58.33%	7
Neutral	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Comment		0
	Answered	12
	Skipped	0

Q7. I was satisfied with the variety of courses offered to me.

Answer Choices	Responses	
Strongly Agree	25.00%	3
Agree	33.33%	4
Neutral	25.00%	3
Disagree	16.67%	2
Strongly Disagree	0.00%	0
Comment		3
	Answered	12
	Skipped	0

Q8. I had access to appropriate library resources, software and related technology to support my career interests.

Answer Choices	Responses	
Strongly Agree	33.33%	4
Agree	66.67%	8
Neutral	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0

Comment		0
	Answered	12
	Skipped	0

Q9. I was prepared to enter the workforce in my chosen area.

Answer Choices	Responses	
Strongly Agree	25.00%	3
Agree	41.67%	5
Neutral	16.67%	2
Disagree	16.67%	2
Strongly Disagree	0.00%	0
Comment		3
	Answered	12
	Skipped	0

Q10. What skills did you need to acquire after graduation, and how did you acquire these skills?

Answered	9
Skipped	3

Q11. Field experience in the form of Academic Service-Learning projects, internships and independent studies contributed toward my finding employment.

Answer Choices	Responses		
Strongly Agree	58.33%	7	83.33%
Agree	25.00%	3	
Neutral	8.33%	1	
Disagree	8.33%	1	
Strongly Disagree	0.00%	0	
Comment		3	
	Answered	12	
	Skipped	0	

Q12. I would recommend this program to others.

Answer Choices	Responses	
Strongly Agree	33.33%	4
Agree	50.00%	6
Neutral	8.33%	1
Disagree	8.33%	1
Strongly Disagree	0.00%	0
Other (please specify)		3
	Answered	12
	Skipped	0

Q13. If I decide to continue graduate study, I would choose St. John's.

Answer Choices	Responses	
Strongly Agree	16.67%	2
Agree	25.00%	3
Neutral	33.33%	4
Disagree	25.00%	3
Strongly Disagree	0.00%	0
Comment		3
	Answered	12
	Skipped	0

G. Course Artifact Assessment Form

Revised: February 11, 2017

Course Number and Title: *LIS 999 course name*

Artifact: *assignment name*

Term: *{format: Fall 2016}*

Instructor:

Date: *{format: month-name (d)d, yyyy}*

Course Description.

Bulletin description or course outline description

Program Goals

The course contributes towards satisfying the following program goals of the MS LIS (Appendix N):

Program goals and outcomes listed

Description of Artifact: *assignment name, same as above description*

Students' overall performance

Did students' performance on the artifact meet your expectations with regards to satisfying the program goals and outcomes?

If expectations were not met, what actions do you recommend to improve the course?

Sample Reviews

A. Student 1

{Student's artifact may be either pasted here, submitted as separate document, or persistent URL to the artifact may be pasted here.}

Review of Student 1's artifact.

Student 1's artifact.

B. Student 2

{Student's artifact may be either pasted here, submitted as separate document, or persistent URL to the artifact may be pasted here.}

Review of Student 2's artifact

Student 2's artifact

H. Employer Survey – 2017 (biennial survey)

1. Please tell us the job title:	
Answer Options	Response Count
	34
<i>answered question</i>	34
<i>skipped question</i>	0

Number	Response Date	Response Text
1	May 30, 2017 8:44 PM	Archivist Librarian
2	May 25, 2017 8:58 AM	Librarian
3	May 18, 2017 5:04 AM	Librarian I
4	May 17, 2017 2:00 PM	Collection Development Librarian
5	May 17, 2017 1:40 PM	Associate Librarian
6	May 17, 2017 1:02 PM	PT Reference Librarian
7	May 16, 2017 7:12 PM	Chief Librarian
8	May 16, 2017 6:40 PM	xxx
9	May 16, 2017 3:31 PM	Medical Librarian
10	May 16, 2017 3:08 PM	Director of Library Services
11	May 16, 2017 1:37 PM	Librarian
12	May 16, 2017 1:25 PM	Library Directory
13	May 16, 2017 11:53 AM	Library Director
14	May 15, 2017 9:35 PM	Librarian
15	May 15, 2017 9:10 PM	reference manager
16	May 15, 2017 9:04 PM	Library Information Literacy Director

