



ST. JOHN'S UNIVERSITY

ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES

Division of Library and Information Science

Annual Assessment Report

2021 - 2022

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Executive Summary

Purpose. The annual assessment report informs the DLIS community on the 2021 – 2022 assessments and advisory board meeting (Table 1). The assessments and advisory board meeting engage all constituents - students, faculty, alumni, and employers -in the ongoing process of improving the Master of Science in Library and Information Science (MS LIS) program. The overall process is guided by the DLIS Assessment Plan, approved in March 2015 and revised in September 2019. In addition, this report is evidence of satisfying Standard 1 Systematic Planning in the 2015 ALA Accreditation Standards for Masters Programs in Library and Information Studies.

Background. DLIS developed a comprehensive assessment plan in 2015 that called for reconstituting the Advisory Board and adding four new assessment measures. These consisted of an alumni survey, an exit survey of graduating students, an employer survey, and course artifact assessment. The four new assessment measures were implemented between 2015 and 2017. The DLIS Assessment Plan was reviewed by the faculty in 2019. Minor revisions were made and a revised plan was approved.

The MS LIS underwent its most recent comprehensive review in 2018. The Self-Study was well-received and on January 29, 2019, the American Library Association’s Committee on Accreditation (ALA-CoA) approved the “continued accreditation” of the MS LIS program to 2025.

In September 2019, the faculty adopted a two-year framework for the DLIS strategic priorities and action items. Annual strategic priority reports had been the norm since September 2015. However, action items often required more than one year to complete. Consequently, the faculty felt a two-year framework provided the necessary implementation time while still offering the flexibility to respond to changes in the field. The current Strategic Priorities are for 2021 – 2023 (Appendix A). Each year a progress report (mid-term) or an implementation report (end-of-term) is included in the annual assessment report. This report contains the progress made on the action items in the 2021 – 2023 Strategic Priorities.

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

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

Table 1. Annual Assessment Measures and the Advisory Board Meeting

Measure/Board	Timeline (Month Administered)	Participants
Course Artifact Assessment	August, December, May	Faculty, students
E-Portfolio Reviews	August, December, May	Faculty, graduating students
New Student Survey	June, September, January	Students entering the program
Exit Survey	August, December, May	Graduating students
Annual Student Survey	March	All students
Advisory Board Planning Committee, if needed	March	Alumni, employers, faculty
Alumni Two-Year-Out Survey	April	Alumni, two years after graduation
Employer Biennial Survey	April	Employers
Advisory Board Meeting	May	Alumni, employers, faculty, and students

Program Goals and Outcomes

The MS LIS program goals and outcomes are based on the American Library Association's (ALA) eight core competencies of librarianship². The program goals are reviewed every five years to ensure they continue to serve the MS LIS program effectively in the context of the evolving information professions. The program goals are currently being reviewed in light of the proposed 2021 ALA Core Competencies³. In addition, academic goals of professional organizations related to each of the MS LIS specializations supplement the MS LIS program goals. The program goals are available on St. John's University's web site and the DLIS LibGuide.

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. Demonstrate an understanding of the need to meet and/or apply best practices, guidelines, standards, certification requirements, and licensing requirements in 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.

² ALA Core Competencies

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

³2021 ALA Core Competencies

<https://www.ala.org/educationcareers/2021-update-alas-core-competencies-librarianship>

Goal 3. Demonstrate Ability to Organize Recorded Knowledge and Information

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

Goal 4. Apply Technological Knowledge and Skills to Practice

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

Goal 5. Apply Reference and User Services

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

Goal 6. Master Research Methods

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

Goal 7. Experience Continuing Education and Lifelong Learning

- 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.

Strategic Priorities 2021 – 2023: A Progress Report

June 12, 2022

Introduction. The DLIS faculty approved the 2021 - 2023 Strategic Priorities in January 2022. The development of the strategic priorities was informed by the implementation of the 2019 – 2021 action items, the 2020 – 2021 assessment measures, and the faculty meetings. This progress report is a midpoint review to estimate the progress made implementing the action items.

Strategic Priorities

1. Develop and promote activities that help students understand the application of professional ethics and how library and information science programs and the information professions address social justice.

Action Items

- a) Create an anti-racism statement for DLIS, MS LIS program courses, and activities.
- b) Increase student participation in the Brother Corry Social Justice Fellowship as a means for engaging students in research related to social justice.
- c) Incorporate a Diversity Statement in course syllabi in the MS LIS program.

Steps Taken

- a) Work is going on at the College level related to items (a) and (c). As this work results in outcomes, DLIS will use these outcomes to inform our decisions to implement these two items.
 - b) Student participation in the Brother Corry Social Justice Fellowship program has increased. This outcome was largely due to the encouragement of students to investigate topics in social justice in research-oriented coursework.
2. Strengthen the relationship between alumni and the students and faculty by increasing opportunities for alumni participation in the MS LIS program.

Action Items

- a) Encourage students to leverage the mentorship programs of related professional associations.
- b) Continue to expand the mentorship program between new students and recent alumni.
- c) Collaborate with the Catholic Library Association to hold the Gillard Alumni Lecture at the ALA Annual Conference in June 2022.

Steps Taken

- a) The professional associations page in the DLIS online student manual has been redesigned to more clearly communicate the mentorship opportunities offered by the professional associations. The new student orientation was modified to emphasize more the opportunities available from the professional associations.
 - b) The number of recent alumni willing to mentor new students in online pedagogy continues to grow. The number of new students requesting mentors is still low despite the emphasis placed at the new student orientation. New approaches are being considered to better communicate this mentorship program to new student orientation.
 - c) DLIS was unable to organize the Gillard Lecture for the 2022 ALA National Conference in large part due to budget reductions resulting from a lower undergraduate enrollment. Plans are underway to hold the Gillard Lecture at the 2023 ALA National Conference.
3. Strengthen newly developed programs.

Action Items

- a) Develop a promotion and recruitment plan for the Certificate in Management for Information Professionals (revised in the previous two-year plan) to increase enrollment.
- b) Develop a promotion and recruitment plan for the Certificate in Social Justice in the Information Professions (created in 2021).
- c) Strengthen the recently established relationship between St. John's DLIS and the Institute of Certified Records Managers. Support the new courses added to the Archives and Records Management specialization for students interested in the records management field; develop a promotion and recruitment plan.

Steps Taken

- a) Research is underway for the promotion and recruitment plans for both certificates and the records and information management specialization. The research is investigating professional organizations in the New York Area whose events and conferences relate to these programs. In addition, related national level professional associations are being examined for resources and online opportunities.
- b) Three of the four new courses in the records and information management specialization ran the first time offered. New alternatives for placing these courses in the two-year course cycle are being considered.

4. Prepare students for entry into the field and engaging in lifelong learning. This includes collaboration with current practitioners and engagement with professional associations.

Action Items

- a) Increase student and alumni participation in the DLIS Student Association (DLISSA) biweekly webinars.
- b) Increase student participation in internships, fellowships, and academic-service learning (AS-L).

Steps Taken

- a) Alumni participation in the DLISSA webinars has improved due to an increase in alumni outreach efforts.
- b) As noted in Priority 1, student participation in the Brother Corry Social Justice Fellowship has increased. Internships largely depend on a student's current job and their career goals. However, faculty advisors are emphasizing more this option where appropriate. AS-L remains a part of the core course LIS 203 Organization of Information, LIS 238 Web Design course and several courses in the archives and records management field.

5. Deliver a program characterized by excellent online pedagogy.

Action Items

- a) Support faculty interested in completing professional development programs.
- b) Support faculty collaborations through conferences and engagement with peers.
- c) Hold an annual meeting for part-time faculty to discuss online learning pedagogy and share experiences.

Steps Taken

- a) Funding was uncertain this past year, but DLIS will seek support from the College for another faculty member to complete the Online Learning Consortium's (OLC) online pedagogy certificate program.
- b) Faculty continue to collaborate with colleagues at other Universities in panel presentations and paper presentations.
- c) A meeting with the part-time faculty is planned for the Fall 2022 term.

Advisory Board Meeting Agenda

Location: <https://sju.webex.com/meet/vorbachj>

Date/Time: Thursday May 26, 2022; 10:00am – 12:00pm

1. Introduction
2. Program Goals and Outcomes – revised
3. Program Changes
 - Advanced Certificates
 - i. Management
 - ii. Social Justice
 - Specializations
 - i. Records Management
4. Program Updates
 - Dual degree MA Pubic History / MS LIS
5. Next Steps
6. Survey and Closing

Advisory Board Meeting Minutes

Location: <https://sju.webex.com/meet/vorbachj>

Date: Thursday May 26, 2022; 10:00 – 12:00

1. Overview of the new Certificate in Management, Certificate in Social Justice, and Specialization in Records and Information Management.
2. Review of Demographic data sourced from St. John's Department of Institutional Research. DLIS Communications -online student manual, blog, email digest, and e-newsletter - report from Michael Crossfox, DLIS Academic Support Assistant.
3. Overview of DLIS Assessment Plan, and its importance for the continuous accreditation of the MS LIS.
4. Review of Advisory Board contributions to DLIS communications/operations, including LIS 211 course redesign by Advisory Board member Taina Evans. Alumni participation in the DLISSA Webinar series.
5. Proposed revision of Program Goals and Outcomes from Shari Lee, DLIS Faculty and Youth Services advisor. Revised MS LIS Program Goals connected to upcoming revision of ALA Core Competencies.
6. Program Changes
 - a. Advanced Certificates: update from Rajesh Singh, DLIS Faculty and Management advisor.
 - i. Certificate in Management for Information Professionals: reduced from 15-credits to 12-credits. The capstone course was removed. More students have enrolled since the reduction was implemented in Spring 2021. Courses - LIS 240 Management, LIS 262 Project Management, LIS 263 Marketing and Advocacy, and LIS 282 Knowledge Management – and outcomes presented.
 - ii. Certificate in Social Justice in the Information Professions: 12-credits, four courses. Courses - LIS 222 Materials and Services to Diverse Populations, LIS 283 Social Justice in the Information Professions, LIS 275 Cultural

Competency for Information Professionals, and LIS 320 Fake News and Misinformation - and outcomes presented. The first two students will complete the Certificate in Fall 2022.

