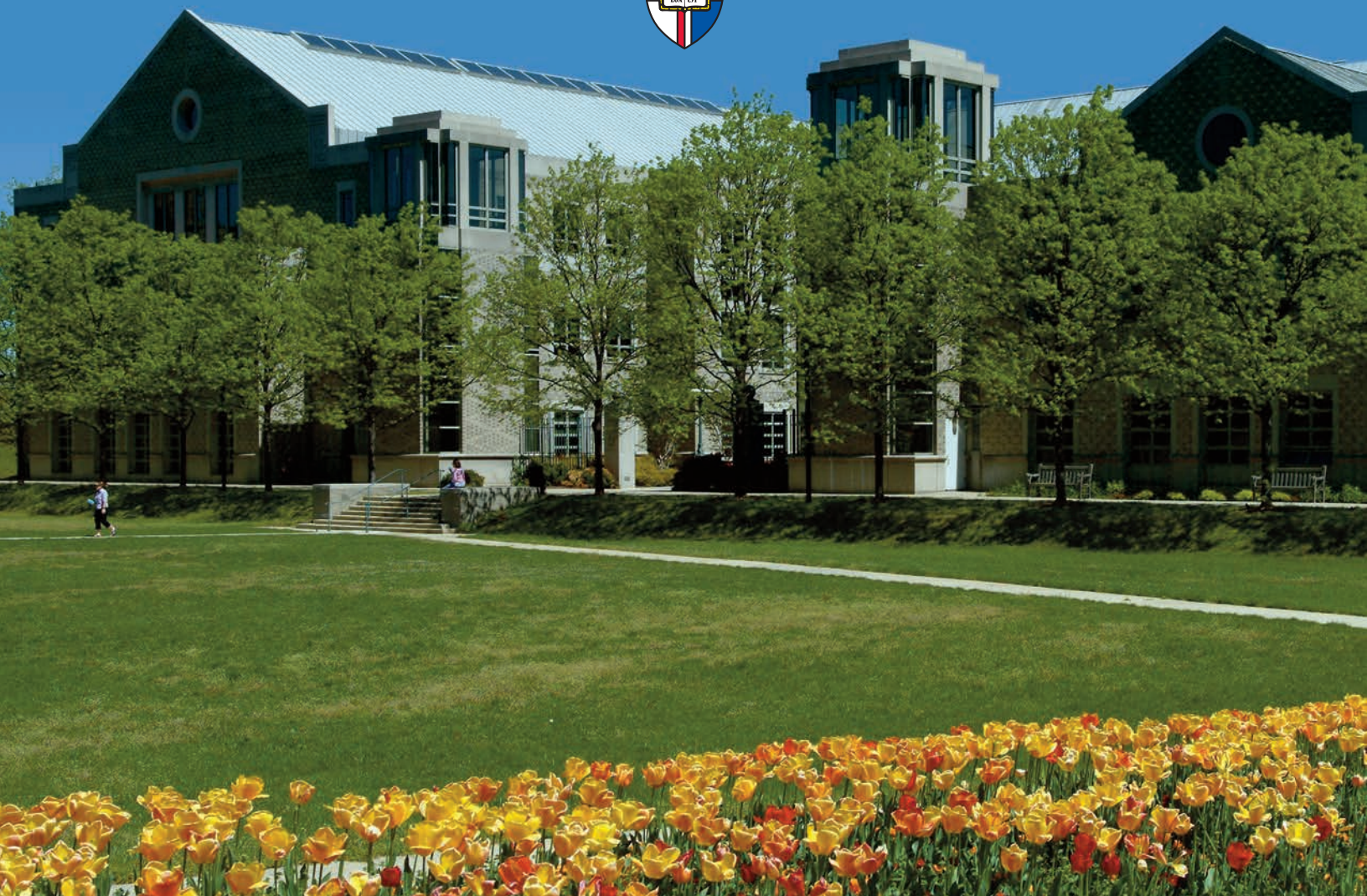# SELF-STUDY

Submitted to
**Committee on Accreditation
American Library Association
December 2015**

THE CATHOLIC UNIVERSITY OF AMERICA
Department of Library and Information Science

Self-Study

Department of Library and Information Science
The Catholic University of America

for the Committee on Accreditation
of the American Library Association

Draft

December 6, 2015

Required Information

Unit	Department of Library and Information Science (DLIS)
Chief Administrative Officers	John Convey, Ph.D., Interim Co-Chair, Professor
	Ingrid Hsieh-Yee, Interim Co-Chair, Professor
Parent Institution	The Catholic University of America
Chief Executive	John Garvey, J.D., President
Chief Academic Officer	Andrew Abela, Ph.D., Provost
Institutional Accrediting Body	Middle States Commission on Higher Education
DLIS reports to	Claudia Bornholdt, Ph.D., Acting Dean of the School of Arts and Sciences
Program Seeking Reaccreditation	Master of Science in Library and Information Science
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Brief Program Description

The Department of Library and Information Science (DLIS) at The Catholic University of America (CUA) is part of a private religious institution committed to advancing the dialogue between faith and reason. Through teaching, research, and service, DLIS contributes to the creation and management of knowledge and information, preserves heritage and scholarship, and demonstrates our commitment to the common good. DLIS produces information professionals imbued with the values of the library and information science profession, and the department's values of collaboration, community, innovation, and excellence. In accord with the University's mission, DLIS advances the dialogue between faith and reason and cultivates a commitment to service in the field of library and information science.

The Master of Science in Library and Information Science program requires 36 credits of graduate study and a comprehensive examination. DLIS provides an intellectually stimulating environment to foster the development of student competencies in Professional Identity, Management, Information Resources, Information Services, Information Organization, and Information Technology. Students may choose to specialize in one of the 10 courses of study or create a customized program of study. The department offers post-master's certificate programs in Cultural Heritage Information Management, Library Leadership and Management, and Library and Information Science. It also offers a bachelor's to master's degree program for undergraduates. The program has partnered with many libraries, archives, museums, and other information centers in the region to offer valuable field experience to students. The program has eight full-time faculty members and more than 100 students. It is student-centered and classes are deliberately small to promote interaction between students and faculty. Courses are offered in face-to-face format, blended format, and Online & Weekend Learning format.

The program has been continuously accredited by the American Library Association since 1946/47. It was last fully reaccredited in 2009.

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Introduction

This Self-Study provides a description of the progress made in the Department of Library and Information Science (DLIS) since fall 2009 and the path forward in the future. The self-study process was inclusive and iterative, with input and feedback from the various constituencies that the program serves — students, faculty, staff, alumni, employers, the broader University community, and the professional community. The faculty led the effort and worked collaboratively with DLIS's stakeholders to develop the document and ensure it is representative of the views of LIS's community.

DLIS is one of 18 departments in the School of Arts and Sciences at The Catholic University of America (CUA), which was founded in 1887 by the Catholic bishops of the United States. CUA is a research university with a Carnegie classification of High Research Activity. The University has a charter issued by the U.S. Congress, which authorizes it to confer civil degrees, and a charter issued by the Vatican, which authorizes it to confer ecclesiastical degrees. CUA has 12 schools: nine confer civil degrees only (Architecture and Planning, Arts and Sciences, Business and Economics, Engineering, Law, Music, Nursing, Professional Studies, and Social Work); two confer both civil and ecclesiastical degrees (Theology & Religious Studies and Philosophy); and one confers ecclesiastical degrees only (canon law). The Middle States Commission of Higher Education has continuously accredited CUA since 1921 and reaffirmed its accreditation in 2010. CUA enrolls approximately 3,500 undergraduate students and 3,000 graduate students from all 50 states, the District of Columbia, and 79 countries.

DLIS is dedicated to educating its students to work in all types of information settings. The department prides itself on offering an excellent, well-rounded graduate program that focuses on librarianship and information science. Continuously accredited by the American Library Association (ALA) since 1946, LIS has maintained an excellent reputation as a small, student-focused program that prepares practitioners to take leadership roles within the field. Program offerings include a Master of Science in Library and Information Science (M.S.L.I.S.) degree, a certificate in Library Leadership and Information Management, a certificate in Cultural Heritage Information Management, and a poster-master's graduate certificate in library and information science.

The University established a Department of Library Science in 1937; however, courses in library science had been offered at the university since 1929. Rev. Francis A. Mullin became the first head of the department a year after his appointment as director of libraries in 1936. In 1981, the University established the School of Library and Information Science with Elizabeth Stone, Ph.D., a national leader in the field of library and information science, as its first dean.

In June 2013, the CUA Board of Trustees voted to reorganize the School of Library and Information Science into the Department of Library and Information Science in the School of Arts and Sciences. This reorganization followed a 15-month process of review

and discussion with the program's stakeholders, including faculty, staff, students, alumni, and the LIS professional community.

The process began in February 2012 when the provost, in light of other reorganizations occurring as part of the University's Strategic Plan, met with the faculty and presented various options for the school, including becoming a department in the School of Arts and Sciences. In addition to referencing the University's strategic plan, the provost cited the small size of the faculty, the turnover in leadership, the dim prospect of attracting an external dean, and the desire to facilitate more interdisciplinary opportunities for the faculty. Later that spring, the provost presented to the University's Academic Senate a proposal for changing the school to a department. In accordance with University policy, the proposal was referred to the Senate's Academic Policy Committee for preliminary review and ultimately to an ad hoc committee in November 2013. The ad hoc committee members included an LIS faculty member and an LIS graduate student, plus five other University faculty members. The committee collected input from faculty, staff, students, alumni, and the LIS community, and presented its report to the Academic Senate in March 2013. In its report, the committee supported the proposal because of the school's small size and the need to strengthen the program's leadership. The Senate voted to support the proposal and the Board of Trustees approved the change in June 2013.

 Bill Kules, Ph.D., was appointed department chair, reporting to the dean of the School of Arts and Sciences. The program's budget was not affected by the change. In announcing the change, President John Garvey noted the opportunities for strengthening connections to undergraduate education and for interdisciplinary research and teaching. In July 2013, the department moved from its quarters in Marist Hall to modern, fully accessible offices in the Columbus School of Law building.

In June 2015, following the request of Kules for a family medical leave of absence, Ingrid Hsieh-Yee, Ph.D., ordinary professor and former acting dean of the School of Library and Information Science, and John J. Convey, Ph.D., ordinary professor in the Department of Education and former University provost, were appointed co-chairs of DLIS. Hsieh-Yee is responsible for overseeing the accreditation process and Convey for managing the daily affairs of the department.

DLIS established an Accreditation Steering Committee to oversee the self-study. In addition, six Standards Committees addressed all aspects of the accreditation process and provided evidence of the department's progress in meeting ALA Standards. The membership of the Accreditation Steering Committee and the six Standards Committees are below.

Accreditation Steering Committee[1]
Ingrid Hsieh-Yee, LIS Ordinary Professor and LIS Department Co-chair
John J. Convey, Ordinary Professor of education and LIS Department Co-chair
Youngok Choi, Ph.D., LIS Associate Professor

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[1] Bill Kules, LIS Associate Professor and department chair, served as chair of the Steering Committee until June 2015.

David Shumaker, M.S., LIS Clinical Associate Professor

Standard I — Mission, Goals and Objectives
Ingrid Hsieh-Yee, LIS Ordinary Professor, Co-chair
John J. Convey, Ordinary Professor of Education, Co-chair
Youngok Choi, LIS Associate Professor
James J. Greene, Vice Provost and Dean of Graduate Studies, CUA
Ana Elisa de Campos Salles, LIS Alumni Board President and Adult and Teen Librarian,
D.C. Public Library
David Mao, LIS Alumnus and Deputy Librarian of the Library of Congress
Savanna Nolan, LIS Student

Standard II — Curriculum
Renate Chancellor, LIS Assistant Professor, Co-chair
Youngok Choi, LIS Associate Professor, Co-chair
Ingrid Hsieh-Yee, LIS Ordinary Professor
Keegan Johnson, LIS Student
Sung Un Kim, LIS Assistant Professor
James King, LIS Alumnus and Chief, Information Resources and Services Branch,
National Institutes of Health
Karen King, LIS Adjunct Instructor and Director, Darden Camp Business Library,
University of Virginia
Kera Manion, LIS Alumna
David Shumaker, LIS Clinical Associate Professor
Sue Yeon Syn, LIS Assistant Professor
Jane Zhang, LIS Assistant Professor

Standard III — Faculty
David Shumaker, LIS Clinical Associate Professor, Co-chair
Jane Zhang, LIS Assistant Professor, Co-chair
Jim Gillispie, LIS Adjunct Instructor and Head, Access Services and GIS and Data
Services, Sheridan Libraries, Johns Hopkins University
Ran Hock, LIS Adjunct Instructor

Standard IV — Students
Ingrid Hsieh-Yee, LIS Ordinary Professor, Co-chair
Sung Un Kim, LIS Assistant Professor, Co-chair
Chris Corrigan, LIS Past President of the Alumni Board and Digital Reference Librarian,
Library of Congress, National Library Service for the Blind and Physically Handicapped
Louise Gray, LIS Program Coordinator
Sam Russell, LIS Student and Graduate Library Pre-professional, CUA Libraries
Sue Yeon Syn, LIS Assistant Professor
Emily Wagner, LIS Student

Standard V — Administration and Financial Support
Youngok Choi, LIS Associate Professor, Co-chair

John J. Convey, Ordinary Professor of Education, Co-chair
Ingrid Hsieh-Yee, LIS Ordinary Professor
Larry Roeder, LIS Alumni and LIS Accreditation Data Manager

Standard VI — Physical Resources and Facilities
David Shumaker, LIS Clinical Associate Professor, Co-chair
Sue Yeon Syn, LIS Assistant Professor, Co-chair
Steve Connaghan, LIS Alumnus and University Librarian, CUA Libraries
Madeline Davis, LIS Student and LIS Computer Lab Assistant
Thad Garret, LIS Alumnus and Instruction and Marketing Librarian, CUA Libraries
Matthew McNally, CIO, CUA Technology Services
Margaret Pooley, LIS Alumna and LIS Academic Systems Manager
Joan Weeks, LIS Adjunct Instructor

Data Management
Larry Roeder, the DLIS accreditation data manager, provided primary support to the co-chairs in locating and organizing sources of evidence. Margaret Pooley and Louise Gray, administrative staff, and Jennifer Fagan-Fry and Peter Taylor, DLIS graduate staff, provided additional support in collecting, processing, and presenting data and evidence.

Chapter I. Mission, Goals, and Objectives

__Standard I.1__ A school's mission and program goals are pursued, and its program objectives achieved, through the implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

Vision, Mission, Program Goals

The Master of Science in Library and Information Science (M.S.L.I.S.) program at The Catholic University of America (CUA) is guided by the vision, mission, and program goals of the Department of Library and Information Science (DLIS). The program objectives were developed by the faculty in 2008 and reviewed annually at the fall faculty retreat to ensure their relevancy to the market. After the University adopted a Strategic Plan in 2012, the department developed its strategic plan at the end of 2012. To make more explicit the department's connection to the Catholic identity and mission of the University, the faculty began revising its vision and mission statements in fall 2014. Discussions with the LIS Advisory Board, Alumni Board, adjuncts, and staff took place at meetings in 2015. With final input from the LIS Advisory Board and the adjunct faculty, new vision and mission statements were adopted and shared with the CUA LIS community in September 2015.

Vision
> The Department of Library and Information Science aspires to be a center of excellence that transforms the roles of libraries and information professionals for the betterment of human society.

Mission
> Through teaching, research, and service, the Department of Library and Information Science contributes to the creation and management of knowledge and information, preserves heritage and scholarship, and demonstrates our commitment to the common good.
>
> The department produces information professionals imbued with the values of the library and information science profession, and the department's values of collaboration, community, innovation, and excellence. In accord with the mission of The Catholic University of America, the department advances the dialogue between faith and reason and cultivates a commitment to service in the field of library and information science.

The Internet and digital technologies have greatly impacted how individuals, communities, and society create, share, and manage information. In this fast-changing information environment, libraries and information professionals have many new opportunities to contribute to a better society. The vision of DLIS is to help transform the roles of libraries and information professionals in the 21st century. To realize this vision, DLIS produces information professionals who possess solid professional competencies

and are informed by the values of the library and information profession and the department's values of collaboration, community, innovation, and excellence. In accord with the University's mission, DLIS provides an environment that values excellence in teaching, research, and service, and cultivates a service commitment in its graduates.

Constituencies The department is designed to serve

- Students, by providing excellent education in the theory and practice of library and information science, instilling the DLIS and CUA core values of reason, faith and service, collaboration, community, innovation, and excellence, while preparing them for lifelong learning.
- The University, by collaborating with other academic units to educate students in all disciplines about information literacy, IT competency, and research skills.
- The profession and the discipline, through interdisciplinary research and collaboration with practitioners in teaching and research.
- Employers and society, by producing innovative leaders who have high professional ethics, excellent knowledge of the theory and practices of LIS, and technical expertise.

Program Goals The department achieves its mission by

- Educating highly competent, ethical librarians and other information professionals.
- Exploring and integrating innovative technology to enrich teaching, foster scholarship, and advance professional practice.
- Strengthening the school by engaging in ongoing dialog to anticipate the changing needs of individuals, the community and the global society.
- Advancing the frontiers of knowledge and practice in LIS.
- Serving the field, the Catholic Church, the community, the region, and the world.

The goals are designed to support CUA's mission and to foster a quality education by reflecting the ALA standards as expressed in Standards 1.2.1–1.2.10.

Ongoing Planning Process

To address its strategic priorities and achieve its program objectives the department has an ongoing planning process that is broad-based and systematic. Many stakeholders are invited to provide input to help ensure the quality and integrity of the professional education provided by the department. Table I-1 shows how stakeholder groups have been involved in the ongoing planning, implementation, and assessment effort in DLIS and areas where they have provided valuable input to ensure a rigorous graduate program at CUA.

Table I-1. Stakeholder involvement in program planning, implementation, and assessment

Stakeholders	Methods	Consultation areas (selected examples)
Advisory Board	Board meeting each semester	• Assessment of learning outcomes and program objective achievement • Market trends and needs • New program initiatives • Outreach to stakeholders • Planning and assessment • Recruitment and enrollment issues
Advisory Groups (law, SLM, CHIM, Health Sciences)	Meetings as needed	• Curriculum coverage • Market analysis • Recruitment strategies
Alumni	Alumni survey every three years Monthly Alumni Board meeting	• Assessment of learning outcomes and program objective achievement • Career planning and support • Curriculum changes • Market trends and needs • Mentoring of students • Relations with alumni
CUA (provost, dean and associate dean of graduate studies, Graduate Board, Academic Council of Arts and Sciences, Office of Planning and Assessment, Tech Services, Office of Facilities, Career Services, University Libraries, etc.)	Consultation by email, phone, and in person Meetings as appropriate	• Admissions • Assessment of learning outcomes and program objective achievement • Comprehensive examination • Evaluation of program performance • New program initiatives
Employers	Employer survey every three years	• Assessment of graduates' knowledge and abilities • Curriculum coverage

		• Market trends and needs
Faculty and Adjuncts	Curriculum Committee meetings Faculty retreat each fall Full faculty meeting each semester Monthly faculty meetings Various other committee meetings	• Assessment of learning outcomes and program objective achievement • Course offerings and schedules • Curriculum coverage • Faculty searches • Mission, Goals, and Objectives • New program initiatives • Recruitment and enrollment issues • Strategic planning
Staff	Daily consultation by email, phone, or in person Meetings as needed	• Assessment of learning outcomes and program objective achievement • Budget management • Comprehensive examination • Course offerings and schedules • Outreach to stakeholders • Recruitment and enrollment issues • Support for students and faculty
Students	Annual current student survey Annual exit survey Course evaluations each semester Focus group and survey on practicum each semester Student organization events Student representatives on department committees and boards Town Hall meeting each semester	• Assessment of learning outcomes and program objective achievement • Career planning and support • Curriculum coverage • Comprehensive examination • Evaluation of teaching and learning • Evaluation of facilities and resources • Student involvement in committees and board

LIS Advisory Board Provides strategic insight and expert guidance for developing and improving the M.S.L.I.S. program. The board includes representatives from five constituency groups — alumni, students, adjuncts, employers, and full-time faculty–and reflects the diversity of the library and information field — academic libraries, archives, federal libraries, museum libraries, public libraries, special libraries, and information industry.

The purposes of the board and names of the members are presented online. The Board's goals for 2015–16 are to assist with the accreditation, review curriculum and new initiatives, and expand board membership. Since 2009 the board has met every semester and discussed issues by email and wiki. Advisory Board meeting minutes document their activities (see Appendix I-1). Selected examples of their contributions include
- Revision of the department's vision and mission statements
- Review of new program initiatives, such as the innovative Online & Weekend Library (OWL) format for generalists and school library media students, the Cultural Heritage Information Management initiative, and the Visions of Italy study-abroad program
- Discussion on market trends and needs and strategies for recruitment
- Discussion about changes in the LIS profession and new opportunities for expansion
- Discussion of assessment of student learning and evaluation of program operations

Advisory Groups Since 2009 the department has had Advisory Groups in Cultural Heritage Information Management (CHIM), Health Sciences, Law Librarianship, and School Library Media (SLM) to address the needs of these specializations. Advisory Groups identified the knowledge and skills needed in each specialization, discussed curriculum coverage, and developed strategies for recruitment. The CHIM grant progress report (see Appendix I-2) and curriculum changes resulted from the effort of the SLM Advisory Group (see appendix I-3) record the contribution of these stakeholders to these areas of specialization.

Alumni DLIS engages alumni through the Board of the Library and Information Science (LIS) Alumni Association and an alumni survey conducted every three years. The LIS Alumni Association aims to help graduates remain connected to the LIS community at CUA; to raise funds to supplement the funds of the department; to encourage and support the continuing education of its members; to assist current students in pursuing career objectives; and to recognize outstanding alumni and faculty. The Alumni Gateway presents information on officers and services. The Alumni Board meets monthly. The alumni survey invites feedback on the quality of the education received at CUA, including curriculum coverage, career planning and support, and opportunities for lifelong learning (see Appendix I-4). The latest alumni survey was conducted in 2014.

CUA Officials and Staff The department works closely with University officials and staff to provide quality education. The President and the provost provide guidance for achieving the mission of the University and leadership for new program development. As the chief academic officer, the provost approves development of new initiatives, such as the new master's degree in Information Technology that concentrates on Health

Information Technology. The President and the provost authorize faculty searches and approve recommendations to bring faculty candidates for campus interviews. They also approve faculty contract renewal and appointments of department leaders.

After the unit was restructured and joined the School of Arts and Sciences as a department in 2013, Acting Dean Claudia Bornholdt, Ph.D., was instrumental in helping the unit transition into its new home. For example, she and Laura Mayhall, Ph.D., associate dean for graduate studies, participated in the fall faculty retreat in 2014 and assisted DLIS faculty in revising mission and goals to demonstrate the department's support for the University's Catholic identity and mission. Mayhall works with the department chair and the Admissions Committee on admission process and procedures to ensure admission policies are applied consistently and admitted students have the necessary preparation for academic success. She also assisted the faculty in revising the comprehensive examination procedure in spring 2015.

The Academic Council of the School of Arts and Sciences and the Graduate Board review and approve new program initiatives such as the 4+1 Bachelor to Master of Science in Library and Information Science Program and the Cultural Heritage Information Management Certificate program.

The Office of Planning and Assessment (OPA) incorporated survey questions recommended by the department into course evaluations to help assess student learning. The office provides enrollment analysis, course evaluation data, and student data on request. It assists DLIS in submitting the ALISE statistical report annually. OPA is also responsible for collecting and analyzing the annual key assessment report required by the University. For the annual key assessment report DLIS submits analysis of student learning outcomes in four core courses and the outcomes of the required comprehensive examination, the culminating experience of the Master of Science in Library and Information Science (M.S.L.I.S.) program. Learning outcome assessment is discussed in Standard I.3 below.

Employers DLIS takes advantage of the rich information environment of the Washington Metropolitan Area to offer students field experience. Practicum opportunities provide a sample of libraries, archives, museums, and information agencies that are our partners in fostering student competencies in six targeted competency areas. The department seeks feedback from employers every three years. Employers alert the department of their needs and are generous in assisting with recruitment efforts. The latest employer survey was completed in 2014 (see Appendix I-5).

Faculty/adjuncts Quality faculty is the key to excellent education. The full-time faculty continuously contributes to the planning and assessment of the program and student learning through their service on departmental committees. The 2014–15 and 2015–16 committee assignments (see Appendix I-6) illustrate their contribution to curriculum planning and program evaluation, development of new program initiatives, online education, comprehensive examination, student life and learning, and many other aspects of the program.

Adjunct faculty are experienced practitioners from academic, public, school, and special libraries, archives, and museums whose expertise complement that of the full-time faculty. They participate in the full-faculty meeting each semester to discuss teaching, student learning assessment, market trends and needs, new program initiatives, and recruitment strategies. Agenda and minutes of full faculty meetings of 2015 document their involvement in the program (see Appendix I-7).

Staff Provides input on strategic planning, implement policies and new initiatives, work with the co-chairs to administer surveys of stakeholders, analyze survey data, and share student issues and concerns with the faculty and the chair. They interact with the co-chair daily and provide valuable insights on the ongoing planning process and strong support for plan implementation and improvement.

Students DLIS actively engages students in its planning and evaluation process. Students provide feedback on their learning experience through course evaluations (data available on site), blended course surveys (see Appendix I-8), current student survey (see Appendix I-10), annual exit surveys (see Appendix I-9), town hall meeting each semester (see Appendix I-11), student organization meetings and functions, and student representatives on departmental committees and the LIS Advisory Board. Students provide feedback on many aspects of their experience at CUA, including the quality of learning, competency obtainment, mentoring, comprehensive examination format, support for academic success, job placement, and others. Details on student organizations are presented in Chapter 4: Students.

DLIS Strategic Plan

The ongoing planning process was critical to the development of the department's new strategic plan in 2012. While the University was developing its new strategic plan in 2011, the department engaged faculty and staff in extensive planning meetings from November 2011 to April 2012 to develop a new strategic plan. The department solicited feedback from the LIS Advisory Board, students, and the Alumni Board in 2012 and adopted the new strategic plan in December 2012 (see Appendix I-12).

In alignment with the University's Strategic Plan, the department's Strategic Plan identifies four goals:
(1) To promote the distinctive Catholic culture of the University
(2) To strengthen academic excellence
(3) To enhance graduate students' collegiate experience
(4) To improve the experience of work

Through teaching, research, and service, DLIS has worked toward these goals and has engaged stakeholders regularly to assess its progress and student learning. Progress in the four areas is summarized here and detailed in individual chapters.

Strategic Goal 1. To promote the distinctive Catholic culture of the University To address the distinctive Catholic culture of the University the faculty devoted full faculty meetings in 2012 and 2013 to deepen their understanding of the Catholic nature of the University as described in the Papal Apostolic Letter on Catholic Universities, *Ex corde ecclesia*. Short-term and long-term actions are included in the 2012 strategic plan to ensure the department advances the University's mission and achieve strategic goals.

Over the years DLIS has promoted the Catholic identity and mission of the University consistently. For instance, DLIS has collaborated with the University Archives to offer weeklong religious institutes to prepare men and women from various religious houses to digitize and organize archival documents. In 2011 DLIS developed Visions of Italy, a study-abroad course in Rome and Florence examining how cultural and religious institutions use digital technologies to organize documents and artifacts for user access. The course provided a unique opportunity for students to visit the Vatican Library and the Archives to learn about best practices for managing religious materials. The course was revised in summer 2015 with a special focus on the needs of religious institutions.

In addition, DLIS has renewed its connection with the Catholic Research Resources Alliance (CRRA) since 2011. To support CRRA's mission to provide persistent global access to resources about the Catholic intellectual tradition, Ingrid Hsieh-Yee, as the acting dean of the School of Library and Information Science in 2011, served on CRRA's Five-Year Strategic Plan Work Force. Sue Yeon Syn and her students have analyzed the CRRA website to recommend improvement, and Hsieh-Yee has collaborated with CRRA members and staff to enhance subject access to the Catholic Portal. Youngok Choi's students have assisted the Franciscan Monastery in creating digital collections, and the Monastery has hosted a number of student practicums since 2013. DLIS has co-sponsored in 2013 and 2015 Religious Archives in the Digital Age with the University Archives. The Student Chapters of the Association for Information Science and Technology have organized annual service events for students and faculty to help local school libraries organize their collections. This program provides opportunities to cultivate a service commitment in the library and information science community at CUA.

Strategic Goal 2. To strengthen academic excellence The faculty reviews and revises the curriculum continuously to cover new developments in the field. New instructional formats have been implemented and assessment efforts are more systematic. In 2011 DLIS adopted an evaluation rubric for the comprehensive examination, the culminating experience of the program (see Appendix I-13). The rubric covers evaluation criteria and turns the examination into an effective measure of the program's achievement of its objectives. The examination format was changed in 2012 from an in-class examination to a take-home examination, providing more time and flexibility for students to reflect on their learning, synthesize the literature, and develop essays of good quality. Student learning outcomes assessment is discussed in Standard I.3 below. Details on curricula changes are presented in Chapter II: Curriculum.

The faculty is critical for a program's success. DLIS has made important changes since the 2009 accreditation review. It has added three tenure-track assistant professors with expertise in school library media, archives management and digital curation, and information systems and information architecture. Two faculty members were promoted to the associate professor rank and received tenure. The faculty's strengths are complemented by highly regarded practitioners whose specializations and expertise enrich the program. Details on faculty are presented in Chapter III: Faculty.

Strategic Goal 3. To enhance graduate students' collegiate experience To enhance graduate students' experience in advanced study, DLIS provides a learning environment supported by a solid information technology infrastructure and promotes teaching, learning, service, consultation, and communication. The department is centrally located on the CUA campus. Besides teaching from a strong curriculum, faculty members serve as advisors and mentors to foster the development of program competencies and support students in developing specialization in their areas of interest. Faculty also work with students to expand coursework products into presentations or publications. Students form organizations to develop leadership skills and provide service to enrich the life of the LIS community at CUA. Details on programming efforts related to students are presented in Chapter IV: Students. Details on resources and facilities employed to support research, teaching, and service are presented in Chapter VI: Physical Resources and Facilities.

Strategic Goal 4. To improve the experience of work The DLIS administration consists of two co-chairs, three full-time and one part-time staff, and several office assistants and lab assistants. The goal is to improve the experience of work at the University for faculty, staff, and students. Co-chairs provide intellectual leadership and manage program operations. Co-chairs have strong qualifications for the leadership positions, while staff have the knowledge and skills to address teaching, research, and service needs of the LIS community at CUA. Faculty and staff are evaluated systematically and regularly, finances of the department are well managed, and the department makes a systematic effort to assess student learning and to seek input from stakeholders on changes and feedback on the program's preparation of students for the market. Details on the DLIS administration are presented in Chapter V: Administration and Finance.

Program Objectives

The LIS program objectives are to develop graduates who

1. Are skilled in organizing, disseminating, managing, and preserving information;
2. Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;
3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field;
4. Are capable of serving information seekers in a global society;

5. Appreciate education and service as integral to the role of the information professional in society;
6. Interpret and apply research results from library and information science and related fields;
7. Articulate the economic, political, cultural, and social importance of the information profession;
8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

The program objectives were developed by the faculty in 2008 and have been reviewed annually to assess their relevance to the market. The faculty believe these objectives reflect important characteristics of the field of library and information studies, including the creation, organization, communication, sharing, and management of recordable information and knowledge; and the services and technologies that are critical for empowering users to find and use pertinent information for their needs. These program objectives are achieved through a strong curriculum that fosters the development of student competencies in six target areas: Professional identity, Management, Resources, Services, Information Organization, and Technology (see discussion and Table I-6 below). The program objectives provide a framework for meaningful internal and external evaluation of student learning and program outcomes. Assessment efforts are discussed in Standard I.3 below.

Evidence of the program's achievement of its objectives can be found in the outstanding graduates of the program. Over time, many CUA graduates have provided valuable leadership to the profession and were recognized for their achievements. Table I-2 presents a few examples of outstanding alumni.

Table I-2. Sample of CUA alumni as LIS leaders

Name	Title/Honor
David Mao	Acting Librarian of the Library of Congress
Judith C. Russell	Dean of University Libraries at the University of Florida, 22nd Superintendent of Documents at the U.S. Government Printing Office
James King	Branch Chief, National Institutes of Health
Andrew Pace	Executive Director, Networked Library Services, OCLC
Magda El-Sherbini	2015 Margaret Mann Citation award recipient
Neal Wyatt	2012 Recipient of Novelist's Margaret E. Monroe Library Adult Services Award of the Reference and User Services Association, American Library Association

In addition, several alumni have been recognized as "Movers and Shakers" of the library and information science field, as reported by *Library Journal* (Table I-3).

Table I-3. CUA alumni as "movers and shakers" in the LIS profession

1.	Nina McHale, 2002
2.	Carol Sinwell, 2003
3.	Barry Trott, 2003
4.	Janet Crowther, 2004
5.	Neal Wyatt, 2005

6.	Merle Colglazier, 2006
7.	Sabrina Pacifici, 2006
8.	Rebecca Renard, 2011
9.	Ignacio Albarracin, 2015

The time between graduation and job placement is another useful indicator of the program's success. In the 2014 alumni survey (see Appendix I-4), 70% of respondents reported they were able to find a professional position within 12 months of graduation. Among the 16 students supported by an IMLS for the Cultural Heritage Information Management Project, nine students found professional positions within six months of graduation in 2015, including positions at the National Archives and Records Administration, Library of Congress, Towson University Library, and Export/Import Bank Library and other agencies.

Another direct indicator of student learning outcome is their ability to conduct research to advance knowledge of the field and contribute to best practices. Faculty members mentor students on research and scholarship, the department provides support for conference participation, and the Student Chapter of the American Library Association provides travel funds for attendance in professional meetings. Students have presented their research in the annual Bridging the Spectrum Conference and the 2015 Cultural Heritage Information Management Forum. Several students also publish research papers while in school. Details on student research and community activities are discussed in Chapter IV: Students.

Annual exit surveys, the 2014 alumni survey, and the 2014 current student survey provide evidence of the quality education. Specifically, data from questions about students' preparation in the six area of competency shed light on how DLIS prepares students as future library and information professionals. Table I-4 presents data on these stakeholders' assessment of competency development at DLIS. The numbers represent "strongly agree" and "agree" responses to statements that the curriculum prepares students well in the six competency areas. Data show that students feel well prepared in four competency areas — Professional Identity, Resources, Services, and Information Organization; but they feel not as well prepared in Technology and Management. Chapter II: Curriculum discusses how DLIS has made efforts to strengthen these two areas.

Table I-4. Student views on competency development

Competency	2011 n=51	2012 n=44	2013 n=36	2014 n=28	2015 n=28	2014 Alumni Survey N=291
Professional Identify	98%	95%	100%	93%	100%	98%
Management	92%	93%	100%	89%	89%	85%
Resources	94%	100%	97%	96%	85%	95%
Services	96%	98%	100%	91%	96%	98%
Information Organization	92%	93%	100%	96%	92%	98%
Technology	92%	89%	91%	85%	92%	81%

DLIS conducts assessment of student learning systematically, using direct and indirect measures. It also engages students, alumni, employers, faculty, and other constituents in evaluating the program's effectiveness. The assessment methods and stakeholders' involvement in this ongoing planning and assessment effort are presented in Standard I.3 below.

> **Standard I.2** *Program objectives are stated in terms of educational results to be achieved.*

Program Objectives and Standard I

The M.S.L.I.S. program is designed to achieve a set of program objectives that provide the basis for the learning outcomes assessment efforts.

The program objectives address many constructs of the *Standards for Accreditation of Master's Programs in Library and Information Studies 2008.* Table I-5 presents a mapping of the DLIS M.S.L.I.S. program objectives to the 2008 Standard I constructs. The results show that the DLIS's program objectives are in alignment with Standard I constructs.

Table I-5 M.S.L.I.S. program objectives mapped to Standard I constructs

Program Objectives M.S.L.I.S. program develops graduates who	Standard I Constructs
1. Are skilled in organizing, disseminating, managing, and preserving information;	I.2.1; I.2.2; I.2.3
2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information management;	I.2.1; I.2.3; I.2.9
3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field;	I.2.2; I.2.3; I.2.9
4. Are capable of serving information seekers in a global society;	I.2.1; I.2.5; I.2.8; I.2.10
5. Appreciate education and service as integral to the role of the information professional in society;	I.2.4; 1.2.6; I.2.8
6. Interpret and apply research results from library and information science and related fields;	I.2.5; 1.2.6; I.2.7
7. Articulate the economic, political, cultural, and social importance of the information profession;	I.2.3; I.2.6; I.2.7; I.2.8
8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.	I.2.8; I.2.9; I.2.10

These program objectives are based on competencies in six areas identified by the faculty of DLIS in 2008 after an extensive review of competency recommendations of 11 professional associations:

> American Association of Law Librarians
> American Library Association
> American Library Association/Rare Books and Manuscripts Section
> American Society for Information Science and Technology

Association of College and Research Libraries
Art Libraries Society of North America
Association of Moving Image Archivists
Medical Library Association
Music Library Association
Society of American Archivists
Special Libraries Association

The six competency areas are Professional Identity, Management, Resources, Services, Information Organization, and Technology. Table I-6 presents the relationship between the program objectives and competency areas. Details of the assessment of student competencies and learning outcomes are presented in Standard I.3 below.

Table I-6. Program objectives and targeted competencies

M.S.L.I.S. Competencies	Program Objectives
Professional Identity Graduate education at the Department of Library and Information Science (DLIS) includes philosophical, theoretical, practical, and experiential learning infused with an enduring sense of commitment to the evolving profession of library and information science. The M.S.L.I.S. program offers students the opportunity to learn and develop in the areas of · The history and importance of the profession to the world; · Values, principles, legal, and ethical responsibilities of the profession; · Professional development and leadership; and · Active individual and collective responsibility for the betterment of humanity.	3, 5, 6, 7, 8
Management Information professionals require an understanding of the broad range of competencies required for effective management in organizations of all types. The M.S.L.I.S. program enables students to develop competencies in working with and through others to achieve the effective and efficient operation of libraries and information services. These competencies include · Strategic management and planning; · Human resource management; · Budgeting and financial management; · Marketing, including promotion; · Ethical management; · Leadership; · Communication; · Negotiation and teamwork; · The management of technology; · Change and innovation and; · The evaluation of organizational processes and programs.	1.2, 3, 5, 8

Resources Information professionals are knowledgeable about creating and evaluating resources in order to provide effective reference and collection development services for use by individuals and/or communities working within various specific domains and settings. The M.S.L.I.S. program provides opportunities for students to gain fluency and agility in the theory, vocabulary, and best practices of information selection, acquisition, organization, evaluation, de-selection, storage, preservation, and conservation of information items in print, electronic, and other formats. In addition, the M.S.L.I.S. program enables students to develop a depth of knowledge on the variety of information resources available, existing library literature, and the evolving patterns of communication and publication within society.	1, 2, 6

Services
The M.S.L.I.S. program enables students to develop competencies in the provision and delivery of library and information services that meet the needs of individual users, their communities, and the greater, global society for the purpose of creating, using, and disseminating knowledge.
 	
Students in the M.S.L.I.S. program are educated to be able to
    · Create, identify, retrieve, evaluate, and synthesize information for users;
    · Identify, plan, provide, and evaluate library and information services;
    · Provide users with appropriate consultation and guidance or instruction in the use of information resources;
    · Anticipate current and future user needs; and
    · Apply technology strategically to improve services and enhance access to information resources on a global scale.
	1, 2, 4, 5, 6

Information Organization
Information professionals organize and manage information for users in libraries, archives, museums, and other information environments. Competencies in this area encompass knowledge of and skills in the theory and principles of information organization, understanding users, proficiency in methods and systems for organizing information, intelligent use of technologies, and application of research findings. The M.S.L.I.S. curriculum prepares students to
    · Apply the principles and best practices of information organization;
    · Become cognizant of the approaches for understanding user needs and information seeking behavior and the need to focus on users as we organize information;
	1, 2, 4, 6

· Understand standards and methods for controlling and managing information resources, · Develop proficiency in using communication and information technologies to organize information resources for access; and · Obtain the ability to assess, interpret, and apply research findings from the library and information science field and related disciplines to improve information organization and access for users.	
Technology Information professionals apply information and communication technology (ICT) knowledge and skills to effectively and ethically serve the information needs of individuals, organizations, and communities. The M.S.L.I.S. program prepares students who are proficient in the application of standard ICT tools and techniques, including · Use of relevant software systems and applications; · Design and/or creation of accessible and usable information solutions; · Protection of information privacy and security; and · Continual monitoring and learning about emerging and evolving technology. The M.S.L.I.S. program prepares students who have a basic knowledge of, and articulate the important role of, the concepts and processes of · Human-computer interaction; · Systems analysis and design; and · Assessment and evaluation of the efficacy and impacts of ICT.	1, 2, 4, 6, 7, 8

To educate graduates who possess competency in these six areas and are knowledgeable about all aspects of professional practice, the M.S.L.I.S. program employs eight full-time faculty members and a group of adjunct faculty members. Faculty members have subject expertise and rich professional experience in various areas of the LIS profession, including information and knowledge creation, communication, identification, selection, acquisition, organization, description, storage and retrieval, dissemination, management, and preservation of information. Although the number of full-time faculty is small, they came from diverse backgrounds and have the expertise to cover the core courses in addition to electives in their areas of specialization. Adjunct faculty members are experienced and highly regarded practitioners from libraries, archives, and museums in the Washington Metropolitan Area, such as the Library of Congress and the Smithsonian Institution. Students and alumni have consistently reported their appreciation for adjunct faculty members and the program's effort to balance theory and practice. Details on the qualifications, specializations, and experience of the full-time and part-time faculty are presented in Chapter III: Faculty.

The program objectives provide a framework for meaningful internal and external evaluation of student learning and program quality. The department has a system to assess its achievement of the program objectives. Direct and indirect measures of student learning include

- Assessment of student learning in core courses
- Passing rate of comprehensive examinations
- Survey of stakeholders (students, alumni, and employers) to assess how well the
- Course evaluations and teaching evaluations
- Course grades
- Feedback from the DLIS Advisory Board and groups
- Admissions statistics
- Graduation rates
- Student work products
- Student publications and presentations at professional conferences
- Internal and external recognition—scholarships, awards, etc.—of students' achievements

These measures are discussed in more detail in Standard I.3 below.

> **Standard I.2.1** *[Program objectives reflect] the essential character of the field of library and information studies; that is, recordable information and knowledge and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.*

Program objectives of the M.S.L.I.S. program cover the entire information life cycle and guide the development and revision of the curriculum. They help ensure that students are well prepared in important aspects of the field of library and information studies. Of the eight program objectives, four are directly allied with Standard I.2.1: DLIS educates graduates who

1. Are skilled in organizing, disseminating, managing, and preserving information;
2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information management;
4. Are capable of serving information seekers in a global society.
8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

Program Requirements

The M.S.L.I.S. program requires a total of 36 semester hours of graduate credit, 30 of which must be taken in DLIS. Students are required to complete the program with a minimum grade point average of 3.0 (B) and pass a comprehensive examination.

All students are required to complete with a passing grade the following core courses: CLSC/LSC 551, 553, 555, and 557. These courses cover the central elements of the curriculum: acquisition and organization of information, retrieval and dissemination of information, technological applications, information sources and services, and the important policies, standards, and ethical issues facing information professionals. Students are strongly encouraged to complete the core courses within the first 18 semester hours of coursework to ensure a solid foundation for higher-level courses.

The faculty review and revise the core courses every other year, mid-level (6xx) courses from 2010 to 2011, advanced (7xx) courses from 2012 to 2014, and higher level (8xx) courses from 2009 to 2014. A course review plan is presented as in Chapter II: Curriculum. In addition, each year instructors of core courses prepare reflective assessment reports on student learning, which provide the basis for the department's annual key assessment report to the University, including a five-year assessment report that reflect on progress between 2008 and 2013 (see Appendix I-14). The frequent review of core courses and assessment of learning outcomes reflect the program's commitment to educate students on the essential character of the field of library and information studies.

Core Courses

The four core courses are offered each semester and taught by full-time faculty members. When multiple sections are needed, adjuncts are invited to teach. The program employs a core course chair system in which the course chair assists the department in identifying qualified adjuncts for the core course and works with the adjuncts to ensure consistent coverage of subject matters. The faculty has identified a key assessment assignment for each core course so that student learning in all sections of a core course can be compared and analyzed. Each core course has a standard assignment designed to assess student learning, and the instructors have developed an evaluation rubric for the assignment.

LSC 551: Organization of Information
This course introduces students to the basic principles of organizing and representing information for facilitating access based on users' information needs. The course will address how recorded knowledge can be organized and structured, and ways of providing access to the intellectual works. Topics include defining information; describing and indexing intellectual works; current approaches, standards, tools, and systems in use for information organization; and relationship of information organization to information access.

LSC 553: Information Sources and Services
A solid introduction to the fundamental terminology, concepts, and practices of library public services as well as the skills to deliver them effectively to a variety of information users and within a variety of settings. Special emphasis on the philosophy of reference service, appropriate communications skills for use in instructional settings and reference interviews, standard evaluative criteria for determining fitness of sources to meet

information needs, proficient retrieval of information from print and electronic reference sources, policies and procedures for the provision of reference service, and the role of reference and information service departments within an organization.

LSC 555: Information Systems in Libraries and Information Centers
Introduces students to the evolving role of information systems in the storage and retrieval of information. Students explore how information technology in libraries, archives and information centers, and on the World Wide Web facilitates interaction with information. This course is designed to: Introduce students to applicable theory, principles, and standards; explore the capabilities and functions of several classes of information systems, including established technology like integrated library systems (ILS) and databases as well as evolving social and collaborative environments; introduce essential technology elements (hardware, software, networking, etc.); introduce practical information technology skills used by information professionals, such as working with databases and creating and publishing web pages; and promote critical thinking, problem solving and collaborative teamwork abilities for working with information technology.

LSC 557: Libraries and Information in Society
Introduction to the nature of information, the role of libraries, and the profession of librarianship in contemporary society. Incorporates historical developments, current trends, and the outlook for the future. Emphasizes the values, principles, legal, and ethical responsibilities of the profession and builds a foundation for each student's ongoing professional development and leadership.

The core courses cover the following essential areas in the LIS field:
- Knowledge and skills in organizing information in all formats for access in the networked information environment and an understanding of information ethic and access.
- Knowledge and skills in providing information services to meet the user needs, an understanding of diversity issues, and a commitment to contribute to inclusiveness in all aspects of information practice.
- Knowledge of the role of technology in the LIS field and a commitment to utilizing it in the delivery of information resources, services, and management.
- Professional identity, including an understanding of the importance of lifelong learning and commitment to lifelong learning.
- Leadership and management skills, including vision, flexibility, and an understanding of how to be a leader in all roles within the profession.

