



ST. JOHN'S
UNIVERSITY

ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES

Division of Library and Information Science

Annual Assessment Report

2024 - 2025

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Executive Summary

The annual assessment report informs the Division of Library and Information Science (DLIS) community on the 2024 – 2025 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. This year was extended in April 2025 to Spring 2027 at which time the DLIS' MS LIS program will undergo its next comprehensive review.

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 implementation of 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 Studies¹. More importantly, students in the program are well-equipped for current and emerging positions in the evolving information professions.

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

Table 1. Annual Assessment Measures and the Advisory Board Meeting

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

Program Goals and Outcomes

The MS LIS program goals and outcomes are based on the American Library Association's (ALA) core competencies of librarianship². The program goals are reviewed every five years to ensure they continue to serve the MS LIS program effectively in the context of the evolving information professions. The program goals were revised (effective Spring 2023) in light of the 2021 ALA Core Competencies³. In addition, the MS LIS specializations apply the academic goals of related professional organizations to supplement the MS LIS program goals. The program goals are available on St. John's University's web site and the DLIS LibGuide. The program goals and outcomes prior to Spring 2023 are listed in Appendix K.

Preamble

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

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

Program Goal 1: Foundations of the Profession

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

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

² ALA Core Competencies

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

³2021 ALA Core Competencies

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

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

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

Program Goal 2: Information Resources

Objective: development of an understanding of information resources.

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

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

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

Program Goal 3: Organization of Recorded Knowledge and Information

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

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

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

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

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

Program Goal 4: Reference and User Services

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

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

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

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

Program Goal 5: Research and Evidence-Based Practice

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

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

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

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

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

Program Goal 6: Management and Administration

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

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

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

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

Program Goal 7: Social Justice

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

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

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

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

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

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

Strategic Priorities 2023 – 2025: Implementation Report

June 11, 2025

Introduction. This report summarizes 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 strategic priorities were based on the implementation of the 2021 – 2023 action items, the 2022 – 2023 assessment report, monthly faculty meetings, and annual advisory board meetings. The 2025 – 2027 Strategic Priorities will be developed in Fall 2025.

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.
 - c) A social justice requirement was added to the curriculum. Students are required to take one of four courses identified as satisfying Program Goal 7 Social Justice.
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) Career services for online students was introduced at the new student orientation.
- c) Student participation in professional conferences, internships, research, and professional associations was largely unchanged.

Advisory Board Meeting Agenda

Location: Teams Online Meeting

Date/Time: Friday May 23, 2025; 10:00am – 12:00pm

1. Welcome
2. Year in Review
3. Curriculum: Specializations and Certificates
4. Curriculum: Social Justice Requirement
5. Discussion Questions: Preparing Future Information Professionals
 - a. How is your library currently using artificial intelligence (AI) technologies in your workplace setting, and what AI-related knowledge or skills do you consider essential for future library professionals?
 - b. Beyond AI, what other competencies and skills do you believe are critical for the next generation of information professionals?
6. Adjournment

Advisory Board Meeting Summary

Location: Teams Online Meeting

Date/Time: Friday May 23, 2025; 10:00am – 12:00pm

Year in Review

As part of the Year in Review update, James Vorbach shared several key developments in the LIS program:

- LIS 240 added to the core curriculum (joining 203, 204, 205, and 239)
- New course introduced: *LIS 322 Library Services for the Unhoused*
- Social Justice Requirement implemented
- ePortfolio platform transitioned from Digication to SpringShare
- Michael Crossfox's resignation, DLIS Administrative Assistant
- ALA Comprehensive Review extended to Spring 2027
- Wiley Education Services contract ending in Fall 2025
- Social media marketing updates via LinkedIn and Instagram

Vorbach noted that enrollment remains strong at approximately 130 students. He highlighted curricular enhancements, including the implementation of the Social Justice Requirement and the addition of a new course focused on serving unhoused populations. The transition to SpringShare for ePortfolios is expected to improve usability and reduce costs for students. He also addressed the university's decision to end its contract with Wiley Education Services, which has supported marketing and recruitment efforts. With the transition to a newly developing Office of Distance Education underway, the board discussed strategies and potential funding avenues to sustain enrollment and program visibility. Vorbach plans to

schedule a meeting with the Director of the Office of Online Education to discuss recruitment strategies for the LIS program and will prepare a document outlining the program's goals and successes to support these conversations.

Additional updates included the challenges posed by the ongoing university-wide hiring freeze following Michael Crossfox's resignation and the extension of the ALA Comprehensive Review to Spring 2027. The board was also briefed on social media outreach efforts currently being carried out via LinkedIn and Instagram.

Board members emphasized the importance of aligning academic offerings with workforce expectations and addressing the growing impact of AI on the information profession.

Updates on Specializations and Certificates

James Vorbach provided an overview of the program's specializations, noting the closure of some areas due to low enrollment and the addition of a new specialization in records management. Rajesh Singh shared details about the Advanced Certificates in Management for Information Professionals and Social Justice in the Information Professions. In response to a question about expanding these certificates, he clarified that there are currently no plans to add or revise courses.

Integration of Social Justice Requirement into the Curriculum

Rajesh Singh also provided updates on the integration of the Social Justice Requirement into the curriculum. This requirement was introduced to align with the revised ALA Core Competencies and the updated DLIS Program Goals.

Discussion Questions: Preparing Future Information Professionals

How is your library currently using artificial intelligence (AI) technologies in your workplace setting, and what AI-related knowledge or skills do you consider essential for future library professionals?

- Libraries are using AI tools for tasks such as proofreading, generating newsletters, and supporting job seekers through services like resume assistance and prompt engineering.
- There is increasing emphasis on establishing ethical policies and guidelines for AI use in student projects, with a focus on proper citation and verification of AI-generated information.
- Future information professionals should be able to cite AI-generated content appropriately, apply AI tools in research, and support teaching and learning through emerging technologies.

Beyond AI, what other competencies and skills do you believe are critical for the next generation of information professionals?

- Advocacy skills are vital for promoting library services within academic institutions and effectively advocating to the university administration.
- Critical information literacy is essential for helping users evaluate and select credible information from multiple sources, while also identifying and addressing misinformation.
- Coursework should align with job market demands. Students should be able to articulate the relevance of their coursework and how it applies in real-world contexts to enhance employability.
- Soft skills such as adaptability, active listening, and conflict resolution are increasingly important in today's dynamic information environments.
- Lifelong learning remains critical in the evolving information landscape.

Advisory Board Meeting Evaluation

Following the advisory board meeting a survey was distributed to participants for assessment.

Q1: How effective was the format of the meeting?

100% rated the meeting highly effective or effective.

