



ST. JOHN'S UNIVERSITY

ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES

Division of Library and Information Science

Annual Assessment Report

2022 - 2023

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Table of Contents

Executive Summary.....	3
Program Goals and Outcomes	5
Strategic Priorities 2021 – 2023: Implementation Report.....	10
Advisory Board Meeting Agenda	13
Advisory Board Meeting Minutes	14
Alumni Survey	16
Career Outcomes Survey	22
Course Artifact Assessment	23
E-Portfolio Assessment	26
Employer Survey	28
Student: Annual Survey	32
Student: Exit Survey	36
Student: New Student Survey.....	42
Appendix	46
A. DLIS Strategic Priorities 2021 – 2023.....	46
B. Advisory Board Members	48
C. Enrollment Summary	50
D. Alumni Survey.....	51
E. Course Artifact Assessment Form	53
F. E-Portfolio Specification.....	55
G. Employer Survey.....	58
H. Annual Student Survey	60
I. Exit Survey.....	62
J. New Student Survey	64
K. MS LIS Program Goals and Outcomes, prior to Spring 2023	66

Executive Summary

Purpose. The annual assessment report informs the DLIS community on the 2022 – 2023 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 supporting 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 document reports on the implementation of 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 of the ongoing process of program improvement that meets or exceeds 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) 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 were revised (effective Spring 2023) in light of the 2021 ALA Core Competencies³. In addition, the MS LIS specializations apply the academic goals of related professional organizations to supplement the MS LIS program goals. The program goals are available on St. John's University's web site and the DLIS LibGuide. The program goals and outcomes prior to Spring 2023 are listed in Appendix K.

Preamble

The DLIS Program Goals are informed by ALA's Core Competencies for Librarianship (2021) as well as the history and theoretical ideals that underpin the profession. The MSLIS Program is also designed to hone and develop competencies in technological skills and professional development. Every effort is made to stay current on relevant technologies as well as the course delivery and assessment platforms. In this fully online graduate program, students are also provided opportunities to experiment, explore, and work with a variety of cutting-edge tools, technologies, communication/presentation software and platforms, which are relevant to the profession.

As with technology, an understanding of the value and need for professional development is also embedded throughout the program. Faculty continually challenge students to think about how they will keep up with the changes that impact the profession, especially in regard to technology, given the rate at which new ones are developed and others become obsolete. The program also facilitates the development of a broad range of professional skills, knowledge, and abilities that all information professionals need, regardless of their area of specialization.

Program Goal 1: Foundations of the Profession

Objective: development of an understanding of the foundations of the profession.

This goal is specifically concerned with the early development and evolution of information as a discipline, libraries, and librarianship as a profession – as well as the concepts and issues that still underpin why we do what we do today. Therefore, the ethics, values, and foundational principles that guide the library profession are also of concern. Library professionals, regardless of their specific title and/or role, should also have an understanding of:

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-competences-librarianship>

- a) Information in society – i.e., what happens when the creation, distribution, and manipulation of information become the most significant economic and cultural activity
- b) The role of libraries in society
- c) The laws that relate to the profession, such as copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), open access, and intellectual property
- d) The social, public, information, economic, and cultural policies, and trends, that are relevant to the library and information professions at all levels (i.e., local, regional, national, and international)

Artifacts selected to demonstrate competency in this goal should not focus on the history or foundations of one area of specialization/study, such as Archives or Youth Services. The focus should more broadly be focused on the issues/theories that underpin the history and development of information as a discipline, the library as an institution, or librarianship as a profession.

Program Goal 2: Information Resources

Objective: development of an understanding of information resources.

This goal is concerned with the use, management, organization, and evaluation of print, digital, and emerging formats and genres of information resources – as well as how these may intersect with and reflect the diverse and cultural needs of information communities. This includes an understanding of the policies, technologies, sources, systems, concepts, and issues that support information access and retrieval, which are central to the provision of reference services and collection development/management. Library professionals, regardless of their specific title and/or role, should also have an understanding of:

- a) The lifecycle of recorded knowledge and information - through all stages of use
- b) Collection management from evaluation to preservation and other curative practices
- c) The issues and principles related to the acquisition, selection, purchasing, processing, storage, and de-selection of materials
- d) Emerging information resources and be able to describe and work with a variety of these resources

Artifacts selected to demonstrate competency in this area should focus on issues/skills related to information resources in any of the varying capacities discussed above and showcase the ability to describe and work with a variety of information resources, regardless of one's area of specialization.

Program Goal 3: Organization of Recorded Knowledge and Information

Objective: Development of the ability needed to evaluate, describe, analyze, and organize recorded knowledge and information.

This goal is specifically concerned with the principles, methods, tools, and goals of organizing and representing information and knowledge across cultures and identities. This includes an understanding of the ways in which culture influences the collection and description of recorded knowledge and information. Library professionals, regardless of their specific title and/or role, should be able to:

- a) Understand the principles, systems, trends, and goals involved in the organization and representation of recorded knowledge and information

- b) Implement the developmental, descriptive, analytical, and evaluative skills needed to organize recorded knowledge and information
- c) Maintain the systems of cataloging, collection, metadata, indexing, and classification standards and structures, and implement methods used to apply, create, and discover recorded knowledge and information, and the weaknesses and strengths of these systems
- d) Recognize the ways that cultural biases impact and influence the collection and description of recorded knowledge and information

Artifacts selected to demonstrate competency in this area should focus on issues/skills related to the organization of recorded knowledge and information in any of the varying capacities discussed above and showcase the ability to implement methods used to apply, create, and discover recorded knowledge and information - regardless of one's area of specialization.

Program Goal 4: Reference and User Services

Objective: development of the skills and abilities needed to provide ethical reference and user services as stipulated in the Reference and User Services Association (RUSA) Guidelines for Behavioral Performance of Reference and Information Service Providers.

This goal is concerned with the underlying techniques used to locate, retrieve, evaluate, and synthesize information from diverse sources for use by varying user populations and information environments. Skills required to satisfy this goal include the ability to apply the methods and practices necessary to provide consultation, mediation, instruction, and guidance in using recorded knowledge and information. This is particularly relevant during the reference interview process, where problem-solving skills can also be beneficial in determining informational needs. Library professionals, regardless of their specific title and/or role, should also be able to:

- a) Implement principles, concepts, and techniques for understanding and assessing the information needs of a community and understand the ways the library can assist and collaborate in meeting those needs
- b) Engage in evaluation and assessment of programs, services, and partnerships, with input from the community being served
- c) Practice cultural humility while planning, offering, and evaluating library reference and user services
- d) Apply the RUSA Behavioral Competencies in the ethical practice of reference and user services

Artifacts selected to demonstrate competency in this area should focus on issues/skills related to the reference and user services in any of the varying capacities discussed above and demonstrate the ability to evaluate and assess programs, services, and partnerships, with input from the community being served - regardless of one's area of specialization.

