



THE CATHOLIC UNIVERSITY OF AMERICA

SELF-STUDY

DEPARTMENT OF INFORMATION SCIENCES

Submitted to the
Committee on Accreditation
American Library Association

JANUARY 2025



Required Information

| | |
|------------------------|---|
| Unit | Department of Information Sciences |
| Degree | <p>Master of Science in Library and Information Science</p> <p>The Department of Information Sciences (DIS) at the Catholic University of America offers a Master of Science in Library and Information Science (MSLIS) degree that has been accredited by the American Library Association (ALA) since 1946-47. It is the only ALA-accredited degree program in Washington, DC. The department also offers a School Library Media program that is approved by the District of Columbia Office of the State Superintendent of Education (DC OSSE).</p> <p>A MSLIS degree requires completing 36 semester hours of graduate coursework and passing a comprehensive examination. The curriculum consists of four core courses: Organization of Information, Information Sources and Services, Information Systems in Libraries and Information Centers, and The Information Professions in Society. The DIS 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 concentrate on one of nine Courses of Study or create a customized program of study based on their professional interests. They include Community Services Librarianship, Cultural Heritage Information Management, Data Science, Digital Libraries, Generalist, Information Architecture, Law Librarianship, Organization of Information, and School Library Media.</p> <p>The department offers post-master's certificate programs, joint degree programs, a 4+1 Bachelor's to MSLIS program, and a fully-online program. Courses are offered in-person, synchronous online, and asynchronous online formats. The program has partnered with many libraries, archives, museums, and other information centers in the region to offer valuable field experience to students.</p> |
| Dean | Thomas W. Smith , School of Arts and Sciences |
| Chair | Sue Yeon Syn , Department of Information Sciences |
| Institution | The Catholic University of America |
| Chief Executive | Peter Kilpatrick , President |
| Chief Academic Officer | Aaron Dominguez , Executive Vice President and Provost |
| Accrediting Agency | <p>Middle States Commission on Higher Education (MSCHE)</p> <p>The Catholic University of America was accredited in 1921 and was reaffirmed in 2020 by MSCHE.</p> |
| Standards Addressed | <i>Standards for Accreditation of Master's Program in Library and Information Studies, 2015</i> |

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Glossary of Terminology and Abbreviations

| | |
|----------|--|
| AALL | American Association of Law Libraries |
| AASL | American Association of School Librarians |
| ACA | Academy of Certified Archivists |
| AGLISS | Association of Graduate Library and Information Science Students |
| ALA | American Library Association |
| ALA-NRMT | American Library Association New Members Round Table |
| ALISE | Association for Library and Information Science Education |
| ASIS&T | Association for Information Science & Technology |
| CACS | Center for Academic and Career Success |
| CAEP | Council for the Accreditation of Educator Preparation |
| CHIM | Cultural Heritage Information Management |
| COA | Committee on Accreditation |
| CRM | Cultural Resource Management |
| CSL | Columbus School of Law |
| CTE | Center for Teaching Excellence |
| DCLA | District of Columbia Library Association |
| DCPL | District of Columbia Public Library |
| DIS | Department of Information Sciences |
| DSS | Disability Support Services |
| EDI | Equity, Diversity, and Inclusion |
| GAO | Graduate Admission Office |
| GLP | Graduate Library Preprofessional Program |
| GSA | Graduate Student Association |
| HIT | Health Information Technology |
| ICADL | International Conference on Asia-Pacific Digital Libraries |
| ICOR | Institute of Christian Oriental Research |

| | |
|-------|--|
| IFLA | International Federation of Library Associations and Institutions |
| IMLS | Institute of Museum and Library Services |
| IO | Information Organization |
| IRS | Information Resources and Services |
| LIS | Library and Information Science |
| LJ | Library Journal |
| LSC | Library Science Course (course code for classes) |
| MARAC | Mid-Atlantic Regional Archives Conference |
| MASL | Maryland Association of School Librarians |
| MSIS | Master of Science in Information Systems |
| MSLIS | Master of Science in Library and Information Science |
| NARA | National Archives and Records Administration |
| OCAR | Out of Classroom Activity Report |
| OSSE | District of Columbia Office of the State Superintendent of Education |
| OWL | Online Weekend Learning |
| PIM | Professional Identity and Management |
| PTPL | Potomac Technical Processing Librarians |
| QRP | Quality Review Program |
| SAA | Society of American Archivists |
| SLA | Special Library Association |
| SLM | School Library Media |
| SOI | Special Olympics International |
| T | Technology |
| VAASL | Virginia Association of School Librarians |
| WRLC | Washington Research Library Consortium |

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Accreditation Committee

The Department of Information Sciences (DIS) formed an Accreditation Committee and five Standards Committees to fully address all aspects of the accreditation process. The membership of each committee reflects our community – alumni, students, part-time faculty, employers – in addition to full-time faculty.

Accreditation Committees

The Standards Committees were chaired by the chair of the department, Sue Yeon Syn, who appointed the other committee members. Syn worked with Cynthia Sanders, Associate Dean for Assessment, School of Arts and Sciences, for overall planning and preparation.

Standards Committees for each of the five standards were formed and reported to the Accreditation Committee. The Standards Committees membership was comprised of DIS full-time and part-time faculty, staff, students, alumni, practitioners, and other stakeholders, where appropriate. The Standards Committee members were charged with the following responsibilities for their assigned Standard:

- Analyze the sources of evidence used to demonstrate compliance with the Standards;
- Review chapter drafts of the Self-Study and provide feedback and input to inform development to the chapters; and
- Articulate where and how DIS can strengthen, refine, and improve.

Standard Committee I: Systematic Planning

- Sue Yeon Syn, DIS Associate Professor and Department Chair (Committee Chair)
- Maria Mazzenga, DIS Assistant Professor
- John Choy, Associate Dean for Graduate Programs, School of Arts and Sciences
- Shachar K. Cavanagh, current DIS student

Standard Committee II: Curriculum

- Sue Yeon Syn, DIS Associate Professor and Department Chair (Committee Chair)
- Maria Mazzenga, DIS Assistant Professor
- Suzanne Joseph, recent DIS graduate
- Madeline Davis, DIS Part-time Faculty, DIS Alum, and Loudoun County Public Library Schools Librarian

Standard Committee III: Faculty

- Sue Yeon Syn, DIS Associate Professor and Department Chair (Committee Chair)
- Maria Mazzenga, DIS Assistant Professor
- Jim Gillispie, DIS Part-time Faculty and Head, Access Services, and GIS and Data Services, Sheridan Libraries, Johns Hopkins University
- Caroline Sherman, Senior Associate Dean and Associate Dean for Faculty, School of Arts and Sciences

Standard Committee IV: Students

- Sue Yeon Syn, DIS Associate Professor and Department Chair (Committee Chair)
- Maria Mazzenga, DIS Assistant Professor
- Alexandra Smith, current DIS student

- Emily Swain, DIS Alum, former President of AGLISS, and Assistant Branch Manager, Librarian II at Kings Park Library, Fairfax County Public Library

Standard Committee V: Administration, Finances, and Resources

- Sue Yeon Syn, DIS Associate Professor and Department Chair (Committee Chair)
- Maria Mazzenga, DIS Assistant Professor
- Madeline Reynolds, Associate Dean for Finance and Administration, School of Arts and Sciences
- Stephanie Noel, DIS Academic Coordinator

Standard I: Systematic Planning

Introduction

In this chapter, we explain how the Master of Science in Library and Information Science (MSLIS) program at The Catholic University of America (Catholic University) has embraced systematic planning activities and processes of continuous assessment in order to make informed decisions about how to improve the program. Building on the systematic approach established by the Department of Information Sciences' (DIS) student learning outcomes assessment in 2016, the department continuously performs data collection and analysis to facilitate program assessment and produces documentation of assessment results, including the 2016 self-study, annual reports, curriculum review reports, and annual working plans. Based on the gathered data, the department has updated the curriculum, improved students' learning experience, and offered beneficial service to the profession.

The DIS has been also cognizant about changes to the program's operations due to a shortage of faculty and staff, an enrollment decrease, and ongoing budget constraints. Recognizing these challenges, the DIS has been working on a new strategic plan to set updated priorities for the department. In doing so, we have focused on actions that will address the challenges and opportunities of our current environment, optimize the effective use of the program's resources, and improve the engagement of the program with the community and the profession. Our efforts in developing this new strategic plan are systematic, collaborative, and inclusive. This chapter provides a description of the work of the DIS in accordance with COA Standard I.

I.1 The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve.

Program Mission and Goals

The MSLIS program at the Catholic University is guided by the vision, mission, and program goals of the DIS. The vision, mission, goals, and objectives of the DIS and the MSLIS program align with those of Catholic University as a whole and have remained consistent since 2015.

Vision

The Department of Information Sciences 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 Information Sciences contributes to the creation and management of knowledge and information, preserves heritage and scholarship, and demonstrates our commitment to the common good. The Department of Information Sciences produces information professionals imbued with the values of the library and information science (LIS) 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 serve in the field of library and information science.

Program Goals

The department achieves its mission by pursuing the following program goals:

- 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 dialogue to anticipate the changing needs of individuals, the community, and the global society
- Advancing the frontiers of knowledge and practice in library and information science
- Serving the field, the community, the region, and the world

The goals are designed to support Catholic University's mission and to foster a quality education by reflecting the ALA standards as expressed in Standards I.2.1–I.2.8.

The mission of Catholic University states: “As the national university of the Catholic Church in the United States, founded and sponsored by the bishops of the country with the approval of the Holy See, The Catholic University of America is committed to being a comprehensive Catholic and American institution of higher learning, faithful to the teachings of Jesus Christ as handed on by the Church.

Dedicated to advancing the dialogue between faith and reason, The Catholic University of America seeks to discover and impart the truth through excellence in teaching and research, all in service to the Church, the nation, and the world.”

Stakeholders

The department serves the following stakeholders:

- Students, by providing excellent education in the theory and practice of library and information science, instilling LIS and Catholic University 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 practice of LIS, and technical expertise

Program Objectives

The program objectives of the MSLIS program are to educate graduates who:

1. Are skilled in organizing, disseminating, managing, and preserving information;
2. Are skilled in the use of information technologies and can articulate in 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.

Ongoing Planning Process

The department uses a continuous planning process which is systematic and involves collaborating with our constituents in order to achieve our program goals and objectives. Our ongoing systematic planning process includes:

- Cyclical curriculum review on a five-year timeline
- Regular advisory board meetings
- An annual retreat
- Core course learning outcomes assessments
- Comprehensive examination assessments every semester
- Various surveys of key stakeholders.

Table I-1 shows how stakeholder groups have been involved in the ongoing planning, implementation, and assessment efforts in the DIS and includes areas where each stakeholder group has provided valuable input to ensure a rigorous graduate MSLIS program at Catholic University.

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

| Stakeholders | Methods of engagement | Consultation areas (selected examples) |
|--|--|---|
| Advisory Board | Board meeting each semester | <ul style="list-style-type: none"> • 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 |
| Alumni | Alumni survey every three years Monthly Alumni Board meeting | <ul style="list-style-type: none"> • Assessment of learning outcomes and program objective achievement • Career planning and support • Curriculum changes • Market trends and needs • Mentoring of students • Relations with alumni |
| Catholic University (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 | <ul style="list-style-type: none"> • Admissions • Assessment of learning outcomes and program objective achievement • Comprehensive examination • Evaluation of program performance • New program initiatives |

| | | |
|-----------------------------------|---|--|
| Employers | Employer survey every three years | <ul style="list-style-type: none"> • Assessment of graduates' knowledge and abilities • Curriculum coverage • Market trends and needs |
| Faculty and Part-time Instructors | Curriculum Committee meetings Faculty retreat each fall Full faculty meeting each spring semester Monthly faculty meetings Various other committee meetings | <ul style="list-style-type: none"> • 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, Google chat or in person Bi-weekly Administrator Meetings | <ul style="list-style-type: none"> • 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 Student representatives on department committees and boards Student organization events Town Hall meeting Monthly meetings with the chair | <ul style="list-style-type: none"> • 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 – The board provides strategic insight and expert guidance for developing and improving the MSLIS program. The board includes representatives from five stakeholder groups — alumni, students, part-time faculty, employers, and full-time faculty — and reflects the diversity of the library and information field — academic libraries, archives, federal libraries, museum libraries, public libraries, and special libraries.

The [purposes of the board](#) and names of the members are presented online. Since 2009, the board has met every semester ([Appendix I-1. LIS Advisory Board meeting minutes](#)). Selected examples of its contributions include:

- Revision of the department's vision and mission statements
- Discussion of the department's strategic plan
- Discussion of new program initiatives and departmental name change
- 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

Alumni – The DIS 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 Catholic University; 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 ([Appendix I-2. LIS Alumni Board meeting minutes](#)). A faculty member joins the meeting to keep communication open between the board and the department. Alumni Board members supported the department by being external reviewers for the Elizabeth W. Stone Scholarship. An alumni town hall was held in February 2024 for the discussion of the departmental name change. The alumni survey invites feedback on the quality of the education received at Catholic University, including curriculum coverage, career planning and support, and opportunities for lifelong learning ([Appendix I-3. Alumni Surveys](#)). The latest alumni survey was conducted in 2022.

Catholic University Officials and Staff – The department works closely with university and school 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 Systems. 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.

[The Academic Council of the School of Arts and Sciences](#) and [the Graduate Board](#) review and approve new program initiatives such as the new master's program in Information Systems.

The department works closely with the Graduate Admission Office for recruitment and admissions. [The Graduate Admission Office](#) hosts monthly virtual information sessions attended by the chair of the department who introduces the MSLIS program, meets prospective students, and answers questions about admissions. Applications are initially reviewed by the Graduate Admission team and applications that need additional review are sent to the department for the departmental review. This new process made the admission process more efficient. The Graduate Admission Office generates admission reports each week and shares them with the department chair.

The Office of Financial Planning, Institutional Research and Assessment (Institutional Research) 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 the DIS in submitting the ALISE statistical report annually. The Institutional Research is also responsible for collecting and analyzing the annual key assessment report required by the university. For the annual key assessment report, the DIS submits analysis of student learning outcomes

in four core courses and the outcomes of the required comprehensive examination, the culminating experience of the MSLIS program.

Employers – The DIS takes advantage of the rich information environment of the Washington Metropolitan Area to offer students field experience. [The practicum opportunities webpage](#) lists 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 2021 ([Appendix I-4. Employer Surveys](#)).

Faculty/Part-time Instructors – Quality faculty are 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. Part-time 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 ([Appendix I-5. LIS Full Faculty Meeting materials](#)).

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

Students – The DIS actively engages students in its planning and evaluation process. Students provide feedback on their learning experience through course evaluations (data available on site), current student survey ([Appendix I-6. Current Student Surveys](#)), annual exit surveys ([Appendix I-7. Exit Surveys](#)), town hall meetings, 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 Catholic University, including the quality of learning, competency attainment, mentoring, comprehensive examination format, support for academic success, job placement, and more. Details on student organizations are presented in Chapter IV: Students.

I.1 Elements of systematic planning include:

I.1.1 Continuous review and revision of the program’s vision, mission, goals, objectives, and student learning outcomes;

Assessing our progress in achieving program goals, objectives, and student learning outcomes is an integral part of the program planning process. The DIS collects data in order to track progress toward our goals and objectives and performs yearly reviews of that progress. Each semester, the department collects learning outcomes assessments from the program’s four core courses and the comprehensive examination. The DIS uses exit surveys of graduating students, an advisory board of employers, and surveys of alumni and current students in order to gather data for ongoing evaluation of the success and status of the program. In addition, the entire curriculum is reviewed on a five-year cycle. Table I-2 presents direct and indirect measurements aligned for program goals.

Faculty review the aggregated assessment data to measure the progress toward our program goals, objectives, and student learning outcomes at the annual faculty retreat. Based on this analysis, the DIS establishes a working strategic plan for the year ([Appendix I-8. LIS Strategic Plan for 2023-2028](#)). The

department chair produces an annual review report to reflect on the continuous review activities of the program.

Table I-2. Methods of direct and indirect measurement for program goals

| Program Goals | Direct Measurement | Indirect Measurement |
|---|---|--|
| Educating highly competent, ethical librarians and other information professionals. | <ul style="list-style-type: none"> • Practicum evaluation by employers (annual) • Course learning assessment (each semester) | <ul style="list-style-type: none"> • Exit survey items on competency (annual) • Alumni survey (every three years) • Employer survey (every three years) |
| Exploring and integrating innovative technology to enrich teaching, foster scholarship, and advance professional practice. | <ul style="list-style-type: none"> • Course learning outcome assessments (each semester) | <ul style="list-style-type: none"> • Exit survey items on competency (annual) • Employer survey (every three years) |
| Strengthening the program by engaging in ongoing dialogue to anticipate the changing needs of individuals, the community, and global society. | <ul style="list-style-type: none"> • Survey results from current students, graduating students, alumni, and employers | <ul style="list-style-type: none"> • Curriculum review and development • Lecture series (Social Justice Lecture Series, Colloquia) • Annual Bridging the Spectrum Symposium |
| Advancing the frontiers of knowledge and practice in library and information science. | <ul style="list-style-type: none"> • Faculty research output • Student research output | |
| Serving the field, the community, the region, and the world. | <ul style="list-style-type: none"> • Faculty services • Student service and practicum work • Lecture series (Social Justice Lecture Series, Colloquia) • Annual Bridging the Spectrum Symposium | |

I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes;

All students in the program are required to take four core courses, and each course's outcomes are aligned with the program objectives. Student learning in these four core courses lays the foundation for achieving student learning outcomes throughout the MSLIS program. Thus, the assessment results from the core courses are considered a direct measurement of program objectives. Table I-3 presents how the four core courses align with the program objectives.

