



# ST. JOHN'S UNIVERSITY

ST. JOHN'S COLLEGE OF  
LIBERAL ARTS AND SCIENCES

Division of Library and Information Science

Annual Assessment Report

2023 - 2024

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## Table of Contents

Executive Summary.....	3
Program Goals and Outcomes .....	5
Strategic Priorities 2023 – 2025: Progress Report .....	10
Advisory Board Meeting Agenda .....	12
Advisory Board Meeting Summary .....	13
Advisory Board Meeting Evaluation .....	18
Alumni Survey .....	20
Career Outcomes Survey .....	25
Course Artifact Assessment .....	26
E-Portfolio Assessment .....	29
Employer Survey .....	31
Student: Annual Survey .....	35
Student: Exit Survey.....	39
Student: New Student Survey.....	46
Appendix .....	50
A. DLIS Strategic Priorities 2023 – 2025.....	50
B. Advisory Board Members .....	51
C. Enrollment Summary .....	52
D. Alumni Survey.....	53
E. Course Artifact Assessment Form .....	55
F. E-Portfolio Specification.....	57
G. Employer Survey.....	60
H. Annual Student Survey .....	62
I. Exit Survey.....	64
J. New Student Survey .....	66
K. MS LIS Program Goals and Outcomes, prior to Spring 2023 .....	68

## Executive Summary

The annual assessment report informs the Division of Library and Information Science (DLIS) community on the 2023 – 2024 assessments, the strategic priorities, and the 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 assessment process is guided by the DLIS Assessment Plan, approved in March 2015 and revised in September 2019. In addition, the annual assessment report is evidence supporting Standard 1 Systematic Planning in the 2015 ALA Accreditation Standards for Master’s Programs in Library and Information Studies.

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 the revised plan was approved by the DLIS faculty.

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 2023 – 2025 (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 progress on the action items in the 2023 – 2025 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 (Table 1). 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 Studies<sup>1</sup>. More importantly, students in the program are well-equipped for current and emerging positions in the evolving information professions.

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

**Table 1. Annual Assessment Measures and the Advisory Board Meeting**

<b>Measure/Board</b>	<b>Timeline (Month Administered)</b>	<b>Participants</b>
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 librarianship<sup>2</sup>. 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 Competencies<sup>3</sup>. 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:

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<sup>2</sup> ALA Core Competencies

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

<sup>3</sup>2021 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 2023 – 2025: Progress Report

May 16, 2024

**Introduction.** This progress report is a midpoint review of the status implementing the action items in the 2023 - 2025 Strategic Priorities. The DLIS faculty approved the 2023 - 2025 Strategic Priorities in November 2023. The development of the strategic priorities was based on the implementation of the 2021 – 2023 action items, the 2022 – 2023 assessment report, monthly faculty meetings, and annual advisory board meetings.

### Strategic Priorities

1. Promote student understanding of the application of professional ethics, including social justice in the information professions.

#### *Action Items*

- a) Introduce a DLISSA webinar on social justice in the information professions.
- b) Increase participation in the Brother Corry Fellowship in Social Justice program.

#### Steps Taken

- a) A DLISSA webinar has been introduced with the theme: Social Justice in the Information Professions.
  - b) Participation in the Brother Corry Fellowship in Social Justice program was unchanged.
2. Strengthen DLIS's relationship with alumni by including them in curricular and professional development and the exploration of new initiatives. In addition, continue to support faculty professional development.

#### *Action Items*

- a) Continue to provide support to faculty attending professional workshops and participating in pedagogical activities.
- b) Explore new courses and new specializations with alumni participation.

#### Steps Taken

- a) All faculty requests for professional development activities have been funded.
  - b) A new course, Library Services to the Unhoused, has been added to the curriculum. A Health Librarianship specialization is being explored in collaboration with two alumni.
3. Prepare students for entry into the field and engagement in lifelong learning.

*Action Items*

- a) Increase collaboration with St. John's Career Services and encourage students to utilize available services.
- b) Encourage student participation in professional conferences, internships, research, and professional associations.

Steps Taken

- a) St. John's Career Services staff presented at a DLIS faculty meeting on career services for online students. A DLISSA webinar was introduced where Career Services staff presented on new online tools for resume writing, job search, and career development.
- b) Student participation in professional conferences, internships, research, and professional associations was largely unchanged.

## Advisory Board Meeting Agenda

**Locations:** D'Angelo Activity Center (DAC) 401

<https://sju.webex.com/meet/vorbachi>

**Date/Time:** Wednesday May 29, 2024; 9:30am – 12:00pm (10:00 am if online)

- |       |   |
|-------|---|
| 9:30  | Reception, DAC 401  |
| 10:00 | Opening: Year in review   |
| 10:30 | Discussion Questions <ul style="list-style-type: none"><li>• How well-prepared are students to be part of the workforce?</li><li>• Do students need specific skills related to AI?</li><li>• Do students need specific skills related to information policy?</li><li>• Do students need specific skills related to metadata, data repositories and data curation?</li></ul> |
| 11:55 | Closing remarks   |
| 12:00 | Lunch, DAC 401  |

## **Advisory Board Meeting Summary**

**Locations:** D'Angelo Activity Center (DAC) 401

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

**Date/Time:** Wednesday May 29, 2024; 9:30am – 12:00pm (10:00 am if online)

### **Year In Review**

- New Course: Library Services to the Unhoused
- On-going discussion of a new specialization in Health Sciences Librarianship
- 2022 – 2023 Annual Assessment Report approved
- 2023 – 2025 Strategic Priorities and Action Items approved
- Career services improved for online students
- Strategic Program Positioning (SP2) initiative undertaken by University
- Mission and Vision statements revised
- Comprehensive Review for continued accreditation process started. External Review Panel site visit in October 2025
- Open Education Resources being investigated for integration in the curriculum
- Social Media Marketing initiative started using LinkedIn and Instagram

### **In-person Group Discussion**

#### **How well-prepared are students to be part of the workforce?**

Students need advocacy skills, especially those pursuing academic librarianship and special librarianship. In addition, students should understand ADA compliance, issues related to accessibility, and cultural competencies.

Students need to “get out of the mindset of traditional libraries.” The 21st-century learner includes online patrons and adult learners, among others.