Program Goal 5: Research and Evidence-Based Practice

Objective: development of the ability to discover, interpret, and generate research that supports the library, the profession, and/or personal professional development.

This goal is primarily concerned with the ability to discover, engage with, and synthesize existing research from the field in order to align relevant findings with one's own professional development

and/or institutional needs. The focus is on cultivating research skills demonstrating the *application of research methods*, and an understanding of methods of data analysis and application of research tools. Relevant findings should also align with one's own professional development and/or institutional needs. Library professionals, regardless of their specific title and/or role, should also:

- a) Understand how professional and cultural values may influence research at any stage as well as the barriers that impact access to research
- b) Recognize the ethical and appropriate *application of key research methods*, techniques, and designs in the field, including the generation, analysis, evaluation, and presentation of data, and the utilization of research tools
- c) Understand the tension between research and its application to professional practice
- d) Understand the importance of engaging in the research foundations and scholarly communications that will enable continued professional development, knowledge, and sharing

Artifacts selected to demonstrate competency in this area should focus on issues/skills related to the research and evidence-based practice in any of the varying capacities discussed above, while demonstrating an understanding of the ethical and appropriate application of key research methods, techniques, and designs to practice - regardless of one's area of specialization.

Program Goal 6: Management and Administration

Objective: development of the ability to apply the principles of management and administration across all aspects of the information setting to ensure that it meets the needs of the community.

This goal is concerned with the principles of effective and just supervisory practices, human resource management, training and development, fiduciary planning and oversight, as well as the assessment and evaluation of library services and their outcomes. Library professionals, regardless of their specific title and/or role, should also be able to:

- a) Develop and support diverse and equitable partnerships, collaborations, networks, and other structures with all collaborative partners, consortia, and within communities served
- b) Employ the concepts behind, issues relating to, and methods of principled, transformational, and change management leadership, in addition to other leadership philosophies
- c) Effectively plan, manage, implement, and close projects using the concepts of leadership methods
- d) Participate in strategic communication with colleagues throughout the organization and the community

Artifacts selected to demonstrate competency in this area should focus on issues/skills related to the management and administration of libraries and library services in any of the varying capacities discussed above. They should also showcase the ability to apply the concepts behind, and methods for, the management, administration, assessment, and evaluation of library services and their outcomes - regardless of one's area of specialization.

Program Goal 7: Social Justice

Definition: The ALA Core Competencies (2021) define social justice as both a process and a goal that includes the knowledge and skills necessary for library professionals to create library collections,

services, programs, as well as the management of facilities and personnel, which foster equitable access to, and participation of, all people to utilize the library.

Objectives: to facilitate an understanding of past and current inequities within libraries and foster the capacity to address issues of oppression, privilege, and power within our libraries and between the library and its community.

This goal is concerned with issues regarding social justice, equity, diversity, inclusion, and anti-racism that professionals often face in libraries. Satisfying this goal requires an understanding of one's own cultural identity, including positionality related to power, privilege, and oppression, and an awareness of how that influences the ways in which they interact within the community and among decision makers. This also includes the ability to recognize, challenge, and change practices, services, and programs that have traditionally replicated dominant as well as marginalized systems. Other actionable behaviors that support competency in this area, which library professionals, regardless of their specific title/role, should aim to accomplish:

- a) Work toward an organizational climate that encourages, supports, assesses, and rewards work that promotes social justice, equity, diversity, and inclusion
- b) Incorporate social justice and inclusion through outreach and partnership with diverse groups and communities in order to expand inclusive collections, staff, programs, and services
- c) Equitably distributing library staff, collections, and facility resources among all user groups
- d) Seeking ongoing professional development opportunities to raise awareness and develop strategies that address issues of power, privilege, and oppression

Artifacts selected to demonstrate competency in this area should focus on the actionable behaviors and issues relating to social justice, equity, diversity, inclusion, and anti-racism in the field, as described above - regardless of one's area of specialization.

Strategic Priorities 2021 – 2023: Implementation Report

May 26, 2023

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 implementation report is a final review of the progress completing 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) DLIS has adopted the anti-racism statement developed by St. John's College's anti-racism task force.
 - b) Student participation in the Brother Corry Social Justice Fellowship program has increased. This outcome was largely due to the encouragement of students in research-oriented courses to investigate topics in social justice.
 - c) DLIS has adopted an Inclusivity Statement for course syllabi.
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 increase emphasis on the opportunities available.
 - 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.
 - c) Reinstating the Gillard Lecture at the ALA Annual Conference has been put on hold due to financial considerations.
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,b,c) DLIS has implemented a social media approach using Twitter and LinkedIn to promote the MS LIS, the Advanced Certificates, and the Records and Information Management specialization.
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 increased through 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 internships more 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) DLIS funded faculty attendance at workshops for professional development whenever requested.
- 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 2023 term.

Advisory Board Meeting Agenda

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

Date/Time: Friday June 2, 2023; 10:00am – 12:00pm

1. Year in review
2. Social Justice initiatives
3. Discussion
 - Artificial intelligence in libraries,
 - Potential impact of ChatGBT;
 - Trends/skills needed by emerging librarians.
4. Closing remarks

Advisory Board Meeting Minutes

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

Date: Friday June 2, 2023; 10:00am – 12:00pm

1. Advisory Board member introductions
2. Year in Review (2022-2023): Vorbach
 - a. LIS 240 incorporated into the Core, making MS LIS core 15 credits. 21 credits of electives; may include one of the two 12-credit Advanced Certificates.
 - b. Revision to Program Goals: addition of Social Justice goal.
 - c. GOLE – Global Online Learning Exchange – collaboration between Dr. Christine Angel and international exchange partner Professor Alexandra Schreiber from Georg-August Universität Göttingen in Germany
 - d. Faculty Tenure & Promotion guidelines have been completed and instated. This was a recommendation in the 2018 report by the ALA Committee on Accreditation External Review Panel
 - e. Information sessions each semester by DLIS and Wiley Education Services (WES); promoting the MS LIS and the advanced certificates.
 - f. Enrollment summary
3. Social Justice: presenters - Rioux and Singh
 - a. Intellectual freedom, organizational schemes for decolonization and advocacy are becoming more popular.
 - b. Social Justice Certificate includes courses not offered by other LIS programs. Aside from “Social Justice,” “access to information as a human right” informs the curriculum of the Advanced Certificate.
 - c. Discussion of “patron in crisis” intervention, Crossfox plugs DLISSA webinars as forum for topical discussion.
4. Discussion of AI and the potential impact of Chat GBT: facilitator - Lee
 - a. Recommended for generating customer service responses. Not good for generating data sets, citations.
 - b. Is “plagiarism” the right word with AI?
 - c. What are the implications of AI in library searches?
 - d. Chat GPT “hallucinations” (falsified citations) and having to disclose use of the tool.
 - e. Can ChatGBT serve as a useful front end when bound to a ‘good’ data set?
 - f. Impact on assessment? Use of oral/synchronous “defense” of learning outcome.