Table I-3. Program objectives mapped to the core courses that support them

| Program Objectives | Supporting Courses |
|---|------------------------------------|
| 1. Are skilled in organizing, disseminating, managing, preserving information | LSC 551, LSC 553, LSC 555, LSC 557 |
| 2. Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management | LSC 551, LSC 553, LSC 555, LSC 557 |
| 3. Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field | LSC 557 |
| 4. Are capable of serving information seekers in a global society | LSC 551, LSC 553, LSC 555 |
| 5. Appreciate education and service as integral to the role of the information professional in society | LSC 553, LSC 557 |
| 6. Interpret and apply research results from library and information science and related fields | LSC 551, LSC 553, LSC 555, LSC 557 |
| 7. Articulate the economic, political, cultural and social importance of the information profession | LSC 555, LSC 557 |
| 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. | LSC 553, LSC 555, LSC 557 |

The faculty decided in Fall 2016 to collect **outcomes assessments from the four required core courses** every semester, creating a template for assessment ([Appendix I-9. LIS Core Course Outcomes Assessment Template](#)). Instructors are required to produce a report at the end of the semester for each section of every core course they have taught. In reporting student learning outcomes, instructors reflect on any shortcomings and note what changes they could make to improve these shortcomings. To ensure consistent assessment across sections, instructors of each course design a standard assignment for students of all sections of the course. The assignment is accompanied by an evaluation rubric that specifies the knowledge and abilities students are expected to demonstrate.

Below are descriptions of the core courses and learning assessment tools.

LSC 551: Organization of Information – This course introduces students to the theory, principles, standards, cultural biases, and methods of information organization with the goal of preparing students to manage information for access. The course covers principles of information organization and representation, metadata concepts and schemas, subject analysis, controlled vocabulary, natural language approach, classification, taxonomy, and encoding standards. Applications of technologies in information organization are discussed throughout the course. The key assignment is a final project for which students design a plan to organize a variety of resources for user access. The final project was designed to allow students to develop principles and standards for their own approaches to organizing resources. Outcome assessment results for the course are presented in Table I-4.

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 communication 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.

Instructors use a standard final examination to assess student learning. Outcome assessment results for the course are presented in Table I-5.

LSC 555: Information Systems in Libraries and Information Centers – Students are introduced 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.

Instructors use a group project to assess learning outcomes. Outcome assessment results for the course are presented in Table I-6.

LSC 557: The Information Professions in Society – This course introduces the role of libraries, archives and museums in society. This course incorporates historical developments, current trends, and the outlook for the future. Emphasis is placed on the values, principles, legal, and ethical responsibilities of the profession which provides a foundation for each student's ongoing professional development and leadership.

Instructors use a term research paper, course discussions, analysis of and presentation on a luminary in the field, and position paper and presentation to assess student learning. Outcome assessment results for the course are presented in Table I-7.

Table I-4. Sample LSC 551 (Organization of Information) course learning outcomes assessment results (Spring 2022 and Summer 2024)

| LSC 551 | Spring 2022 Youngok Choi Enrollment (N=7) | Summer 2024 Nathan Putnam Enrollment (N=11) |
|--|--|---|
| Outcome | Results | Results |
| #1 Demonstrate an understanding of principles of information organization, standards, methods, and important concepts related to information organization, including: cataloging, authority control, controlled vocabularies, indexing and abstracting, and classification | 100% of students (n=7) met expectations. | 82% of students (n=9) exceeded expectations. 9% of students (n=1) met expectations. 9% of students (n=1) did not meet expectations. |
| #2 Articulate the importance of information organization and the roles of metadata in information organization and understand terminology often used to discuss metadata, such as metadata schemas, encoding standards, crosswalks, and interoperability | 100% of students (n=7) met expectations. | 82% of students (n=9) exceeded expectations. 9% of students (n=1) met expectations. 9% of students (n=1) did not meet expectations. |
| #3 Explain approaches for obtaining information on users' information needs and information-seeking behavior | 100% of students (n=7) met expectations. | 82% of students (n=9) exceeded expectations. 18% of students (n=2) did not meet expectations. |

| | | |
|---|---|---|
| #4 Create metadata records for information resources | 100% of students (n=7) met expectations. | 91% of students (n=10) exceeded expectations. 9% of students (n=1) did not meet expectations. |
| #5 Demonstrate an understanding of the principles and applications of controlled vocabularies for information access and retrieval by developing a mini-thesaurus | 86% of students (n=6) exceeded expectations. 14% (n=1) met expectations. | 82% of students (n=9) exceeded expectations. 9% of students (n=1) met expectations. 9% of students (n=1) did not meet expectations. |
| #6 Demonstrate critical thinking and problem-solving abilities in relation to information organization | 100% of students (n=7) exceeded expectations. | 82% of students (n=9) exceeded expectations. 18% of students (n=2) did not meet expectations. |
| #7 Have the ability to track and assess relevant innovations and interpret and apply research findings for better information organization | 100% of students (n=7) exceeded expectations. | 82% of students (n=9) exceeded expectations. 9% of students (n=1) met expectations. 9% of students (n=1) did not meet expectations. |

Table I-5. Sample LSC 553 (Information Sources and Services) course learning outcomes assessment results (Spring 2022 and 2024)

| LSC 553 | Spring 2022 Sung Un Kim Enrollment (N=14) | Spring 2024 Kimberly Hoffman Enrollment (N=16) |
|--|---|---|
| Outcome | Results | Results |
| #1 Articulate a philosophy of reference service which includes a discussion of ethical and other issues relevant to the provision of information | 100% of students (n=14) exceeded expectations. | 100% of students (n=16) exceeded expectations. |
| #2 Apply interpersonal communication skills, including interviewing skills, to discern the needs of information seekers | 100% of students (n=14) exceeded expectations. | 100% of students (n=16) exceeded expectations. |
| #3 Analyze information literacy instructional programs using a basic understanding of learning theory and instructional development principles | 92.86% of students (n=13) exceeded expectations. 7.14% of students (n=1) failed to meet expectations. | 100% of students (n=16) exceeded expectations. |
| #4 Apply standard evaluative criteria to basic reference sources in order to determine the fitness of sources to meet particular information needs | 85.71% of students (n=12) exceeded expectations. 14.29% of students (n=2) failed to meet expectations. | 100% of students (n=16) exceeded expectations. |
| #5 Demonstrate proficiency in retrieving information from general reference sources | 92.86% of students (n=13) exceeded expectations. | 100% of students (n=16) exceeded expectations. |

| | | |
|---|--|--|
| (print and electronic), including designing basic search strategies | 7.14% of students (n=1) failed to meet expectations. | |
| #6 Discuss policies and procedures for the provision of service (in person and virtually), and the role and evaluation of reference and information service departments | 100% of students (n=14) exceeded expectations | 100% of students (n=16) exceeded expectations. |

Table I-6. Sample LSC 555 (Information Systems in Libraries and Information Centers) course learning outcomes assessment results (Spring 2022 and 2024)

| LSC 555 | Spring 2022 Sue Yeon Syn Enrollment (N=13) | Spring 2024 Christian James Enrollment (N=18) |
|--|---|--|
| Outcome | Results | Results |
| #1 Explain the role and functions of computer-based information systems in libraries or information centers or on the web | 100% (n=13) of students exceeded expectations. | 100% (n=18) of students exceeded expectations. |
| #2 Describe fundamental computer and communications technology principles and trends applicable to libraries, archives, or other information centers | 100% (n=13) of students exceeded expectations. | 100% (n=18) of students exceeded expectations. |
| #3 Describe important human and technological issues in the electronic environment | 100% (n=13) of students exceeded expectations. | 100% (n=18) of students exceeded expectations. |
| #4 Employ systems analysis and human-computer interaction frameworks to analyze the design and operation of information systems in libraries or information centers or on the web | 100% (n=13) of students exceed expectations. | 100% (n=18) of students exceeded expectations. |
| #5 Demonstrate basic skills in selected current technologies (such as database management systems [DBMS], HTML, wikis, or blogs) to organize and disseminate information | 84.62% (n=11) of students exceeded expectations 15.28% (n=2) of students met expectations. | 100% (n=18) of students exceeded expectations. |
| #6 Demonstrate professional communication skills (oral, written, and technological) to effectively interact with clients and coworkers in libraries or information centers or on the web | 100% (n=13) of students exceeded expectations. | 100% (n=18) of students exceeded expectations. |

Table I-7. Sample LSC 557 (The Information Professions in Society) course learning outcomes assessment results (Spring 2022 and 2024)

| LSC557 | Spring 2022 Ingrid Hsieh-Yee Enrollment (N=7) | Spring 2024 Amanda Wilson Enrollment (N=13) |
|----------------|--|--|
| Outcome | Results | Results |

| | | |
|---|--|--|
| #1 Demonstrate an understanding of the theoretical foundations of Library and Information Science | 100% (n=7) met or exceeded expectations. | 92% (n=12) of students met or exceeded expectations on the topic response paper. 100% (n=13) of students met or exceeded expectations on the term research paper. |
| #2 Describe the major developments in the history of the role of information professions in society | 100% (n=7) met or exceeded expectations. | 92% (n=12) of students met or exceeded expectations on the topic response paper. 100% (n=13) of students met or exceeded expectations on the term research paper. 100% (n=13) of students met or exceeded expectations on the luminary analysis. |
| #3 Articulate the ethics, values, and foundational principles of library and information professionals, and their role in the promotion of intellectual freedom | 100% (n=7) met or exceeded expectations. | 92% (n=12) of students met or exceeded expectations on the topic response paper. 100% (n=13) of students met or exceeded expectations on the term research paper. 100% (n=13) of students met or exceeded expectations on the luminary analysis. |
| #4 Identify major information-related issues in contemporary society and describe the various perspectives that characterize current debates on those issues | 100% (n=7) met or exceeded expectations. | 92% (n=12) of students met or exceeded expectations on the topic response paper. 100% (n=13) of students met or exceeded expectations on the term research paper. |

These direct measures of student learning outcomes in core courses indicate that, overall, students tend to meet or exceed expectations for the learning outcomes in all four courses ([Appendix I-10. Core Course Assessment Reports](#)). The evaluation rubrics help instructors identify areas that need clarification or additional practice. On a regular basis, faculty discuss these data as a whole at the annual faculty retreat to formulate strategies for improving student learning.

The comprehensive examination, which takes the form of a research paper, represents another direct measurement of student learning outcomes. The comprehensive examination is required for all students. The examination is designed to allow students to demonstrate their competencies, research skills,

analytical abilities, knowledge of literature, ability to evaluate and synthesize the literature and what they have learned from courses, and ability to communicate in writing. Faculty apply a rubric that grades the comprehensive exam on a 3-point scale, with “3” for exceeding expectations, “2” for meeting expectations, and “1” for performance below expectations. Along with the pass/fail grade given to each exam, rubric data on several traits serve as a source for assessment of student learning outcomes. The faculty analyze examination outcomes after each examination and then reflect on actions needed to improve student learning.

Until 2023, students were required to meet with their advisors prior to taking the comprehensive exam. During the advising session, advisors work with students to help them obtain a better understanding of the exam and how to prepare for it. Since 2024, the comprehensive exam workshop has become mandatory for students who take the exam. The workshop is offered every semester and provides information related to logistics, expectations, and guidelines for exam preparation. The DIS also has [a checklist and a handbook](#) to assist students, which is available online. Additionally, the department maintains an up-to-date guideline for the comprehensive examination on its [website](#). With these resources, the DIS is confident that students receive adequate support prior to taking the exam.

The success rate of the comprehensive examination is above 95% on average, and mean scores on the examination are 14.33 out of a maximum 18 points, having improved over time. ([Appendix I-11. Comprehensive Examination Results Report](#)). Table I-8 shows the mean score of each rubric trait for comprehensive examination essays over the past four years. Each mean score above 2.0, the score that indicates the student has met expectations, demonstrates that our graduates acquired the ability to interpret and apply knowledge from the LIS and related fields acquired in the program.

Table I-8. Mean score (ratings 1-3) for rubric trait on the comprehensive examination evaluation

| Semester | 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 |
|----------------|--|---|---|---|---|--|
| Fall 19 | 2.4 | 2.4 | 2.2 | 2.4 | 2.4 | 2.4 |
| Spr 20 | 2.64 | 2.71 | 2.57 | 2.5 | 2.36 | 2.71 |
| Sum 20 | 2.27 | 2.14 | 1.95 | 2.27 | 2.05 | 2.23 |
| Fall 20 | 2.4 | 2.1 | 1.9 | 2.2 | 2.2 | 2 |
| Spr 21 | 2.5 | 2.2 | 2.1 | 2.6 | 2.5 | 2.3 |
| Sum 21 | 2.46 | 2.46 | 2.15 | 2.15 | 2.38 | 2.46 |
| Fall 21 | 2.33 | 2.22 | 2.55 | 2.33 | 2.55 | 2.33 |
| Spr 22 | 2.5 | 2.33 | 2.33 | 2.67 | 2.25 | 2.42 |
| Sum 22 | 2.88 | 2.5 | 2.38 | 2.75 | 2.38 | 2.63 |
| Fall 22 | 2.3 | 2.5 | 2.1 | 2.2 | 2.1 | 2.6 |
| Spr 23 | 2.78 | 2.33 | 2.67 | 2.22 | 2.56 | 2.56 |
| Sum 23 | 2.43 | 2.14 | 2 | 2.43 | 2.43 | 2.29 |
| Fall 23 | 2.22 | 2.78 | 2.33 | 2.33 | 2.56 | 2.22 |
| Spr 24 | 2.86 | 2.57 | 2.29 | 2.71 | 2.57 | 2.29 |
| Sum 24 | 3 | 3 | 2.67 | 2.17 | 2.83 | 2.17 |
| Average | 2.53 | 2.43 | 2.28 | 2.40 | 2.41 | 2.37 |

These direct measures are supported by indirect measures from the annual exit survey conducted each semester. Table I-9 summarizes graduating students' responses to the question: "How well do you feel LIS has prepared you in these qualities?" Survey results show that students have a very positive perception of their qualities across all areas of the program objectives.

Table I-9. Graduating students' perception of their qualities

| Exit Survey Statement | Percentage of Graduating Students Who Agree with the Statement by Academic Year | | | | | | |
|---|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | 2016-17 (N=17) | 2017-18 (N=11) | 2018-19 (N=20) | 2019-20 (N=20) | 2020-21 (N=24) | 2021-22 (N=10) | 2022-23 (N=10) |
| I am skilled in organizing, disseminating, managing, and preserving information. | 100% | 100% | 95.0% | 100% | 95.8% | 100% | 100% |
| I am skilled in the use of information technologies and can articulate the role of information technology in facilitating information management. | 100% | 100% | 95.0% | 95.0% | 100% | 100% | 100% |
| I demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field. | 100% | 100% | 100% | 100% | 95.8% | 100% | 100% |
| I am capable of serving information seekers in a global society. | 100% | 100% | 100% | 100% | 95.8% | 100% | 100% |
| I appreciate education and service as integral to the role of the information professional in society. | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| I can interpret and apply research results from library and information science and related fields. | 94.1% | 100% | 100% | 100% | 95.8% | 100% | 100% |
| I can articulate the economic, political, cultural, and social importance of the information profession. | 100% | 100% | 100% | 100% | 95.8% | 100% | 100% |
| I am 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. | 100% | 100% | 100% | 100% | 95.8% | 100% | 100% |

I.1.3 Improvements to the program based on analysis of assessment data;

The DIS has made a number of program changes based on assessment data from the sources listed above. Improvements to the program since our last accreditation review include the following:

- Curricular improvements
- Online instructional requirements
- Comprehensive examination assessment improvement
- Social Justice Lecture Series and Diversity Statement

Curricular Improvements

From 2016 to 2024, the Curriculum Committee reviewed the entire curriculum and all nine Courses of Study. To ensure a systematic review, the Committee created a review guideline based on a competency area and conducted the review over a five-year period ([Appendix I-12. Curriculum Review Process](#) and [Appendix I-13. Competency Courses Review Reports](#)). The review resulted in several improvements of the curriculum, including:

- Creation of revised competency statements and course descriptions.
- Creation of updated course of study descriptions.
- Deletion of five courses (*LSC 772: Marketing Libraries and Information Services*, *LSC 634: Humanities Information*, *LSC 636: Social Science Information*, *LSC 638: E-Science & Technology Information*, and *LSC 639: Business Information*).
- Creation of an updated two-year course offering plan for two academic year cycles ([Appendix I-14. Samples of 2-year Plans](#)).
- Removal of two Courses of Study (Health Librarianship and Information Analysis). Instead of being a standalone Course of Study, Information Analysis was folded into Community Services Librarianship.
- Creation of the Data Science Course of Study with three new courses (*LSC 565: Data on the Web*, *LSC 527: Introduction to Data Science*, and *LSC 563: Data Visualization*) in 2018.
- Creation of fully online curricula for Generalists and students in the School Library Media program in 2019 to support students' need for flexibility in course delivery method.
- Creation of an undergraduate minor in Information Technology in 2018.