17	May 15, 2017 8:44 PM	Reference & Instruction Librarian
18	May 15, 2017 2:45 PM	Librarian, Electronic Reserves
19	May 15, 2017 2:21 PM	campus librarian
20	May 14, 2017 10:19 PM	Librarian
21	May 14, 2017 7:27 PM	Resource Sharing/Instruction Librarian
22	May 14, 2017 7:11 PM	Resource Sharing/Instruction Librarian
23	May 11, 2017 10:02 PM	Librarian
24	May 11, 2017 5:00 PM	Reference and Instruction Librarian (physical sciences liaison)
25	May 11, 2017 3:16 PM	Reference Librarian
26	May 11, 2017 2:57 PM	Library Director
27	May 9, 2017 9:03 PM	Director
28	May 9, 2017 2:50 PM	All of our librarian faculty lines...I'll go with a generalist ref/infolit/electronic resources type for this survey
29	May 9, 2017 1:39 PM	Assistant Dean
30	May 9, 2017 12:57 PM	Librarian for Outreach Services
31	May 8, 2017 8:38 PM	Director of Scheduling
32	May 8, 2017 8:32 PM	Electronic Resources Librarian
33	May 8, 2017 7:55 PM	Resource and Collection Services Librarian
34	May 8, 2017 7:48 PM	Library Director

2. Rate the RELEVANCE for successful performance of the job

Answer Options	Not at all/ Not very	Somewhat	Very/ Extremely	Rating Average	Response Count
Oral/written communication	0	0	30	4.83	30
Listening to others	0	0	30	4.83	30
Organizing information for presentation	0	3	27	4.47	30
Critical thinking (evaluating information)	0	1	29	4.67	30
Decision making	0	5	25	4.33	30
Statistics	4	14	11	3.31	29
Basic computer (e.g., word-processing, spreadsheets)	0	1	29	4.63	30
Advanced computer (e.g., databases, coding, web design)	7	4	19	3.60	30
Understanding of professional ethics	0	2	28	4.73	30
Leadership	0	6	23	4.10	29
Teamwork (interpersonal relationships)	0	1	29	4.80	30
Customer service	0	0	30	4.80	30
Other (please specify)				6	
answered question				30	
skipped question				4	

Number	Response Date	Other (please specify)
1	May 18, 2017 5:05 AM	curiosity
2	May 17, 2017 1:03 PM	Punctuality
3	May 15, 2017 2:47 PM	Worldliness (academic background and curiosity) ;

		ambition & motivation
4	May 11, 2017 5:16 PM	Strong background in the natural sciences, through undergraduate/graduate education or (possibly) work experience.
5	May 9, 2017 2:51 PM	Written communication skills are needed, and so lacking in the resumes we see.
6	May 9, 2017 12:59 PM	Design

3. Comments on general skills	
Answer Options	Response Count
	9
<i>answered question</i>	9
<i>skipped question</i>	25

Number	Response Date	Response Text
1	May 17, 2017 2:02 PM	I don't feel that coding is required for all librarians, but I do feel that all librarians need to have a basic understanding of how the internet works, how to find/evaluate information, and the process/economics of scholarly communications.
2	May 16, 2017 7:13 PM	the advanced computer skills are always a boon, but not always absolutely necessary
3	May 16, 2017 3:32 PM	Not a skill but flexibility and being open minded
4	May 16, 2017 3:10 PM	dispute the word "customer" as applied to libraries, but I get your drift
5	May 15, 2017 2:47 PM	Common sense ; self-started ; lifelong (continuous) learner
6	May 11, 2017 10:04 PM	Common sense and life experience - those are VERY important, but cannot be taught.