Students should understand issues related to mental health, such as loneliness in the post-Covid environment. In addition, it would be beneficial to learn skills in working with neurodivergent patrons.

Students should understand techniques for building community in the online environment. New librarians should engage effectively with remote patrons as if they were in front of them. Building a community promotes a culture of community.

In sum, students should be wary of expectations, refrain from making assumptions, not be judgmental, and be responsive.

### **Do students need specific skills related to AI?**

Students should have a basic understanding of AI and its ethical and copyright implications. They need to comprehend the broader context and the biases inherent in AI tools. This is an important topic related to information literacy. Students need to understand this, and faculty should also know how AI tools function and their implications.

This semester, the Fake News & Misinformation course covers topics such as AI-generated misinformation and AI hallucinations and their implications for public health and civic engagement. It approaches these topics from the perspective of information literacy in everyday information seeking. The LIS 204 Foundation course can also include teaching on AI-related ethical and copyright issues. Similarly, other courses can address emerging AI concerns as our understanding of this topic unfolds and evolves.

Students are increasingly using Facebook's Ask Meta AI, underscoring the importance of their understanding of AI and its ethical implications.

Students must be able to recognize AI-generated misinformation and understand how quickly misinformation can be repurposed, repackaged, reused, and redistributed.

### **Do students need specific skills related to information policy?**

Students involved in grant-related research must understand the distinction between shareable and non-shareable information.

The issue of challenged books constantly evolves in libraries. How does this affect library policy? Students should realize that there may be occasions when library policy conflicts with the community, for example, during events like drag queen storytimes. Similarly, if a library is situated in an area with a homeless population that frequently uses the facilities, how might this affect other patrons' perceptions? Students need to understand how to navigate these scenarios and be familiar with the processes for updating policies.

### **Do students need specific skills related to metadata, data repositories, and data curation?**

Students should have a basic understanding of metadata.

Librarians should be able to use their own data sets. Librarians need to understand data, data collection, and data analyses to make data-driven decisions, which we teach in the LIS 239 Research and Evaluations Methods course.

Librarians should be able to determine what the data means and turn data into a data-driven narrative.

Data repositories and data curation are important skills for particular career directions.

**Summary.** Students should be advised to be open-minded because your first job is not where you will retire. Flexibility, adaptability, and curiosity are important attributes to have. Librarians have to like humans, not just books.

## **Remote Group Discussion**

### **How well-prepared are students to be part of the workforce?**

Completing the MSLIS in hybrid/online modality imparted research and time management skills to recent alumni. When starting their careers as archivists, their knowledge of metadata was useful, but they felt less confident in their knowledge of conservation and preservation; more hands-on experience in an archive or dedicated courses in conservation would have been useful.

In academic libraries, there is an expectation to teach, so courses in instructional design would be useful. Also, experience in assessment and value analytics is highly sought after. Academic librarians should have experience in Data Management, and should get that experience through strategic partnerships with research institutions, or guest lectures from librarians that manage data.

### **Do students need specific skills related to AI?**

Librarians and Information Professionals should view AI as a tool, and know what data the AI is sourcing from. The role of a librarian is to teach users about AI and its uses (how to write prompts, etc.). The AI-User interaction is an emerging opportunity for the application of information literacy principles and should be taught as such.

### **Do students need specific skills related to information policy?**

An interesting assignment in a Library Management course would be to create policies from scratch, that should include how to write policies on using AI in archives or libraries.

Also, how to write policy in consultation with clients. Circling back, an understanding of assessment and analysis is brought to bear when writing library policy, as one must weigh factors like access and intellectual freedom with the needs of the user.



**Do students need specific skills related to metadata, data repositories and data curation?**

Recent graduates emphasize their confidence with knowledge of metadata at the end of the program but feel curriculum around the conservation and preservation of data is lacking. Data management in support of institutional research should be included in courses related to data repositories and data curation.

## Advisory Board Meeting Evaluation

Following the advisory board meeting a survey was distributed to participants for assessment and to determine interest in presenting a student webinar.

### Q1: How effective was the format of the meeting?

89% rated the meeting highly effective or effective.

Comments:

1. I found the discussion section of the meeting very helpful and led to some consensus on certain issues. However, it would have been better if the bifurcated arrangement of in-person separate from virtual attendees for the group discussion were changed to combine both groups. I think a fully virtual meeting ensures greater attendance and greater consensus building.
2. Hybrid to get other people involved is good
3. Overall effective. Having the meeting split between online and in-person creates a siloed discussion.
4. Hybrid option was very effective

### Q2: If the Advisory Board Meeting was hybrid, how would you prefer to attend?

In-person: 22%

Remote: 78%

Comments:

1. Flexibility is key
2. I like a combined discussion group between in-person and remote attendees rather than a bifurcated one.
3. Due to job responsibilities need to attend remote

### Q3: Would you be interested in participating in a DLIS Student Association (DLISSA) webinar?

1. Yes: 33%
2. No: 11%
3. Maybe: 56%

Comment:

1. I would like to share my experience with new students and faculty

### Q4: What additional comments/suggestions would you like to share with DLIS?

1. All good - keep up the good work!
2. A combined discussion group is better.

3. The same people have been on the advisory board for years, and it appears as if a majority are from NY and are alumni. The advisory board needs to expand/rotate.
4. I would like to suggest the need to do more networking, collaborations and outreaching. I would also like to attend symposiums.

## 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 2024 (Appendix D). The participants graduated in 2021 -2022 academic year (i.e. September 2021, January 2022, and May 2022).

**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 50 alumni to whom the survey was emailed, 20 responded to the survey, a 40% 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. The field experience response (Table 2, Ques 14) may relate to the fact that most students are working fulltime.

The open questions - Q4 (student community), Q8 (advisement), Q17 (program strengths), and Q18 (recommendations to improve the program) - provide useful information to continue to improve the MS LIS program. These results will inform faculty discussions at the September faculty meeting when the 2023 - 2024 Assessment Report is reviewed.