Online Instructional Requirements

In 2019, the DIS began offering some of the courses remotely by changing hybrid courses to fully online courses. To monitor the online student learning experience, the DIS administered a survey to students enrolled in online courses. Based on these survey results and the university's course evaluations, the faculty discussed what worked well and what areas needed improvement. From this discussion, the department compiled and shared a guideline for online instruction with faculty members. This guideline serves as an additional resource to assist faculty in online instruction. [The Online Course Preparation Checklist](#) was created in October 2019 and is available online.

In 2021, the DIS conducted an additional survey of current students measuring student opinions on the course format. The survey revealed that many students prefer the online format. Due to this feedback, the department began offering more hybrid courses with both in-person and online sessions, as well as synchronous online and asynchronous online courses. In addition, because students in asynchronous online courses have expressed a desire for live interaction with instructors and classmates, the DIS in Spring 2023 began requiring that instructors of asynchronous online courses schedule at least one synchronous online session, which is optional to students, and weekly virtual office hours. This change is updated in the guideline for faculty teaching online in 2023 and the document is shared with all full-time

and part-time faculty each semester to ensure the expected delivery ([Appendix I-15. Guideline for Teaching an Online Course](#)).

Comprehensive Examination Assessment Improvements

Since the fall of 2015, the DIS has structured the comprehensive examination so that students complete the assessment over a three-day period. To ensure that all students receive a required advising session before taking the comprehensive examination, the faculty implemented departmental consent for comprehensive exam registration on the Catholic University Cardinal Enrollment System beginning in Spring 2017. This process was implemented to ensure that students meet with their advisor and discuss how to prepare for the comprehensive examination. To streamline the advising and auditing process and make sure students have taken the necessary steps to succeed in their examination, the DIS created [an online checklist form](#). The department also offers a comprehensive examination workshop each semester to prepare students for the examination. The department collects student feedback after these workshops as part of the assessment and systematic planning process. Such feedback has been used to improve the workshop and other advising approaches for students. For example, based on student feedback, the department recorded a comprehensive examination workshop to share with students for their future reference.

Social Justice Lecture Series and Diversity Statement

Over the past decade, library and information professionals have increasingly advocated for multicultural competence to take its rightful place as a central concern in the field and have argued that such competence is essential for working effectively with diverse patrons and providing culturally responsive information services. In order to remain relevant and best serve the profession, the program needed to place a greater focus on the issues of inequity, social justice, diverse identities, cultural values, and biases. Faculty conversed on how to integrate concerns such as emerging multicultural values, social justice, and inclusion into the program. As a result, the DIS founded [the Annual Sister Thea Bowman Lecture Series on Social Justice in Library and Information Science](#) in 2019 with a goal to advocate for diversity and inclusion and to foster scholarly dialogue around social justice issues in the library and information science field. In addition to this lecture series, the DIS published [a diversity statement](#) on its website in the fall of 2022.

I.1.4 Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.

During the 2022-2023 academic year, the DIS developed a new strategic plan for the years 2023-2028. In developing the new strategic plan, the DIS consulted with the LIS Advisory Board, LIS Alumni Board, full-time and part-time faculty, staff, and students during the fall of 2022 and the spring of 2023 in order to identify strategic directions and goals. The department focused on aligning the new strategic priorities for the DIS to [the university's strategic pillars](#) to demonstrate the consistency of the mission and goals of the DIS with those of our parent institution ([Appendix I-8. LIS Strategic Plan](#)).

[The DIS mission, goals, objectives, and assessment information](#) are publicly available for stakeholders. In addition, the department chair hosted two town hall meetings with current students during the fall of 2017

and spring of 2018. The purpose of the town hall meetings was to open a dialogue between the department and students about the program initiatives and to provide students with a direct communication channel to ask questions about the curriculum and the DIS. Moreover, the chair has hosted monthly meetings with current students via Zoom since 2021 to provide an additional channel for communication with students. In addition, due to the changes that the department was going through including the addition of a new master's program, the proposal for the departmental name change, and new faculty hiring during the 2023-2024 academic year, the department chair and the dean of the School of Arts and Sciences hosted three major town hall meetings during the spring of 2024 with the LIS advisory board, current students, and alumni to discuss these matters and answer questions. They are all a part of ongoing efforts to maintain open communication with key stakeholders of the DIS and make better decisions for the program.

The DIS keeps a variety of documents to record actions taken during planning processes, including annual reports, retreat discussion summary reports, and meeting minutes. The processes and actions described above demonstrate how the program adopts a systematic planning approach and includes key stakeholders in decision-making processes.

I.2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed.

The DIS program objectives provide the basis for establishing student learning outcomes and are linked to the course level learning outcomes for the four required core courses. The DIS has also developed a set of [professional core competencies of the MSLIS program](#) in six areas that are associated with the program objectives. These six competency areas are: Professional Identity, Management, Information Resources, Information Services, Information Organization, and Technology. These competencies are mapped to the program objectives to provide a detailed understanding of how the program objectives and core competencies are used to develop student learning outcomes measures at the course level, how they contribute to the curriculum review, and how they promote program improvement. Table I-10 below illustrates the relationship.

Table I-10. Mapping of the DIS competencies to program objectives

| Competency Areas | Program Objectives |
|-----------------------|--|
| Professional Identity | 3. Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field 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 |

| | |
|--------------------------|---|
| Management | <ol style="list-style-type: none"> 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 5. Appreciate education and service as integral to the role of the information professional in 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 |
| Information Resources | <ol style="list-style-type: none"> 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 6. Interpret and apply research results from library and information science and related fields |
| Information Services | <ol style="list-style-type: none"> 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 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 |
| Information Organization | <ol style="list-style-type: none"> 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 6. Interpret and apply research results from library and information science and related fields |
| Technology | <ol style="list-style-type: none"> 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 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 |

Within these six competency areas, core courses and elective courses are structured to show the sequential relationship between courses as well as the relationships between course content. Each Course of Study is

also structured to incorporate courses that address all of these competency areas to ensure that students have a holistic learning experience and gain all necessary competencies irrespective of what they specialize in (Standard 2: Curriculum for further details).

I.2 Student learning outcomes address:

I.2.1 The essential character of the field of library and information studies;

The MSLIS program's six competency areas reflect the principles of specialization articulated by various professional organizations. In developing the six competency areas, the faculty examined and analyzed a wide range of core values, competency statements, guidelines, and principles from many professional organizations, including those listed in [the American Library Association's \(ALA\) compilation of knowledge and competencies statements](#). Based on the examination of these professional organizations, in 2008, the department determined the critical competencies needed for students to thrive as professionals and synthesized them in order to build these six key competency areas. Since the inception of the six-competency area system, faculty have continuously reviewed the competency statements against ALA competencies and other professional organizations' standards during our curriculum review cycle and have revised them accordingly.

I.2.2 The philosophy, principles, and ethics of the field;

DIS program objective #3 states that students will "Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field." This objective is directly aligned with Standard I.2.2. In addition, the Professional Identity competency, among the six competencies, is addressed in the program's core foundational courses in order to ensure that students learn and uphold the philosophy, principles, and ethics of the field. For example, the core course *LSC 557: The Information Professions in Society* teaches students the foundations of the philosophy, principles, and ethics of the field. Building on this foundational course, a variety of electives address more specialized aspects of the philosophy, principles, and legal and ethical responsibilities of LIS professionals. These courses include *LSC 884: Copyright & Licensing Institute*, *LSC 645: History of the Book*, and *LSC 677: History and Theory of Cultural Heritage Institutions*.

Furthermore, [the Sister Thea Bowman Lecture Series on Social Justice in Library and Information Science](#) founded in 2019 directly addresses issues related to the philosophy, principles, and ethics of the field such as emerging multicultural values, social justice, and inclusion. This social justice lecture series contributes to the program's efforts to teach students to embrace LIS professional ethics and values.

I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;

The MSLIS program offers students many opportunities to develop specializations in their areas of interest. The department has designed nine Courses of Study (Community Services Librarianship, Cultural Heritage Information Management, Data Science, Digital Libraries, Generalist, Information Architecture, Law Librarianship, Organization of Information, and School Library Media) to guide students to foster competencies in their specific areas of interest. [The webpages of these courses of study](#) also include information about and links to relevant professional organizations for students to learn more about the specializations. The description of each course of study also includes professional standards

developed by professional organizations that are relevant to the specialization in LIS and related fields. Every course syllabus also includes professional standards or competencies from professional organizations that are relevant to the course's principles and content. ([Appendix I-16. A sample syllabus of LSC 843: Public Programs, Outreach and Digital Exhibits for Libraries, Archives and Museums, Fall 2024](#)).

I.2.4 The importance of research to the advancement of the field's knowledge base;

DIS program objective #6 reflects the program's commitment to research and support, directly in line with Standard 1.2.4, stating that students will learn to "Interpret and apply research results from library and information science and related fields." One of goals outlined in DIS's new strategic plan for 2023-2028 is also directly relevant to the value of research to the field: Goal #2 – "Improve research and collegial relationships within the university, professional, and scholarly communities."

The foundational core courses and many electives of the program 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. In addition, the program offers a dedicated research methods course offered every fall semester, *LSC 675: Research Methods in Library and Information Science*.

Moreover, the comprehensive examination required for the MSLIS degree takes the form of a research paper. The evaluation rubric for the comprehensive examination includes traits measuring the ability of students to analyze and synthesize research and to find and use relevant research.

Since 2009, the DIS has hosted an annual regional symposium entitled [the Bridging the Spectrum Symposium](#) as a vehicle for knowledge sharing and a forum for practitioners, students, and faculty. Approximately 10 DIS students have presented their course projects and research products at the symposium each year (Standard IV.5.2 for further details).

I.2.5 The symbiotic relationship of library and information studies with other fields;

Three DIS program objectives are in alignment with Standard I.2.5, in that they address how library and information science interact with, inform, and are informed by other fields:

- 5. Appreciate education and services 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.

The DIS curriculum provides opportunities for students to apply their learning to many types of workplaces in various fields that are impacted by pervasive information issues related to social, political, technological, and cultural influences. For example, courses such as *LSC 850: Digital Humanities*, *LSC 524: Actionable Intelligence: Information Analysis and Communication*, *LSC 637: Government Data and Information*, and *LSC 677: History and Theory of Cultural Heritage Institutions* provide students with the opportunity to connect their studies in LIS with other disciplines including humanities, history, political science, and public policy.

The DIS has offered several undergraduate courses in an effort to connect our discipline to other disciplines at Catholic University. The DIS offers two new undergraduate courses – *LSC 324: Actionable Intelligence: Information Analysis and Communication* and *LSC 433: Information Retrieval and Analysis* that fulfill the requirements of an intelligence analysis certificate offered by Catholic University, an interdisciplinary undergraduate Certificate in Intelligence Studies offered by the Politics Department in the School of Arts and Sciences. On the graduate level, the DIS contributes multiple courses to the School of Engineering’s new master’s degree program in Data Analytics including *LSC 527: Introduction to Data Science*, *LSC 563: Data Visualization*, *LSC 565: Data on the Web*, *LSC 637: Government Data and Information*, *LSC 654: Database Design and Management*, *LSC 753: Programming for Web Applications*, and the School of Arts and Sciences’ new master’s degree program in Public Policy including *LSC 527: Introduction to Data Science* and *LSC 637: Government Data and Information*, further emphasizing the interdisciplinary nature of DIS at Catholic University.

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. To further support interdisciplinary studies, the DIS offers four [joint degree programs](#) in which students undertake study to earn a MSLIS as well as a master’s degree in Biology, English, History, or Law. Two former joint degree programs combining the MSLIS with master’s degrees in Musicology and Religious Studies were closed in 2019 and 2023, respectively, due to low interest.

I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

Two DIS program objectives directly address the need for students to learn how to serve diverse users in a multicultural society. DIS program objective #4 states that students “are capable of serving information seekers in a global society,” and program objective #8 further states that students “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.”

Guided by DIS program objectives, graduate students provide leadership in empowering communities and individuals to improve their social conditions and personal lives; our focus is on serving underprivileged groups, promoting public welfare, and making a positive impact on the quality of life through information provision and community engagement. For example, two DIS student organizations hosted volunteer events in conjunction with Catholic University’s inaugural Cardinal Day of Service in April 2017. About ten volunteers, including Catholic University students, faculty, alumni, and friends, participated in each volunteer activity hosted by DIS student organizations.

LIS competency statements also were reviewed and updated. For example, the Information Services competency statement was reviewed and updated in the 2021-2022 academic year to include the following: “To prepare students for professional roles in this area, the DIS program equips them to proactively develop and implement EDI (equity, diversity, and inclusion) initiatives for reaching unserved and underserved members in any community whose needs have not been adequately met.” In addition, the Information Organization competency statement was reviewed and updated in the 2022-2023 academic year to include the following: “[preparing students to have knowledge and skills in the] impact of cultural biases to the collection and description of information resources.”

[The Annual Sister Thea Bowman Lecture Series on Social Justice in Library and Information Science](#), inaugurated in 2019, also seeks to imbue students with the importance of serving the needs

of underserved groups and provide them with guidance on how to do so. For example, in 2021, Dr. Beth Patin spoke about how LIS professionals can address epistemicide to provide better services to those whose systems of knowing lie outside the Western norm, and in 2020, Dr. Nicole Cooke spoke about decolonizing LIS to build a more equitable field and thus more equitable services for underserved groups. This year's lecture will be delivered by Dr. Paul T. Jaeger on historical relationships between libraries and disabled people, offering lessons that can help libraries today counter rhetorical, political, and policy threats to the disabled members of their communities.

I.2.7 The role of library and information services in a rapidly changing technological society;

DIS program objective #2 addresses the importance of technological competence to LIS professionals, stating that graduate LIS students “are skilled in the use of information technologies and articulate the role of information technology in facilitating information management.” Several courses focus on ensuring that students learn the theoretical foundations and practical skills related to key technologies used by information professionals. These courses include: the required core courses *LSC 555: Information Systems in Libraries and Information Centers*; and elective courses under the Information Technology competency area: such as *LSC 525: User Interface Design and Evaluation*, *LSC 563: Data Visualization*, *LSC 565: Data on the Web*, *LSC 650: Information Architecture and Web Design*, *LSC 648: Digital Curation*, *LSC 654: Database Design and Management*, and *LSC 752: Design and Production of Multimedia*. Through these courses, the MSLIS program prepares students who are technologically adept and adaptable and who are able to select and apply tools and technologies to information and social problems.

The DIS conducts an exit survey of students every year. A specific question in the survey measures the student perception of how well the program “explores and integrates innovative technology to enrich teaching, foster scholarship and advance professional practice.” Exit survey results show that graduating students have a very positive perception of the DIS’s emphasis on technology (Figure I-1). For example, 80% of students graduated in 2022 strongly agreed and 20% agreed that the DIS integrated technology into the program.

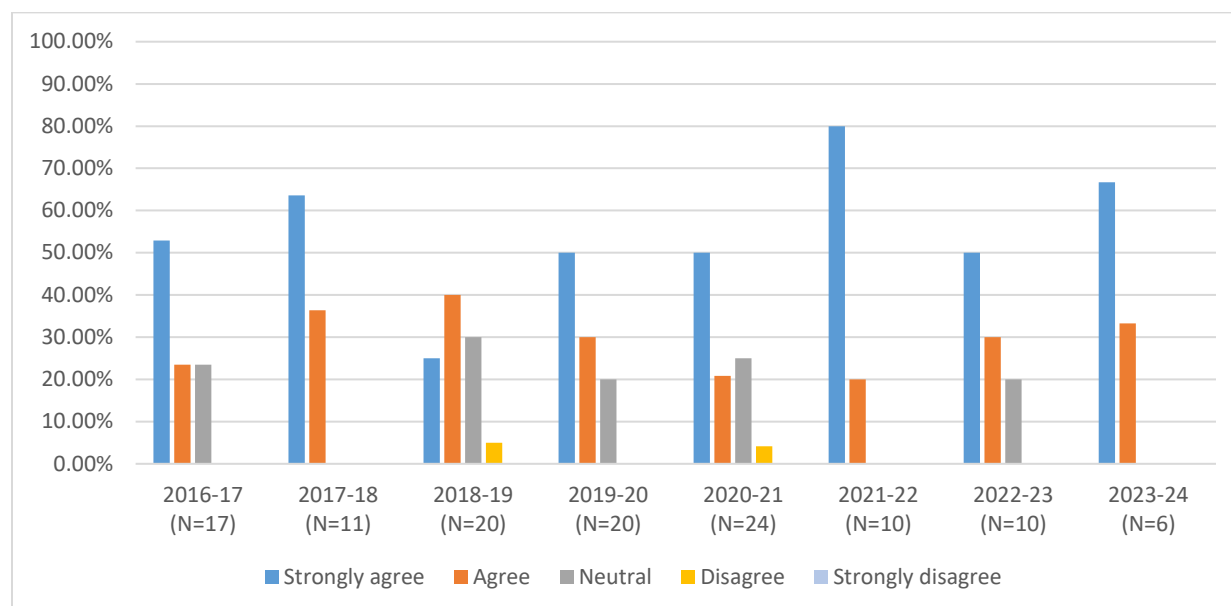


Figure I-1. Graduating students’ perceptions of how well the program integrates technology

I.2.8 The needs of the constituencies that a program seeks to serve.