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

Remote: 100%

Q3: What additional comments/suggestions would you like to share with DLIS?

1. Nothing to add - meeting was informative and efficient

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 2025 (Appendix D). The participants graduated in 2022 -2023 academic year (i.e. September 2022, January 2023, and May 2023).

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 37 alumni to whom the survey was emailed, 20 responded to the survey, a 54% response rate. The responses to each question were: "strongly agree", "agree", "neutral", "disagree", and "strongly disagree".

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 2024 - 2025 Assessment Report is reviewed.

Table 2. Program

Questions*	2025	2024	2023	2022
Q1: Satisfied with the program	75%	95%	95%	83%
Q13: Prepared to enter the workforce	67%	79%	81%	71%
Q14: Field experience (AS-L, internships, independent studies) contributed towards employment	56%	47%	29%	53%
Q15: Recommend program to others	78%	100%	88%	76%

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

Table 3. Interactions

Questions*	2025	2024	2023	2022
Q2: Interactions with faculty generally positive	95%	100%	100%	83%
Q3: Interactions with fellow students generally positive	89%	90%	89%	88%
Q5: Interactions with office staff generally positive	84%	95%	89%	71%
Q7: Received useful information in advisement meetings	83%	95%	94%	76%

Table 4. Teaching

Question*	2025	2024	2023	2022
Q9: Faculty were effective teachers	100%	100%	94%	94%

Table 5. Courses

Question*	2025	2024	2023	2022
Q10: Satisfied with the variety of courses offered	83%	100%	83%	59%

Table 6. Resources

Question*	2025	2024	2023	2022
Q11: Had access to appropriate library resources to support career interests	89%	100%	89%	65%
Q12: Had access to appropriate software and related technology to support career interests	89%	89%	89%	76%

Open Questions

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

- There was a good mix on discussion and group projects which I think helps. I think all the students went into the program knowing the interaction aspect would be different had we

been in an in-person setting. I enjoyed the discussions I had with my classmates, even if they were typed out.

- Allow for more work groups and open more chats on WhatsApp or other message apps to make it easier for students to interact. Not everyone can access Canva as easily as message apps.
- I think having the discussion boards was a great way to interact without any added pressure
- No group projects
- Discord seemed to work well for group work, so maybe minor group work (like discussion posts) that promotes using Discord.
- Group projects. This was how I made some friends in the program, as it is completely online which can be isolating at times.
- Rather than discussion posts for each assignment, having students do group work and volunteer opportunities as part of the curriculum cultivates a better network
- The only problem I ever experienced was being placed in a work group where a student dropped the class. I don't think there is anything that the program could have done to prevent that.
- I honestly think you did very well with all those things. There were plenty of group projects and requirements for discussions to foster interaction.
- It's challenging in the online environment, but I did appreciate how often we had group projects and things. I think it would be nice to have more community building opportunities.
- Make them go to actual libraries and see the kind of patrons they will have to be dealing with in public, actually stack, label books, checking and check out books and learn the library catalogs. I mean physically go to the library and archives and do all the menial work in public service libraries & archives.
- Organize virtual social events like coffee hours. Pair new students with experienced ones.
- More group projects
- Video discussion posts

Q6 asked students to suggest ways in which DLIS staff could further enhance and/or support the student experience. 50% of survey respondents answered this question. The responses were:

- I think all my professors did a good job. I appreciate the clear guidelines on their expectations.
- Have more open hours with students or host weekly office hours as part of the class so students can also get together with the professor and ask questions. Only one professor did

this throughout my whole program and I think it boosted the morale of the students in that class.

- Eportfolio tutorial
- Direct contact with Career Services department.
- Focus on encouraging interaction between staff, students, and community members for point earning activities rather than simple completion of study materials. For a couple of my classes it was required to watch videos when I felt I didn't get anything from them and wanted to read my text materials or collaborate with my classmates and community members on projects with that time instead.
- I think introducing more technical parts of the job would be helpful, and maybe a required internship instead of just service learning.
- Advise them of the responsibilities of being a librarian or archivist, stop coddling students because the more time they spend online, the lazier they will be.
- Schedule one-on-one welcome meetings. Student-faculty research opportunities. Organize workshops on emerging library technologies.
- I will never forgive this department for getting rid of the emergency scholarship for those in need of funding right in the middle of the pandemic and then changing it to a volunteer scholarship. That was absolutely disgraceful and y'all should be ashamed of yourself. You wanted people to volunteer in the middle of a pandemic. What the actual hell is wrong with you guys?
- N/A

Q8 asked respondents to suggest ways to improve the advisement process. 40% of survey respondents answered this question. Responses were:

- They need to be more individualized and focus more on the students goals post graduation so that the student can work to fulfill those goals.
- I think just having more nighttime or weekend availability would have been great
- Let them know all their options and requirements for certificates
- One semester something was unclear to me in the registration process which caused me to take an additional semester to complete the program. It may have been due to an expectation that I wasn't taking summer classes. Making a very clear advisement timeline as part of the intro "course" my help.
- No. I had no problems with advisement.
- You have to network and edit your cover letter and resume until you land a job. Don't expect to get a job right away.
- Facilitate mentorship matching with professionals in students areas of interest
- N/A

Q17 asked respondents to identify the major strengths of the program. 80% of survey respondents answered this question. Responses were:

- I felt very much seen and able to tailor my studies to my interests and my projected career path. I really enjoyed the program.
- Strengths include the classes as we did learn the basics and principles.
- The advisement, and class structure I really felt confident in my abilities after my course
- The hands on professors.
- Being able to select a variety of course types for different libraries in addition to our concentration. The Advanced Cert in Management was my deciding factor in attending.
- Knowledgeable professors
- Good foundational and theoretical learning, good network. St Johns has always had a great alumni and faculty network for students
- I feel well rounded in my knowledge of management, library history and philosophy, and what I would consider the essentials of library work.
- The Service Learning Projects were the greatest strength of the program as they easily segued into a professional library job for me. The specific course offerings were also helpful. The Web Design course and Marketing courses that I took were major factors towards getting the Library Communications Manager position that I entered into about 6 months after I graduated.
- The professors were very knowledgeable and able to convey their knowledge effectively, so I felt well prepared once I graduated and was able to find a job quickly. The fact that it is asynchronous and online allowed me to be able to get my degree while working full time and not needing to relocate.
- The teachers were very well-prepared and knowledgeable, and I felt that the program was generally well thought out
- The program offers the fundamental courses for being prepared for the work in the libraries. With this instructors provide flexibility in the discussions and open-minded topics which is an added value of the program.
- The 5 laws that of librarianship, Cataloging, Research & citation, The purpose for library, Customer service, Archives
- Flexible online, multiple specializations

- Fantastic staff and faculty
- The professors were kind, had fair grading, and explained the material very well. The workload was not overwhelming, yet it very effective.