The core course structure provides the necessary foundation to support students in later coursework and experiences (such as practicums) and ensures that regardless of specializations, students receive a consistent and systematic introduction to all aspects of the LIS field, as stipulated by Standard I.2.1. Table I-7 presents the relationship of the M.S.L.I.S. program objectives, the core courses, and their alignment with Standard I.2.1.

Table I-7. Alignment of DLIS program objectives and core course with ALA Standard I.2.1

ALA Standard I.2.1	DLIS Program Objective	DLIS Core Course(s)
Recordable information and knowledge and the services and technologies to facilitate their management and use	1. Are skilled in organizing, disseminating, managing, and preserving information 2. Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management 4. Are capable of serving information seekers in a global society 8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society	551; 553; 555; 557
Encompassing information and knowledge creation	1. Are skilled in organizing, disseminating, managing, preserving information 6. Interpret and apply research results from library and information science and related fields 5. Appreciate education and service as integral to the role of the information professional in society	551; 553; 555; 557
Communication, identification, selection, acquisition, organization, and description	1. Are skilled in organizing, disseminating, managing, preserving information 2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information management 5. Appreciate education and service as integral to the role of the information professional in society	551; 553; 555
Storage and retrieval	1. Are skilled in organizing, disseminating, managing, preserving information 2. Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management	551; 553; 555

Preservation, analysis, interpretation, evaluation, synthesis,	1. Are skilled in organizing, disseminating, managing, preserving information 6. Interpret and apply research results from library and information science and related fields 5. Appreciate education and service as integral to the role of the information professional in society	551; 553; 555; 557
Dissemination and management	1. Are skilled in organizing, disseminating, managing, preserving information 8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society 2. Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management	551; 553; 557

Standard I.2.2 *[Program objectives … reflect] the philosophy, principles, and ethics of the field.*

Two program objectives are aligned with Standard I.2.2: DLIS educates graduates who
1. Are skilled in organizing, disseminating, managing, and preserving information.
2. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field.

These program objectives form the basis for curriculum development and review, and provide a framework for assessing student-learning outcomes. These objectives are also in alignment with the University's Strategic Objective 1.3, Foster a Community Culture of Academic Pursuit of Truth and Virtue. To implement the CUA Strategic Initiative 1.3.5. Promote the University as a leader in ethics education across all disciplines, the faculty of DLIS will engage alumni, students, employers, and other stakeholders to "integrate the concept of CUA as a leader in ethics education into our curriculum" by 2018 (DLIS Strategic Goal 2).

Evidence of the department's achievement of these program objectives comes from exit surveys conducted since 2011 and the 2014 alumni survey. Table I-4 shows that a very high percentage of respondents reported that they were either "adequately" or "very well" prepared in Professional Identity (ranging from 93% to 100%) and Information Organization (ranging from 92% to 100%).

In addition, employers in the 2015 employer survey reported high quality of CUA graduates. Table I-8 presents employer responses to statements about CUA graduates.

Table I-8. Employer assessment of CUA graduates

Statement on program quality	Strongly agree	Agree	Neutral	Disagree
CUA LIS graduates exhibit professionalism. (n=62)	48%	40%	11%	0%
CUA LIS graduates exercise sound judgment and responsible decision-making. (n=62)	39%	47%	15%	0%
The CUA LIS program equips its graduates with the knowledge, skills and competencies needed as LIS professionals. (n=61)	33%	46%	18%	3%
I would recommend CUA LIS graduates to other hiring managers	35%	43%	22%	0%

Employers also reported strong preparation of CUA graduates in the six competency areas that are the focus of the M.S.L.I.S. program. Employers found students especially well prepared in professional identify and information organization, showing solid understanding of the profession's philosophy, principles and ethics (Table I-9).

Table I-9. Employer assessment of CUA graduate competencies

Competency	Very well	Adequately	Not adequately
Professional Identity (n=78)	74%	24%	1%
Management (n=74)	50%	47%	3%
Resources (n=74)	65%	30%	5%
Services (n=74)	68%	27%	5%
Information Organization (n=75)	72%	27%	1%
Technology (n=71)	58%	38%	4%

>   ***Standard I.2.3*** *[Program objectives reflect] appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations.*

The M.S.L.I.S. program objectives and the six competency areas reflect the appropriate principles of specialization articulated by various professional organizations. The six competencies were developed based on a 2008 review of 11 professional associations' competency recommendations. The 11 professional organizations are listed in Standard I.2 above.

Four program objectives support Standard I.2.3: DLIS educates graduates who
1. Are skilled in organizing, disseminating, managing, and preserving information.
2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information management.
3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field.

7. Articulate the economic, political, cultural, and social importance of the information profession.

The program objectives reflect the program's commitment to professional standards expressed by professional organizations in the LIS field. The faculty of DLIS belong to the American Association of Law Libraries, the American Association of School Librarians, the American Library and Information Science Education Association, the American Library Association, the Association of College and Research Libraries, the Association of Information Science and Technology, Library and Information Technology Association, the Maryland Library Association, the Medical Library Association, the Society of American Archivists, the Special Libraries Association, and the Virginia Library Association. They participate in conferences, monitor competency discussions, and update colleagues on the recommendations of their associations. Their efforts provide further evidence of their commitment to the appropriate principles outlined in standard 1.2.3.

Courses of Study

In addition to the core courses, the M.S.L.I.S. program offers students many opportunities to develop specialization in their areas of interest. Ten courses of study are designed to guide students to foster competencies in specific areas. The web pages of the courses of study also include relevant professional organizations for students to learn more about the specializations. Information about the courses of study is intended to provide guidance to students. The courses of study are not lists of program requirements.

- Community and Embedded Information Services
- Cultural Heritage
- Digital Libraries
- Generalist
- Health Sciences
- Information Analysis
- Information Architecture
- Law Librarianship
- Organization of Information
- School Library Media

In addition, students can work with advisors to develop a customized program of study. In each course of study a tracking sheet is used to advise students on course selections to ensure they obtain the necessary knowledge and skills for professional practice recommended by professional associations. Details on courses of study and development of specialization are presented in Chapter II, which addresses Standard II: Curriculum.

Standard I.2.4 [Program objectives reflect] the value of teaching and service to the advancement of the field.

One program objective supports Standard I.2.4: DLIS educate graduates who
>   5. Appreciate education and service as integral to the role of the information professional in society.

Teaching and service are integral to the education of a professional in the LIS field. Program objective 5 reflects the program's commitment to developing graduates who value teaching and service.

Through coursework, practicums, and activities or programs of student organizations, students of the M.S.L.I.S. program develop abilities and experience in teaching and service. Besides courses that focus on teaching, such as LSC 644: Information Literacy and Instructional Design and LSC 731: Media Integration in the Curriculum, almost all M.S.L.I.S. courses provide presentation opportunities for students to practice presenting and sharing projects and ideas with others. Many courses also offer service opportunities for students to serve local communities. For example, AGLISS and ASIS&T student chapters organized volunteering efforts to help D.C. public schools organize their collections. Through volunteering effort or practicums students assisted the Franciscan Monastery of the Holy Land in Washington, D.C., to create digital collections and catalog their materials for access. Students of LSC 625 Foundations of Digital Library shared their experience, "[The Franciscan Monastery Visual Collection: Strengthening User-Community Engagement through Digital Preservation and Access](#)" with the CUA community and beyond via the website.

> **Standard I.2.5** *[Program objectives reflect] the importance of research to the advancement of the field's knowledge base.*

Two program objectives reflect the program's commitment to research and support for Standard I.2.5: DLIS educates graduates who
>   4. Are capable of serving information seekers in a global society.
>   6. Interpret and apply research results from library and information science and related fields.

Many courses include a research paper requirement to help students develop research skills and practice interpreting, analyzing, and synthesizing research findings. This type of assignment also serves to reinforce students' appreciation for research and its role in advancing the field. The evaluation rubric of the comprehensive examination includes a trait on the ability to analyze and synthesize research and a trait on finding and using relevant research in the essays.

The DLIS faculty serves as role models and mentors. Some of them have co-authored or co-presented research projects with their research assistants, and some of them have mentored students on their own projects. Since 2009 DLIS has hosted an annual regional symposium, [Bridging the Spectrum](#), as a forum for practitioners, students, and faculty to share research findings and best practices and discuss issues of common interest. Students have presented posters at the symposium, and feedback from participants has

been consistently positive. Details on student presentations during 2014–15 are presented in Chapter III: Faculty.

In 2015 DLIS organized a Cultural Heritage Information Management (CHIM) Forum for cultural heritage practitioners, students, and researchers from private and public sectors to share strategies and best practices for creating digital cultural heritage collections, engaging current and potential users, and providing access to digital collections as easily as possible. More than 110 people attended the forum, and a large number of DLIS students contributed to the poster session. Feedback from participants was very positive.

In addition, in 2015 DLIS began offering conference travel stipends to encourage students to attend or participate in conferences of professional associations. The Association of Graduate Library and Information Science Students (AGLISS), the Student Chapter of the American Library Association, also provides travel support for students to attend professional meetings.

> **Standard I.2.6** *[Program objectives reflect] the importance of contributions of library and information studies to other fields of knowledge.*

Three program objectives are in alignment with Standard I.2.6: DLIS educates graduates who

> 5. Appreciate education and service as integral to the role of the information professional in society.
> 6. Interpret and apply research results from library and information science and related fields.
> 7. Articulate the economic, political, cultural, and social importance of the information profession.

These program objectives reflect our commitment to ensuring that graduates achieve an understanding of the contribution of library and information studies to other fields of knowledge during their study at CUA. Through core courses, electives, practicums, and comprehensive examination, the M.S.L.I.S. program provides students with many opportunities to foster competencies in understanding, interpreting, analyzing, and applying research findings to help them understand the contribution of the LIS field to society and to other field of studies. In the program's new home, the School of Arts and Sciences, faculty and students have even more opportunities to connect with other disciplines in the humanities and the sciences and to increase cross-disciplinary engagement. For example, a recent LIS graduate collaborated with a faculty member in English and religious studies on a National Endowment for the Humanities research grant to digitize an important history collection for access. Details on how the faculty and students contribute to interdisciplinary research are presented in Chapter II: Curriculum and Chapter III: Faculty.

> ***Standard I.2.7*** *[Program objectives reflect] the importance of contributions of other fields of knowledge to library and information studies.*

Two program objectives align with Standard I.2.7 and reflect the importance of other disciplines' contributions to the LIS field: DLIS educates graduates who
> 6. Interpret and apply research results from library and information science and related fields.
> 7. Articulate the economic, political, cultural, and social importance of the information profession.

The LIS field is inherently interdisciplinary, and library and information professionals have always had a healthy respect for research and knowledge from other information-related disciplines, broadly defined. DLIS offers the M.S.L.I.S. program and six joint-degree programs in biology, English, history, law, musicology, and religious studies. The department also cross lists courses with other departments in the School of Arts and Sciences to make them available to juniors, seniors, and graduate students from other disciplines.

The colloquium series, the Bridging the Spectrum Symposium series, and the Cultural Heritage Information Management Forum all reflect the importance of learning from other disciplines and the effort to build on the strengths of other fields of knowledge to develop the future of the LIS field.

While several full-time faculty members have doctorates in the library and information science field, one full-time faculty has a doctorate in computer science, another has a second master's in management, while a third faculty member has a strong humanities background. The diversity of the DLIS faculty's backgrounds is another piece of evidence of the department's commitment to providing varying viewpoints and fostering collaboration to further the development of new knowledge in the LIS field. The faculty is eclectic and engaged in a variety of research that demonstrates the engagement of the LIS discipline with other fields and the faculty's commitment to applying other fields of knowledge to the creation of new knowledge in LIS. Faculty members have actively collaborated with researchers and practitioners across disciplinary boundaries. Chapter III: Faculty provides more details on such effort.

> ***Standard I.2.8*** *[Program objectives reflect] the role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved groups.*

The vision of the program is to transform the roles of libraries and information professionals for the betterment of human society. Specifically, four program objectives reflect the commitment identified by Standard I.2.8:
> DLIS educates graduates who
> 4. Are capable of serving information seekers in a global society.
> 5. Appreciate education and service as integral to the role of the information professional in society.

7. Articulate the economic, political, cultural, and social importance of the information profession.
8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

These program objectives reflect our commitment to educating future library and information professionals who are well prepared to address the needs of a society that is increasingly global, multicultural, multiethnic, and multilingual. Following the model of our past efforts at diversity documented in the 2008-09 Working Plan, DLIS has accomplished the following since 2009:

- Enrollment of African American and Hispanic American students in the program has increased steadily since 2009, as the former's enrollment percentage rose from 9.72% in 2009 to 11.3% in 2014, while the latter's enrollment increased from 2.78% to 12.17%. The diversity of the student body contributes to a rich learning environment and experience for all students.
- DLIS has matched the ALA Spectrum Scholarship for students selected by the American Library Association as Spectrum scholars.
- Through an Institute of Museum and Library Services (IMLS) grant, DLIS was able to provide scholarship and stipend to 10 students who were employees of the District of Columbia Public Schools. The grant focused on urban school librarianship and 50% of the IMLS fellows were from underserved and underrepresented populations (see Appendix I-15).
- The former School of Library and Information Science (SLIS) received two educational grants from the United States Department of Labor in 2011 and 2012 to support more than 40 students in pursuing a master's degree in Information Technology, with a concentration in Health Information Technology. Most recipients of the scholarships were African American, Hispanic American, and recent immigrants. Although these students were not in the M.S.L.I.S. program, they interacted with M.S.L.I.S. students and enriched the learning experience for both groups.
- The Cultural Heritage Information Management grant received from IMLS in 2012 offered another opportunity to recruit minority students. The project team actively recruited from minority communities. As a result, three of the 17 IMLS fellows were from underrepresented groups.
- Since 2009 faculty search committees and staff search committees have included at least one minority representative to ensure the search process was enriched by a variety of perspectives.

Through these efforts DLIS ensures the student body is diverse and students have a rich learning experience. One task DLIS will embark in the 2015–16 academic year is to review and revise the Diversity Plan to ensure continuous and systematic progress in recruiting diverse students, faculty, and staff.

> **Standard I.2.9** *[Program objectives reflect] the role of library and information services in a rapidly changing technological society.*

Three program objectives support Standard I.2.9: DLIS educates graduates who
>2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information management.
>3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field.
>8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

The information environment of the 21st century is dynamic and highly technological. To meet the needs of information users in this challenging environment, library and information professionals not only need to have a strong command of information technologies, but also need the knowledge and skills to apply technologies strategically to provide and deliver information services to users. To ensure CUA graduates are well prepared, the Technology Committee established a baseline of technology requirements of all LIS students, and the faculty approved the requirements in 2013. The requirements are intended to aid prospective and current students in assessing their skills and abilities.

For students wishing to enhance their computing skills, a series of free Saturday workshops are offered every semester. They cover basic skills that are not taught in regular courses. Details of past workshops can be found online. In addition, 24 tutorials are provided for students to develop the skills at their own pace.

CUA and DLIS also offer computer lab facilities for students. CUA computer labs are listed at lis.cua.edu/tech/slislab.cfm. DLIS maintains a computer lab in the LIS Media Lab Columbus School of Law room 318 and the Information Commons. DLIS students can also check out laptop computers from the DLIS Media Lab. See lis.cua.edu/tech/inventory.cfm for details on DLIS resources. Details on technologies and learning resources are discussed in Chapter VI: Physical Resources and Facilities.

To address the needs of new students, since 2008 DLIS has surveyed new students on their level of technology readiness at the new student orientation. Student Baseline Technology Requirements informs students of the technology expectations of the program and presents resources for them to address areas of deficiencies. Students with some deficiency or wishing to increase their knowledge and skills are encouraged to attend workshops or follow free tutorials. The purpose is to help incoming students improve their technology skills and help them succeed in courses that require much technology.

Instructors have integrated technologies into their teaching whenever appropriate, and DLIS specifically asks all instructors to specify in their syllabi the technologies taught and the technologies employed to facilitate teaching and learning. Because technologies have become integral to the curriculum, the faculty decided to remove the Technology

Committee in 2013 and gave the charge to the Curriculum Committee to address technology-related issues in the program.

For students interested in careers in information technologies, the M.S.L.I.S. program offers a series of technology-intensive courses to deepen their knowledge and develop their skills. Sample courses include

> LSC 525: User Interface Design and Evaluation
> LSC 610: Information Architecture and Web Design
> LSC 615: Metadata
> LSC 616: Indexing, Abstracting, and Thesaurus Construction
> LSC 648: Digital Curation
> LSC 652: Foundations of Digital Libraries
> LSC 654: Database Management
> LSC 675: Research Methods in Library and Information Science
> LSC 752: Design and Production of Multimedia
> LSC 753: Programming for Web Applications
> LSC 756: Systems Analysis and Evaluation
> LSC 757: Library Technologies and Project Management
> LSC 761: Electronic Records and Digital Archives

Syllabi of these and other selected courses are presented as Appendix I-16. Details on the integration of technology into the curriculum are presented in Chapter II: Curriculum.

The rapidly changing technological society underscores the need for library information professionals to commit to lifelong learning. DLIS offers four formats of learning: traditional face-to-face learning, asynchronous learning via Blackboard, synchronous via Adobe Connect Pro, and Online Weekend Learning (OWL). Part of the intent in offering online learning is to prepare graduates for professional development through webinars and online conferences. As a result, a Blended Learning Committee was established in 2011 to provide guidance on online learning at DLIS. Student learning in these new formats is reported in Chapter II: Curriculum.

> ***Standard I.2.10*** *[Program objectives reflect] the needs of the constituencies that a program seeks to serve.*

Two program objectives are in alignment with Standard I.2.10: DLIS educates graduates who
> 4. Are capable of serving information seekers in a global society.
> 8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

These and the rest of DLIS program objectives were developed in 2007–2008 after extensive consultation with stakeholders, including current students, alumni, faculty, adjuncts, practitioners, and employers. The program objectives have been reviewed

annually by the faculty at the fall faculty retreat and discussed with all full-time and part-time faculty at full faculty meetings each semester. The program objectives have been publicized on the website of DLIS since 2007.

To ensure the program efforts address the needs of stakeholders, DLIS seek input from them regularly. The LIS Advisory Board meets twice a year to review programming changes and provide feedback and recommendations on the M.S.L.I.S. program. Advisory committees are also appointed for courses of study that attract more students than others, such as School Library Media, Law Librarianship, and Cultural Heritage Information Management.

In addition, DLIS has surveyed graduating students, alumni, and employers regularly to ensure the program objectives reflect the needs of these stakeholders. Through these methods, DLIS engages its constituents regularly in its planning process. In 2014 the department chair resumed an old practice of holding town hall meetings with students to ensure the channel for communicating student needs is open and student feedback on their learning and other issues is received.

> **Standard I.3** *Within the context of these standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.*
>
> > **Standard I.3.1** *Within the context of these standards, each program is judged on the degree to which it attains its objectives.*

Achievement of Program Objectives

The department assesses the achievement of its program objectives through a number of measures and methods. This section highlights direct and indirect measures of student learning outcomes to illustrate the program's achievement of its objectives. Standard I.3.2 details how students, alumni, employers, advisory board and groups, faculty, and other constituents are involved in the evaluation of student's learning and the program's operations. Standard I.3.3 summarizes how various stakeholder groups take part in the evaluation of the program's goals and objectives, curriculum, faculty, student learning, administration and finance, and physical resources and facilities.

Key outcomes assessments from core courses

As part of the concerted effort to assess student learning, the School of Library and Information Science developed an outcomes assessment plan in fall 2012. The plan articulates the rationale for outcomes assessment, identifies direct and indirect measures of student learning outcomes, and specifies a two-year cycle for evaluation, with two core

courses assessed each academic year. The plan was expanded in 2014 to include more details and to ensure key constituents—students, faculty, alumni, and employers—are engaged in the assessment process (see Appendix I-17).

Direct measures of student learning are collected from four core courses that lay the foundation for students learning in the library and information science field. In addition, the comprehensive examination, a required culminating experience, provides an ideal setting to assess students' ability to synthesize and apply their learning, demonstrating their competencies in the six areas targeted by the program. To ensure consistent assessment, instructors of each core course design a standard assignment for all sections of the course. The assignment is accompanied by an evaluation rubric that specifies the knowledge and abilities students are expected to demonstrate.

LSC 551 Information Organization focuses on the creation, dissemination, organization, preservation, and management of information resources. The key assignment is a final project for students to design a plan to organize a variety of resources for user access in the digital environment. Assessment data based on the evaluation rubric for this final project show that on a three-point scale (with "3" for superior achievement, "2" for satisfactory achievement, and "1" for minimal achievement, student average is 2.88 (see Table I-10).

Table I-10. LSC551 Learning Outcomes (fall 2013 – summer 2014)

Knowledge of Information organization concepts and theories	Application of relevant information organization concepts and theories	Application of relevant literature in the information organization area	Reflection and synthesis of your learning	Clarity and organization of the oral presentation	Clarity and organization of the written report	Average
2.92	2.71	2.85	2.91	2.96	2.93	2.88

LSC 553 Information Sources and Services is the core course that fosters the development of competency in Resources and Services. Instructors use a standard final examination to assess student learning. Assessment data based on the evaluation rubric for the final examination show that on a three-point scale (with "3" for exceeding expectation, "2" for meeting expectation, and "1" for performance below expectation), student average is 2.93 (see Table I-11).

Table I-11. LSC553 learning outcomes (fall 2012 – summer 2014)

Knowledge of the philosophy and ethical issues related to the provision of information services	Application of communication skills in the provision of information services	Application of evaluation criteria to assess the efficacy of sources	Proficiency in the design of instructional tools	Proficiency in retrieving information from print and digital resources	Average
3	2.75	2.9	2.9	2.75	2.93

LSC555 Information Systems in Libraries and Information Centers covers information technologies and strategies for applications. Instructors use a group project to assess

students' learning outcomes. Assessment data based on the evaluation rubric for this course's final project show that on a three-point scale (with "3" for exceeding expectation, "2" for meeting expectation, and "1" for performance below expectation), student average is 2.89 (see Table I-12)

Table I-12. LSC555 student learning outcomes (fall 2012 – fall 2014)

Content/integration of course concepts	Research	Critical analysis (includes prototype, if part of project)	Technology skills	Average
2.92	2.94	2.97	2.73	2.89

LSC557 Libraries and Information in Society introduces students to the library and information science profession, covering the history, mission, values, and philosophy of the profession and its place in society. Instructors use a term research paper to assess student learning. Assessment data based on the evaluation rubric for this assignment show that on a three-point scale (with "3" for exceeding expectation, "2" for meeting expectation, and "1" for performance below expectation), student average is 2.4 (see Table I-13).

Table I-13. LSC557 Student learning outcomes (fall 2012 – spring 2013)

Demonstrates an understanding of the philosophical principles and the legal and ethical responsibilities of the field	All elements of the topic are addressed	Course content is interpreted correctly; Articulates the economic, political, cultural, and social importance of the information profession.	Well-organized and easy to follow argument; Paper should have a logical structure & flow should focus on developing key ideas	Clarity of sentences and paragraphs	Identify and synthesize relevant literature for topic by citing to sources	Synthesis of ideas, culminating in future research, or finalizing with a clear position	Sources should be cited using APA	Average
2.65	2.51	2.58	2.32	2.53	2.23	2.09	2.3	2.4

These direct measures of student learning outcomes in core courses indicate that overall students learn well in all four courses, though the scores for LSC557 are lower than those of other core courses. The evaluation rubrics help instructors identify areas that need clarification or practice. On a regular basis, the department chair discusses these data with instructors and also with the faculty at the annual faculty retreat to discuss strategies for improving student learning. These direct measures are supported by indirect measures from the annual exit survey conducted each May and the 2014 Alumni Survey. Table I-4 above summarizes graduating students' responses to the question: How well do you feel SLIS has prepared you in these competency areas? (Scale: very well, adequately, not adequately). Table I-14 data combine "very well" and "adequately" responses.

Comprehensive examination assessment

Another direct measure of student learning is the required comprehensive examination. It is the culminating experience of the M.S.L.I.S. program, and students take the take-home comprehensive examination in their final semester of study or after they have completed

all the course requirements. The examination is offered three times a year. It is in the form of a research paper on a question designed by the faculty. The examination is designed for students to demonstrate competencies, research skill, analytical abilities, knowledge of the literature, the ability to evaluate and synthesize the literature and what they have learned from courses, and the ability to communicate in writing. This format was changed from an in-class two-day examination to a take-home essay. The new format was adopted after consultation with students. Essays are evaluated according to an evaluation rubric (Appendix I-13). The faculty analyzes examination outcomes after each examination and reflect on actions needed to improve student learning. Assessment data based on the evaluation rubric show that on a three-point scale (with "3" for exceeding expectation, "2" for meeting expectation, and "1" for performance below expectation) students score higher in their ability to locate, evaluate, analyze, and synthesize literature (see Table I-4). Data cover six semesters' examination outcomes from fall 2012 to summer 2014.

Table I-14. Average comprehensive examination scores

Demonstrated understanding of relevant information, principles and concepts	Demonstrated ability to apply relevant theories, principles and concepts appropriately in response to the question	Demonstrated ability to analyze, synthesize, and evaluate relevant principles in response to the question	Ability to locate and retrieve relevant, appropriate, and authoritative information	Ability to analyze and synthesize the information found	Ability to communicate clearly and effectively in writing, with use of graphical elements if appropriate
2.22	2.17	2.14	2.24	2.28	2.22

Another direct measure of student learning is the pass rate of the comprehensive examination. Table I-15 presents pass rates from fall 2009 to spring 2015. The pass rate is calculated from the outcomes of the fall, spring, and summer comprehensive examinations.

Table I-15. Pass rates of the comprehensive examinations

Year	Success Rate
2009-2010	93%
2010-2011	85%
2011-2012	85%
2012-2013	86%
2013-2014	90%
Fall 2014-Spring 2015	97%

The success rate has improved over time. The adoption of an evaluation rubric for the comprehensive examination in 2011 may have contributed to a lower passing rate in that year. To improve the success rate, the faculty have added assignments in core and elective courses for students to practice researching the literature and writing evaluation and synthesis of research literature. Advisors have provided guidance to advisees to help them prepare for the examination. Students are also strongly encouraged to submit sample essays for faculty input as they prepare for the examination. At comprehensive

examination workshops, faculty presenters explain the process, the evaluation rubric, and strategies for success. A 2014 analysis of comprehensive examination outcomes and student response to the new take-home format found that most students welcomed the format change though a small number felt the format was not the best way to demonstrate their knowledge and learning and suggested ePortfolios as another assessment tool. The analysis also concluded that the examination provides satisfactory evidence of student abilities with respect to writing skills and the professional value of research. It identified two areas in which students appears to be slightly weaker--ability to apply relevant theories, principles and concepts appropriately in response to the question; and ability to analyze, synthesize, and evaluate relevant principles; but even in these areas students are still meeting or exceeding expectations.

> **Standard I.3.2** *In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.*

The vision, mission, and goals and objectives of DLIS and its core values of Community, Collaboration, Innovation, and Excellence are published online on the departmental website. New students, faculty, and other stakeholders are informed about the website at new student orientation sessions, meetings, and through listservs. DLIS uses several listservs to reach students, adjunct faculty, and alumni, and publicize updates, revisions, or changes to the program goals or objectives. Continuous discussion of the DLIS vision, mission, goals, and program objectives, and core values takes place at several formal and informal venues, including

- Faculty retreat (annual)
- Full faculty meeting (every semester)
- Meetings of the LIS Advisory Committee (twice a year)
- Meetings of the LIS Alumni Board (monthly)
- Town Hall Meetings with students (each semester)
- Updates on program shared with student, adjunct faculty, and alumni via listservs
- Committee meetings
- Faculty meetings (monthly)
- Meetings, blogs, and other social media venues of student organizations
- Webinars and webcasts of LIS meetings

In a concerted effort to measure student learning, the faculty of DLIS developed an assessment plan in 2012 that identified direct and indirect measures. The plan was expanded in 2014 to include more details and ensure key constituents—students, faculty, alumni, and employers—are engaged in the assessment process (see Appendix I-17). Key measures and data collection methods include

- **Core course learning outcomes** Faculty assesses student competencies developed in four required core courses. Analysis of these data is presented in the

annual key assessment reports and the five-year assessment report on progress from 2008 to 2013 (see Appendix I-14).

- **Comprehensive examination** The examination assesses student's understanding of core concepts, adequate knowledge of facts, and the application of principles and problem-solving skills in the library and information science field and the profession. Examination results are analyzed after each examination to identify ways for improvement in learning. Core course learning outcomes and comprehensive examination results are the two key measures of the program's achievement of its program objectives.
- **Course grades** Faculty assign course grades based on evidence of student competencies and achievement of course objectives.
- **Annual University key assessment reports** DLIS analyzes student learning in core courses and success in the comprehensive examinations to prepare an annual key assessment report required by the University.
- **Surveys of current students (annual), graduating students (annual), alumni (every three year), and employers (every three year)** Feedback from these stakeholders help the department evaluate its program offering and operation to ensure the integrity and rigor of the M.S.L.I.S. program.
- **Feedback from DLIS Advisory Board and Advisory Groups**
- **Practicum evaluations** Practicum supervisors and students respond to surveys to identify areas and issues for improvement. Students also record weekly diary of practicum experience.
- **Admissions statistics** Academic and demographic data on applicants and admitted students are reviewed periodically to ensure admitted students have sufficient preparation and ability to complete a rigorous graduate program and to provide a learning environment with diversity to enrich student learning.
- **Graduation rates** This data is reviewed periodically to ensure students complete the program within reasonable timeframe.
- **Teaching evaluations** The department co-chair reviews teaching evaluation data with instructors to discuss how to improve teaching and ensure student competencies in the six targeted areas.
- **Review of sample student work products** The faculty share student products from their courses regularly to assess student learning and their ability to function effectively in the real world.

DLIS reviews stakeholder feedback, measures success in achieving program objectives, and identifies necessary actions for changes and improvement. Continuous feedback from students, alumni, employers, and other stakeholders serves as the basis for the subsequent review and update of the program objectives. Table I-16 summarizes direct and indirect measures of program objective achievement and includes external recognition such as awards and special scholarships won by students.

Table I-16. Assessment of program objective achievement

1. **Assessment of learning outcomes**		
Direct Measures	Indirect Measures	Other Evidence
Assessment of learning in core courses (annual; evaluation rubrics for core courses)	Alumni survey (every four years)	External scholarships and awards won by students and alumni
	Course evaluations (every semester)	
Comprehensive examination (every semester; evaluation rubrics with six traits)	Course grades (every semester)	
	CUA Annual Key Assessment Report	
Course work products	Current student survey (annual)	
	Employer survey (every three years)	
Student presentations and posters at professional conferences and meetings	Exit survey (annual)	
	Focus group and survey on practicums (every semester)	
	Library Journal graduate placement survey (annually)	
	Surveys for Funded Programs (e.g., IMLS grants)	
	Town Hall Meetings with students (each semester)	

2. **Evaluation of program <responsible parties>**	
Effort by Chair and Faculty	Stakeholders Input
Annual department report <chair>	Alumni survey (every four years)
Annual review and revision of Mission, Goals, and Objectives <faculty>	Annual review and revision of Mission, Goals, and Objectives
Biennial report to COA <chair>	Course evaluations (every semester)
CUA Annual Key Assessment Report <chair>	Current student survey (annual)
	Employer survey (every three years)
	Exit survey (annually)
	Focus group and survey on practicums (every semester)

				Library Journal graduate placement survey (annual) Surveys for Funded Programs (e.g., IMLS grants) Town Hall Meetings with students (each semester)

In addition to assessing student learning, the program engages students, alumni, employers, and Advisory Board members to provide input on program operations. Annual department report and key assessment reports are prepared by the chair to document operational effectiveness, student learning, and achievement of program objectives. The department's annual reports to the University (see Appendix I-18) and the biennial narrative reports (see Appendix I-19) submitted to the Association for Library and Information Science Education and the Office for Accreditation document progress in the six areas covered by the accreditation standards.

> **Standard I.3.3** *The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.*

Table I-16 above shows that students, faculty, employers, alumni, and other constituents are involved in the program's assessment of student learning and program effectiveness. Table I-17 summarizes how these stakeholders have participated in the evaluation of the program's goals and objectives and the areas covered by the ALA accreditation standards.

Table I-17. Stakeholder engagement in assessment

STANDARD	Advisory Board	Advisory Groups	Alumni	CUA	Employers	Faculty/Adjuncts	Students
I. Mission, Goals, and Objectives	Board meetings each semester	Group meetings as needed	Survey every three years	Annual Key Assessment report Mission statement and Strategic Plan provide guidance	Survey every three years	Assessment of core courses every year Faculty retreat each semester Full faculty meeting each semester	Annual exit survey Comprehensive examination three times a year Current student survey
II. Curriculum	Board meetings each semester	Group meetings as needed	Survey every three years	Academic Council Graduate Board	Survey every three years	Monthly Curriculum Committee meetings Blended Learning Committee meeting Input from adjuncts on existing courses and proposals for new courses Full faculty meetings each semester	Annual exit survey Course evaluations each semester Current student survey Focus group and survey on practicums

III. Faculty	Board meetings each semester	Group meetings as needed	Survey every three years	School Committee on Appointments and Promotions Dean of the School of Arts and Sciences Senate Committee on Appointments and Promotions provost President	Survey every three years	Annual evaluation of faculty performance in research, teaching and service Evaluations of un10ured faculty by Committee on Appointments and Promotions	Course evaluations each semester Exit survey Participation in assessing faculty candidates
IV. Students	Board meetings each semester Advisory Groups for specific areas (SLM, CHIM, etc.)	Group meetings as needed	Survey every three years	Annual Key Assessment report Application Statistics Reports Enrollment Statistics Reports	Survey every three years	Annual assessment of core courses Analysis of comprehensive examination outcomes Assessment of advising process Chair's Town Hall meetings with students each semester Faculty advisors on advisees' needs Scholarship Committee decisions Scholarship decisions by the chair	Annual exit survey Blended courses surveys Course evaluations each semester Current student survey Comprehensive examinations three times a year Reports of student organizations Research output (presentations and publications) Scholarships received from and contribution to professional organizations Technology workshop surveys
V. Administration and Financial Support	Board meetings each semester		Survey every three years	Annual department report Income-Cost Model analysis reports	Survey every three years	Faculty meetings Full faculty meetings each semester	Annual exit survey Current student survey
VI. Physical Resources and Facilities	Board meetings each semester	Group meetings as needed	Survey every three years	Meetings with managers of Libraries, Facilities, and Tech Services as needed	Survey every three years	Faculty meetings Full faculty meetings each semester	Annual exit survey Current student survey

Charting the Future

From 2009 to 2012 the department followed a Working Plan (see Appendix I-20) developed by the faculty in 2008. Since the adoption of a new Strategic Plan in 2012, the department has engaged stakeholders continuously to address its strategic priorities and to assess the achievement of its program objectives (see Appendix I-21). The continuous planning process and systematic outcomes assessment enable the department to be responsive to a changing information environment. It helps the department to determine priorities, achieve accountability, address stakeholder needs, and achieve its program goals and objectives. DLIS is fortunate to have a dedicated faculty and staff and loyal stakeholders who are committed to its success. DLIS is poised to move to the next level of excellence.

Sources of Evidence

Appendix I-1. LIS Advisory Board meeting files (fall 2015)
Appendix I-2 CHIM grant program update
Appendix I-3 SLM course title and description changes
Appendix I-4 2014 Alumni survey
Appendix I-5 Employer survey
Appendix I-6 2014–15 Committee assignments
Appendix I-7. Full faculty meeting agenda and minutes (on Blackboard)
Appendix I-8. Blended Course surveys and analysis (on Blackboard)
Appendix I-9 Summary of exit surveys
Appendix I-10 2014 Current student survey
Appendix I-11 Town Hall meeting notes (spring 2015)
Appendix I-12 DLIS Strategic Plan
Appendix I-13 Comprehensive examination evaluation rubric
Appendix I-14 Five-Year assessment report (2008-13)
Appendix I-15 DC SLM Project IMLS grant report
Appendix I-16 Course syllabi (samples on Blackboard)
Appendix I-17 2012 outcomes and planning document and 2015 Assessment /Planning document
Appendix I-18 Annual reports (on Blackboard)
Appendix I-19 Biennial reports (on Blackboard)
Appendix I-20 Working Plan (2008)
Appendix I-21 Faculty Meeting Minutes (on Blackboard)

Sources of Evidence on the Web

Resource title	URL
University Strategic Plan	spp.cua.edu/res/docs/Approved%20University%20Strategic%20Plan.pdf

Catholic University Mission Statement	https://www.cua.edu/about-cua/mission-statement.cfm
CUA LIS Advisory Board	lis.cua.edu/about/LISadvisoryboard.cfm
Library and Information Science Alumni Gateway	lis.cua.edu/alumni/
Practicum Opportunities	lis.cua.edu/courses/practicum/practicumopportunities.cfm
Comprehensive Examination	lis.cua.edu/courses/comps/
LIS Courses of Study	lis.cua.edu/msinls/coursesstudy.cfm
Colloquium series	lis.cua.edu/people/video.cfm
Bridging the Spectrum Symposium series	lis.cua.edu/symposium/
Cultural Heritage Information Forum	lis.cua.edu/chimforum/
Franciscan Monastery Visual Collection	lis.cua.edu/res/docs/franciscan.pdf
Cultural Heritage Information Management Forum; Poster Session June 5, 2015	lis.cua.edu/res/docs/PosterSessionListDescriptions-ALLPRESENTERS-combined-web.pdf
Financial Aid: Student Travel Stipends	lis.cua.edu/finaid/#StudentTravelStipends
Student Baseline Technology Requirements	lis.cua.edu/tech/base-tech.cfm
Lab Guides and Tutorials	lis.cua.edu/tech/guides.cfm

Chapter II. Curriculum

Standard II.1 *The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.*

The vision of DLIS is to help transform the roles of libraries and information professionals in the 21st century. To realize this vision, DLIS produces information professionals who possess solid professional competencies and are informed by the values of the library and information profession and the department's values of collaboration, community, innovation, and excellence. In accord with CUA's mission, DLIS provides an environment that values excellence in teaching, research, and service, and cultivates a service commitment in its graduates.

The curriculum of DLIS is designed to achieve the program objectives, which are the desired educational outcomes of the Master of Science in Library and Information Science (M.S.L.I.S.) program. These objectives are based on competencies identified by the faculty after a thorough review of competency recommendations from 11 professional associations in 2008. The program objectives articulate that program aims to produce graduate who

1. Are skilled in organizing, disseminating, managing, and preserving information.
2. Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management.
3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field.
4. Are capable of serving information seekers in a global society.
5. Appreciate education and service as integral to the role of the information professional in society.
6. Interpret and apply research results from library and information science and related fields.
7. Articulate the economic, political, cultural, and social importance of the information profession.
8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

To accomplish these objectives, the faculty designed a curriculum to foster the development of student competencies in six areas: Professional identity, Management, Resources, Services, Information organization, and Technology. DLIS sought feedback on the program objectives and competencies from the LIS Advisory Board, students, alumni, and employers, and adopted the program objectives and competencies. The competencies represent the knowledge, skills, and abilities library and information professionals must possess in order to meet the market needs and ensure professional

success. Table II-1 explains how the competencies contribute to the achievement of program objectives.

Table II-1. Competencies in support of program objectives

Competencies	Program Objectives
Professional Identity	3, 5, 6, 7, 8
Management	1, 2, 3, 5, 8
Information Resources	1, 2, 6
Information Service	1, 2, 4, 5, 6
Information Organization	1, 2, 4, 6
Information Technology	1, 2, 4, 6, 7, 8

The Curriculum Committee leads the effort in developing, reviewing, and revising the curriculum. Prior to 2015 the entire faculty served on the Curriculum Committee. To improve efficiency, the committee was restricted in fall 2015 to three members, including a senior faculty and two junior faculty members. The committee identifies issues for faculty discussion, evaluates proposed courses or course changes, and presents recommendations at the faculty meeting for approval. Meeting minutes record issues addressed by the Curriculum Committee (Appendix II-1).

The curriculum for the M.S.L.I.S. program has a total of 63 courses designed to develop student competencies in these six areas. Course numbers 551, 553, 555, and 557 are core, required courses that lay the foundation for higher-level courses. Courses in the 52x sequence support the new bachelor to master's degree program (also known as the 4 +1 program). The Curriculum Committee aligned the core and elective courses along the six competency areas and adopted a new numbering system to make more explicit the curriculum structure. The new numbering system was presented to full-time and part-time faculty members and continuing students in fall 2008 to obtain feedback. It was implemented in fall 2009. Table II-2 presents the numbering system designed to make curriculum structure more explicit for students.

Table II-2. Course numbering scheme

Digit	Value = definition
1st digit	5 = introductory, 6 = mid-level, 7 = advanced, 8 = specialized
Core courses 2nd digit	5 = required
Core courses 3rd digit	0-1 = Information Organization; 3-4 = Resources and Service 5-6 = Technology; 7-8 = Professional Identity and Management
Electives 2nd digit	0-1 = Information Organization; 3-4 = Resources and Service 5-6 = Technology; 7-8 = Professional Identity and Management
Elective 3rd digit	As appropriate

Table II-3 presents course numbers sorted by competency and level of complexity to show the coverage of courses.

Table II-3. Courses by competency and complexity

Competency	Core (55**X**)	52x Electives	Mid-level (6**X**#)	Advanced (7**X**#)	Specialized courses (8**X**#)
Information organization	551	522	603, 606, 610, 615, 616	713	
Resources and Services	553	524	631, 633, 634, 635, 636, 637, 638, 639, 641, 643, 644, 646, 647, 648	731, 747	**830, 832, 833, 834, 835, 838, 839, 843, 844, 845, 846, 848, 849**
Technology	555	525	652, 654	752, 753, 756 , 757, 761	
Professional Identity and Management	557		670, 672, 675, 677	**772**	870, 871, 881, 884, *886* ,887, 888, 889

While each course focuses on a competency area, many courses support multiple program objectives. Table II-4 shows that each program objective is supported by at least 44% of current courses. This strong alignment between the eight program objectives and courses serve as evidence that the DLIS has sufficient curricular coverage of the areas specified in the program objectives. The course catalog is online**.** Course syllabi are stored in the CUA Syllabus Repository (password required for access).

Table II-4. Courses in support of program objectives

Program Objective The program develops graduates who	Number of Contributing Courses (%) (*n=63)
1. Are skilled in organizing, disseminating, managing, and preserving information.	41 (65%)
2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information. management	35 (56%)
3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field.	28 (44%)
4. Are capable of serving information seekers in a global society.	37 (59%)
5. Appreciate education and service as integral to the role of the information professional in society.	29 (46%)
6. Interpret and apply research results from library and information science and related fields.	33 (52%)
7. Articulate the economic, political, cultural, and social importance of the information profession.	29 (46%)
8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users n society.	35 (56%)

* Course numbers for independent studies, practicums, and comprehensive examinations are not included

Systematic Curriculum Review and Revision

Program objectives provide a useful framework for systematic review of the curriculum. DLIS courses are reviewed and revised and new courses are introduced to cover new developments in the library and information science field. Between 2009 and 2014 the faculty reviewed the entire curriculum to determine how well the courses contribute to the achievement of program objectives. To standardize the curriculum review effort, the faculty developed guidelines for reviewing core courses (Appendix II-2), including core course chair's responsibilities; for mid-level course review (Appendix II-3); for advanced-level course review (Appendix II-4); for proposal of special topic courses and adoption of new courses; and for proposals of new courses of study. Table II-5 shows that core courses were reviewed in 2009, 2011, 2013, and 2014; mid-level courses were reviewed from 2010 to 2011, advanced courses were reviewed between 2012 and 2014, and specialized courses were reviewed from 2009 to 2014. This table illustrates the on-going systematic process of curriculum review and revision.

Table II-5: Curriculum review process

Course Level	Year(2) or Review	Review Guidelines
Core (55x)	2009 — 551, 553, 555, 557 2011 — 551 2013 — 553 2014 — 555	Core course review and revision Core course chair responsibilities
Mid-level (6xx)	2010–2011	Mid-level course review and revision
Advanced (7xx)	2012–2014	Advanced course review and revision
Specialized (8xx)	2009–2014	Course of study proposal Proposal for special topic courses and adoption of new courses

Since the reviews of core courses were completed, the syllabus of each core course has been standardized and includes these details: student learning outcomes, program objectives supported by the course, core assignments for assessing student learning, competencies to be developed, and technology requirements. DLIS faculty established a process for reviewing courses (Appendix II-5). As a result of the reviews of the entire curriculum, several courses were removed, a few course descriptions were updated, and a few course titles were changed. Table II-6 and Table II-7 presents these revisions. The DLIS course catalog presents the most up-to-date course information.

Table II-6. Courses removed and courses with updated descriptions

Courses Removed	Course Description Updated
632: Advanced Information Sources and Services 656: Computer Networking 733: Advanced On-Line Information Retrieval 735: Adult Services 771: Library and Information Service Evaluation 877: Metadata Institute	603: Technical Services 606: Cataloging and Classification 610: Information Architecture and Web design 615: Metadata 616: Indexing. Abstracting, and Thesaurus Construction 731: Media Integration in the Curriculum 835: Administration of School Library Media Programs 848: Media for Children

Table II-7. Course title changes

Course	Old title	New title
610	Internet Searches and Web Design	Information Architecture and Web Design
615	Organization of Internet Resources	Metadata
633	On-Line Information Retrieval	Information Retrieval and Analysis Strategies
731	Media Services	Media Integration in the Curriculum
752	Design and Production of Multimedia	Design and Production of Multimedia for PK-12 Instruction
761	Electronic Records Management	Electronic Records and Digital Archives
835	The School Library Media Center	Administration of School Library Media Programs
849	Media for Adolescents	Media for Young Adults
870	Health Science Literature	Health Science Information
871	Health Science Librarianship	Health Informatics

Course Regularization and Adoption

Full-time and part-time faculty often propose special topic courses to cover new areas of study. To ensure a systematic approval process, the faculty developed and implemented procedures and process for proposing special topic courses and adopting new courses (Appendix II-6). As a result, 10 courses were added to the curriculum between 2010 and 2014.

1. LSC522 Digital Content Creation and Management
2. LSC524 Actionable Intelligence: Information Analysis and Communication
3. LSC525 User Interface Design and Evaluation
4. LSC648 Digital Curation
5. LSC677 History and Theory of Cultural Heritage Institutions
6. LSC772 Marketing Libraries and Information Services
7. LSC761 Electronic Records and Digital Archives
8. LSC843 Public Program, Outreach, and Exhibitions in Archives, Libraries, and Museums
9. LSC877 Institute on Digital Collections in Libraries, Archives, and Museums
10. LSC879 Visions of Italy

Course numbers 522, 524, and 525 were added to support the 4+1 program; 648 and 761 were added to support students' interest in archives management; 772 was regularized to strengthen the Management competency area; and 677 and 761 were developed to support the course of study on cultural heritage information management. A special topic course, Digital Humanities, was offered in spring 2014 and spring 2015 and will be reviewed for adoption in fall 2015. LSC 877 and 879 are summer institutes added to the curriculum in 2010 and 2011.