One of the primary goals of the MSLIS program is to serve the profession and the global community. The DIS has been consistently committed to providing not only high-quality LIS education but also service to the profession and the global community. Examples of the DIS's service to the professional and community include the following:

- The DIS hosts an annual symposium, entitled Bridging the Spectrum, which serves as a research hub and a forum for professional dialogue. Each year, more than 120 practitioners, researchers, and students convene to share and discuss their practices and research activities. This is a prime example of the department's commitment to serve the profession and the community.
- The DIS sponsored and hosted federal library school student internship fairs and mentoring events on November 1, 2017 and November 1, 2018.
- The DIS sponsored two professional workshops on data visualization led by the Special Library Association during May and September of 2016.
- The DIS hosted two international visiting scholars for research projects: one from Ukraine and one from South Korea in 2016 and 2017-18, respectively. Faculty members from two universities in Poland visited the MSLIS program to learn about the curriculum and operations in March 2017.
 - During the fall semester of 2016, Dr. Nadiya Strischenets, a librarian at the National Library of Ukraine, visited for her research on Resource Description and Access (RDA). Dr. Strischenets' research provided advanced bibliographic standards for Ukrainian libraries for improved access to information in a digital environment.
 - Dr. Yong Gu Lee, an associate professor at the Department of Library and Information Science, Keimyung University in Korea, conducted research on information retrieval and access via online public access cataloging systems from February 2017 to February 2018.
 - Maja Wojciechowska, a faculty member from the University of Gdansk, and Marzena Swigon, a faculty member from the University of Warmia and Mazury in Poland, visited Catholic University and the DIS to learn about Catholic University's library operations and the DIS curriculum in March 2017.
- The DIS sponsored a conference entitled The Catholic Archives in the Digital Age: The Fate of Religious Order Archives on March 29, 2017, with the American Catholic History Research Center and the University Libraries. The conference was the third in a series of conferences on the theme of how Catholic archives are evolving in the digital age.
- The DIS sponsored a professional conference of Code4Lib, an association of programmers, developers, and others who provided technology-related services to cultural heritage institutions, and hosted pre-conference workshops on campus on February 13, 2018.
- The DIS offered a training workshop on bibliometrics on October 20, 2018, for students, alumni, and professionals.
- The DIS sponsors a yearly digital scholarship workshop series in conjunction with the University Libraries.
- The DIS played a leading role in an archiving project for Special Olympics International (SOI) from 2017 to 2019. Catholic University sponsored a two-year project (June 2017-May 2019) for SOI to build a historical archiving and preservation program for the Special Olympics. For this project, DIS faculty supervised two MSLIS graduate students for two years as they inventoried and processed multimedia collections generated by the Special Olympics Washington, DC headquarters, and built a usable and sustainable archive for SOI. DIS faculty and students also created and supported online exhibits to highlight the life-changing stories of the Special Olympics in celebration of its 50th anniversary. This project, which provided valuable experience

to students and established Special Olympics archives and exhibits that will benefit researchers and the public, is another example of how the program offers services to meet the needs of its stakeholders and community.

- The ASIS&T (Association for Information Science & Technology) Catholic University Student Chapter often organizes volunteer events to serve local libraries and schools, helping school library media centers to check in new inventory, shelve books, and create signage for upcoming library events in Washington, DC.
- The DIS also provides a variety of services to its parent institution, The Catholic University of America. To support [Catholic University's mission](#) of undergraduate education (University Strategic Goal 2.A), the DIS offers options to enrich undergraduate education. These options include the 4+1 program that allows students to earn their bachelor's and master's degrees after four years in the undergraduate program and one year in the graduate program, the undergraduate minor in Information Technology, and several courses offered for undergraduates. Multiple courses are cross-listed across different units so that Catholic University students may take DIS courses to count toward new minors and a major (a minor in statistics in the Department of Mathematics, a minor in Health, Society and Policy in the Department of Sociology, a new BA in Archaeology in the Department of Anthropology), in addition to a master's degree in Data Analytics in the School of Engineering, a master's degree in Public Policy and a minor in Intelligence Analysis in the Department of Politics.

I.3 Program goals and objectives incorporate the value of teaching and service to the field.

The significance of teaching and service to the field is reflected in the department's mission, program goals, and program objectives. The DIS mission states, "Through *teaching*, research, and *service*, the department contributes to the creation and management of knowledge and information, preserves heritage and scholarship, and *demonstrates our commitment to the common good*" (emphasis added to highlight commonalities). The program goals clearly address the importance of teaching and service to the department as an educational entity in its efforts to educate highly competent, ethical librarians and other information professionals who serve the field, the community, the region, and the world. In addition, DIS program objective #5 states that students are taught to "Appreciate education and service as integral to the role of the information professional in society."

Faculty and students are actively involved in a variety of professional service work. The DIS's annual symposia and social justice lecture series serve as venues for knowledge sharing in the field and as a meeting place for practitioners, students, and faculty in LIS. The value of teaching and dedicated service to the field and the community, as exemplified through these events and other forms of service, and as codified in the DIS mission, goals, and objectives, is a cornerstone of the MSLIS program.

I.4 Within the context of these Standards, each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

Exit surveys conducted from 2017 through 2024 provide evidence of the department's achievement of its program objectives. Figure I-2 shows that the vast majority of students reported that they were either "adequately" or "very well" prepared in the six competency areas highlighted by the department.

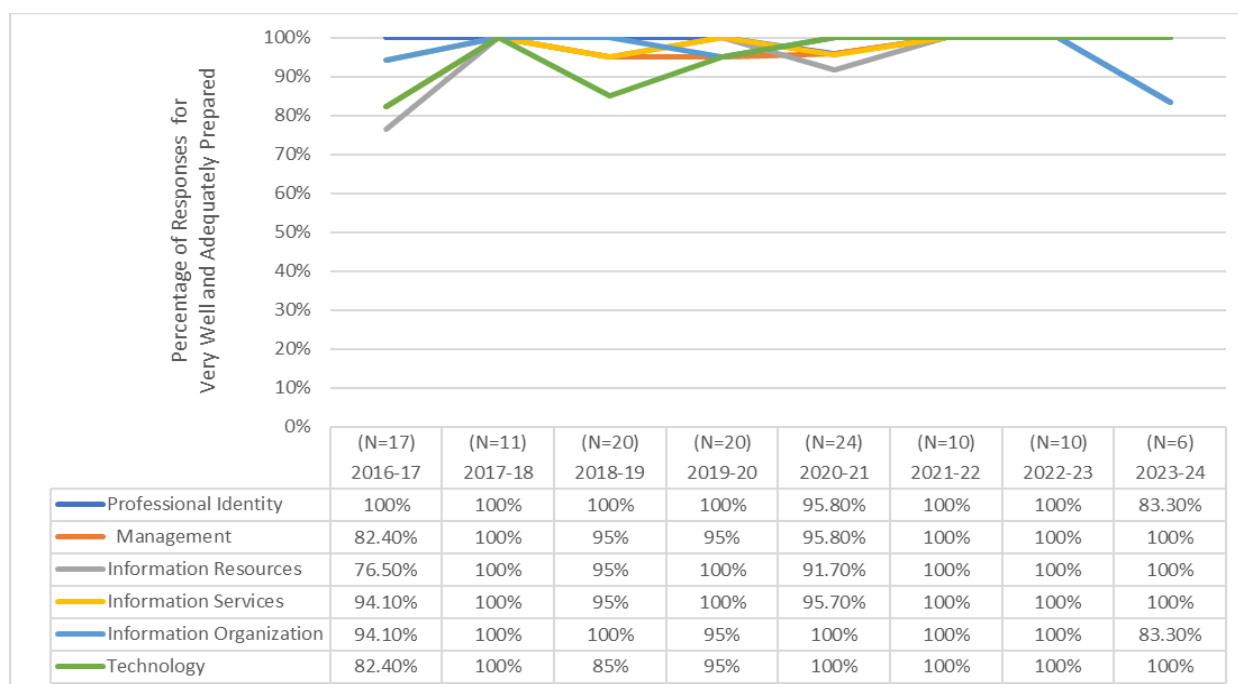


Figure I-2. Graduating students' perceptions of preparedness of competency areas by academic year

Employers are one of the stakeholders the department serves, as they are an external group who works with and has a stake in the quality of our graduates. Employers' perceptions of the program and our graduates are invaluable in reviewing the quality of the program. Therefore, the department conducts an employer survey every three years to collect employer feedback on graduates of the program. Questions on the survey measure employers' perceptions of our graduates' abilities, performance, and attitude. Survey results show that employers have a very positive perception of our graduates; as shown below, more than 85% of employers responded that graduates of the program were very well prepared or adequately prepared in each of a variety of skills, abilities, and attitudes, including the ability to organize, disseminate, manage, and preserve information, the use of information technologies, and the appreciation of the role of education and service to the profession (Figure I-3).

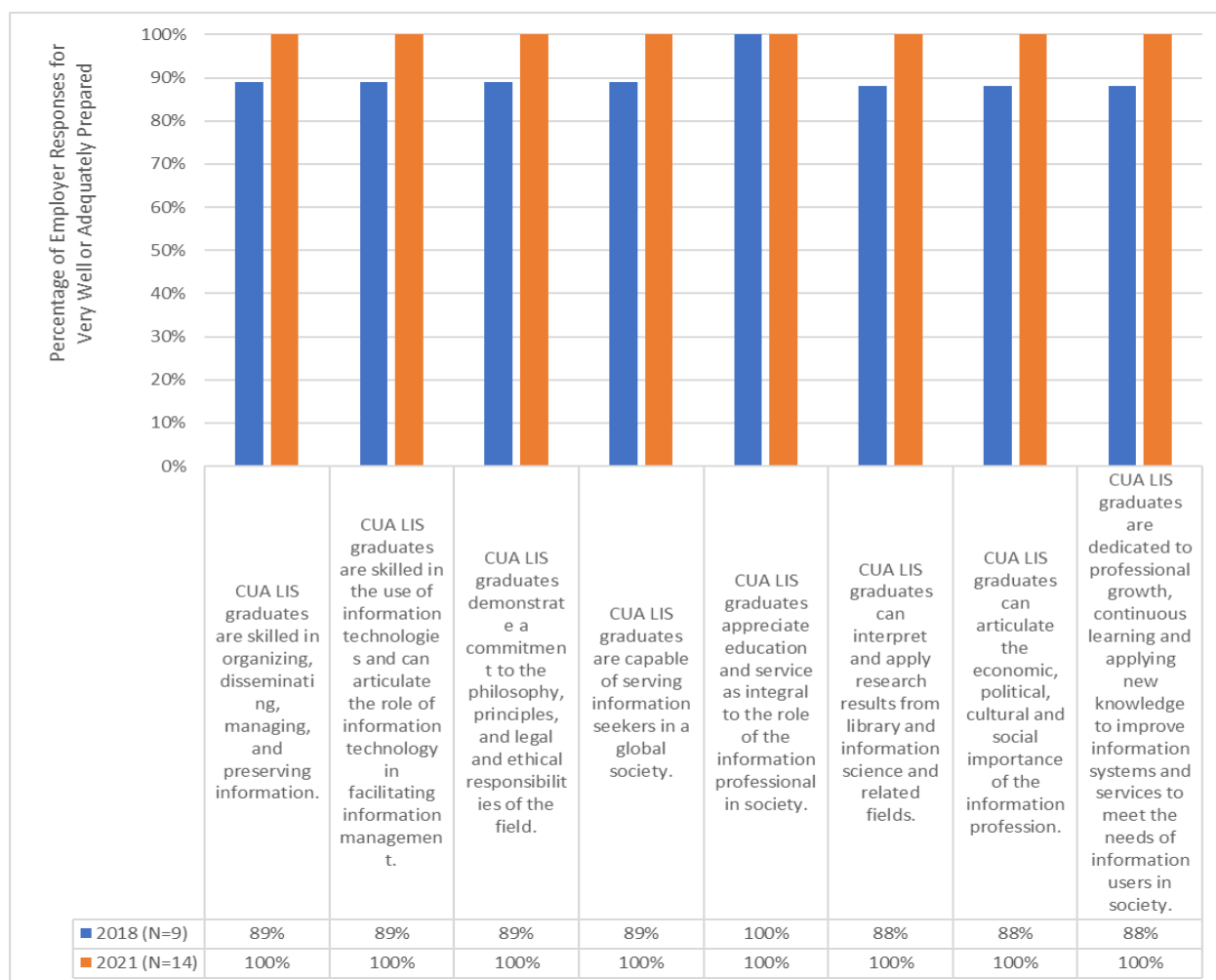


Figure I-3. Percentages of employers who rated program graduates as very well or adequately prepared in various skills, abilities, and attitudes

I.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

The department conducts a current student survey every year. A survey question measures the overall experience of students with regard to the DIS curriculum. Survey results show that students have a very positive perception of the curriculum; as shown below, more than 85% of respondents agree with statements about the quality of the four core courses and the various opportunities provided by the curriculum to study the theory, practice, principles, and values of the LIS field (Figure I-4).

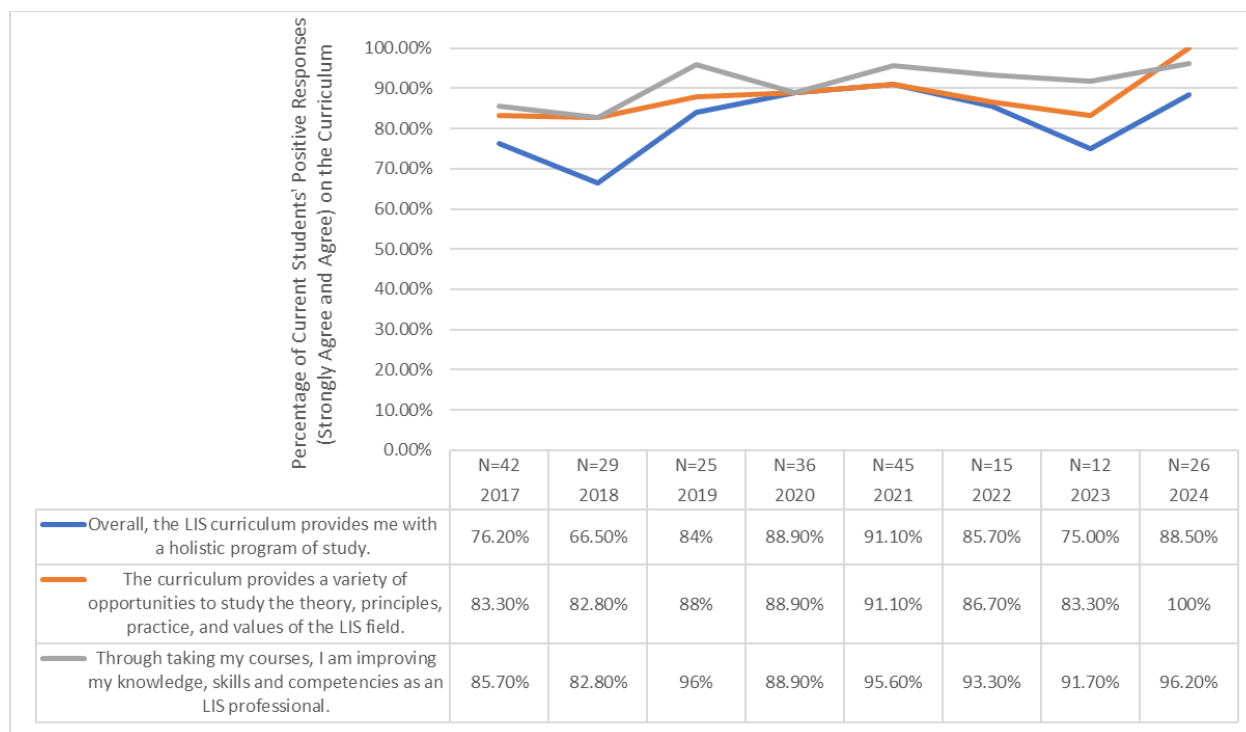


Figure I-4. Current student perception on the curriculum

Exit surveys of students and surveys of alumni also provide evidence of the department's achievement of program objectives. Figure I-5 shows that a very high percentage of students responded "Strongly Agree" or "Agree" to statements about the high quality of the program and faculty. Figure I-6 shows that the majority of alumni believe that the program prepared them "Very Well" or "Well" in each of the six competency areas.