Q18 asked students for recommendations to improve the program. 70% of survey respondents answered this question. Responses were:

- Perhaps a lesson or optional career seminar that focuses on unique career paths with LIS degrees.
- More virtual programming for students in the program. Allow for weekly check-in sessions for students with their course instructor to get assistance in class or interact with their classmates.
- I was disappointed at graduation my name was not on the t-shirt of the list of students. I was also dismayed that we were not called by our names during the ceremony, we were all called by other classmates names.
- An online internship or even practice online internship would be great, especially since remote jobs are more common. In the intro courses, a discussion and work on a resume with Career Services would have helped.
- Maybe a class that focuses on customer service and difficult patron interactions. This would've been extremely beneficial.
- I don't feel there was enough emphasis placed on practical applications, actually using cataloging systems or language, the process of how this all works.
- It's important to make clear to the University that this program has students that are entirely online. I have yet to receive my diploma as the registrar's office would not mail it to me and could not understand why I couldn't pick it up in person. Receiving my transcript via email was not an issue. Otherwise, my only other recommendations were mentioned earlier. I was very happy with my experience in the program and it gave me the tools to really grow as a professional beyond my undergraduate degree. The program made me feel prepared for the library workforce rather than as if I was just jumping through a hoop to get a job as a librarian.
- I mentioned this already, but I think more classes in technical librarianship would be extremely helpful. I ended up becoming an electronic resources librarian, and realized how much I didn't learn about electronic resources in the program. I also realized how essential electronic resources are and how that and other technical library jobs will continue to be in high demand since libraries cannot function without those positions. Having more classes or a track in it would be an asset to the program and show another side to librarianship.
- Lower the price is the obvious one, though I'm sure that is an issue outside of the individual program. I think there need to be more opportunities to interact with other students and local agencies. I would also have appreciated some sort of post graduate networking system. I felt very alone after I finished the program and did not feel especially supported

- All is good
 - I have none at this time.
 - Less \$\$\$
 - More real world applications and showing how our studies translate.
 - More video discussion posts so we can interact with our peers more.
-

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 2024 survey consists of the graduates from Summer 2023, Fall 2023, and Spring 2024. Table 7 below shows the results for the graduates of the MS LIS program since 2020.

Table 7. Placement Results*

Statistic	2024	2023	2022	2021	2020
Response Rate	30.2%	68%	51%	69.2%	70.4%
Placement	100%	81.8%	96.2%	100%	94.7%
Employed	100%	81.8%	96.2%	96.3%	94.7%
Employed / Furthering Education**	0%	0%	0%	0%	0%
Furthering Education	0%	0%	0%	3.7%	0%
Seeking Employment	0%	18.2%	3.8%	0%	5.3%

**Data provided by the University Career Center*

******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 Chair 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 2025.

Table 8. Course Artifact Assessment with Program Goals

Course Code	Course Name	Program Goals	Faculty	Reviewed	Next Review
	CORE				
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 2025	Spring 2029
LIS 239	Research and Evaluation Methods	5	Singh/ Polger	Spring 2024	Spring 2028
LIS 240	Management of Libraries and Information Centers	6	Singh	Fall 2024	Fall 2028
	ELECTIVES				
LIS 121	Literature & Related Resources for Children	1, 4	Lee	Fall 2024	Fall 2028
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 2024	Fall 2028

Course Code	Course Name	Program Goals & Outcomes	Faculty	Reviewed	Next Review
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 2025	Spring 2029
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 2024	Fall 2028
LIS 231	College and University Libraries	6	Rioux	Spring 2022	Spring 2026
LIS 233	Public Libraries and Community Information Centers	6	Rioux	Spring 2025	Spring 2029
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	Fall 2024	Fall 2028
LIS 257	Archival Representation	1, 2, 3, 4, 6	Angel	Fall 2020	Fall 2024
LIS 258	Museum Informatics	3	Angel	Spring 2025	Spring 2029
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

Course Code	Course Name	Program Goals & Outcomes	Faculty	Reviewed	Next Review
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 2024	Summer 2028
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	Summer 2028
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
LIS 322	Library Services for the Unhoused	7	Stewart	Summer 2025	Summer 2029

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 Springshare. Students demonstrate in the main section of the e-portfolio that they have satisfied the MS LIS program goals. Students accomplish this by uploading a course artifact (i.e. assignments and projects) and writing a 600-700 word essay for each goal. Each essay explains the relationship between the artifact and the goal and describes their learning from the artifact. Each e-portfolio is reviewed by a DLIS faculty member. If a reviewer fails an e-portfolio review, the Chair provides a second review. The Chair's decision is final. The minimum grade to "pass" an e-portfolio review 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 Springshare:

- 1) Students are introduced to the e-portfolio at the new student orientation.
- 2) Students receive an account in Springshare in their core course LIS 205.
- 3) DLIS created and posted a video on the creation of an e-portfolio and a video on the reviewer's perspective. Additional 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 Chair 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 2024 - 2025 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 Springshare accounts after graduation and often customize their e-portfolios for job applications. The e-portfolio helps to distinguish graduates applying for jobs.

Table 9. E-Portfolio Summary By Academic Year

	2024- 2025	2023- 2024	2022- 2023	2021- 2022	2020- 2021	2019- 2020	2018- 2019
Total	46	44	41	56	53	32	32
Total passed	44	43	38	52	51	31	31
Pass rate	95.7	97.7%	92.7%	92.9%	96.2%	96.9%	96.9%
Average Grade (all e-portfolios)	89.9	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 2025. The survey will be administered next in Spring 2027.

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 2025 survey were collected in April 2025. 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 2025 survey was 25. 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.

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 2025 rating.

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

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

1. Soft skills such as critical thinking and interpersonal skills are very important.
2. Being open to learning.
3. Customer Services Skills / comfort in working with the public.
4. Need to be able to work as scheduled on a regular basis!
5. Professional Librarians need to have skills that exceed those of other library staffers. They are often expected to be "in charge". For the role of librarian to be valued as a licensed professional, we need to support developing skills that set librarians apart from the other library staffers.
6. Very good selection of skills.

Specialized Skills. Table 14 lists the top 10 specialized skills expected of entry-level information professionals in descending order of relevance on the 2025 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 Negotiation Skills.

Participants were able to comment on the specialized skills. There were three comments.