Stakeholder Engagement

DLIS faculty members regularly solicit input from stakeholders such as students, alumni, adjuncts, and employers to inform their review and revision of the curriculum. For example, course reviewers routinely consider course evaluations, student comments, and input from adjuncts and experts in the field. When new courses were developed for the Cultural Heritage Information Management course of study, an advisory group of instructors and practitioners from libraries, museums, and archives was consulted. For the IMLS-funded Cultural Heritage Information Management Project that provided scholarship support for 17 students, a CHIM Advisory Group was convened to help with the design of the CHIM Project, including what knowledge, skills, and professional experience the Project should provide to scholarship recipients. Students, alumni, LIS Advisory Board, faculty, adjuncts, and practitioners contribute to the evaluation of the curriculum (see Table I-10). Stakeholder involvement in program assessment and improvement is discussed in Chapter One: Mission, Goals, and Objectives.

Various Learning Experiences

DLIS offers students a variety of learning experiences for study of the theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts. In addition to semester-long courses offered in face-to-face format, blended format, and Online & Weekend Learning (OWL) format (i.e., four Saturday face-to-face classes and online classes), DLIS offers students a rich array of learning opportunities.

Summer Institutes and Study-abroad Course These weeklong courses, offered for three credits in summer, fully immerse students in a subject area. Instructors combine class meetings with site visits, guest lectures, hands-on practice, and some online activities. DLIS has offered Federal Library Resources, Art and Museum Librarianship, Digital Collections in Libraries, Archives, and Museums, and Copyright and Licensing Issues in the institute format. The study-abroad course, Visions of Italy, takes students to Italy to learn how cultural institutions use digital technologies to facilitate user access to their rich collections. The weeklong course includes visits to the Vatican Library and Archives.

Practicums Provide students with supervised professional training in a library, archive, or other library/information service agency approved by the DLIS faculty. It requires a minimum of 120 hours of field work per semester. Written goals and evaluation of practicum experience are required. (lis.cua.edu/courses/practicum/)

Independent Study Students may conduct in-depth investigation of a topic under the supervision of a full-time faculty member. Many students have taken advantage of this type of learning to pursue areas of special interest to them. See Appendix III-6 for a list of independent study topics.

Special Topic Courses Full-time and part-time faculty offer special topic courses to cover new developments in the field. The faculty follows the course proposal guidelines to propose special topic courses (Appendix II-6). After a special topic course has been offered twice, it will be reviewed for regularization. The faculty can also develop new Courses of Study to introduce students to emerging specialized areas of study (Appendix II-7). For example, in 2015 "Community and Embedded Information Services" and "Information Analysis" were adopted after consultation with the LIS Advisory Board and the full faculty.

Symposium and CHIM Forum Since 2009 DLIS has organized the Bridging the Spectrum Symposium for practitioners, researchers, and students to share research findings and best practices and discuss issues of common interest. Many students have presented posters or research projects at this annual symposium. In 2015 DLIS organized a Cultural Heritage Information Management Forum and leaders in this area presented on critical issues and challenges facing the field. DLIS students presented their practicum experience and course projects at the Forum.

Colloquia DLIS hosts colloquia every semester for distinguished professionals and researchers to share their insights with students. Colloquia broaden students' learning and raise their awareness of critical issues and best practices.

Extracurricular opportunities DLIS student organizations organize events that enrich students' learning, including tours of various types of information agencies, guest lectures on special topics of interest, and workshops on career planning and job search. Details on events and programs offered by student organizations are presented in Chapter Four that addresses Standard IV: Students.

Standard II.2 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

The DLIS curriculum provides students with the knowledge and skills to create, communicate, identify, select, acquire, organize, store and retrieve, preserve, analyze, interpret, evaluate, synthesize, disseminate, and manage information and knowledge. The curriculum is based on program objectives and is designed to help student develop competencies in six target areas. These competency areas address the foci identified in Standard II.2 and are supported by core and elective courses. Table II-8 shows how constructs in Standard II.2 are covered by the competency areas and courses. Core courses lay a solid foundation and higher-level electives expanding on that foundation and providing opportunities for in-depth studies of these important aspects of information services and management.

Table II-8. LIS competencies and courses covering Standard II.2 constructs

Standard II.2 Constructs	DLIS Competencies	Representative Courses covering the focus area
Knowledge creation	Professional identity, management, services, information organization, technology	553, 555, 557, 606, 633, 635, 636, 643, 648, 652, 748, 830, 839, 895, 896
Communication	Professional identity, management, services, resources, information organization, technology	525, 553, 555, 610, 633, 635, 636, 643, 648, 652, 654, 753, 830, 835, 839, 896
Identification	Resources, information organization	553, 557, 633, 635, 646, 648, 652, 731, 761, 830, 839, 896
Selection	Resources, information organization, Technology	525, 553, 555, 557, 610, 635, 636, 646, 648, 652, 731, 748, 761, 830, 839, 896
Acquisition	Resources, technology	646, 648, 731, 748, 753, 761
Organization and description	Information organization, technology	525, 551, 555, 606, 610, 615, 616, 633, 646, 648, 652, 654, 748, 761
Storage and retrieval	Information organization, technology, Resources	551, 555, 606, 610, 615, 616, 633, 646, 648, 652, 654, 748, 753, 761
Preservation	Professional identity, management, resources, information organization, technology	551, 555, 646, 648, 652, 748
Analysis, interpretation, evaluation, synthesis	Management, resources, information organization, technology, services	525, 551, 553, 555, 557, 606, 610, 615, 616, 633, 635, 636, 643, 646, 648, 652, 654, 675, 731, 830, 835, 839, 895
Dissemination	Management, resources, services, information organization, technology	525, 551, 553, 555, 606, 615, 633, 636, 646, 648, 652, 654, 731, 748, 753, 830, 835, 839, 896
Management	Professional identity, management, technology, services	525, 551, 606, 615, 633, 646, 652, 748, 835

Standard II.3 *The curriculum*
> *II.3.1 Fosters development of library and information professionals who will assume an assertive role in providing services.*
> *II.3.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.*
> *II.3.3 Integrates the theory, application, and use of technology.*
> *II.3.4 Responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups.*
> *II.3.5 Responds to the needs of a rapidly changing technological and global society.*
> *II.3.6 Provides direction for future development of the field.*
> *II.3.7 Promotes commitment to continuous professional growth.*

The curriculum supports the program objectives and is designed for students to develop competencies that reflect the knowledge, skills, and abilities library and information professionals must possess to function effectively in the 21st century. Table II-9 shows how courses at DLIS address the elements of Standard II.3.

Table II-9. Courses mapped to elements of Standard II.3 (*n=63)

Standard II.3	Number and Percentage of courses supporting Standard II.3
II.3.1 Fosters development of library and information professionals who will assume an assertive role in providing services.	56 (89%)
II.3.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.	44 (70%)
II.3.3 Integrates the theory, application, and use of technology.	51 (81%)
II.3.4 Responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups.	34 (54%)
II.3.5 Responds to the needs of a rapidly changing technological and global society.	56 (89%)
II.3.6 Provides direction for future development of the field.	26 (41%)
II.3.7 Promotes commitment to continuous professional growth.	30 (48%)

* Course numbers for independent studies, practicums, and comprehensive examinations are not included.

> ***Standard II.3.1** [Curriculum] fosters development of library and information professionals who will assume an assertive role in providing services.*

Several program objectives articulate the M.S.L.I.S. program's commitment to educate graduates ready to assume an assertive role in providing services: Graduates

> 4. Are capable of serving information seekers in a global society.
> 5. Appreciate education and service as integral to the role of the information professional in society.
> 7. Articulate the economic, political, cultural, and social importance of the information profession.
> 8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

Of the 63 courses in the M.S.L.I.S. curriculum, 56 (89%) prepare students to provide innovative and effective information services in a world that is increasingly multilingual, multicultural, and multiethnic. LSC553 Information Sources and Services, a core course, fosters the development of competencies in the design and delivery of information services. Assessment data based on the evaluation rubric for this course's final examination show that on a three-point scale (with "1" for performance below expectation, "2" for meeting expectation, and "3" for exceeding expectation), student average is 2.93. Student learning outcomes are discussed in depth in Chapter I: Mission, Goals, and Objectives.

Building on the core course, many higher level courses provide opportunities for students to apply their knowledge and abilities by working with local organizations, scholars, and communities to learn how to assume assertive roles in organizing and digitizing local

resources, developing tools, assisting in writing grants, and organizing workshops for users. Prime examples of course products that demonstrate student learning are

1. Students in LSC652 Foundations of Digital Libraries created digital collections for local small archives or special collections, helping them jumpstart their digitization projects. Local organizations where students completed digitization projects include Franciscan Monastery Archives, Arlington Public Library Special Collections, District of Columbia Public Library (DCPL) special collections, the Society of the Cincinnati, Trinity Washington University, and the George Finch Collection at the Georgetown Law Library.
2. Students in a special topic course Digital Humanities worked with the faculty from the School of Theology and Religious Studies to document oral history and create a digital repository for the preservation and dissemination of the cultural record of Christian Syriac Communities, the "Syriac Heritage: Voices of Women Exiles." Students created an annotated bibliography to provide a list of resources from which 'best practices' in oral history can be derived. The resources guide the research team to collect oral histories that will make up a significant portion of the digital repository.
3. Students in LSC 648 Digital Curation created a workshop on photo archiving to help the public manage and preserve photos: Preserving Your Personal Memories.
4. Students in LSC646 Archives Management processed archival collections and created finding aids for the CUA University Archives. These finding aids help the Archives greatly facilitate user access to their collections.

These data correspond well to data from annual exit surveys since 2011 (Appendix I-9). Table II-10 shows that students reported the curriculum has helped them develop competencies in the Information Resources and Information Services areas. Numbers represent "very well" and "adequately" responses to the question: How well do you feel SLIS has prepared you in these competency areas? The lower number for 2015 may be related to the hiring of an inexperienced adjunct for a summer course.

Table II-10. Competency preparation in resources and services

Competency	2011	2012	2013	2014	2015
Information Resources	94%	100%	97%	96%	85%
Information Services	96%	98%	100%	91%	96%

> **Standard II.3.2** *[Curriculum] emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.*

Seventy percent of DLIS courses emphasize the value of basic and applied research (Table II-9). Many courses help students develop into critical consumers of research. Students evaluate and incorporate research findings in their reports and discuss implications of basic and applied research for information services, organization, and management in libraries, archives, and other information-intense agencies. Further, students are encouraged to conduct quality research, apply findings, and assess impact of

their research. Several courses address the interdisciplinary nature of the library and information science field: LSC677 History and Theory of Cultural Heritage Institutions applies research from cultural studies; LSC 525 User Interface Design and Evaluation applies the literature about human-computer interaction; LSC874 Digital Humanities applies research from the humanities; and LSC772 Marketing Library and Information Services applies the literature from business research. Examples of courses emphasizing research-based practice are

- LSC675 Research Methods focuses on research design and analysis in the LIS discipline.
- LSC652 Foundations of Digital Libraries requires students to conduct an assessment and usability testing to create better systems and methods for information retrieval and access, and interface design. Sample usability testing reports and case study research papers from LSC652 are available on site.
- LSC644 Information Literacy and Instructional Design introduces students to instructional design methods and strategies to develop user competency in using and managing information.
- Many independent studies provide opportunities for students to produce publication-quality quality research papers (Details on independent studies are presented in Chapter III that addresses Standard III Faculty). For example, a research paper produced from an independent study in 2010 won the student paper award from the American Association of Law Libraries/LexisNexis (Debbie Shrager "Moving past Web 2.oh! An exploratory study of academic law libraries.")
- In 2010, a student's research paper on blogging prepared for LSC555 was published in the Smithsonian Libraries blog (Unbound).
- In spring 2015, a student (Justine Rothbart) published an article on her experience in participating in processing the Yellowstone archives' hidden collections via the National Park Service in the January/February issue of SAA's *Archival Outlook*.

As the culminating experience of the M.S.L.I.S. program, the required take-home comprehensive examination assesses students' ability to demonstrate research skill, analytical abilities, knowledge of the literature, skills in literature evaluation and synthesis, and writing skills. Of the six evaluation traits on the evaluation rubric, students scored best in their ability to search, evaluate, analyze, and synthesize literature. Comprehensive examination outcomes are discussed in detail as direct measures of student learning in Chapter I: Mission, Goals, and Objectives.

Standard II.3.3 [Curriculum] integrates the theory, application, and use of technology.

Technology is central to the curriculum. Fifty-one courses (81%) contribute to the development of technology competencies in the program (Table II-9). Instructors use various technology tools to enhance student learning, such as Blackboard, Edmodo, Google apps, Wordpress, Twitter, Adobe Connect, and iSpring (for video production). Many courses incorporate apps, programs, web technologies, content management

systems, and software for students to practice applying technology to information organization, information access, service provision, collection management, information instruction, marketing, digital curation, and collaboration. LibGuide, a content management system, for instance, has been used in LSC 533 for students to organize information resources for users and guide them to take full advantage of rich information resources. It is also used in LSC 633 Advanced Information Retrieval and Analysis Strategies to present research findings for users. Examples of student work products include

- Appetite for Instruction: Information Resources for the food enthusiast. (Spring 2010) Sarah Rice Scott, Cynthia Farnquist, and Russell Martin.
- Let's Look it Up! (Fall 2010) Mary Beth Kurspatrick, Liz McLean, Amy Baldwin, and Amal Morsy.
- The Federal Freedom of Information Act: A guide of the resources on the federal Freedom of Information Act (FOIA) (Fall 2012) Emily Burton.

In LSC610 Information Architecture and Web Design students redesign websites of various organizations, including Georgetown Law Library, District of Columbia Library Association, Stark County District Library, Catholic Research Resources Alliance, and Library of Congress, using a prototyping tool, HTML, CSS, and other website design techniques.

In LSC616 Indexing, Abstracting and Thesaurus Construction students used MultiTes and HTML to create a web-based thesaurus, applying principles of developing a thesaurus following *ISO 25964 Thesauri and interoperability with other vocabularies. The thesaurus is entitled,* How does your garden grow?

Students in LSC646 Archives Management created EAD finding aids for archival collections at the CUA Archives: Lois G. Schmidt; Alphonse H. Clements Papers; Healy, Patrick Joseph; Henri Goguen.

LSC652 includes a class project that allows students to apply best practices of creating a digital collection with digital content management systems, CONTENTdm or Omeka (see 652 course project website and a recent course project of creating a digital gallery with Omeka, The James Cardinal Gibbons Medal). Taking a project management approach, students follow common digitization guidelines for digitization process, develop metadata schemas for a collection, manage digital objects and metadata in content management systems, customize the websites to support information searching and browsing, and conduct a usability testing of the final products. Table II-11 shows technology applications taught and used in selective courses.

Table II-11. Technologies used in courses

Course	Technologies taught and used in course
525: User Interface Design and Evaluation	HTML; CSS; wiki; UI and Prototyper prototyping tools; Google Docs for collaboration; Balsamiq, moqups, or other mock-up tools

551: Organization of Information	DC metadata creation tools: Dublin Core Metadata Generator; OCLC Connexion (connexion.oclc.org); Library of Congress Cataloger's Desktop (desktop.loc.gov); Classification Web (www.classificatioweb.net). MultiTes; RDA Toolkit; SearchBox (Summon discovery system)
553: Information Sources and Services	OPACs; digital library retrieval systems; web search tools; academic databases; Springshare Libguides; library catalogs; discovery layer systems; personal bibliography management tools.
555: Information Systems in Libraries and Information Centers	Database management system; Web 2.0 tools; Web blog (set up and posting); HTML and XML technologies; CSS; MS Access; wiki; XSL
557: Libraries and Information in Society	Google Doc; wiki (For student collaborative projects)
606: Cataloging and Classification	Classification Web; OCLC Connexion; AACR2, RDA, and Dublin Core metadata schemas; WebDewey; MARC 21; Cutter-Sanborn Tables; Cataloger's Desktop; RDA Toolkit.
610: Information Architecture and Web Design	HTML; CSS; wiki; UI prototyping tools; HotGloo or other prototyping tools; Dreamweaver and open source HTML editors; Gliffy or other diagraming tools; Balsamiq, moqups or other mock-up tools; content management systems; OptimalSort or other card sorting tools; Google web analytics and other analytics tools
615: Metadata	Various metadata generators; HTML and XML; NoteTab Light for students to create, validate, and display EAD XML files
616: Indexing, Abstracting, and Thesaurus Construction	MutliTes; HTML
633: Advanced Information Retrieval and Analysis Strategies	The course covers databases provided by Dialog, Lexis/Nexis, Factiva, ProQuest, EBSCO, digital libraries, WorldCat, resources in the Deep Web, social media, open access resources, and other databases subscribed by CUA, such as Web of Science and Polls of the Nation. LibGuides; Weebly.
635: Advanced Information Retrieval and Analysis Strategies	Depending on project options selected, students may gain experience with survey development tools, such as Survey Monkey or Google Docs.
636: Social Science Information	Springshare (LibGuides); RefWorks personal bibliography manager; various digital library information retrieval systems
643: Oral History	Digital recorders; Voice recognition software
646: Archives Management	Eloquent Systems (2011); Archivists Toolkit (2012, 2013); and ArchivesSpace (2014) for students to create DACS-compliant archival descriptions.
648: Digital Curation	DMPOnline and DMPTool; Digital curation technical tools students reviewed and demonstrated in class include TimelineJS, Google Refine, MUSE, Zotero, Social Safe, Viewshare, Bulk Rename Uility, Vimeo, Omeka, MP3TAG, MetaArchive, DROID, Dioscuri, DSpace, Xena, WebCite, Greenstone, Mendeley, ArchiveFacebook, Fixity, MetaData Quality Control (MDQC), VirtualBox, Dropbox, WinDirStat, CCleaner, Dataverse, Maui Indexer
652: Foundations of Digital Libraries	CONTENTdm; Omeka; ViewShare;Photoshop; Mesh-up; Google Doc or wiki for collaboration; HTML
654: Database Management	SQL; MySQL; hosted web services
672: Management	Information retrieval tools and personal bibliography management tools useful for term projects

675: Research Methods in Library and Information Science	Microsoft Excel; SPSS
731: Media Integration in the Curriculum	iPads; educational websites; applications; educational social media
748: Electronic Records and Digital Archives	Alfresco and BitCurator used for in-class demonstrations
753: Programming and Web Applications	HTML; CSS; PHP; Scratch; hosted web services; wiki
772: Marketing Libraries and Information Services	Various technologies as appropriate to students' term projects, which may involve any aspect(s) of the marketing process.
830: Legal Literature	OPACs; digital library retrieval systems; web search tools; academic databases, and commercial legal and congressional databases; Springshare Libguides.
835: Administration of School Library Media Programs	Collection analysis tool
839: Advanced Legal Research	OPACs; digital library retrieval systems; web search tools; academic databases, and commercial legal and congressional databases; Springshare Libguides.

In addition, DLIS offers a series of technology workshops covering HTML, web design, Blackboard use, and other tools to enrich students' learning. The University Library system offers Lynda.com, subscription-based technology tutorials, for students and University community members to learn various subjects at their own pace.

Since technology is critical to LIS education and the LIS profession, in their syllabi instructors make explicit the technology requirements of their courses and the technologies used in their courses. As the faculty reviews the curriculum, the technology component of each course is carefully examined.

LSC555, a core course, focuses on information systems and helps students develop foundational understanding and skills for information technology applications in libraries and other information environments. In a standard group project designed to assess student learning, for "technology skills" students scored "3" (fall 2012), "2.5" (spring 2013), and "2.7" (fall 2014) on a three-point scale (with "1" for performance below expectations, "2" for meeting expectations, and "3" for exceeding expectations.

However, exit surveys since 2011 (Appendix I-9) found students did not feel as well prepared in the technology competency area as in the other areas. Data range from 86% in 2014 to 93% in 2015, showing improvement in learning in this area. Student learning outcomes measures are discussed in detail in Chapter I: Mission, Goals, and Objectives.

The faculty continues to explore ways to foster student competency in the information technology area. Data indicate that emphasis on technology applications in the curriculum has helped. Analysis of enrollment data found a steady increase of enrollment in technology-related courses, including LSC610 Information Architecture and Web

Design, LSC652 Foundations of Digital Libraries, and LSC654 Database Management. To address the development of technology competencies fully, the Curriculum Committee will review technology-centered courses in AY2015-16.

> **Standard II.3.4** *[Curriculum] responds to the needs of a diverse society including the needs of underserved groups.*

Thirty-four (54%) DLIS courses cover diversity issues through readings, discussions, class exercises, and assignments for students to address the needs of diverse user communities and underserved populations (Table II-9). LSC553 Information Sources and Services, for example, has a session on service philosophy, ethics, and reference in specific settings and for specific populations. LSC557 Libraries and Information in Society discusses the role of libraries and librarians in the management and delivery of information for various settings and purposes, and a session on intellectual freedom addresses equity of access in context with other principles of the ALA Code of Ethics and Library Bill of Rights. Directly related to Standard II.3.4 is one of LSC 557's course learning outcomes: "Explore the impact of multicultural and diverse populations on librarians and information professionals." LSC 557 uses a research paper to assess student learning outcomes. A report based on student papers of fall 2014 found satisfactory achievement in this area.

Other courses cover diversity from legal, societal, technical, and cultural perspectives as well. Several course projects illustrate students' ability to address the needs of diverse users. Examples of student course products include

- Significant Collectors and Collections of African-American Rare Books and Cultural Artifacts in the DC Metropolitan Region (fall 2010) — Kelly Navies
- The History and Development of the National Library Service for the Blind and Physically Handicapped Braille and Talking Book Services (fall 2010) — MaryBeth Wise
- An Oral History project on "Notable Burmese in America:" How they contributed to our understanding of cultural heritage and information management of South East Asian materials (spring 2012) —Lian Pansy Dim
- Best Practices for Teen Programming in Urban Public Libraries (spring 2012) - Rebecca Renard
- International law material integration in academic law libraries (summer 2013) — William Pugliese
- Prison Law Libraries and The Right of Prisoner Access to the Courts, a Constitutional Right without Assurance (spring 2014) — Victoria Capatosto

> **Standard II.3.5** *[Curriculum] responds to the needs of a rapidly changing technological and global society.*

Fifty-six (89%) of DLIS courses address the needs of a rapidly changing technological and global society (Table II-9). Faculty cover emerging trends and technologies in response to the evolving needs of the profession, and seek out cutting-edge, practice-based technology opportunities for students. As discussed in Curriculum Standard II.1, the curriculum is assessed and reviewed systematically to ensure its currency and relevance. As a result of the systematic review, new courses and courses of study have been added to address emerging trends. For example, the CHIM course of study was introduced in 2011, Information Analysis in May 2015, Community and Embedded Information Services in May 2015, and a CHIM post-master's certificate program in April 2015.

Standard II.3.6 [Curriculum] provides direction for future development of the field.

The vision of the LIS program at Catholic University is to transform "the roles of libraries and information professionals for the betterment of human society." To prepare graduates to assume leadership in shaping the future of the field, the faculty helps students develop competencies in six target areas: Professional Identity, Management, Information Resources, Information Services, Information Organization, and Information Technology. The curriculum prepares graduates to contribute to the creation and management of knowledge and information, preserve heritage and scholarship, and develop a commitment to service in the library and information science field. The faculty focuses on educating reflective practitioners capable of developing best practices, assessing new developments, addressing challenges, and designing innovative solutions for a changing information environment. Many courses include course activities such as discussions, self-reflection essays, developing strategic proposals for students to practice addressing current trends, and developing new initiatives to bring about positive impact on individual users and communities. The take-home comprehensive examination encourages students to critically assess current practices and the literature, address new challenges, and consider implications of current practices and new developments for the future of the field. In addition, DLIS symposiums, colloquia, practicums, guest lectures, and other special events broaden students' perspective, enrich their learning, and provide opportunities for them to interact with practitioners and researchers.

Standard II.3.7 [Curriculum] promotes commitment to continuous professional growth.

Program objective 8 states the program aims to educate graduates who "are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society."

Thirty of the 63 courses (48%) help students appreciate the need for lifelong learning (Table II-9). As society goes through rapid demographic and technological changes, the faculty helps students develop abilities to keep up with new developments and develop strategies to meet the needs of users in a variety of information settings. Students understand the dynamic and changing nature of the network environment and are prepared for continuous learning to ensure effective services for users. Beyond the

classroom, DLIS offers conferences and colloquia. Student organizations sponsor guest lectures, workshops, and tours of information agencies to enrich their learning. Alumni have created a mentoring program to guide students through coursework and in career preparation (Appendix II-8). DLIS also encourages students to engage in professional associations by attending workshops and conferences and presenting reports or posters at national and regional professional conferences. Students have participated in American Library Association conferences, Society of American Archivists conferences, Bridging the Spectrum symposia hosted by DLIS, the Cultural Heritage Information Management (CHIM) Forum organized by DLIS, Mid-Atlantic Regional Archives Conferences, and events organized by the District of Columbia Division of the Special Libraries Association and the Potomac Chapter of the Association for Science and Information Technology. At the CHIM Forum, 15 students presented their practicum projects. Appendix II-9 presents examples of student participation in professional conferences. DLIS also offers continuing education opportunities to practitioners, including post-master's certificate programs, nondegree-seeking option, and summer institutes. Selected student course products and research papers are available on site (Appendix II-10).

Standard II.4 *The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.*

Advising

Academic advisors inform and encourage students to take advantage of the rich learning opportunities at DLIS. Advisors help students develop programs of study to meet their needs, goals, and aspirations and provide guidance in developing competencies needed for productive careers. By making explicit the curriculum structure through course number changes and course grouping by competency, DLIS makes it easier for students to develop coherent programs of study. The 10 courses of study offer students clear paths to pursue selected careers. The Two-Year Plan of Courses for the Master of Science in Library and Information Science Program, available on the DLIS website, offers students a guide to plan for their courses from the time they enter the program until the time they graduate. The advising sheets (Appendix II-11) developed in spring 2014 also provide support to students and advisors. DLIS also provides detailed course information on the department's web page, including

- Course selection FAQ
- Course catalog description
- Course schedule

Courses of Study

The DLIS curriculum enables students to construct programs of study based on their needs, goals, and aspirations. Students can choose to concentrate their studies in a predesigned course of study or work with their faculty advisor to develop their own course of study. The faculty developed 10 courses of study to guide students: Community and Embedded Information Services, Cultural Heritage Information Management, Digital Libraries, Generalist, Health Sciences, Information Analysis, Information Architecture, Law Librarianship, Organization of Information, and School Library Media. In developing the courses of study, the faculty considers competency recommendations of related professional organizations and selects courses that will foster the development of such competencies. The 2014 Alumni Survey found that 94% of the respondents felt the curriculum provided them with a coherent program of study (Appendix I-4).

Joint Degree Programs

DLIS offers six joint degree programs, which combine advanced studies in two disciplines in order to acquire competence in specialized areas of library and information science and a closely related field. The areas in which LIS offers joint degrees are biology, English, history, law, musicology, and religious studies.

Independent Study and Special Topic Courses

Students can choose to pursue independent studies under the guidance of full-time faculty members. A maximum of two independent studies may be completed by a student. The current full-time faculty members supervised 38 independent study courses from 2009 to 2015. Topics range from a study on the use of Web 2.0 technologies in academic law libraries in the D.C. metro area to an oral history project in which a student collected several oral histories of users of the National Library Service for the Blind and Physically Handicapped. See Appendix III-6 for a list of independent study projects since 2009.

Practicums and Other Experiential Learning

DLIS offers practicum opportunities (LSC 695A or LSC 695B) for students to obtain customized field experience in a specialized area. The practicum experience (offered as a three-credit elective) is optional but encouraged. Practicum is required for School Library Media (SLM) students. SLM practicum guidelines (available on site) were revised by Nancy Silcox, SLM practicum coordinator, and Professor Sung Un Kim, and reviewed by the Curriculum Committee in the fall of 2013. Another update to the guidelines was made in spring 2015. Students must complete 120 hours of field work under the supervision of a librarian and keep reflective journals of the experience; they are then graded on a pass/fail basis. The purpose of a practicum is for students to gain practical experience in the field. Further information on practicum is available online. DLIS has taken full

advantage of the rich resources in the Washington metropolitan area to give students opportunities to work with mentors at libraries, museums, archives, and other information settings. A list of selected practicum sites can be viewed online. Table II-12 presents practicum enrollment data since our last review.

Table II-12. Practicum enrollment by year

Year	2010	2011	2012	2013	2014	2015
No. of Students	22	18	13	24	40	14

Because students who received the CHIM scholarship were required to do a practicum, the practicum enrollment number went up in 2014.

Students have found practicums highly valuable for combining theory and practice. One practicum student from spring 2015 commented on the experience in the LIS Practicum Diaries

> *One of the greatest aspects of my practicum at the Library of Congress's Publishing Office is the high value my supervisors place on my own personal, professional, and academic interests when determining my assignments and schedule. As a library science student, I was assigned to do some research for the upcoming illustrated history on the card catalog. One of the major things that I have learned through coursework and professional work at CUA is to be flexible with search methods. This flexibility was reflected in the different ways in which I searched the Prints and Photographs Division's online catalog, first by simply typing in the phrase "card catalog," without quotation marks, and then, using quotation marks with the phrase to narrow the search results. It was extremely interesting to learn more about the history of librarianship through the window of Library Journal volumes from the late 1890s and early 1900s.*

This positive view was echoed by another student comments from the 2014–15 survey of graduating students.

> *My practicum experience was hands-down one of the best elements of my graduate education. Not only was I able to complete an excellent project at the LOC, I was able to parlay my in-class education to a real-world project at an internationally recognized institution, adding both to my experience and my résumé. A big thanks to the department for helping to forge the relationship that allowed me to complete this project.*

In exit surveys students reported positively on practicums. Table II-13 presents data representing "strongly agree" or "agree" responses to the question: To what extent do you agree with the statement that "practicum opportunities provide valuable field experience"?

Table II-13. Student perception of practicums

Year	2011	2012	2013	2014	2015
Practicum	74%	80%	84%	93%	94%

Steady improvement since 2011 in student perception of practicums is encouraging. The increase in 2014 and 2015 may be related to the fact that a full-time faculty member supervised a large number of practicums for a grant. The lesson is that guidance and structure are critical for students to obtain a valuable field experience. In the 2015–16 academic year DLIS will explore the possibility of relying on a full-time faculty to help supervise practicums. Details of the practicum sites, students' reflection on their practicum experience, and supervisors' assessment of students' work are available on site.

Graduate Library Pre-professional Program

DLIS collaborates with the university libraries to offer several Graduate Library Pre-professional (GLP) scholarships each year. The GLP program serves two purposes: providing selected new students in DLIS with preprofessional work experience in the University Libraries, thus establishing a foundation for their first professional positions, and providing the University Libraries with a cadre of highly motivated and dedicated employees. Details of the GLP program are available online.

4+1 Bachelor to Master of Science in Library and Information Science (M.S.L.I.S.)

This program is designed to encourage qualified undergraduates to pursue a master's degree in the LIS field by allowing students to take DLIS 500 level courses and have up to 12 credits (four courses) count toward the bachelor's degree and the M.S.L.I.S. degree. Upon completion of their B.A. or B.S. at CUA, these students will only need eight DLIS courses to complete the M.S.L.I.S. requirements. DLIS added three 52X level courses to support this program. Four Plus One Program details are online.

Colloquia and Symposia

To enrich students' learning and raise awareness of the value of research, practice, and service, DLIS offers colloquia on various topics for its community. A list of colloquia and video presentations is online. Since 2009 DLIS has hosted a research symposium each spring. The 2014 Current Student Survey (Appendix I-10) found that 76% of

respondents either "strongly agree" or "agree" that colloquia, workshops, and special programs enhanced their learning. Table II-14 presents data from exit surveys (Appendix I-9) that show that students' perception of these special programs was slightly lower. Data represent "strongly agree" or "agree" responses to the question: To what extent do you agree with the statement that "special programs, workshops, and colloquia added to the quality of my educational experience"?

Table II-14. Exit surveys on student perception of specialty programs

	2011	2012	2013	2014	2015
Specialty Programs	58%	68%	68%	68%	73%

Standard II.5 When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.

Specialization within the Curriculum

The curriculum supports 10 courses of study for students to develop competencies in specialized areas. When developing a new proposal for a course of study, the faculty must provide the Curriculum Committee with the goals for the course of study and explain how they are tied to the standards, competencies and the needs of the field so that the course of study can provide students with a level of specialization that prepares them for professional practice in a variety of information settings.

Of the 10 courses of study developed by the faculty, Cultural Heritage Information Management (CHIM), Law Librarianship, and School Library Media have attracted more students than the other courses of study. These concentrations are described here to illustrate how the faculty took into account competency recommendations of various professional organizations when they designed these courses of study.

Cultural Heritage Information Management (CHIM)

The CHIM course of study was launched in 2011. It is designed to address the market needs created by the convergence of practice in libraries, archives, and museums. The course of study serves as a guide to career preparation in the CHIM area, listing core courses, highly recommended courses, and electives. In addition, it provides information on professional associations and publications of interest to students in the CHIM area. In fall 2015, DLIS launched a certificate in CHIM for practitioners interested in continuous learning in this area. The CHIM Advisory Group provided input on the knowledge, skills, and practices students must have to prepare for careers in cultural heritage institutions. The faculty also consulted competency recommendations of professional associations, including the American Antiquarian Society, Art Libraries Society of North America,

Association of College Research Libraries, Association of Moving Image Archivists, International Cultural Heritage Informatics, Mid-Atlantic Regional Archives Conference, Museums and the Web, Rare Books, Manuscripts and Special Collections/American Library Association, Society of American Archivists, and Special Libraries Association.

Law Librarianship

Ranked 3rd in the nation according to the U.S. News & World Report, the Law Librarianship course of study is designed for students interested in careers in law firms, government agencies, corporate legal departments, and academic law libraries. The course of study describes a joint-degree (M.S.L.I.S. and J.D.) option with Catholic University's Columbus School of Law. Students who hold a Juris Doctor will only need to complete 30 credit hours. The faculty consulted competency recommendations of professional associations as it designed this course of study, including American Association of Law Libraries, Law Librarians of the District of Columbia, Virginia Association of Law Libraries, and the Special Libraries Association.

School Library Media

The School Library Media course of study prepares students for practice and licensure as school library media specialists for K-12 education. It was developed according to the specifications of the National Council for the Accreditation of Teacher Education and meets the standards and competencies set forth by the American Association of School Librarians (AASL) of the American Library Association. The course sequence has been reviewed by the Department of Education at CUA to ensure that it meets University, association, and accreditation requirements, as well as the District of Columbia requirements for licensure. Documentation demonstrating how the DLIS School Library Media track complies with the AASL standards is available on site. This course of study has a prescribed curriculum for the 36 credit hours to earn the degree.

Standard II.6 *The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these standards.*

Consistent Quality Across Formats and Locations

DLIS strives to enhance the flexibility of the curriculum by offering courses on campus and at off-site locations — Library of Congress and Northern Virginia. DLIS started experimenting with asynchronous online teaching in 2009 and with synchronous learning through Adobe Connect Pro in fall 2010 The Online & Weekend Learning (OWL) program was launched in fall 2011 (lis.cua.edu/owl/). Courses are delivered in three formats: 1) Face-to-face class meetings on campus enhanced with online course enhancements through a management system, Blackboard; 2) blended format in which

half of the course is delivered online through Blackboard or Adobe Connect Pro, and half of the course is delivered through face-to-face class meetings; and 3) the OWL format that includes four Saturday face-to-face class meetings and extensive online coursework throughout the semester. DLIS also offers weeklong intensive courses during the summer session, including a study-abroad course, Visions of Italy, which takes students to Rome and Florence in the summer.

The OWL program was offered for the Generalist and the School Library Media courses of study to ensure that students pursuing the school library media course of study would be able to complete the entire degree by attending classes only on weekends. This approach was piloted in 2010 to determine the level of student interest and the feasibility of delivering the SLM program in the OWL format. Students responded positively, so the OWL program was launched in fall 2011.

In 2009, DLIS formed a Blended Learning Committee to monitor online teaching and learning. The committee was supported by the staff and evaluated online courses each semester. The faculty discussed evaluation data and teaching strategies at meetings with both full-time and adjunct faculty. Student assessment of online courses indicates more support is needed for students and faculty alike. Faculty also reported a need for preparation and support. As a result, a series of workshops on online teaching was offered in 2015. The Blended Learning Committee continues to lead the effort in online learning at DLIS. Assessment data on blended learning are discussed in detail in Standard II.7 below.

Ensuring Consistency in Teaching and Learning

To ensure consistency in teaching and assessment, the faculty agreed on outcomes measures for core courses to assess the achievement of course and program objectives. In fall 2008, the Curriculum Committee approved the procedure and process for core course review (Appendix II-2). Reviews of 55X courses take place every year, and an annual report on core courses is produced in the summer. The objective of core course reviews is to ensure the core courses 1) lay the foundation for achieving program objectives; 2) are up to date and appropriate in scope; and 3) make use of appropriate information technologies to provide students with a solid information technology foundation for their careers. Outcomes measures for the core courses are analyzed to determine if the measures are appropriate. Overall, students feel that instruction in the core courses is sufficient but it can be improved. Table II-15 presents exit survey data since 2011 to show that on average 76% of respondents reported that instruction in the core courses provided a solid foundation for them. Data represent "strongly agree" and "agree" responses to the question: To what extent do you agree "the four core courses provide a solid foundation"? Data show that students' view of core course instruction has improved since 2011. Faculty will continue to improve the curriculum by revising syllabi and incorporating new trends into core courses.

Table II-15. Student perception of core course instruction

Year	2011	2012	2013	2014	2015
Core courses instruction	67%	70%	84%	82%	85%

DLIS also implemented a course chair system for core courses to ensure consistent teaching and learning across course delivery formats and class locations. Course chairs are lead teaching faculty members who work with all instructors for the core courses to ensure the relevancy and currency of the course content, mentor new instructors, coordinate the delivery of the course at all sites, and monitor student learning. Ingrid Hsieh-Yee and Jane Zhang co-chair LSC 551, Renate Chancellor and David Shumaker co-chair LSC 553 and LSC 557, and Sung Un Kim and Sue Yeon Syn are co-chairs for LSC 555.

To prepare faculty for online teaching, DLIS offers OWL teaching resources. DLIS has offered workshops on teaching pedagogy, course management technologies (such as Adobe Connect Pro), and other technologies to assist with teaching. Full faculty meetings, consisting of the regular full-time and adjunct faculty, are often used to discuss teaching concerns, share tips, updates, and ideas, for consistency across learning environments. In May 2015, DLIS launched a series of Online Pedagogy workshops so that full-time and adjunct faculty can share ideas of how to effectively teach online (Appendix II-12). The first of these workshops was offered in May and the next two will be offered in the fall of 2015. Workshops like these are generally offered whenever appropriate to enable faculty members to make use of latest technologies in teaching.

DLIS has presented Adjunct Faculty Handbook on its website to provide guidance for teaching. Course preparation resources and online teaching resources are also available to support the faculty. The web page includes detailed class teaching procedures, such as a syllabus template, classroom location, grading, technical support, library system, course evaluation, examinations, guidelines for canceling class, information about weather, and student support services.

Standard II.7 *The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.*

Assessment/Planning Cycle

The curriculum is reviewed systematically to support the department's mission. In 2014, the faculty formalized the curriculum review process and approved the Assessment/Planning Cycle and Documentation (Figure II-1). Data is collected from all of LIS's constituents (students, faculty, staff, alumni, and employers) regularly. Data are compiled, triangulated, and analyzed in the summer to identify challenges and areas for

improvement. The faculty makes decisions on improvement and communicates changes to all of LIS's constituents.

Figure II-1. Assessment/planning cycle

Input (Ongoing) Use direct and indirect measures to gather assessment data from all constituents.

Analyze (Summer) Triangulate assessment results to identify challenges, strengths, & weaknesses.

Plan (Retreat & Ongoing) Use analyzed results to implement improvements. Develop/revise goals, objectives, & processes.

Communicate (Ongoing) Constituents informed of planning & assessment activities & results.

The curriculum review plan includes a timetable for reviewing core courses annually and elective courses on a four-year cycle. The faculty reviews the entire curriculum continuously, identifies areas that need improvement, and develops measures to assess progress. The curriculum review plan of May 2015 provides more details (Appendix II-13).

Curriculum Assessment and Updates

The comprehensive examination is one of the key measures of the curriculum because it is designed to assess student competencies. While the examination results are reviewed every semester, in spring 2015 the faculty conducted a detailed review of the comprehensive exam since the format change in fall 2012. As a result, the faculty modified the exam protocol to require students to attend the comprehensive exam workshop and meet with their advisor prior to taking the exam. To provide sufficient time for reflection and writing, the time for the take-home examination was extended from two to three days.

To ensure systematic development of the curriculum, the faculty approved procedures and process for regularizing special topic courses and adopting new courses in fall 2010. In fall 2012, three special-topic courses — Electronic Records Management, Marketing Libraries and Information Services, and User Interface Design and Evaluation — were
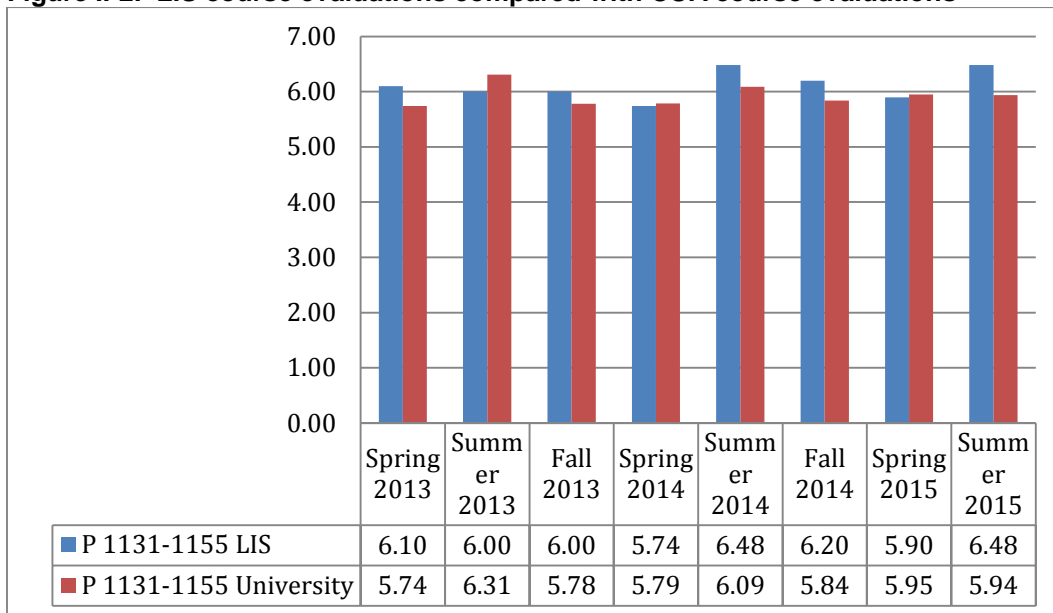
reviewed and approved as regular courses. Public Program, Outreach, and Exhibitions in Archives, Libraries, and Museums was approved in 2013.

In spring 2015, the curriculum committee reviewed student interests in the courses of study to determine whether they cover student interests and new developments in the professional fields. The committee analyzed course enrollment and data on student interest from exit surveys and the University's admission system. As a result, the committee invited the faculty to develop two new courses of study on Information Analysis and Community and Embedded Information Services. The proposals were discussed at the LIS Advisory Board meeting and the full-faculty meeting in spring 2015 and approved by the faculty in May 2015.
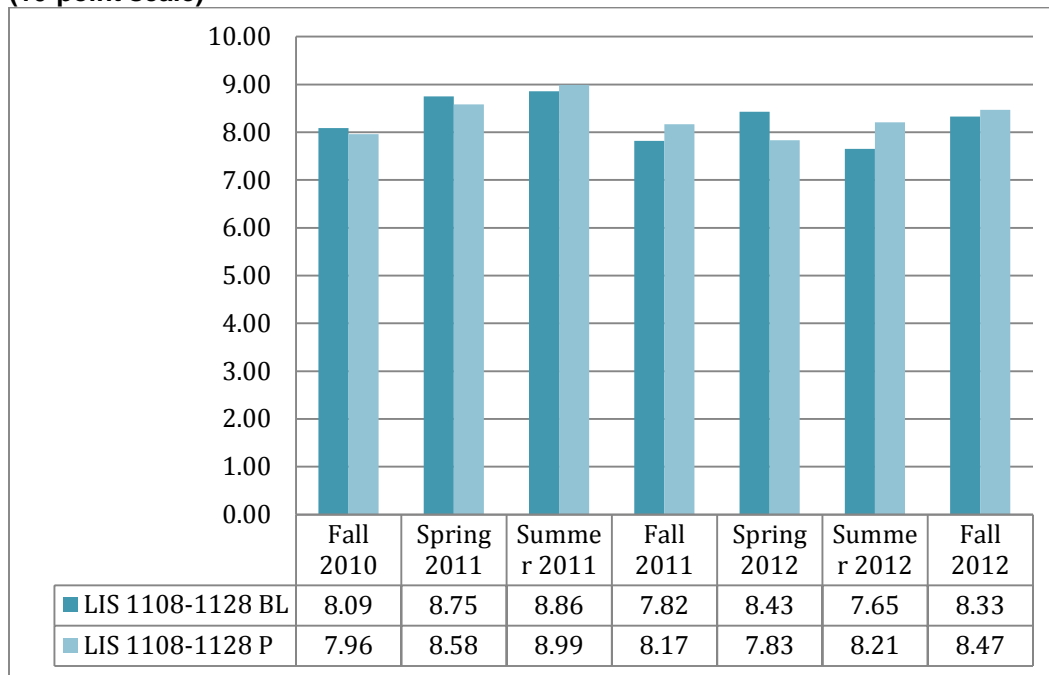
Input from LIS Constituents

DLIS seeks input and feedback from stakeholders as the faculty reviews and revises the curriculum. Course evaluations administered each semester are one source of data on student learning and achievement of course objectives. Course evaluations are administered online or in paper form. Figure II-2 compares the overall course evaluations between CUA courses and DLIS courses. For face-to-face courses, DLIS course averages are higher than University averages over time.