- g. Simulation as assessment; Discussion as a form of assessment; have students teach, provide information, conduct reference interviews.
 - h. Discussion of loss of privacy (e.g. Ring cameras store data), acceptance of cookies, “weaponization” of data
 - i. Issue of different rules, e.g. European Union vs United States
5. Adjournment: 12:00

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 April 2023 (Appendix D). The participants graduated in 2020 -2021 academic year (i.e. September 2020, January 2021, and May 2021).

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 49 alumni to whom the survey was emailed, 20 responded to the survey, a 41% 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 of concern last year “the variety of courses offered” (Table 5, Ques 10,) and “access to library resources” (Table 6, Ques.11) have significantly improved responses this year. Field experience (Table 2, Ques 14) may relate to type of work students are doing while in the program. Most of our students are working fulltime.

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 2022 - 2023 Assessment Report is reviewed.

Table 2. Program

Questions*	2023	2022	2021	2020
Q1: Satisfied with the program	95%	83%	89%	100%
Q13: Prepared to enter the workforce	81%	71%	88%	91%
Q14: Field experience (AS-L, internships, indep studies) contributed towards employment	29%	53%	24%	64%
Q15: Recommend program to others	88%	76%	82%	82%

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

Table 3. Interactions

Questions*	2023	2022	2021	2020
Q2: Interactions with faculty generally positive	100%	83%	89%	91%
Q3: Interactions with fellow students generally positive	89%	88%	100%	91%
Q5: Interactions with office staff generally positive	89%	71%	88%	91%
Q7: Received useful information in advisement meetings	94%	76%	88%	91%

Table 4. Teaching

Question*	2023	2022	2021	2020
Q9: Faculty were effective teachers	94%	94%	88%	91%

Table 5. Courses

Question*	2023	2022	2021	2020
Q10: Satisfied with the variety of courses offered	83%	59%	88%	100%

Table 6. Resources

Question*	2023	2022	2021	2020
Q11: Had access to appropriate library resources to support career interests	89%	65%	82%	91%
Q12: Had access to appropriate software and related technology to support career interests	89%	76%	76%	82%

Open Questions

Q4 asked students to suggest ways to “foster, enhance, and/or reinforce interaction among students in the online environment. 70% of survey respondents answered this question. The responses were:

- A few virtual classes (over the length of the program, not for every course) in real time might be a way to help students connect.
- I think it was about perfect.

- No new suggestions; the use of telephone, text, email, MS teams, Zoom, etc options keeps communications open
- I think the program does a pretty good job of reinforcing interaction. Maybe offering additional/optional zoom meetings with classmates?
- I do not want this. I got along with my peers as best as I could pretend, but we lacked crucial common ground. I wanted more and better interaction with my professors - the people with professional experience who could act as mentors.
- I had one class that created a forum for casual, outside of class discussions. I liked that, and thought it created a nice way for students to connect with each other. It wasn't used to its fullest potential, but it's a good idea and I think encouraging more casual interaction also encourages a professional network.
- Maybe online clubs? Like virtual book clubs or interest groups with weekly zoom meetings?
- The biggest struggle I had was being in Pacific time versus other time zones. It would have been helpful to have some indicators of when it would be feasible to interact online in a social manner.
- I felt satisfied how it was done. Perhaps working with a specific partner instead of in groups for some projects might have helped form specific relationships better? No complaints, however!
- The interaction among students was just right. Not too much that it became overwhelming.
- Assign more partner/group projects
- Group projects, general discussion threads that can be posted on and visited any time during the semester
- Perhaps through grouping students together regionally, so students can set up meetings in-person for folks that are nearby. Also hosting virtual get-togethers that are a bit more social in nature for all those in the program.

Q6 asked students to suggest ways in which DLIS staff could further enhance and/or support the student experience. 35% of survey respondents answered this question. The responses were:

- Job acquisition training
- I understand professors have a lot on their plates but the interactions I had with my mentor were the most beneficial components of my entire time with the program. It would have been nice to encourage those interactions with more of the staff. One-on-one coaching and development.
- Not sure, maybe making students more aware of any services they can offer them?
- I always felt supported.
- help arrange internships?

Q8 asked respondents to suggest ways to improve the advisement process. 45% of survey respondents answered this question. Responses were:

- More regular check-ins.
- Make sure students are taking courses that encourage a well-rounded, knowledge-based, tech-training program
- Better tailor toward student goals.
- I think the advisement process worked well! I loved chatting with my professor/advisor! It made the connection between teachers and classes stronger.
- Even if not for credit, it might have been useful for these periods to be wrapped up in other career development conversations - bring a job description for a position that appeals to you and we'll talk about it, or write a cover letter and we'll go over together how you can tune it for your specialty. Things like that would have made me feel like I was being prepared for work rather than just completing academic coursework to get a degree.
- Felt fine to me!
- Have a list of classes you take and have yet to take.
- I would have liked clearer information about what credits were needed to graduate.

Q17 asked respondents to identify the major strengths of the program. 75% of survey respondents answered this question. Responses were:

- Appropriate degree of rigor.
Experienced and knowledgeable faculty.
Online component made it possible for me.
- Variety of courses, expertise of professors and faculty. The students I interacted with were smart, interesting, compassionate, and supportive.
- Exploring theory and methods of the modern library of today-Field experiences-Access to reference sources
- Excellent professors, asynchronous classes, strong support staff

- I think one of the major strengths of this program were the many options and individualization that could be done within the program. I loved that I could pick and choose different classes to fit the areas I wanted to study within library science. I also loved that I could work and still complete this program! Becoming a librarian has been a dream of mine since I was a little girl, and St. John's made my dream a possible and achievable reality! I loved all of my professors and have, since leaving the program, used many of the knowledge/lessons I learned in my classes.
- I cannot sing enough praise for the professor who taught project management and knowledge management. Had that been a possible track perhaps I could have pivoted to PM and found gainful employment.
- The appeal of St. John's was the ability to have a concentration in the managerial aspect of Library service.
- The faculty, and the online asynchronous design
- Great staff and communication with all. Courses full of good content. Nice portfolio set up
- The genuine focus on the value and values of library science in a community context, and the smaller class size.
- The variety of courses offered.
- The faculty and portfolio.
- Great, knowledgeable faculty. Comprehensive course work. Enjoyable experience. I felt like a professional when I finished, even though I had never worked in a library.
- I liked the faculty and I liked the flexibility offered by the program
- The varying classes provided a way to explore different aspects of librarianship, the ease of completing the program online, and different concentrations offered