1. Not enough knowledge of basic library organization and principles
2. Not to be critical, but some of these items are together but not related. Example - marketing and advocacy. Advocacy is a basic librarian skill and might work better as it's own line. Another is "setting and achieving goals". Setting goals is a basic skill. Achieving them is higher level and not always possible - and not a reflection of the librarian.
3. What does "practical application of LIS theory" mean? Also, these "specialized" skills are heavily weighted toward archives and/or collection management. They do not address any of the specialized skills for dealing with the public or for "teaching" in the broadest sense of the work, including reference interactions, readers advisory, workshop facilitation, etc. This section is very limited unless these areas are addressed later in the survey.

There appears to be broad agreement among respondents on the general skills (Table 13). All the top ten general skills exceed 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 nine of ten skills being rated *somewhat relevant* or *not very relevant*.

Table 10. Job Titles 2025 Survey

Title	Respondents	Percent
Dean of Library, Associate Dean	3	12%
Library Director, Assistant Director	18	72%
Chief Librarian	4	16%
Total	25	100%

Table 11. Organizations 2025 Survey

Type	Respondents	Percent
Public Library	17	68%
Archive	0	0%
Academic Library	7	28%
Corporate	0	0%
School Library	0	0%
Youth Services in a Public Library	0	0%
Other*	1	4%
Total	25	100%

* Association

Table 12. States 2023 Survey

State	Respondents	Percent
New York	25	100%
Total	25	100%

Table 13. Top 10 General Skills

Answer Options	2025	2023	2021	2019
Teamwork (interpersonal relationships)	4.73	3.9	4.52	4.69
Oral/written communication	4.55	4.14	4.48	4.71
Basic Computer (e.g. word-processing, spreadsheets, presentations)	4.5	4.71	4.68	4.80
Listening to others	4.5	4.29	4.59	4.58
Cultural sensitivity	4.41	4.00	4.39	4.45
Curiosity	4.36	4.24	4.3	4.58
Critical thinking (evaluating information)	4.32	4.24	4.49	4.48
Flexibility	4.32	4.14	4.44	4.42
Exhibits professional ethics	4.27	4.38	4.56	4.51
User Engagement	4.14	3.95	4.18	4.13

Table 14. Top 10 Specialized Skills

Answer Options	2025	2023	2021	2019
Ability to Set Goals and Achieve Them	4.09	3.75	4.07	4.19
Marketing and Advocacy	3.45	3.15	3.34	3.36
Practical Application of LIS Theory	3.36	3.35	3.41	3.49
Management of Resources	3.27	3.05	3.21	3.15
Project Management	3.05	3.1	3.44	3.44
Data Analysis	2.91	2.9	3.12	2.93
Fluency in a Second Language	2.5	1.8	2.37	2.35
Mentoring or Coaching Colleagues	2.45	2.25	2.46	2.51
Supervisory Skills	2.36	2.4	2.75	2.58
Grant-writing Skills	2.27	1.55	2.22	2.36

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 150 students, 31 responded to the survey, a 21% 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.

Table 15. Specializations of Interest

Specialization	2025	2024	2023	2022	2021
Public Librarianship	68%	46%	37%	44%	54%
Archival Studies	61%	46%	44%	37%	34%
Academic Librarianship	48%	38%	48%	44%	26%
Youth Services	32%	33%	37%	42%	43%
Records & Information Management	29%	17%	19%	16%	-
Management	13%	4%	22%	14%	29%
Undecided	3%	8%	7%	7%	6%

Table 16. Primary Specialization

Specialization	2025	2024	2023	2022	2021
Archival Studies	42%	33%	19%	23%	23%
Public Librarianship	26%	25%	22%	12%	9%
Youth Services	16%	17%	15%	35%	37%
Academic Librarianship	10%	17%	22%	16%	6%
Management	3%	4%	11%	5%	11%
Undecided	3%	4%	7%	7%	9%
Records & Information Management	0%	0%	4%	2%	-

Table 17. Career Preparedness*

Question	2025	2024	2023	2022	2021
Q10: In your opinion, how well prepared are you for your career as an information professional?	57%	77%	56%	73%	77%
Q12: How prepared do you feel to assume a position of leadership and/or make a difference in society?	50%	92%	44%	77%	82%
Q14. How likely are you to recommend St. John's MS LIS program to prospective information professionals?	93%	75%	75%	82%	95%

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

Table 18. Faculty*

Question	2025	2024	2023	2022	2021
Q3. Faculty provide feedback on student work in a reasonable time.	90%	100%	89%	88%	88%
Q4. Students have access to continuing opportunities for advisement.	90%	88%	85%	91%	79%

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

Table 19. Administration and Resources*

Question	2025	2024	2023	2022	2021
Q5. Students have access to continuing opportunities for placement assistance.	48%	75%	64%	67%	48%
Q6. DLIS Administration responds to student questions in a reasonable time.	77%	79%	76%	83%	76%
Q7. Online databases through University Libraries are an efficient research tool.	87%	83%	88%	93%	88%

*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	2025	2024	2023	2022	2021
Full-time employment related to the MS LIS program	64%	58%	33%	24%	19%
Part-time employment related to the MS LIS program	27%	0%	33%	43%	24%
Internship	27%	0%	0%	24%	10%
Graduate assistantship	18%	8%	33%	14%	10%
Academic service-learning project	0%	42%	44%	81%	81%
Volunteer work related to the MS LIS program	0%	17%	33%	33%	24%

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	2025	2024	2023	2022	2021
Advanced Certificate	77%	50%	44%	50%	41%
Webinar/workshop	46%	58%	44%	59%	59%
Second graduate degree	23%	25%	33%	14%	41%
None	8%	25%	33%	23%	18%

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

1. It would be nice for some of the classes to have videos each week from the teacher instead of just getting assignments from the site.
2. Having an introduction class or just one class to have a demonstration regarding the e-portfolio.