7	May 11, 2017 5:16 PM	Most librarian candidates lack basic skills in written communication and oral presentation. We recently sought a digital humanities librarian, and the majority of candidates with MLIS degrees met few or none of the requirements, based on their CVs and cover letters. I'd be in favor of far higher admission requirements for MLIS programs.
8	May 11, 2017 2:59 PM	Advanced computer skills would apply only to the systems librarian who would have those areas as part of his/her responsibilities.
9	May 9, 2017 12:59 PM	I wish I had training on mental illness or people with developmental disabilities

4. Rate the RELEVANCE for successful performance of the job					
Answer Options	Not at all/ Not Very	Somewhat	Very/ Extremely	Rating Average	Response Count
Management of resources (budgets, subordinates, etc.)	5	12	12	3.34	29
Fluency in a language other than English	13	14	2	2.34	29
Project management	1	10	18	3.79	29
Negotiation (contracts, sales, alliances)	11	13	5	2.59	29
Mentoring or coaching colleagues	6	9	14	3.21	29
Ability to set goals and manage time to achieve them	1	1	27	4.41	29
Ability to translate theory into practice	2	7	20	4.03	29
Marketing and advocacy	2	14	13	3.59	29
Grantsmanship	10	14	5	2.55	29
Other (please specify)				0	0
				answered question	29
				skipped question	5

5. Comments on specialized skills	
Answer Options	Response Count
	2
<i>answered question</i>	2
<i>skipped question</i>	32

6. To your knowledge, does anyone currently working at your institution with the job title in question hold a Master's of Library Science (MLS) or Master of Science-Library and Information Science (MS LIS) from St. John's University?

Answer Options	Response Percent	Response Count
Yes	20.7%	6
No	58.6%	17
Not Sure	20.7%	6
<i>answered question</i>		29
<i>skipped question</i>		5

7. Please indicate your agreement to the following comparative statements about GRADUATES OF ST. JOHN'S UNIVERSITY'S LIS program.

Answer Options	Disagree	Neutral	Agree	Rating Average	Response Count
St. John's grads are NOT AS prepared as those from other LIS programs.	5	1	0	1.17	6
St. John's grads compare FAVORABLY to those from other LIS programs.	0	1	5	2.83	6
St. John's grads are BETTER prepared than those from other LIS programs.	0	4	2	2.33	6

Comments on Preparedness of St. John's Graduates.		3
<i>answered question</i>	6	6
<i>skipped question</i>	28	28

I. Annual Student Survey - 2018

Q1. In which of the following specializations do you have an interest? You may select more than one specialization.

Answer Choices	Responses	
Academic Librarianship	53.57%	15
Archival Studies	32.14%	9
Management	10.71%	3
Public Librarianship	39.29%	11
School (no longer supported)	0.00%	0
Special Librarianship	32.14%	9
Youth Services	39.29%	11
I am undecided	10.71%	3
	Answered	28
	Skipped	0

Q2. Of the specializations you selected above, at the present time what is your primary specialization ? (Select one)

Answer Choices	Responses	
Academic Librarianship	10.71%	3
Archival Studies	21.43%	6
Management	3.57%	1
Public Librarianship	10.71%	3
School Media	0.00%	0
Special Librarianship	7.14%	2
Youth Services	25.00%	7
I am undecided	21.43%	6
	Answered	28
	Skipped	0

Q3. During the new student orientation, we explained that the goal of our program was to not only prepare you to become a library or information professional, but to also prepare you to become a leader who would make a difference in society as well as the profession. In your opinion, how well are we doing?

Answer Choices	Responses	
Excellent	35.71%	10
Very Good	53.57%	15
Fair	10.71%	3
Poor	0.00%	0
	Answered	28
	Skipped	0

Q4. Rate your experience with each of the following:

	Excellent	Very Good	Fair	Poor
Faculty feedback about your work	51.85%	44.44%	3.70%	0.00%
Access to continuing opportunities for guidance and counseling	55.56%	37.04%	7.41%	0.00%

	Excellent	Very Good	Fair	Poor
Access to continuing opportunities for placement assistance	44.44%	40.74%	7.41%	7.41%
Administrative and staff support	55.56%	37.04%	7.41%	0.00%
Physical facilities for accomplishing the objectives of the MS LIS program	44.44%	44.44%	11.11%	0.00%

Q5. Please rate the effectiveness of the DLIS Director as a leader of the Division:

Answer Choices	Responses	
Very Effective	88.89%	24
Effective	3.70%	1
Somewhat effective	7.41%	2
Not at all effective	0.00%	0
Please comment on your response:		4
	Answered	27
	Skipped	1

Q6. Please indicate the number of credits you have completed as of the beginning of the Spring 2018 Semester. Do not include credits for incomplete classes.