- b. Records and Information Management Specializations: update from Christine Angel, DLIS Faculty and ARM advisor.
 - i. Specialization designed in collaboration with the Institute of Certified Records Managers (ICRM). The 15 credit specialization now meets the requirements for the first five of six parts of the ICRM Certified Records Analyst (CRA) certification exam. The five courses in the specialization are: LIS 249 Introduction to Archival Principles and Practices (ICRM Part 4), LIS 257 Archival Representation (ICRM Part 5), LIS 310 Fundamentals of Data Curation (ICRM Part 3), LIS 311 Records & Information Management (ICRM Part 1), and LIS 312 Data Preservation and Access (ICRM Part 2).

7. Program Updates

- a. Dual Degree MA Public History / MS LIS update from Kristin Szylyvian, coordinator of MA Public History and MA Public History / MS LIS Dual-degree programs. Description of program's history and competition. MS LIS students may take Electives in MA Museum Administration (ART) and MA Public History (HIS) courses. There is also cooperation with internships and fellowships. Lack of funding/scholarships and late notification on availability of Graduate Assistantships at the college level are obstacles to recruitment.
- b. Dual Degree MA Government & Politics / MS LIS update from James Vorbach, DLIS Faculty and Director. Program is under review, may be removed from degree offerings with no current enrollment.

8. Next Steps from James Vorbach

- a. DLIS Strategic Priorities 2021-2023 (five priorities) defined and described.

9. Meeting Survey will be emailed to the Advisory Board in June 2022.

10. Meeting Adjourned

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 2020 (Appendix F). The participants graduated in 2019 -2020 academic year (i.e. September 2019, January 2020, and May 2020).

Summary. 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. Each table value is the sum of the percentages for the “strongly agree” and “agree” responses. Of the thirty-one alumni to whom the survey was emailed, eighteen responded to the survey, a 58% response rate. The responses to each question were: “strongly agree”, “agree”, “neutral”, “disagree”, and “strongly disagree”.

The closed question responses (Tables 2 through 6) indicate a strong MS LIS program. Two areas where DLIS will continue to focus on are improve the variety of courses offered (Table 5, Ques 10,) and access to library resources (Table 6, Ques.11).

The open questions - Q4 (student community), Q8 (advisement), Q17 (program strengths), and Q18 (recommendations to improve the program) - have provided useful information to continue to improve the MS LIS program. These results will guide faculty discussions at the September faculty meeting when the 2021 - 2022 Assessment Report is reviewed.

Table 2. Program

Questions*	2022	2021	2020	2019
Q1: Satisfied with the program	83%	89%	100%	91%
Q13: Prepared to enter the workforce	71%	88%	91%	89%
Q14: Field experience (AS-L, internships, indep studies) contributed towards employment	53%	24%	64%	78%
Q15: Recommend program to others	76%	82%	82%	94%

* percentage values are the sum of the “strongly agree” and “agree” responses to the survey

Table 3. Interactions

Questions*	2022	2021	2020	2019
Q2: Interactions with faculty generally positive	83%	89%	91%	100%
Q3: Interactions with fellow students generally positive	88%	100%	91%	95%
Q5: Interactions with office staff generally positive	71%	88%	91%	100%
Q7: Received useful information in advisement meetings	76%	88%	91%	90%

Table 4. Teaching

Question*	2022	2021	2020	2019
Q9: Faculty were effective teachers	94%	88%	91%	85%

Table 5. Courses

Question*	2022	2021	2020	2019
Q10: Satisfied with the variety of courses offered	59%	88%	100%	84%

Table 6. Resources

Question*	2022	2021	2020	2019
Q11: Had access to appropriate library resources to support career interests	65%	82%	91%	95%
Q12: Had access to appropriate software and related technology to support career interests	76%	76%	82%	84%

Open Questions

Q4 asked students to suggest ways to “foster, enhance, and/or reinforce interaction among students in the online environment 72% of survey respondents answered this question. The responses included:

- Zoom meet ups/ cocktail or coffee hour..
- Having us create introductory posts to learn more about other students and group projects helped to get me to speak and work with other students.
- I wish there was more of a way to get to know each other in a less stressful environment. I felt like most of my interactions with fellow students were for assignments and projects and I didn’t really get to know them as people..
- Offer more synchronous virtual/Zoom classes or meetups/clubs.

Q6 asked students to suggest ways in which DLIS staff could further enhance and/or support the student experience. 38% of survey respondents answered this question. The responses included:

- Perhaps adding a staff member would be ideal.
- Keep being as supportive as you always have been.
- Provide a graduation checklist and actually explain what that looks like in a virtual environment and if you make one person responsible for turning in projects, at least make sure that person is going to be in office to actually answer and respond to questions..

Q8 asked respondents to suggest ways to improve the advisement process. 29% of survey respondents answered this question. Responses included:

- For dual degree students I think reinforcing that they need to map out (as best they could) their three years at the beginning. It is far easier to map out the LIS programs which was always a relief, but reinforce that they need to keep on top of that if they want to take advantage of all of the LIS classes they want to take, so they don't have to sacrifice the classes they want to take because they are not being offered at a specific time. If planned out well there is wiggle room to make changes when you need to, rather than no wiggle room and you lose out on a class you really want to take.
- I really liked my advisor. I felt she did everything in her power to make my experience in the program a great one and I appreciated that!
- Honestly provide a clear and concise timeline to graduation. If you have final projects and stuff like that, your advisor should be able to help and know when those dates are and not send you on a wild goose chase to find the person who does know.

Q17 asked respondents to identify the major strengths of the program. 72% of survey respondents answered this question. Responses included:

- I learned so much from the archival program. When coming into a new museum with no organization in place. I was able to make good recommendations to help set up their library, archives, and begin creating finding aids.
- The fact that I didn't have to change my work schedule to complete the program. In other words, the online nature of the program.
- Amazing faculty, great variety of course offerings and specializations within LIS.
- The coursework related to youth services.
- The professors were the major main strength. I think it is hard to run an online program and work around schedules, and for dual degree students, history tended to think they had the priority. I think the flexibility and understanding that various professors had about certain things that could be out of a student's control was one of the greatest benefits. The internships were also a major strength as they put into practice everything that I was taught, which does inevitably help job prospect wise to be able to speak to practical experience not just what I was taught.
- It thoroughly explained career options for the degree. Very competent instructors.

- The instructors are a main strength of the St John's MLIS program. They are caring people who are very knowledgeable and always willing to help. I got all my questions answered and was always reassured when I was doing well. I felt I was able to thrive in this program because of their leadership and willingness to work with me and encourage me.
- Mentorship; Class selection; Accommodating professors.
- Instructor knowledge and devotion.

Q18 asked students for recommendations to improve the program. 50% of survey respondents answered this question. Responses included:

- Honestly I felt the cataloging course was a nightmare. Perhaps that one needs to be redesigned. I also think it would be helpful for the faculty to actually teach more, as Dr.Singh did with his pre-recorded videos. Those were helpful.
- Get back to people more quickly, answer their questions quickly and politely by phone and email.
- More courses to choose from.
- Expand the edtech connections. The opportunities for librarians to work in technology are expanding every day.
- Only for dual degree students - the history department needs to communicate better with DLIS in terms of class times, projects, etc. It is a hard burden for a student to try to explain that their class is taking place at the same time as the registrar does not always have an accurate listing for the time a class might be taking place.
- I feel like many of the classes just skimmed the surface of what we need to know as librarians. I wish a few of them went deeper, gave more reasoning, and also were a little more specific about what issues we may encounter and what programs/conferences are out there to help us.
- More technology in classes, more media tech.

Career Outcomes Survey

The University Career Services distributes a placement survey each year to the graduates of St. John’s University. The participants may have graduated at any of the three periods in the graduation cycle, i.e. Summer, Fall, and Spring. For example, the 2020 survey consists of the graduates from Summer 2019, Fall 2019, and Spring 2020. Table 7 below shows the results for the graduates of the MS LIS program since 2017.

Table 7. Placement Results*

Statistic	2021	2020	2019	2018	2017
Response Rate	69.2%	70.4%	50%	67%	59%
Placement	100%	94.7%	100%	86%	94%
Employed	96.3%	94.7%	100%	86%	94%
Employed / Furthering Education*	0%	0%	0%	0%	0%
Furthering Education*	3.7%	0%	0%	0%	0%
Seeking Employment	0%	5.3%	0%	14%	6%

**Data provided by the University Career Center, June 2022*

*The category “Employed / Furthering Education” means that the alumnus is both employed and enrolled in a graduate program. “Furthering Education” means that the alumnus is pursuing further education only.