Q18 asked students for recommendations to improve the program. 60% of survey respondents answered this question. Responses were:

- I had a wonderful experience attending St. John's.
- Teach the realities of the field of librarianship and censorship therein. Advise and encourage students who may not know what to ask for in getting everything they want and need out of the program

- More needs to be taught regarding real-world experiences in libraries (i.e. customer service, how to handle patron situations, how to build relationships with the community being served, how to effectively serve minority populations, acknowledgement that a great deal of the general population is digitally illiterate and how librarians can assist with that, social justice issues, etc.). I have used none of the information that I was taught regarding literature analysis, history of the profession, history of information, etc. These topics are not relevant and they serve no purpose.
- I think the program is great! Maybe including more internship work and/or academic-learning opportunities? Otherwise, I think the program does a great job.
- I think the program suffers from having too many tracks. Many courses were generalized beyond usefulness because youth services librarians, academic librarians, archivists, and others all had to share some course requirements. SJU should also have led the internship and partnership experience more, to build networks with working professionals instead of student peers (who don't offer me anything in terms of career prospects, unlike a mentor, reference, or possible employer). A mandated internship and career- instead of academic-focused advisement time would have served me well.
- Offer more classes for special librarians
- I would consider having more adjunct faculty to offer some elective courses more often if feasible.
- Can't think of anything specific. It felt very approachable to me.
- Make the portfolio platform available after graduation.
- I wish I had been required to take a cataloging course. I wish a semester long or 100hr internship had been offered and helped to arrange.
- Provide more information about different states and regions requirements for librarian positions such as local and state civil service test requirements and certifications

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 2022 survey consists of the graduates from Summer 2021, Fall 2021, and Spring 2022. Table 7 below shows the results for the graduates of the MS LIS program since 2018.

Table 7. Placement Results*

Statistic	2022	2021	2020	2019	2018
Response Rate	51%	69.2%	70.4%	50%	67%
Placement	96.2%	100%	94.7%	100%	86%
Employed	96.2%	96.3%	94.7%	100%	86%
Employed / Furthering Education*	0%	0%	0%	0%	0%
Furthering Education**	0%	3.7%	0%	0%	0%
Seeking Employment	3.8%	0%	5.3%	0%	14%

**Data provided by the University Career Center, April 2023*

**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. This course-level assessment of student learning was instituted in 2015. 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. The instructor selects one artifact (e.g. assignment, semester project, or exam) from the assigned course 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 2023.

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 2022	Fall 2026
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	Evans	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 2023	Spring 2027
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 2022	Spring 2026
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 2023	Spring 2027
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

Course Code	Course Name	Program Goals & Outcomes	Faculty	Reviewed	Next Review
LIS 260	Information Use and Users	1B, 1D, 2A, 3A, 4A, 5A, 5B, 5C, 6A, 7B, 8B	Rioux	Fall 2017	Fall 2023
LIS 261	Information Sources and Services for Children and Young Adults	2B, 4A, 5A, 5C, 7B	Lee/ Seymour		Fall 2023
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	Summer 2023
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		Angel	Summer 2022	Summer 2026
LIS 311	Records & Information Mgmt		Haliday	Spring 2023	Spring 2027
LIS 314	Archival Appraisal & Management		Angel		Summer 2024
LIS 315	Data Preservation & Access		Angel		Fall 2023
LIS 316	Developing an Information Governance Strategy		Angel		Summer 2023
LIS 320	Fake News & Misinformation		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. Students demonstrate in the main section of the e-portfolio that they have satisfied the MS LIS program goals. Students accomplish this by uploading their work (i.e. assignments and projects) from their courses and 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 by a DLIS faculty member. If a reviewer fails an e-portfolio, the Director provides a second review. The Director's decision is final. The minimum grade to "pass" an e-portfolio assessment is 80%. 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) DLIS created and posted a video on the creation of an e-portfolio and a video on the reviewer's perspective. In addition, links are posted to Digication videos on creating e-portfolios. These resources are in the online student manual. Students receive accounts in Digication in their first term.
- 3) The e-portfolio specification (Appendix F) is available on the e-portfolio page of the online student manual (<http://campusguides.stjohns.edu/dlis/eportfolio>). The e-portfolio specification is reviewed biennially. The specification is used for assessment purposes.

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 the next review.

Summary

The results are summarized in Table 9. An academic year in the table consists of the three reviews in that year's graduation cycle (i.e. summer, fall, and spring). The pass rate for 2022 - 2023 was 92.7%, which is consistent with previous pass rates. The target pass 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. Students keep their Digication accounts after graduation and often customize their e-portfolios for job applications. An e-portfolio helps to distinguish graduates applying for jobs.

Table 9. E-Portfolio Summary By Academic Year

	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Total	41	56	53	32	32	24
Total passed	38	52	51	31	31	22
Pass rate	92.7%	92.9%	96.2%	96.9%	96.9%	91.7%
Average Grade (all e-portfolios)	88.1%	90.1%	89.8%	92.9%	91.0%	89.3%

Employer Survey

Summary. The employer survey is distributed biennially to information professionals in a wide range of institutions. The survey focuses on rating the relevant 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 G. The responses for the 2023 survey were collected in April 2023. Table 10 shows the distribution of the respondents by Job Title. Table 11 shows the distribution by respondents' organizations and Table 12 shows the distribution of respondents by states. The response count for the 2023 survey was 26. 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.

General Skills. Table 13 lists the results for the top 10 general skills 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 2023 rating.

The general skills that did not make the top ten in 2023 are: Active Professional Engagement, Advanced computer (e.g., databases, coding, web design), Community Engagement, Leadership, Presentation Skills, Statistics, and Teamwork (interpersonal relationships).

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

1. Basic tech skills are a must. Being curious is the key to developing those skills.
2. Ability to decide when something is good enough rather than striving for perfection
3. Maturity to work on their own; understanding/be able to learn the culture of the organization.
4. They do not have to be masters as they are entry level but they have so show a willingness to learn and adapt.
5. Problem Solving, Time Management
6. Openness, and engagement regarding intellectual freedom issues

Specialized Skills. Table 14 lists the top 10 specialized skills expected of entry-level information professionals in descending order of relevance on the 2023 survey. 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 specialized skill that did not make it to the top ten was Grant-Writing Skills.

Participants were able to comment on the specialized skills. There was one comment.

1. I find that new librarians sometimes don't have the passion for the library as an institution that is so crucial. I rely on the practical knowledge and skills that I learned at St. Johns when getting my MLS.