Figure I-5. Graduating students' perceptions of program and faculty quality

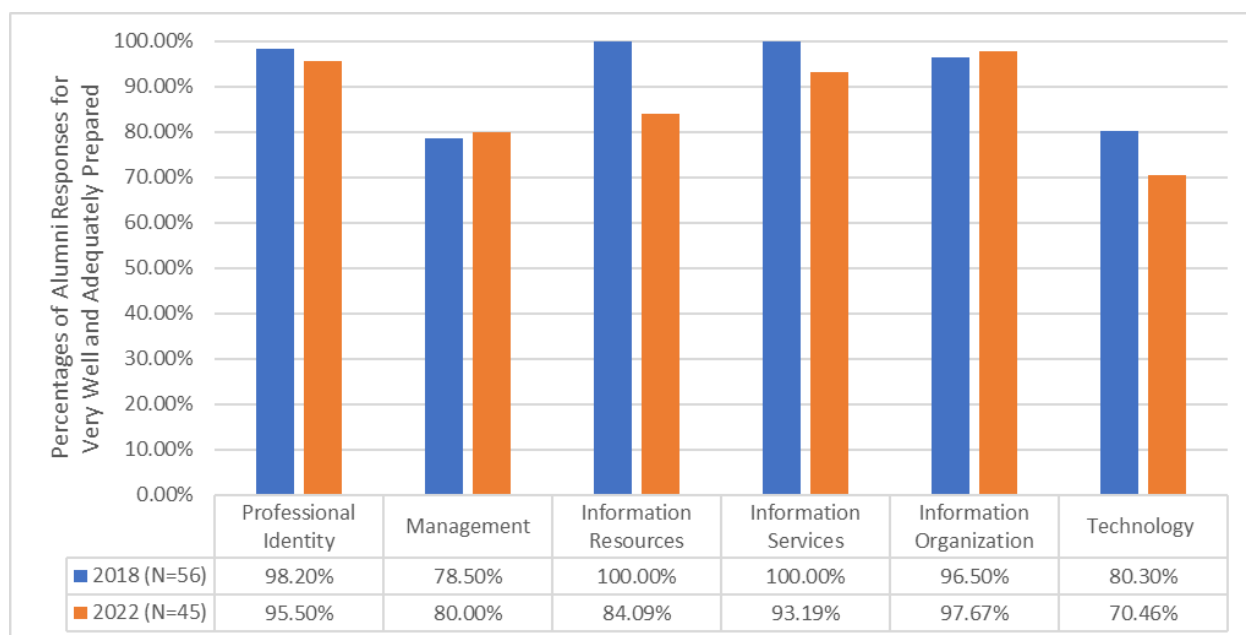


Figure I-6. Alumni responses to the question: How well did Catholic University prepare you in each competency?

In addition, employers in two employer surveys reported that, based on the performance of Catholic University DIS graduates, they agreed that the DIS achieved its program goals. Figure I-7 presents employer responses to statements about Catholic University DIS program goal achievement. In the 2021 survey, the majority of employers responded that the Catholic University DIS has achieved its program goals “Very Well” or “Adequately.”

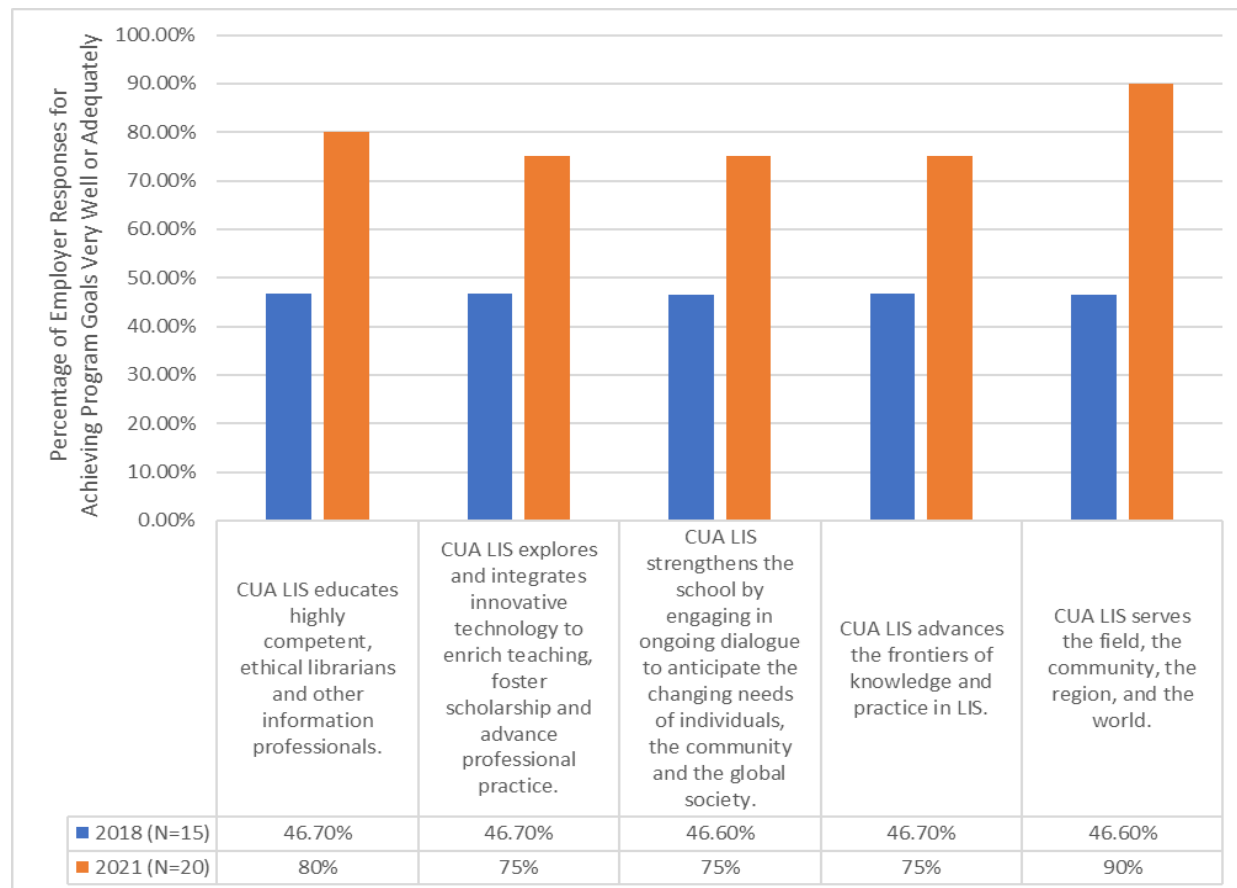


Figure I-7. Employer assessment of Catholic University LIS program goal achievement

I.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program’s success in achieving its mission, goals, and objectives.

The DIS holds a variety of meetings in which decision-making occurs and is documented, with each meeting producing sets of minutes as evidence.

- Faculty meetings are held monthly.
- The Curriculum Committee meets roughly 2-3 times per semester.
- The LIS Advisory Board meets once per semester.
- An annual faculty retreat is held at the beginning of each new academic year.
- A full faculty meeting of full-time faculty and part-time faculty members occurs once per year.

The department also produces many other forms of documentation containing evidence that is used to support program evaluation and decision making. Instructors who teach core courses generate core course

learning outcomes assessment reports every semester and the Curriculum Committee chair compiles them to generate an annual report. The chair produces a comprehensive examination evaluation report every semester. The chair also writes an annual report and a key assessment report of the program for Catholic University each year. Evidence of documentation of program evaluation is provided in several appendices:

- [Appendix I-5. LIS Full Faculty Meeting materials](#)
- [Appendix I-10. Core Course Assessment Reports](#)
- [Appendix I-11. Comprehensive Examination Results Report \(2016-2024\)](#)
- [Appendix I-13. Competency Courses Review Reports](#)
- [Appendix I-17. Samples of Faculty Meeting minutes](#)
- [Appendix I-18. Samples of Faculty Retreat materials](#)
- [Appendix I-19. Samples of Curriculum Committee meeting minutes](#)
- [Appendix I-20. LIS Annual Reports](#)

I.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

All the program improvements presented in section I.1.3 were the result of decisions and changes that were made based on the DIS's various forms of systematic evaluation and the resulting data. Key evidence for these decisions includes the minutes from various meetings, including faculty meetings and Curriculum Committee meetings. Below are some examples of how the DIS uses data from evaluation measures to improve the program and plan for the future.

The DIS faculty regularly discuss the results of the comprehensive examination and core course assessments to determine how the department might make improvements. For example, the faculty recently discussed how to improve the design of comprehensive examination questions, reduce the ambiguity of questions, and address other issues. This discussion led faculty to modify questions and formatting for future exams to eliminate problems of ambiguity. Since the fall of 2021, the faculty have engaged in discussion about changing the final assessment in the program from a comprehensive exam to a portfolio model. In the spring of 2023, the department conducted a review of the comprehensive exam to determine if the current format and time requirements for writing the comprehensive exam research paper were well received among students. For this review, the Curriculum Committee gathered assessment data from exit surveys and course evaluations. The DIS asked graduates about their experience with the comprehensive examination in the exit survey. The 2022 exit survey reveals that ten students out of ten (100%) agreed with the following statement, "The web site and in-person briefing adequately prepared me for the exam." The following quote from the comprehensive exam course evaluation in the fall of 2022 also shows one student's positive opinion of the comprehensive exam: "It was a great experience and will help in my career." Based on this review of the evidence, the faculty decided to retain the comprehensive examination format until after the accreditation visit in 2025 ([Appendix I-19. Curriculum Committee meeting minutes, March 1 and 29, 2023 meetings](#)).

Since 2011, the DIS has provided a unique blended course offering entitled OWL (Online Weekend Learning), consisting of four in-class Saturday meetings with the remaining course meetings online. In order to expand our program's offering beyond the Washington, DC metropolitan area, the department began to transition all OWL courses into an online program in the fall of 2018. When considering a transition to a fully online program, the chair conducted two surveys, a market survey and a current student survey, to measure the degree of interest in online programs. Results of the surveys indicated that many students would prefer enrolling in online courses if such courses were available. Based on these

results, DIS faculty concluded that a fully online program was essential to attract more students to the MSLIS program at The Catholic University of America. The DIS faculty decided to launch fully online classes, adding two fully online classes each term over the next several terms. The fully online MSLIS program was proposed to, and approved by, the Catholic University Academic Senate in the spring of 2019.

Since offering fully online courses in 2019, the department has performed a survey to monitor student learning experience in online courses every fall. Based on the survey results and the university's course evaluations, DIS faculty have discussed what areas of the online courses worked well and what areas could be improved. Based on these discussions, faculty compiled and shared the guideline for best practices for online instruction in the spring of 2020. This guideline has served as an additional resource to assist faculty in online instruction. Another tool, [the online course preparation checklist](#), has been developed and is currently available for all faculty members.

In addition, results of course evaluations and two surveys (a current student survey and an exit survey) show that students in asynchronous online courses have expressed a desire for live interaction with instructors and classmates. Based on these results, in the spring of 2023, the DIS began requiring that instructors of asynchronous online courses also schedule at least one synchronous session and weekly virtual office hours to provide students with their desired opportunity for live interaction ([Appendix I-15. LIS Instructor Guideline for Teaching Online Courses](#)). These adaptations of how courses are offered to students demonstrate how the DIS uses the results of course evaluations to improve the program.

The DIS has also conducted an additional survey of current students in 2021 to measure student opinions on the course format. The survey revealed that many students prefer the online format. Due to this feedback, the department began offering more hybrid courses with both in-person and online sessions, as well as additional synchronous and asynchronous online courses.

From the fall of 2022 to the spring of 2023, the DIS engaged in developing a new strategic plan for the academic years 2024-2028. The DIS aimed to create a strategic planning effort that was inclusive and collaborative. The strategic planning process began with a SWOT (strengths, weaknesses, opportunities, and threats) analysis by faculty and staff in the fall of 2022. At the LIS Advisory Board meeting, important trends and practices in the field were discussed so that the strategic priorities would address them. The DIS also thoroughly reviewed feedback gathered from current student surveys and exit surveys to inform decision-making. In doing so, the department focused on addressing challenges and seizing opportunities in the current field, as well as aligning its actions to the strategic priorities for the DIS's future. The department developed an initial draft of the strategic plan in the spring of 2023. Then, the draft was shared with various stakeholders, including the LIS Alumni Board, full-time faculty and part-time faculty, the LIS Advisory Board, the dean of the School of Arts and Sciences, and current students, in order to offer additional opportunities for stakeholders to provide feedback before we moved toward finalizing the strategic plan in the fall of 2023.

Sources of Evidence

| Appendix | URL |
|--|---|
| Appendix I-1. LIS Advisory Board meeting minutes | https://drive.google.com/drive/folders/1gtl9MEaA1J79CxN_U5PrKTOMSDf8Oe9H?usp=sharing |
| Appendix I-2. LIS Alumni Board meeting minutes | https://drive.google.com/drive/folders/1jh7ci2TvdZMvsTrNmUQkzz8x3nmp_ex5?usp=sharing |

| | |
|---|---|
| Appendix I-3. Alumni Surveys | https://drive.google.com/drive/folders/1pN3ogIAHUErYLr1Cync1TIHr_Aq0njZg?usp=sharing |
| Appendix I-4. Employer Surveys | https://drive.google.com/drive/folders/1S8jcqqAvH2OaP1xtdNNUtTKHad1TiBmU?usp=sharing |
| Appendix I-5. LIS Full Faculty Meeting materials | https://drive.google.com/drive/folders/1WNALK-GR5-Rffq2f4T1kRUF9CvJcEUz2?usp=sharing |
| Appendix I-6. Current Student Surveys, 2017-2024 | https://docs.google.com/spreadsheets/d/1XLCYUXoR3yAfWJFyehPamZ6riMe9ZjcJ/edit?usp=sharing&ouid=115047050012978470861&rtpof=true&sd=true |
| Appendix I-7. Exit Surveys, 2016-2024 | https://docs.google.com/spreadsheets/d/1cI2-dS0hjR4Ht3VqgOS2oT7Hi5fnfQ3e/edit?usp=sharing&ouid=115047050012978470861&rtpof=true&sd=true |
| Appendix I-8. LIS Strategic Plan, 2023-2028 | https://drive.google.com/file/d/1DGAGhCcJxuQy6Y8ckSCBaB0sSqW6768y/view?usp=sharing |
| Appendix I-9. LIS Core Course Outcome Assessment Report Template | https://drive.google.com/file/d/1CZs28JQcxkEtV1UIUsFqOdJdnZUuhhp/view?usp=sharing |
| Appendix I-10. Core Course Assessment Reports, 2022-2024 | https://drive.google.com/drive/folders/1QSEURA-dmROLq4ffoa7vf_ddfvCONRMU?usp=sharing |
| Appendix I-11. Comprehensive Examination Results Report, 2016-2024 | https://drive.google.com/file/d/1FJtGWoQUgihP05zW73cDbCEMFyUn7K/view?usp=sharing |
| Appendix I-12. Curriculum Review Process, 2019-2024 | https://drive.google.com/file/d/1g1XNhI_kC8rKc33hz4O49_piHRvgKHFE/view?usp=sharing |
| Appendix I-13. Competency Courses Review Reports | https://drive.google.com/drive/folders/1yvvcPP03dJ_4IMGanU8CtfWmXyVr89g_?usp=sharing |
| Appendix I-14. Samples of 2-year Plans | https://drive.google.com/drive/folders/1awFTd6F49KZ-wxmell_n5DTwR2xAWpX5?usp=sharing |
| Appendix I-15. LIS Instructor Guidelines for Teaching Online Courses | https://drive.google.com/file/d/1_3X459HLUwQw_0T_8tBV6QYqPCrvEJ5K/view?usp=sharing |
| Appendix I-16. A sample syllabus of LSC 843: Public Programs, Outreach and Digital Exhibits in Libraries, Archives and Museums, Fall 2024 | https://drive.google.com/file/d/1oUMrXhc3f3y_2bZd51s4IBrEgi5REXb6/view?usp=sharing |
| Appendix I-17. Samples of Faculty Meeting minutes | https://drive.google.com/drive/folders/1dOvQp--6nL76fDBUJD19YV6OGS4HcALf?usp=sharing |
| Appendix I-18. Samples of Faculty Retreat materials | https://drive.google.com/drive/folders/1OfC-Qbj7bwL41scoHHJ3X2kPCOLobVd2?usp=sharing |
| Appendix I-19. Samples of Curriculum Committee meeting minutes | https://drive.google.com/drive/folders/1YKbC9AmXAiIch-J-3aRJl0Z9Q07rbWOj?usp=sharing |
| Appendix I-20. LIS Annual Reports | https://drive.google.com/drive/folders/1zaemCq8ciHx4nRw2SmsqXQBU-jYtVsPa?usp=sharing |