**Table 2. Program**

Questions*	2024	2023	2022	2021
Q1: Satisfied with the program	95%	95%	83%	89%
Q13: Prepared to enter the workforce	79%	81%	71%	88%
Q14: Field experience (AS-L, internships, independent studies) contributed towards employment	47%	29%	53%	24%
Q15: Recommend program to others	100%	88%	76%	82%

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

**Table 3. Interactions**

Questions*	2024	2023	2022	2021
Q2: Interactions with faculty generally positive	100%	100%	83%	89%
Q3: Interactions with fellow students generally positive	90%	89%	88%	100%
Q5: Interactions with office staff generally positive	95%	89%	71%	88%
Q7: Received useful information in advisement meetings	95%	94%	76%	88%

**Table 4. Teaching**

Question*	2024	2023	2022	2021
Q9: Faculty were effective teachers	100%	94%	94%	88%

**Table 5. Courses**

Question*	2024	2023	2022	2021
Q10: Satisfied with the variety of courses offered	100%	83%	59%	88%

**Table 6. Resources**

Question*	2024	2023	2022	2021
Q11: Had access to appropriate library resources to support career interests	100%	89%	65%	82%
Q12: Had access to appropriate software and related technology to support career interests	89%	89%	76%	76%

**Open Questions**

Q4 asked students to suggest ways to “foster, enhance, and/or reinforce interaction among students in the online environment. 40% of survey respondents answered this question. The responses were:

- I would continue to encourage group projects and have students pair up with a discussion colleague.
- I enjoyed the interaction as outlined by the professors

- More actual lectures. More assignments that encourage students working together.
- Maybe have a virtual hub for students to meet up and talk.
- I can't say I enjoyed that part. It was rewarding in its own way but my least favorite part was interacting with other students.
- It seemed like people were afraid to provide constructive criticism. Making an environment where it's encouraged to not always agree with everyone works benefit maybe
- Voice thread with the ability to comments on others posts is really helpful. Possibly offer time for drop in hours?

Q6 asked students to suggest ways in which DLIS staff could further enhance and/or support the student experience. 30% of survey respondents answered this question. The responses were:

- Occasionally, have alumni guest speakers talk about their journey in the program and their careers since graduating. I would encourage virtual participation for all involved.
- More timely responses.
- The staff wanted their students to succeed and always available to arrange a meeting for any help needed.
- Every semester I struggled with the start of a new semester-- it was tough to register for classes.
- None that I can think of, they were always very present and helpful!

Q8 asked respondents to suggest ways to improve the advisement process. 35% of survey respondents answered this question. Responses were:

- I had wonderful advisors throughout my entire education
- More interaction based on specialization.
- For incoming students who would like to have a well-rounded background, finding and organizing classes that pertain to librarianship daily will better suit them than letting them pick their wayward track.
- Aid in actually registering for classes.
- Not that I can think of at this time, it was always efficient.

Q17 asked respondents to identify the major strengths of the program. 60% of survey respondents answered this question. Responses were:

- Besides all of the courses, having the ability to take classes 100% online was best for me.
- The professors
- Some incredible professors. Dr.Rioux and Singh were the most relevant instructors.
- Being able to work with peers throughout the country and see what their experiences are like in various places.
- Youth Services courses!
- One core strength of the program was the structured, situational learning style that helped students grasp how the learning was applicable to their career and life.
- It was great for learning online pieces like data systems and how the library works. Volunteering as well as internship opportunities were a lot easier to come by because I was working on my degree.
- Having a tangible thing to enter the workforce was great and helped me look professional when looking for a job.
- Great staff and communication with all. Courses full of good content. Nice portfolio set u Variety of classes/specializations
- The asynchronous nature of the classes and the encouragement to take a variety of elective courses were strong selling points for me.
- It was flexible and prepared me well for what I was hoping to do! It was a great experience and worth the investment!

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

- It would be great if graduates had the opportunity to work as librarians at St. John's University once completing the program.
- Have all instructors on board with the department's professionalism. I had a fill in instructor poorly reflected on the department and when I complained my issue was never addressed.
- Trying to do ASL tasks can be hard when already working a job so an alternative would've been helpful for those who couldn't do it during standard working hours. Something that can be done on their own time after work or on weekends

- Learning about the generalities of the different cataloging programs and purchasing methods should be included. Basic book care and repair can be learned on the job, but students should also be aware of the different techniques.
- An agreement amongst the professors to use a central hub for course data (No rogue websites). Perhaps a course on how to handle real world librarianship, like dealing with the government and fellow employees. I ended up working in a library briefly that was very toxic and I suddenly felt like I didn't belong in the library environment.
- Changing technological needs also should be addressed. There were several places where my knowledge of photoshop became more useful than my librarianship knowledge.
- More examples of real-world application would have been helpful, like clearer practice with classification systems and patron interaction/de-escalation strategies.
- Keep working to add student interaction. I had some group projects that were very enjoyable. It was really fun getting to know some students.
- Resources in getting post grad employment



## 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. The 2023 survey consists of the graduates from Summer 2022, Fall 2022, and Spring 2023. Table 7 below shows the results for the graduates of the MS LIS program since 2019.

**Table 7. Placement Results\***

<b>Statistic</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>
Response Rate	68%	51%	69.2%	70.4%	50%
Placement	81.8%	96.2%	100%	94.7%	100%
Employed	81.8%	96.2%	96.3%	94.7%	100%
Employed / Furthering Education**	0%	0%	0%	0%	0%
Furthering Education	0%	0%	3.7%	0%	0%
Seeking Employment	18.2%	3.8%	0%	5.3%	0%

*\*Data provided by the University Career Center, June 2024*

\*\*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 corresponding program goals. This course-level assessment of student learning was instituted in 2015 as part of the DLIS Assessment Plan. The Spring 2020 term began the second assessment cycle.

**Procedure.** At the end of a term, courses are assigned by the Director for assessment. The assignment is made such that an instructor has no more than one course per term to assess. For the assigned course, the instructor selects one artifact (e.g. assignment, semester project, or exam) as a representative measure of learning the course’s related program goal/s. When the course concludes, 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. The following table indicates the status of the course assessment process as of Spring 2024.