Answer Choices	Responses	
Less than 6 credits	65.38%	17
7-18 credits	26.92%	7
More than 18 credits	7.69%	2
	Answered	26
	Skipped	2

Q7. What has enhanced or facilitated your MS LIS educational experience? If you would like to share insight into a particular class or faculty or staff member, please specifically identify the person or class you discuss.

Answered 7
Skipped 21

Q8. What has diminished or frustrated your MS LIS educational experience? If you would like to share insight into a particular class or faculty or staff member, please specifically identify the person or class you discuss.

Answered 7
Skipped 21

Q9. In your opinion, how well prepared are you for your career in library and information science ?

Answer Choices	Responses	
Very well prepared	55.56%	5
Well prepared	22.22%	2
Somewhat prepared	22.22%	2
Not at all prepared	0.00%	0

Answered 9
Skipped 19

Q10. What do you think would most improve the program for future students?

Answered 5
Skipped 23

Q11. After you graduate, would you consider St. John's educational opportunities for future professional development?

Answer Choices	Responses	
Yes	100.00%	8
No	0.00%	0
Please explain:		3
	Answered	8
	Skipped	20

Q12. Field Experience: check all the following forms of experience that you have at this point in your program of study.

Answer Choices	Responses	
Academic service-learning project	75.00%	6
Internship	25.00%	2
Graduate assistantship	37.50%	3
Part-time employment in a library, or in a position related to the MS LIS program	37.50%	3
Full-time employment in a library, or in a position related to the MS LIS program	25.00%	2
Volunteer in a library, or in a position related to the MS LIS program	37.50%	3
Other (please specify)	0.00%	0
	Answered	8
	Skipped	20

J. Exit Survey 2017 – 2018

Q1. I was satisfied with the quality of the program.

Answer Choices	Responses	
Strongly Agree	42.86%	3
Agree	28.57%	2
Neutral	28.57%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Comment		2
	Answered	7
	Skipped	0

Q2. My interactions with faculty members were generally positive.

Answer Choices	Responses	
Strongly Agree	28.57%	2
Agree	42.86%	3
Neutral	14.29%	1
Disagree	14.29%	1
Strongly Disagree	0.00%	0
Comment		2
	Answered	7
	Skipped	0

Q3. My interactions with my fellow students were generally positive.

Answer Choices	Responses	
Strongly Agree	57.14%	4
Agree	28.57%	2
Neutral	14.29%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Comment		2
	Answered	7
	Skipped	0

Q4. My interactions with DLIS office staff were generally positive.

Answer Choices	Responses	
Strongly Agree	42.86%	3
Agree	14.29%	1
Neutral	28.57%	2
Disagree	14.29%	1
Strongly Disagree	0.00%	0
Comment		1

Answered 7
Skipped 0

Q5. I received useful information from my faculty advisor.

Answer Choices	Responses	
Strongly Agree	42.86%	3
Agree	42.86%	3
Neutral	14.29%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Comment		1
	Answered	7
	Skipped	0

Q6. The faculty were effective teachers.

Answer Choices	Responses	
Strongly Agree	28.57%	2
Agree	42.86%	3
Neutral	28.57%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Comment		2
	Answered	7
	Skipped	0

Q7. I was satisfied with the variety of courses offered to me.

Answer Choices	Responses	
Strongly Agree	28.57%	2
Agree	0.00%	0
Neutral	42.86%	3
Disagree	28.57%	2
Strongly Disagree	0.00%	0
Comment		4
	Answered	7
	Skipped	0

Q8. Courses were offered frequently enough for timely completion of degree requirements.

Answer Choices	Responses	
Strongly Agree	28.57%	2
Agree	0.00%	0
Neutral	42.86%	3
Disagree	28.57%	2
Strongly Disagree	0.00%	0
Comment		1
	Answered	7
	Skipped	0

Q9. I had access to appropriate library resources, software and related technology to support my educational needs.