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 program goals. The Curriculum Map (Appendix L) relates each course in the program to one or more program goals and is available to students on the DLIS LibGuide (<http://campusguides.stjohns.edu/dlis/registration>). This course-level assessment of student learning was instituted in 2015 as part of the DLIS Assessment Plan. The Spring 2020 term began the second assessment cycle.

Procedure. At the beginning of a term, courses are assigned by the Director for assessment. The assignment is made such that an instructor has no more than one course per term to assess. For the assigned course, the instructor selects one artifact (e.g. assignment, semester project, or exam) as a representative measure of learning the course’s related program goal/s. At the end of the course, the instructor completes a form (Appendix E) describing the class’ performance, reviewing the artifact’s role as a measure, and the resulting changes planned to improve the course. Two sample artifacts with their respective reviews are included with the completed form. The following table indicates the status of the course assessment process as of Spring 2021.

Table 8. Course Artifact Assessment with Program Goals

Course Code	Course Name	Program Goals & Outcomes	Faculty	Reviewed	Next Review
	CORE				
LIS 203	Organization of Information	3A, 3B	Angel	Spring 2020	Spring 2024
LIS 204	Introduction to Library and Information Science	1A, 1B, 1C, 1E, 2A, 2B, 3A, 5A, 7A	Rioux	Fall 2015	Fall 2020
LIS 205	Introduction to Information Sources and Services	5A	Lee	Spring 2021	Spring 2025
LIS 239	Research and Evaluation Methods	1A, 1B, 1D, 3A, 6A	Singh	Spring 2020	Spring 2024
	MANAGEMENT				
LIS 240	Management of Libraries and Information Centers	1A, 1D, 4A, 5C, 7A, 7B, 8A, 8B	Singh	Fall 2020	Fall 2024
	ELECTIVES				
LIS 121	Literature & Related Resources for Children	2B, 7A	Lee	Fall 2020	Fall 2024

Course Code	Course Name	Program Goals & Outcomes	Faculty	Reviewed	Next Review
LIS 125	Library Materials and Services for Young Children	2B, 4A	Kropp	Spring 2020	Spring 2024
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 2022	Spring 2026
LIS 211	Collection Development	2A, 2B, 8A, 8B	Rioux	Spring 2021	Spring 2025
LIS 213	Popular Culture and Young Adults	2B, 4A, 8B	Lee	Summer 2019	Summer 2023
LIS 214	Teen Spaces for Libraries	1A, 1B, 1C, 4A	Lee	Summer 2022	Summer 2026
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 2020	Fall 2024
LIS 231	College and University Libraries	8A, 8B	Rioux	Spring 2016	Spring 2022
LIS 233	Public Libraries and Community Information Centers	8A, 8B	Rioux	Spring 2021	Spring 2025
LIS 238	Web Design for Libraries and Information Centers	4A	Vorbach	Spring 2019	Spring 2023
LIS 249	Archives and Records Management	1A, 1C, 3A, 3B, 5C, 7B	Angel	Fall 2021	Fall 2025
LIS 253	Oral History	4A, 7B	Szylvian	Spring 2020	Spring 2024
LIS 257	Archival Representation	1C, 2A, 2B, 3A, 3B, 4A, 5A, 5B, 8B	Angel	Fall 2020	Fall 2024
LIS 258	Museum Informatics	3A, 3B, 4A	Angel	Spring 2021	Spring 2025
LIS 260	Information Use and Users	1B, 1D, 2A, 3A, 4A, 5A, 5B, 5C, 6A, 7B, 8B	Rioux	Fall 2017	Fall 2021

Course Code	Course Name	Program Goals & Outcomes	Faculty	Reviewed	Next Review
LIS 261	Information Sources and Services for Children and Young Adults	2B, 4A, 5A, 5C, 7B	Lee/ Seymour	Fall 2021	
LIS 262	Project Management in Information Organizations	1D, 5C, 8A, 8B	Singh	Fall 2021	Fall 2025
LIS 263	Marketing and Advocacy in Information Organizations	1B, 1D, 5C, 8A, 8B	Singh	Spring 2022	Spring 2026
LIS 273	Graphic Novels and Libraries	1A, 2B, 5B	Fuchs	Summer 2020	Summer 2024
LIS 275	Cultural Competence for Information Professionals	1A, 1D, 5B, 5C, 8A, 8B	Singh	Summer 2022	Summer 2026
LIS 282	Knowledge Management	2A, 2B, 8A, 8B	Singh	Spring 2018	Spring 2022
LIS 283	Social Justice and the Information Profession	1A, 1B, 1D, 2B, 4A, 5B, 5C	Rioux	Spring 2020	Spring 2024
LIS 302	Genealogical Sources & Services	3A, 4A, 5A, 5B, 5C	Earle	Summer 2020	Summer 2024
LIS 310	Data Curation	2A, 2B, 3A, 3B	Angel	Summer 2022	Summer 2026
LIS 311	Records & Information Mgmt	1B, 1E, 2A, 3A	Angel	Spring 2023	
LIS 320	Fake News and	5B, 7A	Singh	Summer 2023	

E-Portfolio Assessment

Background

AN e-portfolio is the end-of-program assessment for the MS LIS program. The software platform used to create e-portfolios is called Digication. The main section in the e-portfolio consist of students demonstrating that they have satisfied MS LIS program goals. Students accomplish this by uploading their work (i.e. assignments and projects) from their courses and a writing 600-700 word essay for each goal. Each essay explains the relationship between their work and the goal and describes their learning from the work. Each e-portfolio is reviewed independently by two DLIS faculty. The Director also participates as a reviewer. The minimum grade to “pass” an e-portfolio assessment is 80%. If the outcomes 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 Summer, Fall, and Spring graduation cycle.

The following policy was adopted to ensure student understanding of the purpose of the e-portfolio, the recommended practice for creating the e-portfolio, and the use of Digication:

- 1) Students are introduced to the e-portfolio at the new student orientation.
- 2) Workshops on the e-portfolio and Digication, are offered each semester. The workshops are recorded and posted on online. The most recent workshop is posted in the online student manual.
- 3) One core course, LIS 203, has an assignment requiring students to create an e-portfolios.
- 4) The e-portfolio assessment rubric (Appendix F) is available on the e-portfolio page of the online student manual (<http://campusguides.stjohns.edu/dlis/eportfolio>). The e-portfolio assessment rubric is reviewed biennially

A student failing the e-portfolio assessment meets with the Director to discuss the reviewers comments and outline a plan to improve and submit the e-portfolio for next review.

Summary

The results are summarized in Table 9. An academic year in the table consists of all reviews in that year’s graduation cycle (i.e. summer, fall, and spring). 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 2021-2022 Ave Diff, 8.1, is the second highest in the past six years and has prompted a review of the rubric. This review will be completed in Fall 2022.

The pass rate for 2021 - 2022 was 92.9%, which is consistent with previous pass rates. The target pas rate is 100%, but this is very difficult to achieve given the different circumstances which may confront students in their final term. The e-portfolio results are reviewed at the annual faculty assessment meeting in September.

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. The e-portfolio helps to distinguish graduates to future employers.

Students keep their Digication accounts after graduation and often customize their e-portfolios for specific job applications.

Table 9. E-Portfolio Summary By Academic Year

	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Total	56	53	32	32	24	30
Total passed	52	51	31	31	22	30
Pass rate	92.9%	96.2	96.9%	96.9%	91.7%	100%
Average (all portfolios)	90.1	89.8	92.9%	91.0%	89.3%	93%
Average (wo failures)	91.5	90.4	93.3%	91.8%	90.5%	93%
Ave Diff	8.1	7.0	7.1	8.3	6.7	5.0

Employer Survey -2021

Summary. The employer survey is distributed biennially to information professionals in a wide range of institutions. The survey focuses on rating the relevance general skills and specialized skills for entry-level information professionals. The Advisory Board Planning Committee ('Committee') last revised the survey instrument on April 5, 2019. The employer survey is provided in Appendix I. The next distribution of the survey will be in May 2023. The responses for the 2021 survey were collected over a four-week period ending June 1, 2021. Table 11 shows the distribution of the respondents by Job Title. Table 12 shows the distribution by respondents' organizations and Table 13 shows the distribution of respondents by states.

General Skills. Table 14 lists the results for the top 10 general skills (Q5) for an entry level position, in order of relevance. 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 skills are listed in descending order of the 2021 rating. The response count for the 2021 survey was 83. The response count for the 2019 survey was 55. The response count for the 2017 survey was 29. An "NA" in the 2017 column means that the skill was not an option on the 2017 survey.

Participants were asked to comment on the general skills in Q6. The following list highlights these comments:

1. A candidate coming from an MLIS program should have a level of education and professionalism by the time they graduate the program. I give my librarians the reins on projects they spearhead because I feel they are educated, enthusiastic and are ready to do the job expected from a public service employee.
2. Ability to problem solve and not seek constant reinforcement/repeat of directions and expectations is also important.
3. It is VERY important to have good social skills and a lot of patience and understanding.
4. Overall awareness of the work environment; Interest in trying new things; humility; willingness to learn about the organization (before suggesting sweeping changes, for example); customer-centered mindset; questions the status quo (in a constructive way); understands that tradition sometimes creates barriers to service and tactfully identifies those barriers and suggests ways around them. (We have been hiring recently, so these are fresh in my mind!).
5. Advanced computer is difficult - coding and web design aren't really necessary BUT database and general use of multiple platforms is.
6. Interpersonal skills are a must. Depending on the position, they may train new staff or manage patrons who regularly attend programs.
7. Since I don't have high expectations out of the gate for skills that improve with time and experience - leadership skills, decision making, local history, organizational history, I do have high expectations in other areas - customer service, flexibility, organizational loyalty, positive attitude and general helpfulness.
8. Enthusiasm, approachability highly valued.
9. Knowledge of website design especially using WordPress seem to be in high demand.