**Table 8. Course Artifact Assessment with Program Goals**

Course Code	Course Name	Program Goals	Faculty	Reviewed	Next Review
	<b>CORE</b>				
LIS 203	Organization of Information	3	Angel	Spring 2024	Spring 2028
LIS 204	Introduction to Library and Information Science	1, 2, 3, 4	Rioux	Fall 2022	Fall 2026
LIS 205	Introduction to Information Sources and Services	4	Lee	Spring 2021	Spring 2025
LIS 239	Research and Evaluation Methods	5	Singh/ Polger	Spring 2024	Spring 2028
LIS 240	Management of Libraries and Information Centers	6	Singh	Fall 2020	Fall 2024
	<b>ELECTIVES</b>				
LIS 121	Literature & Related Resources for Children	1, 4	Lee	Fall 2020	Fall 2024
LIS 125	Library Materials and Services for Young Children	2	Lee	Spring 2024	Spring 2028
LIS 126	Literature & Related Resources for Young Adults	2	Lee	Fall 2018	Fall 2024

<b>Course Code</b>	<b>Course Name</b>	<b>Program Goals &amp; Outcomes</b>	<b>Faculty</b>	<b>Reviewed</b>	<b>Next Review</b>
LIS 127	Library Programs & Services for Children and Young Adults	2, 6	Lee	Spring 2022	Spring 2026
LIS 211	Collection Development	2, 6	Evans	Spring 2021	Spring 2025
LIS 213	Popular Culture and Young Adults	4	Lee	Summer 2023	Summer 2027
LIS 214	Teen Spaces for Libraries	1	Lee	Summer 2022	Summer 2026
LIS 221	Planning and Delivering Information Literacy Programs	4	Rioux	Spring 2023	Spring 2027
LIS 222	Materials and Services to Diverse Populations	1, 4, 7	Rioux	Fall 2020	Fall 2024
LIS 231	College and University Libraries	6	Rioux	Spring 2022	Spring 2026
LIS 233	Public Libraries and Community Information Centers	6	Rioux	Spring 2021	Spring 2025
LIS 238	Web Design for Libraries and Information Centers	3	Vorbach	Spring 2023	Spring 2027
LIS 249	Archives and Records Management	1, 3, 4	Angel	Fall 2021	Fall 2025
LIS 253	Oral History	3, 4, 5, 7	Szylvian	Spring 2020	Fall 2024
LIS 257	Archival Representation	1, 2, 3, 4, 6	Angel	Fall 2020	Fall 2024
LIS 258	Museum Informatics	3	Angel	Spring 2021	Spring 2025
LIS 260	Information Use and Users	1, 2, 3, 4, 5, 6	Rioux	Fall 2023	Fall 2027
LIS 261	Information Sources and Services for Children and Young Adults	2, 4	Stewart	Fall 2023	Fall 2027
LIS 262	Project Management in Information Organizations	6	Singh	Fall 2021	Fall 2025

<b>Course Code</b>	<b>Course Name</b>	<b>Program Goals &amp; Outcomes</b>	<b>Faculty</b>	<b>Reviewed</b>	<b>Next Review</b>
LIS 263	Marketing and Advocacy in Information Organizations	6	Singh	Spring 2022	Spring 2026
LIS 273	Graphic Novels and Libraries	1, 2, 4	Fuchs	Summer 2020	Summer 2024
LIS 275	Cultural Competence for Information Professionals	7	Singh	Summer 2022	Summer 2026
LIS 282	Knowledge Management	6	Singh	Summer 2023	Summer 2027
LIS 283	Social Justice and the Information Profession	1, 2, 4, 7	Rioux	Spring 2024	Spring 2028
LIS 302	Genealogical Sources & Services	3, 4	Earle	Summer 2020	Summer 2024
LIS 310	Data Curation	2, 3	Angel	Summer 2022	Summer 2026
LIS 311	Records & Information Mgmt	1, 2, 3	Haliday	Spring 2023	Spring 2027
LIS 314	Archival Appraisal & Management	1, 2, 4	Angel		Summer 2024
LIS 315	Data Preservation & Access	2, 3	Angel	Fall 2023	Fall 2027
LIS 316	Developing an Information Governance Strategy	1, 3	Angel	Summer 2023	Summer 2027
LIS 320	Fake News & Misinformation	4	Singh	Summer 2023	Summer 2027

## 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 a 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 students understand 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) Students receive an account in Digication in their first term. Students starting in the summer receive their accounts in their first Fall term.
- 3) 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 (<http://campusguides.stjohns.edu/dlis/eportfolio>).
- 4) The e-portfolio specification (Appendix F) is available on the e-portfolio page of the online student manual. 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 2023 - 2024 was 97.7%, which is higher than 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.

Feedback from students, faculty, alumni, and information professionals at meetings and conferences confirms 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**

	<b>2023-2024</b>	<b>2022-2023</b>	<b>2021-2022</b>	<b>2020-2021</b>	<b>2019-2020</b>	<b>2018-2019</b>
<b>Total</b>	44	41	56	53	32	32
<b>Total passed</b>	43	38	52	51	31	31
<b>Pass rate</b>	97.7%	92.7%	92.9%	96.2%	96.9%	96.9%
<b>Average Grade (all e-portfolios)</b>	88.6%	88.1%	90.1%	89.8%	92.9%	91.0%

## 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. This report shows the results from 2023. The survey will be administered next in Spring 2025.

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**

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

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

**Table 11. Organizations 2023 Survey**

<b>Type</b>	<b>Respondents</b>	<b>Percent</b>
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%
<b>Total</b>	<b>83</b>	<b>100%</b>

\* 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%
<b>Total*</b>	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**

<b>Answer Options</b>	<b>2023</b>	<b>2021</b>	<b>2019</b>	<b>2017</b>
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 each 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). Of the 122 students, 24 responded to the survey, a 20% response rate. The survey is given in Appendix H.