3. I think it would be helpful if there was a way to find internships/jobs in the LIS field directly through St. John's. The program itself is great, but I find my greatest area of struggle is in finding job opportunities in the field.
4. I would not do a thing different, this has been the best program I have ever attended!
5. More clear of an understanding and explanation of what the board is and what is expected of them.
6. This is a great program! I can't think of any improvements at the moment.
7. More opportunities with connection with other students, it can be easy to feel a bit detached in an online program!
8. I think having more consistent/frequent course offerings would be nice. There are a couple classes that are only offered once in a two-year period. It's unfortunate. I think that having a uniform or consistent syllabus or standard for expectations would also be helpful. Not sure how you would do that, but I know that a huge source of stress for me is not knowing what my professors want or what is expected of me.
9. Better communication and integration with the Public History program for students in the dual-degree program

Student: Exit Survey

Summary. The exit survey was administered to the Summer 2024, Fall 2024, and Spring 2025 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 46 total graduates, combining the Summer 2024, Fall 2024 and Spring 2025 graduates, 44 responded to the survey, a 98% 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*	2024-2025	2023-2024	2022-2023	2021-2022
Q1: Satisfied with the program	95%	98%	86%	89%
Q12: Prepared to enter the workforce	89%	90%	94%	83%
Q13: Recommend program to others	87%	90%	83%	89%

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

Table 23. Interactions

Questions	2024-2025	2023-2024	2022-2023	2021-2022
Q2: Interactions with faculty generally positive	98%	93%	89%	91%
Q3: Interactions with fellow students generally positive	96%	95%	92%	89%
Q4: Interactions with office staff generally positive	93%	93%	75%	76%
Q5: Received useful information from faculty advisors	93%	93%	89%	85%

Table 24. Teaching

Question	2024-2025	2023-2024	2022-2023	2021-2022
Q6: Faculty were effective teachers	93%	98%	94%	87%
Q7: Faculty are knowledgeable in their areas of expertise	98%	98%	97%	96%

Table 25. Courses

Questions	2024-2025	2023-2024	2022-2023	2021-2022
Q8: Satisfied with course selection offered during my program of study	93%	93%	86%	85%
Q9: Satisfied with the frequency of course offerings	89%	85%	78%	80%

Table 26. Resources

Question	2024-2025	2023-2024	2022-2023	2021-2022
Q10: Had access to appropriate library resources to support my educational needs.	98%	98%	92%	91%
Q11: Had access to appropriate software and related technology to support my educational needs	96%	87%	97%	93%

Program Strengths.

Q15 asked students to identify program strengths. 91% of the students responded to this question.

1. The instructors and the final projects were excellent exercises in the expertise of this program. Another great strength is a use of panopto recording for courses. I wish more instructors would use recordings and show their faces/share their voices with the class more because it helped develop a sense of belonging in the course.
2. The depth of knowledge that the faculty have. It is obvious that they all have great experience in the field and are passionate about the work they do.
3. The support of the faculty members. During both Spring 2024 and Fall 2024 I had significant health issues and my professors graciously extended my time. I had to take the summer off to recuperate and needed to make special arrangements to enroll in the required Social Justice class. Both Dr. Lee and Dr. Vorbach made this possible. I can't tell you all how much I appreciated their kindness.

4. The flexibility was huge for me. I am a working professional who would not have been able to complete this program if it were not an asynchronous online program. While I do believe I would have gotten more out of a synchronous in-person program, St Johns works to ensure we are not missing out on too much by not being in a classroom.
5. The major strengths of this program were the professors. They know their work so well and always were able to sit down with me, explain anything regarding the questions I had on the materials in the courses and left me feeling confident in being able to complete my assignments. If assignments or other materials were unclear you were able to always reach out to the professors for answers and they were always more than happy to help. They never belittled you, or underestimated you or your work. They gave proper criticisms when needed and let you know what needs more work. They always worked towards making sure the students left understanding the material and always made sure to let you know you can reach out for more questions and explanations. I wish I took more advantage of that because I always felt I was bothering the professors with all my questions but I realized that they really do enjoy answering them. They like to see you are putting care and effort into your work and that's what matters to them so they are always glad to sit down with you to help with anything. Two big helps were Dr. Angel and Dr. Singh who taught multiple classes I took. So I gained plenty of experience and knowledge through their archival and management courses and made me excited and confident about entering the workforce.

Another major strength of the program were how the courses were set up. Each course was set up with everything needed to feel like you gained more than what they expected of you in the course. The archival courses, although sometimes only a bit overwhelming for me (only because I was not used to the materials as most of my previous knowledge was on psychology, not LIS), were the biggest help especially given the fact my specialization is in archival studies. I went from thinking about how worried I was that I might leave still not knowing anything (because I usually leave a class and most things don't get retained well in my brain) to feeling the most confident I ever been about knowing archives. I think a big part of it was how we had to interact a lot with our work that was given to us. For example, using Dublin Core, MARC 21, DACS, EAD, oXygen XML, and so on. Working with the tools, standard, and systems instead of just learning how it works was the biggest way for me that helped me understand what is expected of us in the field. It actually got me more excited about working in the field. Even though it can be tedious sometimes (when under stress about other things usually) I found it more fun and enjoyed the organization part of it. So interacting with the work instead of just quizzes and exams is possibly the best way to learn from any course. Another big help was the management or management-related courses given by Dr. Singh. As someone who knew absolutely zero percent of what it is to be a manager, let alone in a LIS field, I felt leaving the classes absolutely confident and understanding of what it means to be a manager. Again interacting with the work was what helped me most. Examples such as creating a Strategic Plan with a team, a Project Charter, and a misinformation program helped

me find my weaknesses and strengths and see what goes in to being a manager or working with a team in the LIS field. I learned how budgeting works, how to spot contingencies, how useful a SWOT analysis can be, being able to spot risks and issues, best ways to organize, and the biggest thing for me was TIME MANAGEMENT. I learned and even applied some of the learning regarding that into my own personal life because I was always looking to improve that area in my life and I also realized how important time management is for this field. But, as I was saying, I learned so much from interacting so much with the coursework. I always prefer having to get work done than just taking quizzes or exams (a combination is a good balance though), even with the struggles I had (which to be honest the issues were more on my end than on the courses or professors), I always left feeling I learned plenty. And the courses don't contain such an overwhelming amount of work. It is a good amount and what is to be expected for a graduate program.

6. The program gives many unique opportunities for putting learning into practice such as through group projects, program planning, interviews, and LibGuides. More than just writing papers and posting discussions, the courses offered practical ways to demonstrate understanding of the coursework and program goals. Additionally, the program design and courseload is not overwhelming, beneficial for students studying while working full time. The faculty all are knowledgeable, understanding, approachable, and invested in preparing successful information professionals.
7. The flexibility of the online program, in combination with the open communication of the professors, was vital for my success in my MLIS.
8. writing essays and doing powerpoints
9. Preparing students for the workforce in the Library and Information Science field with the courses guiding students to learn the principles and practices of the field
10. - Learned some good concepts and ideas
- Virtual classes made breaking up the workload easier
11. The professors were the most positive aspect of my educational journey.
12. For me, being in an asynchronous program so I could complete the degree around my schedule. The faculty were amazing, as were many of my peers.
13. I appreciated the way that this program allowed me feel like what I was learning was immediately applicable to the work I was conducting in a public library. In other words, the course material on offer felt tangible and functional.
14. Having a variety of classes to choose from to explore different parts of librarianship
15. This program covered varied aspects of the MLIS field to cover general knowledge of a lot of things. Even though I chose the archival concentration, during my curriculum I dabbled in genealogy, college and university libraries, library managerial strengths, and more.
16. The active participation of faculty members within our coursework, ensuring that we performed to the best of our abilities
17. The classes offered represented a variety of information professions. The professors were knowledgeable and helpful.