Specialized Skills. Table 15 lists the top 10 specialized skills expected of entry-level information professionals in descending order of relevance on the 2021 survey (Q7). 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 for Q7 on the 2021 survey was 83. The response count on the 2019 survey was 55. The response count on the 2017 survey was 29. An “NA” in the 2017 column means that the skill was not an option on the 2017 survey.

Participants were able to comment on the specialized skills in Q8. The following list highlights these comments.

1. Not everyone comes out of school ready to supervise, that is a skill that comes with time.
2. As long as a new employee is willing to ask for help, do their best, be honest when there’s an issue and try again, they will improve over time.
3. A disposition that I'm looking for under the project management and goal setting skills is accountability. Is this a person who will hold themselves appropriately accountable when they commit to something? Or will they either blame others for errors, or be so cruel to themselves they are paralyzed from moving on from the error?
4. This is assuming an entry-level professional position; some of these skills become very important once you move up in responsibility level.
5. Most of these are not skills that it would be fair to expect of an entry level candidate, other than connecting theory to practice.
6. We prefer to hire Certified Archivists.
7. I feel like most of these specialized skills can be developed on the job but it's important for any new librarian to have a sense of these. The most important is a public service orientation and an understanding of what public libraries currently are and are becoming.
8. A general comfort level with technology is a must, as well as the initiative to spend time poking around "under the hood" (this ties to curiosity).

There appears to be broad agreement among respondents on the general skills (Table 14). Each of the top ten general skills exceeds the “very relevant” rating of 4.0. In contrast, graduates were not expected to have many of the specialized skills (Table 15) on entering the field, with the exception of the highest-rated skill “Ability to Set Goals and Achieve Them”. It should be noted that 64% of respondents were employed at Public Libraries (Table 12). A broader distribution of organizations may yield different results.

Table 11. Job Titles

Title	Respondents	Percent
Director/ Executive Director/ Library Director	49	59%
Archivist / Digital Archivist / Curator	12	14%
Librarian	8	10%
Department Head	6	7%
Assistant Director	3	4%
Other*	5	6%
Total	83	100%

* Assistant Professor, Coordinator of Library Services, Digital Initiatives Coordinator, Librarian Trainee, and Reference Clerk

Table 12. Organizations

Type	Respondents	Percent
Public	53	64%
Archive	5	6%
Academic	9	11%
Corporate	2	2%
School	2	2%
Youth Services in a Public Library	1	1%
Other*	11	13%
Total	83	100%

* BOCES, Consortia, Government, Medical, Museum, Private non-profit, and Religious

Table 13. States

State	Respondents	Percent
New York	65	78.3%
Illinois	2	2.4%
Indiana	2	2.4%
New Mexico	2	2.4%
Virginia	2	2.4%
California	1	1.2%
Colorado	1	1.2%
Georgia	1	1.2%
Iowa	1	1.2%
Kentucky	1	1.2%
Massachusetts	1	1.2%
Michigan	1	1.2%
Minnesota	1	1.2%
Ohio	1	1.2%
Washington	1	1.2%
Total*	83	100%*

* Due to rounding error the values may not sum to 100%

Table 14. Top 10 General Skills

Answer Options	2021	2019	2017
Basic Computer (e.g. word-processing,spreadsheets)	4.68	4.80	4.63
Listening to others	4.59	4.58	4.83
Exhibits professional ethics	4.56	4.51	4.73
Teamwork (interpersonal relationship)	4.52	4.69	4.80
Critical thinking (evaluating information)	4.49	4.48	4.67
Oral/written communication	4.48	4.71	4.83
Flexibility	4.44	4.42	NA
Cultural sensitivity	4.39	4.45	NA
Curiosity	4.3	4.58	NA
Decision-Making	4.2	4.09	4.33

Table 15. Top 10 Specialized Skills

Answer Options	2021	2019	2017
Ability to Set Goals and Achieve Them	4.07	4.19	4.41
Project Management	3.44	3.44	3.79
Practical Application of LIS Theory	3.41	3.49	4.04
Marketing and Advocacy	3.34	3.36	3.59
Management of Resources	3.21	3.15	3.34
Data Analysis	3.12	2.93	NA
Supervisory Skills	2.75	2.58	NA
Negotiation Skills	2.53	2.64	2.59
Mentoring or Coaching Colleagues	2.46	2.51	3.21
Fluency in a Second Language	2.37	2.35	2.34

Student: Annual Survey

Summary. The annual student survey is administered in the Spring.

The questions on the survey are organized into five categories: areas of interest (Tables 17 and 18), career preparedness (Table 19), faculty (Table 20), administration and resources (Table 21), and field experience (Table 22). Field experience in this sense refers to both curricular (e.g. internships, academic service-learning) and related work experience. The section concludes with student recommendations for program improvement (Q13). The 2021 survey is given in Appendix H.

Areas of Interest. Table 17 and 18 list the responses for questions Q1 and Q2 respectively on the specializations students are interested in. Q1 asks students to select all areas of interest and Q2 asks students to identify the one area of primary interest. Records & Information Management is new specialization and thus data is available only for the most recent survey. Special Librarianship was closed in 2021 due to a consistently low enrollment

Table 17. Specializations of Interest

Specialization	2022	2021	2020	2019
Public Librarianship	44%	54%	56%	46%
Academic Librarianship	44%	26%	26%	34%
Youth Services	42%	43%	35%	31%
Archival Studies	37%	34%	47%	37%
Records & Information Management	16%	-	-	-
Management	14%	29%	7%	17%
Undecided	7%	6%	2%	11%
Special Librarianship	-	29%	21%	23%

Table 18. Primary Specialization

Specialization	2022	2021	2020	2019
Youth Services	35%	37%	28%	14%
Archival Studies	23%	23%	28%	14%
Academic Librarianship	16%	6%	9%	9%
Public Librarianship	12%	9%	21%	17
Management	5%	11%	5%	6%
Records & Information Management	2%	-	-	-
Undecided	7%	9%	7%	31%
Special Librarianship	-	6%	2%	9%

Table 19. Career Preparedness*

Question	2022	2021	2020	2019
Q10: In your opinion, how well prepared are you for your career as an information professional?	73%	77%	76%	70%
Q12: How prepared do you feel to assume a position of leadership and/or make a difference in society?	77%	82%	79%	85%
Q14. How likely are you to recommend St. John's MS LIS program to prospective information professionals?	82%	95%	83%	90%

* values are the sum of the Very Well Prepared and Well-Prepared percentages

Table 20. Faculty*

Question	2022	2021	2020	2019
Q3. Faculty provide feedback on student work in a reasonable time.	88%	88%	88%	82%
Q4. Students have access to continuing opportunities for advisement.	91%	79%	86%	65%

*values are the sum of the Strongly Agree and Agree percentages

Table 21. Administration and Resources*

Question	2022	2021	2020	2019
Q5. Students have access to continuing opportunities for placement assistance.	67%	48%	53%	59%
Q6. DLIS Administration responds to student questions in a reasonable time.	83%	76%	77%	77%
Q7. Online databases through University Libraries are an efficient research tool.	93%	88%	91%	NA

*values are the sum of the Strongly Agree and Agree percentages

Field Experience. Q9 asked students to select field experiences in which they were engaged, including curricular (Academic Service-Learning, internships, and graduate assistantships) and outside work (Table 22).

Table 22. Field Experience

Field Experience	2022	2021	2020	2019
Academic service-learning project	81%	81%	92%	90%
Part-time employment related to the MS LIS program	43%	24%	52%	10%
Volunteer work related to the MS LIS program	33%	24%	20%	40%
Full-time employment related to the MS LIS program	24%	19%	16%	10%
Internship	24%	10%	36%	20%
Graduate assistantship	14%	10%	20%	20%

Recommendations. Students were asked for their recommendations to improve the MS LIS program (Q13). 44% responded to this question. A representative sample of their responses are below.

- 1) It was difficult to do so because of the pandemic, but more opportunities and connections for in-person internships and Academic Service Learning would have been beneficial. I also think I could've benefited from more training in using databases to assist patrons with research.
- 2) I just wish I had understood the specialization process better at the beginning and had gotten a specialty as part of my program.
- 3) We need more teaching on how to do the work and not just theoretical frameworks for what the work is.
- 4) I think having one of the public librarianship courses discussing being come onto and/or sexual harassment would improve the MS LIS program for future students. This is something that is very prevalent, but not talked about. Better communication/explanation throughout the AS-L [Academic Service-Learning] process.

- 5) A pedagogy that engages students in more hands-on activities common to professionals and less rote memorization.

Student: Exit Survey

Summary. The exit survey was administered to the Summer 2021, Fall 2021, and Spring 2022 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, courses, and resources. The survey questions corresponding to these categories are shown in Tables 24 - 28. Of the 47 total graduates, combining the Summer 2021, Fall 2021 and Spring 2022 graduates, 46 responded to the survey, a 98% response rate. The responses to each question were: “strongly agree”, “agree”, “neutral”, “disagree”, and “strongly disagree”.