**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**

<b>Specialization</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>
Archival Studies	46%	44%	37%	34%	47%
Public Librarianship	46%	37%	44%	54%	56%
Academic Librarianship	38%	48%	44%	26%	26%
Youth Services	33%	37%	42%	43%	35%
Records & Information Management	17%	19%	16%	-	-
Management	4%	22%	14%	29%	7%
Undecided	8%	7%	7%	6%	2%
Special Librarianship	-	-	-	29%	21%

**Table 16. Primary Specialization**

<b>Specialization</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>
Archival Studies	33%	19%	23%	23%	28%
Public Librarianship	25%	22%	12%	9%	21%
Academic Librarianship	17%	22%	16%	6%	9%
Youth Services	17%	15%	35%	37%	28%
Management	4%	11%	5%	11%	5%
Undecided	4%	7%	7%	9%	7%
Records & Information Management	0%	4%	2%	-	-
Special Librarianship	-	-	-	6%	2%

**Table 17. Career Preparedness\***

<b>Question</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>
Q10: In your opinion, how well prepared are you for your career as an information professional?	77%	56%	73%	77%	76%
Q12: How prepared do you feel to assume a position of leadership and/or make a difference in society?	92%	44%	77%	82%	79%
Q14. How likely are you to recommend St. John's MS LIS program to prospective information professionals?	75%	75%	82%	95%	83%

\* 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\***

<b>Question</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>
Q3. Faculty provide feedback on student work in a reasonable time.	100%	89%	88%	88%	88%
Q4. Students have access to continuing opportunities for advisement.	88%	85%	91%	79%	86%

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

**Table 19. Administration and Resources\***

Question	2024	2023	2022	2021	2020
Q5. Students have access to continuing opportunities for placement assistance.	75%	64%	67%	48%	53%
Q6. DLIS Administration responds to student questions in a reasonable time.	79%	76%	83%	76%	77%
Q7. Online databases through University Libraries are an efficient research tool.	83%	88%	93%	88%	91%

\*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	2024	2023	2022	2021	2020
Full-time employment related to the MS LIS program	58%	33%	24%	19%	16%
Academic service-learning project	42%	44%	81%	81%	92%
Volunteer work related to the MS LIS program	17%	33%	33%	24%	20%
Graduate assistantship	8%	33%	14%	10%	20%
Part-time employment related to the MS LIS program	0%	33%	43%	24%	52%
Internship	0%	0%	24%	10%	36%

**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	2024	2023	2022	2021	2020
Webinar/workshop	58%	44%	59%	59%	63%
Advanced Certificate	50%	44%	50%	41%	50%
Second graduate degree	25%	33%	14%	41%	25%
None	25%	33%	23%	18%	8%

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

1. Unsure. Much of my discontentment derives from this program being all online. I did not anticipate the isolation I would feel in a program like this. Most of the professors are very responsive and obviously knowledgeable, but others seem quite harried and the course material reflects that (presentations and quizzes with extensive typos).  
  
Discussion posts surely connect classmates during a course, but I honestly do not feel that I've connected with anyone in a meaningful way.
2. More advising, I love the webex opportunity that Dr Lee provided. As a professional entering the MSLIS from outside LIS, I asked for assistance with class choices and was disappointed by the amount of time/discussion about how to gain experience or even what order to take classes for the optimal progression.
3. I suggest that the faculty engage in some digital pedagogy study and come to consensus on a more consistent delivery of course content. This should incorporate enhanced accessibility standards for course content and more multi-modal learning and assessment tools. I realize each instructor has their own instructional design philosophy, but enhanced consistency course to course would help reduce the amount of student time spent figuring out the course design and standards for each course.
4. Most of my classes had no lectures and very little audio-visual elements. Auditory and visual learners, like me, would benefit from professors having PPT slides and from posting videos of them talking through their slides or delivering a lecture. SJU's MSLIS program is heavily tailored to reading/writing learners, but there are at least three other learning styles that should be considered when lesson planning. Doing this would be more equitable and inclusive.
5. I would like a class on the IT side of things. This class could teach about the various library management systems, research database providers, integrations between systems, and data transfers (FTP). Another course that would be helpful is a class on small group instruction, especially for students wanting to work in public libraries and school libraries. This could be some basic classroom management techniques, lesson planning, and assessment.
6. I believe having professors outline an assignment that will meet the Eportfolio needs was beneficial and should be done for the core courses.
7. This program works really well online. I am not a fan of group projects, but I understand that is easier and quicker to grade. Maybe an option prior to classes starting on if a student wants to do a solo project would be helpful.
8. If teachers read through their courses before the start of their semesters. I find so many broken links. Also, some of the projects are redundant, so maybe cross referencing what each teacher is assigning so that there is more variety.

## Student: Exit Survey

**Summary.** The exit survey was administered to the Summer 2023, Fall 2023, and Spring 2024 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 50 total graduates, combining the Summer 2023, Fall 2023 and Spring 2024 graduates, 41 responded to the survey, a 82% 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*	2023-2024	2022-2023	2021-2022	2020-2021
Q1: Satisfied with the program	98%	86%	89%	94%
Q12: Prepared to enter the workforce	90%	94%	83%	92%
Q13: Recommend program to others	90%	83%	89%	92%

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

**Table 23. Interactions**

Questions	2023-2024	2022-2023	2021-2022	2020-2021
Q2: Interactions with faculty generally positive	93%	89%	91%	98%
Q3: Interactions with fellow students generally positive	95%	92%	89%	98%
Q4: Interactions with office staff generally positive	93%	75%	76%	82%
Q5: Received useful information from faculty advisors	93%	89%	85%	94%

**Table 24. Teaching**

Question	2023-2024	2022-2023	2021-2022	2020-2021
Q6: Faculty were effective teachers	98%	94%	87%	94%
Q7: Faculty are knowledgeable in their areas of expertise	98%	97%	96%	100%

**Table 25. Courses**

Questions	2023-2024	2022-2023	2021-2022	2020-2021
Q8: Satisfied with course selection offered during my program of study	93%	86%	85%	96%
Q9: Satisfied with the frequency of course offerings	85%	78%	80%	90%

**Table 26. Resources**

Question	2023-2024	2022-2023	2021-2022	2020-2021
Q10: Had access to appropriate library resources to support my educational needs.	98%	92%	91%	94%
Q11: Had access to appropriate software and related technology to support my educational needs	87%	97%	93%	94%

**Program Strengths.**

Q15 asked students to identify program strengths. 90% of the students responded to this question. The list below is a representative sample of the responses.