Figure II-2. LIS course evaluations compared with CUA course evaluations

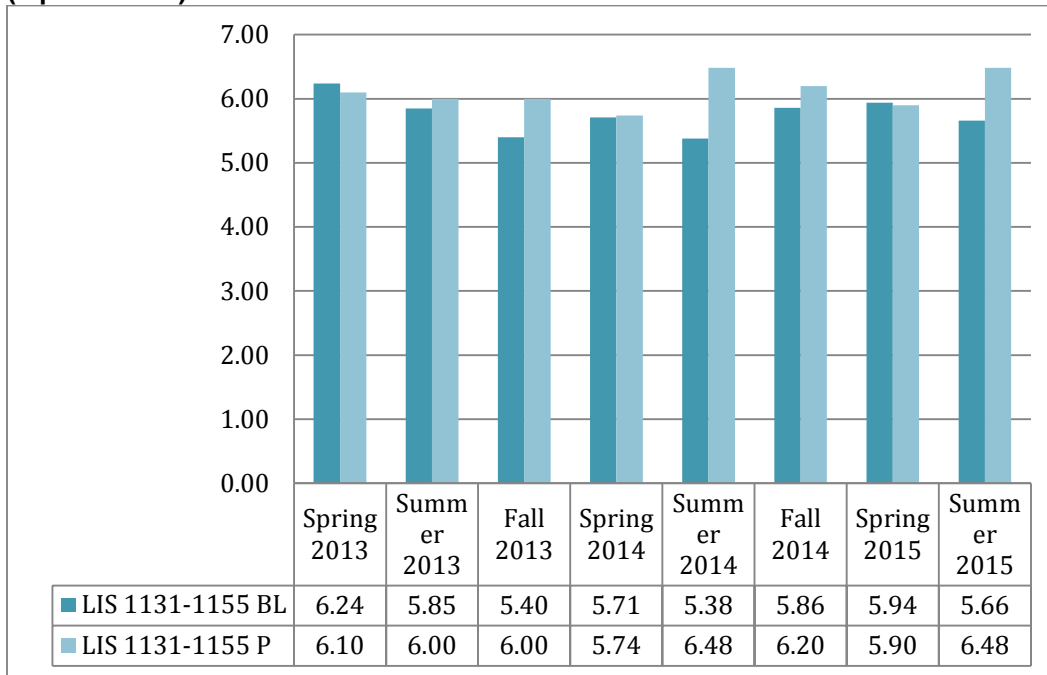|	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
P 1131-1155 LIS	6.10	6.00	6.00	5.74	6.48	6.20	5.90	6.48
P 1131-1155 University	5.74	6.31	5.78	5.79	6.09	5.84	5.95	5.94

Appendix II-14 presents courses by delivery method and faculty from fall 2012 to summer 2015 as evidence. DLIS blended courses received evaluation scores comparable to those for face-to-face courses from fall 2010 to fall 2012. Figure II-3 presents the comparative data on a 10-point scale.

Figure II-3. LIS blended course evaluations compared with regular course evaluations (10-point scale)

	Fall 2010	Spring 2011	Summe r 2011	Fall 2011	Spring 2012	Summe r 2012	Fall 2012
LIS 1108-1128 BL	8.09	8.75	8.86	7.82	8.43	7.65	8.33
LIS 1108-1128 P	7.96	8.58	8.99	8.17	7.83	8.21	8.47

Blended courses did not score as well from spring 2013 to summer 2015 largely because several adjunct faculty were new to the OWL format of teaching. Scores for summer OWLs are consistently lower than face-to-face courses, suggesting the challenge of teaching online courses in a more compressed timeframe. The Blended Learning Committee is leading the faculty to address the need for teaching and learning support in online courses. Figure II-4 presents evaluation data comparing blended courses and regular courses on a 7-point scale.

Figure II-4. LIS blended course evaluations compared with regular course evaluations (7-point scale)

	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
■ LIS 1131-1155 BL	6.24	5.85	5.40	5.71	5.38	5.86	5.94	5.66
■ LIS 1131-1155 P	6.10	6.00	6.00	5.74	6.48	6.20	5.90	6.48

In addition to course evaluation, DLIS uses surveys of students, alumni, and employers and meetings with various stakeholders, such as adjuncts and LIS Advisory Board, to assess achievement of program objectives and identify necessary changes in the curriculum.

Sources of Evidence

Appendix II-1. Curriculum Committee meeting minutes (on Blackboard)
Appendix II-2. Core course review process
Appendix II-3. Mid-level course review guideline
Appendix II-4. Advanced-level course review guideline
Appendix II-5. Course review and revision process
Appendix II-6. Procedures and process for proposing special topic courses and adopting new courses
Appendix II-7. Course of study proposal template
Appendix II-8. Alumni Board minutes on mentoring program
Appendix II-9. Student presentations at professional conferences
Appendix II-10. Student course products (on site)
Appendix II-11. Advising sheets
Appendix II-12. Online pedagogy workshop description
Appendix II-13. Curriculum review plan
Appendix II-14. Course enrollment by delivery methods and faculty type

Sources of Evidence on the Web

Catholic University Mission Statement	www.cua.edu/about-cua/mission-statement.cfm
Professional Competencies for Graduates of the Master's in Library Science Degree Program	lis.cua.edu/res/docs/about/accreditation/documents/sliscompetenciesadopted20080326.pdf
Course Catalog	lis.cua.edu/courses/courses.cfm
CUA Syllabus Repository	secure.cua.edu/syllabi/login.cfm
Community and Embedded Information Services	lis.cua.edu/MSinLS/coursesStudy/community-embedded.cfm
Information Analysis	lis.cua.edu/msinls/coursesstudy/info-analysis.cfm
Bridging the Spectrum Symposium	lis.cua.edu/symposium/
Cultural Heritage Information Management Forum	lis.cua.edu/chimforum/
Colloquiums and Panel Discussions	cuaslis.org/wp/category/events/colloquiums/
Syriac Heritage	syriacheritage.cua.edu
Preserving Your Personal Memories: Students Create Workshop on Photo Archiving	blogs.loc.gov/digitalpreservation/2014/05/preserving-your-personal-memories-students-create-workshop-on-photo-archiving/
Archival Outlook	www.bluetoad.com/publication/?i=243618&pre=1
Blogging in Libraries: Part 1	blog.library.si.edu/2010/12/blogging-in-librariespart-1/
Comprehensive Exam	lis.cua.edu/courses/comps/index.cfm
Appetite for Instruction: Information Resources for the Food Enthusiast	libraryschool.libguidescms.com/friendly.php?s=appetiteforinstruction
Let's Look it Up!	students.cua.edu/79morsy/index.html
Federal Freedom of Information Act	libraryschool.libguidescms.com/content.php?pid=409446
How Does Your Garden Grow?	students.cua.edu/00morgar/test/alpha.htm
Lois G. Schmidt Memorabilia Collection Finding Aid	archives.lib.cua.edu/findingaid/schmidt.cfm
Alphonse H. Clemens Papers Finding Aid	archives.lib.cua.edu/findingaid/clemens.cfm
Patrick Joseph Healy Papers Finding Aid	archives.lib.cua.edu/findingaid/healy.cfm
Henri Goguen Papers Finding Aid	archives.lib.cua.edu/findingaid/goguen.cfm
A Century of Knowledge, Service, and Discovery	cdm15850.contentdm.oclc.org/
The James Cardinal Gibbons Medal	cdm15850.contentdm.oclc.org/
Post-Masters Study	lis.cua.edu/msinls/postmasters.cfm
Cue Charm City!	marac.memberclicks.net/assets/documents/maracbaltimore2014.pdf

Treasure Chest of Fun and Fact Comic Book Collection	archives.lib.cua.edu/findingaid/treasurechest.cfm
SAA: Graduate Student Poster Presentations	saa.archivists.org/Scripts/4Disapi.dll/4DCGI/events/eventdetail.html?Action=Events_Detail&Time=99222750&InvID_W=1907
Two Year Plan of Courses for the MLIS	lis.cua.edu/res/docs/2YearPlan-2015-10-29.pdf
Frequently Asked Questions about Course Selection	lis.cua.edu/courses/faqs.cfm
Course Catalog	lis.cua.edu/courses/courses.cfm
Course Schedule	lis.cua.edu/courses/schedules.cfm
LIS Courses of Study	lis.cua.edu/msinls/coursesstudy.cfm
Course Schedule	lis.cua.edu/courses/schedules.cfm
Practicum	lis.cua.edu/courses/practicum/
Practicum Opportunities	lis.cua.edu/courses/practicum/practicumopportunities.cfm
CUA LIS Practicum Diaries	cuaslis.org/wp/cua-lis-practicum-diaries-lea-harrison-library-of-congress-publishing-office/
Graduate Library Pre-Professional Program(GLP) Scholarships	lis.cua.edu/finaid/#graduate
4 +1 Bachelor to M.S.L.I.S.	lis.cua.edu/4plus1program.cfm
Colloquia and Other Presentations	lis.cua.edu/people/video.cfm
LIS Courses of Study	lis.cua.edu/msinls/coursesstudy.cfm
Symposium: Bridging the Spectrum	lis.cua.edu/symposium/
Course of Study: Law Librarianship	lis.cua.edu/MSinLS/coursesStudy/law.cfm
Course of Study: School Media Librarianship	lis.cua.edu/msinls/coursesstudy/school.cfm
LIS Courses of Study	lis.cua.edu/msinls/coursesstudy.cfm
Faculty and Adjunct Professors: Planning your course	lis.cua.edu/faculty/plan.cfm
Teaching and OWL or Blended Course	lis.cua.edu/faculty/owl.cfm
SLIS Comprehensive Examination Guide Fall 2012	lis.cua.edu/res/docs/SLIS-Comps-Guidelines-2012fall-Web-1.pdf
Comprehensive Examination	lis.cua.edu/courses/comps/
Online & Weekend Learning Program (OWL)	lis.cua.edu/owl/
Teaching an OWL or Blended Course	lis.cua.edu/faculty/owl.cfm
Faculty and Adjunct Professors: Planning your course	lis.cua.edu/faculty/plan.cfm
SLIS Comprehensive Examination Guide 2015	http://lis.cua.edu/res/docs/comps-guidelines-rev-sept.pdf

Chapter III: Faculty

Standard III.1 *The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.*

The Department of Library and Information Science (DLIS) has added three new faculty members since the last accreditation review in 2009, and two faculty members received tenure and promotions in June 2012. The faculty's capabilities for teaching, research, and service have increased since 2010. This chapter details the progress and strength of the full-time faculty and describes how part-time instructors have added depth and diversity to enrich the M.S.L.I.S. program.

Faculty Expertise and Strengths

DLIS has eight full-time faculty members, including four tenure-track assistant professors, a clinical associate professor, two tenured associate professors, and one tenured ordinary (full) professor. All faculty members have the qualifications to be appointed to their respective ranks. Tenure-track and tenured faculty members have doctorates in library and information science or computer science, and the non-tenure-track faculty has master's degrees in library and information science and management plus more than 25 years of professional experience. Faculty categories at the Catholic University of America (CUA) are described in the University's Faculty Handbook, Part 2, Section B, Categories and Terms of Appointment. Table III-1 presents full-time faculty's rank, length of service, educational background, and areas of teaching and research. Details on faculty are presented in faculty CVs (Appendix III-1).

Table III-1. Full-time faculty background

Faculty Name	Rank	Appointment year	Highest Degree, Institution	Areas of Teaching and Research
Chancellor, Renate	Assistant Professor (Tenure-track)	2009	Ph.D., Information Studies, Department of Information Studies, Graduate School of Education and Information Studies, University of California Los Angeles, June 2008	Information in Society; Information Services; Legal Research; Historical Research Methods; Information Seeking Behavior; Multicultural Library and Information Services; Critical Information Issues in Contemporary Society

Choi, Youngok	Associate Professor (Tenured)	2006	Ph.D., School of Information Sciences, University of Pittsburgh, May 2000	Organization of Information; Metadata; Indexing, Abstracting, and Thesaurus Design; Information Systems and Technology in Libraries; Digital Libraries; Interface Design and Usability Studies
Hsieh-Yee, Ingrid	Ordinary Professor (Tenured)	1990	Ph.D., School of Library and Information Studies, University of Wisconsin-Madison, 1990	Information Organization and Access; Metadata; Cataloging & Classification; Information Architecture; Information Retrieval; Digital Collections; Scholarly Communication; Information Behavior; Health Informatics; Human Computer Interaction; Usability Studies
Kim, Sung Un	Assistant Professor (Tenure-track)	2010	Ph.D., School of Communication and Information, Rutgers, The State University of New Jersey, 2010	K-12 school library services; Information services for culturally and linguistically diverse students; Youth information behavior; Information literacy; Instructional technology and online education; Information systems; Research methods
Kules, Bill	Associate Professor (Tenured)	2006	Ph.D., Computer Science, University of Maryland at College Park, May 2006	Information systems; Human-computer interaction; User interface design and evaluation; Web programming; Database management; Human-Computer Information Retrieval (HCIR); Exploratory Search; Faceted search interfaces for library catalogs; Gaze behavior and faceted search; Older adult health information seeking and facet use; Technology in LIS Education

Shumaker, David	Clinical Associate Professor (Non-tenure track)	2006	M.S., Management, University of Maryland University College, 2003; M.S., Library and Information Science, Drexel University, 1975	Management of libraries and Information services; Emerging models of information services; Emerging career paths for librarians; Corporate and specialized information services; Library public services; Human information behavior
Syn, Sue Yeon	Assistant Professor (Tenure-track)	2011	Ph.D., Information Sciences School of Information Sciences, University of Pittsburgh, Pittsburgh, Pa.	User Created Contents and Information Behavior; Social Informatics and Social Media; Resource Description and Metadata; Health Information Behavior; Health Informatics; Human Information Interaction (HII); Human Computer Interaction (HCI); Usability Studies
Zhang, Jane	Assistant Professor (Tenure-track)	2011	Ph.D. Graduate School of Library and Information Science, Simmons College, Boston, 2011	Records and recordkeeping; Archival theory and practice; Electronic records and digital archives; Digital curation and long-term preservation; Information organization theory and application

At the time of the 2009 accreditation review the program had nine full-time faculty members, including an assistant dean who served as assistant adjunct faculty. Since December 2009 DLIS has experienced several faculty changes, including the resignation of Kimberly Kelly, Ph.D., (former dean), Tim Steelman (former assistant dean), Mary Edsall Choquette, Ph.D., and Joan Lussky, Ph.D.. Three new faculty members joined DLIS: Sung Un Kim, Ph.D., in 2010, and Sue Yeon Syn, Ph.D., and Jane Zhang, Ph.D., in spring 2011. Youngok Choi, Ph.D., and Bill Kules, Ph.D., earned tenure and were promoted to the associate professor rank in June 2012. Renate Chancellor, Ph.D., moved into a tenure-track position in 2013. The total number of full-time faculty has been eight since 2011. Kim will be reviewed for tenure in fall 2015. Renate Chancellor, Sue Yeon Syn, and Jane Zhang will be reviewed for tenure in fall 2016.

In accordance with the *Faculty Handbook*, one member of the faculty is appointed department chair. During academic years 2013–15, Kules served as chairperson. Upon his leave of absence in June 2015, Hsieh-Yee was appointed co-chair, along with John Convey, an ordinary professor (full professor) in the Department of Education. Convey, although fully engaged in administration of DLIS, continues to be affiliated with the Department of Education and is not included in the faculty headcount here.

Standard III.1.2 *Full-time faculty members … are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered.*

Current full-time faculty are sufficient in number and diversity of specialties to carry out the major share of teaching. Table III-1 above describes their diverse academic backgrounds. Table III-2 shows that the diversity of specialties enables them to teach all core courses and many electives for the program.

Table III-2. Full-time faculty coverage of core courses

Faculty Member	Core Courses Taught (Times taught)	Noncore Courses Taught (Times taught)
Renate Chancellor	553 (8), 557 (15)	643 (2), 694 (7), 694A (2), 826 (1), 828 (1), 830 (3), 839 (2)
Youngok Choi	551 (2), 555 (7)	615 (3), 616 (1), 652 (8), 694A (1)695C (3), 895 (1), 896 (1)
Ingrid Hsieh-Yee	551 (2)	322 (1), 522 (1), 606 (5), 633 (2), 775 (1), 870 (1), 895 (1), 898 (1)
Sung Un Kim	555 (8)	675 (1), 694A (1), 731 (4), 835 (5), 896 (1),
Bill Kules	555 (3)	525 (1), 610 (3), 654 (1), 694A (2), 695A (2), 752 (1), 753 (3), 875 (1), 877 (1), 895 (1), 896 (1)
David Shumaker	553 (9), 557 (9)	633 (1), 635 (5), 636 (1), 672 (2), 772 (3), 876 (2), 895 (3), 896 (2)
Sue Yeon Syn	551 (4), 555 (4)	525 (2), 610 (6)
Jane Zhang	551 (5)	615 (1), 617 (1), 646 (4), 648 (4), 748 (1), 877 (2), 896 (1)

Data analysis found that from fall 2009 to spring 2015 full-time faculty taught the large majority of core (required) courses: 74% of 551, 83% of 553, 100% of 555, and 96% of 557. Their ability to cover core courses not only ensures consistency in the teaching of subject matters but also enables the faculty to agree on evaluation measures to assess student learning in the cores.

While the number of full-time faculty is relatively small, the faculty has sufficient breadth and depth in expertise to support DLIS program objectives (Table III.3)

Table III.3 Faculty alignment with program objectives

Program Objective	Full-Time Faculty Members
1. Are skilled in organizing, disseminating, managing, and preserving information	Choi, Hsieh-Yee, Syn, Zhang
2. Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management	Choi, Hsieh-Yee, Kim, Kules, Syn, Zhang

3.	Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field	Chancellor, Hsieh-Yee, Shumaker
4.	Are capable of serving information seekers in a global society	Chancellor, Shumaker
5.	Appreciate education and service as integral to the role of the information professional in society	All
6.	Interpret and apply research results from library and information science and related fields	All
7.	Articulate the economic, political, cultural, and social importance of the information profession;	All
8.	Are dedicated to professional growth, continuous learning and applying new knowledge to improve information systems and services to meet the needs of information users in society.	All

As with teaching, the full-time faculty also carry out a diverse program of research. Since 2009 the eight full-time faculty members have published 60 articles, made 177 presentations at professional conferences and meetings, contributed eight book chapters, completed three books, and won 16 research and educational grants from external and internal funding sources. Faculty articles were published in 28 peer-review journals and conference proceedings. Details on their scholarly activities are presented in Section III.5.

For service, the full-time faculty are sufficient to carry out a wide range of service activities for the department, the University, and professional associations. DLIS maintains a system of faculty committees to ensure strong support for teaching, research, and learning. All full-time faculty members serve on committees, and membership rotates systematically to ensure fair distribution of workload and sufficient opportunities for leadership development. The committee structure has been modified as needed to improve efficiency. Faculty service on departmental committees and university committees are presented in detail in Chapter V: Administration.

> **Standard III.1.3** *Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.*

Thanks to the rich library and information resources of the Washington, D.C., area, DLIS is able to enlist part-time faculty from the vibrant library professional community to augment the capabilities of the full-time faculty. Some examples illustrate the range of expertise they bring to the M.S.L.I.S. program at CUA:

- Instructors of Law Librarianship-related courses include Matt Braun, legal reference librarian at the Law Library of Congress; Abigail Ross, manager of information resources for Keller Heckman, a leading law firm; and Todd Weaver, research librarian at Jones Day, another major law firm.
- Many School Library Media courses and supervision of practicums have been carried out by a cadre of experienced school library media specialists, including Pat Brown, former library media services manager for the District of Columbia Public Schools; Elizabeth Leadbitter, head librarian at the Georgetown Day School in Washington, D.C.; Nancy Silcox, librarian and researcher; and high school librarians Ellen McNair, Kim Ritter, and Ann Voss.
- Instructors in the Cultural Heritage Information Management area have included Walter Cybulski, preservation librarian at the National Library of Medicine; Daniel DeSimone, Eric Weinmann Librarian of the Folger Shakespeare Library; Mark Dimunation, chief of the Rare Book Division at the Library of Congress; Stephen Greenberg, coordinator of public services in the History of Medicine Division of the National Library of Medicine; Elizabeth Robinson, rare book team leader, Special Material Cataloging Division of the Library of Congress; Jerry Simmons, authority team lead at the National Archives and Records Administration; and Vanessa Smith, head of Preservation Services, Smithsonian Institution Libraries.

Other instructors of particular note include

- James Gillispie, head, Access Services, GIS, and Data Services, Sheridan Libraries, Johns Hopkins University, who has taught LSC 637, Government Information, for many years.
- Lesley Ellen Harris, J.D., a well-known independent consultant, author, and speaker, who has taught courses on intellectual property and licensing. Harris is the author of *Licensing Digital Content: A Practical Guide for Librarians* (ALA, 2d ed. 2009) and founder of the blog copyrightlaws.com.
- Ran Hock, Ph.D., author of the popular *Extreme Searchers Internet Handbook*, now in its fourth edition, and frequent speaker at professional and industry conferences on web searching and information retrieval, who has taught a variety of courses related to information retrieval systems and information analysis.
- Bruce Hulse, long-time director of information services for the Washington Research Libraries Consortium, who has taught several courses on management, database management, and academic librarianship.
- Karen Marsh King, director of the Darden Graduate Business Library at the University of Virginia, who has regularly taught a variety of core and advanced courses.
- Bruce Rosenstein, former reference librarian at Gannett Newspapers, author of two books, and currently an independent speaker and writer as well as managing editor of *Leader to Leader*, a publication of the Leader to Leader Institute, who has taught Special Libraries for many years.
- Amanda Wilson, library director, National Transportation Library, U.S. Department of Transportation, who has taught several core and noncore courses.

Because of the program's proximity to federal government agencies, several leading government librarians as instructors have contributed to the program, including

- Kevin Cherry, Ph.D., former senior program officer, U.S. Institute of Museum and Library Services.
- Blane Dessy, deputy associate librarian for planning and program management, Library of Congress, formerly executive director, Fedlink, and director of libraries, U.S. Department of Justice.
- Michele Masias, director of libraries, U.S. Department of Justice and past director of libraries, Executive Office of the President

These highly qualified part-time instructors not only supplement the teaching capacity of the full-time members, but also contribute to the development of the master's degree program and help connect DLIS and students with the professional community. Although contracted on a course-by-course basis per CUA policy, many of them have long-term relationships with the M.S.L.I.S. program, and contribute their time and insights to the development and enhancement of the program far beyond their teaching responsibilities. Every semester, full faculty meetings are held to provide opportunities for training, socializing, and discussion of common issues among full- and part-time faculty. Seventy-seven individuals have served as adjunct instructors since our last accreditation renewal. Information on these adjunct faculty is included as Appendix III-2.

A trend analysis of adjunct instructors shows that the proportion of courses taught by adjuncts has declined gradually since fall 2009, from 53 (63%) in Academic Year 2009–10 to 33 (52%) in AY2014-15. Figure III.1 shows the number of courses taught by full-time and adjunct instructors.

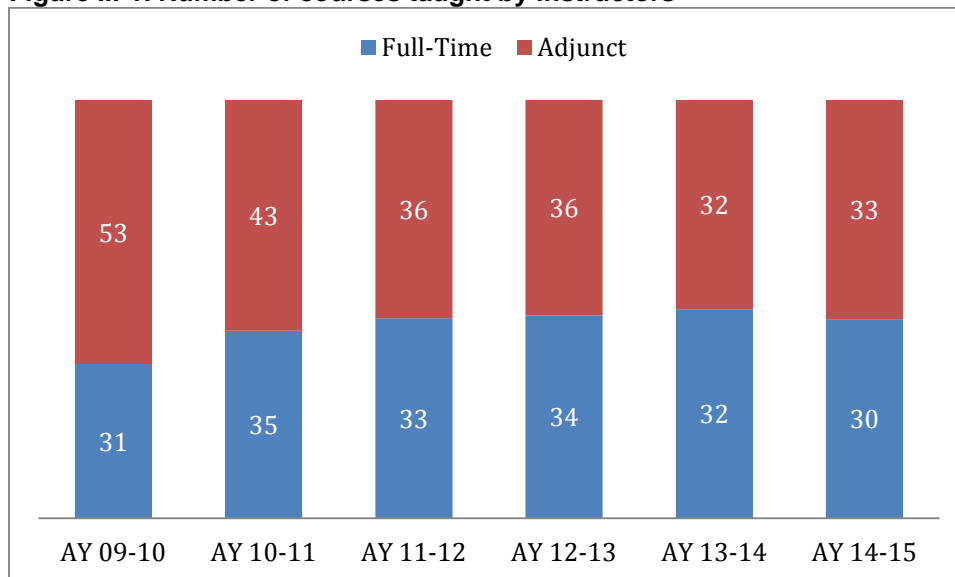**Figure III-1. Number of courses taught by instructors**

Figure III-1 shows that the number of courses taught by full-time faculty has varied very little, ranging between 31 and 35; while the number taught by adjuncts has dropped from 53 to 33. Decline in enrollment has led to decline in courses offered, and that may have contributed to the lower number of courses taught by adjuncts in recent years. Trend analysis also found that 37 adjunct faculty members have taught only once in the program, while nine faculty members have taught seven or more times, and two have taught 11 times. Those who have taught five or more times account for over half of adjuncts. As full-time faculty expand their repertoire and take on a growing proportion of the teaching load, DLIS is able to make strategic use of adjuncts.

Standard III.2 *The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.*

> **Standard III.2.1** *The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions.*

Every appointment and promotion action in DLIS is taken in accordance with the policies and procedures of The Catholic University of America, with the goals to ensure a strong and diverse faculty capable of carrying out the teaching, research, and service goals of the program in accordance with the University's mission. The policies and procedures governing appointments and promotions are contained in the *Faculty Handbook*, Part II. Appointment actions since 2009 exemplify this orientation.

Four faculty members were hired as a result of thorough nationwide searches. They are highly qualified, as demonstrated by their curricula vitae, and greatly enrich the M.S.L.I.S. program at CUA. Chancellor anchors the Law Librarianship concentration; Kim provides leadership for the School Library Media program; Zhang covers archives management, electronic records, and digital curation; and Syn adds strengths to technology-related courses and online education at DLIS.

Tenure and promotions at DLIS follow the policies and procedures of the University and the School of Arts and Sciences, and recognize achievements in teaching, research, and service. These decisions follow a careful and rigorous process that begins with a review committee within the department, and proceed through the Committee on Appointments and Promotions of the School, the Academic Senate Committee on Appointments and Promotions, the Academic Senate, the provost, the President, and ultimately the University's Board of Trustees. Choi and Kules were granted tenure and promoted in June 2012. Kim will be reviewed for tenure and promotion in 2015–16, and Chancellor, Syn, and Zhang in 2016–17.

> **Standard III.2.2** *The school demonstrates the high priority it attaches to teaching, research, and service by encouragement of innovation in teaching, research, and service.*

DLIS encourages innovation in teaching, research, and service by providing a variety of support to the faculty. In teaching, DLIS has been a leader in distance education within

the University. The program was among the first adopters of Adobe Connect Pro at CUA, and faculty members have been advocates and exemplars for its wider adoption. The unit (as the former School of Library and Information Science) organized the first online education forum for University faculty members in fall 2011 to discuss synchronous online education, and Kim was an invited speaker on successful online teaching for the CUA School of Theology and Religious Studies. The faculty developed the Online & Weekend Learning (OWL) program in 2011 as a way to combine the best elements of online instruction with the value of in-person classes. A Blended Learning Committee was established to monitor teaching and learning in blended courses and supported full- and part-time faculty with instructions and resources on successful distance learning teaching and course management practices at faculty meetings.

In research, faculty innovation is supported by the University's internal grant-in-aid and sabbatical programs. The grant-in-aid program provides funding to support research of tenure-track faculty, with preference given to early-career initiatives. As reported earlier, several DLIS faculty members have received these grants. The University also maintains the Office of Sponsored Programs, which offers support and guidance to all faculty in pursuing external funding opportunities.

The University provides opportunities for innovative service, and several faculty members have taken full advantage of the opportunities. Chancellor, for example, serves as the academic advisor to undergraduates interested in applying to law school and pursuing legal careers. This is a unique contribution. DLIS supports faculty to contribute to professional associations by allocating funds for travel and conference presentations. Shumaker has served in a variety of roles in the Special Libraries Association (SLA) and recently led the formation of an Embedded Librarians Caucus within SLA. Faculty members present extensively at conferences of professional associations and at the Bridging the Spectrum Symposium hosted by DLIS every spring semester. Details on faculty presentations are discussed in Section III.5. Faculty CVs (Appendix III-1) provide detailed lists of conference presentations.

> **Standard III.2.3** *The school demonstrates the high priority it attaches to teaching, research, and service through provision of a stimulating learning and research environment.*

DLIS provides strong support for faculty research by allowing each faculty member to hire a research assistant for up to 19 hours a week. In addition, faculty members often collaborate with students or mentor them on research projects. The department provides an exceptionally stimulating environment that excites students about learning and research. Key examples include opportunities for faculty-student research collaboration, regular colloquia with internal and external speakers, and the annual Bridging the Spectrum Symposium.

Since 2007 colloquia have been customarily held in the evening, and open to the local LIS professional community as well as CUA faculty and students. Since 2009 colloquium speakers have included two IFLA presidents-elect, the law librarian of Congress, the

archivist of the United States, and the director of the District of Columbia Public Libraries, to name just a few. Appendix III-3 provides a list of colloquium speakers and topics.

The annual Bridging the Spectrum Symposium represents efforts to create a stimulating learning community beyond the confines of classroom and formal coursework. Now in its eighth year, the daylong symposium is held early in the spring semester. It features a prominent guest keynoter (several ALA presidents or presidents-elect have participated), multiple program sessions, and a poster session. Poster and program proposals are competitive, and are judged by a committee of DLIS faculty. True to its name, the event welcomes submissions on all aspects of library and information science, and is open to professionals from all sectors of the professional community. For the past several years, the symposium has attracted approximately 150 attendees each year, which is the capacity of the campus space available for this type of event. While DLIS publicizes the event primarily within the local professional community, presenters from as far away as California, North Dakota, and South Carolina have contributed contents. The symposium gives students the opportunity not only to learn from others, but also to present their own work. Many students have contributed, either on their own with a faculty mentor, or as co-authors with faculty. Appendix III-4 provides a list of representative student presentations.

DLIS organizes additional activities as appropriate to enrich the learning environment. For example, in October 2014 and 2015 it co-sponsored the Religious Archives in the Digital Era Conference with the University Archives. In June 2015 DLIS held a Cultural Heritage Information Management Forum, modeled after the successful annual symposia, for students, practitioners, and researchers to share best practices and research projects. Many students supported by scholarships from the Institute of Museum and Library Services presented their works

Exit survey data from 2010 to 2014 indicate how helpful these special programs were to students. Table III-4 presents "strongly agree" and "agree" responses on the helpfulness of these special programs.

Table III-4. Student perception of special programs

	2010	2011	2012	2013	2014
Agree	35%	44%	23%	38%	46%
Strongly Agree	27%	14%	30%	29%	21%
Total	62%	58%	53%	67%	63%

Standard III.3 *The school has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.*

The Catholic University of America is an affirmative action/equal opportunity employer and has explicit policies and procedures in place to ensure the recruitment and retention of faculty from diverse backgrounds. The Non-Discrimination/Equal

Opportunity/Affirmative Action Policy is published and accessible online. The University's equal opportunity officer is charged with ensuring compliance with the policy and all applicable laws and regulations. These policies are reinforced by the School of Arts and Sciences' "Steps in Faculty Hiring" (Appendix III-5), which mandates adherence to legal and University requirements on the part of all personnel involved. In all hiring and promotion actions taken since 2009, DLIS has followed these policies and conscientiously recruited candidates of diverse backgrounds. As a result, DLIS now has a diverse, majority-minority full-time faculty. Table III-5 shows the diversity of full-time faculty on a variety of factors.

Table III-5. Full-time faculty demographic data

Category	Faculty Percentage
Gender	
Female	75.0%
Male	25.0%
Age	
Under 40	25.0%
40-49	0.0%
50-59	50.0%
60+	25.0%
Ethnicity	
African American	12.5%
Asian	62.5%
White	25.0%

Standard III.4 *The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.*

> ***Standard III.4.1*** *The qualifications of each faculty member include competence in designated teaching areas.*

All full-time faculty members teach in areas related to their educational background, experience, and research interests. Teaching assignments are made by the department chair, consulting with individual faculty, to ensure that the needs of the program are met while assignments are in line with faculty strengths. Table III.6 shows the alignment of courses taught with areas of interest and demonstrates the appropriate alignment. In many cases, faculty members have taught the same courses repeatedly, thus evolving and reinforcing their strengths.

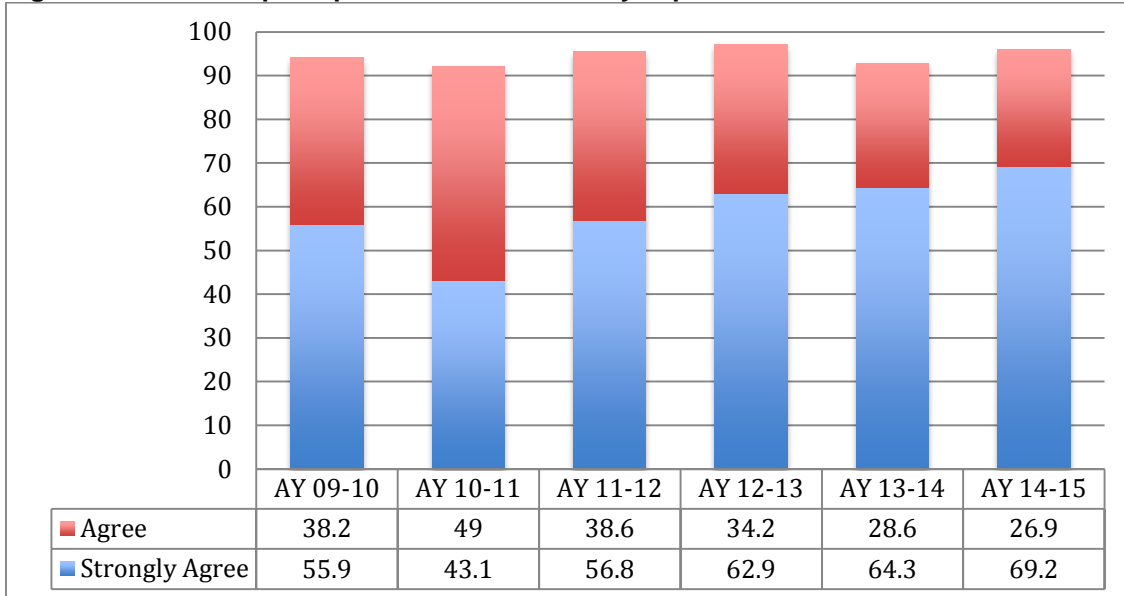**Table III-6. Faculty teaching assignments and areas of interest**

Faculty Name	Areas of Teaching and Research	Courses Taught, 2009–2015
Chancellor, Renate	Information in Society; Information Services; Legal Research; Historical Research Methods; Information-Seeking Behavior; Multicultural Library and Information Services; Critical Information Issues in Contemporary Society	LSC 553 Information Sources & Services LSC 557 Libraries and Information in Society LSC 631 Storytelling LSC 643 Oral History LSC 830 Legal Literature LSC 839 Advanced Legal Research LSC 879 Visions of Italy
Choi, Youngok	Organization of Information; Metadata; Indexing, Abstracting, and Thesaurus Design; Information Systems and Technology in Libraries; Digital Libraries; Interface Design and Usability Studies	LSC 551 Organization of Information LSC 555 Information Systems in Libraries & Information Centers LSC 615 Metadata LSC 616 Indexing Abstracting & Thesaurus Construction LSC 652 Foundations of Digital Libraries LSC 695C CHIM Practicum
Hsieh-Yee, Ingrid	Information Organization and Access; Metadata; Cataloging and Classification; Information Architecture; Information Retrieval; Digital Collections; Scholarly Communication; Information Behavior; Health Informatics; Human Computer Interaction; Usability Studies	LSC 322/522 Digital Content Creation & Management LSC 551 Organization of Information LSC 606 Cataloging and Classification LSC 633 Advanced Information Retrieval and Analysis Strategies LSC 870 Health Sciences Information
Kim, Sung Un	K-12 school library services; Information services for culturally and linguistically diverse students; Youth information behavior; Information literacy; Instructional technology and online education; Information systems; Research methods	LSC 555 Information Systems in Libraries & Information Centers LSC 675 Research Methods in Library & Information Science LSC 731 Media Integration in the Curriculum LSC 835 Administration of School Library Media Programs

Kules, Bill	Information systems Human-computer interaction User interface design and evaluation Web programming Database management Human-Computer Information Retrieval (HCIR) Exploratory Search Faceted search interfaces for library catalogs Gaze behavior and faceted search Older adult health information seeking and facet use Technology in LIS Education	LSC 525 User Interface Design and Evaluation LSC 555 Information Systems in Libraries & Information Centers LSC 610 Internet Searches and Web Design LSC 654 Database Management LSC 752 Design & Production of Multimedia for PK-12 Instruction LSC 753 Programming for Web Applications
Shumaker, David	Management of Information services; Emerging models of information services; Emerging career paths for librarians; Corporate and specialized information services; Human information behavior	LSC 553 Information Sources & Services LSC 557 Libraries and Info in Society LSC 633 On-Line Information Retrieval LSC 635 Use & Users of Libraries & Information LSC 636 Social Science Information LSC 672 Management LSC 772 Marketing Libraries and Information Centers
Syn, Sue Yeon	User Created Contents and Information Behavior; Social Informatics and Social Media; Resource Description and Metadata; Health Information Behavior; Health Informatics; Human Information Interaction (HII); Human Computer Interaction (HCI); Usability Studies	LSC 525 User Interface Design and Evaluation LSC 551 Organization of Information LSC 555 Information Systems in Libraries & Information Centers LSC 610 Information Architecture & Web Design LSC 753 Programming for Web Applications

Zhang, Jane	Records and recordkeeping; Archival theory and practice; Electronic records and digital archives; Digital curation and long-term preservation; Information organization theory and application	LSC 551 Organization of Information LSC 615 Metadata LSC 648 Digital Curation LSC 646 Archives Management LSC 761 Electronic Records Management

Student feedback from exit surveys provide evidence of the subject expertise of faculty (Appendix I-9). DLIS has experienced strong and growing positive outcomes since fall 2009. Student responses to the statement "Full-time faculty members had a good knowledge of their subject areas" are displayed in Figure III-2, which shows that "agree" and "strongly agree" responses have never fallen below 90%.

Figure III-2. Student perception of full-time faculty expertise

	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Agree	38.2	49	38.6	34.2	28.6	26.9
Strongly Agree	55.9	43.1	56.8	62.9	64.3	69.2

Of further note, "strongly agree" responses have rebounded from a low of just over 40% in AY2010–11 to a high of nearly 70% in AY2014–15. The highly positive indicators reflect the ongoing maturation and expansion of subject expertise by a stable, committed faculty, supported by effective collaboration and infrastructure.

Figure III-3. Student perception of adjunct expertise

	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
■ Agree	52.9	29.4	45.5	25.7	17.9	34.6
■ Strongly Agree	29.4	56.9	45.5	65.7	78.6	65.4
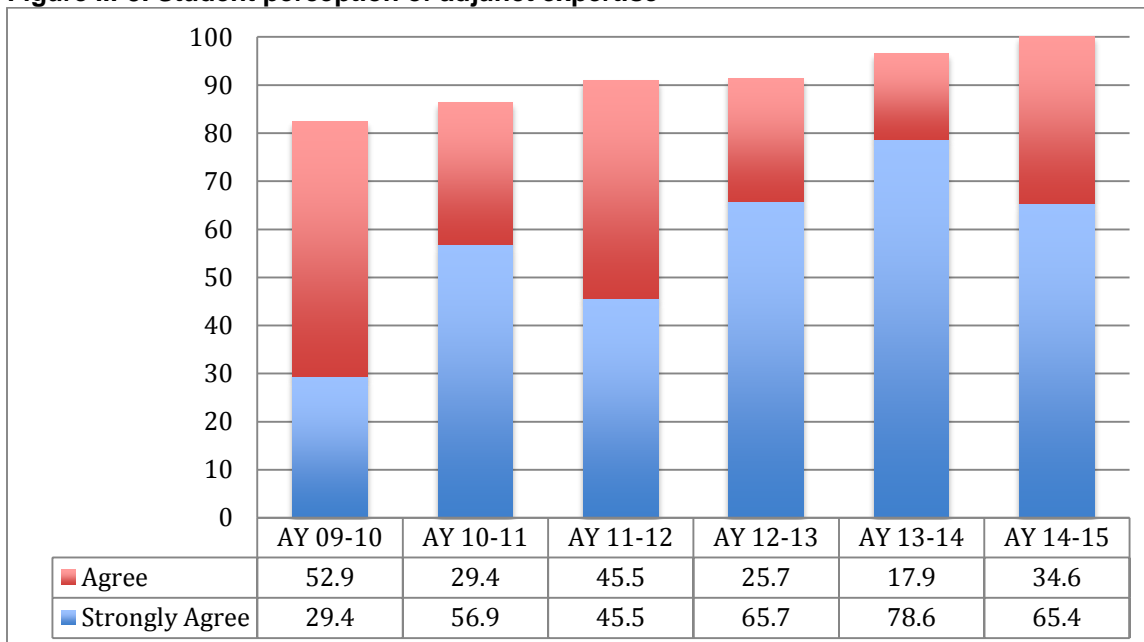
Student responses to the question about adjunct faculty subject expertise show improvement from AY2009–10 to AY2014–15 (Figures III-3). Student feedback validates the department's efforts to ensure judicious use of adjuncts with demonstrated expertise, combined with strong, ongoing support.

Standard III.4.2 The qualifications of each faculty member include … technological awareness.

It is widely recognized that technological change is a critical factor in contemporary LIS practice and pedagogy. All DLIS faculty contribute to adapting and employing new technologies in their teaching, research, and service. Some faculty members have especially strong technology qualifications. For example, before coming to CUA, Choi taught for five years in the Department of Computer Science at the State University of New York at Oswego. Kules holds master's and doctoral degrees in computer science (University of Maryland) and has extensive professional experience in software engineering and systems development. Kim has had a strong focus on instructional technology in her academic work, participated in the development of Rutgers University's online M.L.I.S. program, and was involved in research on electronic recordkeeping and digital libraries for the Government of South Korea. Zhang's dissertation addressed the organization of digital archives and her subsequent research has focused largely on the management of electronic records and archives. Syn's work is strongly focused on the organization and categorization of content in computer-based systems. Hsieh-Yee's research centers on user interaction with information systems and performance of online databases and web search engines. Her studies of users and system design helped the field develop insights on the use and management of information systems and digital content. Shumaker has much experience as an information and

knowledge specialist in a computer and communications systems engineering organization. All faculty members are proficient users of technology in teaching and research.

DLIS provides strong infrastructure supports for ongoing learning and leadership in information technology. The Information Commons and computer lab facilities and operations are discussed in detail in Chapter VI: Physical Resources and Facilities. These resources, together with the University's Technology Services department, enable faculty to obtain and use state-of-the-art tools. DLIS's support for attendance at scholarly and professional meetings is another resource that enables faculty to maintain technological awareness.

All faculty utilize computer and communications technology extensively in teaching and research. DLIS courses rely heavily on CUA's Blackboard course management system for communications, discussions, presentations, assignments, and other aspects of course operations. In addition, all full-time faculty participate in the Online & Weekend Learning program and other blended courses, which combine online distance classes with in-person meetings. Faculty regularly share successful practices for the use of technology in their teaching, including synchronous or asynchronous distance instruction modes, to ensure that all are aware of the options and are able to use them effectively.

> **Standard III.4.3** *The qualifications of each faculty member include … effectiveness in teaching.*

Every member of the faculty is an experienced teacher, and all have had prior teaching experience before coming to CUA. Chancellor was previously an instructor at San Jose State. Choi taught at the State University of New York at Oswego. Hsieh-Yee was a teaching assistant and instructor at the University of Wisconsin-Madison and has 25 years' experience on the CUA faculty. Kim taught in the School of Communication and Information at Rutgers University and was a teaching assistant at Yonsei University in South Korea. Kules was an adjunct faculty member at the University of Maryland, College of Information Studies. Shumaker was an adjunct instructor at CUA from 2003 until joining the full-time faculty in 2006. Syn was a teaching assistant and guest lecturer at the University of Pittsburgh School of Information Sciences and participated in the Pitt's University Teaching Practicum. Zhang was adjunct faculty, Graduate School of Library and Information Science, Simmons College, and has taught courses at the University of Calgary, University of British Columbia, and Yunnan University in China.

The quality and effectiveness of our teaching is further exemplified by the two national teaching and mentoring awards garnered by faculty members since our last review. In 2009, Shumaker was awarded the Special Libraries Association's Rose Vormelker Award for teaching and mentoring excellence, and in 2014 Chancellor was recognized with the Association for Library and Information Science Education's ALISE Award for Teaching Excellence.

Direct evidence of the efficacy of our instructors is provided by the University-administered course evaluations. Course evaluation data show that the faculty of DLIS has maintained a consistently high level of teaching since 2009. Because of changes in scale of assessment, data are presented in two figures. Figure III-4 presents, on a 10-point scale, student evaluations of instructor and courses from fall 2009 to fall 2012. Figure III-5 presents, on a 7-point scale, the same type of data from spring 2013 to fall 2014.