18. The online asynchronous aspect of the program is extremely useful for those who have jobs/careers that preclude them from attending in person classes. Much of the faculty are very friendly, helpful, and responsive.
19. Knowledgeable faculty with many years of experience in the field, kind and helpful professors who are genuinely invested in my success
20. Some of the classes were really excellent. I particularly enjoyed Taina Evans's course on collection development. It was hard work but I learned so much and she designed the class really effectively for learning and inclusion. She also left amazing feedback on assignments and actively participated in the discussions on the discussion board. She is amazing. One of the best instructors I have ever had.
21. The course materials provided to us by the Professors. Many of which we did not have to pay for. It allowed me to fully understand the level of work required in graduate program and what is expected of me to succeed.
22. The major strengths of this program included the real-world expertise of DLIS professors and the care they continually show to their students. Additionally, I appreciated that each DLIS professor held students to such a high standard--it felt appropriate for a Masters program and was initially a concern of mine entering a virtual graduate program. I am glad to say my worry was unfounded.
23. The thorough preparation of students for the job market.
The commitment to life long learning that the faculty promoted and the students engaged in.
The availability of the faculty and staff for guidance.
The connections forged by the students to one another.
24. The program allowed me to continue my education from home while working full-time. I appreciated the variety of courses offered.
25. The additional certificate in social justice and the related courses were incredible and honestly should probably be integrated into the core program if at all possible.
26. My advisor was one of the best things in this program. Christine Angel is great at advisement and really helped me create a schedule based off my career goals. All the professors were amazing and were available a lot.
27. The different areas of focus were diverse and allowed for overlap between concentrations which made for interesting discussions.
28. diverse course offerings
29. I think a strength was that there was a good balance of practical and theoretical.
30. - flexibility afforded by the asynchronous teaching model
- affordability - scholarships
- variety of courses and assignment types
31. Being asynchronous was a great help.
All of the professors were easy to work with.
Every required course felt essential.

32. One of the major strengths of the program is the connections that the school has with various information organizations which allows for on-site learning experience in the field.
33. The instructors. I found them to be brilliant in the way the courses were designed and insightful. They were welcoming and supportive when I needed assistance. The different teaching styles were complimentary. The technology was well suited for the program, I learned a lot about Canvas and using other applications, Digication, Springshare, OCLC, etc. The teachings about foundation documents was inclusive throughout and peppered with Vincentian mission statement that compliments the underpinnings of service and community in the library profession.
34. I feel that there was a strong emphasis on both the finer details of the profession as well as the overarching skills and ideas. I felt encouraged but still challenged. I also feel that the program is flexible and diverse in its content, so the program supports a variety of goals related to information technology.
35. Some major strengths I have gained from the program include research methods, in depth understanding of the ALA writing format, and information organization and cataloging.
36. The program engaged critical thinking, encouraged discussion, inspired collaborative efforts and fostered hands on practical experiences. It also allowed for participation that did not inhibit full time employment and personal obligations.
37. The professors are extremely approachable and empathic. I felt there was a decent balance between lessons on foundational/philosophical knowledge and skills to directly apply in the field. It's hard to include everything in 36 credit hours. The class assignments allowed me to use a variety of formats (LibGuide, video presentation, slides, informal and formal papers and proposals).
38. Diversity in courses offered, fully remote
39. Using hands-on sources and methods to complete and practice working on skills.
40. Staff!! Dr. Lee and Dr. Singh were amazing professors who only solidified my desire to be in the field.

Recommendations to Improve the Program.

Q16 asked students to recommend improvements in the program. 89% of students responded to this question.

1. Have instructors use panopto recordings more. Talk less about social justice. It's ok to hit on the points few times or let conversations between students run their course for social justice, but the constant discussion on social justice as well as a class on social justice left the course so saturated with the content it was almost laughable.
2. I had many assignments that could fit Program Goal 3, but not many for Program Goal 6 or 4, so cater more assignments to these two goals specifically.
3. More availability of some of the courses.

4. I did get confused when I was beginning to work on my e-portfolio. I had initially thought that my artifacts were supposed to be mapped to ALA competencies and wondered how that would work. Dr. Lee clarified that the artifacts were meant to reflect the stated goals of the program. More clarification on terminology would be helpful.
5. I wish there was more help for students wishing to find internships or work study programs across the country.
6. Truly, there hasn't been any issues with the program. The only little issue that caused me some problems were some professors removing their courses after the semesters were over. I assume and understand there are probably very valid reasons as to why they remove them. But I do wish that they kept it in for the most part. I know it is our responsibility to save our files and documents for the e-portfolio and I did so, but there's always a risk of something happening that can make one lose all the material. Also over time one can forget what was asked or required for the assignment and we have no place to look back to refresh our memories or see the feedback our professors provided us and what needed work. This is more so all for Portfolio reasons as this found me limiting myself to what artifacts I was able to use because I couldn't remember what the requirement of the assignments were. I also enjoyed a lot of the readings assigned to us but never got a chance to get through all of them (it is a lot of readings assigned mostly recommended readings though). As some can be limited to the amount that can be saved into their computers it would be nice to have a chance to go back to the courses and download the readings. Again though, I do understand if there are reasons that some professors can't keep their courses active after a certain amount of time. If there a chance to at least keep the documents or files into the canvas system if they prefer not to keep the course up that would be great for future students
7. A recommendation I would make that may enhance the learning and understanding of course materials would be for instructors to provide some sort of short lecture video or presentation introducing the topic of each week, important concepts, and offering their own expertise. Some instructors already include an introductory video or presentation each week, which has made a difference for my understanding of key concepts. It also helps the online asynchronous learning situation feel a little less like I am teaching myself and a little more like a traditional classroom setting.
8. Have options for student to complete coursework "on their own time." As we understand, professors usually have other responsibilities aside from their class that do not allow them to be consistent with grading. In the same way, there can be a happy medium to extend the same understanding to students, the majority with full-time positions aside from their academic responsibilities.
9. It was perfect
10. I do not have any recommendations, as I have enjoyed my time and courses within the program.