The survey instrument was revised for the 2019 survey as part of the review of all survey instruments following the comprehensive program review by the ALA-Committee on Accreditation. The result of the comprehensive review was the continued accreditation of the MS LIS program. Overall, the quantitative part of the survey yielded very good results and the open questions provided useful information for discussion at the September faculty meeting. The 2021 – 2022 survey is provided in Appendix I.

Table 24. Program*

Questions*	2021-2022	2020-2021	2019-2020	2018-2019
Q1: Satisfied with the program	89%	94%	87%	88%
Q12: Prepared to enter the workforce	83%	92%	96%	88%
Q13: Recommend program to others	89%	92%	87%	83%

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

Table 25. Interactions

Questions	2021-2022	2020-2021	2019-2020	2018-2019
Q2: Interactions with faculty generally positive	91%	98%	100%	88%
Q3: Interactions with fellow students generally positive	89%	98%	100%	100%
Q4: Interactions with office staff generally positive	76%	82%	83%	94%
Q5: Received useful information from faculty advisors	85%	94%	91%	82%

Table 26. Teaching

Question	2021-2022	2020-2021	2019-2020	2018-2019
Q6: Faculty were effective teachers	87%	94%	100%	88%
Q7: Faculty are knowledgeable in their areas of expertise	96%	100%	100%	100%

Table 27. Courses

Questions	2021-2022	2020-2021	2019-2020	2018-2019
Q8: Satisfied with course selection offered during my program of study	85%	96%	83%	82%
Q9: Satisfied with the frequency of course offerings	80%	90%	96%	88%

Table 28. Resources

Question	2021-2022	2020-2021	2019-2020	2018-2019
Q10: Had access to appropriate library resources to support my educational needs.	91%	94%	83%	94%
Q11: Had access to appropriate software and related technology to support my educational needs	93%	94%	96%	94%

Program Strengths.

Q15 asked students to identify program strength. 89% of the students responded to this question. The list below is a representative sample of the responses.

1. The asynchronous nature of the program allowed for some flexibility in terms of completing coursework. The program forces students to problem solve navigating resources (Canvas). It also provides a good opportunity to build writing skills, since most assignments are in short or long essay format.
2. Major strengths of the program were the diversity of courses and excellent professors. There were courses for every library science interest such as archives and records management and social justice. This is very important for programs to have because library science is a growing field and the way we study in this field is changing. St. Johns is keeping up with that change. All of the professors were committed and helpful. They were also very creative. I especially

want to compliment Dr. Singh for taking extra steps to make his classes fun and exciting!
Thank you for an excellent experience!

3. Excellent teaching staff and a good variety of course offerings. I especially enjoyed the online discussions with my peers.
4. The format of the program is perfect. Being able to do my school work in my own time rather than having to take time from my work schedule to attend a class, is what really drew me to this program and it lived up to my expectations.
5. There is a great variety of courses for all aspects of librarianship. The courses for the Youth Services concentration are particularly interesting.
6. The passion and commitment of the professors. Also, the commitment to Vincentian Values.
7. I liked how much freedom I had to explore as many different areas of librarianship as I wanted.
8. This program had many professional, experienced faculty members who were eager to teach based on the material and their own experiences in the field.
9. I really liked how flexible the program was in terms of studying. While there were plenty of assignments with due dates, I was not locked into specific time slots or days during which I had to complete those assignments or exams. My work schedule has been very dynamic the last few years and has constantly changed, and for the last year I have had significant changes in my personal life as well that have affected my schedule. I loved that I could adapt my learning schedule to fit with my work life and my personal life, even if it was as simple as being able to sit through an exam at 2 AM on a Wednesday.
10. The availability of professors and how knowledgeable they were in order to prepare me for my future career.
11. The assignments always felt very grounded in the real world, I never felt like I was being asked to do busy work.
12. Online allows for people from all over to take the courses. I had fellow students from other countries in my classes and I think that is wonderful.
13. The professors provide meaningful feedback and do not let students get by with sub par work. The online program also allows students to work from anywhere and we had the ability to work with different people from across the country.
14. The attentiveness of the faculty was above and beyond. There was never a time I felt like I couldn't go to my professor or advisor to ask a question or to receive advice. This program exceeded my expectations every time I didn't think it was possible.
15. DSLIS candidates were given the opportunity to learn about the different aspect of being a librarian. Knowledge gained ranged from knowing how to find reliable information sources,

information literacy, understanding why users seek information, performing literature searches, understanding how to conduct research: qualitative vs. quantitative, how to create a LibGuide, how to manage a library and resources, marketing the value of the libraries, how to build and maintain a library's website, and project management.

16. The classes were extremely relevant and focused on practical information, I found everyone of them to be beneficial.
17. The major strengths of the program were the faculty who taught the courses and their expertise in the different subject areas.
18. Concentrations that apply to career interests
19. Knowledgeable and kind professors!
20. I liked that the courses were asynchronous and that the professors were available for questions and concerns. As much as I initially hated it, I also enjoyed completing projects within a group as it encouraged me to learn how to collaborate with others from many different backgrounds, collaborate remotely, and improve my communication skills when working towards a common goal.
21. The completely asynchronous nature of the courses were very easy to fit into my ever-changing schedule. The core courses were important for any information professional to know and there was a nice variety of electives to dip myself into different specializations.
22. The support of the faculty was a major strength of this program and the inspiration they provided in their teaching. It made the learning process very fulfilling and has set me on a good path in the profession of Librarianship.
I would also add that the hands-on approach to learning in the different courses was also very beneficial and a major strength.
23. The major strengths were the program's cohesive structure, strong professional educators, flexibility through virtual technologies, as well as the courses provided such as the management extension! Great program, would highly recommend.
24. I loved how each class understood the value of scaffolding course material especially regarding distance learning this added to my understanding of the material greatly.
25. I like how the program was made for online. I felt like I interacted very well with my classmates and discussion was productive. My instructors were very helpful when I didn't understand a concept.
26. The professors had high standards while being understanding. On a day-to-day basis, what that looks like is communicating expectations to students explicitly. One professor tells students that they will not answer any questions unless they see that the student has watched the Panopto video. This firmness trains students to do their due diligence before expecting to be spoon-fed information. Additionally, due to the time difference, most of my

professors gave me some leeway to submit my assignments at 11:59 pm my local time. I never had to use that, but it was great to know that professors considered my potential needs as well.

27. Topics covered were challenging and relevant to my chosen vocation. The speed at which my professors covered the material, and the program's self-paced nature were just right for my study needs.
28. Asynchronous instruction, resources available through SJU library (digital and on-site), and highly supportive faculty and staff. I would recommend this program to any interested in an MLIS degree.

Recommendations to Improve the Program.

Q16 asked students to recommend improvements in the program. 76% of students responded to this question. The list below is a representative sample of the responses.

1. The goals for the portfolio were sometimes hard to comprehend. Maybe simpler language to convey them could help students understand them better.
2. Offer independent study for when students miss courses they want. I had to teach myself through the program anyway as most of my teachers put it on the students and text.
3. I had many positive hands-on experiences, which enhanced my learning. I would incorporate as many real-world/hands-on experiences as possible.
4. I would recommend that every class needs to have weekly mandatory participation discussion boards. There were two classes I took where the discussions were either infrequent or nonexistent and they were the hardest classes to learn in. [] posting to the boards and talking with fellow classmates about the lessons is so helpful and important. It also makes it much easier to stay focused on the class.
5. better timing and check ins on portfolio progress
6. A more comprehensive overview of how the specialty studies work from the beginning would have been good.
7. Include a grant writing course into curriculum; many people in information orgs and/or museums/archives rely on grants to continue their work. Learning how to write an effective grant will be useful to anyone in an LIS program.
8. As much as the e-portfolio was a good challenge and comprehensive to show how much we have done and accomplished, the digitization software was just short of a nightmare to work with. The formatting took longer to complete than the actual project took to piece together. I feel like a libguide or some other technology would be better suited and would create much less frustration with such a big part of our graduation requirements.

[] Yes, there are classes that are an option to take but since we work so critically with a wide array of people, library and information professionals need to be properly equipped to critically evaluate themselves and the cultures that they are working with. Those who are choosing the classes are gaining a valuable stance and those who chose not to (or can't fit it into their degree) are doing themselves a great disservice. The landscape of the world is changing and most (if not all) LIS programs DON'T require some form of cultural competence. This would not only make this DLIS program stand out, but it would be creating professionals who are more empathetic and better suited for the changing landscape that we find ourselves in.

9. I personally believe that the Diverse Populations course (or one like it) should be a requirement for the program, as it applicable to any kind of information profession.
10. Keep the group projects going, they are a great way to practice working in teams like working at a company, I found them very helpful.
11. i feel like online classes or recorded classes would be a great addition for many classes. would be a way for students to interact and learn in a similar way to traditional in person classes
12. I do wish more professors took advantage of video technology and offered more lectures that can be viewed asynchronously as I always found their perspective on the readings to highlight the issues we should be focusing on. Sometimes I felt their opinions and feedback were kind of hidden in the myriad of comments on the platform.
13. More interaction from professors - video lectures, recorded powerpoints, etc.
14. I enjoyed the program overall but maybe more Academic Service Learning projects, or internship incentivized courses with New York informational institutions.
15. I would incorporate more video dialogue into the program. I think this helped me know my classmates better. My first class did this and I still talk to those members.