Figure III-4. Mean course evaluations of instructor and courses
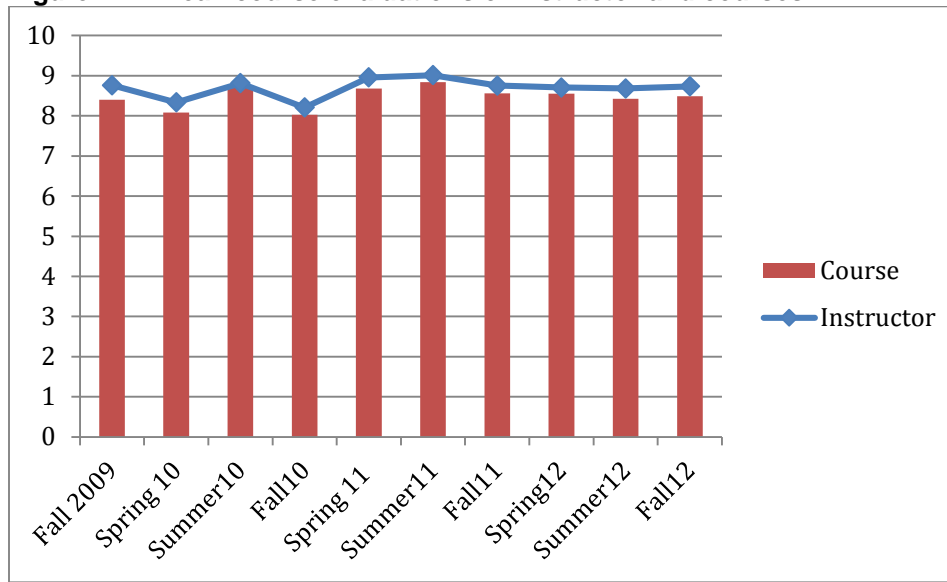
Figure III-5. Mean student evaluations of instructors and courses (7-point scale)
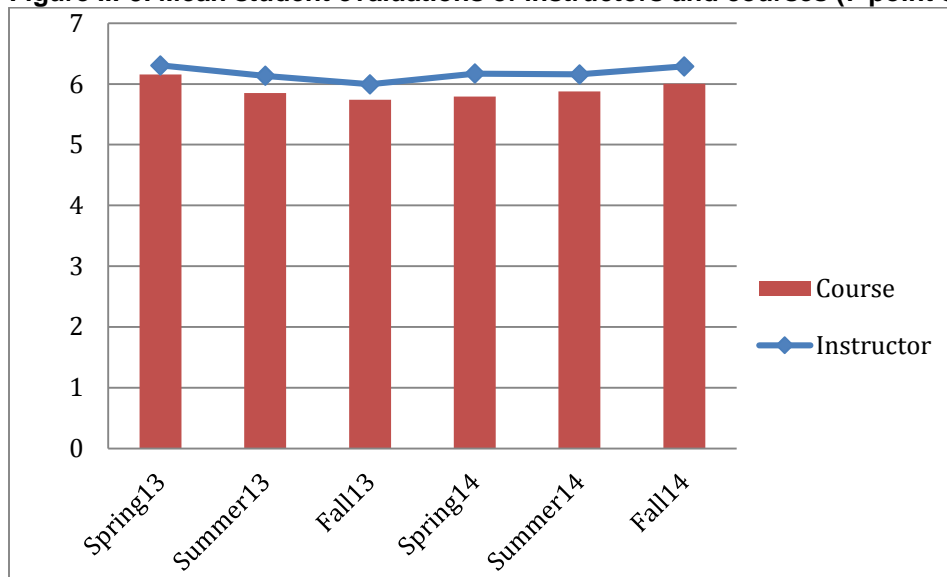
These results are further supported by findings of annual exit surveys (Appendix I-9). Data shows a steady increase in agreement with the statement, "The quality of instruction

was above average" over the past six years. The number of "strongly agree" responses reached its highest level, over 40%, in the most recent year. Figure III-6 presents these data.

Figure III-6. Student responses to "the quality of instruction was above average"
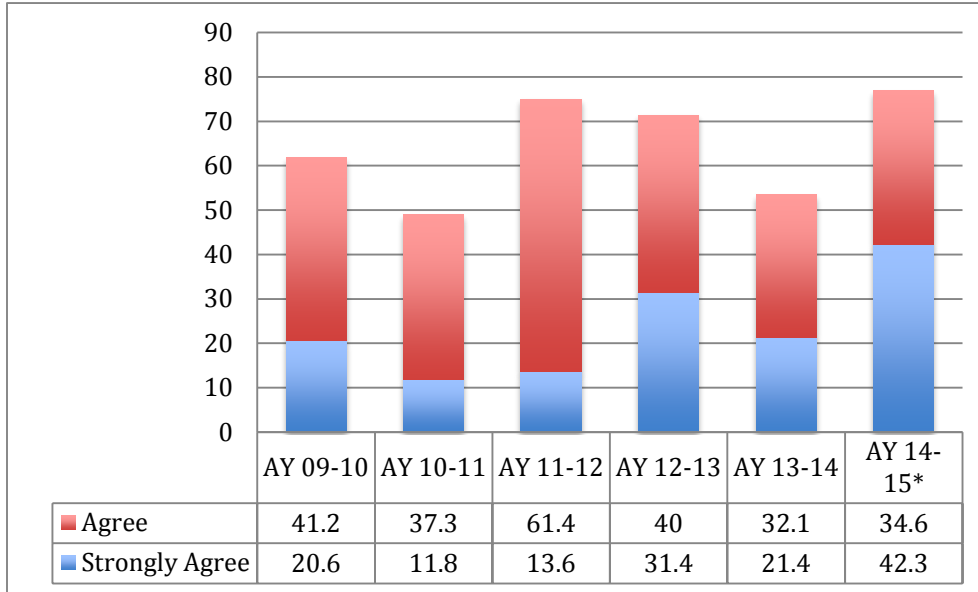

	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15*
Agree	41.2	37.3	61.4	40	32.1	34.6
Strongly Agree	20.6	11.8	13.6	31.4	21.4	42.3

* In AY14–15 this question was divided into two questions, one for the student's opinion of full-time faculty teaching and one for the opinion of adjunct teaching. The results were very similar, and have been averaged for this graph.

> **Standard III.4.4** *The qualifications of each faculty member include … active participation in appropriate organizations.*

Full-time faculty members are active in a large number of scholarly and professional organizations relevant to their teaching and research interests, and advance the profession through their service on conference program committees and editorial boards and as reviewers for various professional organizations. These organizations are international, national, regional, and local and illustrate the wide-ranging contribution of the faculty. Details of faculty service are in their CVs (Appendix III-1). Table III-7 presents faculty membership in professional organizations. Table III-8 presents their leadership positions in professional organizations, editorship of scholarly journals, service on editorial boards, and the like.

Table III-7. Full-time faculty memberships in professional organizations

Professional Organization	Number of DLIS faculty members who belong
Academy of Certified Archivists	1
American Association of Law Libraries	1
American Association of School Librarians	1
American Library Association	5
American Society for Information Science and Technology	5
ARMA International (Association of Records Managers and Administrators)	1

Association for Computing Machinery	1
Association for Library and Information Science Education	6
Chinese and American Forum on Law Libraries	1
District of Columbia Association of School Librarians	1
District of Columbia Library Association	1
Federal Knowledge Management Initiative, Knowledge Management Competencies and Performance Action Group	1
International Association of Electrical and Electronics Engineers	1
International Council on Archives	1
International Society for Knowledge Organization	1
Law Librarians Society of the District of Columbia	1
Library Leadership and Management Association	1
Mid-Atlantic Regional Archives Conference	1
Reference and User Services Association	1
Society for the History of Authorship, Reading and Publishing	1
Society of American Archivists	2
Special Interest Group on Computer Human Interaction of ACM (SIG CHI)	1
Special Libraries Association	1
Virginia Association of School Librarians	1
Washington, D.C., Area Association for Computing Machinery Special Interest Group for Computer Human Interaction (DC-CHI)	1
Washington, D.C., Chapter of the Usability Professionals' Association(DC-UPA)	1

Table III-8. Full-Time faculty leadership in professional organizations

Professional Organization and Journal Title	Faculty member and Name of Position
ACM/IEEE Joint Conference on Digital Libraries	Young Choi (Program Committee) Ingrid Hsieh-Yee (Program Committee, referee) Sue Yeon Syn (Program Committee)
ALA Eliza Gleason/Library History Book Award	Renate Chancellor (Chair)
American Archivist	Jane Zhang (Referee)
American Association of School Librarians (AASL) IMLS CLASS Research Summit	Sung Un Kim (Referee)
American Medical Informatics Association Annual Symposium 2011	Bill Kules (Referee)
Archival Education and Research Institute, 2015	Jane Zhang (Program Committee)
Archival Science	Jane Zhang (Referee)
Archives and Manuscripts	Jane Zhang (Referee)
Association for Information Science and Technology Annual Meeting	Sue Yeon Syn (Program Committee, referee); Ingrid Hsieh-Yee (Referee)
Journal of the Association for Information Science and Technology	Ingrid Hsieh-Yee (Referee); Sung Un Kim (Referee); Young Choi (Referee)

Canadian Journal of Information and Library Science	Young Choi (Referee)
Chinese American Librarians Association, Occasional Papers Series	Ingrid Hsieh-Yee (Editorial Board)
ECIS 2013, the 21st European Conference on Information Systems	Jane Zhang (Referee)
IEEE Information Visualization Conference 2009	Bill Kules (Referee)
IEEE Transactions on Visualization and Computer Graphics, 2010	Bill Kules (Referee)
Information Processing and Management	Ingrid Hsieh-Yee (Referee); Bill Kules (Guest Co-Editor, Special Issue on Human-Computer Information Retrieval)
Information Visualization, 2010	Bill Kules (Referee)
Institute of Museum and Library Services	Renate Chancellor (Proposal Review); Young Choi (Proposal Review); Ingrid Hsieh-Yee (Proposal Review)
International Association of Science and Technology for Development	Young Choi (Program Committee)
International Conference for the Learning Sciences	Sung Un Kim (Referee)
International Conference on Asian Digital Libraries	Sue Yeon Syn (Program Committee) Young Choi (Program Committee)
International Conference on Human-Computer Interaction	Young Choi (Program Committee)
International Journal of Library and Information Science	Jane Zhang (Referee)
Journal of Business and Finance Librarianship	David Shumaker (Editorial Board)
Journal of Contemporary Archival Studies	Jane Zhang (Referee)
Journal of Digital Information	Ingrid Hsieh-Yee (Referee)
Journal of Education for Library and Information Science	Renate Chancellor; Young Choi; Ingrid Hsieh-Yee; Bill Kules (referees)
Journal of Information Science	Ingrid Hsieh-Yee (Referee); Young Choi (Referee)
Journal of International Digital Libraries	Young Choi (Referee)
Journal of Library and Information Science	Ingrid Hsieh-Yee (Editorial Board)
Journal of Library Metadata	Ingrid Hsieh-Yee (Referee)
Journal of Medical Systems	Sue Yeon Syn (Referee)
Journal of the Korean Society for Information Management	Sue Yeon Syn (Referee)
Library & Information Science Research	Young Choi (Editorial Board, Referee); Ingrid Hsieh-Yee (Referee)
Library Quarterly	Ingrid Hsieh-Yee (Referee)
National Science Foundation, Division of Information and Intelligent Systems, 2013	Bill Kules (Referee)
School Library Research	Sung Un Kim (Referee)
SIG CHI Conference Papers	Young Choi (Program Committee)
Special Libraries Association, Task Force on Professional Competencies	David Shumaker (Chair)
Special Libraries Association, Embedded Librarians Caucus	David Shumaker (Founding Convener)
Special Libraries Association, Education Division	David Shumaker (Treasurer)
Synthesis Lectures of Information Concepts, Retrieval, and Services	Bill Kules (Referee)

Standard III.5 *For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.*

Full-time faculty members of DLIS provide knowledge, skills and abilities in many subject areas in support of the mission of the department. Many faculty members are making steady progress toward tenure and some were recently tenured and promoted. They are capable and productive researchers who advance the knowledge of the library and information science discipline. Table III.9 summarizes faculty scholarly activities since 2009.

Table III-9. Faculty scholarly activities since 2009

Name	Articles*	Conference Presentations and Posters	Book Chapters	Books	Grants
Renate Chancellor	7	19	2	1	
Young Choi	9	6	1		2
Ingrid Hsieh-Yee	1	17			5
Sung Un Kim	8	14			3
Bill Kules	9	13			2
David Shumaker	9	45	3	1	1
Sue Yeon Syn	11	26			3
Jane Zhang	6	36	3		1

* Includes refereed conference papers

Full-time faculty published research articles in a broad range of peer-reviewed and high impact academic and professional journals. Table III-10 presents the peer-reviewed journals in which faculty published their research.

Table III-10. Faculty peer-reviewed journal publication outlets since 2009

American Archivist
Annual Review of Cultural Heritage Informatics
Archival Science
Archivaria
Bulletin of IEEE Technical Committee on Digital Libraries
Canadian Journal of Information and Library Science (2)
Foundations and Trends in Web Science
IEEE Computer
Information and Culture
Information Research
International Journal of Legal Information
Health Information and Libraries Journal (2)
Journal of Academic Librarianship (2)
Journal of Archival Organization
Journal of Digital Humanities
Journal of History and Culture
Journal of Information Science

Journal of Library and Information Science Education
Journal of the Association for Information Science and Technology (7)
Journal of the Korean Society for Information Management
Knowledge Organization
Law Library Journal
Library & Information Science Research
Proceedings of the Annual Meeting of American Society for Information Science and Technology (2)
Records Management Journal
Reference and User Services Quarterly
School Library Research
School Libraries Worldwide

Collectively, the full-time faculty delivered approximately 180 presentations at academic and professional conferences between 2009 and 2015. They represented DLIS at a variety of international, national, and regional conferences. See faculty CVs for detail of their participation in conferences (Appendix III-1).

Full-time faculty received internal and external research and education grants. Table III-11 presents grants received by the full-time faculty since 2009.

Table III-11. Faculty grants since 2009

Faculty	Grants
Choi, Y. (PI) and Hsieh-Yee, I. (Co-PI)	A Laura Bush 21st Century Librarian program from IMLS (Education); "Cultural Heritage Information Management (CHIM): Educating 21st Century Cultural Heritage Information Professionals." August 2012–July 2015. $498,741.
Choi, Y. (PI) and Syn, S.Y. (Co-PI)	Tagging in a digitized humanities online collection: An examination of user tags and annotation in the humanities. CUA Grant-in-Aid Research Grant. 2012. $2,000
Hsieh-Yee, I.	Summon Discovery System. CUA Grant-in-Aid Research Grant. 2013. $2,000

D.C. Health Information Technology (HIT4): Building Capacity & Providing Access in Our Nation's Capital. Dept. of Labor H2B Training Grant. Partner with the Metropolitan School of Professional Studies of The Catholic University of America, Children's National Medical Center, D.C. Department of Employment Services, Holy Cross Hospital, Howard University, Center for Urban Progress, Providence Hospital, and Sibley Memorial Hospital. 2011–2015. $4,175,500.

Capital Health Careers Project. Department of Labor Healthcare Sector and Other High Growth and Emerging Industries Grant. Awarded to a group of healthcare organizations and educational institutions in Washington, DC. Providence Health Foundation of Providence Hospital (Lead institution). Part of the grant supported the development of a master's degree program in Information Technology with a 2 concentration in Health Information Technology offered by the School of Library and Information Science. 2010–2013. $4,953,999 |

	Washington School Librarian Project. Institute of Museum and Library Services. 2007–2011. Continuing grant. As PI from 2010 to 2011. $498,000.
Kim, S. U.	Exploring How Teachers Use Social Media for Reading Promotion and Instruction in K-12 Schools. CUA Grant-in-Aid Research Grant. 2012. $2,000 American Library Association Diversity Research Grant Program; "Exploring Library Programs to Support English Language Learner (ELL) Students' Academic Success in Urban High Schools." 2013. $2,500.
Shumaker, D.	Special Libraries Association Research Grant, "Models of Embedded Librarianship", awarded January 2008. Period of performance January 2008– June 30, 2009; extended to June 30, 2012. (Co-investigator, Mary Talley Garcia). $25,000.
Syn, S. Y.	Investigation of Users' Health Information Behavior on Facebook: Eye Movement Analysis. CUA Grant-in-Aid Research Grant. 2015. $1,980
Syn, S.Y. and Kim, S.U. (Co-PI)	Urban Teens' Health Information Behavior in 21st Century. CUA Grant-in-Aid Research Grant. 2012. $2,000.
Zhang, J.	Digital Archival Representation Systems: A Typological Study. CUA Grant-in-Aid Research Grant. 2012. $2,000.

Standard III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and evaluation, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

Full-time faculty members of DLIS hold advanced degrees in library and information science, computer science, management, and other disciplines. The faculty are experienced teachers and productive researchers. Their specialized knowledge is diverse and enriches the program content. Details on their background and academic achievements are presented in their curricula vitae. Table III-1 present data on their advanced degrees, areas of expertise and research interest, and their teaching areas. Table III-9 presents their scholarly output.

Academic Planning and Evaluation

The full-time faculty has demonstrated its capacity for academic planning and evaluation, as discussed in Chapter I: Mission, Goals, and Objectives (concerning the program's planning efforts) and Chapter II: Curriculum (regarding the faculty's leadership in the

curriculum planning efforts). The faculty engages in all levels and aspects of planning in DLIS. The program's vision, mission, and goals and objectives were developed by the faculty. In 2012 the faculty and staff developed, revised, and finalized a new Strategic Plan (Appendix I-12). The annual retreat and the continuous planning that takes place within the department ensure that faculty members are constantly engaged in planning and continuous improvement. The assessment cycle and curriculum review process are built into the annual program planning processes and related activities are scheduled on a yearly basis, with major activities occurring during specific semesters. As part of faculty development activities, the full faculty meeting is held each semester, where all full-time faculty and adjunct faculty are invited to participate. These meetings provide opportunities for professional development for all faculty members and for the department to directly receive feedback from adjunct faculty (Appendix I-7).

DLIS faculty have developed and implemented important initiatives in academic planning since 2009. These initiatives reflect a shared commitment to provide leadership in transforming the profession and educating innovative professional leaders. Key initiatives include

- Online & Weekend Learning (OWL): Launched in fall 2011, the OWL program was designed to reach students from the Washington Metropolitan region. OWL is characterized by the combination of online learning and monthly Saturday face-to-face classes, offering convenience and flexibility for students who need to manage demands of family and work.
- Cultural Heritage Information Management (CHIM): Launched in 2012 with two new courses, the program builds on existing courses and has national and regional cultural heritage organizations as practicum hosts. The program has great appeal to students with backgrounds in the humanities. The IMLS grant awarded to Choi and Hsieh-Yee in June 2012 provided support for 17 top-tier applicants for this program in spring 2013 and spring 2014.
- Visions of Italy: This two-week program took students to Italy to study the Vatican Archives, the Vatican Library, and other cultural heritage institutions in Rome and Florence. DLIS worked with the CUA Center for Global Education and successfully launched this program in May 2012 and offered it again in June 2015.
- Four Plus One (4+1) program: This initiative is designed to introduce undergraduates to the field of library and information science and provide them with a head start in the master's degree program. DLIS offered its first undergraduate course (LSC 522/322 Digital Content Curation) in spring 2015.
- In fall 2015, DLIS launched the Advanced Certificate in Cultural Heritage Information Management.
- Two new courses of study — Information Analysis, and Community and Embedded Information Services — were approved in spring 2015, after consultation with the LIS Advisory Board and adjunct faculty members.

DLIS faculty members demonstrate leadership and planning skills by leading the departmental committees and participating in the department's planning activities. DLIS

faculty have opportunities equal to faculty of other departments at CUA to serve on University committees. While the number of full-time faculty is small, the faculty made significant contributions to the University through committee service. Faculty leadership on DLIS committees and University committees in 2014–16 are presented in detail in Chapter V: Administration and Finance.

Faculty Knowledge and Expertise

The faculty of DLIS cover the core curriculum and the program's electives successfully. In addition, they draw on their diverse specialized knowledge to offer new topics, courses, or independent studies to help students deepen their knowledge of emerging trends and needs of the field. The range of topics illustrates well the expertise of the full-time faculty in many areas. Appendix III-6 presents independent study topics supervised by full-time faculty from 2009 to 2015.

The faculty introduced new courses to respond to LIS stakeholders, employers, and current and prospective students. Through constant innovation, the curriculum is revised, updated, and refreshed. Details on curriculum development and new courses added since 2009 are covered in Chapter II: Curriculum.

Supportive Intellectual Environment

To contribute to the achievement of the program's objectives, DLIS provides a supportive intellectual environment for teaching, learning, research, and service. Through full-faculty meetings, full-time and part-time faculty engage in sharing teaching philosophy and best practices and discuss market trends and opportunities for new initiatives. By working with research assistants, offering annual symposium for exchange of ideas, and organizing colloquia and other guest lectures, the faculty seeks to mentor students and expand their learning beyond the classroom. Such an environment nurtures student intellectual growth and fosters cross-discipline understanding and communication. Appendix III-4 presents a sample of student presentations at the Bridging the Spectrum symposia of the last two years. Appendix III-3 presents topics and attendance information of the colloquium series from 2009 to 2014.

Exit survey data (Appendix I-9) indicate that student perception of overall learning climate in the program is generally positive. These data, in conjunction with the 2014 alumni and employer survey responses (Appendix I-4, Appendix I-5), offer further evidence that DLIS provides a nurturing environment that helps to realize its program objectives and supports the intellectual stimulation of its students and faculty. Table III-12 presents data from the 2015 exit survey.

Table III-12. Student responses on overall learning climate

Statement	Agree	Disagree	N/A
My courses adequately and appropriately addressed diversity and inclusion.	88%	4%	8%
Faculty and students interacted well in most of my courses.	92%	0%	8%
I had enough opportunities to interact with other students and the faculty outside of the classroom.	69%	0%	31%
I felt I was part of a learning community at LIS.	77%	8%	15%

Standard III.7 *Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.*

DLIS has procedures to ensure that faculty teaching assignments are linked to the curricular planning process. The policies on faculty workload are consistent with those of the University and follow the requirements set forth in the *Faculty Handbook*. Part III of the Handbook describes faculty obligations and conditions of service. DLIS maintains a two-year course planning schedule to help faculty allocate their time for teaching and research and to advise students on course selections and preparation for career interests. The faculty reviews two-year plans and faculty workload to enhance the quality of instruction and ensure compliance with the University's policies.

Teaching assignments usually follow faculty preferences within their specialties and research interests, as presented in Table III-6. All full-time faculty members contribute to the teaching of core courses and basic electives. Faculty specializations prepare them as course chairs for core courses to ensure quality teaching. Choi, Hsieh-Yee, Syn, and Zhang are course chairs for LSC 551 Information Organization; Chancellor and Shumaker are course chairs for LSC 553 Information Sources and Services; Kim, Kules, and Syn are course chairs for LSC 555 Information Systems in Libraries and Information Centers; and Chancellor and Shumaker are course chairs for LSC 557 Libraries and Information in Society.

Full-time faculty members teach in the fall and spring semesters. Summer teaching is optional and full-time faculty members receive additional compensation for summer courses. Many faculty members choose to focus on research, instead of teaching, in the summer. The typical teaching load for full-time faculty is five courses per year, consistent with the teaching load for the faculty in the School of Arts and Sciences. DLIS reduced the teaching load from five courses to four in AY2014–15 for the faculty to prepare for the accreditation. Course releases are given to accommodate sabbatical, research buy-out, or other forms of leave, such as medical leave and maternity leave. Course releases are also provided for newly hired faculty to assist them in establishing themselves in their new roles and provide sufficient time for student counseling, research, professional development, and institutional and professional service. For example,

Chancellor, Kim, Syn, and Zhang received course reductions in their first year. Hsieh-Yee and Choi took sabbatical leaves in AY2012–13 and fall 2013 respectively. Kules is on leave in AY2015–16.

Faculty members are assigned to students as advisors based on their specialties and research and teaching interests and students' interests. Table III-13 presents faculty representing courses of study and advising load for AY2014.

Table III-13. Faculty advising areas and advising load

Faculty	Advising Courses of Study	CY 2014 Advising Load
Chancellor	Law Librarianship	20–25 advisees
Choi	Cultural Heritage Information Management Digital Libraries	25–30 advisees
Hsieh-Yee	Organization of Information Cultural Heritage Information Management Generalist Health Sciences	25–30 advisees
Kim	School Library Media	30–35 advisees
Kules	Information Architecture Generalist	25–35 advisees
Shumaker	User Services	10–15 advisees
Syn	Information Architecture	25–30 advisees
Zhang	Cultural Heritage Information Management	20–25 advisees

Data from exit surveys (Appendix I-9) show that student perception of their educational experience and interaction with the faculty of DLIS is mostly positive. Table III-14 presents "strongly agree" and "agree" responses on overall experience with the faculty.

Table III-14. Student perception of program and faculty quality

Statement	2010	2011	2012	2013	2014	2015
Instruction in the four core courses provided a solid foundation.	68%	67%	71%	86%	82%	77%
The quality of instruction was above average.	62%	49%	75%	71%	54%	77%
Full-time faculty members had a good knowledge of their subject areas.	94%	92%	96%	97%	93%	96%
Adjunct faculty members had a good knowledge of their subject areas.	82%	86%	91%	91%	96%	100%
Overall, the CUA M.S.L.I.S. program was a very good one.	85%	78%	82%	85%	82%	77%

These positive data corroborate with data from the 2014 Current Student Survey (Appendix I-10) Table III-15 presents data on current students' assessment of their experience with the faculty.

Table III-15. Current student assessment of experience with the faculty

Statement	Agree	Disagree	N/A
The quality of full-time faculty instruction was above average.	77%	4%	19%
The quality of adjunct faculty instruction was above average.	77%	12%	12%
Full-time faculty members had a good knowledge of their subject areas.	96%	0%	4%
Adjunct faculty members had a good knowledge of their subject areas.	100%	0%	0%
Instructors were effective at teaching and interacting with students in class and online.	81%	4%	15%
Faculty provided me with regular and thorough evaluations of my performance.	81%	4%	15%
Faculty were responsive to my requests for help.	89%	4%	8%

Standard III.8 Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

Performance Review

Catholic University's *Faculty Handbook* provides information on the policies and procedures for systematic faculty evaluation. As a department in the School of Arts and Sciences, DLIS follows the policies of the University and the School closely to ensure that evaluation is comprehensive and takes into account innovation and accomplishment in teaching, research, and service. DLIS faculty members develop their goals and objectives in research, teaching, and service each year, and are evaluated annually on their achievement of the self-designed goals and objectives. For this annual performance evaluation each faculty member completes a faculty activity report online, using the form provided by the University, and also prepares a self-assessment report. The department chair conducts the annual performance evaluation by meeting with each faculty member to review their reports and discuss their progress toward goals and objectives set in the previous year. The chair prepares a performance evaluation report; each faculty member receives a copy of the evaluation report and has opportunities to respond to it. The chair makes merit raise recommendations to the dean of the school, but merit raise decisions are not shared with the faculty. At the annual performance evaluation, each faculty member also discusses new goals and objectives for the new year with the chair and revises them with the chair's input. The process for faculty evaluation is systematic and transparent.

Besides the annual review, faculty members are reviewed according to the nature of their appointment. Tenure-track faculty members are reviewed at the beginning of the second year and at the end of the fourth year for progress toward tenure, and for tenure consideration at the beginning of the sixth year of appointment. Clinical faculty members are reviewed every two years, and can be appointed for a longer period after passing a

number of two-year reviews. The *Faculty Handbook* provides details on appointment requirements and evaluation process and procedures.

Tenure Review

For tenure review, faculty members complete a standard form (Form I-T, Recommendation for Appointment with Continuous Tenure) and provide evidence of achievement in teaching, research, and service. The *Faculty Handbook* provides a list of evaluation criteria and a sample invitation to external reviewers for assessing the achievement of a faculty member under review. Tenure review begins in a department and involves senior and tenured faculty as appropriate. A positive outcome at this stage will move the case to the next stages of review, from the school's Committee on Appointments and Promotion, to the Senate committees on Appointments and Promotions, the Academic Senate, the provost, the President, and finally the Board of Trustees, which has the authority to grant tenure. The *Faculty Handbook* also explains the appeal process and procedures.

Student Course Evaluations

DLIS uses standard evaluation forms to assess faculty teaching. Faculty members may choose whether to use online or paper evaluations. The evaluation process, led by the Office of Planning, Institutional Research, and Student Learning Outcomes Assessment, is standardized and compulsory for the entire University. The evaluation results are centrally processed and stored. The chair distributes the results to each faculty member every semester. The chair also uses the evaluation results to help faculty members identify areas that need improvement. The competence of the faculty is constantly monitored. Teaching effectiveness constitutes one element of the annual performance review of the faculty through the Faculty Activity Report, which is reviewed by the chair and the school's Committee on Appointments and Promotions with the faculty member.

Part-time faculty performance is also monitored by the chair. In the event a faculty member is underperforming (as evidenced on student evaluations), the chair mentors the faculty member either through the course chair, if the faculty member is teaching the core courses, or one-on-one, if the faculty member is teaching an elective course.

Each full- and part-time faculty member, by school and University policy, receives his or her student evaluations each semester. The results of the student evaluation and comparative data from the school and the University are provided to faculty members to help them evaluate their performance in teaching. The evaluations, including qualitative comments, are anonymous and, after faculty review, are reviewed by the chair with the faculty member. Chapter II: Curriculum provides an overview of the faculty performance on the student evaluations.

Faculty members conduct an analysis of their student evaluations and provide a goal statement in their annual Goals & Objectives to the chair that addresses the feedback from the student evaluations. Analysis of the student teaching evaluations is part of the tenure process as well. DLIS has a set of individualized questions that supplement those asked across the University, which are included on the form used for the University and school-based questions. The addition of specialized questions for the program provides tailored feedback to the faculty on their teaching.

The M.S.L.I.S. program involves students, through the course evaluation process, in the evaluation of the faculty for professional growth and as part of the formal review process for the faculty that occurs on an annual basis. There is also a two-step formal review process for those on the tenure track that occurs at set intervals during the seven-year period as a faculty member progresses toward his/her tenure review. These reviews impact the faculty member's employment with the University and his/her merit increases. The review process provides the faculty member with comprehensive feedback on their performance and is the foundation for a dialogue between the faculty member and the chair on areas of success and areas for improvement in the upcoming review period.

Sources of Evidence

Appendix III-1. Faculty CVs
Appendix III-2. Adjunct faculty profiles
Appendix III-3. Colloquium speakers, topics, and attendance
Appendix III-4. Selected student presentations at Bridging the Spectrum symposia
Appendix III-5. Steps in faculty hiring
Appendix III-6. Independent study topics (2009-2015)

Sources of Evidence on the Web

Faculty Handbook Part II	provost.cua.edu/res/docs/Faculty-Handbook-PART-II.pdf
University Institutional Grants Committee	graduatestudies.cua.edu/GIACommittee.cfm
Symposium: Bridging the Spectrum	lis.cua.edu/symposium/
Cultural Heritage Information Management Forum	lis.cua.edu/chimforum/
Non-Discrimination/Equal Opportunity/Affirmative Action Policy	policies.cua.edu/EEO/affirmact.cfm
Compliance and Ethics Program	compliance.cua.edu/EqualOpportunity/officer.cfm

Chapter IV. Students

Standard IV.1 *The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain a multicultural, multiethnic, and multilingual student body from a variety of backgrounds. The composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives*

Academic and Administrative Policies

The Catholic University of America (CUA) has a Non-Discrimination/Equal Opportunity/Affirmative Action Policy regarding employment, admission, and education opportunity at the University. The Graduate Admissions Policy reflects this nondiscrimination policy and states that the University

> admits qualified students regardless of race, color, religion, sex, national origin, age, marital status, personal appearance, family responsibilities, physical or mental disability, political affiliation, status as a veteran, or any other basis protected by applicable Federal and District of Columbia laws, and does not discriminate against students or applicants for admission on any such basis in the administration of its educational or admissions policies or in any aspect of its operations.

DLIS follows this admissions policy and the procedures documented in the graduate admissions website. The department's procedures and practices of recruitment, admission, financial aid, and placement are in full alignment with the mission, goals and objectives of the Master of Science in Library and Information Science (M.S.L.I.S.) program. To ensure the policies and procedures are properly applied and responsive to the needs and values of stakeholders, DLIS reviews these policies and administrative procedures regularly and systematically.

Recruitment

Between 2008 and 2013 when the unit was a school, the Recruitment Committee led the recruitment effort. A recruitment specialist was hired in spring 2012 to expand recruitment effort. Since the unit became a department in fall 2013, the chair of DLIS has led the recruitment effort, with support from faculty, staff, students, and alumni. A recruitment specialist joined DLIS in fall 2014 and has led recruitment and marketing efforts since.

Cognizant of the importance of diversity and its effects on the learning environment, DLIS actively recruits locally, regionally, and nationally to reach prospective students. Efforts include

- Annual advertisement in the October issue of *Library Journal* (LJ), print and online, to reach the national audience. The October LJ is widely viewed by practitioners and prospective students because it provides salary information on various subfields of the LIS profession. DLIS designed new promotional materials in summer 2010 and contributed to the October LJ journal and its website to showcase courses of study such as Law Librarianship, Cultural Heritage Information Management, and School Library Media. Recruitment brochures were revised in 2014 and 2015 to provide updated information on program offerings and scholarship opportunities.

- Information sessions at local libraries, including the Library of Congress, National Library of Medicine, the George Washington University Library, and public libraries in the District of Columbia, Virginia, and Maryland.

- Online information sessions using Adobe Connect Pro to offer synchronous session on program offerings

- Open houses on the CUA campus regularly to engage prospective students and guide them through application. Alumni and current students often participate in open houses to share their learning experience with applicants.

- Information booths at national and regional conferences, including VAASL (Virginia Association of School Librarians), Virginia Library Association, Maryland Library Association, American Library Association, Association for Library and Information Science Education, Society of American Archivists, and American Association of Law Librarians.

- Advertisement in newsletters of professional associations. For instance, information on the School Library Media (SLM) program and its courses are advertised in every issue of the *VOICE*, the quarterly newsletter of VAASL, which circulates to approximately 1,600 school librarians, present and potential, throughout Virginia.

- Advertisement through the electronic mailing lists of professional institutes and associations, such as the Marylib listserv of the Maryland Library Association and the D.C. Chapter listserv of the Special Libraries Association.

In addition, DLIS made the program affordable by offering special tuition rates to staff at public and academic libraries in the region, and to students aspiring to be school librarians. In fall 2015 CUA began a new tuition rate for professional programs to benefit all incoming students. Details on these financial aid programs are discussed in the Financial Aid section below.

Recruitment materials and efforts are reviewed and updated regularly (Appendix IV-1). Faculty, staff, current students, and alumni contribute to recruitment activities whenever

possible to help prospective students experience our learning community and understand the program offerings and innovative program delivery methods. Whenever appropriate, the recruitment specialist and faculty work closely with prospective students to help them determine if the program is the best fit for their needs.

Admissions

The admission policies of DLIS are consistent with the program's objectives and mission. Requirements for applications to the M.S.L.I.S. program are the same as those required by the graduate programs at The Catholic University of America. Specifically, applicants will submit

- Completed application for admission to graduate studies, accompanied by a $60 nonrefundable application fee.
- Official transcripts sent directly from a regionally accredited college or university that awarded the applicant's B.A. or B.S. degree.
- Graduate Record Examination (GRE) scores if applicant earned less than a 3.0 in undergraduate work. Scores must be sent directly by the Educational Testing Service. GRE scores are also required if students wish to be considered for University Scholarships.
- A short (fewer than 500 words) personal statement about how student's current and/or past academic and work experiences, including volunteer work, have influenced their ability to become a leader in their chosen field.
- Three letters of reference from persons who can attest to applicant's ability to perform graduate level studies sent directly to the Graduate Admissions Office by the author.

Students whose first language is not English and students who have been educated abroad are required to demonstrate minimum English proficiency as specified by the CUA Graduate Admissions Policy.

The Admissions Committee consists of three faculty members and is chaired by the department co-chair. The committee takes a holistic approach in reviewing applications, taking into account academic preparation, past academic performance, work experience, career goals and aspirations, and recommendations of references. Analytical ability, communication skills, and a commitment to the application of new techniques and concepts to the information profession are also considered. In cases where there is some question of the student's capacity for completion of a rigorous graduate program, the Admissions Committee will invite an applicant for an on-campus interview.

Post-master's Certificates DLIS offers post-master's certificates in Library Leadership and Management, in Cultural Heritage Information Management, and in the Generalist area. Applicants are encouraged to discuss their interest with lead faculty members in these two areas.

Nondegree students DLIS has experienced an increase in applications for nondegree status. Most nondegree students are practitioners or school teachers seeking to complete course requirements for school media recertification purposes. Students who wish to begin graduate study but do not have time to complete the full application package can be admitted as nondegree students initially. Their status will change after their applications for the degree program have been reviewed and accepted.

The admission process for students pursuing the post-master's certificates and nondegree students is streamlined. Applicants complete the Graduate Nondegree Application Form and arrange for transcripts to be sent from their universities. DLIS Application details are online. The Admission Committee reviews applications of nondegree applicants.

4+1 Bachelor to Master of Science in Library and Information Science (M.S.L.I.S.) With the approval of the Graduate Board, DLIS began offering a 4+1 Bachelor to Master of Science in LIS program (lis.cua.edu/4plus1program.cfm) in spring 2012 to recruit CUA undergraduates to the LIS profession. The 4+1 program (four years of college plus one year of graduate study) allows undergraduates to take up to four, three-credit, 500-level graduate LIS courses during undergraduate years and count those 12 credits toward the bachelor's degree and the M.S.L.I.S. degree. The M.S.L.I.S. program requires a total of 36 credits, so after receiving a bachelor's degree at CUA, students in the 4+1 program will need to earn 24 more credits (eight LIS courses) in the M.S.L.I.S. program to earn the M.S.L.I.S. degree. The eight courses can be completed in one year of full-time study and cover a variety of disciplines within library science, such as Cultural Heritage, Law Librarianship, and more.

The 4+1 program is open to juniors and seniors of all majors. Students are encouraged to consult with their advisors and DLIS 4+1 advisors prior to enrolling in LIS courses. Students apply for provisional acceptance prior to their last semester of undergraduate study, and then apply officially to the M.S.L.I.S. program at the beginning of their final semester. A GPA of 3.5 or above is required for admission.

Financial Aid

DLIS offers several types of financial aid and presents the financial aid information on the department's website with regular updates.

Professional Program Tuition To support professional programs and streamline financial management, in fall 2015 the University put into effect a new professional program tuition rate. The tuition for all entering students in DLIS is $1,000 per credit hour. The regular graduate tuition for 2015–16 is $1,650 per credit hour. Continuing students who had received a 50% reduction in tuition (see below) will continue to be charged 50% of the regular on-campus tuition rate until they complete the program.

Special Tuition Rate In response to the need of employers in the District of Columbia, Virginia, and Maryland, CUA had offered a special tuition rate to staff of public libraries

and academic libraries since the 1990s. A [list of organizations](#) that have enjoyed this arrangement with CUA is available online. This tuition rate will continue to apply to students who entered the program before fall 2015. New students will be charged per the professional program tuition rate above.

SLM Special Tuition In support of school librarians, CUA began offering a 50% tuition discount to students pursuing a degree in School Library Media in fall 2012. This tuition rate will continue to apply to students who entered the program before fall 2015. New students will be charged per the professional program tuition rate above.

Provost Scholarships Prior to 2015, Provost Scholarships were awarded to outstanding incoming students. This scholarship covers 25% of part-time tuition and 50% of full-time tuition. Students with strong academic records and high Graduate Record Exam (GRE) scores were automatically considered for Provost Scholarships. The department chair made decisions on Provost Scholarships, usually on the recommendation of the Admissions Committee. Students who received a Provost Scholarship were not eligible for any other discounted tuition rate from the University. The Provost Scholarship was discontinued when the University instituted the Professional Tuition Rate in fall 2015.

Howard and Mathilde Rovelstad Scholarship The Rovelstad Scholarship is an endowed scholarship in honor of Mathilde Rovelstad, Ph.D., who taught at CUA for more than 30 years, and her husband, Howard Rovelstad. This scholarship is awarded to continuing students with strong academic record and great leadership potential. The Rovelstad Scholarship Committee administers the scholarship.

Father James J. Kortendick Endowed Scholarship Through a generous gift from the Estate of Thomas and Mary Louse Siersma '61, the Father James J. Kortendick Endowed Scholarship supports promising incoming students, generally in the form of a $5,000 award to be used during the first two semesters of study. Priority consideration is given to applicants with a minimum GPA of 3.5 and combined GRE scores of at least 300. For most favorable consideration, candidates should provide GRE scores when applying to the program.

Graduate Library Pre-Professional Program The Graduate Library Pre-Professional (GLP) Program is administered by The Catholic University of America Libraries with the cooperation of DLIS. It provides selected DLIS students with preprofessional work experience in the University Libraries, allowing students to complete their degree requirements within a two-year period, and combines full-time, salaried work with part-time study. More detail on the [GLP program](#) is available online.

Columbus School of Law GLP Program **The Law GLP program is similar the GLP program administered by the University Libraries. An important difference is that it accepts** applications from both incoming students for spring and current students with no more than 12 credits earned through the fall semester. More details and information on how/when to apply are posted online.

Student Travel Stipends To encourage students to participate in professional conferences and socialize into the profession, DLIS offers student travel stipends to qualified students. Awardees are expected to report (blog) on their experience, to enable all students to benefit. Conferences include, but are not limited to, American Library Association (ALA), Special Libraries Association (SLA), Association for Library and Information Science Education, and others. In addition, the Association of Graduate Library and Information Science Students (AGLISS) provides travel funds for students to attend professional meetings (sites.google.com/site/cuaagliss/forms/agliss-travel-conference-funding).

Third-Party Scholarships Many professional associations offer scholarships to students pursuing master's degree in library and information science. ALA, SLA, District of Columbia Library Association, OCLC, Beta Phi Mu, and many other information organizations support students' graduate study. DLIS shares third-party scholarship information through its website and program listserv (libsci-l@lists.cua.edu). In addition, in support of minority students, DLIS matches the scholarship received by ALA Spectrum Scholars.

Grant-funded Scholarships DLIS was able to support students through two educational grants from the Institute of Museum and Library Services (IMLS). The urban school librarianship program, 2007–11, provided each scholarship recipient 50% tuition support, and the University covered the other 50% of the tuition. In addition, each student received a stipend, support for joining ALA as a student member for one year, support for attending the 2010 ALA Annual Conference, and a mentor. The Cultural Heritage Information Management (CHIM) program, 2012–15, provided 50% tuition support, membership in a professional organization, support for conference participation, and opportunities to present posters at a CHIM Forum held at CUA in May 2015.

Placement

DLIS works with CUA's Office of Career Services, student organizations, and alumni to assist students in their job searches. Faculty and staff post job opportunities on the program's student listserv, alumni listserv, and job listserv frequently and refer positions to students who are well qualified for those positions. Career Services provides career counseling and training, including assistance with the job search process, résumé writing, cover letter critiques, and job interview practices. Faculty members provide letters of recommendation for students.

In support of DLIS's job placement efforts the Association of Graduate Library and Information Science Students (AGLISS), the CUA student chapter of ALA, provides workshops for students to learn about job opportunities and to network with prospective employers and professionals. The SLA Student Chapter and the Society of American Archivist Student Chapter also offer similar events for students. More details on events organized by student organizations are discussed in Standard IV.5 below. In addition, the Alumni Board offers a mentoring program to socialize students into the profession and

guide them in job search (Appendix II-8). Students in the School Library Media program receive support from DLIS when they apply for SLM license.

Developing a Diverse Study Body

DLIS follows the University's Graduate Admissions Policy that stipulates the University does not discriminate against students or applications for admission. One of the program objectives is to produce graduates who "are capable of serving information seekers in a global society" (Objective #4). To achieve this objective students will need to develop an appreciation for and an understanding of users and information needs in a society that is increasingly multicultural, multiethnic, and multilingual. For this reason, the program values diversity in its student body and makes concerted effort to recruit students from underrepresented populations.

To ensure students are well prepared and qualified to engage with a reasonable expectation of success, the department complies with the Graduate Admissions Policy in requiring minimal English language proficiency. Information on the M.S.L.I.S. program is posted on the department's website and disseminated through program brochures at national and regional conferences and at information sessions conducted at local libraries. Admission requirements are presented at the University's Graduate Admissions Policy website and at the department's website.

To attract minority students, DLIS provides scholarships through federal grants and matches the Spectrum Scholarship. For example, the Washington, D.C., School Librarianship Project was funded by the Institute of Museum and Library Services (IMLS) from 2007 to 2011. The project focused on urban school librarianship and aimed to recruit and mentor new school librarians for the District of Columbia Public School system. The grant supported nine participants, five of them from underrepresented populations (Appendix I-15).

Another IMLS grant received in summer 2012 helped DLIS launch the Cultural Heritage Information Management (CHIM) program, with a stated objective to recruit and mentor minority students to cultivate more future leaders. Recruitment events were offered at the Library of Congress, the Smithsonian Institutions, and on campus; and recruitment brochures were sent to historically black colleges and universities. In spite of these efforts, however, no minority students were in the cohort of 17 students that began their study in spring 2013. The CHIM program has attracted several African American students, but some could take only one course at a time because of family, and others had full-time employment that prevented them from accepting the scholarships. Nevertheless, the CHIM program attracted students from underrepresented populations and their presence in the program enriches learning at CUA.

Composition of Student Body

Following the University's nondiscrimination policy, DLIS admits students from all over the world. The objective is to have a diverse student body to promote understanding of and appreciation for different cultures and backgrounds. It is the belief of the faculty that a diverse student body will prepare graduates to function effectively in an information environment that is increasingly global and diverse in ethnicity, language, and culture. DLIS students come from North America, Africa, Europe, and Asia, with a majority of them from Virginia, the District of Columbia, and Maryland. The number of students coming beyond the Washington region remains fairly stable. Table IV-1 presents the geographic origins of DLIS students from fall 2009 to fall 2015.

Table IV-1. Geographic origins of students, fall 2009 – fall 2015

Semester	District of Columbia	Virginia	Maryland	Other areas	Total Students
Fall 2009	65	90	44	17	216
Fall 2010	75	80	40	17	212
Fall 2011	64	63	34	18	179
Fall 2012	50	64	32	18	164
Fall 2013	33	56	36	13	138
Fall 2014	26	41	34	14	115
Fall 2015	27	27	34	7	95

As the only library and information science program in the nation's capital, the program at CUA attracts students from several ethnic groups. When compared to the composition of the University's student body, the diversity of students in the DLIS program is similar to, or better than, that of the entire University. Table IV-2 presents ethnicity of CUA students and DLIS students.