11. Teachers need to have more Zoom sessions with the students!!! During my entire time I think I only had 3 classes where the teacher got the class together to lecture or address questions and concerns from students. At least once a month should be a minimum standard
12. My portfolio design changed mid-semester, so I some difficulty with the transition because there is not enough information on LibGuide as there was Dlgication. Going forward, the Canvas section for graduates, needs more detailed expectations.
13. More specific instruction in how to use Canvas at the beginning of the program would be helpful.
Some aspects of submitting the e-portfolio were confusing.
14. I appreciated the courses I had with lectures. I appreciate the asynchronous nature of the program as that allowed me to transition jobs and even move during the program but having some lecture element, even if still asynchronous, was nice when present.
15. For academic counseling - I would recommend in the future that future students take a mix of intro classes and their selected concentration classes in tandem. As stated previously, I had to take a summer course in order to both graduate on time and get my selected concentration because I had already taken most of the concentration classes and the one I needed wasn't offered in the following two semesters. I wish I had started my concentration classes a semester or two earlier to avoid unnecessary stress and frustration on my need. The intro classes will be offered every semester, but the concentration classes can be tricky once you've taken most of them already and some classes are only offered during random semesters.
16. Certain courses need to entirely change their design. Quizzes are not a particularly helpful assignment for students who need to develop skills to tackle problems in their field, not just memorization. Assignments that are crafted to reflect actual documents/projects that appear in the field are far more helpful. I think professors could also be more active in actually interacting with their students digitally, as opposed to just reporting back grades on assignments.
17. I feel very happy with the program overall
18. I strongly encourage the program instructors to collaborate to find a more-or-less consistent way of organizing their courses. My prior program (Syracuse) had achieved this and while each course was different, there was a general instructional design approach that was very consistent course to course.
The program is very heavy on reading and writing with little actual discussion or interaction. I would love to see more face-to-face discussions, even if those are largely asynchronous.
It would also be great to have more connection to the librarians at St. John's University Libraries.
19. On the whole I am very happy with my experience in this program. If I had to offer a recommendation, I would place less emphasis on group projects--I understand that there

are real benefits to learning to work within a team in a professional sense, however, given the fact that I had already completed an undergraduate degree that required me to hone my team building skills and the fact that I am already employed and working effectively as part of a professional team, it felt like an unnecessary obstacle that came up nearly every semester. I feel that if there were fewer group projects, they would have been more meaningful to me personally.

20. I think the program is already strong as it is.
21. In regards to the e-portfolio, it would be beneficial to host live online courses to teach how to use digication. It would help many students to see and ask questions directly.
22. There's not much I think I can add here. I will say I struggled significantly with digication just because it is not very user friendly, but I managed to wrangle it where I wanted it. The "add section" and the blue plus button to add another object into the existing section would probably do well to switch places or switch ease of access. I was adding way more objects than I was sections. But I'm not even sure that digication is something the DLIS has any control over, so disregard that if it's not applicable. Everything else about the program suited my needs perfectly.
23. I would recommend the DLIS LibGuide to be a bit more clear. I found myself constantly feeling like I needed to ask questions.
24. The social justice certificate courses were a bit repetitive in terms of content. It would be interesting to have an "advanced" course in multicultural librarianship that includes how to partner with identity-based archives and museums or something like that.
25. You could offer more opportunities for career development in the classroom... it's hard to visit the career development department voluntarily, but I found it helpful when they came to my class for a guest lecture and resume help.
26. I wish there was a way to get to know other students in the program. I know other departments do gatherings once a semester. Would this be possible?
27. I would like to see some more technical classes regarding how to use an LMS system or some of the other more technical skills like setting up SSO and file transfers, etc. . The web design course would have been valuable to me but it wasn't offered when I could fit it into my school and life schedule so maybe offer it more often.
28. Some more clarity in the process of scheduling new courses would be beneficial
29. One suggestion that I have is to offer a course on material preservation.
30. Increasing interaction with the library would be an improvement. As a student outside of academia for more than a decade, I believe highlighting the end goals of the program more specifically during the program would be helpful. I didn't understand that I should be creating my ePortfolio and would have kept that in my focus more if I had known the process more. When first entering the program, there is a lot of new information and processes to master. Having a chronological "checklist" towards completion to ensure things aren't missed would be immensely helpful.

31. I think that online courses in general, and not just the ones provided here, can benefit from more experimentation and development.
32. I feel like St. Johns should have a course or specialty within school libraries.
33. "If it ain't broke, don't fix it!" The program is exceptional as is!
34. 1. We talk about social justice a lot in discussion topics, but discussion posts don't work as an artifact for the eportfolio. There are two elective classes (LIS283 and LIS275) that would direct a student to create an artifact as evidence of an understanding of social justice, but I received no guidance to take them. In other classes, there are some assignments that create room for a student to choose a social justice topic, but it would be beneficial for professors to guide students to choose those topics. You could make a social justice-themed class a requirement since it is a major program goal. Or, encourage professors to include social-justice themed assignments that create artifacts. In the very least, advisors should make their students aware that it is a major program goal and advise them to take a social justice elective or choose a social justice topic for one of their assignments.

2. Please include more audio-visual content for people who struggle to learn by reading. Lectures, YouTube videos, infographics, tutorials, and tests/quizzes (not for assessment but for learning) are ways to help auditory, visual, and kinesthetic learners.
35. Professors engage with current online students with recordings to make the program feel less transactional
36. N/A program was extremely organized and efficient
37. Larger focus on public librarianship duties, like material cataloging. Everything I have learned about cataloging was through experience in the workplace

Student: New Student Survey

Summary

The new student survey is administered at the beginning of the Summer, Fall and Spring terms. 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, LIS 270. (Table 32 and question 7). Each column in the tables combines the results of the Summer, Fall, and Spring surveys.

The 2024-2025 survey was distributed to 88 students. The survey is distributed as an assignment in LIS 270 Orientation to Online Learning, which new students complete before the start of the term. 88 responded to the survey, a 100% response rate. The 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	2024-2025	2023-2024	2022-2023	2021-2022
St. John's University website	53%	51%	48%	39%
American Library Association website/directory	33%	36%	27%	50%
St. John's University's Online Programs web site	32%	29%	23%	6%
Recommendation from Alumni of the program and/or librarian	14%	19%	21%	28%
Career counselors in the college where I earned my previous degree	0%	0%	4%	0%
Other (please explain)*	16%	27%	17.3%	56%

* 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	2024-2025	2023-2024	2022-2023	2021-2022
Online program	70%	64%	56%	33%
Flexibility of the program and course offerings	58%	67%	64%	23%
Availability of funding/scholarship	27%	20%	36%	13%
Reputation of the school, department, and/or faculty	25%	24%	27%	17%
Recommendation of colleague or family member	17%	18%	19%	15%

Table 29. Age Group

Age	2024-2025	2023-2024	2022-2023	2021-2022
25 years or younger	36%	39%	45%	23%
26-40 years	40%	41%	30%	62%
41-54 years	20%	19%	25%	15%
55 or older	5%	1%	0%	0%

Table 30. Full-time/Part-time

	2024-2025	2023-2024	2022-2023	2021-2022
Part-time (3-6 credits/semester)	65%	69%	82%	85%
Full-time (9-12 credits/semester)	35%	31%	18%	15%

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

Activity/ies	2024-2025	2023-2024	2022-2023	2021-2022
Employed in a field not related to information studies	48%	33%	38%	48%
Employed in a field related to information studies	25%	26%	29%	16%
Undergraduate student	22%	42%	31%	36%
Graduate student	22%	12%	13%	16%
Volunteer/community service	10%	16%	11%	0%

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

Academic Year*	2024-2025	2023-2024	2022-2023	2021-2022
Online Orientation was helpful	91%	90%	95%	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?