1. Shari
2. The major strengths were how flexible students were able to be given there were no required live sessions, as many of us have full time jobs and have to travel depending on our profession. Another major strength was how accommodating the faculty and staff were during the courses.
3. The faculty and staff were all very open to talking to us and providing feedback and guidance. They were excited about what they taught and chose interesting texts for us to read and videos for us to view. Everything felt relevant.
4. The SJU library was a major strength of the program that always provided me with adequate sources.
5. Knowledgeable and responsive teachers. Flexible and digestible classes.
6. The strengths were the expertise of the faculty and the fact that the program is entirely online.



7. The asynchronous nature of the program allowed me to have flexibility to work at the same time. All professors are very knowledgeable in their areas of expertise. A wide variety of courses were offered.
8. The professors' knowledge of their field concentrations were wonderful. As mentioned, many of the professors used their own experience or writings to give us real-world examples of how the general concepts we were learning about could be utilized in the field. Also the amount and types of group projects helped give more hands-on experience, especially LIS 240's management course and strategic plan. That was the most practical project I completed and I felt like it could have been an actual plan for a real library I might work at.
9. Faculty was very helpful whenever I had questions or concerns.
10. The staff were all wonderful to work with and I really enjoyed all the archive courses I've completed.
11. Entirely online, variety of interesting electives
12. With the program being fully online it allowed me to do the coursework on my own time and I was able to come up with a schedule that worked for me.
13. The asynchronous and online nature of this program without compromised rigor was one of my favorite aspects of this program. I felt that I was able to garner the information and knowledge that I need for my career path without compromising my current job or family commitments, which was of the utmost value. The institution's clear commitment to social justice, as well as the way that that commitment infused its way throughout the courses offered, is one of the standout qualities of the program as well.
14. The flexibility of classes and the self-pacing of the course
15. The courses are asynchronous so you can complete your work in any time frame.
16. Remote Access, Knowledgeable Staff and Professors, I usually was able to get answers to my questions relatively easily (be it in regards to coursework or my graduation status)
17. Timeliness of classes being changed during the covid-19 breakout.
18. Excellent professors! I felt like I was pushed to grow and learn.
19. The major strengths was the comprehensiveness of the program and the incorporation of practical elements that can be utilized in real-life applications. The practical applications were the most beneficial aspects of the course as well as the willingness of the faculty to answer any questions and provide resources for further study.
20. For the most part, the program is flexible for students who work. The professors are understanding and supportive of students who have multiple responsibilities. Additionally, many professors can try to help you tailor projects and papers to your employment or to help students secure employment. The projects assigned can be excellent portfolio pieces to share with employers as examples of data management plans, project management plans, strategic plans, and outreach plans. I have examples I can take into the workplace that show I know how to catalog, how to manage projects, and how to provide reference services.
21. All of the professors approached the LIS field with a focus on building a strong, clear philosophy of what our objectives were and how to achieve them.
22. It's flexibility, faculty, and the coverage of the LIS field throughout the courses are some definite strengths.
23. The academic-service learning program is extremely beneficial to the program, especially for the students who are studying online.

24. The challenge of online classes is that you never have time to sit down with a classroom full of people and learn face-to-face with your instructor. The program compensated for this lack by assigning us weekly discussion posts and replies. Without this, it would have been too easy to stay in my own world and never interact with anybody. Great classes, great professors, great assignments. Everything was wonderful. Thank you for making this such a good experience.
25. Scholarships, general cost, the fact that I didn't have to be on campus, and Dr. Lee's availability.
26. The bulk of the faculty that I spoke and interacted with were clearly very knowledgeable and passionate about the field. They actively strove to encourage us to become the best information professionals that we could be and helped pass on their love of the field.  
The program being asynchronous was also extremely helpful, especially as this is an online program and many of us in the program are working part-time to full-time.
27. Hands on practices with real library organizations and working on possible real programs or projects based on observations in a real setting were great experiences! I enjoyed the professors and their interest in the matter, I felt it increased my interest in the matter.
28. The coursework for the management certificate was excellent.
29. The breadth of the program allows students to cultivate a course of study that will make them marketable. The social justice and DEI thread throughout the courses is valuable in shaping the future of the LIS as a profession.
30. Opportunities to earn additional certificates during the program
31. Very knowledgeable and helpful professors and faculty who responded quickly to any questions I had. Plenty of resources to browse if I wanted to learn more about the subject of the module or class on my own time. Assignments that combined into the overall "capstone" assignment of the class, so that we wouldn't have to work on two things at once. Group assignments that allowed us to work with other students and learn from each other.
32.
  1. Active Staff Members
  2. Varied and Topical Courses
  3. Supportive Staff and Students
33. The program was very well organized and allowed you to specialize if needed which was appreciated and amazing.
34. The timely manner professors responded, and group projects allows students to interact and get to know each other as well as create working relationships.
35. The teachers and the hands-on application of the skills in most classes. The online nature.

### **Recommendations to Improve the Program.**

Q16 asked students to recommend improvements in the program. 85% of students responded to this question. The list below is a representative sample of the responses.

1. Less group projects, especially for those who are in time zones that do not allow for teams or zoom meetings.
2. I would like more opportunities to apply what I am learning in an actual library. Only one of my classes required us to conduct a program at a library. I think more courses should encourage students to do things in a library, museum, or information institution..
3. I would recommend moving all textbooks and sources online to cut down on student costs.