Table IV-2. Ethnicity of CUA students and DLIS students

Fall 2009	CUA Students		DLIS Students	
	#	%	#	%
Foreign	407	6.01%	5	2.31%
African American	409	6.04%	21	9.72%
Native American	18	0.27%	0	0.00%
Asian American	308	4.55%	11	5.09%
Hispanic American	395	5.84%	6	2.78%
Caucasian	3870	57.18%	127	58.80%
Unknown	1361	20.11%	46	21.30%
TOTAL	6768	100.00%	216	100.00%

Fall 2010	CUA Students		DLIS Students	
	#	%	#	%
Foreign	418	6.00%	3	1.42%
African American	432	6.20%	20	9.43%
Native American	17	0.24%	0	0.00%
Asian American	269	3.86%	8	3.77%
Hispanic American	399	5.73%	7	3.30%
Caucasian	3754	53.88%	122	57.55%
Unknown	1678	24.08%	52	24.53%
TOTAL	6967	100.00%	212	100.00%

Fall 2011	CUA Students		DLIS Students	
	#	%	#	%
Foreign	440	6.38%	3	1.68%
African American	454	6.59%	16	8.94%
Native American	15	0.22%	0	0.00%
Asian American	266	3.86%	6	3.35%
Hispanic American	460	6.67%	11	6.15%
Caucasian	3814	55.32%	106	59.22%
Multi/Other	113	1.64%	4	2.23%
Unknown	1332	19.32%	33	18.44%
TOTAL	6894	100.00%	179	100.00%

Fall 2012	CUA Students		DLIS Students	
	#	%	#	%
Foreign	482	7.05%	4	2.44%
African American	483	7.06%	17	10.37%
Native American	13	0.19%	0	0.00%
Asian American	237	3.47%	8	4.88%
Hispanic American	517	7.56%	12	7.32%
Caucasian	3798	55.54%	94	57.32%
Multi/Other	210	3.07%	3	1.83%
Unknown	1098	16.06%	26	15.85%
TOTAL	6838	100.00%	164	100.00%

Fall 2013	CUA Students		DLIS Students	
	#	%	#	%
Foreign	528	7.85%	1	0.72%
African American	518	7.70%	12	8.70%
Native American	12	0.18%	0	0.00%
Asian American	232	3.45%	9	6.52%
Hispanic American	566	8.42%	12	8.70%
Caucasian	3750	55.76%	86	62.32%
Multi/Other	211	3.14%	8	5.80%
Unknown	908	13.50%	10	7.25%
TOTAL	6725	100.00%	138	100.00%

Fall 2014	CUA Students		DLIS Students	
	#	%	#	%
Foreign	549	8.20%	3	2.61%
African American	561	8.37%	13	11.30%
Native American	12	0.18%	0	0.00%
Asian American	210	3.13%	1	0.87%
Hispanic American	612	9.14%	14	12.17%
Caucasian	3696	55.17%	75	65.22%
Multi/Other	248	3.70%	6	5.22%
Unknown	811	12.11%	3	2.61%
TOTAL	6699	100.00%	115	100.00%
Fall 2015	CUA Students		DLIS Students	
	#	%	#	%
Foreign	549	8.42%	4	4.21%
African American	544	8.34%	12	12.63%
Native American	13	0.20%	0	0.00%
Asian American	207	3.17%	3	3.16%
Hispanic American	623	9.55%	7	12.17%
Caucasian	3606	55.30%	62	65.26%
Multi/Other	303	4.65%	4	4.21%
Unknown	676	10.37%	3	3.16%
TOTAL	6521	100.00%	95	100.00%

As CUA is a private university, the high tuition was a barrier for international students, so it is not surprising that the percentage of foreign students in DLIS was no more than 4.21% between 2009 and 2015. The Professional Program Tuition Rate implemented in fall 2015 makes the tuition at CUA comparable to that of other LIS programs in the United States. This benefit may attract more foreign students to DLIS in the future.

Student ethnicity data also reveals a positive trend in the enrollment of African American and Hispanic students in DLIS. Fig. IV-1 presents the percentages of students from these two ethnic groups from fall 2009 to fall 2015. DLIS has made steady progress in recruiting Hispanic American students, which is one of the strategic goals of the University.
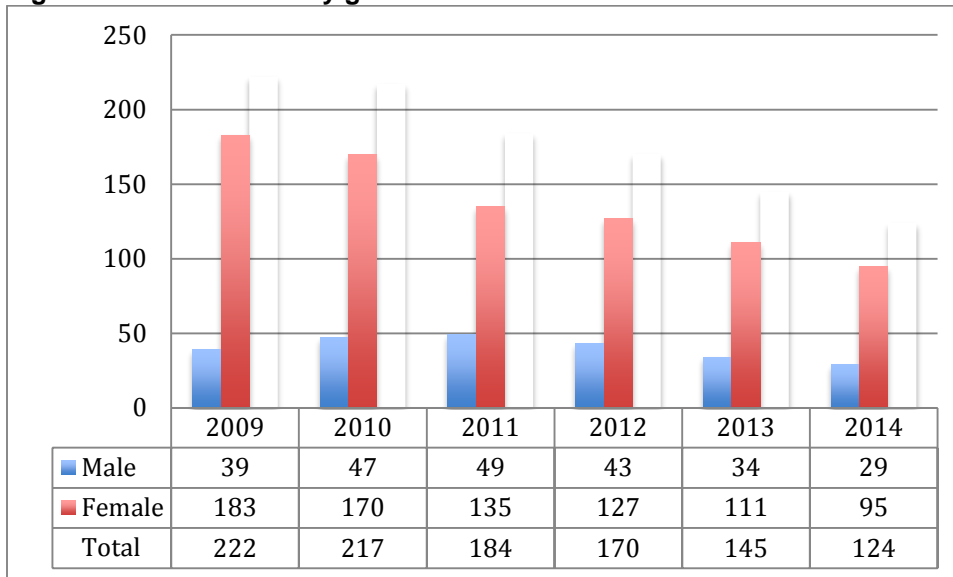
Figure. IV-1. Percentages of DLIS African American and Hispanic American students

	2009	2010	2011	2012	2013	2014
African America	9.72	9.43	8.94	10.37	8.7	11.30
Hispanic America	2.78	3.3	6.15	7.32	8.7	12.17
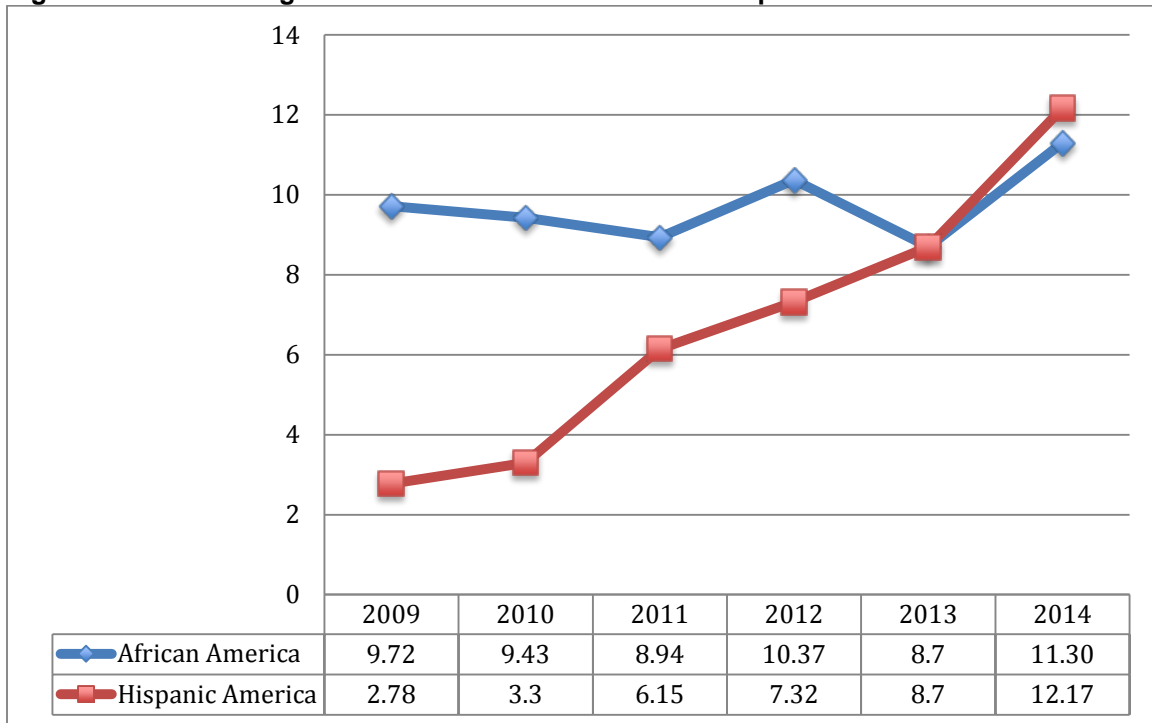
Most DLIS students pursue their master's degree part-time (Figure IV-2), and a majority of them are female (Figure IV-3).

Figure IV-2. Enrollment of full-time and part-time students

	2009	2010	2011	2012	2013	2014
Full Time	22	35	32	24	10	14
Part-Time	200	182	152	146	135	110
Total	222	217	184	170	145	124
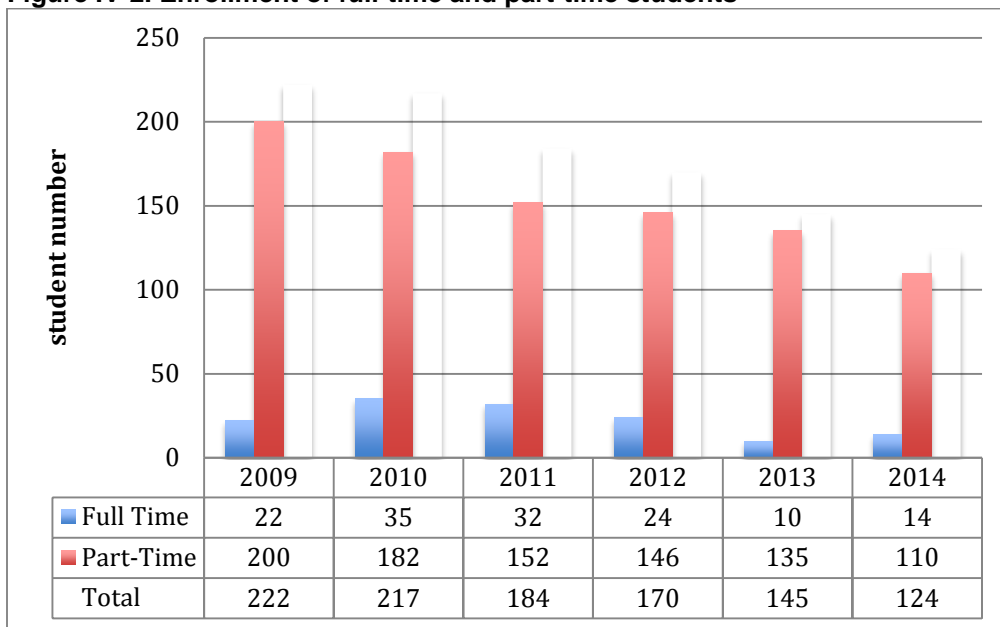
Figure IV-3. Enrollment by gender

	2009	2010	2011	2012	2013	2014
■ Male	39	47	49	43	34	29
■ Female	183	170	135	127	111	95
Total	222	217	184	170	145	124

The age range of students is 20 to 55 or higher. Table IV-3 shows that from 2009 to 2015 56% to 71% of the students were from the 20 to 34 age groups, indicating the program attracted many from the Millennial generation.

Table. IV-3. Enrollment by student age

	2009	2010	2011	2012	2013	2014	2015
20-24	31	32	30	29	28	23	18
25-29	63	83	64	61	50	44	37
30-34	31	26	37	24	21	17	12
35-39	28	18	18	21	13	15	9
40-44	26	17	11	8	7	11	9
45-49	20	20	9	10	9	8	4
50-54	14	14	8	7	8	3	3
55+	8	6	5	7	9	3	3
Unknown	1	1	2	3	0	0	0
Total	222	217	184	170	145	124	95

Learning Environment

DLIS nurtures students and develops future leaders for the profession through a strong curriculum, close relationships between faculty and students, rich practicum opportunities, and meaningful peer relationships cultivated through class interaction, group projects, and student associations. Students, faculty, and staff constitute a community that shares a commitment to the program's mission, goals, and objectives. Details on the learning environment at DLIS are presented in Chapter II Curriculum.

Evidence of the program's success in fostering a learning environment consistent with its mission, goals, and objectives can be seen in the number of students passing the comprehensive examination. The comprehensive examination is offered three times a year — spring, summer, and fall. Table IV-4 summarizes data from fall 2009 to spring 2015. The success rate is calculated from the outcomes of the fall, spring, and summer comprehensive examinations.

Table IV-4. Success rates of comprehensive examinations

Year	Success Rate
2009–2010	93%
2010–2011	85%
2011–2012	85%
2012–2013	86%
2013–2014	90%
Fall 2014–Spring 2015	97%

An indirect measure of students' learning is their assessment of the M.S.L.I.S. program. In annual exit surveys of graduating students and the 2014 Alumni Survey, participants were asked to assess the curriculum and the overall program. Table IV-5 presents data from exit surveys (2010-14) and the 2014 alumni survey. The percentages in the table represent the combined total of "agree" and "strongly agree" responses. Summary of exit survey findings is presented in Appendix I-9.

Table IV-5. Student and alumni assessment of overall M.S.L.I.S. program experience

Program Experience	2010 (n=34)	2011 (n=52)	2012 (n=44)	2013 (n=35)	2014 (n=28)	2015 (n=29)	2014 Alumni Survey (N=291)
Curriculum covers subjects of interest to me	79%	82%	82%	83%	93%	81%	N/A
Practicums enrich my learning	92%	74%	76%	80%	93%	97.12%	N/A
Core courses provide a good foundation	68%	67%	70%	86%	82%	85%	N/A
M.S.L.I.S. program is very good	85%	66%	82%	85%	82%	77%	90%
M.S.L.I.S. program prepares me well for my first professional job	60%	78%	68%	64%	54%	73%	77%

Data from the two exit surveys suggest students' learning experience at DLIS improved from 2010 to 2014. Data from the 2014 alumni survey, which has a larger number of responses than that of the exit surveys, show more positive assessment of the M.S.L.I.S. program.

Standard IV.2 *Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission*

requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.

Availability of Program Information

DLIS uses its website to publicize information on the department and its programs. Tabs for current students, prospective students, and alumni at the top of the website provide direct access to information most relevant to each group. The website includes information on

- The vision, mission, program goals, and objectives of DLIS
- Faculty and staff directories that contain each member's profile and contact information
- Accreditation information that contains a final report, a briefing video, and other related documents on our LIS program for the accreditation review process
- Information on the LIS Advisory Board that contains board charges, members, and meeting materials
- Employment information
- Information for prospective students on admission requirements, financial aid options, scholarships, transfer of credit, and waiver of course requirements
- News, events, and announcements
- Course information in master's programs (LIS and HIT) and post-master's or nondegree programs that contains courses of study, course catalog, course schedules, two-year course plan, registration guidelines, independent study, practicum, comprehensive exams, course selection FAQs, and courses for undergraduates (4+1 program)
- General information on graduate education in LIS, including graduate student policies, academic policies, student performance assessment, and related forms
- Policies and forms that are relevant to academic issues, accessibility, courses, technology, tuition and financial aid, student employment, and student representatives
- Program information that contains M.S.L.I.S. requirements, M.S.I.T.-H.I.T., joint-degree programs, Online & Weekend Learning (OWL), summer institutes, distance courses, post-master's study, 4+1 Bachelor to M.S.L.I.S. program, and professional competencies
- Technology resources that contain information on LIS computer lab, listserv instructions, technology inventory, technology manuals and policy, devices available in DLIS, as well as technology resources and services available at the University
- Information on tuition and financial aid that contains tuition and fees, endowed departmental scholarships, Graduate Library Pre-professional (GLP) Program, Howard and Mathilde Rovelstad Scholarship, student travel stipends, third-party financial aid, federal student loans, CHIM-IMLS scholarship, and special tuition rates
- Link to CUA libraries

- Request information form and contact information
- Schedule for information sessions (virtual and on campus) and sign-up form
- Links to professional organizations and LIS student organizations
- Alumni profiles

A full-time staff member maintains the website regularly for currency and accuracy. In 2011 the website was substantially revised to improve its usability. Changes include

- A slide show to highlight strengths of the program
- New program offerings such as the Online & Weekend Learning Program (OWL) and the Health Information Technology (HIT) program
- Clustering of forms and policy resources in one area
- Social media to reach out to a greater audience on the web
- Grouping financial aid opportunities under the "Tuition and Financial Aid" menu
- Organizing technology resources, including Adobe Connect Pro for synchronous learning, for better access

In 2014 the website was revised substantially to showcase achievements of students and faculty and to provide quick links to program specializations. In the same year, DLIS created an LIS website marketing initiative plan, based on the website analysis results of two student teams in the LSC610: Information Architecture course for the spring 2014. The top priorities of the proposed changes are 1) to redesign the DLIS website, 2) to create compelling and easily discoverable content for prospective student users, and 3) to improve the site's information architecture and add/update/revise content for the rest of the site as needed. In 2015 the following changes were made to the website: an updated "Join us for an information session" link, new social media links, latest news and events headlines, alumni updates, a quick introduction, a student activities calendar, contact information on the front page, a few program highlights (e.g., master's, post-master's, Online & Weekend Learning, and joint degrees), links to our mission, vision, and values, accreditation, and updated courses of study.

Besides the website, DLIS communicates with stakeholders by various forms of social media
- [Facebook](#)
- [Twitter](#)
- [LinkedIn](#)
- [YouTube](#)
- [WordPress](#)
- [RSS](#)

Each form of social media serves a specific purpose. DLIS has used Facebook since 2011 to stay in touch with current students, alumni, and prospective students by sharing photos and announcements. The department has used Twitter since 2009 to communicate with all stakeholders, to contribute to ongoing conversations in the field of library and information science, to disseminate information about DLIS, and to promote the M.S.L.I.S. program. Since 2008 DLIS has used LinkedIn for networking, sharing

information, recruiting both instructors and students, and keeping in touch with alumni. Since 2011 it has used YouTube to post videos from CUA LIS events, mainly events with guest speakers. Since 2012 DLIS has used the WordPress blog mainly for job posts but also for news and events from the CUA LIS community. RSS is used to share news, updates, and announcements quickly and directly with those who subscribe. The department's home page on the website provides links to these social media and uses Google Calendar widget to display show the department's events. DLIS has tentative plans to launch an Instagram account in the future.

In addition, students and alumni receive and share information through multiple listservs, including LIS listserv, alumni listserv, and job posting listserv. DLIS announcements are shared with students and alumni through these listservs as well.

Print materials of program information are available in the department office. They include a general program brochure and flier, a post-master's program flier, a law librarianship brochure and flier, a school library media flier, a cultural heritage information management flier, a courses of study flier, 4+1 program flier, 100th and 30th anniversaries booklets, and an LIS jobs booklet. The department also creates special events fliers. These print materials are distributed during student visits, new student orientations, on-campus information sessions, conference exhibitions, and career events. In addition, electronic versions are distributed to current and prospective students, as well as alumni, via email.

DLIS delivers program information to current and prospective students through customized sessions. They include on-campus open houses, virtual information sessions, new student orientations, comprehensive examination workshops, and individual meetings with faculty advisors and staff. Prospective students can contact or meet with David Stokes (recruiting coordinator) and current students can consult with Louise Gray (program coordinator) for program information. Faculty members provide program information for current and prospective students and discuss study/career plans with them.

Standard IV.3 Standards for admissions are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

Consistent Application of Admission Standards

The University's Graduate Admissions Policy specifies application requirements, and DLIS further clarifies admission standards for the program on its website. The admission

process consists of two stages. The first stage is through the CUA Office of Graduate Admissions and involves receiving the application, creating a folder containing the applicant's application and supporting documentation, and generating an itemized list of the documents in the folder and the date they were received. At this stage admissions staff ensures each application contains all the required documents. The second stage of the process occurs at the department and involves the evaluation of the applications. The DLIS Admissions Committee engages in a consistent process to ensure fairness in all admission decisions and compliance with all University standards regarding admission. As a final quality assurance, the associate dean for graduate studies at the School of Arts and Sciences reviews admission decisions before sending out notices to applicants. Through the checks and balances provided in the two-fold process, prospective students are assured of consistently applied and well-documented applications processes.

In fall 2012 the University adopted an online application system, WebNow. Applications are submitted online and reviews of applications are conducted online. WebNow streamlines the admission process and facilitate communications between applicants and the University.

The DLIS Admissions Committee evaluates each applicant's entire record, taking into account the totality of the individual. The committee considers numeric scores (grade point average, Graduate Record Examination scores, TOEFL, etc.), background, talent, and other attributes that are needed by the information professions. Readiness to engage in academic work, analytic and conceptual thinking ability, strong writing skills, and a commitment to the application of new techniques and concepts to the information professions are also considered. The Admissions Committee considers the strength of references, personal statement, and evidence of achievement within the personal history of the applicant. Results of the evaluation are recorded online in the WebNow system, including the comments and recommendation of two committee members. The department chair reviews the evaluation data, then submits the department's decision to the associate dean for graduate studies of the School of Arts and Sciences. When the associate dean endorses the decision, he or she notifies the applicant by mail.

Applications and Admissions

The admission process is consistently followed. DLIS has maintained a fairly steady ratio of admissions to applications since 2009. Table IV-6 summarizes the percentages from fall 2009 to fall 2015. The average percentage of admissions to applications over the period is 82%.

Table IV-6. Percentage of admissions to applications fall 2009–fall 2015

Applications	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Applications	155	227	150	117	100	83	93
Total Admissions	128	172	128	110	79	71	74
Percentage	83%	76%	85%	94%	79%	86%	80%

The decrease in applications contributed to a decrease in overall enrollment. Table IV-7 presents data on enrollment from 2009 to 2015. The transition of the program from a school to a department with the School of Arts and Sciences between 2012 and 2013 may have decreased the visibility of the program and subsequently had a negative impact on enrollment. It is noted, however, that the University is experiencing enrollment declines at the graduate level and the library and information science field is experiencing declines in enrollment as well.

Table IV-7. Enrollment data 2009–2014

Year	2009	2010	2011	2012	2013	2014	2015
Total Enrollment	216	212	179	164	138	115	95

DLIS has taken steps to address enrollment challenges since fall 2014 by hiring a full-time recruitment specialist. Recruitment plans were developed and new marketing efforts were launched (Appendix IV-2). To help address the application and enrollment issues, the University implemented a Professional Programs Rate of $1,000 per credit hour in fall 2015. The new rate is a reduction in standard tuition for students enrolled in professional programs such as the M.S.L.I.S. program. The DLIS co-chairs are working closely with the faculty, staff, alumni, and the LIS Advisory Board to address enrollment challenges. Action plans will be deployed and enrollment targets identified in fall 2015 to improve enrollment in the future.

The program admits students with proper academic preparation. Table IV-8 presents the average GPA of students admitted to the M.S.L.I.S. program, including joint degree students, from 2009 to 2015. The average GPA scores indicate admitted students had very good academic records.

Table IV-8. Average GPA of admitted students (M.S.L.I.S. and joint degree)

2009	2010	2011	2012	2013	2014	2015
3.35	3.42	3.45	3.46	3.35	3.47	3.33

Table IV-9 presents average GRE scores of students admitted to the M.S.L.I.S. program, including joint degree students, from 2009 to 2015. The scores show that admitted students had respectable scores for verbal and quantitative parts of GRE.

Table IV-9. Average GRE scores of admitted students (M.S.L.I.S. and joint degree)

	2009	2010	2011	2012	2013	2014*	2015*
GRE Quan	571	598	555	596	614	151	149
GRE Verb	587	602	572	590	639	158	158

*Reflects new GRE Scoring out of 180

Successful completion of the M.S.L.I.S. program requires 36 semester hours of graduate credit (30 of which must be taken in DLIS), a minimum grade point average of 3.0, and a passing grade on the comprehensive examination. Because most of the DLIS students pursue their degree part-time, the number of years to graduation ranges from one to five

years. Figure IV-4 shows that most students took two to three years to complete degree requirements.

Figure IV-4. Time to graduation by year entering program

	1 year	2 years	3 years	4 years	5 years	Total
2009	0	25	30	4	0	59
2010	1	26	25	8	2	62
2011	1	19	20	4		44
2012	4	12	27			43
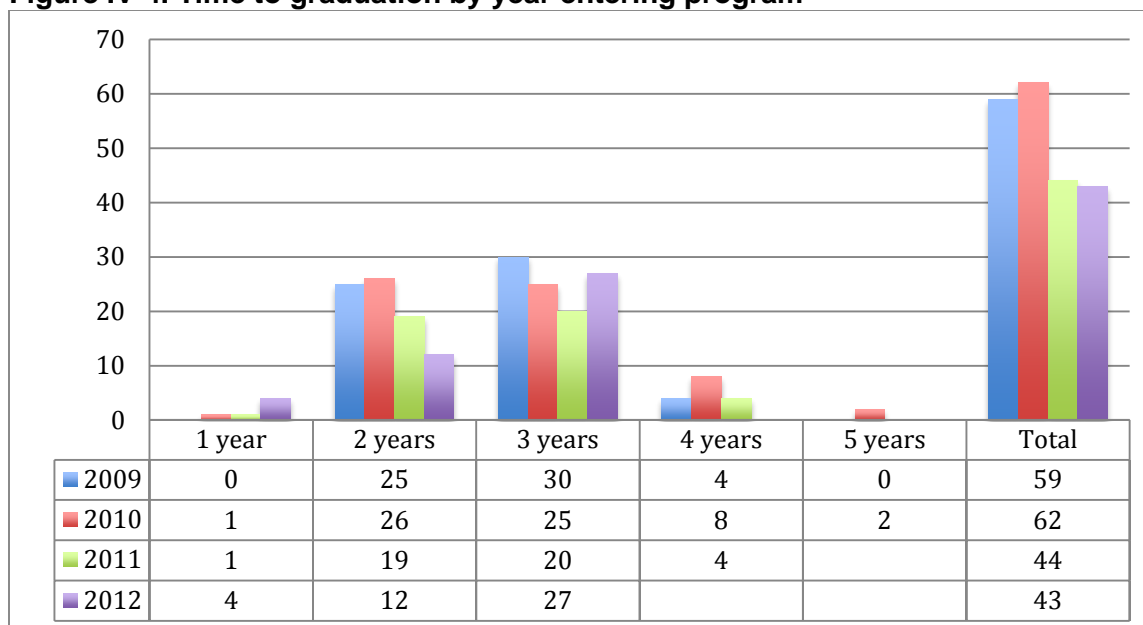
The curriculum and the overall program prepare graduates to contribute to the library and information science field. In the 2014 Alumni Survey respondents were positive about the program (Table IV-10).

Table IV-10. Alumni assessment of program quality

Quality	2014 Alumni Survey (n=291)
Overall, the CUA curriculum provided me with a coherent program of study.	93%
Overall, the CUA program was a very good one.	90%
If I were to start my master's education over, I would attend the CUA program.	64%
The CUA program prepared me well for my first professional job.	77%

Standard IV.4 *Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.*

Coherent Programs of Study

DLIS strives to offer a coherent curriculum, to accommodate the needs of students, and to communicate the curriculum to the students in a clear and consistent manner. The curriculum provides many opportunities for students to develop coherent programs to

meet their career needs and pursue areas of special interest. Ten courses of study introduce students to 10 areas of specialization, explaining the nature of the specialization, the courses recommended for career preparation, the professional organizations, and important journals. In addition to regular courses, students can obtain field experience through practicums or conduct independent studies to explore areas of special interest under the supervision of a full-time faculty member. The curriculum is reviewed regularly and new courses are introduced and approved according to established process and procedures. Details on these curriculum efforts are presented in Chapter II: Curriculum.

Evidence of DLIS's compliance with this standard can be found in the 2014 Current Student Survey (Appendix I-10) that collected feedback on the curriculum (Table IV-11). Numbers represent "agree" or "strongly agreed" responses.

Table IV-11. Current student assessment of the curriculum

Curriculum Quality	2014 Current Student Survey (n=63)
Overall, the LIS curriculum is providing me with a coherent program of study	85%
The curriculum provides a variety of opportunities to study the theory, principles, practice, and values of the LIS field	85%
My courses focus on the knowledge, skills and competencies I need as an LIS professional	83%
Through taking my courses, I am improving my knowledge, skills and competencies as an LIS professional	88%

DLIS offers an individualized program that is small and student-centered to ensure a high level of interaction between students and faculty. The department has adopted several innovative formats to meet students' needs for flexible class schedule. Formats such as synchronous learning through Adobe Connect Pro; asynchronous learning through Blackboard; a blended learning format; and an innovative hybrid format Online & Weekend Learning Program (OWL) are examples. The emphasis on distance education technologies and flexible class schedules enables the department to provide a high-tech and high-touch learning environment to students. Students and alumni have responded positively to these innovations.

Classes are offered at various locations and times, and in three different delivery modes: on-site, blended, and OWL. Some courses are offered at off-campus sites such as the Library of Congress. In the blended delivery format, about half of the course content is delivered online and the other half is delivered in face-to-face meetings on campus.

Recognition of Student Achievement

DLIS uses direct and indirect measures to assess student learning and achievement. Standard assignments in core courses and the comprehensive examination provide data

on students' competencies in the six target areas. Details on learning outcomes assessment are presented in Standard I.3 of Chapter I: Mission, Goals, and Objectives.

In addition to course evaluations and the comprehensive examinations, student achievement is reflected in awards and scholarships from the department and professional associations. DLIS recognizes student achievement by the Howard and Mathilde Rovelstad Scholarship; the Student of the Year Award; student travel stipends; nomination to the profession's honor society, Beta Phi Mu, upon graduation; and nomination of continuing students for the Beta Phi Mu scholarship. The Rovelstad Scholarship recognizes continuing students with strong academic record and leadership potential. Table IV-12 presents scholarship recipients from 2009 to 2015.

Table IV-12. Howard and Mathilde Rovelstad Scholarship recipients

Academic Year	Recipient(s)
2009–2010	Jennifer A. McDaniel
2010–2011	Lisa J. Blydenburgh-McGuinness
2011–2012	Rose M. Asuquo and Trevor N. Riley
2012–2013	Jessica A. Kemp and Ying Zhang
2013–2014	Eric S. Wolfson and Elizabeth Schiller
2014–2015	Jack Dale and Julie Stoner

The Student of the Year award recognizes a student who distinguishes himself or herself with academic success, leadership, and potential for a positive impact on the library and information field. Nominations and selection take place in April each year. Table IV-13 presents Student of the Year Award Recipients from 2009 to 2015.

Table IV-13. LIS Student of the Year Award recipients

Year	Recipient(s)
2009	Eileen Boswell
2010	Abbey Gerkin
2011	Michelle Polchow
2012	Nicole Clery and Rebecca Renard
2013	Ana Elisa de Campos Salles and Yemane Gebre
2014	Angela Aranas Kent
2015	Joseph Koivisto

Full-time faculty nominate graduating students for membership in Beta Phi Mu. Typically students with the highest grade point average are nominated. In addition, the faculty also nominates a current study for a Beta Phi Mu Scholarship offered by the Iota Chapter of Beta Phi Mu. Academic excellence, leadership, and potential for success are the selection criteria. Table IV-14 presents Beta Phi Mu Scholarship Recipients from 2009 to 2015.

Table IV-14. Beta Phi Mu Scholarship recipients

Year	Recipient(s)
2009	Eileen Boswell
2010	Kristen Sosinski
2011	Rose Asuquo and Helen Horn-Mitchem
2012	Susan Yoo
2013	Elizabeth Greeley
2014	Jennifer Fagan-Fry
2015	Jasmine Chmiel

Access to Guidance, Counseling, and Placement Assistance

Upon acceptance to the department and the University, each student is assigned an advisor from the full-time faculty. The assignment matches the student's interests and background with the expertise of the faculty member. Students are expected to work closely with their faculty advisor to select and schedule courses, and to plan for their careers. Within the faculty and student advising relationship, advisors follow the *LIS Faculty Advising Handbook* (Appendix IV-3) and use the checklists of the courses of study to guide students in course selections. The *Faculty Advising Handbook* includes information on degree requirements, a checklist of actions for a new student to "get in the system," and information on the courses within each course of study. It also includes worksheets that help the student and advisor monitor the student's progress through the program. In addition to the advising process, students can obtain information about the program through the department website, as described in the Standard IV.2.

The faculty of DLIS offers students guidance through office hours, by appointment, by phone, and by email. Adobe Connect Pro is also used by some faculty and students for online, synchronous communication. Of the respondents to the 2014 LIS Current Student Survey (Appendix I-10), about 80% strongly agreed or agreed with the statement "I have access to continuing opportunities for guidance, counseling, and placement assistance." Their comments included suggestions for further placement assistance from the department.

In addition, students receive guidance from course instructors, full-time and part-time faculty, and practicum supervisors. Of the respondents to the Fall 2014 LIS Current Student Survey, 53% strongly agreed and 45% agreed that "[fa]culty are responsive to my requests to help" and 94% reported having met with advisors in person once or more. Exit surveys from 2010 to 2015 found the majority of respondents strongly agreed or agreed the faculty was very responsive to requests for help. However, the quality of advising did not receive high marks from respondents. To address this concern, the department provides opportunities for new students to meet with advisors during the orientation for new students. DLIS will monitor this area and take actions to ensure quality advising.

Students specialize in school library media also receive guidance from Sung Un Kim on how to meet the school librarian licensure requirements. Louise Gray, program

coordinator, prepares the application form and a program completion verification letter for students and obtains the necessary signature from CUA's director of teacher education to help students complete the process.

The University offers a variety of guidance, counseling, and placement assistance services. The Center for Academic Success provides instructional assistance and drop-in and individual tutoring to enhance student learning. A workshop series provided by the Center for Academic Success addresses topics such as time management, effective reading, note taking, examination preparation, study skills, and memory skills. The Writing Center assists students in developing writing skills. The Counseling Center provides psychological counseling. Services include group and individual counseling, psychiatry services, emergency services, consultation services, and testing services to help students feel more comfortable and effective in their life and in relationships with others. The University also provides help with educational accommodations through Disability Support Services, which works with students and faculty to provide special accommodations and services to facilitate academic success. CUA's Office of Career Services provides advising on résumé and curriculum vitae, networking, and job interviews, as well as on-campus career events, such as employment fairs, job search presentations, and career panels.

Standard IV.5 The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

Student Participation in Departmental Committees

DLIS encourages students to participate in the definition and determination of the total learning experience. In addition to standard University course evaluations, DLIS conducts focus groups of practicum students on their practicum experience and areas that need improvement. DLIS also surveys students of online courses (OWL and blended courses) to obtain feedback. The faculty discusses survey results at the faculty retreat or faculty meetings to identify actions needed for improvement.

Departmental committees provide important opportunities for students to contribute to their learning experience. For instance, when the Academic Senate investigated the feasibility of reorganizing the unit into a department, a student representative served on the Ad Hoc Committee to present students' perspectives and concerns. Three students serve on the LIS Advisory Board to review program achievements and discuss strategies for program improvement. Two other students served on the SLM Advisory Board to review curriculum and practicum experience and improve the preparation of school library media students for their careers. Students also actively participate in accreditation review preparation, with several students serving on accreditation standards committees. They contribute ideas, critique chapter reports, solicit input from fellow students, and recommend ways to engage students in the accreditation process. Table IV-15 presents

committees where students have opportunities to share their perspectives and shape the program.

Table IV-15. Student participation in DLIS committees

Committee	Student Representative(s)
Senate Ad Hoc Committee on SLIS Reorganization	Elizabeth Greely
LIS Advisory Board	Jack Dale, Kirsten Mentzer, Christopher Needham
SLM Advisory Board	Melanie Medina, Madeline Davis
Accreditation, Standard I Mission, Goals, and Objectives	Savanna Nolan
Accreditation, Standard II Curriculum	Keegan Johnson
Accreditation, Standard IV Students	Sam Russell Emily Wagner Chris Corrigan (Alumni Board past-president)
Accreditation, Standard VI Facilities	Madeline Davis

Student Organizations

DLIS provides opportunities for students to obtain valuable leadership experiences and engage with the discipline through four student organizations. Students are automatically members of the Association of Graduate Library and Information Science Students (AGLISS), the department's student organization and a student chapter of the American Library Association. The association's goal is to provide social and professional opportunities for students. It also serves as the representative voice of students to the DLIS faculty and staff, and represents DLIS students at the Graduate Student Association (GSA) of the University. For example, AGLISS has provided leadership in providing budget request guidelines to ensure equal allocation of GSA funds to the student organizations.

Special Libraries Association (SLA) has a very active student chapter at CUA. The Association for Information Science and Technology (ASIS&T) also has an active student chapter. These two chapters interact with the Washington Chapter of SLA and the Potomac Valley Chapter of ASIS&T to socialize students into the profession. In summer 2014 the Society of American Archivists (SAA) approved the creation of a student chapter at CUA. These organizations provide students with opportunities to develop leadership skills and meaningful engagement with the LIS profession beyond classroom.

DLIS is fortunate to have exceptionally committed faculty members to serve as faculty advisors for these student groups. Sue Yeon Syn, a member of the American Library Association and ASIS&T, serves as the faculty advisor for AGLISS. Dave Shumaker, an active member of SLA, serves as the faculty advisor to CUA-SLA. Sung Un Kim, a member of ASIS&T, serves as the faculty advisor for CUA-ASIS&T. Jane Zhang, a member of SAA, serves as the faculty advisor for the student chapter of SAA.

Students actively employ social media and web technologies to communicate with fellow students and practitioners and enhance the presence of DLIS on the web. AGLISS, for

example, launched new Facebook and Twitter channels in 2012 and a new website in 2013. The SAA Student Chapter has a blog at saaatcua.wordpress.com/
The SLA Student Chapter also set up several social media channel in recent years:

- [Blog]
- [Facebook]
- [LinkedIn]
- [Twitter]
- [Youtube]

Student chapters work hard to provide a sense of community for fellow students. They have offered many programs and activities to engage DLIS students in local communities and professional organizations, provide professional development opportunities, and support them in job searches. Appendix IV-4 highlights recent programs and activities of these student organizations. All student organizations offer programs related to job search and career preparation.

After graduation, alumni actively engage in the life of DLIS. The Alumni Board organizes the annual Elizabeth Stone Lecture, a major fund-raising event. They administer the Raymond Von Dran Memorial Award, organize the Holiday Party, participate in the New Student Orientation Picnic, and plan networking events at professional conferences. They also mentor students to help them with job searches and socialize into the profession. The Alumni Board is a strong partner to DLIS, promoting the program, reaching out to the alumni community, and monitoring new developments in the LIS profession.

In addition to departmental committees and student organizations, students provide input on various issues through town hall meetings with the department chair. Beginning in fall 2014, each semester the chair meets with students at a town hall meeting to solicit input on program priorities, new policies, and goals.

Standard IV.6 *The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.*

The DLIS faculty regularly seeks feedback from students and examines evidence of student achievement to determine the achievement of program objectives. Achievement of program objectives is assessed by end-of-semester course evaluations, blended/OWL course evaluations, outcomes analysis of the comprehensive exams, student exit surveys, alumni surveys, focus groups with practicum students and supervisors, and employer surveys. The faculty applies results of these evaluations to improve the program.

Selected examples of changes based on student feedback are

- Student feedback on comprehensive examinations led to the change of the comprehensive examination format from an on-campus examination to a take-home examination that allows students to consult their notes and research literature and be more reflective as they write their essay. Students were consulted through a survey about the change before the change was implemented. DLIS has analyzed the examination outcomes regularly to identify areas for improvement. For example, since data suggest students need more guidance in preparing for the examination, students are required to meet with advisors before they can register for the examination. Similarly, analysis of the rubric scores of the 2014–15 examinations found that scores were lower in summer examinations. As a result, the department will offer the examination workshop two months before the examination, instead of the usual practice of one month before the examination, and include more practice in analyzing the test question and organizing the essay.

- Students voiced strong interests in professional conferences and research, and that led to the department's policy to offer support for students to attend and participate in professional conferences, including funding for printing conference posters, travel and lodging.

- Students' interest in communicating among themselves in a secure virtual environment resulted in the creation of a Blackboard space for student communication. All DLIS students are automatically enrolled in this space and are free to discuss issues of concerns and share their interests. No faculty or staff members have access to this space.

- Students' wishes to provide input on various aspects of the program resulted in the decisions to have a town hall meeting each semester and an annual survey of current students.

- DLIS surveyed students several times between 2010 and 2012 to understand their career interests. Data were then used to decide course offerings. Since 2013 the registration system has recorded data on students' areas of interest. That data are reviewed each semester to determine course offerings. Data have also been analyzed to guide the development of the [two-year course plan](#).

Sources of Evidence

Sources of Evidence on the Web

Professional & Off-Campus Programs Rate	enrollmentservices.cua.edu/Student-Financial-Information/ProfessionalOCRates.cfm
Special Tuition Rates	lis.cua.edu/finaid/specialtuition.cfm
Provost Scholarships	lis.cua.edu/finaid/specialtuition.cfm#provost
Counseling Center	counseling.cua.edu/
Practicum	lis.cua.edu/courses/practicum/
CUA LIS Advisory Board	lis.cua.edu/about/LISadvisoryboard.cfm

Chapter V. Administration and Finance

Standard V.1 The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

The Department of Library and Information Science (DLIS) is one of the 18 departments in the School of Arts and Sciences, which is the largest and the second oldest of the 12 schools that comprise The Catholic University of America. The School of Arts and Sciences is led by a dean, who is appointed by the President following prescribed search and consultation procedures. The *Faculty Handbook,* Part II, Section F specifies the procedures for appointing a dean and the dean's duties and responsibilities. The department chair reports to the dean of the school and has the responsibility for establishing the administrative, fiscal, and academic policies for the department within the framework of the school and the University's policies and procedures, which are standardized across all units of the University. As is the case with all deans, the dean of the School of Arts and Sciences reports to the provost. The provost reports to the University President. The President reports to the chancellor, who by statute is the Archbishop of the Archdiocese of Washington, and to the Board of Trustees. The organizational chart illustrates the structure of the University (see Appendix V-1).

Departmental Administration

As in the case of other departmental chairs, the chair of DLIS is appointed by the President of the University upon the recommendation of the dean of the School of Arts and Sciences, following consultation with the faculty of the department in accordance with the procedures specified in the *Faculty Handbook*. The chair of DLIS reports to the dean of the School of Arts and Sciences and is a member of the school's Academic Council, consisting of the dean, associate deans, and chairs of the departments in Arts and Sciences. The Academic Council meets monthly to advise the dean on matters of governance and policy.

The chair is responsible to the department and to the dean and the faculty for the proper functioning of DLIS. The duties of the chair are spelled out in the *Faculty Handbook,* Part II, Section F and include

> (a) providing academic leadership to the department and fostering high academic standards;
> (b) being responsible for the programs of the department, its course offerings, and methods of instruction;
> (c) overseeing faculty appointment, reappointment, promotion, and tenure reviews as prescribed in Part II of the *Faculty Handbook*;

(d) assigning faculty duties fairly and equitably, ensuring that necessary time is provided for the development of new courses, research, and laboratory, editorial, administrative, or supervisory work;
(e) planning for the future development of the department;
(f) preparing and managing the budget of the department;
(g) collaborating with the Division of University Advancement in developing resources for the department;
(h) preparing an annual report to the dean on the state of the department and recommendations for its progress;
(i) supervising graduate assistants and departmental employees;
(j) presiding at monthly meetings of the department during the academic year; and
(k) representing the department at meetings of the Academic Council.

Faculty

The DLIS faculty works under the same contract system and receives the same level of support for research, scholarship, and compensation as their colleagues in other departments and schools within the University. Faculty and staff salaries and other forms of compensation and support are monitored by the dean and provost, and a consistent approach is maintained to ensure equitable practices for DLIS faculty and staff.

Based on the needs of the department and to fill new faculty positions or replace those vacated by retirements, resignations, faculty not granted tenure or not renewed, the faculty of DLIS determines the qualifications needed in hiring a faculty member. Permission to search for a new faculty member depends upon the availability of financial resources and requires the approval of the provost and the dean. The School of Arts and Sciences has a protocol for the hiring process. DLIS faculty reviews the credentials of applicants and selects a few for campus interviews. The President of the University, provost and dean review the credentials of candidate selected for campus interviews and their approval is required prior to inviting a candidate to campus.

Since the last accreditation review in 2009, four new faculty members have joined DLIS: Renate Chancellor in 2009, Sung Un Kim in 2010, and Jane Zhang and Sue Yeon Syn in January 2011. From 2010 to 2012 DLIS had two rounds of unsuccessful faculty searches. In AY2010-11, a position for health information technology and a position for a clinical assistant professor for school library media were posted. Faculty candidates were interviewed on campus but no new appointments were made because the candidates were not a good match for the department's needs. In AY2011–12, faculty searches were conducted for two openings. One position was for a visiting professor for information visualization and analysis, and the other for a clinical professor for the Health Information Technology (HIT) program. Although top applicants were identified and offers were made, the candidates chose to join other universities. Subsequently, the provost decided to close these searches for the following reasons: First, the data visualization and analysis field has been a fast-growing field but it was challenging at the time to find many qualified candidates. Second, the HIT program had strong enrollment

but it was not clear whether the enrollment would continue at the same level if no additional grants were received. The provost decided to monitor the enrollment to determine at a later time if the HIT program would warrant a new full-time faculty member. When program enrollments justify additional faculty lines, DLIS intends to prepare new requests for hiring.

Faculty Promotion and Tenure

Promotion and tenure reviews are conducted according to policy and procedures approved by the Board of Trustees. The *Faculty Handbook,* Part II, Section C describes the process for faculty promotion and tenure and *Faculty Handbook,* Part II, Section D describes the criteria. Once a candidate completes the appropriate material for requesting promotion or tenure, the candidate's file is first reviewed and voted on by the senior faculty in DLIS in the case of promotion and the tenured senior faculty in the case of tenure. Further reviews are conducted at the level of the school, the Academic Senate's Committee on Promotion and Tenure, the Academic Senate, the provost, and the President. Evaluation letters from externs are required for promotion to Ordinary Professor and for tenure. The final decision on promotion is made by the President following a favorable vote from the Academic Senate. The final decision on granting tenure is made by the Board of Trustees.

The chair of DLIS represents DLIS candidates who have applied for promotion or tenure at the meeting of the Committee on Appointments and Promotion (CAP) of the School of Arts and Sciences. The dean of the School of Arts and Sciences represents candidates at subsequent levels of review. Since the last accreditation visit, Youngok Choi and Bill Kules were promoted to associate professor and received tenure. Sung Un Kim is applying for promotion to associate professor and tenure during the 2015–16 academic year. Renate Chancellor, Sue Yeon Syn, and Jane Zhang are scheduled for review for tenure during the 2016–17 academic year.

Departmental Autonomy

DLIS has the autonomy to determine the academic structure and intellectual content of the program, and other degree requirements. The department develops its own curriculum through a consultative process involving full-time and part-time faculty, students, advisory committees for the department, and makes curriculum recommendations to the department's Curriculum Committee. Details on the systematic process in engaging stakeholders in curriculum are presented in Chapter II: Curriculum. Proposals for a new program or changes in degree requirements are approved by DLIS faculty and submitted to the Academic Council of the School of Arts and Sciences for approval. After that, the Graduate Board, and the University's Academic Senate must review and approve new degree offerings and major program changes. The Cultural Heritage Information Management (CHIM) Certificate is a recent example of developing a new program based on the stated process (see Appendix V-2). DLIS obtained input from the CHIM Advisory

Board on the market needs; assessed the need for a certificate program; developed the academic structure, content, and requirements of the certificate; worked with the school's Academic Council, the Graduate Board, and the Academic Senate to complete the formal proposal and gained approval at the University.

Applications from prospective students and application procedures for the M.S.L.I.S. program are handled by the Office of Graduate Admissions. The office provides administrative support for DLIS application procedures to achieve the program goals and objectives of DLIS. The Admissions Committee at DLIS reviews each applicant's entire record and recommends an admission decision to the Associate dean of the Graduate Studies of the School of Arts and Sciences. The admission requirements of the Master of Science in Library and Information Science Program (M.S.L.I.S.) are described in the admissions page. Upon a recommendation from the department, the school sends formal offers or denial of admission.