Student: New Student Survey

Summary

The new student survey is administered in the Summer, Fall and Spring terms. The survey is a required assignment in the zero-credit course LIS 270 Orientation to Online Learning. LIS 270 opens two weeks prior to the start of each term and contains exercises to familiarize students with the learning management system Canvas. The deadline for the exercises is the start of the term.

The New Student Survey gathers information on students' choice of St. John's (Tables 31 and 32), student information (Tables 33, 34, and 35), and the students' evaluation of LIS 270 Orientation to Online Learning. (Table 36 and question 7). Each column in the tables combines the results of the Summer, Fall, and Spring surveys. The survey was not administered in the 2018 - 2019 academic year because it was being revised.

The 2021-2022 survey was distributed to 55 students. 27 responded to the survey, a 49% response rate. The 2021 – 2022 survey is provided in Appendix J.

Table 31. Q1 How did you find out about the St. John's MS-LIS program? (Check all that apply)

Response	2021-2022	2020-2021	2019-2020	2017-2018
St. John's University website	39%	72%	54%	33%
American Library Association website/directory	50%	28%	41%	39%
Recommendation from Alumni of the program and/or librarian	28%	16%	15%	33%
St. John's University's Online Programs web site	6%	16%	5%	NA
Career counselors in the college where I earned my previous degree	0%	0%	3%	0%
Other (please explain)*		20%	23%	11%

* family members, Google searches, facebook ad, self-guided research

Table 32. Q2 Reasons for Choosing St. John’s, in Ranked Order

Students were asked to rank their reasons choosing St. John’s where 1 = “most relevant” and 5 = “least relevant”). The values in the table are calculated from the responses 1 and 2.

Reasons	2021-2022	2020-2021	2019 - 2020
Online program	33%	32%	32%
Flexibility of the program and course offerings	23%	30%	28%
Reputation of the school, department, and/or faculty	17%	14%	13%
Recommendation of colleague or family member	15%	5%	10%
Availability of funding/scholarship	13%	18%	16%

Table 33. Age Group

Age	2021-2022	2020-2021	2019-2020	2017-2018
25 years or younger	23%	33%	34%	35%
26-40 years	62%	50%	53%	47%
41-54 years	15%	13%	11%	6%
55 or older	0%	3%	3%	12%

Table 34. Full-time/Part-time

	2021-2022	2020-2021	2019-2020	2017-2018
Full-time (9-12 credits/semester)	15%	30%	13%	6%
Part-time (3-6 credits/semester)	85%	70%	87%	94%

Table 35. Immediately Prior to Entering the Program (Select all that apply)

Activity/ies	2021-2022	2020-2021	2019-2020	2017-2018
Employed in a field not related to information studies	48%	38%	14%	6%
Undergraduate student	36%	38%	38%	35%
Employed in a field related to information studies	16%	31%	49%	47%
Graduate student	16%	24%	30%	6%
Volunteer/community service	0%	17%	19%	18%

Table 36. Q6: LIS 270, the online orientation, was helpful at the start of the program?

Academic Year*	2021-2022	2020-2021	2019-2020
Online Orientation was helpful	76%	76%	73%

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

Q7: What suggestions do you have for improving LIS 270, the online orientation?

37 % of the students responded to this question. The following list is a representative sample of the responses.

1. I felt it did not prep me enough for what some of the professors expect out of Canvas. I also feel very lacking in using the SJU’s Word from the office, but I am used to an older version of Word so that could be the reason.
2. More information about the St. John's Library
3. I think it was great. Not really part of 270, but I appreciated my assistant that helped me get through the registering process. Marta was wonderful.
4. A good portion of what was covered could have been covered in an email.
5. I think the modules related to using Canvas were informative and helpful. I also enjoyed the ability to chat with other new students in the discussion section. I'm not sure what else I would look for in an online orientation.
6. IT set up/help was good in the beginning and the orientation was very good as well.

7. It is valuable for students who are returning to school for the first time in a while, or for students who struggle with technology/groundwork basics for university digital structure. For myself, who came from a university system and has high awareness of Canvas, Outlook/gmail systems, email watch, etc., it felt quite repetitive. Not fully a waste of time, it was still a helpful understanding of what St. John's expected. It was very efficient and smooth to complete, which I appreciated.

Appendix

A. DLIS Strategic Priorities 2021 – 2023

Approved: January 25, 2022

Introduction. The strategic priorities guide the efforts toward improving the MS LIS program and ensuring student success in the workplace. The priorities were based on the implementation of the 2019 – 2021 action items, the 2020 – 2021 assessments, the faculty meetings, and the advisory board meetings. Progress on the Strategic Priorities is reported in the annual assessment report.

Strategic Priorities

1. Develop and promote activities that help students understand the application of professional ethics and how library and information science programs and the information professions address social justice.
Action Items
 - a) Create an anti-racism statement for DLIS, MS LIS program courses, and activities.
 - b) Increase student participation in the Brother Corry Social Justice Fellowship as a means for engaging students in research related to social justice.
 - c) Incorporate a Diversity Statement in course syllabi in the MS LIS program.
2. Strengthen the relationship between alumni and the students and faculty by increasing opportunities for alumni participation in the MS LIS program.

Action Items

- a) Encourage students to leverage the mentorship programs of related professional associations.
 - b) Continue to expand the mentorship program between new students and recent alumni.
 - c) Collaborate with the Catholic Library Association to hold the Gillard Alumni Lecture at the ALA Annual Conference in June 2022.
3. Strengthen newly developed programs.

Action Items

- a) Develop a promotion and recruitment plan for the Certificate in Management for Information Professionals (revised in the previous two-year plan) to increase enrollment.

- b) Develop a promotion and recruitment plan for the Certificate in Social Justice for Information Professionals (created in 2021).
 - c) Strengthen the recently established relationship between St. John's DLIS and the Institute of Certified Records Managers. Support the new courses added to the Archives and Records Management specialization for students interested in the records management field; develop a promotion and recruitment plan.
4. Prepare students for entry into the field and engaging in lifelong learning. This includes collaboration with current practitioners and engagement with professional associations.

Action Items

- a) Increase student and alumni participation in the DLIS Student Association biweekly webinars.
 - b) Increase student participation in internships, fellowships, and academic-service learning.
5. Deliver a program characterized by excellent online pedagogy.

Action Items

- a) Support faculty interested in completing professional development programs.
- b) Support faculty collaborations through conferences and engagement with peers.
- c) Hold an annual meeting for part-time faculty to discuss online learning pedagogy and share experiences.

B. Advisory Board Members

First Name	Last Name*	Title	Organization
Robert	Drzewicki	Metadata Analyst	
Elaine	Egan	Knowledge Manager	
Taina	Evans	Coordinator, Older Adult Services	Brooklyn Public Library
Caroline	Fuchs	University Librarian	St. John's University
Alirio	Gomez	Knowledge Manager	Jackson Lewis P.C.
Alyse	Hennig	Archivist	St. John's University Libraries
Tara	King	Instructional Designer	Self-employed
Lisa	Kropp	Director	Lindenhurst Memorial Library
Michelle	Levy	Archivist	Paulist Fathers
Ralph	Monaco	Executive Director (retired)	New York Law Institute
Michael	Morea	Director	Gold Coast Public Library
Jean	O'Grady	Director of Research and Knowledge Services	Venable Law Firm
Christina	Orozco	Archivist	Paulist Fathers
Jean	O'Grady	Director of	
Jamie	Papandrea	Director	Brookhaven Public Library
Elizabeth	Pollicino Murphy	Executive Director of Libraries	St. Joseph College
Stacy	Posillico	Medical Librarian	Northwell Health
Susan	Roby Berdinka	Trustee	Riverhead Free Library
Taryn	Rucinski	Supervisory Librarian	U.S. Court of International Trade
Kathryn	Shaughnessy	Associate Prof/Open Educational Resources Librarian	St. John's University Libraries
Tim	Spindler	Executive Director	LI Library Resources Council
Anthony	Todman	Associate Prof/Librarian	St. John's University Libraries
Division of Library and Information Science (DLIS) Faculty and Staff			
Michael	Crossfox	Academic Support Assistant	DLIS

Christine	Angel	Associate Professor	DLIS
Shari	Lee	Associate Professor	DLIS
Kevin	Rioux	Associate Professor	DLIS
Rajesh	Singh	Associate Professor	DLIS
Kristin	Szylvian	Associate Professor	Department of History, joint appointment
James	Vorbach	Director and Associate Prof.	DLIS

C. Enrollment Summary

Degree	Major	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
MS	LIS2 LIS Public	63	102	124	123	110
MA/MS	HISL History/LIS	4	10	13	9	7
Grand Total		67	112	137	132	117

Enrollment by Gender

Degree	Major	Gender	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
MS	LIS2 LIS	F	55	81	106	101	85
MS	LIS2 LIS Public	M	8	21	18	22	25
MA/MS	HISL History/LIS Public	F	1	5	8	4	4
MA/MS	HISL History/LIS	M	3	5	5	5	3
Grand Total			67	112	137	132	117

Enrollment by Ethnicity/Race

Degree	Major	Ethnicity/Race	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
MS	LIS2 LIS	2 or more races	1		3	6	6
MS	LIS2 LIS	American Indian	1	1			
MS	LIS2 LIS	Asian	4	5	5	5	4
MS	LIS2 LIS	Black or African American	6	7	8	8	7
MS	LIS2 LIS	Hispanic	6	11	11	11	8
MS	LIS2 LIS	Non Resident					
MS	LIS2 LIS	Unknown	1	1	1	4	6
MS	LIS2 LIS Public	White	44	77	96	89	79
MA/MS	HISL History/LIS Public	Asian			1		
MA/MS	HISL History/LIS Public	Black or African American	1	1			
MA/MS	HISL History/LIS Public	Hispanic			1	1	1
MA/MS	HISL History/LIS Public	Non Resident		1	1		
MA/MS	HISL History/LIS	White	3	8	10	8	6
Grand Total			67	112	137	132	117

D. Alumni Survey – 2022

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

Responses: Strongly Agree, Agree, Neutral, Strongly Disagree, Disagree

2. My interactions with faculty members were generally positive.

Responses: Strongly Agree, Agree, Neutral, Strongly Disagree, Disagree

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

Responses: Strongly Agree, Agree, Neutral, Strongly Disagree, Disagree

4. Can you suggest ways that DLIS can foster, enhance, and/or reinforce interaction among students in the online environment?