There appears to be broad agreement among respondents on the general skills (Table 13). All but one 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 14) on entering the field, with eight of ten skills being rated *somewhat relevant* or *not very relevant*.

Table 10. Job Titles 2023 Survey

Title	Respondents	Percent
Director/ Library Director / Dean of Library	13	50%
Archivist / Senior Archivist / Chief Archivist	9	35%
Other*	4	15%
Total	26	100%

* Assistant Director of Organizational Effectiveness, Administrative Assistant, Adjunct Professor, Records Analyst

Table 11. Organizations 2023 Survey

Type	Respondents	Percent
Public Library	10	38%
Archive	3	12%
Academic Library	2	8%
Corporate	4	15%
School Library	1	4%
Youth Services in a Public Library	0	0%
Other*	6	23%
Total	83	100%

* Government, Non-Profit Archive, Performing Arts, and Religious

Table 12. States 2023 Survey

State	Respondents	Percent
New York	15	57.7%
Illinois	2	7.7%
Indiana	1	3.8%
New Mexico	1	3.8%
California	1	3.8%
Connecticut	1	3.8%
Georgia	1	3.8%
Massachusetts	1	3.8%
Pennsylvania	2	7.7%
Texas	1	3.8%
Total*	26	100%*

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

Table 13. Top 10 General Skills

Answer Options	2023	2021	2019	2017
Basic Computer (e.g. word-processing, spreadsheets, presentations)	4.71	4.68	4.80	4.63
Exhibits professional ethics	4.38	4.56	4.51	4.73
Listening to others	4.29	4.59	4.58	4.83
Critical thinking (evaluating information)	4.24	4.49	4.48	4.67
Curiosity	4.24	4.3	4.58	NA
Oral/written communication	4.14	4.48	4.71	4.83
Flexibility	4.14	4.44	4.42	NA
Cultural sensitivity	4.00	4.39	4.45	NA
Decision-Making	4.00	4.20	4.09	4.33
User Engagement	3.95	4.18	4.13	NA

Table 14. Top 10 Specialized Skills

Answer Options	2023	2021	2019	2017
Ability to Set Goals and Achieve Them	3.75	4.07	4.19	4.41
Practical Application of LIS Theory	3.35	3.41	3.49	4.04
Marketing and Advocacy	3.15	3.34	3.36	3.59
Project Management	3.1	3.44	3.44	3.79
Management of Resources	3.05	3.21	3.15	3.34
Data Analysis	2.9	3.12	2.93	NA
Supervisory Skills	2.4	2.75	2.58	NA
Negotiation Skills	2.3	2.53	2.64	2.59
Mentoring or Coaching Colleagues	2.25	2.46	2.51	3.21
Fluency in a Second Language	1.8	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 six categories: areas of interest (Tables 15 and 16), career preparedness (Table 17), faculty (Table 18), administration and resources (Table 19), field experience (Table 20), and professional development (Table 21). The section concludes with student recommendations for program improvement (Q13). The survey is given in Appendix H. The response rate unfortunately was very low in 2023. Of the 117 students, 27 responded to the survey, a 23% response rate.

Areas of Interest. Tables 15 and 16 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 was introduced as a specialization in 2021. Special Librarianship was closed in 2021 due to a consistently low enrollment

Table 15. Specializations of Interest

Specialization	2023	2022	2021	2020	2019
Academic Librarianship	48%	44%	26%	26%	34%
Archival Studies	44%	37%	34%	47%	37%
Public Librarianship	37%	44%	54%	56%	46%
Youth Services	37%	42%	43%	35%	31%
Management	22%	14%	29%	7%	17%
Records & Information Management	19%	16%	-	-	-
Undecided	7%	7%	6%	2%	11%
Special Librarianship	-	-	29%	21%	23%

Table 16. Primary Specialization

Specialization	2023	2022	2021	2020	2019
Academic Librarianship	22%	16%	6%	9%	9%
Public Librarianship	22%	12%	9%	21%	17
Archival Studies	19%	23%	23%	28%	14%
Youth Services	15%	35%	37%	28%	14%
Management	11%	5%	11%	5%	6%
Records & Information Management	4%	2%	-	-	-
Undecided	7%	7%	9%	7%	31%
Special Librarianship	-	-	6%	2%	9%

Table 17. Career Preparedness*

Question	2023	2022	2021	2020	2019
Q10: In your opinion, how well prepared are you for your career as an information professional?	56%	73%	77%	76%	70%
Q12: How prepared do you feel to assume a position of leadership and/or make a difference in society?	44%	77%	82%	79%	85%
Q14. How likely are you to recommend St. John's MS LIS program to prospective information professionals?	75%	82%	95%	83%	90%

* values are the sum of the Very Well Prepared and Well-Prepared percentages in Q10 & Q12; the sum of the Highly Likely & Likely responses in Q14

Table 18. Faculty*

Question	2023	2022	2021	2020	2019
Q3. Faculty provide feedback on student work in a reasonable time.	89%	88%	88%	88%	82%
Q4. Students have access to continuing opportunities for advisement.	85%	91%	79%	86%	65%

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

Table 19. Administration and Resources*

Question	2023	2022	2021	2020	2019
Q5. Students have access to continuing opportunities for placement assistance.	64%	67%	48%	53%	59%
Q6. DLIS Administration responds to student questions in a reasonable time.	76%	83%	76%	77%	77%
Q7. Online databases through University Libraries are an efficient research tool.	88%	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 20).

Table 20. Field Experience

Field Experience	2023	2022	2021	2020	2019
Academic service-learning project	44%	81%	81%	92%	90%
Part-time employment related to the MS LIS program	33%	43%	24%	52%	10%
Volunteer work related to the MS LIS program	33%	33%	24%	20%	40%
Full-time employment related to the MS LIS program	33%	24%	19%	16%	10%
Graduate assistantship	33%	14%	10%	20%	20%
Internship	0%	24%	10%	36%	20%

Professional Development. Q11 asked students, after graduation, what educational opportunities at St. John's University would they consider for future professional development (Table 21).

Table 21. Professional Development

Type	2023	2022	2021	2020	2019
Advanced Certificate	44%	50%	41%	50%	50%
Webinar/workshop	44%	59%	59%	63%	60%
Second graduate degree	33%	14%	41%	25%	50%
None	33%	23%	18%	8%	20%

Recommendations. Students were asked for their recommendations to improve the MS LIS program (Q13). The following are a representative sample.