Resources and Administrative Support

The University also provides resources and administrative support to DLIS in many ways — financial support through the annual budget, employee benefits, administrative and academic support personnel across the campus, administrative and academic information technology systems, library resources through University Libraries, physical facilities and facility maintenance, and scholarships and other financial support for students that allows the M.S.L.I.S. program to operate smoothly. DLIS relies on the University's Technology Services staff for supporting the technology available in the department's computer laboratory, offices, and meeting rooms, as well as in the Information Commons. Details on the Information Commons and the technology support provided by the University are presented in Chapter VI: Physical Resources and Facilities.

Standard V.2 The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

DLIS faculty, staff, and students have opportunities for nomination, election, or appointment that is equivalent to that of their peers in other units. In addition to the chair serving on the Academic Council of the School of Arts and Sciences, Ingrid Hsieh-Yee, ordinary (full) professor in DLIS, and John J. Convey, DLIS co-chair and ordinary professor of education, participate in monthly meetings of the ordinary professors in arts and sciences. The ordinary professors act as advisors to the dean and vote on faculty promotions and appointments at senior rank in the School of Arts and Sciences.

Prior to being granted a leave, Kules was a member of the Graduate Board. The dean of the School of Arts and Sciences appointed Kim to the Graduate Board to replace Kules in fall 2015. The Graduate Board exercises general supervision over all matters delegated to

it by the Academic Senate regarding graduate study (for example, standards of admission, requirements for degrees, and programs of study) and makes recommendations to the Academic Senate regarding graduate policy. Members of the Graduate Board are appointed by the Academic Senate upon joint recommendation of the dean of graduate studies and the dean of the particular school. Each school involved in graduate studies is represented on the Graduate Board by the number of members equal to its number of faculty delegates to the Academic Senate.

Each school has a proportionate number of faculty members that serve as elected members of the Academic Senate. Election to the Academic Senate is by the faculty of the particular school from a slate of nominees. While the unit was a school, the dean was an *ex-officio* voting member of the Academic Senate and one faculty member represented the school. Joan Lussky during AY2010 and Kules during AY2010–2013 were the faculty representatives to the Academic Senate. After the departmentalization of the school, Kules was granted a special status to attend the Senate as an elected voting member of the Senate representing the School of Arts and Sciences during AY2013–14 and AY2014–15. Other DLIS faculty have served on various University committees. Table V-1 shows faculty membership on University committees.

Table V-1. DLIS full-time faculty service on university committees

Faculty Name	University Committee/Function
Renate Chancellor	Pre-law advisor
Young Choi	Academic Senate Academic Services Committee Graduate Student Learning Outcomes Assessment Committee
Ingrid Hsieh-Yee	President's Administrative Council Deans' Council Academic Leadership Group Academic Senate Academic Senate Committee on Committees and Rules Academic Senate Library Committee Global Education Committee Graduate Board Arts and Sciences, Committee on Appointments and Promotions (alternate)
Bill Kules	Academic Senate Academic Senate Education Policy Committee Council on Teacher Education Graduate Board
Sung Un Kim	Council on Teacher Education Graduate Board

Students of DLIS are equitably represented in the Graduate Student Association (GSA) and have equal opportunities to participate in the institution's advisory and policymaking bodies. A list of students serving on the GSA Senate, department advisory boards, and accreditation committees is presented in Chapter IV that addresses Standard IV Students.

DLIS is involved in collaboration across the University and works regularly with other academic and support units within the University community. The recent reorganization of DLIS provides further opportunities for enhancing the intellectual environment within the department and encourages deeper engagement in the life of CUA. The academic units that collaborate with DLIS include the Department of Art, Department of Education, and the Medieval and Byzantine Studies Program. For example, the School Library Media track in the M.S.L.I.S. program is offered in cooperation with the Department of Education and earned full continuing accreditation from NCATE/CAEP, along with the other teacher education programs at CUA in 2015. In another example, DLIS now contributes a course, Digital Content Creation and Management, to the Department of Art's Digital Art Certificate program.

DLIS also collaborates with six academic disciplines (music, law, English, biology, theology and religious studies, and history) to offer joint degree programs as described in Chapter II, which addresses Standard II Curriculum.

DLIS and the University Libraries also collaborate to the benefit of both. The University Libraries employ a number of M.S.L.I.S. students as graduate library pre-professionals (GLP). GLP students gain valuable experience working in teams to provide assistance to advance library programs and services. Some librarians (Kevin Gunn and Kim Hoffman) from University Libraries have been members of the adjunct faculty. Faculty members have conducted research projects with librarians. For example, Hsieh-Yee collaborated with Shanyun Zhang, head of Electronic Resources and Services, on two user studies, and Kim and Shumaker collaborated with librarians on the First-Year Experience literacy effort.

Standard V.3 *The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.*

The title, status, and authority of the chairs of DLIS and former deans of the School of Library and Information Science are specified in the *Faculty Handbook,* which applies to all administrative officers at the University. The salaries of individual deans vary according to experience and generally adhere to the norms in the particular discipline. The department chairs receive an administrative stipend in addition to their academic base salary. The current administrative stipend for departmental chairs in the School of Arts and Sciences is standard across departments. Since individuals' salaries are confidential, the salary information for past and current administrators in DLIS is available to the ERP on request.

Kimberly Kelley was dean of the School of Library and Information Science at the time of the last review until she left SLIS in December 2009. Ingrid Hsieh-Yee, an ordinary professor who has been with the University since 1990, was appointed interim dean and began her service on Jan. 1, 2010. In June 2012 Hsieh-Yee stepped down after serving as interim dean for two and a half years. She took sabbatical leave in 2012–13 and returned to the faculty in fall 2013. Lawrence R. Poos, dean of the School of Arts and Sciences, was appointed as the interim dean of the school in AY2012–13. After the school was reorganized into a department, Kules was appointed chair and served from August 2013 to June 2015, when he went on leave. Currently, John J. Convey and Hsieh-Yee are co-chairs of DLIS.

Convey has assumed all regular tasks of a departmental chair and is responsible for the management of the department, including all issues pertaining to personnel, budgets, and departmental communications. Hsieh-Yee is responsible for overseeing and preparing the accreditation report. She is the lead in all aspects concerning the accreditation procedures. Hsieh-Yee chairs the Planning and Assessment Committee and provides intellectual leadership to ensure the quality of the M.S.L.I.S. program. Both are experienced administrators who have successfully led accreditation processes. In her position as ordinary professor in DLIS and with her recent experience in serving as a member of an ALA COA external review panel, Hsieh-Yee brings the needed content knowledge and departmental history to the process. Convey, who is an ordinary professor in the Department of Education, served as the University's provost from 1997 to 2007 and as chair of the Department of Education from 1995 to 1997. As provost, Convey oversaw CUA's Middle States Accreditation in 2000 and the Periodic Review Report in 2005. He served six years as a commissioner on the Middle States Commission on Higher Education and has participated in accreditation reviews in the Department of Education, where he has served since 1974. Convey's extensive administrative and leadership experience has been an asset during this transition period. Prior to going on leave, Bill Kules revised the 2012 assessment plan for the department to ensure continual development, enhancement, and systematic nurturing of the intellectual environment to enhance the pursuit of the program's goals and objectives. Appendix V-3 presents the CVs of Convey, Hsieh-Yee, and Kules.

In addition to administrative duties, the DLIS chair teaches courses, advises students, and works closely with student representatives and student organizations in order to nurture an intellectual and collaborative environment. The chair regularly meets with the students to obtain feedback. Since spring 2015 the chair has held town hall meetings for students, alumni, and other stakeholders each semester to discuss important developments or initiatives in the department and discuss suggestions for program improvement. These meetings nurture the intellectual environment, provide valuable feedback on what students want to the program, and enhance student interaction with the chair.

DLIS regularly hosts events for faculty, students, and alumni as opportunities to seek stakeholder input and for collegiality and mentoring. The work plans provide evidence of these events (see Appendix V-4).

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Standard V.4 *The school's administrative and other staff is adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.*

Three full-time staff, two part-time staff, and one graduate assistant support the department's program development, accreditation, and assessment activities; budget management; business operations; student services; faculty and adjunct support; technology support; and recruitment. [Staff information](#) is online. Table V-2 summarizes information on staff.

Table V-2. Staff title and start date

Staff Name	Title	Start date
Louise Gray	Program coordinator	July 2008
Margaret Pooley	Academic systems manager	April 2013
David Stokes	Recruiting coordinator	September 2014
Larry Roeder (Part-time)	Data manager	September 2014
Mark Brzozowski (Part-time)	LIS computer lab support	
Ross Taylor (student assistant)	LIS receptionist	

Staff members report directly to the chair. In addition, DLIS has student workers who support office operations. The employee position descriptions, which provide an overview of each of the duties of the members of staff, are available as sources of evidence on-site at DLIS and demonstrate how the staff of the department contributes to fulfilling the department's mission and program goals and objectives.

Program Coordinator Manages administrative issues for DLIS students, interfaces with all student support offices on campus, and works with the chair on matters regarding event planning, and budgeting for the department.

Academic Systems Manager Provides support for DLIS full-time and part-time faculty, assisting with the hiring process and supporting faculty, both on- and off-campus, with logistical matters that support their teaching.

Recruiting Coordinator Oversees recruitment, promotion, and outreach of the program.

Data Manager Works as part-time staff member with the chair and faculty regarding the accreditation data and records management.

DLIS Computer Support Provides computing and technology support as part-time staff member for DLIS's computer lab and Information Commons.

These staff members in conjunction with the department chair have helped DLIS organize new student orientations, comps workshops, and recruitment events; publish promotional materials; provide strong support for students and faculty; and host special events for the DLIS community, librarians, and information professionals in the region.

Exit surveys on students' experience with staff show that staff member provide students appropriate services and their contribution to achieving program goals and objectives is noticeable (see Appendix I-9). Table V-3 presents "strongly agree" or "agree" responses to two statements regarding staff. Data show that most graduates agreed that the staff was very helpful to them when they applied to the program and the staff provided needed information promptly.

Table V-3. Exit surveys on student experience with staff

	2010	2011	2012	2013	2014	2015
When applying to LIS, the staff was very helpful.	88%	77%	66%	75%	72%	NA
LIS staff on campus provided needed information promptly	80%	72%	75%	81%	75%	73%

(NA – The exit survey of 2015 did not include this question.)

Decision-Making Process

At the beginning of the academic year, the faculty and staff participate in a full-day retreat, usually held off campus. The purpose of the retreat is to support the department's planning efforts, to identify priority areas for the upcoming academic year, and to assist in building a sense of community among faculty and staff. Faculty retreat documents provide evidence of these activities (see Appendix V-5).

DLIS has standing committees for planning and program development that meet on a regular basis. The department chair in consultation with the faculty assigns members and develops the charge to the committees. Full-time faculty members provide leadership on committees and are involved in decision in the department. The 2015–16 committee assignment reflects the faculty's roles in the decision-making process within DLIS (see Appendix V-6).

The LIS Advisory Board and additional four advisory groups for specializations in school library media, law, cultural heritage information management, and health sciences play a pivotal role in ensuring that the M.S.L.I.S. program is constantly reviewed, updated, enhanced, and evaluated (see Appendix I-1, Appendix I-2, and Appendix I-3 for documents on these advisory groups' activities). They serve as a means both to obtain internal and external stakeholder engagement toward bettering the LIS program and to ensure that the program is responsive to its stakeholders. In addition, DLIS hosts a Full Faculty Meeting each semester to inform and consult full-time faculty and adjuncts of the department's planning progress and curriculum updates. Agenda and documents for the 2015 full faculty meetings reflect the contribution of these faculty members to ensure the success of the department's operations and the rigor of the M.S.L.I.S. program (see Appendix I-7).

Standard V.5 *The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.*

DLIS receives its annual operating budget from the provost, following the review and approval by the University Budget Committee, the provost, and the dean of the School of Arts and Sciences. As part of the budget process departments typically send the dean requests for changes in the current year's budget. The dean then decides what to include in the school's proposal to the University Budget Committee, who reviews and approvals the final budgets.

DLIS's budget is adequate for its operations. The department also has considerable reserves in discretionary and scholarship accounts, which it was permitted to keep following its transition from a school to a department. Table V-4 presents revenue and expenses of the department since 2009.

Table V-4. DLIS expense and revenue, 2009–15

Fiscal Year	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
Cardinal Financials	$2,602,187	$3,583,227	$3,523,495	$3,184,637	$3,708,338	
Faculty and Staff Salaries and Wages	$1,047,890	$1,026,499	$980,421	$1,008,370	$1,022,575	$1,019,073
Operating Expenses	$365,966	$276,771	$299,024	$ 268,418	$371,970	$407,084
Travel	$33,107	$29,316	$21,688	$15,098	$ 11,440	$13,650

The operating budget, known as a Fund 11 because of its associated org number, comprises two parts, the largest being the salaries and benefits for faculty and staff, including adjunct professors. The second part of the operating budget deals with departmental expenditures and is generally static from year to year; its components are fungible in that DLIS can spend more than budgeted in individual components but is expected not to exceed the bottom line in that part of the budget.

In addition to the operating budget, DLIS has a discretionary account that is used to support students and the instructional program. The DLIS discretionary account has just under $2.0 million currently. Innovative program offerings, including off-campus instructional programs, and generous donations from alumni have enabled the fund to build over the years. Proceeds from the discretionary account have been helpful to the department in supporting faculty travel and professional development, and launching public relations and recruitment initiatives. The salaries of the recruiting coordinator and the data manager are paid from discretionary funds.

DLIS also has several endowed scholarship accounts to attract and support excellent graduate students. The scholarship funds are part of the University's endowment and total just over $3.0 million (4,255 shares at $707.10 as of June 13, 2015). The two largest endowed scholarships are the Howard and Mathilde Rovelstad Endowment (2,883 shares), which supports continuing students, and the Father James J. Kortendick Endowed Scholarship (1,341 shares), both named in honor of former faculty members of LIS. The department recently received a generous gift for more than $695,000 from the Estate of Thomas and Mary Louse Siersma '61, to be used toward further funding of the Father James J. Kortendick Endowed Scholarship Fund, which provides full financial support to a student in the University's Department of Library and Information Science. Financial aid information is online. The department receives an annual payout from the endowment according to the percentage approved by the Board of Trustees. The scholarship money available for AY2015–16 is approximately $275,000. Budget details are available on site.

DLIS also receives in its operating budget a portion of the mandatory technology fees charged to each student as part of the University's tuition and fee package. University policy requires that these funds be used to support and enhance instructional technology that will benefit the students in the department. A separate technology fee for DLIS of $25 per semester in effect from 2012 to 2015 was used to purchase new computing devices such as iPads and laptops for the students and for class learning. The University Budget Committee discontinued the fee in AY2015–16 with the rationale that students were already paying a University technology fee each semester.

The department also provides funds for student travel to conferences. The purpose of the student travel fund is to encourage students to engage in knowledge sharing with the fields and communities.

Standard V.6 *Compensation for a program's executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.*

Faculty compensation is determined by rank and years of service. The DLIS faculty and staff are compensated similarly to their CUA peers. The executive officer receives an administrative stipend in addition to the individual's faculty salary. The stipend for the chair of DLIS is the same as the stipend for chairs of other departments in the School of Arts and Sciences. The University is continually examining and improving its faculty salaries as part of its strategic plan.

Within the University DLIS faculty salary seems slightly lower than other departments and schools. Appendix V-7 presents average salary by grouped disciplines and rank at the University from 2011 to 2015. However, the average salary of DLIS is higher than the University average.

Comparing these data with an external data sources yields a different picture. Faculty salaries in DLIS for AY2015–16 are at or above the mean for their peers as reported in

the annual College and University Professional Association for Human Resources (CUPA.HR) Survey for AY2013–14. Table V-5 provides a comparison of DLIS mean faculty salaries to those of library science faculty in research universities and in all institutions.

Table V-5. Average DLIS faculty salaries and average salaries of LIS faculty

	Professor	Associate Professor	Assistant Professor
DLIS faculty average salary AY2015-2016	One Professor	$82,473	$65,283
CUPA.HR Survey Research Universities Library Science 2013-2014	$101,190	$76,704	$65,330
CUPA.HR Survey All Institutions Library Science 2013-2014	$90,172	$69,242	$59,718

Each year, faculty and staff participate in an annual performance review process. The faculty performance review process is detailed in Chapter III that addresses Standard III Faculty. The chair conducts staff performance review yearly as well. Based on performance review, faculty and staff receive merit salary increase in years in which the Board of Trustees approve increases in salary for faculty and staff. Despite the past economic downturn and budget challenges, the University has been able to provide merit-based raises for faculty and staff in 2011 and 2015.

Standard V.7 *Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.*

DLIS abides by the policies of the University in financial matters and takes every opportunity to encourage and obtain CUA resources to assist faculty with their research projects and professional development needs. Travel funds for conferences are available through the School of Arts and Sciences. These funds are normally capped at $1,000 per conference and are awarded to faculty members who are presenting at the conference or are on the official program as a session chair or a discussant.

The Office of Sponsored Programs and Research Services assists faculty in preparing and managing extramural grants. Internal funds for research and program development purposes are available in the Faculty Grant Program through the Office of the vice provost and dean for Graduate Studies. These funds can also be used for travel and paying graduate students; however, they may not be used to compensate faculty members. The grants are intended to provide seed money for research projects to aid faculty in obtaining funds from external organizations as a next step. These funds are awarded through a grant process detailed in the University Grants Committee. Several

DLIS faculty members have been recipients of institutional funds for research projects several times. Details are presented in Chapter III: Faculty.

In addition, DLIS provides funding for faculty travel through its discretionary accounts. In general funding has been provided for every faculty request related to his or her professional needs and development. DLIS also offers faculty members to hire research assistants for up to 19 hours of student help each week for research. Currently, each faculty member has a research assistant who is enrolled in the program.

DLIS follows the University's policy on leave as presented in the University's *Faculty Handbook.* The *Faculty Handbook* provides for various types of leave, including sabbaticals and leaves without pay, comparable to other units on campus. Hsieh-Yee received sabbatical leave during 2012–13 and Choi took sabbatical leave during fall 2013. At CUA faculty also has the ability to take a leave of absence from the department. Kules is taking a leave of absence from June 2015 to August 2016. Kim took maternity leave during fall 2014.

Financial Assistance for DLIS Students

DLIS students qualify for all financial assistance available to graduate students at the University. Graduate students may receive competitive merit scholarships based on their undergraduate academic record and scores from the GRE. Students must take the GRE to qualify for University scholarships. Information on scholarships available through the University is provided on the University's website for all prospective graduate students.

In addition, DLIS has major scholarship programs, the Rovelstad Scholarship and the Kortendick scholarship, which are competitive scholarships administered by the department's Scholarship and Award Committee. In support of ALA's diversity and recruitment effort, DLIS matches the Spectrum Scholarship for students selected as Spectrum Scholars and has supported six Spectrum Scholars since 2010. DLIS also provides a limited number travel stipends (up to $500 each) to support students interested in attending professional conferences. DLIS scholarship information is presented on the website for students.

Since the 1990s the department has offered a 50% tuition discount to employees of various partners in libraries and information agencies. To support k-12 education, the department convinced the University to extend the same tuition benefit to students in the School Library Media course of study, starting in spring 2012. To expand tuition support to all DLIS students and to streamline tuition management, the department worked with the University to design a professional program tuition rate. The new rate of $1,000 per credit went into effect in fall 2015 to benefit all incoming students. Recipients of the 50% tuition discount will continue to enjoy the benefit until they have completed the program. Starting in fall 2015 all new students will be billed according to the new Professional Programs Tuition Rate.

Table V-6 presents the number of financial aid recipients since 2010. The total number of students enrolled in courses in each calendar year is included to provide context for the data. On average, 36% of DLIS students receive some form of financial aid each year.

Table V-6. Financial aid by type and year

CALENDAR YEAR	Provost Scholarship	GLP	Tuition Discount	Rovelstad, Kortendick & others	Total Recipients (%)	Total number of students enrolled
2010	11	7	68	4	90 (30%)	303
2011	10	11	60	3	84 (25%)	341
2012	16	12	64	6	98 (38%)	259
2013	14	9	74	3	100 (48%)	209
2014	9	8	51	5	73 (41%)	178

In 2007 DLIS received a Laura Bush 21st Century Library Grant from the Institute of Museum and Library Services (IMLS) for The Washington D.C. School Librarians Project, in the amount of $412,660. The grant supported the project from August 2007 to June 2011. In this project DLIS partnered with the District of Columbia Public Schools (DCPS) and the District of Columbia Library Association to educate and mentor school media specialists for the DCPS system. Half of the scholarship recipients are African American students and several of them were employed by DCPS after graduation. In June 2012 DLIS received another Laura Bush 21st Century Library Grant from IMLS for a project titled Cultural Heritage Information Management (CHIM): Educating 21st Century Cultural Heritage Information Professionals. The grant amount was $498,741 and supported 16 students. (See the project report in Appendix I-15 and CHIM-IMLS Scholarship at Catholic University of America).

The CUA Office of Student Financial Assistance and DLIS through its designated funds for financial aid provide substantial support for students. The funds available for financial aid are comparable to other units at the institution. The department is dedicated to continually developing financial aid opportunities and enhancing support for students.

Standard V.8 *The school's systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.*

DLIS completed a comprehensive strategic planning process as it developed a new strategic plan in 2011 and 2012. The strategic plan documents strategic goals, action items, parties responsible, and measures of achievement within the department (see Appendix I-12). Details on the strategic plan and the planning process are presented in Chapter I: Mission, Goals, and Objectives.

For program outcomes assessment, DLIS developed and implemented an outcomes assessment plan based on a two-year cycle to cover the period 2012–14. The faculty discussed the overall approach of program assessment in spring 2012. In fall 2012, the

implementation plan for the program outcomes assessment was presented to the full-time and part-time faculty. Program outcomes assessment data were gathered using various direct and indirect measures including data from selected courses, surveys, comprehensive examination, and course grades. In spring 2015, the department revised the 2012 planning process for program outcomes assessment to provide more details on the assessment process, measures, and timelines for collecting input and feedback from various stakeholder groups (see Table I-11).

The planning process is integral to the future of DLIS and receives an appropriately high level of attention to ensure that the program becomes what it aspires to be, achieves what it states it wants to achieve, and remains responsive and engaged with students, faculty, the University, the community, and stakeholders.

Sources of Evidence

Appendix V-1. CUA organization chart
Appendix V-2. CHIM certificate development document
Appendix V-3. CVs of chairs (Convey, Hsieh-Yee, Kules)
Appendix V-4. LIS Work Plan 2014, 2015, 2016
Appendix V-5. Faculty retreat minutes
Appendix V-6. 2015–16 Committee assignment
Appendix V-7. Average salary by grouped discipline and rank at CUA

Sources of Evidence on the Web

Faculty Handbook Part II	provost.cua.edu/res/docs/Faculty-Handbook-PART-II.pdf
Graduate Board	graduatestudies.cua.edu/graduateboard.cfm
DLIS Staff Directory	lis.cua.edu/directory/staff.cfm
Student Travel Stipends	lis.cua.edu/finaid/#StudentTravelStipends
Office of Sponsored Programs and Research Services	sponsoredresearch.cua.edu/
Funding and Research Opportunities for Graduate Students and Faculty	graduatestudies.cua.edu/currentstudents/fundingresearch.cfm
Financial Aid	admissions.cua.edu/graduate/finaid/
Tuition and Financial Aid	lis.cua.edu/finaid/
CHIM-IMLS Scholarship	lis.cua.edu/chim/

Chapter VI. Physical Resources and Facilities

Standard VI.1 *A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.*

The Department of Library and Information Science (DLIS) has experienced significant changes in its location and facilities in the past seven years. These changes have enabled DLIS to achieve its program objectives more effectively by interacting closely with University units such as the University Libraries and Technology Services, and by utilizing physical facilities on campus, such as the meeting and lecture spaces in the Columbus School of Law building and the Edward J. Pryzbyla University Center.

Formerly located in Marist Hall, a historic building built in 1900 on the north end of The Catholic University of America (CUA) campus, DLIS is now located in a modern, accessible, convenient building that is also the home of the Columbus School of Law (CSL).

Because Marist Hall, the former home of DLIS, was seriously damaged in the earthquake of Aug. 23, 2011, DLIS administrative and faculty offices, computing lab, and Information Commons were temporarily relocated to Aquinas Hall and Leahy for a semester in fall 2011. The Department returned to Marist Hall in spring 2012. In summer 2013 the University reassigned space to various academic units. As a result, DLIS moved into the Columbus School of Law building built in 1994. This move results in several benefits

- DLIS continues to have facilities dedicated to the delivery of the program, including administrative and faculty offices, Information Commons, computer lab, and the Elizabeth Stone Conference Room.
- The CSL building is closer to the center of the CUA campus, making it easier for DLIS to interact and network with other CUA units.
- The CSL building is a short walk from the Brookland Metro station and has a parking garage.
- As a fairly modern building, the CSL building is in compliance with the Americans with Disabilities Act.
- The CSL building provides many facilities for teaching, research, socialization and communication, such as classrooms, meeting spaces, student lounge and cafeteria, student lockers, indoor garage, and a library.

Table VI-1 presents an overview of spaces dedicated to DLIS operations. Floor plans of these classrooms are presented in Appendix VI-1.

Table VI-1. DLIS spaces overview

Room Number(s)	Room Name	Purposes and Description
CSL 314	Department Office and Administrative Office Suite	Reception, administration and student services; holds chair and staff offices

CSL 315	Information Commons	Computer-facilitated, meeting and event space for students and the department, Collaborative working space for students
CSL 315A	Media Lab	Supports faculty and students' multimedia projects with multimedia hardware and software.
CSL 318	LIS Computing Lab	Computer lab facilitated with LIS-dedicated software
CSL 451	Stone Conference Room	Meeting space
CSL 314A, 314B, 314C, 315B	Chair and Staff Offices	
CSL 422A, 448, 451A, 451B, 451C, 455, 457	Faculty Offices	

In addition, DLIS has full and equal access to multipurpose spaces throughout campus. The Department's excellent relationships with units such as the University's Technology Services, the Columbus School of Law, and the University Library system enable it to offer better facilities than before for events and functions. Because technology is critical to DLIS's mission and program objectives, technology infrastructure and resources are discussed in detail in the rest of this chapter.

Standard VI.2 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school's program, regardless of the forms or locations of delivery.

DLIS occupies space on the third and fourth floors of the CSL building and also has full and equal access to multipurpose space throughout the CUA campus. DLIS's dedicated space includes computer labs, multipurpose meeting spaces, faculty offices, and facilities for independent and small group study, and administrative offices.

In addition, CUA and DLIS provide information technology resources and support, physically and virtually, to enhance research, teaching, service, consultation, communication, and administration. Technology resources include Blackboard and Cardinal Station, the course and student administration system.

Five types of facilities provide critical support for the M.S.L.I.S. program: classrooms, Information Commons, computer labs, offices for faculty and administration, and space for meetings, study, and socialization.

Classrooms

DLIS makes use of classroom space throughout the campus. Classrooms on campus are shared among academic programs and scheduled on an equitable basis by Enrollment

Services. The rooms provide appropriate technological support for instruction and meet accessibility requirements. Off-campus classrooms are selected to meet instructional needs and equipped with information technology needed for specific courses. In accordance with Disability Support Services guidance, all off-campus locations are required to be handicap accessible.

On-campus Classrooms DLIS has full access to the classrooms available on campus. Of the 87 classrooms 50 are "Tier 3" classrooms equipped with a smart lectern, or desk, including a networked PC, digital ceiling mounted projector, DVD/VCR combo drive, sound system, and some microphones. Ten are "Tier 4" computers labs equipped with standard programs and software for specific applications. Most DLIS courses are conducted in these two types of classrooms.

Classroom request are entered into the Cardinal Station when courses for a future semester are set up in the system. The system automatically assigns classrooms based on course capacity, classroom type preference, and software needs. In addition, DLIS has priority in using computer classroom dedicated to the department. Other spaces in the CSL building are controlled by the law school, and DLIS can request access to those spaces. Table VI-2 shows the most frequently used classrooms and facilities for DLIS courses, events, and functions.

Table VI-2. Most frequently used classrooms for DLIS courses

Classroom	Capacity	Type	Notes
CSL 303[2]	40	Tier 3	Plugs at desks for student laptops
CSL 305[2]	75	Tier 4	Plugs at desks for student laptops
CSL 318[1]	22	Computer Lab	LIS-specified software installed
HANN 134[3]	16	Tier 4	Equipped with 17 computers
LEAHY 51[3]	33	Tier 4	Equipped with 23 computers
PANG 204[3]	25	Tier 1	
PANG 301[3]	30	Tier 4	Equipped with 31 computers
PANG 302[3]	22	Tier 4	Equipped with 23 computers
PANG 303[3]	24	Tier 4	Equipped with 25 computers that are installed with LIS-specified software
SHAH 302[3]	22	Tier 4	Equipped with 23 computers

[1] DLIS-controlled classroom; [2] CSL-controlled classroom; [3] University-controlled classroom

All classrooms in the CSL building are handicap accessible. Most classrooms on campus are ADA-compliant, but in cases when classes are held in a room not accessible or ADA-compliant, the CUA Office of Disability Support Services (DSS) provides accommodation when requested.

DLIS seeks feedback on physical facilities in its annual exit surveys. Since spring 2013 DLIS has included similar questions in course evaluations. Data from course evaluations (see Appendix VI-2) and exit surveys (see Appendix I-9) show that students were consistently satisfied with on-campus facilities. Figure VI-1 shows an average of 5.92 on a 7-point scale for the classroom environment and an average of 5.9 for classroom maintenance.

Figure VI-1. Course evaluation of classroom environment

- Env 1. The physical classroom environment was appropriate to the aims and objectives of the course
- Env 2. The physical classroom environment was appropriately maintained
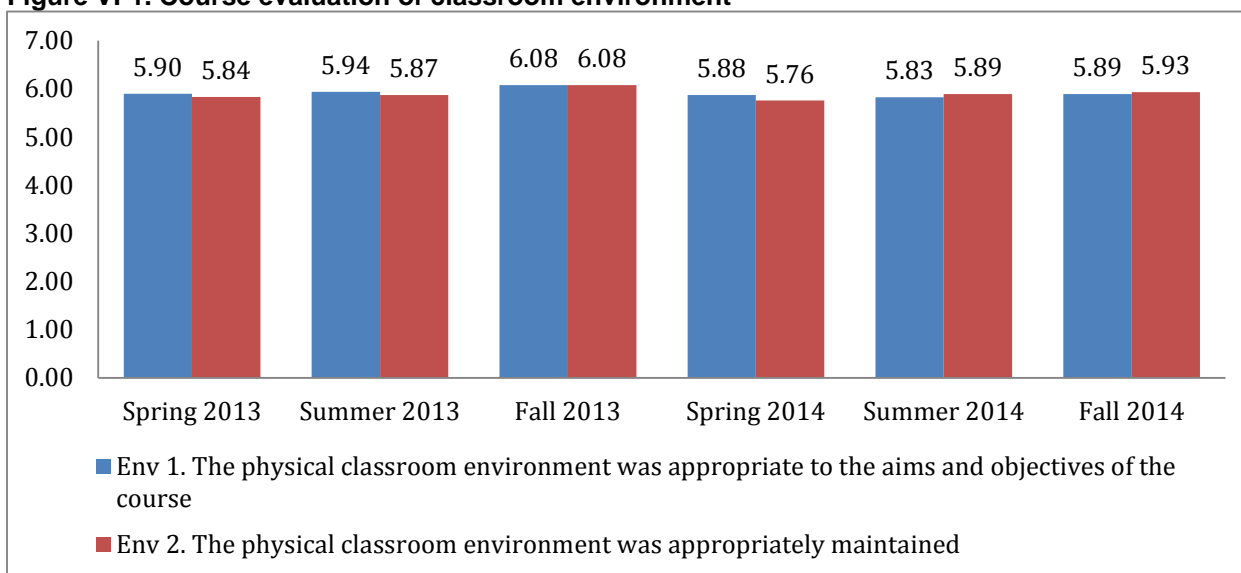
Table VI-3 presents exit survey data that indicate 67% to 78% of graduating students either "agree" or "strongly agree" that on-campus facilities meet their needs.

Table VI-3. Exit surveys on student satisfaction with on-campus facilities

2010	2011	2012	2013	2014	2015
73%	67%	70%	78%	69%	69%

Off-Campus Classrooms DLIS offers face-to-face learning at off-campus locations. Appendix VI-3 shows that, on average, more than 20% of DLIS courses are offered off campus. More off-campus courses are offered in the summer because those courses frequently make use of rich resources at libraries, archives, and information agencies in the District of Columbia. Since the launch of the Online & Weekend Learning (OWL) program in fall 2011, the number of off-campus courses has decreased. Library of Congress, a location highly favored by students, is now the only off-campus site for the program.

Off-campus locations used by DLIS courses since 2009 included Northern Virginia Community College, Marymount University, and many others. Those sites are no longer used because of low enrollment in off-campus courses at those sites. DLIS has continued to offer courses at the Library of Congress site since 1992. Classrooms at the Library of Congress are reserved at no fee through the Cooperative and Instructional Programs Division, and DLIS courses make use of classrooms equipped with computers at the Madison and Adams buildings. The classrooms are ADA-compliant. In addition, DLIS has a study abroad course, Visions of Italy. The Center for Global Education of CUA assists DLIS with the logistics. Classroom space in Rome is reserved through St. John's University Rome Campus for a per-hour fee.

To support off-campus courses, DLIS ensures that classes meet in appropriate spaces. Table VI-4 summarizes space usage from 2009 to 2014.

Table VI-4. Summary of off-campus classrooms

Locations	Courses	Accessible	Facility Description
The Library of Congress, Madison Bldg. and Adams Bldg., Washington, D.C.	16	Yes	Equipped with an instructor computer and computers for each student, network access, Internet connectivity, and fixed projection equipment.
Marymount University, Ballston Center, Arlington, Va.	5	Yes	Equipped with an instructor computer and computers for each student, network access, Internet connectivity.
Northern Virginia Community College, Ballston Center, Arlington, Va.	3	Yes	Equipped with an instructor computer and computers for each student, network access, Internet connectivity.
Virginia Commonwealth University, Cabell Library, Richmond, Va.	1	Yes	Equipped with a ceiling projector, a touch-sensitive board, a podium with built-in PC link and USB ports, Internet access, and 18 workstations for students.
Loudoun County Public Schools Administrative Bldg., Ashburn, Va.	2	Not Available	Not Available
Farmwell Station Middle School, Ashburn, Va.	1	Yes	Computers, internet, projection available
Eagle Ridge Middle School, Ashburn, Va.	5	Yes	Classes are held in a computer lab equipped with an instructor computer and computers for each student, network access, Internet connectivity, and fixed projection equipment.
St. Charles Borromeo Catholic Church, Arlington, Va.	4	Yes	Equipped with an instructor laptop, wireless network access for Internet connectivity, and portable projection equipment.

Exit surveys from 2009 to 2015 found students' satisfaction with off-campus facilities increased between 2009 and 2012 (see Table VI-5), but has decreased since 2013. This may have something to do with the decrease of students attending off-campus courses. In the 2015 exit survey, for example, ten students (38%) indicated "agree" or "strongly agree" with the statement that they are satisfied with off-campus facilities, while eight indicated the statement does not apply to them, eight remain neutral, and no one disagree with the statement. If the "not applicable" category was removed, the "agree" and "strongly agree" categories would account for 56% of the responses.

Table VI-5. Exit surveys on student satisfaction with off-campus facilities

2010	2011	2012	2013	2014	2015
56%	67%	74%	68%	61%	38%

Information Commons

The Information Commons plays an essential role in DLIS, providing formal and informal teaching and learning spaces, research space, small group meeting areas, individual study space, and social space. Since its opening in the fall of 2006, the Information Commons has attracted DLIS students, faculty, administrators, and guests with new technologies, equipment, continuous upgrades, and infrastructure improvements. The Information Commons is located in room 315 of the CSL building and has been enhanced with improved technologies and equipment since DLIS's move in 2013. The space has been reduced with the move, however, the Information Commons has no major loss of functionalities and still provides users with similar technology and functionality supports. Details on the services and support provide by the Information Commons is documented in the [Technology Inventory](#) of the Information Commons.

The Information Commons can accommodate multiple simultaneous uses. Furniture is modular and on casters so that spaces can be reconfigured easily to support different types of activities. The Information Commons is available for informal conversations and individual study when not scheduled for formal programs. Scheduling of all or part of the facilities for formal programs and events and requests to open at other times are coordinated by DLIS. The Commons is located adjacent to the DLIS's computer and media labs and is typically open during the same hours.

Currently the Information Commons and the media lab feature the following:

- WiFi (wireless) network coverage
- Visix networked digital signage system
- A projection workstation podium featuring video, touch panel control, and ceiling-mounted video projection that accommodates presentations to groups up to 20
- A flexible conference table setup that can be used by groups of up to 20 for working meetings
- Assistive workstation with assistive software such as Inspiration, Kuzweil, Magiv, Read & Write, FS Reader, and Jaws
- An Epson 3490 scanner
- A networked HP 3600 color printer
- Two Apple iMac computers
- Audio/video production facilities, including video recording equipment and editing software
- Whiteboard-painted walls throughout the facility
- 20 Dell XPS M 1530s laptops available for students and faculty use.
- Media hardware including two e-Book readers, seven iPad tablets, digital camera, digital voice recorder, microphone, portable projector, sound recorder, and video camera

The assistive technology workstation services have been used by DLIS graduate students with visual and audio challenges, and by students who need hands-on experience with assistive technologies due to career interests.

Designed to provide a functional environment for faculty and students and to enhance opportunities for research, teaching, service, consultation, and communication for DLIS stakeholders, the Information Commons serves the following purposes:

- Provide a facility for students and the faculty to work collaboratively.
- Promote development, management, and accessibility of digital content and collections using digital multimedia technology.
- Create synergies among students working with new technologies and experimenting with new techniques.
- Support to advance learning and teaching, for both on-campus and distance education.
- Provide an assistive technology environment for students to learn the tools for serving those with disabilities, as well as assistive technology itself for those who need it.
- Promote interdisciplinary collaboration research and use of information and technology.
- Serve as a hub of intellectual and social activities that promotes collaboration and sharing of knowledge and ideas within and between students, faculty, alumni, and practitioners.
- Demonstrate leadership in effective application of technologies for the advancement of learning, teaching, and research in a digital knowledge environment.

The Information Commons has brought together information content, expertise, and technology in an enriched environment that promotes information sharing, collaboration, and innovation in support of learning, teaching, and research. The Information Commons serves as the intellectual hub for visitors to create, access, and use information more effectively through the mediation of technology and has greatly facilitated knowledge sharing in the educational environment. Table VI-6 presents data from the event scheduling record to show that the Information Commons is fulfilling its purposes and is regularly used for various academic and social occasions for members of the LIS community.

Table VI-6. Usage statistics of the Information Commons

Events	Description	Count of Events by Year				
		2010	2011	2012	2013	2014
Meetings	Faculty meetings, staff meetings, board meetings, Alumni Association meetings, etc.	4	6	31	14	16
Departmental/ Public Events	New student orientations, comprehensive exam briefings, open houses, colloquia, etc.	5	11	8	4	4
Classes	Class meetings, class presentations, guest lectures, etc.	13	25	11	26	12
Student Activities	Student organizations meetings, student-hosted events, etc.	2	3	1	5	5
Total		24	41	51	49	37

Data show continuous increase of use of the Information Commons until 2012. After the move to the CSL building in summer 2013, usage decreased, probably because DLIS became more centrally located and could make more use of other spaces on campus. For instance, DLIS has been able to use the Edward J. Pryzbyla Student Center and the Columbus School of Law building for symposia, conferences, and other public events and activities.

The Information Commons provides strong support for the curriculum and offers students a comfortable place to try out communication and information technologies. Table VI-7 presents data from the 2014 Current Student Survey (see Appendix I-10) to show that 68% of the respondents agreed or strongly agreed that resources and services provided by the Information Commons are appropriate for their learning.

Table VI-7. Current students' satisfaction with the Information Commons

Strongly agree	Agree	Neutral	Disagree	Strong disagree	NA
34%	34%	18%	6%	0%	8%

Computer Labs

Members of the DLIS community are supported by DLIS lab facilities and other lab facilities on campus. The DLIS Computer Lab located in Room 318 of the CSL building provides hardware and software for teaching, learning, and research. It has 22 workstations and the multimedia podium provides video and audio playback and other online learning capabilities. Details on resources in the Computer Lab are provided in the DLIS Computer Lab Inventory.

Usage of the DLIS Computer Lab demonstrates its centrality to the M.S.L.I.S. program. The lab is used for instruction and has hosted more than 300 class meetings and workshop sessions between 2012 and 2014. The lab is also used to offer computer skills workshops that are designed to develop basic computer skills and prepare students for the demands of DLIS courses. Table VI-8 shows that, from fall 2009 to fall 2014, 76 workshops were held in the computer lab with a total attendance of 404 students. The

topics covered by the workshops include General Computing Tutorial, Adobe Connect, HTML, Dreamweaver, Photoshop, Visio, Scanning and Digital Images, etc. Students consistently rate these workshops very favorably, with average ratings above 4.90 on a 5-point scale (see Appendix VI-4). DLIS offered specialized workshops to meet the needs of courses and students. Workshop offerings have decreased since 2012 probably because many students attended online courses and might not be on campus to take advantage of face-to-face workshops.

Table VI-8. Number of DLIS workshops offered, 2009-2014

Year	2009 (Fall)	2010	2011	2012	2013	2014
Number of Workshops	13	27	17	8	3	8

Prior to spring 2015, the part-time lab manager scheduled and offered workshops based on the needs and requests from the faculty and students. Unfortunately, the position was eliminated due to budget cuts. The lab is now managed by a staff member. DLIS provides many lab guides and tutorials for students to learn and practice at their own pace. In addition, CUA has offered various alternative training options, such as tutorials form the Technology Services and self-learning video by lynda.com subscribed by the CUA libraries.

In addition to the DLIS dedicated computer lab, CUA provides seven computer labs on campus for students, including the lab at 117 Leahy Hall that is open 24 hours a day, seven days a week. Table VI-9 presents exit survey data that found 66% to 81% of graduating students consider on campus computing resources appropriately supported their learning.

Table VI-9. Exit surveys on student satisfaction with on-campus computing resources

2010	2011	2012	2013	2014	2015
71%	66%	73%	78%	79%	81%

Faculty and Administration Offices

Full-time faculty and staff members occupy private offices that are conducive to the full range of academic activities including consultation with students. Administrative offices, including offices for the DLIS chair and staff, are located on the third floor of the CSL building, providing easy access for students. Each full-time faculty member occupies a private office on the fourth floor of the CSL building. Faculty offices have desktops and network connections and are suitable for the full range of academic activities. Table VI-1 provides descriptions of these offices. All office space is fully accessible.

All office desktop computers for faculty, administrators, and staff are configured by the University's Technology Services with the standard university software package, augmented by specialized applications as needed by faculty. Technology Services and DLIS have technology purchase policies and a technology acquisition process within the

Department for faculty to request additional specialized software for research or teaching purposes.

Meeting, Individual Study, and Common Areas, and Lounges

DLIS and CUA provide spaces for meetings, individual study, group work, and socialization. The DLIS community has the use of the Information Commons, the Computer Lab, and the Elizabeth Stone Conference Room (Room 451) for these purposes. The Stone Room is created in honor of the first dean of the School of Library and Information Science. The room is used by DLIS faculty and staff for meetings. DLIS has used CSL 240 for student and alumni meetings, CSL 204 for departmental events such as the Town Hall Meeting, and CSL 304 for new student orientations and full faculty meetings.

Across campus, the DLIS is served by the Edward J. Pryzbyla University Center, a 2,000-square-foot computer lab in room 117 Leahy Hall, and other facilities. Members of the DLIS community can use open spaces such as study lounges and computer lab or reserve spaces for official functions. DLIS has used the Pryzbyla Center for its annual symposium since 2009. Conferences hosted by DLIS such as the CHIM Forum and the Conference on Religious Archives in the Digital Age were also held at the Pryzbyla Center.

Standard VI.3 *Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.*

Library and Multimedia Resources, Facilities, and Services

DLIS students, faculty, and staff have free access to the print, digital, and media collections of the University Libraries and the services they provide. The CUA library system includes the John K. Mullen of Denver Memorial Library, the American Catholic History Research Center and University Archives, and campus libraries for architecture and planning, music, nursing/biology, and physics. The library system houses more than 1.4 million books and print volumes, provides access to tens of thousands of electronic journals and books, and is staffed by professional librarians. Service hours of these libraries are online.

Mullen Library serves about 85% of the general library needs in terms of circulation and use of public space. It houses collections in support of library and information science as well as ecclesiastical programs, humanities, social sciences, engineering, and chemistry. It also has more than 450 seats for patrons configured for quiet study, collaborative work, casual reading, and computer use. The Mullen Library offers study space, study carrels, and lockers that can be reserved by graduate students to accommodate independent study. These are accessible on an equal basis to students in the M.S.L.I.S. program.

In addition, the [Judge Kathryn J. DuFour Law Library](#) focuses on the needs of the faculty and students of the Columbus School of Law. Due to our co-location with the Columbus School of Law, the DuFour Law Library is also a valuable and popular study space for DLIS students. The Law Library is open to DLIS students for study space, reference assistance, and database access subject only to limited restrictions, such as restrictive licenses for access to certain databases, and access limitations during peak periods of law school activity.

The combined collections of the University Libraries include more than 1.4 million print volumes, nearly 30,000 online journal titles, and over 100 digital databases. There are four special collections that support several programs at CUA and include cuneiform tablets, medieval manuscripts, early modern pamphlets, manuscripts related to American Catholic history, and materials documenting the history of Portugal and Brazil. In addition to serving as important informational resources, these collections also provide a teaching environment for DLIS students, especially as they all move to more systematic digitization of their collections.

Five campus libraries support music, architecture, and the other sciences. Most of these smaller campus libraries consist of small stacks, a variety of public seating and a circulation desk. They provide seats for between 30 to 50 patrons each.

The availability of multimedia formats in these collections is of particular importance to DLIS students. For example, the music library houses collections of recorded music and scores that are important for the DLIS program's Music Bibliography and Music Librarianship courses, and for students in the dual master's program in Library and Information Science and Musicology.

While all library spaces are accessible, use of some areas of Mullen Library, originally constructed in 1928 with significant additions in 1956, requires some accommodation and assistance by library staff. A suite of assistive technology programs and equipment, specified by the CUA Office of Disability Support Services (DSS), is available in the Mullen Library. The availability of [DSS hardware and software](#) is documented online.

The libraries provide 85 public desktop workstations, and lend laptops and iPads. There are also laser printers in all campus libraries. In partnership with the Department of Art, there is a 3D printer in Mullen Library.