List of Web Sources

| Title | URL |
|---|---|
| Catholic University Graduate Admission Office | https://www.catholic.edu/admission-aid/graduate-admission |
| Catholic University Graduate Board | https://graduate-studies.catholic.edu/faculty/committees/graduate-board.html |
| Catholic University's Strategic Plan | https://www.catholic.edu/media/documents/strategic-plan-2018.pdf |
| DIS Comprehensive Examination | https://lis.catholic.edu/academics/courses/comprehensive-exams/index.html |
| DIS Comprehensive Examination Guideline | https://lis.catholic.edu/_media/comps-guidelines-rev-july-2017.pdf |
| DIS Comprehensive Examination Online Checklist Form | https://forms.gle/WYDTXV4hEH4qGhop7 |
| DIS Courses of Study | https://lis.catholic.edu/academics/courses-of-study/index.html |
| DIS Diversity Statement | https://lis.catholic.edu/about-us/diversity.html |
| DIS Joint Degree Programs | https://lis.catholic.edu/academics/joint/index.html |
| DIS LIS Advisory Board | https://lis.catholic.edu/about-us/advisory-board/index.html |
| DIS LIS Alumni Gateway | http://lis.cua.edu/alumni/ |
| DIS Mission | https://lis.catholic.edu/about-us/mission/index.html |
| DIS Online Course Preparation Checklist | https://lis.catholic.edu/academics/online/teaching-online-checklist.pdf |
| DIS Practicum Opportunities | https://lis.catholic.edu/academics/courses/practicum/opportunities/index.html |
| DIS Program Goals | https://lis.catholic.edu/about-us/mission/index.html |
| DIS Program Objectives | https://lis.catholic.edu/about-us/index.html |
| DIS Stakeholders | https://lis.catholic.edu/about-us/index.html |
| DIS Vision | https://lis.catholic.edu/about-us/index.html |
| Mission of The Catholic University of America | https://www.catholic.edu/about/mission-history |
| Professional Competencies for Graduates of the MSLIS program | https://lis.catholic.edu/about-us/dlis-competencies-revd-setpember-2024.pdf |
| The Academic Council of the School of Arts and Sciences | https://arts-sciences.catholic.edu/about-us/committees-and-academic-governance/index.html |
| The American Library Association's (ALA) Knowledge and Competencies Statements | https://www.ala.org/educationcareers/careers/corecomp/corecompspecial/knowledgecompetencies |
| The Annual Bridging the Spectrum Symposium | https://lis.catholic.edu/news-events/symposium/index.html |
| The Annual Sister Thea Bowman Lecture Series on Social Justice in Library and Information Science | https://lis.catholic.edu/news-events/social-justice-lecture.html |

Standard II: Curriculum

Introduction

This chapter focuses on the content and systematic review process of the Department of Information Sciences (DIS) curriculum. The curriculum of the DIS is designed to achieve the program goals and objectives. The Curriculum Committee leads the effort in developing, reviewing, and revising the curriculum, and follows the systematic review cycle. The DIS curriculum provides students with the knowledge and skills to become leaders in creating, communicating, identifying, selecting, acquiring, organizing and describing, storing and retrieving, preserving and curating, analyzing, interpreting, evaluating, synthesizing, disseminating, using information resources, as well as managing human resources and information organizations. The DIS curriculum provides the opportunity for students to construct coherent programs of study by offering advising, nine Courses of Study, independent study and special topic courses, practicums and other experiential learning, joint degree programs, Graduate Library Preprofessional (GLP) program, 4+1 Bachelor to Master of Science in Library and Information Science (MSLIS), and colloquia and symposia. The DIS seeks input and feedback from stakeholders as faculty reviews and revises the curriculum. Course evaluations administered each semester are one source of data on student learning and achievement of course objectives. In addition, the curriculum is evaluated by the current student survey, exit survey, employer survey, core course assessments, comprehensive exam outcomes, etc. Course evaluations, survey results, assessment outcomes, curriculum reviews, and discussions from Curriculum Committee meetings are all documented and systematically used to improve the program and to plan for the future.

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.

Curriculum Objectives and Structure

The curriculum of the DIS is designed to achieve the program goals and objectives. The Curriculum Committee leads the effort in developing, reviewing, and revising the curriculum, and follows the systematic review cycle.

[The mission of the department](#) states: “Through teaching, research, and service, the DIS contributes to the creation and management of knowledge and information, preserves heritage and scholarship, and demonstrates our commitment to the common good. The DIS produces information professionals imbued with the values of the Library and Information Science (LIS) profession, and the department’s values of collaboration, community, innovation, and excellence. In accord with [the mission of The Catholic University of America](#) (Catholic University), the department advances the dialogue between faith and reason and cultivates a commitment to service in the field of LIS.”

[The mission of Catholic University](#) states: “As the national university of the Catholic Church in the United States, founded and sponsored by the bishops of the country with the approval of the Holy See, The Catholic University of America is committed to being a comprehensive Catholic and American institution of higher learning, faithful to the teachings of Jesus Christ as handed on by the Church.

Dedicated to advancing the dialogue between faith and reason, The Catholic University of America seeks to discover and impart the truth through excellence in teaching and research, all in service to the Church, the nation, and the world.”

The [Vision](#) of the department is stated as: “The Department of Information Sciences aspires to be a center of excellence that transforms the roles of libraries and information professionals for the betterment of human society.”

The [Goals](#) help the DIS 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 program by engaging in ongoing dialogue to anticipate the changing needs of individuals, the community, and global society
- Advancing the frontiers of knowledge and practice in library and information science
- Serving the field, the community, the region, and the world

The curriculum of the MSLIS program is designed to achieve the program objectives, which are the desired educational outcomes of the MSLIS program. These objectives are based on [competencies](#) identified by the faculty after a thorough review of competency recommendations from 11 professional associations in 2008 ([Appendix II-1. Professional Competencies for Graduates of the MSLIS Degree Program, Revised 2024](#)). [The program objectives](#) articulate that the program aims to produce graduates who:

1. Are skilled in organizing, disseminating, managing, and preserving information;
2. Are skilled in the use of information technologies and can 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.

1. Professional Identity
2. Management
3. Information Resources
4. Information Services
5. Information Organization
6. Technology

The DIS sought feedback on the program objectives and competencies from the LIS Advisory Board, students, alumni, and employers, and adopted the program objectives and competencies as presented in Table I-1 ([Appendix I-1. LIS Advisory Board meeting minutes](#); [Appendix I-6. Current Student Surveys](#);

[Appendix I-3. Alumni Surveys](#); [Appendix I-4. Employers Surveys](#)). The competencies represent the knowledge, skills, and abilities LIS 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 Services | 1, 2, 4, 5, 6 |
| Information Organization | 1, 2, 4, 6 |
| Technology | 1, 2, 4, 6, 7, 8 |

The Curriculum Committee leads the effort in developing, reviewing, and revising the curriculum. The Curriculum Committee consists of three full-time 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 I-19. Samples of Curriculum Committee meeting minutes](#)). The curriculum for the MSLIS program has a total of 60 courses listed in [the course catalog](#), except for 12 courses in 200s-400s course numbers (one in 200s, 7 courses in 300s, and 4 courses in 400s), 2 comprehensive exam courses (*LSC 698A: Master's Comprehensive Examination with Classes* and *LSC 698B: Master's Comprehensive Examination without Classes*), 2 practicum courses (*LSC 695A: Practicum* and *LSC 695B: School Library Media Practicum*), and 3 independent study courses (*LSC 694A-C: Independent Study*). These courses are designed to develop student competencies in these six areas.

Courses numbered 551, 553, 555, and 557 are required core courses that lay the foundation for higher-level courses. Courses in the 52x sequence support the 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. Table II-2 presents the numbering system designed to make curriculum structure more explicit for students.

Table II-2. Course numbering scheme

| Course Type | 1st digit | 2nd digit | 3rd digit |
|-------------|---|--|--|
| Core | 5 = introductory | 5 = required | 1 = Information Organization; 3 = Resources and Service; 5 = Technology; 7 = Professional Identity and Management |
| Elective | 5 = introductory; 6 = mid-level; 7 = advanced; 8 = specialized | 0-1 = Information Organization; 3-4 = Resources and Service; 5-6 = Technology; 7-8 = Professional Identity and Management | 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 (55X) | 52x Electives | (5X#) | Mid-level (6X#) | Advanced (7X#) | Specialized courses (8X#) |
|---|-------------------|----------------------|--------------|---|-----------------------|--|
| Information Organization (IO) (N=7) | 551 | 522 | | 606, 612, 615, 616 | 713 | |
| Information Resources and Services (IRS) (N=27) | 553 | 524 | | 631, 633, 635, 637, 641, 643, 644, 645, 646, 647, 648 | 731, 747 | 830, 831, 832, 833, 834, 839, 843, 844, 845, 846, 848, 849 |
| Technology (T) (N=11) | 555 | 525 | 563, 565 | 650, 654 | 752, 753, 756 | 850, 851 |
| Professional Identity and Management (PIM) (N=15) | 557 | 527 | | 672, 675, 677 | | 870, 871, 872, 879, 881, 884, 886, 887, 888, 889 |

While each course focuses on a competency area, many courses support multiple program objectives. Table II-4 shows the strong alignment between the eight program objectives and courses as evidence that the DIS has sufficient curricular coverage of the areas specified in the program objectives. [The course catalog](#) is online. Course syllabi are stored in [the Catholic University 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=60) |
|---|---|
| 1. Are skilled in organizing, disseminating, managing, and preserving information (Note: PIM, IRS, IO, T) | 60 (100%) |
| 2. Are skilled in the use of information technologies and can articulate the role of information technology in facilitating information management (Note: PIM, IRS, IO, T) | 60 (100%) |
| 3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field (Note: PIM) | 15 (25%) |
| 4. Are capable of serving information seekers in a global society (Note: IRS, IO, T) | 45 (75%) |

| | |
|---|------------|
| 5. Appreciate education and service as integral to the role of the information professional in society (Note: PIM, IRS) | 42 (70%) |
| 6. Interpret and apply research results from library and information science and related fields (Note: PIM, IRS, IO, T) | 60 (100%) |
| 7. Articulate the economic, political, cultural, and social importance of the information profession (Note: PIM, T) | 26 (43.3%) |
| 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 (Note: PIM, IRS, T) | 53 (88.3%) |

* 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. DIS courses are reviewed and revised, and new courses are introduced to cover new developments in the LIS field. From 2016 to 2024, 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 [Courses of Study](#) and elective/core courses categorized for each LIS competency ([Appendix I-12. Curriculum Review Process, 2019-2024](#)).

Table II-5 shows that elective/core courses in the Resources and Services competencies were reviewed in the 2016-17 and 2021-22 academic years, those in the Information Organization competency were reviewed in 2017-18 and 2022-23, those in the Professional Identity and Management competencies were reviewed in 2018-19 and 2023-24, and those in the Technology competency were reviewed in 2020-21. [Appendix I-13](#) presents the courses review reports by competency areas. Courses of Study were reviewed in the 2019-20 academic year. This table illustrates the ongoing systematic process of curriculum review and revision.

Table II-5. Courses of study review and elective/core courses review (2016-2024)

| Academic Year | Review Courses | Review Guidelines |
|---------------|---|--|
| 2016-2017 | 3-4 (LSC 553) + 524 (Information Resources and Services) Course of study review | Processes and Procedures Review for LIS Elective Courses (in 2015) |
| 2017-2018 | 0-1 (LSC 551) + 552 (Information Organization) | |
| 2018-2019 | 7-8 (LSC 557) (Professional | |

| | | |
|---|--|---|
| | Identity and Management) | |
| New curriculum review cycle (2019-2024) started | | |
| 2019-2020 | Course of study review (10 courses of study) | Processes and Procedures for Courses of Study Review (in 2019) |
| 2020-2021 | 5-6 (LSC 555) + 525 (Technology) | Processes and Procedures for Courses Review by LIS Competencies (in 2020) |
| 2021-2022 | 3-4 (LSC 553) + 524 (Information Resources and Services) | |
| 2022-2023 | 0-1 (LSC 551) + 522 (Information Organization) | |
| 2023-2024 | 7-8 (LSC 557) + (Professional Identity and Management) | |

DIS faculty established a new process for reviewing courses in 2015 and modified them in 2019. 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 present these revisions. [The DIS 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 |
|--|---|
| 603: Technical Services (<i>merged into 641: Collection Development and Management</i>) 634: Humanities Information 636: Social Science Information 638: E-Science and Technology Information 639: Business Information 748: Electronic Records Management 757: Library Technologies and Project Management 761: Electronic Records and Digital Archives (<i>integrating its topics into 646: Archives Management and 648: Digital Curation</i>) 772: Marketing Libraries and Information Services 838: Institute on Federal Library Resources 846: Survey of the Development of Children's Literature | 524: Actionable Intelligence: Information Analysis and Communication 525: User Interface Design and Evaluation 551: Organization of Information 552: Digital Content Creation and Management 557: Information Professions in Society 563 Data Visualization 606: Cataloging and Classification 615: Metadata 616: Knowledge Organization Systems 633: Information Retrieval and Analysis 644: Information Literacy Instruction 646: Archives Management 647: Preservation 648: Digital Curation 713: Description and Access for Non-print and Digital Resources |

| | |
|--|--|
| | 731: Media Integration in the Curriculum 747: Special Collections (<i>prerequisite information removed</i>) 830: Legal Research 839: Advanced Legal Research 886 Law Librarianship |
|--|--|

Table II-7. Course title changes

| Course | Old title | New title |
|--------|---|--|
| 616 | Indexing, Abstracting, and Thesaurus Construction | Knowledge Organization Systems |
| 633 | Information Retrieval and Analysis Strategies | Information Retrieval and Analysis |
| 635 | Use and Users of Libraries and Information | Human Information Behavior |
| 644 | Information Literacy and Instructional Design | Information Literacy Instruction |
| 713 | Advanced Cataloging & Classification | Description and Access for Non-print and Digital Resources |
| 830 | Legal Literature | Legal Research |

The following courses have changed the course numbers to be placed in a more suitable competency area.

- LSC 610: Information Architecture and Web Design → LSC 650
- LSC 652: Foundations of Digital Libraries → LSC 612
- LSC 835: Administration of School Library Media Programs → LSC 872
- LSC 670: History of the Book → LSC 645

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 processes for proposing special topic courses and adopting new courses ([Appendix II-2. Course Proposals Adoption Policy](#)). The following seven courses were added to the curriculum between 2016 and 2024.

- LSC 527: Introduction to Data Science
- LSC 563: Data Visualization
- LSC 565: Data on the Web
- LSC 831: Legislating Heritage: Domestic Law and International Conventions
- LSC 846: Discovering Medieval DC: A Digital Humanities Approach to Public History
- LSC 850: Digital Humanities
- LSC 851: GIS for the Social Sciences

The courses 527, 563, and 565 were developed to support the course of study on Data Science. *LSC 850: Digital Humanities* was offered in Spring 2014 and Spring 2015 as a special topic course, was reviewed for adoption in Fall 2015, and began to be offered in Spring 2017 as a regularized course with the new course numbering. The courses 831, 846, and 851 were proposed as special topic courses (831 in Fall 2023, and 846 and 851 in Fall 2024) and they will be reviewed based on the adoption procedure to be considered for regularization.

Diverse Learning Experiences

The DIS 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-person, blended, and online formats, the DIS offers students a rich array of learning opportunities.

Summer Institutes and Study-abroad Course – These weeklong courses, offered for three credits during the summer, fully immerse students in a subject area. Instructors combine class meetings with site visits, guest lectures, hands-on practice, and some online activities. The DIS has offered *LSC 887: Federal Library Resources*, *LSC 834: Art and Museum Librarianship*, *LSC 845: Religious Archives*, and *LSC 884: Copyright and Licensing Institute* in the institute format. The study-abroad course, *LSC 879: Visions of Italy: Culture in Twenty-First Century Rome and Florence*, takes students to Italy to learn how cultural institutions use digital technologies to facilitate user access to their rich collections. The two-week course includes visits to the local cultural institutions such as the Vatican Library and Archives.

Practicums – The department offers *LSC 695A: Practicum* and *LSC 695B: School Library Media Practicum*. *LSC 695A: Practicum* provides students with supervised professional training in a library, archive, or other library/information service agency approved by the DIS faculty. It requires a minimum of 120 hours of field work per semester. Written goals and evaluation of practicum experience are required. Students should submit their [request for practicum](#) in the preceding semester to allow sufficient time to arrange a practicum site.