1. Perhaps more of a connection with real-world library experiences such as requiring volunteer work at a library of choice.
2. Better communication with students/advisors as well as more filtering for staff.
3. A workshop on the different areas of information professions to be taken in the first year-this helps to inform the courses selected for the rest of the program.
There are a lot of areas students are not even aware of, that they may want to pursue.
4. More inter experiences. More time for student connections even though the program is online.
5. Not having things due at EST. It's not fair for students in different time zones. Having weekly meetings where the minutes aren't made available for those who can't attend. A lot of information is missed by those of us who can't participate because of work.
6. Requiring short internship/activities in the student's locale, a 3 day week maybe, in the concentration they choose. Intro to public libraries would have a week long internship/activity for example

Student: Exit Survey

Summary. The exit survey was administered to the Summer 2022, Fall 2022, and Spring 2023 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 22 - 26. Of the 40 total graduates, combining the Summer 2022, Fall 2022 and Spring 2023 graduates, 37 responded to the survey, a 93% response rate. The responses to each question were: “strongly agree”, “agree”, “neutral”, “disagree”, and “strongly disagree”.

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 survey is provided in Appendix I.

Table 22. Program*

Questions*	2022-2023	2021-2022	2020-2021	2019-2020
Q1: Satisfied with the program	86%	89%	94%	87%
Q12: Prepared to enter the workforce	94%	83%	92%	96%
Q13: Recommend program to others	83%	89%	92%	87%

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

Table 23. Interactions

Questions	2022-2023	2021-2022	2020-2021	2019-2020
Q2: Interactions with faculty generally positive	89%	91%	98%	100%
Q3: Interactions with fellow students generally positive	92%	89%	98%	100%
Q4: Interactions with office staff generally positive	75%	76%	82%	83%
Q5: Received useful information from faculty advisors	89%	85%	94%	91%

Table 24. Teaching

Question	2022-2023	2021-2022	2020-2021	2019-2020
Q6: Faculty were effective teachers	94%	87%	94%	100%
Q7: Faculty are knowledgeable in their areas of expertise	97%	96%	100%	100%

Table 25. Courses

Questions	2022-2023	2021-2022	2020-2021	2019-2020
Q8: Satisfied with course selection offered during my program of study	86%	85%	96%	83%
Q9: Satisfied with the frequency of course offerings	78%	80%	90%	96%

Table 26. Resources

Question	2022-2023	2021-2022	2020-2021	2019-2020
Q10: Had access to appropriate library resources to support my educational needs.	92%	91%	94%	83%
Q11: Had access to appropriate software and related technology to support my educational needs	97%	93%	94%	96%

Program Strengths.

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

1. This program was well-rounded, offering a variety of subjects to make students feel as though they were getting a good representation of the field of librarianship.
2. The weekly discussion posts, extensive peer-reviewed articles to read, free textbooks, and professors interested in LIS studies made the experience and learning advanced.
3. Extremely knowledgeable professors, good readings and software available, well-structured programming and timeline
4. the adaptability of the coursework to the current workforce needs and current events, everything was timely and nothing felt dated, the new Social justice certificate is a definite plus
5. Taking concepts out of the theoretical and into the practical.
6. I had a good well-rounded learning experience with knowledgeable professors

7. Knowledgeable and passionate professors who genuinely wanted to see their student succeed. Courses requiring group work via online courses also helped me to feel more connected to other students and more involved in the program. This program is and feels like a legitimate, quality program that offers online learning options, rather than a program offered by a lesser-quality online school, if that makes sense.
8. Major strengths include course offerings and content. The program is robust and challenging. The projects and assignments are useful in preparing for the workplace. Everything is relevant, updated, and progressive.
9. Comprehensive curriculum, dedicated faculty, and interactivity
10. Graduate programs can often be overly taxing because most grads are working full-time and possibly parenting children. St. John's MLIS program was rigorous but most professors were very understanding about the school/work/life issues that might arise. I also appreciated the dual focus of libraries and information science. I think that will be very helpful in my career.
11. The fact that it is a career-based program instead of solely academic-based. It makes me feel more prepared to do the work within the profession, instead of just knowing theory behind the profession.
12. Professor Lee, Rioux and Singh
13. Completely online, allowing flexibility for all students
The faculty was very knowledgeable, kind, and prompt with responding to emails
Many assignments provided relevant work experience
Work and scholarship opportunities were always shared
14. Having professors from various backgrounds who specialized in different areas.
15. Flexibility in schedule, easy to get in contact with professors and staff
16. I think one of the major strengths of the program was that it was an online program. This allowed for a lot of flexibility.
17. Feedback from the Professors. I was nervous at time to reach out with my questions. The best advice is don't be nervous, I rather have asked the question then not to have!!
18. I do feel the program does prepare you for the workforce which is a major reason why I chose St. John's.
19. The professors were all very kind and helpful.
20. Many assignments were very interesting and useful in applying to the real work environment.
21. Overall, the professors are extremely knowledgeable, fair, and passionate about library science. I think the courses were set up to be challenging but not impossible or unfairly difficult. I also felt that I could email my professors and they'd get back to me in a timely manner with really helpful feedback. The professors that really shined to me were Dr. Singh, Dr. Rioux, Dr. Lee, and Professor Earle who taught genealogy.
22. I really liked that I felt like I was getting real world knowledge. For example, my one course had me handling the metadata of real documents in a digital archive.
23. A significant strength of the MLIS program is how social justice is woven into nearly all curricula. The social justice aspect quickly became a driving force for me and helped me justify why changes needed to be made at my place of employment.
24. Faculty were very helpful in almost all aspects of class and the program itself.
25. The faculty were extremely helpful
26. Being able to do the program online and at my own pace
27. Flexibility of being able to do the course work whenever rather than having to sit down at a certain time to do classwork.

28. The variety of courses were better than other programs I considered. The focus on social justice and diversity is really great.
29. Great professors who were supportive, understanding, and willing to help you understand the content.
30. Flexibility and access to instructors. The small class sizes and student engagement provided and fun educational experience
31. The tailoring of your courses to create a program exactly how you'd like. The professors also have incredible experience and specialties which make them wonderful resources. I also really enjoyed the flexibility, not just of the online setting but many projects offered basic guidelines and the professors allowed us to think outside the box and use various tools to accomplish the goals.
32. I do feel that I left the program with a well-rounded sense of librarianship as a whole, and I do think the asynchronous distance-learning style of it makes it an excellent program for people working full-time. My experiences with Shari Lee and Kevin Rioux were also excellent, and I feel that the work I did in their classes really helped to prepare me more for my career. Rajesh Singh was also an excellent professor, even though he was focused on a different area than I was.
33. Flexibility, Diversity

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. I felt as though some of the courses overlapped in their lessons so I was receiving information on the same material. It would help if the professors discussed more with each other what they were offering in their courses to avoid this. Also, I wish we would have been required to have more hands-on training at libraries to see what it's really like working in a library on a day to day basis. Maybe, a requirement of volunteering at a library would be beneficial.
2. Group projects were a hinderance and each project could have been completed individually, so it felt like a waste of time and grades as it was. Keeping the assignments using APA citation for the LIS courses would be helpful as well, as shifting between Chicago and APA is difficult. Additionally, assignments that had parts or sections throughout the course were better for developing final projects.
3. Some of the professors really need more training on Canvas and other tech involved, it felt like a bit of a crash oother if the professors understood how to use the Canvas applications
4. An online version of the Genealogy course and more opportunities to take certain electives.
5. There is not a lot a centralized location for degree requirements. I knew what core requirements I needed, but I had to scramble to figure out which classes qualified for my specialty. My advisor helped, but it would be better if the portal also recorded progress through a specialty. Also the rubric for the EPortfolio was not provided, which I think is a major problem. I saw a rubric in the tutorial video, but it was nowhere to be found. Students should also be made aware of the EPortfolio at the beginning and not just through a class
6. Specifically LIS 238 web design: I expected to learn how to build websites and basics of HTML coding, but it's more of a course on WordPress than true web design.