The University Libraries provide access to [lynda.com,](#) an online collection of self-paced training classes on a wide range of computer and project management skills.

Library collections are also accessible to distance education students. Digital databases are remotely accessible with a user ID and password, and print materials are delivered within the continental United States to students living farther than 100 miles from the University. [Distance learning access policies](#) are documented online.

All CUA students and faculty also have ready and convenient access to more than 13 million print volumes through our participation in the Washington Research Library Consortium (WRLC). In addition to CUA, the other partners are American University, the University of the District of Columbia, Gallaudet University, George Mason University, the George Washington University, Georgetown University, Howard University, and Marymount University. WRLC provides the following resources, facilities, and services:

- Offsite storage and delivery
- Management and hosting of computer-based union catalog and discovery service
- Streamlined interlibrary borrowing and delivery. CUA students, faculty, and staff may request materials held by other WRLC libraries online. Monographs are delivered within two business days, articles are delivered online generally within one business day. Delivery is seven days a week.
- In-person library use and borrowing. Patrons may visit the eight other partner libraries to use and check out materials.

In the past two years, CUA has enhanced the interlibrary loan service. As a participant of RAPID ILL, CUA has significantly improved the fill rate for items not owned by CUA and not obtainable through WRLC or the extensive library resources in the metro-D.C. region.

The University Libraries have new and renewed endeavors to support digital scholarship and scholarly communication. They serve as a hub for information on research data management and facilitate conversations on campus on topics such as open access and digital humanities. Digitization of special collections within the libraries is rapidly maturing with increased staff, new Zeutschel scanners, and a new Islandora-based digital collections system that will also support institutional repository services. The libraries and the Department of Library and Information Sciences partner on many of these efforts at both the faculty and student level.

Computer and Information Technology Facilities, Resources, and Services

DLIS faculty, students, and staff enjoy the use of computer and information technology facilities, resources, and services provided by CUA's Technology Services, augmented by the Information Commons and computer lab facilities under the DLIS's direct control.

Technology Services provides computing and network facilities to students and faculty for their educational and research activities; supports the University's management information systems; manages the campus network; and provides telecommunication, digital media, and technical support services.

The campus computing environment consists of Intel servers running Microsoft Windows and Linux operating systems, numerous workstations and more than 2,000 networked Windows and Macintosh desktop computers with direct access to the Internet, Internet2,

and the Washington Research Library Consortium. Central computing services are accessible directly over the campus network and via the web from outside campus. Over the past several years, Technology Services has extended to all LIS faculty and staff offices as well as classrooms in which LIS courses are taught both gigabit Ethernet campus backbone-wired connections and coverage by the campus wireless (WiFi) network.

Technology Services also supports the full range of software required for general administrative, teaching, and research tasks. The standard desktop configuration supplied to all faculty and staff includes (as of spring 2015):

- Windows 7 Enterprise operating system
- Office Professional Plus 2013 (Word, Excel, PowerPoint, Outlook, OneNote, Publisher, Access)
- Microsoft Expression Web HTML editor
- Microsoft Internet Explorer web browser
- Google Chrome web browser
- Mozilla Firefox ESR web browser
- Microsoft Silverlight application framework
- Microsoft Forefront Client Security antivirus
- Adobe Creative Cloud
- Adobe Acrobat PDF reader
- Adobe Flash Player application framework
- Apple QuickTime Player multimedia player
- nVision Drill to PIA Excel add-in for PeopleSoft Financials
- Oracle Java JRE programming language runtime
- Pidgin instant messenger client
- Specops Password Reset self-help password reset

Technology Services also operates a general-purpose computer lab facility in Leahy Hall, which is open 24 hours a day, seven days a week to the entire campus community. It provides 61 Windows desktop computers and four Apple computers. In addition, Technology Services is responsible for instructional technology support. All classrooms in which DLIS classes are held are equipped with the CUA standard instructor console configuration.

Technical support and troubleshooting are provided through the Technology Services help desk, which is reachable by email to techsupport@cua.edu, by phone at 202-319-4357, or at the Support Center. These contact points can be used to report operational problems as well as to submit questions and requests for more extensive issues, such as access to new software.

To provide for its own special software and hardware needs DLIS also has maintained its own Information Commons (room 315) and computer lab/classroom (room 318). In the past, these facilities were staffed by a part-time lab manager and an assistant, both of

them were alumni of the program, supplemented by student assistants. Unfortunately, the part-time lab manager position was eliminated in spring 2015 as part of a University-wide reduction in support staff. Plans to ensure the continuity of essential support are currently being finalized. This circumstance is addressed more fully in Section VI.5.

A key function of the lab staff has been to provide assistance to DLIS students and faculty during regular hours of opening. In recent years, the lab and Information Commons have been open from 9 a.m. to 9 p.m., Monday through Wednesday; 9 a.m. to 6 p.m., Thursday; 9 a.m. to noon, Saturday; and 11 a.m. to 5 p.m., Saturday while classes are in session to accommodate the scheduling needs of our predominantly part-time student body. Staff also serve as technical operations managers for instructors using the Adobe Connect Pro system for distance classes, thus ensuring that the instructors are able to focus on content and class management, not technical troubleshooting.

Laptop computers are available on loan to students and faculty alike from both the University library system, as noted above, and from the DLIS's Information Commons. Library computers and DLIS computers are both provisioned with the standard configuration listed above. In addition, the 20 DLIS computers are configured with several additional applications to support curricular and student learning needs, including
- Shortcuts to instructional database accounts: Dialog, Westlaw, Factiva, Lexis, Connexion, Cataloger's Desktop
- Adobe Creative Cloud Web Premium
- ArcGIS

In addition to the 20 laptop computers available for student loan, this facility also provides students with access to
- Video- and audio-recording equipment
- A Windows workstation configured with a full array of accessibility tools as per recommendations of the CUA Office of Disability Support Services (DSS), including:
  - Jaws Professional
  - Kurzweil 3000 Black and White
  - Inspiration
  - FS Reader
  - ScanWizard
  - Microtech Scanner Software
- e-Book Readers (Sony PRS-505, Amazon Kindle)
- Digital Camera   (Nikon COOLPIX L28)
- Digital Voice Recorders (Olympus WS-300M)
- Microphone (EV RE50B)
- Portable Projector (EPSON Power Lite EMP 703)
- Sound Recorder (Hamilton HA767 0881)
- Video Camera (AG- DVC30P)

As needed, the DLIS also holds classes in lab classrooms, either its own classroom in CSL 318, or others at various locations around campus. Student workstations in the CSL 318 classroom are configured with specialized software as follows, in addition to the standard University configuration

- Adobe Creative Suite Web (Acrobat Distiller XI, Dreamweaver, Fireworks, Flash, Illustrator, Photoshop, Professional)
- IrfanView for Images 4.35
- SPSS 21
- Windows Movie Maker 2.6.1

Lab staff coordinates closely with Technology Services to ensure that hardware and software are routinely updated as the University releases new versions. Until recently, the lab manager also coordinated the acquisition of new and upgraded hardware and software to support instructional and research needs of a specialized nature that would not qualify for Technology Services' support. The faculty follow the Technology Acquisitions and Request Policy to submit requests.

Instruction and Research Facilities Support for Independent Study

To summarize, the resources and facilities described so far provide strong support for independent study. The main computer lab in Leahy Hall is open 24 hours a day, seven days a week. Mullen Library offers carrels and lockers to graduate students, and is open 133 hours per week (including 24-hour access four nights per week), with additional hours during final exams. The Columbus School of Law offers lockers to students that are available to DLIS students on an equal basis with law students. The University Libraries digital collections and Washington Research Library Consortium catalog are available at all times (with limited scheduled maintenance outages). DLIS's Information Commons and computer lab are open during evening and Saturday hours that are most conducive to the needs of our predominantly part-time student population, and are also open to students during regular business hours by request.

Further, the CUA license for Google Apps is an important element of the strategy to support both independent study and collaborative work. Google Apps are available and accessible by all CUA LIS students from the time they are accepted into the program and are assigned a CardinalMail Google Account. They are also supported through Google and CUA. The Google Apps include Google Drive, where all documents are saved in the cloud storage, and applications such as the Mail app, Calendar app, Docs app, Sheets app, and Slides app. These apps are similar to Microsoft Office applications: Docs relates to Microsoft Word, Sheets relates to Microsoft Excel, and Slides relates to Microsoft PowerPoint. Students can share their Google Drive documents with students, professors, and others as well as collaborate by changing the settings to have editor permissions. Students can collaborate or independently work on projects and presentations while having a designated space to house their information. This gives the students the flexibility and accessibility to complete assignments and present their findings. Thus,

these tools allow the students to be producers of information within groups and independently as well as supporting their educational needs.

Media Production Facilities

Provision of media production facilities is the responsibility of DLIS, and is accomplished via its Information Commons and computer lab. The resources available for loan to students include the following media production hardware:

- Video- and audio-recording equipment
- Digital Camera (Nikon COOLPIX L28)
- Digital Voice Recorders (Olympus WS-300M)
- Microphone (EV RE50B)
- Portable Projector (EPSON Power Lite EMP 703)
- Sound Recorder (Hamilton HA767 0881)
- Video Camera (AG- DVC30P)

The 20 laptop computers available for loan to students are configured with the necessary multimedia production software, including Adobe Creative Cloud Web Premium and ArcGIS ; and the workstations available in the Information Commons and lab are configured with Adobe Creative Suite Web (Acrobat Distiller XI, Dreamweaver, Fireworks, Flash, Illustrator, Photoshop, Professional), IrfanView for Images, and Windows Movie Maker. The Apple computers are equipped with iMovie.

Standard VI.4 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.

Assessment of University Libraries

The University Libraries are led by University Librarian Stephen Connaghan, who has held this position since 2009. Connaghan was formerly in charge of library systems in the CUA library organization, and is an alumnus of the M.S.L.I.S. program at CUA. His key direct reports are Joan Stahl, director of research and instruction; and Elzbieta Rymsza-Pawlowska, director of resource management and digital services. The staff is made up of approximately 30 librarians, curators and archivists as well as 30 technicians and assistants. An organization chart is provided as Appendix VI-5. At any given time, approximately 10 of these positions are held by graduate library pre-professionals. These are students enrolled in the M.S.L.I.S. program, who receive tuition remission for two courses per semester, plus a stipend, and work full time in the University library system.

Library services have evolved in the past several years in sync with trends in the profession. One area of development is in the area of information literacy instruction. Librarians provide general information literacy as a partner in the campus-wide First Year Experience program. Much of the basic library instruction is now available online to enable self-paced learning as well as to reach our online and distance learners. Librarians provide library instruction to upper-level undergraduate and graduate students that is more focused to their particular discipline. One-on-one instruction and in-depth research consultations are also provided by appointment. Librarians provide traditional book reserves and proxy links to online articles in Blackboard. The libraries support citation management tools.

Another area of development is a system of liaison librarians. Librarians are designated as specialists/liaisons to the various schools and departments of the university. The liaison to the DLIS is Thad Garrett, a 2013 alumnus of our program. He provides student research consultation as well as acquisitions support for the program.

All library services and collections are shared with distance education students. All may access the online collections. University Libraries provide IM and email reference services. The Libraries deliver print materials to students farther than 100 miles from the University within the continental United States. Distance learning services are collected to support distance learners.

The libraries have new and renewed endeavors to support digital scholarship and scholarly communication. They serve as a hub for information on research data management and facilitate conversations on campus on topics such as open access and digital humanities. Digitization of special collections within the libraries is rapidly maturing with increased staff, new Zeutschel scanners, and a new Islandora-based digital collections system that will also support institutional repository services. The University Libraries and DLIS partner on many of these efforts at both the faculty and student level.

As noted in Section VI.3, the campus library facilities are distributed in convenient locations around campus, with the Mullen Library a short walk (under five minutes) from the DLIS and major classroom buildings. A library map shows the locations of the branches. All buildings are accessible, except for some areas of the Mullen Library that require staff assistance.

The 2014 Current Student Survey found generally high regard for library services. Table VI-10 show that only 4% of respondents hold negative opinions of library services.

Table VI-10. Current student evaluations of library resources and services

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Library resources and services are appropriate for my learning.	13 (25%)	27 (53%)	9 (18%)	1 (2%)	1 (2%)	51 (100%)

Information Technology Staffing and Services

Technology Services is headed by Associate Vice President/Chief Information Officer Matthew McNally and Deputy CIO Betsy Ramsey, with organizational units for Enterprise Application Services, Operations, and User Services. An organization chart is provided as Appendix VI-6.

Technology Services supports the full range of administrative software, including human resources functions, enrollment and student management functions, financial management functions, email, website hosting and content management, file hosting for individual faculty, and shared filespace for administrative units. It also provides services in the areas of course administration and learning management.

Human resources and student administration functions use Oracle Peoplesoft Campus Solutions. The Peoplesoft application enables faculty to track enrollment in their courses, academic progress (unofficial transcripts) of advisees and other students, both current and graduated; and also serves as the official grading system. It also supports students in enrolling in courses, tracking their progress, and receiving grades.

Email for faculty and staff uses Microsoft Outlook and Exchange. For student email, the University uses Google's cloud-based email service. Email list services are also supported using Lsoft Listserv software. The DLIS maintains three shared email lists:

- Libsci-l@lists.cua.edu, used primarily for broadcast communications of administrative and professional information among students, faculty and staff of the department
- Slisalum-l@lists.cua.edu, used for communication with M.S.L.I.S. alumni
- Slis-adjuncts@cua.edu, used for communication with DLIS adjunct faculty

Web hosting and content management are administered using an in-house developed content management system known as Topaz. It enables designated staff in each unit to have full editing privileges to maintain the unit's web content, within a style sheet and guidelines approved by the University's Office of Public Affairs. For the DLIS, the designated editors are currently one full-time staff member and a student assistant.

The University's course management system is Blackboard. Blackboard is used extensively across all forms of instruction offered in the M.S.L.I.S. program, whether in-person, blended, or online.

For distance learning, Technology Services supports Adobe Connect Pro, which is used in certain distance and blended DLIS courses to provide synchronous instruction. As noted in section VI.3, DLIS augments this support by having Information Commons staff manage synchronous sessions.

DLIS's cocurricular learning needs for video editing and maintaining the University's YouTube channel are supported by the Video Services Unit in the Conferences and

Pryzbyla Services department. The DLIS's colloquia and keynotes of annual symposia are routinely videorecorded — depending on permission of the speaker — and the recordings are made available through this service.

All hardware and software systems are supported by Technology Services through its User Services group. Faculty, staff, and students can report and track problems through the website at the [Support Center](#) 24 hours a day, seven days a week.

An area of increasing importance since the last accreditation renewal has been collaboration among Technology Services, the DLIS, and other academic units to develop the teaching and research infrastructure. Examples of this include the acquisition of Adobe Connect, which was originally pioneered in the University by the DLIS, a collaborative review of survey hosting software (which ended with a decision not to acquire a University-wide license), and collaborative reviews involving faculty from multiple departments and Technology Services, to evaluate text analysis software, as a result of which the DLIS has obtained licenses for NVivo and Atlas.ti for research and instructional use.

There are also areas in which the DLIS augments the software and services provided by Technology Services to meet its specialized needs. For digital communications, the DLIS maintains its own Facebook and Twitter accounts. For administrative survey administration, it maintains a SurveyMonkey license. For instruction in cataloging, taxonomy development, and information retrieval from commercial databases, it maintains its own accounts as detailed in Section VI.3.

Of particular note is the support provided by DLIS Information Commons staff for distance learning. For synchronous Adobe Connect sessions, they provide technical support by managing sessions and troubleshooting connectivity and other problems experienced by individual students, thus enabling the instructor to concentrate on the subject matter and on engaging with the entire class.

Data from the fall 2014 Current Student Survey indicate that there is only a 4% negative opinion regarding on-campus computing facilities, and a 2% negative assessment of off-campus computing facilities (Table VI-11). The 28% combined "neutral" and "not applicable" responses for on-campus resources might be because most DLIS students study part-time and rely predominantly on home and other resources to meet their computing needs. Similarly, the 65% combined "neutral" and "not applicable" responses for resources at off-campus sites reflects the declining proportion of students who are taking courses off campus.

Table VI-11. Current student evaluations of CUA computing resources

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A	Total
Computing resources on campus are appropriate for my learning.	16 (32%)	18 (36%)	12 (24%)	0 (0%)	2 (4%)	2 (4%)	50 (100%)
Computing resources at off-campus sites are appropriate for my learning.	6 (13%)	9 (20%)	13 (28%)	1 (2%)	0 (0%)	17 (37%)	46 (100%)

Exit survey data present similar findings as the 2014 Current Student Survey. Data in Table VI-9 show a steady increase in student satisfaction with on-campus computing resources from 66% to 81%. However, student satisfaction with off-campus computing resources remains lower, averaging just over 50% in the last six years. The high number of "neutral" responses and "not applicable" responses indicates that many students did not take off-campus courses. No negative responses were present in 2009–10 and 2013–14. Table VI-12 presents "agree" and "strongly agree" responses to the statement "computing resources at off-campus sites are appropriate for my learning" in exit surveys conducted from 2010 to 2015.

Table VI-12. Exit surveys on student satisfaction with off-campus computing resources

2010	2011	2012	2013	2014	2015
52%	60%	65%	45%	50%	38%

As reported in Section VI.3, DLIS's own Information Commons and computer lab provide additional multimedia technology and production support. Data from the 2014 Current Student Survey indicate strong support for these services (see Table VI-13).

Table VI-13. Current student evaluations of DLIS multimedia and computing resources and services, fall 2014

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A	Total
LIS Information Commons resources and services are appropriate for my learning.	17 (34%)	17 (34%)	9 (18%)	3 (6%)	0 (0%)	4 (8%)	50 (100%)

Other Support Services

The University maintains a full range of support services to assure that students and faculty receive the support need to achieve successful learning outcomes. A full list Offices and Services is provided online. Key services include

- Office of Disability Support Services (DSS). Any student who may have a physical or learning disability is referred to this office. Specialists there assess the

student's needs, notify instructors of needed accommodations, and work with the student and instructors to ensure that the student's needs are met.

- Center for Academic Success (including the Writing Center). Students whose academic work reveals a need to develop stronger writing skills, or other study skills, are referred to this center, which provides the needs supplementary instruction and coaching.
- Career Services Office. This office, which serves the entire University at undergraduate and graduate levels, recognizes the specialized nature of the career opportunities for librarians and has worked with students and faculty to offer targeted advice as well as general services such as resume reviews.
- Compliance Office. The Compliance Office ensures that the University meets its regulatory responsibilities in a wide range of areas. Its leadership in strengthening University programs in the areas of sexual harassment and violence have been particularly noteworthy.
- Counseling Center. The Counseling Center "provide[s] confidential services that include individual counseling, group therapy, and psychiatric consultation to full-time CUA students. Part-time students are not eligible for individual therapy services but may receive a one-time consultation to facilitate the referral process to an outside provider. Part-time students are also eligible to participate in group therapy."

Standard VI.5 *The school's systematic planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.*

DLIS strengthened the systematic evaluation and planning for physical resources and facilities before the last accreditation review in 2009. From 2007 to 2008 a standing Facilities Committee was initiated with three faculty and one student member. Its charter was to perform the following tasks and advise the dean and faculty

1. Regularly review and evaluate the physical facilities and their ability to meet the needs of the school, including both on-site and off-site facilities.
2. Identify ongoing challenges, such as identifying short-term needs (e.g. office and lab space, accessibility needs, etc.).
3. Explore opportunities to improve the facilities available to the school, especially regarding handicap accessibility and ADA compliance, taking into account available and potential physical and budgetary resources.

This initiative produced several valuable outcomes. DLIS systematically collected assessments of the facilities from graduating students, which provides overall feedback in this area. DLIS made many upgrades to the Information Commons and computer lab, adding media production capabilities as well as computer hardware and software. It also established a systematic process to solicit technology requirements for teaching. It implemented a technology support policy and presents technology resources for synchronous and asynchronous distance learning for students and for faculty.

The most fundamental outcome was establishing a strong working relationship with Technology Services. This relationship has enabled DLIS and Technology Services to become much better informed about each other's needs and capabilities and to benefit from following standard policies and processes for system acquisitions and upgrades. As a result, DLIS is benefitting from much more robust technology support from the University than we had at the time of our last review. Members of DLIS have also been able to contribute, for example through the operational experience and pedagogical skills we developed in using Adobe Connect for distance learning.

The Technology and Facilities Committee became less active in carrying out systematic planning and evaluation during 2011–12, due to two key factors. One was the increased maturity of the department's technology and facilities support, as many of the goals were achieved. The second was the shock of the August 2011 earthquake, which resulted in structural damage to Marist Hall as outlined at the beginning of this chapter. It forced a relocation to Aquinas Hall, and required DLIS leadership to focus on short-term, emergency measures to assure the continuity of operations. This period was soon followed by the move to the Columbus School of Law building, another time during which tactical, operational concerns dominated. Throughout this period, however, DLIS was well served by the capable technology and facilities support built up within the University.

At this juncture, DLIS is entering a new phase of development. As a result of a University-wide reduction in force in spring 2015, the part-time lab manager position was eliminated. DLIS is following its Strategic Plan (see Appendix I-12) to develop plans to ensure continuing support for teaching, learning, research, consultation, and communication. The systematic planning in the 2015–16 academic year will engage students, faculty, alumni, and other stakeholders to address their needs and prepare graduates to function effectively in a changing information environment.

Sources of Evidence

Appendix VI-1. Law school floor plans
Appendix VI-2. Student evaluation of facilities
Appendix VI-3. Percentage of courses offered off-campus
Appendix VI-4. Lab Workshop reports
Appendix VI-5. Library system organization chart
Appendix VI-6. Technical Services organization chart

Sources of Evidence on the Web

LIS Technology Inventory	lis.cua.edu/tech/inventory.cfm
Standard university software package	computing.cua.edu/support/common-software-list.cfm
DLIS software request policy	lis.cua.edu/forms/techacquisitionpolicy.cfm
Lab Guides and Tutorials	lis.cua.edu/tech/guides.cfm
Instructional Learning	computing.cua.edu/training/index.cfm
Lynda	libraries.cua.edu/lynda/
Library Hours	libraries.cua.edu/about/hours.cfm/
Services for Patrons with Disabilities	libraries.cua.edu/about/dss.cfm
Lynda	libraries.cua.edu/lynda/
Distance Learners	libraries.cua.edu/access/distance.cfm
Washington Research Library Consortium	www.wrlc.org/
Judge Kathryn J. DuFour Law Library	www.law.edu/library/
CUA Tech Support Center	techsupport.cua.edu
Purchasing Computing Hardware with University Funds	computing.cua.edu/support/recommended-hardware.cfm
Dialog	www.dialog.com
Catalogers Desktop	desktop.loc.gov
LIS Technology Acquisitions Request Policy	lis.cua.edu/forms/techacquisitionpolicy.cfm
Distance Learners	libraries.cua.edu/access/distance.cfm
Libraries on Campus	libraries.cua.edu/about/collecs.cfm
CUA Tech Support Center	techsupport.cua.edu
CUA Offices and Services	www.cua.edu/about-cua/offices-services.cfm
Disability Support Services	dss.cua.edu/
Center for Academic Success	success.cua.edu/
Office of Career Services	careers.cua.edu/
Compliance and Ethics Program	compliance.cua.edu/
Counseling Center	counseling.cua.edu/
DLIS Technology support policy	lis.cua.edu/forms/index.cfm
Technology resources for students	lis.cua.edu/tech/students.cfm
Technology resources for faculty	lis.cua.edu/tech/faculty.cfm

Synthesis and Overview

THE CHARACTER OF DLIS

The Master of Science in Library and Information Science (M.S.L.I.S.) program at The Catholic University of America has been continuously accredited since 1946/47, and the Department of Library and Information Science (DLIS) has a long tradition of excellence in teaching, research, and service. The program objectives reflect important characteristics of the field of library and information studies, including the creation, organization, communication, sharing, and management of recordable information and knowledge; and the services and technologies that are critical for empowering users to find and use pertinent information for their needs. These program objectives are achieved through a strong curriculum that fosters the development of student competencies in six target areas: Professional identity, Management, Resources, Services, Information Organization, and Technology.

The program is supported by eight full-time faculty members with diverse backgrounds and specializations. The expertise of the faculty is complemented by a group of experienced and knowledgeable practitioners, who enrich the curriculum and offer opportunities for students to develop strengths in their areas of interest. The faculty is very productive and provides leadership in program development and evaluation. The faculty also provides service to the University, the department, and many scholarly and professional organizations.

To realize its vision, DLIS strives to be a center of excellence that transforms the roles of libraries and information professionals for the betterment of human society. It provides an intellectually stimulating learning environment to prepare information professionals who share the University's commitment to seek truth through dialog of faith and reason and are imbued with the department's values of collaboration, community, innovation, and excellence. Through coursework, interaction with faculty and fellow students, extracurricular activities, and special programs, students develop an appreciation for academic excellence and a commitment to service in the field of library and information science. Many DLIS graduates have become leaders of the LIS field. For example, David Mao is now the Acting Librarian of the Library of Congress; and recent graduates have been recognized as movers and shakers by the *Library Journal*. Direct measures and indirect measures of student learning have found high levels of student satisfaction with the program. Employers, according to the latest survey, also ranked the program high in preparing students for the job market.

PROGRAM ACCOMPLISHMENTS

DLIS has made significant progress since the last accreditation in 2009. Program achievements in the six standard areas are highlighted here.

Standard I. Mission, Goals, and Objectives
- DLIS developed a new Strategic Plan in 2012 and identified priority items in December 2012. The department has engaged its stakeholders (Advisory Board, advisory group, students, alumni, employers, faculty, staff, and others) to achieve strategic priorities. The program planning is systematic, broad-based, and ongoing, as discussed in Chapter I: Mission, Goals, and Objectives.
- DLIS has revised its vision and mission statements to make explicit the program's commitment to the University's Catholic identity and mission. Through new program initiatives, teaching and research, the program demonstrates how it advances the University's mission.
- The faculty has reviewed the program objectives and competency targets every year and found them appropriate for the M.S.L.I.S. program.
- The DLIS faculty has made concerted effort to measure student learning. At the course level, instructors assign course grades to indicate student learning in individual courses. Students provide course evaluation and teaching evaluation to help instructors improve their courses. At the program level, assessment data are collected through direct measures, including standard course assignments in four core courses, comprehensive examinations, and student course products. Indirect measures such as current student survey, exit surveys, alumni surveys, and employer surveys are conducted periodically; and student presentations and publications at professional conferences or journals are also reviewed. Data are analyzed and reviewed every year to determine the achievement of program objectives.
- The department regularly involves stakeholders such as students, alumni, employers, Advisory Board members, faculty, and others in program planning and assessment. Methods of stakeholder engagement include current student survey, exit surveys, alumni survey, employer surveys, and blended course surveys. Students provide suggestions for program improvement or feedback on current operations at town hall meetings, by communicating directly with the department co-chairs or the faculty, and through student representatives or student organizations. The LIS Advisory Board meets twice a year, and advisory groups meet as needed. Faculty members have regular monthly meeting and a retreat once a year. The department hosts a full faculty meeting twice a year to keep part-time faculty engaged in the operation and programming effort of the program.

Standard II. Curriculum
- The faculty reviews and updates the curriculum on a regular basis. Procedures and process have been established to ensure review consistency and quality review outcomes.
- Full-time and part-time faculty members have offered new courses to cover new developments in the field and to enable students to pursue interests in special subject areas. Process and procedures for introducing new courses and regularizing them into the curriculum were established in 2010.
- DLIS offers practicums for students to obtain experiential learning. Students also expand their learning through site visits, guest lectures, colloquia, and

participation in the program's annual symposium and professional association conferences.

- DLIS has launched several new initiatives since fall 2009. Selected examples include
    - o The Online & Weekend Learning Program (OWL): A blended learning format that offers students flexibility in time and space in developing competencies. The OWL program was launched in fall 2011. The Blended Learning Committee monitors blended courses, including OWL, to improve the quality of online education at DLIS.
    - o The Visions of Italy course: A course for students to learn in Rome and Florence how cultural heritage institutions make use of digital technologies to facilitate access and usage of cultural heritage materials. In 2015 the course focused on religious archives in Rome and Florence.
    - o The Cultural Heritage Information Management: A new program initiative supported by a grant from the Institute of Museums and Library Services from 2012 to 2015. The success of this program led to the development of a Cultural Heritage Information Management Certificate Program launched in fall 2015.
    - o Expanded courses of study: Ten courses of study were developed to introduce students to various areas of specialization and guide them in career preparation. Two additions in 2015 are Community and Embedded Information Services and Information Analysis.
    - o Bachelor to master's degree: A new program to recruit undergraduates at the University to the LIS profession was approved in spring 2012. Students started to enroll in summer 2012.

Standard III. Faculty

Significant progress in this area include

- The addition of three new tenure-track assistant professors and the conversion of a clinical assistant professor position to tenure track have strengthened the faculty. The new faculty members expand the department's repertoire and enable DLIS to cover new areas such as Media Integration in the Curriculum, Digital Curation, Information Architecture, Electronic Records and Digital Archives, and Advanced Legal Research.
- Two assistant professors were granted tenure and promoted to associate professor rank in June 2012.
- The eight full-time faculty members are capable and productive scholars. Since 2009 they have published 60 articles, made approximately 180 presentations, published nine book chapters and two books, and won a total of 17 grants.
- Expertise of full-time faculty members receives high marks from students consistently, with more than 90% of exit survey respondents choosing "agree" or "strongly agree" year after year on the statement that the faculty has the expertise to cover the subjects well.
- Expertise of part-time faculty members has improved steadily since 2010. Exit survey data from 2012 to 2015 show more than 90% of graduating students agree or strongly agree that part-time faculty members have the expertise to cover the

subjects well. The 2015 survey data, in fact, show a 100% agreement and attest to the high quality of the adjunct faculty of DLIS.

- Average teaching evaluation of DLIS face-to-face courses is consistently higher than the University average.

Standard IV. Students
Significant achievements in this area include

- The department has been successful in recruiting African American students and Hispanic American students. To recruit minority students, the department provides matches for the Spectrum Scholarships offered by the American Library Association. The program has enrolled six Spectrum scholars since 2010.
- GRE scores of admitted students indicate students had sufficient academic preparation to complete a rigorous graduate program at the University.
- The department offers several types of financial aid to students. Through Memo of Understanding with local partners, it offers a special tuition discount of 50% to employees of local public, academic, and school libraries. In fall 2015 a new professional program tuition rate went into effect for all new students. On average, 36% of the students receive financial aid each year.
- Faculty members serve as advisors and mentors to help students expand coursework products into presentations or publications. DLIS provides support for students to participate in professional conferences, and a student organization funds conference participation as well.
- Students form organizations to develop leadership skills and organize programs to enrich students' learning and prepare students for the job market.
- Students have many opportunities and venues to provide suggestions and feedback on the program.

Standard V. Administration and Financial Support and
Standard VI. Physical Resources and Facilities
Significant achievements in these areas include

- The administration office is well staffed and led by two co-chairs with much administrative experience and subject expertise.
- The department's finance is well managed and has a healthy reserve fund that enables the department to provide research and teaching support and fund faculty travel and special projects.
- The department has offered special tuition rates for employees of library partners in the region, and contributed to the development of a new professional program tuition rate to benefit all incoming students starting in fall 2015.
- The new home of DLIS is centrally located in a modern building, making the program more accessible physically to students.
- DLIS has a strong IT infrastructure and a learning environment that facilitates teaching, research, communication, and consultation needs of students and faculty.

PROGRAM CHALLENGES

While there are many opportunities for DLIS to expand its programming effort, the program faces three major challenges as it strives to realize its potential. First, the small size of the full-time faculty makes it more challenging to expand into new areas such as data science or intelligence analysis. Nevertheless, the department has identified experts in several areas to collaborate with the faculty to develop new programs (see discussion below).

Second, DLIS currently offers a single degree program at the master's level. The lack of doctoral students makes it more challenging for the faculty to conduct large-scale, multiyear research or win large research grants. It also creates more recruitment pressure on the program. The creation of the bachelor's to master's degree program is a first step to reach out to undergraduate students at the University, but more needs to be done to promote the LIS field to undergraduate and graduate students at CUA. A new effort is to offer a Graduate Minor in Library and Information Science (discussed below).

Third, market competition has become more intense as other LIS programs venture into the Washington Metropolitan area to offer online education. The market pressure provides incentives for DLIS to strengthen its online education and also to explore the possibility of offering the M.S.L.I.S. program as an online program.

SHORT-TERM ACTION ITEMS

The Self-Study provides a special opportunity for DLIS to reflect on its progress since 2009 and identify areas for improvement and expansion. The department is developing an action plan in fall 2015 to address the following major action items in 2016 and 2017. A draft action plan will be available in early 2016.

Recruitment This is an area of concern. A comprehensive recruitment plan was developed in early 2015. The department will examine the progress in January 2016 to assess the effectiveness of the plan and discuss strategies for success.

Support for OWL In a recent semester OWL courses received low marks from current and graduating students. Data analysis found that instructors new to the teaching format were not well prepared and some students did not know about the strategies to learn well in this format. To address this problem, the department has decided to develop strategies to support students and instructors to ensure quality education. For example, three workshops on online pedagogy have been offered to the faculty in 2015, covering how to teach, technologies for interactivity, and how to engage students. The methods of support and measures of success will be identified in the new action plan.

Online M.S.L.I.S. program DLIS has received inquiries from students out of the region and is interested in building on its experience with the OWL program to offer a fully online M.S.L.I.S. program.

Contribution to undergraduate education Several 500-level DLIS courses are available to CUA undergraduates to stimulate their interest in the bachelor's to master's degree program. To be more systematic in structuring course offerings for undergraduates the faculty will review the current offerings in 2016. The goal is to have a more coherent study plans to make this program more accessible and appealing to students.

A graduate minor in LIS All graduate students should be well prepared to function effectively in the digital era. To ensure doctoral students can contribute to digital scholarship and have a high level of digital fluency, the department is seeking approval from the Graduate Board to offer a graduate minor in library and information science to all doctoral students at the University. This new initiative will enable DLIS to contribute significantly to graduate education at the University and could lead to interdisciplinary collaboration with other academic units at CUA.

Data analysis DLIS is eager to expand into the area of data science. John Convey, Ph.D., the co-chair, will convene a task force of full-time and part-time faculty members to develop a new specialization in data analysis in 2016. The objective is to prepare students to collect, analyze, present, manage, and preserve data for users in a variety of disciplines. This area has potential for interdisciplinary collaboration. Potential partners include the Department of Computer Science, the Department of Politics, the School of Business and Economics, and others.

CONCLUSION

The change from a school to a department has some impact on recruitment, but overall the organizational change has benefited the department. As a member of the School of Arts and Sciences (A&S), the department is able to interact more with other departments and explore opportunities for collaboration in teaching and research. The well-established administrative structure of A&S also enables the department to be more efficient and effective in managing the program's budget and operations.

To address the needs of students and employers, DLIS has continued to engage various stakeholder groups in its ongoing planning process and systematic assessment of program effort. The department is fortunate to have dedicated faculty and staff who are committed to the success of its students and to have stakeholders who are loyal and generous with their support and advice for the program. Since 2009 the program has made significant progress on many fronts. The program is poised for the next level of excellence and is well on its way to realize its vision to transform "the roles of libraries and information professionals for the betterment of human society."

List of Web Resources as Evidence

Chapter I. Mission, Goals, and Objectives

Resource title	URL
University Strategic Plan	http://spp.cua.edu/res/docs/Approved%20University%20Strategic%20Plan.pdf
Catholic University Mission Statement	https://www.cua.edu/about-cua/mission-statement.cfm
CUA LIS Advisory Board	http://lis.cua.edu/about/LISadvisoryboard.cfm
Library and Information Science Alumni Gateway	http://lis.cua.edu/alumni/
Practicum Opportunities	http://lis.cua.edu/courses/practicum/practicumopportunities.cfm
Comprehensive Examination	http://lis.cua.edu/courses/comps/index.cfm
LIS Courses of Study	http://lis.cua.edu/msinls/coursesstudy.cfm
Colloquium series	http://lis.cua.edu/people/video.cfm
Bridging the Spectrum Symposium series	http://lis.cua.edu/symposium/
Cultural Heritage Information Forum	http://lis.cua.edu/chimforum/
Franciscan Monastery Visual Collection	http://lis.cua.edu/res/docs/franciscan.pdf
Cultural Heritage Information Management Forum; Poster Session June 5, 2015	http://lis.cua.edu/res/docs/PosterSessionListDescriptions-ALLPRESENTERS-combined-web.pdf
Financial Aid: Student Travel Stipends	http://lis.cua.edu/finaid/#StudentTravelStipends
Student Baseline Technology Requirements	http://lis.cua.edu/tech/base-tech.cfm
Lab Guides and Tutorials	http://lis.cua.edu/tech/guides.cfm

Chapter II. Curriculum

Catholic University Mission Statement	https://www.cua.edu/about-cua/mission-statement.cfm
Professional Competencies for Graduates of the Master's in Library Science Degree Program	http://lis.cua.edu/res/docs/about/accreditation/documents/sliscompetenciesadopted20080326.pdf
Course Catalog	http://lis.cua.edu/courses/courses.cfm
CUA Syllabus Repository	https://secure.cua.edu/syllabi/login.cfm
Community and Embedded Information Services	http://lis.cua.edu/MSinLS/coursesStudy/community-embedded.cfm
Information Analysis	http://lis.cua.edu/msinls/coursesstudy/info-analysis.cfm
Bridging the Spectrum Symposium	http://lis.cua.edu/symposium/
Cultural Heritage Information Management Forum	http://lis.cua.edu/chimforum/
Colloquiums & Panel Discussions	http://cuaslis.org/wp/category/events/colloquiums/
Syriac Heritage	http://syriacheritage.cua.edu/
Preserving Your Personal Memories: Students Create Workshop on Photo Archiving	http://blogs.loc.gov/digitalpreservation/2014/05/preserving-your-personal-memories-students-create-workshop-on-photo-archiving/
AALL/LexisNexis Call for Papers Awards	http://www.aallnet.org/mm/Member-Resources/AALLawards/award-call-for-papers.html
Archival Outlook	http://www.bluetoad.com/publication/?i=243618&pre=1

Blogging in Libraries: Part 1	http://blog.library.si.edu/2010/12/blogging-in-librariespart-1/
Comprehensive Exam	http://lis.cua.edu/courses/comps/index.cfm
Appetite for Instruction: Information Resources for the Food Enthusiast	http://libraryschool.libguidescms.com/friendly.php?s=appetiteforinstruction
Let's Look it Up!	http://students.cua.edu/79morsy/index.html
Federal Freedom of Information Act	http://libraryschool.libguidescms.com/content.php?pid=409446
DCLA: New Website!	http://www.dcla.org/news/1303322
How Does Your Garden Grow?	http://students.cua.edu/00morgar/test/alpha.htm
Lois G. Schmidt Memorabilia Collection Finding Aid	http://archives.lib.cua.edu/findingaid/schmidt.cfm
Alphonse H. Clemens Papers Finding Aid	http://archives.lib.cua.edu/findingaid/clemens.cfm
Patrick Joseph Healy Papers Finding Aid	http://archives.lib.cua.edu/findingaid/healy.cfm
Henri Goguen Papers Finding Aid	http://archives.lib.cua.edu/findingaid/goguen.cfm
A Century of Knowledge, Service, and Discovery	http://cdm15850.contentdm.oclc.org/
The James Cardinal Gibbons Medal	http://cdm15850.contentdm.oclc.org/
Post-Masters Study	http://lis.cua.edu/msinls/postmasters.cfm
Cue Charm City!	https://marac.memberclicks.net/assets/documents/maracbaltimore2014.pdf
Treasure Chest of Fun and Fact Comic Book Collection	http://archives.lib.cua.edu/findingaid/treasurechest.cfm
SAA: Graduate Student Poster Presentations	http://saa.archivists.org/Scripts/4Disapi.dll/4DCGI/events/eventdetail.html?Action=Events_Detail&Time=99222750&InvID_W=1907
Two Year Plan of Courses for the MLIS	http://lis.cua.edu/res/docs/2YearPlan-2015-10-29.pdf
Frequently Asked Questions about Course Selection	http://lis.cua.edu/courses/faqs.cfm
Course Catalog	http://lis.cua.edu/courses/courses.cfm
Course Schedule	http://lis.cua.edu/courses/schedules.cfm
LIS Courses of Study	http://lis.cua.edu/msinls/coursesstudy.cfm
Course Schedule	http://lis.cua.edu/courses/schedules.cfm
Practicum	http://lis.cua.edu/courses/practicum/
Practicum Opportunities	http://lis.cua.edu/courses/practicum/practicumopportunities.cfm
CUA LIS Practicum Diaries	http://cuaslis.org/wp/cua-lis-practicum-diaries-lea-harrison-library-of-congress-publishing-office/
Graduate Library Pre-Professional Program(GLP) Scholarships	http://lis.cua.edu/finaid/#graduate
4 +1 Bachelor to MSLIS	http://lis.cua.edu/4plus1program.cfm
Colloquia and Other Presentations	http://lis.cua.edu/people/video.cfm
Colloquia and Other Presentations	http://lis.cua.edu/people/video.cfm
LIS Courses of Study	http://lis.cua.edu/msinls/coursesstudy.cfm
Symposium: Bridging the Spectrum	http://lis.cua.edu/symposium/
Course of Study: Law Librarianship	http://lis.cua.edu/MSinLS/coursesStudy/law.cfm
Course of Study: School Media Librarianship	http://lis.cua.edu/msinls/coursesstudy/school.cfm
LIS Courses of Study	http://lis.cua.edu/msinls/coursesstudy.cfm

Faculty and Adjunct Professors: Planning your course	http://lis.cua.edu/faculty/plan.cfm
Teaching and OWL or Blended Course	http://lis.cua.edu/faculty/owl.cfm
SLIS Comprehensive Examination Guide Fall 2012	http://lis.cua.edu/res/docs/SLIS-Comps-Guidelines-2012fall-Web-1.pdf
Comprehensive Examination	http://lis.cua.edu/courses/comps/
Online & Weekend Learning Program (OWL)	http://lis.cua.edu/owl/
Teaching an OWL or Blended Course	http://lis.cua.edu/faculty/owl.cfm
Faculty and Adjunct Professors: Planning your course	http://lis.cua.edu/faculty/plan.cfm
SLIS Comprehensive Examination Guide Fall 2012	http://lis.cua.edu/res/docs/SLIS-Comps-Guidelines-2012fall-Web-1.pdf

Chapter III. Faculty

Faculty Handbook Part II	http://provost.cua.edu/res/docs/Faculty-Handbook-PART-II.pdf
Faculty Handbook Part II	http://provost.cua.edu/res/docs/Faculty-Handbook-PART-II.pdf
University Institutional Grants Committee	http://graduatestudies.cua.edu/GIACommittee.cfm
Symposium: Bridging the Spectrum	http://lis.cua.edu/symposium/
Cultural Heritage Information Management Forum	http://lis.cua.edu/chimforum/
Non-Discrimination/Equal Opportunity/Affirmative Action Policy	http://policies.cua.edu/EEO/affirmact.cfm
Compliance and Ethics Program	http://compliance.cua.edu/EqualOpportunity/officer.cfm

Chapter IV. Students

Professional & Off-Campus Programs Rate	http://enrollmentservices.cua.edu/Student-Financial-Information/ProfessionalOCRates.cfm
Special Tuition Rates	http://lis.cua.edu/finaid/specialtuition.cfm
Provost Scholarships	http://lis.cua.edu/finaid/specialtuition.cfm#provost
Counseling Center	http://counseling.cua.edu/
Practicum	http://lis.cua.edu/courses/practicum/index.cfm
CUA LIS Advisory Board	http://lis.cua.edu/about/LISadvisoryboard.cfm

Chapter V. Administration and Financial Support

Faculty Handbook Part II	http://provost.cua.edu/res/docs/Faculty-Handbook-PART-II.pdf
Graduate Board	http://graduatestudies.cua.edu/graduateboard.cfm
DLIS Staff Directory	http://lis.cua.edu/directory/staff.cfm
Student Travel Stipends	http://lis.cua.edu/finaid/#StudentTravelStipends
Office of Sponsored Programs and Research Services	http://sponsoredresearch.cua.edu/default.cfm
Funding and Research Opportunities for Graduate Students and Faculty	http://graduatestudies.cua.edu/currentstudents/fundingresearch.cfm
Financial Aid	http://admissions.cua.edu/graduate/finaid/index.html
Tuition and Financial Aid	http://lis.cua.edu/finaid/
CHIM-IMLS Scholarship	http://lis.cua.edu/chim/

Chapter VI. Physical Resources and Facilities

Update on Relocation of Marist Hall Offices and Classes	http://publicaffairs.cua.edu/releases/2011/marist-earthquake-update.cfm
Update on Relocation of Marist Hall Offices and Classes	http://publicaffairs.cua.edu/releases/2011/marist-earthquake-update.cfm
LIS Technology Inventory	http://lis.cua.edu/tech/inventory.cfm
Standard university software package	http://computing.cua.edu/support/common-software-list.cfm
DLIS software request policy	http://lis.cua.edu/forms/techacquisitionpolicy.cfm
Lab Guides and Tutorials	http://lis.cua.edu/tech/guides.cfm
Instructional Learning	http://computing.cua.edu/training/index.cfm
Lynda	http://libraries.cua.edu/lynda/
Library Hours	http://libraries.cua.edu/about/hours.cfm/
Services for Patrons with Disabilities	http://libraries.cua.edu/about/dss.cfm
Lynda	http://libraries.cua.edu/lynda/
Distance Learners	http://libraries.cua.edu/access/distance.cfm
Washington Research Library Consortium	http://www.wrlc.org/
Judge Kathryn J. DuFour Law Library	http://www.law.edu/library/
CUA Tech Support Center	http://techsupport.cua.edu
Purchasing Computing Hardware with University Funds	http://computing.cua.edu/support/recommended-hardware.cfm
Dialog	http://www.dialog.com
Catalogers Desktop	http://desktop.loc.gov
LIS Technology Acquisitions Request Policy	http://lis.cua.edu/forms/techacquisitionpolicy.cfm
Distance Learners	http://libraries.cua.edu/access/distance.cfm
Libraries on Campus	http://libraries.cua.edu/about/collecs.cfm
CUA Tech Support Center	http://techsupport.cua.edu
CUA Offices and Services	http://www.cua.edu/about-cua/offices-services.cfm
Disability Support Services	http://dss.cua.edu/
Center for Academic Success	http://success.cua.edu/
Office of Career Services	http://careers.cua.edu/
Compliance and Ethics Program	http://compliance.cua.edu/
Counseling Center	http://counseling.cua.edu/
DLIS Technology support policy	http://lis.cua.edu/forms/index.cfm
Technology resources for students	http://lis.cua.edu/tech/students.cfm
Technology resources for faculty	http://lis.cua.edu/tech/faculty.cfm

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