The [LSC 695B: School Library Media Practicum](#) provides a unique opportunity for students interested in a career in K-12 librarianship to gain professional experience in a school library. Students may earn three graduate credits by working 120 hours under the supervision of professional librarians. Placements for the practicum are arranged after consultation with the student, supervising librarians, and practicum coordinator. To register for the practicum course, students need to complete and submit the practicum enrollment request form with the student information and practicum arrangements. Students must complete 120 hours in at least two library settings. No less than 40 hours must be completed at each of the two levels, K-6 and 7-12. Prerequisites include *LSC 872: Administration of School Library Media Programs* and permission of the practicum coordinator. The practicum is graded as Pass/Fail. Specific requirements for the practicum are described in the practicum guidelines ([Appendix II-3. 695B SLM Practicum Guidelines](#)) and activities checklist ([Appendix II-4. 695B SLM Practicum Student Activities Checklist](#)).

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. Below is a list of independent study topics.

- Nicholas Alexander Brown with Dr. Youngok Choi in the fall of 2016, “Innovative Models for Public Programs and Outreach in U.S. Music Libraries”
- Christopher Bruhn with Dr. Sue Yeon Syn in the fall of 2016, “Pragmatism and Folksonomy”

- Eileen Cosgrove with Dr. Sung Un Kim in the fall of 2017, “Media for Children”
- George B. Koors with Professor Kevin Gunn in the fall of 2017, “Digital Humanities”
- Marianna R. Stell with Professor Mark Dimunation in the fall of 2018, “Rare Books”

Special Topic Courses and [Courses of Study](#) – Full-time and part-time faculty offer special topics courses to cover new developments in the field. The faculty follows the course proposal guidelines to propose special topic courses ([Appendix II-2. Course Proposals Adoption Policy](#)). 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. The Data Science Course of Study was added in 2018 ([Appendix II-5. Data Science Course of Study Proposal](#)). Two Courses of Study, Health Librarianship and Information Analysis, were removed.

[Colloquia](#) – The DIS 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. When the pandemic started and all events shifted to online in the spring of 2020, colloquia were discontinued and only the social justice lecture series was continued in the virtual mode. Information about the colloquia held between 2016 and 2019 are presented in Table III-5 in Standard III: Faculty.

Social Justice Lecture Series – In the spring of 2019, the DIS inaugurated [The Sister Thea Bowman Lecture Series on Social Justice in Library and Information Science](#), a dedicated lecture series on social justice named after Sister Thea Bowman, to represent its tradition in upholding core values and responsibility for social justice. The DIS has always embodied the principle of social justice in its teaching, research, and service. It instills a mindset that nurtures a commitment to community service, an openness to change and global perspectives, and a dedication to the philosophy, principles, and legal and ethical responsibilities of the field for society. Information about the social justice lectures held between 2019 and 2023 is presented in Table III-6 in Standard III: Faculty.

Extracurricular Opportunities – DIS 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 searching. Details on events and programs offered by student organizations are presented in Table IV-21 in Standard IV: Students.

[Annual Bridging the Spectrum Symposium](#) – Since 2009, the DIS 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. The DIS considers the symposium a way to give back to the LIS community as it provides a venue for LIS professionals and students for their professional development and professional networking and engagement. Many librarians and students have presented posters and research projects at this annual symposium.

In 2023, the DIS celebrated the fifteenth symposium. Thus, the [2023 Bridging the Spectrum Symposium](#) was held as a panel discussion format and was themed “Smart Libraries: What does it mean to be smarter?” Table III-9 lists the keynote and panel speakers of the symposium from 2016-2024. While it has been delivered in a virtual format in recent years (from 2021 to 2024) due to the pandemic, the department is planning an in-person symposium in 2025.

II.2 The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval,

preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.

The DIS curriculum provides students with the knowledge and skills to create, communicate, identify, select, acquire, organize and describe, store and retrieve, preserve and curate, analyze, interpret, evaluate, synthesize, disseminate, use, and manage human and information resources. The curriculum is based on program objectives and is designed to help students 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 expand on that foundation and provide 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 | DIS 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, 831, 839, 851, 886 |
| Communication | Professional identity, management, services, resources, information organization, technology | 525, 553, 555, 610, 633, 635, 636, 643, 648, 652, 654, 753, 830, 831, 835, 839, 886 |
| Identification | Resources, information organization | 553, 557, 633, 635, 646, 648, 652, 731, 761, 830, 831, 839, 886 |
| Selection | Resources, information organization, technology | 525, 553, 555, 557, 610, 635, 636, 646, 648, 652, 731, 748, 761, 830, 839, 846, 886 |
| 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 and curation | Professional identity, management, resources, information organization, technology | 551, 555, 646, 648, 652, 748, 831, 846 |
| 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, 831, 835, 839, 846, 851 |

| | | |
|---------------|---|--|
| 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, 846, 886 |
| Use and users | Resources, services | 553, 524, 631, 633, 635, 637, 641, 643, 644, 645, 646, 647, 648, 731, 747, 830, 832, 833, 834, 839, 843, 844, 845, 846, 848, 849 |
| Management | Professional identity, management, technology, services | 525, 551, 606, 615, 633, 646, 652, 748, 831, 835, 846 |

The curriculum

II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.2.3 Integrates technology and the theories that underpin its design, application, and use;

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;

II.2.5 Provides direction for future development of a rapidly changing field;

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

The curriculum supports the program objectives and is designed for students to develop competencies that reflect the knowledge, skills, and abilities that LIS professionals must possess to function effectively in the 21st century. Table II-9 shows how courses in the DIS address the elements of Standard II.2.

Table II-9. Core courses and elective courses mapped to elements of Standard II.2

| Standard II.2 | Core courses | Elective courses |
|--|---------------------|---|
| II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served (Program Objectives 4, 5, 7, 8) | 553, 557 | 524, 527, 631, 633, 635, 637, 641, 643, 644, 645, 646, 647, 648, 672, 675, 677, 731, 747, 830, 832, 833, 834, 839, 843, 844, 845, 848, 849, 870, 871, 872, 879, 881, 884, 886, 887, 888, 889 |
| II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields (Program Objectives 4, 6) | 551, 553, 555, 557 | 522, 524, 525, 527, 563, 565, 606, 612, 615, 616, 631, 633, 635, 637, 641, 643, 644, 645, 646, 647, 648, 650, 654, 672, 675, 677, 713, 731, 747, 752, 753, 756, 830, 832, 833, 834, 839, 843, 844, 845, 848, 849, |

| | | |
|--|--------------------|---|
| | | 850, 870, 871, 872, 879, 881, 884, 886, 887, 888, 889 |
| II.2.3 Integrates technology and the theories that underpin its design, application, and use (Program Objectives 2, 3) | 551, 553, 555 | 522, 524, 525, 563, 565, 606, 612, 615, 616, 631, 633, 635, 637, 641, 643, 644, 645, 646, 647, 648, 650, 654, 713, 731, 747, 752, 753, 756, 830, 832, 833, 834, 839, 843, 844, 845, 848, 849, 850 |
| II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups (Program Objectives 4, 5, 7, 8) | 553, 555, 557 | 524, 525, 527, 563, 565, 631, 633, 635, 637, 641, 643, 644, 645, 646, 647, 648, 650, 654, 672, 675, 677, 731, 747, 752, 753, 756, 830, 832, 833, 834, 839, 843, 844, 845, 848, 849, 850, 870, 871, 872, 879, 881, 884, 886, 887, 888, 889 |
| II.2.5 Provides direction for future development of a rapidly changing field (Program Objectives 2, 3, 8) | 551, 553, 555, 557 | 522, 524, 525, 527, 563, 565, 606, 612, 615, 616, 631, 633, 635, 637, 641, 643, 644, 645, 646, 647, 648, 650, 654, 672, 675, 677, 713, 731, 747, 752, 753, 756, 830, 832, 833, 834, 839, 843, 844, 845, 848, 849, 850, 870, 871, 872, 879, 881, 884, 886, 887, 888, 889 |
| II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future (Program Objectives 5, 8) | 551, 553, 555 | 522, 524, 525, 563, 565, 606, 612, 615, 616, 631, 633, 635, 637, 641, 643, 644, 645, 646, 647, 648, 650, 654, 713, 731, 747, 752, 753, 756, 830, 832, 833, 834, 839, 843, 844, 845, 848, 849, 850 |

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

II.2.1 [The curriculum] fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served

Several program objectives articulate the MSLIS program's commitment to educate graduates ready to assume a leadership role in providing services and collections appropriate for the communities that are served for Standard II.2.1: the MSLIS program 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.

The DIS courses prepare students to provide innovative and effective information services in a world that is increasingly multilingual, multicultural, and multiethnic. Core courses, *LSC 553: Information Sources and Services* and *LSC 557: The Information Professions in Society*, foster the development of LIS professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served. Student learning outcomes are discussed in depth in Standard I: Systematic Planning.

Building on the core courses, 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 leadership roles in providing services and collections. Prime examples of course products that demonstrate student learning include the following:

1. *LSC 641: Collection Development and Management* course has an assignment on collection strategy. This assignment allows students to analyze the collection strategy of evaluation, acquisition, and assessment to understand the technical services and encourage critical thinking in improving challenges of technical services ([Appendix II-6. Samples of student work from LSC 641](#)).
2. Students in *LSC 648: Digital Curation* created a workshop on photo archiving to help the public manage and preserve photos: ([Appendix II-7. Samples of student work from LSC 648](#))
3. Students in *LSC 646: Archives Management* processed archival collections and created finding aids for the Catholic University Archives. These finding aids help the Archives greatly facilitate user access to their collections. ([Appendix II-8. Samples of student work from LSC646](#))

These data correspond well to data from the annual exit surveys since 2016 ([Appendix I-7. Exit Surveys](#)).

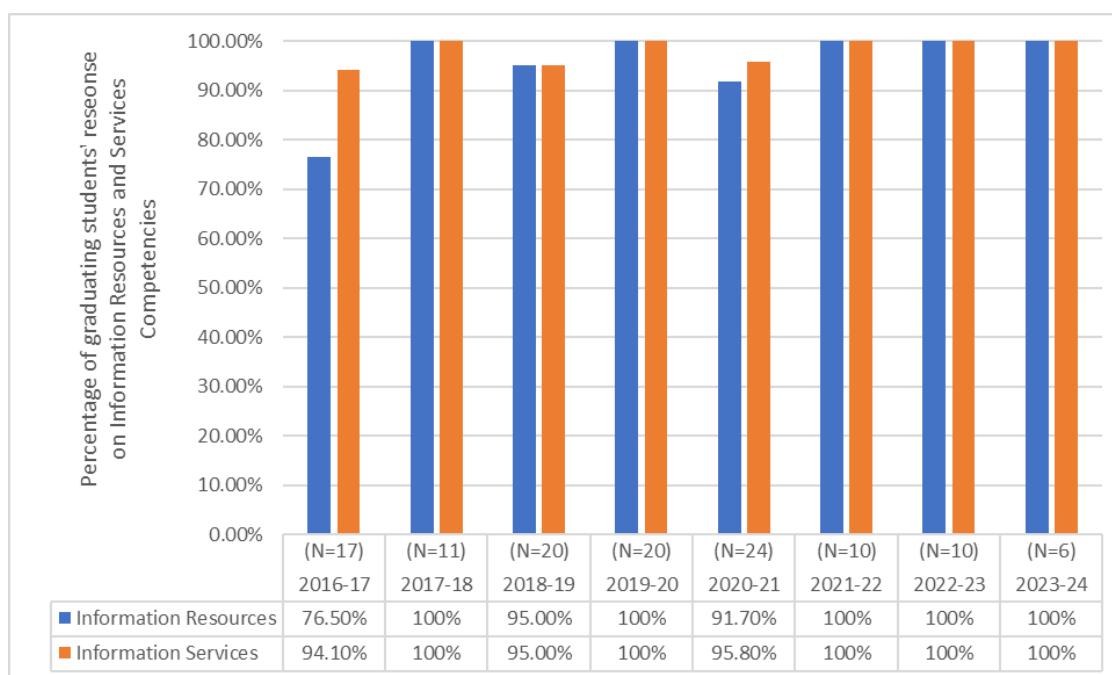


Figure II-1. Core courses and elective courses mapped to elements of Standard II.2

Figure II-1 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 LIS has prepared you in these competency areas?*

II.2.2 [The curriculum] emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields

Two program objectives reflect the program’s emphasis on an evolving body of knowledge that draws on the findings of basic and applied research from relevant fields for Standard II.2.2: the MSLIS program 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 DIS 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-intensive agencies. Further, students are encouraged to conduct quality research, apply findings, and assess the impact of their research. Several courses address the interdisciplinary nature of the LIS field. For instance, *LSC 677: History and Theory of Cultural Heritage Institutions* applies research from cultural studies; *LSC 525: User Interface Design and Evaluation* applies literature about human-computer interaction; and *LSC 874: Digital Humanities* applies research from the humanities. Examples of courses emphasizing research-based practice are below.

1. *LSC 612: 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 course projects from LSC 612 are available at <https://cdm15850.contentdm.oclc.org/digital/>.
2. *LSC 644: Information Literacy Instruction* introduces students to instructional design methods and strategies to develop user competency in using and managing information ([Appendix II-9. Samples of student work from LSC 644](#)).
3. *LSC 675: Research Methods in Library and Information Science* focuses on research design and analysis in the LIS discipline ([Appendix II-10. Samples of student work from LSC 675](#)).
4. *LSC 694: Independent Study* provides opportunities for students to produce publication-quality research papers. For example, a student research paper by Christopher Bruhn “Pragmatic thought as a philosophical foundation for collaborative tagging and the Semantic Web” grew out of an independent study supervised by Dr. Sue Yeon Syn and was published in the *Journal of Documentation* in 2018 ([Appendix II-11. Bruhn & Syn, 2018](#)).

As the culminating experience of the MSLIS program, the required take-home comprehensive examination assesses students’ ability to demonstrate research skills, analytical abilities, knowledge of the literature, skills in literature evaluation and synthesis, and writing skills. The six evaluation traits on the evaluation rubric are graded by: “1=Fails to Meet Expectations,” “2=Meets Expectations,” and “3=Exceeds Expectations”. The average scores from Fall 2016 to Summer 2024 range from 2.29 to 2.48. [A summary report on the comprehensive examination outcomes](#) is available online. Comprehensive examination outcomes are discussed in detail as direct measures of student learning in Standard I: Systematic Planning.

II.2.3 [The curriculum] integrates technology and the theories that underpin its design, application, and use;

Program objectives #2 and #3 are in alignment with Standard II.2.3: the MSLIS program educates graduates who:

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.

Technology is central to the curriculum. Instructors use various technology tools to enhance student learning, such as Blackboard/Brightspace, Google Workspace, Wordpress, and TechSmith Screencast (for video production). Many courses incorporate apps, programs, web-based 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.

1. Students in *LSC 553: Information Sources and Services* are expected to create an HTML / web document, using LibGuides, LiveBinders, or any other wiki sites, to organize information resources for users and guide them to take full advantage of rich information resources ([Appendix II-12. Samples of student work from LSC 553](#)).
2. Students in *LSC 555: Information Systems in Libraries and Information Centers* apply their knowledge of HTML, CSS, and XML to create websites for in-class hands-on exercises and assignments ([Appendix II-13. LSC 555 class activities and assignments](#)).
3. Students in *LSC 612: Foundations of Digital Libraries* created digital collections for local small archives or special collections. Some collections used for the course projects include Historic Markers of Washington DC Digital Collection, a collection of photographs of museums and monuments in Washington DC, a collection from Franciscan Monastery, a collection from the Society of the Cincinnati, etc. Sample course projects from LSC 612 are available at <https://cdm15850.contentdm.oclc.org/digital/>.
4. In *LSC 650: Information Architecture and Web Design*, students redesign websites of various organizations using a prototyping tool such as Justinmind, HTML, CSS, and other website design techniques ([Appendix II-14. Samples of student work from LSC 650](#)).
5. Students in *LSC 646: Archives Management* created Encoded Archival Description (EAD) finding aids for archival collections ([Appendix II-8. Samples of student work from LSC646](#)).

Table II-10 shows technology applications taught and used in selective courses.