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

Responses: Strongly Agree, Agree, Neutral, Strongly Disagree, Disagree

6. Can you suggest ways in which DLIS staff could further enhance and/or support the student experience?

7. I received useful information in my advisement meetings.

Responses: Strongly Agree, Agree, Neutral, Strongly Disagree, Disagree

8. Can you suggest ways in which DLIS could improve the advisement process?

9. The faculty were effective teachers.

Responses: Strongly Agree, Agree, Neutral, Strongly Disagree, Disagree

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

Responses: Strongly Agree, Agree, Neutral, Strongly Disagree, Disagree

11. I had access to appropriate library resources to support my career interests.

Responses: Strongly Agree, Agree, Neutral, Strongly Disagree, Disagree

12. I had access to appropriate software and related technology to support my career interests.

Responses: Strongly Agree, Agree, Neutral, Strongly Disagree, Disagree

13. I was prepared to enter the workforce.

Responses: Strongly Agree, Agree, Neutral, Strongly Disagree, Disagree

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

Responses: Strongly Agree, Agree, Neutral, Strongly Disagree, Disagree

15. I would recommend this program to others.

Responses: Strongly Agree, Agree, Neutral, Strongly Disagree, Disagree

16. Please tell us why you would possibly not recommend the program. (This is question is conditional. It is presented to the participant if the participant answers Neutral, Strongly Disagree, or Disagree to question 15.)

17. What were the major strengths of the program?

18. What recommendations do you have to improve the program?

E. Course Artifact Assessment Form

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.

Program Goals⁴

The course contributes towards satisfying the following program goals of the MS LIS:

Program goals listed

Description of Artifact: *assignment name*
description

Students' overall performance
description

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

What changes do you recommend in order to improve the course?

Sample Reviews (if submitted as separate files, list filenames here)

Student 1

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

⁴ <https://www.stjohns.edu/resources/places/library-and-information-science> (Scroll down to the program goals section)

Review of Student 1's artifact.

Student 1's artifact.

Student 2

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

Review of Student 2's artifact

Student 2's artifact

Appendix (optional)

F. E-Portfolio Rubric

Program Goal Criteria	Excellent	Satisfactory	Unsatisfactory
Selection of Artifacts	<p>(1) All artifacts selected for inclusion within the ePortfolio relate to each of the eight DLIS program goals.</p> <p>(2) A minimum of eight different artifacts are used within the Program Goals section of the ePortfolio.</p> <p>(3) A wide variety of media types are included.</p>	<p>(1) All artifacts selected for inclusion within the ePortfolio relate to each of the eight DLIS program goals.</p> <p>(2) A minimum of eight different artifacts are used within the Program Goals section of the ePortfolio.</p> <p>(3) A wide variety of media types are not included</p>	<p>(1) Not all of the artifacts selected for inclusion within the ePortfolio relate to each of the eight DLIS program goals.</p> <p>(2) A minimum of eight different artifacts are not used within the Program Goals section of the ePortfolio.</p> <p>(3) A wide variety of media types are not included.</p>
Description	<p>(1) All descriptions include an explanation of how the artifact(s) relates to the particular program goal it addresses and why it was chosen for inclusion.</p> <p>(2) All descriptions clearly explain the purpose, and tells what, when and who. It answers the question "what I did and why?"</p> <p>(3) All artifacts are cited.</p> <p>(4) Links are included for all artifacts.</p>	<p>(1) All descriptions include an explanation of how the artifact(s) relates to the particular program goal it addresses and why it was chosen for inclusion.</p> <p>(2) The description does not clearly explain the purpose, and tells what, when and who and/or the description does not clearly answer the question "What I did and why?"</p> <p>(3) All artifacts are cited.</p> <p>(4) Links are included for all artifacts.</p>	<p>If you are missing criteria 1, 3, or 4 described in the "excellent" cell then you earn an automatic failure.</p>

	<p>The analysis clearly evaluates the following components: (1) significance of the project, (2) successes; (3) failures (if any occurred), and; (4) what was learned.</p>	<p>The analysis is missing an evaluation for one of the following components: (1) significance of the project; (2) successes; (3) failures (if any occurred), and; (4) what was learned</p>	<p>The analysis is missing an evaluation for more than one of the following components: (1) significance of the project; (2) successes; (3) failures (if any occurred), and; (4) what was learned.</p>
<p>Reflection</p>	<p>A clear analysis of individual professional growth is present and includes the following components: (1) A contemplation of how to plan and do things differently with regards to the specific program goal the artifact(s) addressed(s); (2) An answer to the question "What is next?" and; (3) An answer to the question "What will I do to improve my future practice?"</p>	<p>A clear analysis of individual professional growth is present but is missing one of the following components: (1) A contemplation of how to plan and do things differently with regards to the specific program goal the artifact(s) addressed(s); (2) An answer to the question "What is next?" and; (3) An answer to the question "what will I do o improve my future practice?"</p>	<p>An analysis of individual professional growth is present but is missing more than one of the following components: (1) A contemplation of how to plan and do things differently with regards to the specific program goal the artifact(s) addressed(s); (2) An answer to the question "What is next?" and; (3) An answer to the question "What will I do to improve my future practice?"</p>

<p>Professional Philosophy</p>	<p>The professional philosophy clearly articulates the following components: (1) an understanding of the professional role of the information specialist; (2) best practices; (3) the knowledge and/or understanding you have acquired throughout the program, which demonstrate professional growth; (4) considerations for how your learning experiences will impact your professional practice, and; (5) reflection on how you intend to grow as an information professional over the next few years.</p>	<p>The professional philosophy is missing one of the following components: (1) an understanding of the professional role of the information specialist; (2) best practices; (3) the knowledge and/or understanding you have acquired throughout the program, which demonstrate professional growth; (4) considerations for how your learning experiences will impact your professional practice, and; (5) reflection on how you intend to grow as an information professional over the next few years.</p>	<p>The professional philosophy is missing more than one of the following components: (1) an understanding of the professional role of the information specialist; (2) best practices; (3) the knowledge and/or understanding you have acquired throughout the program, which demonstrate professional growth; (4) considerations for how your learning experiences will impact your professional practice, and; (5) reflection on how you intend to grow as an information professional over the next few years.</p>
<p>Resume</p>	<p>The résumé includes the following components: (1) educational background; (2) professional work experience; (3) memberships in professional organizations; (4) professional presentation and/or publications (if any), and; (5) honors/awards (if any).</p>	<p>The résumé is missing one of the following components: (1) educational background; (2) professional work experience; (3) memberships in professional organizations; (4) professional presentation and/or publications (if any), and; (5) honors/awards (if any).</p>	<p>The résumé is missing more than one of the following components: (1) educational background; (2) professional work experience; (3) memberships in professional organizations; (4) professional presentation and/or publications (if any), and; (5) honors/awards (if any).</p>

Bio	The bio includes the following components: (1) a professional photograph; (2) cover letter	The bio includes a cover letter, however the photo is missing or is not professional.	The bio is missing a cover letter
Design	The ePortfolio is easy to read. Navigation is intuitive.	The ePortfolio is generally easy to read.	The ePortfolio is often difficult to read due to inappropriate use of fonts and type size for headings, sub-headings and text or inconsistent use of font styles (italic, bold, underline). Some formatting tools are under or over-utilized and decrease the readers' accessibility to the content.
	Color, background, font styles (italic, bold, underline) and type size for headings, sub-headings and text are used consistently and enhance the readability throughout the ePortfolio.	Color, background, font styles, and type size for headings, sub-headings and text are generally used consistently throughout the ePortfolio.	Color of background, fonts, and links decreases the readability of the text, is distracting and used inconsistently in some places throughout the ePortfolio.
	Horizontal and vertical white space alignment is used appropriately to organize content.	Horizontal and vertical white space alignment is generally used appropriately to organize content.	Horizontal and vertical white space alignment is sometimes used inappropriately to organize content.