28% of the students responded to this question.

1. Something that I think would help new students would be to go over UIS in a video to help build familiarity with one of the main pages students use. Specifically for LIS, a guide to LibGuide would be useful since many courses use it for assignments.
2. It would have been beneficial to have the sample videos at the top of the site.
3. I felt that it was a very informative and easy to follow model helping me prepare for the courses. No recommendations
4. Nothing! I appreciate the thorough tutorials!
5. Maybe make it due on the first day instead of before - I thought that was an error at first. It was good and easy to do, but it didn't really walk through most of Canvas or all the resources on Signon
6. The instructions were clear. Thank you.
7. Having a measure of completion for the canvas courses and grading as you do the course. Currently, it says everything is due, although everything has been submitted. Additionally, having a gauge of what percentage of the course you have completed as you are doing the modules and assignments is helpful in allowing students to see if anything is missing and to keep track of progress.

8. Simply providing more questions for students to answer so that we can become better acquainted with the online system.
9. It was very helpful! Thank you!
10. I feel the course is sufficient as is.
11. I need(ed) much more than the quick videos. Let students know that they will need to be facile with their own operating system (I am not) and give suggestions for where/from whom to learn to navigate completely online. (I never did learn how to save a screenshot in my system - only that I could later locate one I'd taken in Recents.)
12. My suggestion would be to post the assignments for LIS 270 a little earlier before classes officially start.
13. I would suggest having an updated version of the LIS 270 Orientation video in case of technical difficulties via Webex.
14. It is a little hard to get hold of IT. But Mr. Crossfox offers appointments to assist with the technology.
15. I have used Canvas before and taken many online courses, so I didn't feel like the info was all for me. I do think it's very helpful for students that haven't taken an online course. I also appreciated learning about what is offered to us as students like the subscriptions to The New York Times, etc.
16. No suggestions. I'm happy this course is required.
17. I think it was fairly thorough. There was some confusion within my peer group about whether their assignments went through. It was not indicated on the Assignments Page, but if you click on the individual assignment, the document or screenshot was still there. A confirmation would help for all assignments.
18. Pace was a tad quick for me.
19. To be honest, it felt like a waste of time. It covered things I already knew/could have easily figured out by myself. It didn't help me with anything.

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	West Islip 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
Division of Library and Information Science (DLIS) Faculty and Staff			
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	Chair and Associate Prof.	DLIS

C. Enrollment Summary

Degree	Major			Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
MS	LIS2	LIS		123	110	110	113	150
MA/MS	HISL	Public History/LIS		9	7	7	9	9
				132	117	117	122	159

Enrollment by Gender

Degree	Major		Gender	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
MS	LIS2	LIS	F	101	85	93	93	125
MS	LIS2	LIS	M	22	25	17	20	25
MA/MS	HISL	Public History/LIS	F	4	4	5	7	8
MA/MS	HISL	Public History/LIS	M	5	3	2	2	1
Grand Total				132	117	117	122	159

Enrollment by Ethnicity/Race

Degree	Major		Ethnicity/ Race	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
MS	LIS2	LIS	2 or more races	6	6	6	6	3
MS	LIS2	LIS	American Indian				1	1
MS	LIS2	LIS	Asian	5	4	1	1	8
MS	LIS2	LIS	Black or African American	8	7	11	11	15
MS	LIS2	LIS	Hispanic	11	8	7	9	16
MS	LIS2	LIS	Non Resident					
MS	LIS2	LIS	Unknown	4	6	2	2	2
MS	LIS2	LIS	White	89	79	83	83	105
MA/MS	HISL	Public History/LIS	Asian					
MA/MS	HISL	Public History/LIS	Black or African American				1	2
MA/MS	HISL	Public History/LIS	Hispanic	1	1	1	1	1
MA/MS	HISL	Public History/LIS	Non Resident					
MA/MS	HISL	Public History/LIS	White	8	6	6	7	6
Grand Total				132	117	117	122	159

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 seven 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

Basic computer (e.g., word-processing, spreadsheets)
Oral/written communication

Teamwork (interpersonal relationships)
Curiosity
Listening to others
Exhibits Professional Ethics

Critical thinking (evaluating information)
Cultural Sensitivity
Flexibility
User Engagement
Decision-Making
Community Engagement
Presentation Skills
Active Professional Engagement
Leadership

Advanced computer (e.g., databases, coding, web design)
Statistics
Other (please specify)

6. Comments on general skills

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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.

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

Responses: Yes, No

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

Responses: Disagree, Neutral, Agree

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

H. Annual Student Survey

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

Responses:

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

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

Responses:

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

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

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

4. Students have access to continuing opportunities for advisement.

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

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

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

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

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

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

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

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

Responses: Less than 18 credits, 18 or more credits

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

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

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

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

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

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

Advanced certificate
Second graduate degree
Webinar / workshop
None

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

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

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

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

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

I. Exit Survey

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

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

2. My interactions with faculty members were generally positive.

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

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

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

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

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

5. I received useful information from my faculty advisor.

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

6. The faculty were effective teachers.

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

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

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

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

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

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

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

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

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

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

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

12. I feel prepared to enter the workforce.

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

13. I would recommend this program to others.

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

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

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

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

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

J. New Student Survey

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

Responses:

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

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

Responses:

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

3. To which age group do you belong?

Responses:

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

4. What is your current status?

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

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

Responses:

Undergraduate student

Graduate student

Volunteer/community service

Employed in a field related to information studies

Other (please describe)

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

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

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

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

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

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

Goal 2. Develop an Understanding of Information Resources

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

Goal 3. Demonstrate Ability to Organize Recorded Knowledge and Information

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

Goal 4. Apply Technological Knowledge and Skills to Practice

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

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

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

Goal 5. Apply Reference and User Services

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

Goal 6. Master Research Methods

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

Goal 7. Experience Continuing Education and Lifelong Learning

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

Goal 8. Apply Key Concepts of Administration and Management

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