7. I would recommend that SJU collaborate with NY library systems in engaging with trainee programs. Not all positions are posted externally yet the positions are available for external applicants to apply.
8. Sometimes I feel like the content is mostly developed for US reality and it's totally fine, that gave an opportunity to develop analytical skills and apply knowledge into practice considering the differences in legislation, culture, theories.
9. Tuition price is really high. I know that's because it is a private college and doesn't receive federal funds, but I would think the church would help it's affiliate schools more so that they didn't have such a high tuition.
10. Maybe have some pre-recorded videos in LIS105 besides the one in the DLIS LibGuide, or at least a written guide on how to submit the ePortfolio. It was not easy to figure out and one submitted, it was difficult to tell if it was submitted correctly.
11. Please make a tutorial video of how to use the eportfolio software. I had a lot of difficulty getting started and maneuvering around making my eportfolio
12. Provide more elective courses during the Fall and Spring semesters - not everyone has the schedule or finances to take fun courses in the summer
13. Having some in person classes would make the program stronger. Having real connections with my professors makes a difference in my work.
14. Consider diversifying the amount of technical skills taught in classes in addition to theory
15. I would maybe suggest doing some in-person events or come up with ways to have more interactions amongst students. Although it is a strength of the program that it is online, it can be isolating. I was lucky enough to have friends in the program but, when I did not have classes with these friends, I had no one to turn to for help other than the professor. The professors were always helpful but sometimes it is easier to just turn to a friend to brainstorm your way through something you are confused about rather than having to go directly to the professor.
16. The program is great!! I wouldn't change anything! On the side not program-wise and more of a bookstore thing, if there was a way to know if the bookstore bought back books used over the past semesters.
17. In my experience, interaction with some faculty members were not pleasant and felt bad for asking for help on assignments. I did get frustrated because I do pay to attend this course to help myself in the future but I should not feel stupid for not knowing some materials and asking for extra help.
18. Video discussion boards.
19. Some classes did not have much interaction with peers which felt isolating. I think that should be a requirement for classes. Even required peer interaction that is not necessarily course related maybe. Just to talk about classes and pass on knowledge about different classes and the e-portfolio.
20. I would have liked to have more electives offered like the one course I took Fake News. This course gave me a lot of insight into how to handle fake news in my career.
21. I recommend that the eportfolio and digication application be introduced from the start of the program and be a part of course assignments. It would be easy to have an assignment where students near the end of the term can add artifacts, descriptions, and beginning thoughts of reflection.
22. Classes given every semester instead of only fall or spring
23. More required hours in a library or other information organization.

24. Not the program but the university itself -- the online library catalog is terrible. Minimal selection and not enough online texts available especially since I can't go to campus to check out a book. I found more texts online via google and other sites than the actual school library. I also wanted to get the management certificate with my program, but the required classes were not offered enough for me to complete it prior to graduation.
25. More instructor interaction in class discussions would be beneficial.
26. I'm not sure I have any. I appreciated the mix of projects (papers, presentations, media), working as an individual and in group settings, and community service in lieu of a formal internship (which would have been difficult for me to accomplish). Plus the capstone Digitication project wrapped up everything so well. I already shared my portfolio with a potential employer. I remember searching for a DLIS program a few years ago and St. John's sounded like a great fit. It's lived up to my expectations.
27. There should be more real-world applications of what we're learning in classes, or more emphasis on gaining experience in the field through internships or volunteering. So much of the library world now requires at least some sort of experience past just the MLIS. Also, having the option to create the portfolio using a different medium or with a different site would be good, since the Digication site can be rather buggy and there are likely other ways to create a portfolio without using it.
28. Including time zone requirements on assignments for students in different time zones.

Student: New Student Survey

Summary

The new student survey is administered at the beginning of 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 completing the exercises is the start of the term.

The New Student Survey gathers information on students' choice of St. John's (Tables 27 and 28), student information (Tables 29, 30, and 31), and the students' evaluation of LIS 270 Orientation to Online Learning. (Table 32 and question 7). Each column in the tables combines the results of the Summer, Fall, and Spring surveys.

The 2022-2023 survey was distributed to 68 students. 56 responded to the survey, an 82% response rate. The 2022 – 2023 survey is provided in Appendix J.

Table 27. Q1 How did you find out about the St. John's MS-LIS program? (Check all that apply)

Response	2022-2023	2021-2022	2020-2021	2019-2020
St. John's University website	48%	39%	72%	54%
American Library Association website/directory	27%	50%	28%	41%
St. John's University's Online Programs web site	23%	6%	16%	5%
Recommendation from Alumni of the program and/or librarian	21%	28%	16%	15%
Career counselors in the college where I earned my previous degree	4%	0%	0%	3%
Other (please explain)*	17.3%	56%	20%	23%

* web searches, job supervisor, self-guided research, colleagues, web page of Universities with the best online MSLIS program

Table 28. 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 represent the sum of responses 1 and 2.

Reasons	2022-2023	2021-2022	2020-2021	2019 - 2020
Flexibility of the program and course offerings	64%	23%	30%	28%
Online program	56%	33%	32%	32%
Availability of funding/scholarship	36%	13%	18%	16%
Reputation of the school, department, and/or faculty	27%	17%	14%	13%
Recommendation of colleague or family member	19%	15%	5%	10%

Table 29. Age Group

Age	2022-2023	2021-2022	2020-2021	2019-2020
25 years or younger	45%	23%	33%	34%
26-40 years	30%	62%	50%	53%
41-54 years	25%	15%	13%	11%
55 or older	0%	0%	3%	3%

Table 30. Full-time/Part-time

	2022-2023	2021-2022	2020-2021	2019-2020
Part-time (3-6 credits/semester)	82%	85%	70%	87%
Full-time (9-12 credits/semester)	18%	15%	30%	13%

Table 31. Immediately Prior to Entering the Program (Select all that apply)

Activity/ies	2022-2023	2021-2022	2020-2021	2019-2020
Employed in a field not related to information studies	38%	48%	38%	14%
Undergraduate student	31%	36%	38%	38%
Employed in a field related to information studies	29%	16%	31%	49%
Graduate student	13%	16%	24%	30%
Volunteer/community service	11%	0%	17%	19%

Table 32. Q6: LIS 270, the online orientation, was helpful at the start of the program?