G. Employer Survey – 2021

1. Job Title

2. Town / City

3. State

4. Type of Library / Information Organization

Responses: Archive, Academic, Corporate, Public, School, Youth Services in Public Library, Other (please specify)

5. Rate the relevance for successful performance of the job (General Skills)

Responses: Not at all, Not very relevant, Somewhat , Very relevant, Extremely relevant

<p>Basic computer (e.g., word-processing, spreadsheets) Oral/written communication</p> <p>Teamwork (interpersonal relationships) Curiosity Listening to others Exhibits Professional Ethics</p> <p>Critical thinking (evaluating information) Cultural Sensitivity Flexibility User Engagement Decision-Making Community Engagement Presentation Skills Active Professional Engagement Leadership</p> <p>Advanced computer (e.g., databases, coding, web design) Statistics Other (please specify)</p>
--

6. Comments on general skills

--

7. Rate the relevance for successful performance of the job (Specialized Skills)

Responses: Not at all, Not very relevant, Somewhat , Very relevant, Extremely relevant

Ability to Set Goals and Achieve Them
Practical Application of LIS Theory
Project Management
Marketing and Advocacy
Management of Resources
Data Analysis
Negotiation Skills
Supervisory Skills
Mentoring or Coaching Colleagues
Grant-writing skills
Fluency in a Second Language
Other (please specify)

8. Comment on specialized skills.

--

9. To your knowledge, does anyone currently working at your organization hold an MLS or MS LIS from St. John's University?

Responses: Yes, No

10. Please indicate your agreement to the following comparative statements about Graduates of St. John's University's LIS program.

Responses: Disagree, Neutral, Agree

- St. John's grads are NOT AS prepared as those from other LIS programs
- St. John's grads compare FAVORABLY to those from other LIS programs
- St. John's grads are BETTER prepared than those from other LIS programs

H. Annual Student Survey

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

Responses:

Academic Librarianship
Archival Studies
Management
Public Librarianship
Records Management
Youth Services
I am undecided

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

Responses:

Academic Librarianship
Archival Studies
Management
Public Librarianship
Records Management
Youth Services
I am undecided

3. Faculty provide feedback on student work in a reasonable time.

Responses: Strongly agree, Agree, Neither Agree or disagree, Disagree, Strongly disagree

4. Students have access to continuing opportunities for advisement.

Responses: Strongly agree, Agree, Neither Agree or disagree, Disagree, Strongly disagree

5. Students have access to continuing opportunities for placement assistance.

Responses: Strongly agree, Agree, Neither Agree or disagree, Disagree, Strongly disagree

6. DLIS Administration responds to student questions in a reasonable time.

Responses: Strongly agree, Agree, Neither Agree or disagree, Disagree, Strongly disagree

7. Online databases through University Libraries are an efficient research tool.

Responses: Strongly agree, Agree, Neither Agree or disagree, Disagree, Strongly disagree

8. How many credits will you have completed at the end of the current term?

Responses: Less than 18 credits, 18 or more credits

Using conditional logic, only students having more than 18 credits answered Q9 through Q14.

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

Academic service-learning project
Internship
Graduate assistantship
Part-time employment in a library, or in a position related to the MS LIS program
Full-time employment in a library, or in a position related to the MS LIS program
Volunteer in a library, or in a position related to the MS LIS program
Other (please specify)

10. In your opinion, how well prepared are you for your career as an information professional?

Responses: Very well prepared, Well prepared, Somewhat prepared, Not at all prepared

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

Advanced certificate
Second graduate degree
Webinar / workshop
None

12. How prepared do you feel to assume a position of leadership and/or make a difference in society?

Responses: Very well prepared, Well prepared, Somewhat prepared, Not at all prepared

13. What do you think would improve the MS LIS program for future students? (open question)

14. How likely are you to recommend St. John's MS LIS program to prospective information professionals?

Responses: Highly likely, Likely, Somewhat likely, Not at all likely

I. Exit Survey 2020 – 2021

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

Responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

2. My interactions with faculty members were generally positive.

Responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

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

Responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

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

Responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

5. I received useful information from my faculty advisor.

Responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

6. The faculty were effective teachers.

Responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

7. The faculty are knowledgeable in their areas of expertise.

Responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

8. I was satisfied with the course selection offered during my program of study.

Responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

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

Responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

10. I had access to appropriate library resources to support my educational needs.

Responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

11. I had access to appropriate software and related technology to support my educational needs.

Responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

12. I feel prepared to enter the workforce.

Responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

13. I would recommend this program to others.

Responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

Students answering “Disagree” or “Strongly Disagree” in question 13 were shown the following question for 14.

14. Please tell why you would possibly not recommend the program. (open question)

15. What were the major strengths of the program? (open question)

16. What recommendations do you have to improve the program? (open question)

J. New Student Survey 2020 – 2021

1. How did you find out about the St. John's MS-LIS program? (Check all that apply)

Responses:

Recommendation from an alumna/alumnus of the program and/or librarian
Career counselors in the college where I earned my previous degree
American Library Association website/directory
St. John's University website
St. John's University Online Programs website
Other (please explain)

2. Please rank your reasons for choosing to pursue your graduate education at St. John's. (where 1 = "most relevant" and 5 = "least relevant")

Responses:

Flexibility of the program and course offerings
Reputation of the school, department, and/or faculty
Recommendation of colleague or family member
Availability of funding/scholarship
Online program

3. To which age group do you belong?

Responses:

25 years or younger
26-40 years
41-54 years
55 or older

4. What is your current status?

Responses: Full-time (9-12 credits/semester, Part-time (3-6 credits/semester

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

Responses:

Undergraduate student

Graduate student

Volunteer/community service

Employed in a field related to information studies

Other (please describe)

6. Do you agree that LIS 270, the online orientation, was helpful at the start of the program?

Responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

7. What suggestions do you have for improving LIS 270, the online orientation? (open question)

K. Curriculum Map

Course Code	Course Name	Program Goals & Outcomes	Faculty
CORE (4 courses)			
LIS 203	Organization of Information	3A, 3B	Angel
LIS 204	Introduction to Library and Information Science	1A, 1B, 1C, 1E, 2A, 2B, 3A, 5A, 7A	Rioux
LIS 205	Introduction to Information Sources and Services	5A	Lee
LIS 239	Research and Evaluation Methods	1D, 3A, 6A	Singh
MANAGEMENT REQUIREMENT			
LIS 240	Management of Libraries and Information Centers	1D, 8A, 8B	Singh
ELECTIVES (35 courses)			
LIS 121	Literature & Related Resources for Children	1A, 5A, 5C	Lee
LIS 125	Library Materials and Services for Young Children	2B, 4A	Lee
LIS 126	Literature & Related Resources for Young Adults	2B, 7A	Lee
LIS 127	Library Programs & Services for Children and Young Adults	2B, 4A, 7A, 8A, 8B	Lee
LIS 211	Collection Development	2A, 2B, 8A, 8B	Evans
LIS 213	Popular Culture and Young Adults	4A	Lee
LIS 214	Teen Spaces For Libraries	1A, 1B, 1C, 4A	Lee
LIS 221	Planning and Delivering Information Literacy Programs	5B, 5C, 7A, 7B	King
LIS 222	Materials and Services to Diverse Populations	1A, 1B, 1C, 1D, 5B, 5C, 7A, 7B	Rioux
LIS 230	Introduction to Digital Libraries	1B, 1D, 3A, 3B, 4A, 5B	Angel
LIS 231	College and University Libraries	8A, 8B	Rioux
LIS 233	Public Libraries and Community Information Centers	8A, 8B	Rioux
LIS 238	Web Design for Libraries and Information Centers	4A	Vorbach
LIS 245	Special Collections Librarianship and History of the Book: Principles and Practice	2A, 2B, 3A, 8B	Sheehan

Course Code	Course Name	Program Goals & Outcomes	Faculty
LIS 249	Introduction to Archival Principles & Practices	1A, 1C, 3A, 3B, 5C, 7B	Angel
LIS 253	Oral History	4A, 7B	Szylvian
LIS 257	Archival Representation	1C, 2A, 2B, 3A, 3B, 4A, 5A, 5B, 8B	Angel
LIS 258	Museum Informatics	3A, 3B, 4A	Angel
LIS 260	Information Use and Users	1B, 1D, 2A, 3A, 4A, 5A, 5B, 5C, 6A, 7B, 8B	Rioux
LIS 261	Information Sources and Services for Children and Young Adults	2B, 4A, 5A, 5C, 7B	Lee
LIS 262	Project Management in Information Organizations	1D, 5C, 8A, 8B	Singh
LIS 263	Marketing & Advocacy in Information Organizations	1B, 1D, 5C, 8A, 8B	Singh
LIS 264	Project Leadership for Information Professionals Capstone	1A, 1D, 5C, 7A, 8A, 8B	Singh
LIS 269	Internship (269-3cr; 269A-school adult; 269B-1cr; 269C-school children; 269D-2cr; 269E- 0cr)	7A, 7B	all faculty
LIS 273	Graphic Novels and Libraries	1A, 2B, 5B	Fuchs
LIS 274	Library Design	4A, 5C, 8A, 8B	Glassman
LIS 275	Culture Competence for Information Professionals	5B, 5C, 7A	Singh
LIS 282	Knowledge Management	2A, 2B, 8A, 8B	Singh
LIS 283	Social Justice and the Information Profession	1A, 1B, 1D, 2B, 4A, 5B, 5C	Rioux
LIS 302	Genealogical Sources & Services	1A, 1D, 3A, 4A, 5A, 5B, 5C	Earle
LIS 310	Fundamentals of Data Curation	2A, 2B, 3A, 3B	Angel
LIS 311	Records and Information Management	1B, 1E, 2A, 3A	Angel/Holiday
LIS 320	Fake News & Misinformation	5B, 7A	Singh