Answer Choices	Responses	
Strongly Agree	42.86%	3
Agree	28.57%	2
Neutral	14.29%	1
Disagree	14.29%	1
Strongly Disagree	0.00%	0
Comment		1
	Answered	7
	Skipped	0

Q10. I am prepared to enter the workforce in my chosen area.

Answer Choices	Responses	
Strongly Agree	42.86%	3
Agree	42.86%	3
Neutral	14.29%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Comment		1
	Answered	7
	Skipped	0

Q11. I would recommend this program to others.

Answer Choices	Responses	
Strongly Agree	42.86%	3
Agree	28.57%	2
Neutral	28.57%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Other (please specify)		2

Answered 7
Skipped 0

Q12. If I decide to continue graduate study, I would choose St. John's.

Answer Choices	Responses	
Strongly Agree	14.29%	1
Agree	0.00%	0
Neutral	28.57%	2
Disagree	42.86%	3
Strongly Disagree	14.29%	1
Comment		3
	Answered	7
	Skipped	0

K. New Student Survey 2017 – 2018

Q1. How did you find out about the St. John’s MS-LIS program?

Answer Choices	Responses	
Recommendation from an Alumni of the program and/or librarian	33.33%	6
Career counselors in the college where I earned my previous degree	0.00%	0
American Library Association website/directory	38.89%	7
St. John's University website	33.33%	6
Other (please explain)	11.11%	2
	Answered	18
	Skipped	0

Q2. What were your reasons for choosing to pursue your graduate education at this institution? Please check all that apply.

Answer Choices	Responses	
Nature of the program and course offerings	72.22%	13
Reputation of the school, department, and/or faculty	61.11%	11
Recommendation of colleague or family member	38.89%	7
Availability of funding/scholarship	16.67%	3
Location	11.11%	2
Other (please describe)	27.78%	5
	Answered	18
	Skipped	0

Q3. What was your primary reason for choosing to pursue your graduate education at this institution? Please select only ONE option.

Answer Choices	Responses	
Nature of the program and course offerings	47.06%	8
Reputation of the school, department, and/or faculty	11.76%	2
Recommendation of colleague or family member	17.65%	3
Availability of funding/scholarship	5.88%	1
Location	0.00%	0
Other (please describe)	17.65%	3
	Answered	17
	Skipped	1

Q4. How did you attend New Student Orientation?

Answer Choices	Responses	
Online (synchronously)	47.06%	8
In person	29.41%	5
I didn't attend, watched recording	23.53%	4
	Answered	17
	Skipped	1

Q5. To which age group do you belong?

Answer Choices	Responses	
25 years or younger	35.29%	6
26-40 years	47.06%	8
41-55 years	5.88%	1
55 or older	11.76%	2
	Answered	17
	Skipped	1

Q6. In which of these activities were you engaged immediately prior to entering this program?
Please select ALL that apply.

Answer Choices	Responses	
Undergraduate student	35.29%	6
Graduate student	5.88%	1
Volunteer/community service	17.65%	3
Caring for family	23.53%	4
Employed in a field related to information studies	47.06%	8
Employed in a field unrelated to information studies	41.18%	7
Other (please describe)	5.88%	1
	Answered	17
	Skipped	1

Q7. What is your current status?

Answer Choices	Responses	
Full-time (9-12 credits/semester)	5.88%	1
Part-time (3-6 credits/semester)	94.12%	16
	Answered	17
	Skipped	1

Q8. Which of the following professional goals do you see yourself accomplishing in the future?
Please select ALL options that apply. In the future I believe I will:

Answer Choices	Responses	
Enjoy a rewarding career	94.12%	16
Be a mentor to new information professionals	64.71%	11
Volunteer my professional services	58.82%	10
Be an innovator and leader in my field	35.29%	6
Publish articles in professional journals	29.41%	5
Pursue another Master's degree or PhD	29.41%	5
Publish articles in academic journals	23.53%	4
Be a high-level manager or executive	11.76%	2
Be an independent consultant	11.76%	2
Other (please specify)	11.76%	2
Start my own business	5.88%	1
	Answered	17
	Skipped	1

Q9. How useful was the New Student Orientation?

	Responses	
Not Useful	0.00%	0
Useful	60.00%	9
Very Useful	40.00%	6
	Answered	15
	Skipped	3