4. There needs to be a recorded lecture with each module in a class. A case study and a handful of articles are not enough to support true learning. Teachers need to review and update their courses before each semester. Broken links, incorrect due dates, and contradictory instructions are not helpful.
5. A little more guidance and involvement from the professors would have been helpful. While I understand it's a master's program and students are all adults responsible for their own education, sometime professors would publish the course and not do or say much else over the semester. I would have liked more opportunities to connect with classmates as well.
6. Finding more project types that help students practice the standards and concepts we read about besides just discussing them with other students. The managerial course's strategic plan is a good example of this. Also making the general courses we all have to complete not be so specific to libraries, especially public libraries. I plan to be an archivist and there were courses for that, but archives, and especially museums, seemed to be lacking often in the general classes we all had to take.
7. I would recommend more archive courses be offered more for each semester. For example, I wish I had the opportunity to take metadata, archival representation, and archival appraisal.
8. Less group projects. We are all working adults with extremely busy lives, and having signed up for an entirely asynchronous online degree, we should not be expected to complete group work.
9. More opportunities for in-person volunteering
10. I find group work to be challenging especially when we are all online, there were many people from all over and in different time zones, so it made it hard to collaborate with each other at times. We are all busy and have different schedules so coming up with a time where we can all work together was a challenge. So I would say less group assignments.
11. I wish there had been more ways to foster communication and discussion amongst myself and my colleagues: I realize that I could have taken more initiative in this effort myself, but more online community support, maybe at a university level, would have been great. With the exception of a few classes, a lot of the work that I completed for this program felt a bit solitary: for a professional area that focuses in part on a commitment to community, I feel that efforts towards fostering a more robust online community would be time and effort well-spent.
12. Get rid of the class by chat room format. I don't expect to have a chat about the subject as a means of learning new subjects, I expect the subject to be taught by a professional in that field. I could access most of the materials for this degree online for free (mostly youtube & JSTOR). Get materials that are useful and unique to the program instead of google searching for topics. For over \$1,000 per week I could have done all this online for free. The only reason I stayed with it is to get the diploma so I can get a better job.
13. Professors should be more available to students. While this does not apply to all professors in the program, when students are reaching out to ask questions as this is an online virtual program, there should be a bigger need to meet with students and a willingness to answer questions.
14. Please make the remote access to software easier for students, also going forward please elaborate on the full expectations of the e-Portfolio capstone project. The main reason I bring this up is because more often than not, I had to go hunting for pertinent information in regards to formatting and important criteria to keep in mind when constructing my e-portfolio. Furthermore, there are just a lot of resources that are unavailable to current students that were accessible in the past, like a grading rubric among other things.

15. My two recommendations:
  1. Make sure the DLIS email inbox is responded to promptly. The wait or non-response created far more anxiety than needed. Because you can't pop into talk to someone, it is a helpless feeling to have your emails go unanswered multiple times.
  2. The Canvas course 105 for the ePortfolio was confusing and not intuitive. This is a very important element of finalizing our degree, and I felt myself confused and uncertain most of the time.
16. I recommend introducing a part-time internship to students that can be completed online and in tandem with their daily lives to increase student experience in the field before graduation.
17. The program could do more to support students building community with each other. I am not sure what form this could take, as the program is online, but I would have liked to make more connections with my classmates.
18. I would have liked a little more variety of courses. Sometimes I felt a little boxed in on what was available.
19. I do wish there were more specialized courses to choose from (for example, I was primarily interested in archives yet there was only one course dedicated to it and it was rarely discussed in other courses), but I can understand why that may not be doable.
20. Please stop having the LIS Introductory Course and LIS 257 on a two-year rotation. It sets the students back quite a bit if they take LIS 257 before they have taken all of the foundational courses first. Also, the instructor needs to keep in mind that not all students in that class have taken the lower level classes so there will be a lot of questions and to not be so condescending and rude.
21. Can't think of any. Most difficult course for me was LIS 203 because it was very technical but I ended up doing alright in the end. The blog post part was great but I don't know if all the technical terms we had to memorize will prove fruitful in years to come. Only time will tell.
22. There is an overarching clunkiness with the non-Canvas parts of the program. Canvas and Microsoft 365 operate normally, however, things like registrations are much less intuitive. The addition of the additional sheet heading into fall 2023 made for more isolated interactions which added to the clunkiness rather than detracting from it.
23. It would be helpful if advisors were encouraged to talk with us more about what it is that we are looking for and what we want to get out of the program, in addition to just signing us up for the courses that we tell them that we want. It would also be extremely helpful if they perhaps starting encouraging us more vocally to start preparing for our portfolio earlier.
24. Collaborative work has been hit or miss, I've had both amazing teamwork and some of the worst teamwork. I do not mind if it is one of two assignments in the class, but if collaborative assignments are the only work in the course, it felt like my grade was tied to others inputting.
25. More course offerings on institutional knowledge management.
26. Career placement/advisement, paid internship opportunities in different information roles.
27. More required advisory check ins/ appointments
28. Offer more hands-on experiences for cataloging, outreach to libraries/archives, etc. outside of an internship opportunity. Have professors encourage students to hop on Digication with their assignments for the class early on so that it isn't a scramble at the end of their MLIS program to put an ePortfolio together.
29.
  1. Continue to offer varied courses
  2. Update curriculum more often
  3. Consider the accessibility of projects and assignments
30. I would have liked to have a better understanding of the certificates that this program can also give you. I don't feel like they were explained enough to me.

31. Creating a way for students in the same graduating class to speak to one another and ask questions in regard to the program.
32. More application of the classification tools instead of memorizing them. The cultural competency class with Dr. Singh was outstanding, but Dr. Rioux's Material Collection for Diverse Populations was too general and contained overlapping info with Dr. Singh's.

## 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 the 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 2023-2024 survey was distributed to 70 students. 70 responded to the survey, a 100% response rate. The 2023 – 2024 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	2023-2024	2022-2023	2021-2022	2020-2021
St. John's University website	51%	48%	39%	72%
American Library Association website/directory	36%	27%	50%	28%
St. John's University's Online Programs web site	29%	23%	6%	16%
Recommendation from Alumni of the program and/or librarian	19%	21%	28%	16%
Career counselors in the college where I earned my previous degree	0%	4%	0%	0%
Other (please explain)*	27%	17.3%	56%	20%

\* web searches, job supervisor, self-guided research, colleagues, recommended by current student in the program, employee of St. John's, US News and World Report

**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	2023-2024	2022-2023	2021-2022	2020-2021
Flexibility of the program and course offerings	67%	64%	23%	30%
Online program	64%	56%	33%	32%
Reputation of the school, department, and/or faculty	24%	27%	17%	14%
Availability of funding/scholarship	20%	36%	13%	18%
Recommendation of colleague or family member	18%	19%	15%	5%

**Table 29. Age Group**

Age	2023-2024	2022-2023	2021-2022	2020-2021
25 years or younger	39%	45%	23%	33%
26-40 years	41%	30%	62%	50%
41-54 years	19%	25%	15%	13%
55 or older	1%	0%	0%	3%

**Table 30. Full-time/Part-time**

	2023-2024	2022-2023	2021-2022	2020-2021
Part-time (3-6 credits/semester)	69%	82%	85%	70%
Full-time (9-12 credits/semester)	31%	18%	15%	30%

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

<b>Activity/ies</b>	<b>2023-2024</b>	<b>2022-2023</b>	<b>2021-2022</b>	<b>2020-2021</b>
Undergraduate student	42%	31%	36%	38%
Employed in a field not related to information studies	33%	38%	48%	38%
Employed in a field related to information studies	26%	29%	16%	31%
Volunteer/community service	16%	11%	0%	17%
Graduate student	12%	13%	16%	24%

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

<b>Academic Year*</b>	<b>2023-2024</b>	<b>2022-2023</b>	<b>2021-2022</b>	<b>2020-2021</b>
Online Orientation was helpful	90%	95%	76%	76%

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

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

26 % of the students responded to this question. The following list is a representative sample of the responses.