Academic Year*	2022-2023	2021-2022	2020-2021	2019-2020
Online Orientation was helpful	95%	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?

27 % of the students responded to this question. The following list is a representative sample of the responses.

1. Give more direct examples of the classes for the program in order for full time and part time students. As well as more of an explanation on exactly how the tracks work and where to find all of the information needed to understand how many credits we need.
2. I found it to be very helpful, especially for someone like myself who has been out of the classroom for many years.
3. Possibly implementing tools or linking outside resources to help students with struggles particularly unique to online learning (time management, technology struggles etc)
4. No constructive notes, everything from interface to organization and depth of the orientation was far better than online courses I've experienced in and out of my undergrad studies.
5. Maybe include more expectations
6. I found the online orientation very helpful as I have never used Canvas before. I am not sure how it could be improved besides maybe not being so long, as some things were repeated multiple times but as a video if needed we can rewatch it and get the same effect.

7. None really, I liked that I was "forced" to explore certain things like the free subscription to NYT that I never would have found on my own.
8. This was helpful and I feel a lot better about using a new interface. I didn't use Outlook prior to this, and I feel way better about using it now!
9. Personally, I had already accessed all of the resources before LIS 270. I think more on Canvas would be helpful as well as the Library Resources.
The link to attend the online orientation was in my spam folder so I missed the live session, but was able to review the recording. An announcement recommending potential attendees to check their spam folders would be helpful.
N/a. It's a great program.

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.

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 and Dean of Libraries	St. John's University
Alirio	Gomez	Knowledge Manager	Jackson Lewis P.C.
Alyse	Hennig	Archivist	
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
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
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 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
MS	LIS2 LIS	102	124	123	110	110
MA/MS	HISL Public History/LIS	10	13	9	7	7
		112	137	132	117	117

Enrollment by Gender

Degree	Major	Gender	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
MS	LIS2 LIS	F	81	106	101	85	93
MS	LIS2 LIS	M	21	18	22	25	17
MA/MS	HISL Public History/LIS	F	5	8	4	4	5
MA/MS	HISL Public History/LIS	M	5	5	5	3	2
Grand Total			112	137	132	117	117

Enrollment by Ethnicity/Race

Degree	Major	Ethnicity/Race	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
MS	LIS2 LIS	2 or more races		3	6	6	6
MS	LIS2 LIS	American Indian	1				
MS	LIS2 LIS	Asian	5	5	5	4	1
MS	LIS2 LIS	Black or African American	7	8	8	7	11
MS	LIS2 LIS	Hispanic Non Resident	11	11	11	8	7
MS	LIS2 LIS	Unknown	1	1	4	6	2
MS	LIS2 LIS	White	77	96	89	79	83
MA/MS	HISL Public History/LIS	Asian		1			
MA/MS	HISL Public History/LIS	Black or African American					
MA/MS	HISL Public History/LIS	American Indian	1				
MA/MS	HISL Public History/LIS	Hispanic Non Resident		1	1	1	1
MA/MS	HISL Public History/LIS	White	1	1			
MA/MS	HISL Public History/LIS	White	8	10	8	6	6
Grand Total			112	137	132	117	117

D. Alumni Survey

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 Goals

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

Program goals listed (see pg 5 of this document)

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.}

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 Specification

Program Goals

Selection of Artifacts

- (1) Each selected artifact for inclusion within the ePortfolio relates to one of the eight DLIS program goals.
- (2) A minimum of eight different artifacts are required.

Essay

A 600-700 word essay is written for each program goal. The essay consists of a description and a reflection.

Description

- (1) Each description includes an explanation of how the artifact(s) relates to the corresponding program goal. The description also explains why it was chosen for inclusion.
- (2) Each description clearly explains the purpose, and tells what, when and who. It answers the question "what I did and why?"
- (3) All artifacts are cited.
- (4) Artifacts are accessible. For example broken links result in an unsatisfactory grade for this program goal.

Reflection

The reflection clearly evaluates the following components:

- (1) significance of the project,
- (2) successes;
- (3) failures (if any occurred), and;
- (4) what was learned.

A clear statement 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) and;
- (2) An answer to the question "What will I do to improve my future practice?"

Professional Philosophy

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.

The **Statement of Professional Philosophy** should not primarily be about what the student learned to **do** or **has come to believe**; it should be more about **what** s/he will do, would like to do, or plans to do with what s/he has learned – and **why**. This would be their professional philosophy - the big ideas/concepts that shaped their approach to their work. Here students should be able to differentiate between the practical aspects of what they learned and the more theoretical ideas that guide their understanding of the profession, and thus, their approach as a practitioner. Students really need to connect the theories and foundational norms that underpin the profession to the big ideas/thinking that drive them in practice.

Design

- Bio – the Bio page welcomes visitors to your e-portfolio. A professional photograph is also a desirable part of the introduction and should be a head shot taken in a professional setting. Please ensure you include additional information about yourself such as an informal “cover letter” for anyone who views your e-portfolio
- Resume - a brief overview of educational background and professional work experience. It should include memberships in professional organizations, any professional presentations or publications and any honors or awards. Contact information is optional.
- Use of Multimedia – the use of artifacts that cover a range of formats such as documents, presentations, digital tools (e.g. LibGuides)
- Citations – APA citations are required on sources and artifacts
- Navigation/Layout – menu structure, color scheme, background image, etc.

Grading

An overall grade of 80% is required to successfully complete the review.

An overall grade less than 80% will require the e-portfolio to be revised and resubmitted. An INC will be entered as the grade for LIS 105. The student schedules a meeting with the

Director to discuss the reviewers' comments and the director's recommendations for revising the e-portfolio for resubmission. There is no need to re-register for LIS 105. The INC grade will be changed to a P grade upon receiving a successful review of a resubmitted e-portfolio.

G. Employer Survey

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

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

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. MS LIS Program Goals and Outcomes, prior to Spring 2023⁴

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.

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.

⁴ Last reviewed October 2020; based on the ALA Core Competencies:

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

Goal 5. Apply Reference and User Services

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

Goal 6. Master Research Methods

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

Goal 7. Experience Continuing Education and Lifelong Learning

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

Goal 8. Apply Key Concepts of Administration and Management

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