1. It might be helpful to include more about the other apps within the signon page.
2. Having the FAQ link beforehand to sign on to the Student Portal:  
<https://ithelp.stjohns.edu/support/solutions/articles/16000010232-how-do-i-log-in-to-the-sign-on-okta-portal-at-signon-stjohns-edu>
3. A list of contacts a student can reach out to in the case of various questions and issues.
4. Making sure students have access to all of the necessary usernames and passwords
5. I was very impressed with the online orientation. I wish my previous college online experience had included this online orientation. I learned by trial and error.
6. I found that despite claims that mail related to LIS 270 was sent to my personal email, I found that contrary to what actually happened, which could pose a problem for some.
7. Run it earlier in the year / further in advance of the start of the semester. I had already set up many of the modules covered in the synchronous walk-through so it was less of an informative session than a review, but having the "assignments" really helped me understand how to use Canvas.



8. Some of the assignments did not appear in the modules. And there was no final module, so I did not know when I was finished.
9. I do not have any, this was a great way to teach us how to navigate through the program.
10. None, it was a great way to learn how to use things I have never used before.

## Appendix

### A. DLIS Strategic Priorities 2023 – 2025

*Approved: November 7, 2023*

**Introduction.** The strategic priorities guide the efforts toward improving the MS LIS program and ensuring student success in the workplace. The priorities are based on the implementation of the 2021 – 2023 action items, the 2022 – 2023 assessments, monthly faculty meetings, and annual advisory board meetings. Progress on the Strategic Priorities is reported in the annual assessment report.

#### Strategic Priorities

1. Promote student understanding of the application of professional ethics, including social justice in the information professions.

##### *Action Items*

- a) Introduce a DLISSA webinar on social justice in the information professions.
  - b) Increase participation in the Brother Corry Fellowship in Social Justice program.
2. Strengthen DLIS's relationship with alumni by including them in curricular and professional development and the exploration of new initiatives. In addition, continue to support faculty professional development.

##### *Action Items*

- a) Continue to provide support to faculty attending professional workshops and participating in pedagogical activities.
  - b) Explore new courses and new specializations with alumni participation.
3. Prepare students for entry into the field and engagement in lifelong learning.

##### *Action Items*

- a) Increase collaboration with St. John's Career Services and encourage students to utilize available services.
- b) Encourage student participation in professional conferences, internships, research, and professional associations.

## 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
Alyse	Hennig	Archivist	
Lisa	Kropp	Director	Lindenhurst Memorial Library
Michelle	Levy	Archivist	Paulist Fathers
Alexa	Mangione	Student	DLIS
Ralph	Monaco	Executive Director (retired)	New York Law Institute
Jaclyn	Morales	Medical Librarian	Northwell Health
Michael	Morea	Director	Gold Coast Public Library
Kate	Normoyle	Student	DLIS
Christina	Orozco	Archivist	Paulist Fathers
Jamie	Papandrea	Director	Brookhaven Public Library
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
<b>Division of Library and Information Science (DLIS) Faculty and Staff</b>			
Michael	Crossfox	Academic Support Assistant	DLIS
Christine	Angel	Associate Professor	DLIS
Shari	Lee	Associate Professor	DLIS
Kevin	Rioux	Associate Professor	DLIS
Rajesh	Singh	Professor	DLIS
Kristin	Szylvian	Associate Professor	Department of History, joint appointment
James	Vorbach	Director and Associate Prof.	DLIS

### C. Enrollment Summary

Degree	Major			Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
MS	LIS2	LIS		124	123	110	110	113
MA/MS	HISL	Public History/LIS		13	9	7	7	9
				<b>137</b>	<b>132</b>	<b>117</b>	<b>117</b>	<b>122</b>

### Enrollment by Gender

Degree	Major			Gender	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
MS	LIS2	LIS		F	106	101	85	93	93
MS	LIS2	LIS		M	18	22	25	17	20
MA/MS	HISL	Public History/LIS		F	8	4	4	5	7
MA/MS	HISL	Public History/LIS		M	5	5	3	2	2
<b>Grand Total</b>					<b>137</b>	<b>132</b>	<b>117</b>	<b>117</b>	<b>122</b>

### Enrollment by Ethnicity/Race

Degree	Major			Ethnicity/Race	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
MS	LIS2	LIS		2 or more races	3	6	6	6	6
MS	LIS2	LIS		American Indian					1
MS	LIS2	LIS		Asian	5	5	4	1	1
MS	LIS2	LIS		Black or African American	8	8	7	11	11
MS	LIS2	LIS		Hispanic	11	11	8	7	9
MS	LIS2	LIS		Non Resident					
MS	LIS2	LIS		Unknown	1	4	6	2	2
MS	LIS2	LIS		White	96	89	79	83	83
MA/MS	HISL	Public History/LIS		Asian	1				
MA/MS	HISL	Public History/LIS		Black or African American					1
MA/MS	HISL	Public History/LIS		Hispanic	1	1	1	1	1
MA/MS	HISL	Public History/LIS		Non Resident	1				
MA/MS	HISL	Public History/LIS		White	10	8	6	6	7
<b>Grand Total</b>					<b>137</b>	<b>132</b>	<b>117</b>	<b>117</b>	<b>122</b>

**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 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</p>
---

Other (please specify)

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 2023<sup>4</sup>**

### **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.

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<sup>4</sup> 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.