Table II-10. Technologies used in selected courses

| Course | Technologies taught and used in course |
|--|--|
| <i>LSC 525: User Interface Design and Evaluation</i> | HTML; CSS; wiki; UI and UX tools; Google Docs for collaboration; Justinmind or other mock-up and prototyping tools |

| | |
|--|---|
| <i>LSC 551: Organization of Information</i> | 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) |
| <i>LSC 553: Information Sources and Services</i> | OPACs; digital library retrieval systems; web search tools; academic databases; library catalogs; discovery layer systems; personal bibliography management tools |
| <i>LSC 555: Information Systems in Libraries and Information Centers</i> | Database management system; Web 2.0 tools; Web-based blog (set up and posting); HTML and XML technologies including XSL; CSS; Microsoft Access; wiki |
| <i>LSC 557: The Information Profession in Society</i> | Google Docs; wiki (for student collaborative projects) |
| <i>LSC 606: Cataloging and Classification</i> | Classification Web; OCLC Connexion; AACR2, RDA, and Dublin Core metadata schemas; WebDewey; MARC 21; Cutter-Sanborn Tables; Cataloger's Desktop; RDA Toolkit |
| <i>LSC 612: Foundations of Digital Libraries</i> | CONTENTdm; Omeka; ViewShare; Photoshop; Mesh-up; Google Docs or wiki for collaboration; HTML |
| <i>LSC 615: Metadata</i> | Various metadata generators; HTML and XML; Oxygen (XML editor) and NoteTab Light for students to create, validate, and display XML files; OpenRefine |
| <i>LSC 633: Information Retrieval and Analysis Strategies</i> | 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 to by Catholic University. LibGuides; Weebly |
| <i>LSC 643: Oral History</i> | Digital recorders; voice recognition software |
| <i>LSC 646: Archives Management</i> | Eloquent Systems, Archivists Toolkit, and ArchivesSpace for students to create DACS-compliant archival descriptions. |

| | |
|---|---|
| <i>LSC 648: Digital Curation</i> | DMPOnline and DMPTool; Digital curation technical tools students reviewed and demonstrated in class include TimelineJS, Google Refine, MUSE, Zotero, Social Safe, Viewshare, Bulk Rename Utility, Vimeo, Omeka, MP3TAG, MetaArchive, DROID, Dioscuri, DSpace, Xena, WebCite, Greenstone, Mendeley, ArchiveFacebook, Fixity, MetaData Quality Control (MDQC), VirtualBox, Dropbox, WinDirStat, CCleaner, Dataverse, Maui Indexer |
| <i>LSC 650: Information Architecture and Web Design</i> | HTML; CSS; wiki; UI prototyping tools; Justinmind or other prototyping tools; Dreamweaver and open-source HTML editors; Gliffy or other diagramming tools; moqups or other mock-up tools; content management systems; OptimalSort or other card sorting tools; web analytics tools |
| <i>LSC 654: Database Design and Management</i> | SQL; MySQL; hosted web services |
| <i>LSC 672: Management</i> | Information retrieval tools and personal bibliography management tools useful for term projects |
| <i>LSC 675: Research Methods in Library and Information Science</i> | Microsoft Excel; SPSS |
| <i>LSC 731: Media Integration in the Curriculum</i> | iPads; educational websites; applications; educational social media |
| <i>LSC 753: Programming for Web Applications</i> | HTML; CSS; PHP/Python; Scratch; hosted web services or MAMP |
| <i>LSC 830: Legal Research</i> | OPACs; digital library retrieval systems; web search tools; academic databases and commercial legal and congressional databases; Springshare Libguides |
| <i>LSC 839: Advanced Legal Research</i> | OPACs; digital library retrieval systems; web search tools; academic databases and commercial legal and congressional databases; Springshare Libguides |
| <i>LSC 872: Administration of School Library Media Programs</i> | Collection analysis tool |

In addition, Catholic University's Technology Services offers [instructional tutorials](#) about Blackboard Learn/Brightspace, Google Workspace, student information systems, Zoom for Higher Education, Lenovo LanSchool (classroom management software for faculty), Panopto (a video and audio recording platform), plagiarism detection tools (SafeAssign and Turnitin), and TurningPoint (a clicker and real-time polling service). The University Libraries offers [LinkedIn Learning](#), 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.

LSC 555: Information Systems in Libraries and Information Centers, 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. The final project in LSC 555 demonstrates that 100% of students met expectations or exceeded expectations in the learning outcome “5. Demonstrate basic skills in selected current technologies (such as database management systems [DBMS], HTML, wikis, or blogs) to organize and disseminate information” in the recent semesters (Spring 2022, Summer 2022, Fall 2022, Spring 2023, Summer 2023, Fall 2023, and Spring 2024).

Also, exit surveys in recent years found that more than 90% or 100% students felt either “Very Well” or “Adequately” prepared in technology areas (Figure II-2). Student learning outcomes measures are discussed in detail in Standard I: Systematic Planning.

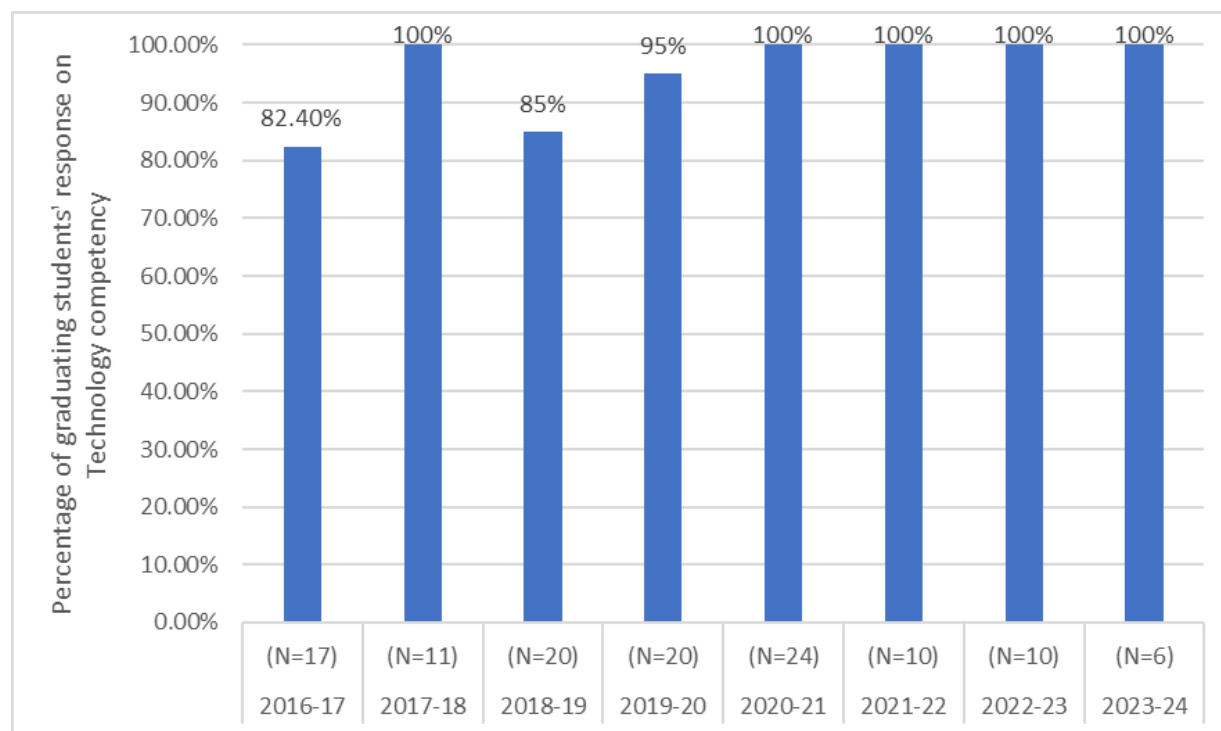


Figure II-2. Competency preparation in technology

II.2.4 [The curriculum] responds to the needs of a diverse and global society, including the needs of underserved groups;

Four program objectives reflect the commitment identified by Standard II.2.4: the MSLIS program 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.

DIS 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-10). *LSC 553: Information Sources and Services*, for example, has sessions on service philosophy, ethics, and reference in specific settings and for specific populations. One of LSC 553's course learning outcomes is: "1. Articulate philosophy of reference service which includes a discussion of ethical and other issues relevant to the provision of information." This learning outcome is related to Standard II.2.4. LSC 553 uses five major assignments to assess student learning outcomes. In recent semesters, the learning outcomes on the student assignments indicate that 100% of students met expectations or exceeded expectations (Spring 2022, Fall 2022, Spring 2023, Fall 2023 and Spring 2024). *LSC 557: The Information Professions 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.2.4 is one of LSC 557's course learning outcomes: "3. Articulate the ethics, values and foundational principles of library and information professionals and their role in the promotion of intellectual freedom." LSC 557 uses a research paper to assess student learning outcomes. Learning outcomes assessment reports based on student papers in the recent semesters (Spring 2022, Fall 2022, Spring 2023, Fall 2023, Spring 2024, and Summer 2024) demonstrate that 100% of students met expectations or exceeded expectations.

With the recent curriculum review cycle described in Standard I: Systematic Planning, [the Professional Competencies for the MSLIS Program](#) was reviewed along with the other professional competencies and revised to reflect recent trends of Diversity, Equity, and Inclusion (DEI). For example, the following areas were included to emphasize the inclusion of DEI discussion in curriculum.

- **Professional Identify:** The DIS program offers students the opportunity to learn and develop in the areas of values, principles, legal, and ethical responsibilities of the profession.
- **Management:** These competencies include ethical management.
- **Information Services:** The DIS program quips [students] to proactively develop and implement EDI (equity, diversity, and inclusion) initiatives for reaching un-served and under-served members in any community whose needs have not been adequately met.
- **Information Organization:** The DIS curriculum prepares students to have knowledge of and skills in the area of impact of cultural biases to the collection and description of information resources.
- **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 DIS program prepares students who are proficient in the application of standard ICT tools and techniques, including design and/or creation of accessible and usable information solutions and protection of information privacy and security.

In the exit surveys, for the question on how the program fulfills the program mission, a majority of the graduating students responded "Strongly Agree" or "Agree" on the statements that Catholic University DIS "*educates highly competent, ethical librarians and information professionals,*" "*strengthens the department by engaging in ongoing dialog to anticipate the changing needs of individuals, the community and the global society,*" and "*serves the field, the community, the region, and the world*" (Table II-11).

Table II-11. Graduating students' responses to the program mission on professional role in diversity

| Statement | 2016-17 (N=17) | 2017-18 (N=11) | 2018-19 (N=20) | 2019-20 (N=20) | 2020-21 (N=24) | 2021-22 (N=10) | 2022-23 (N=10) | 2023-24 (N=6) |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|
| DIS educates highly competent, ethical librarians and information professionals. | 94.1% | 100% | 95.0% | 90.0% | 87.5% | 90.0% | 80.0% | 100% |
| DIS strengthens the department by engaging in ongoing dialog to anticipate the changing needs of individuals, the community, and the global society. | 88.2% | 100% | 95.0% | 90.0% | 75.0% | 90.0% | 70.0% | 100% |
| DIS serves the field, the community, the region, and the world. | 88.2% | 100% | 85.0% | 90.0% | 91.7% | 80.0% | 90.0% | 100% |

II.2.5 [The curriculum] provides direction for future development of a rapidly changing field;

Three program objectives support Standard II.2.5: the MSLIS program 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.

Faculty cover emerging trends and technologies in response to the evolving needs of the profession and discussion on DEI, and seek out cutting-edge, practice-based opportunities for students. As discussed in 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, between 2016 and 2023, four new courses, *LSC 527: Introduction*

to Data Science, LSC 563: *Data Visualization*, LSC 565: *Data on the Web*, and LSC 850: *Digital Humanities*, and the Data Science Course of Study were added. A new course, LSC 676: *Information Ethics and Policy* was reviewed by the Curriculum Committee and was approved by faculty for implementation in Spring 2025.

Examples of course projects that are relevant to Standard II.2.5 include the following:

1. *LSC 557: The Information Professions in Society* assigns a term research paper that requires students to analyze an issue confronting the information profession. This assignment allows students to investigate current issues and think about how to resolve them. The topics covered include libraries' environmental sustainability, data privacy, issues related to AI and librarianship, issues related to DEI, fake news, etc. ([Appendix II-15. Samples of student work from LSC 557](#)).
2. *LSC 612: Foundations of Digital Libraries* includes a class project that allows students to apply best practices for creating a digital collection with digital content management systems, CONTENTdm or Omeka (see [612 course project website](#)). Taking a project management approach, students follow common digitization guidelines for the 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 usability testing of the final products.
3. *LSC 641: Collection Development and Management* includes a course assignment on an analysis of collection development and management through interviewing a technical services professional. This assignment allows students to understand organizational context, identify challenges in technical services, and discuss a vision for the future. Another assignment is on collection strategy, which encourages students to analyze and evaluate collection evaluation, acquisition, and assessment for collection development. ([Appendix II-6. Samples of student work from LSC 641](#)).

II.2.6 [The curriculum] promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

Program objectives #5 and #8 state that the MSLIS program educates graduates who:

5. Appreciate education and service as integral to the role of the information professional in 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.

As society goes through rapid demographic and technological changes, the faculty helps students develop abilities to keep up with new developments and strategies to meet the needs of users in a variety of information settings. Students understand the dynamic and changing nature of the networked environment and are prepared for continuous learning to ensure effective services for users. Beyond the classroom, the DIS offers [symposia](#), [colloquia](#), and [social justice lecture series](#). One great example is that 2024 social justice lecture was reviewed and considered for the Maryland State Professional Development Certification for Maryland public librarians ([Appendix II-16. Email correspondence on MD State PD Certification for Maryland Public Librarians](#)). Student organizations sponsor guest lectures, workshops, and tours of information agencies to enrich their learning. The Alumni Board has created a mentoring program to guide students with one-on-one mentoring and panel discussions ([Appendix II-17. LIS Alumni Board mentoring programs](#)).

The DIS encourages students to engage in professional associations by attending workshops and conferences, and presenting reports or posters at national and regional professional conferences. In addition, the DIS offers continuing education opportunities to practitioners, including [post-master's certificate programs](#), a non-degree seeking option, and [summer institutes](#).

II.3 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 the attainment of student learning outcomes. 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.

The DIS curriculum provides the opportunity for students to construct coherent programs of study by offering advising, Courses of Study, joint degree programs, independent study and special topic courses, practicums and other experiential learning, graduate library preprofessional program, 4+1 Bachelor to MSLIS program, and colloquia and symposia.

Advising

Academic advisors inform and encourage students to take advantage of the rich learning opportunities at the DIS. 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, the DIS makes it easier for students to develop coherent programs of study. The nine Courses of Study offer students clear paths to pursue selected careers. A checklist, developed in the 2019-2020 academic year when the courses of study were reviewed, provides an advising tool that students and advisors can use to design a course plan ([Appendix II-18. Course of Study Checklists](#)). The [2-year plan](#) of courses for the MSLIS Program, available on the DIS website, offers students a guide to plan for their courses from the time they enter the program until the time they graduate. The DIS also provides detailed course information on the department's web page, including

- [Course selection FAQ](#)
- [Course catalog description](#)
- [Course schedules](#)
- [How to register](#)
- [Independent study](#)
- [Comprehensive exams](#)
- [Online courses](#)
- [Courses for undergraduates](#)

[Courses of Study](#)

The DIS 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 nine Courses of Study to guide students:

1. [Community Services Librarianship](#)
2. [Cultural Heritage Information Management](#)

3. [Data Science](#)
4. [Digital Libraries](#)
5. [Generalist](#)
6. [Information Architecture](#)
7. [Law Librarianship](#)
8. [Organization of Information](#)
9. [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. Since the last ALA accreditation report in 2016, there have been the following changes in the courses of study:

- The Information Analysis Course of Study was removed in the Spring of 2020 because of lack of student interest, low enrollment in *LSC 524: Actionable Intelligence: Information Analysis and Communication*, and course overlaps with other courses of study, such as Community Services Librarianship and Law Librarianship. Faculty were not inclined to have too many courses of study. After removal, the highly recommended courses of the Information Analysis course of study were incorporated into Specialized Libraries, a sub-track of the Community Services Librarianship Course of Study.
- The Health Sciences Course of Study was removed because of lack of student interest in the Health Sciences courses and the Health Information Technology (HIT) Master's degree program.
- The Community and Embedded Information Services Course of Study was changed to Community Services Librarianship to present the scope of the Course of Study and reflect the field trend changes.
- The Data Sciences Course of Study was developed and added in the 2017-2018 academic year because of the demands of the field. For this course of study, three new courses were developed: *LSC 527: Introduction to Data Science*, *LSC 563: Data Visualization*, and *LSC 565: Data on the Web*.

The 2022 Current Student Survey and the 2022 Alumni Survey show that students tend to follow the guidelines provided with the courses of study by identifying their concentration, and found that 100% of the respondents for the 2022 Alumni Survey felt the curriculum provided them with a coherent program of study ([Appendix I-3. Alumni Surveys](#), see 2022 Alumni Survey Q11).

Joint Degree Programs

The DIS offers four joint degree programs which combine advanced studies in two disciplines in order to acquire competence in specialized areas of LIS and a closely related field. The areas in which LIS offers joint degrees are Biology, English, History, and Law. Previous joint degree programs with Musicology and Religious Studies were discontinued.

Independent Study

Students can choose to pursue independent studies under the guidance of full-time faculty members. In the fall of 2017 and 2018, there were cases in which part-time faculty guided an independent study when regular courses were offered in the format of independent study because of low enrollment. It is an opportunity for students to concentrate on a subject or problem to meet their special need or interest. Before registration, the topic for study must be approved by the instructor involved. The course can be one to three credit hours, commensurate with the scope of study.

- LSC 694A: Independent Study (3 credits)
- LSC 694B: Independent Study (2 credits)
- LSC 694C: Independent Study (1 credits)

Two independent study courses may be granted in one semester. A maximum of seven hours of independent study may be taken as part of the MSLIS program.

- Nicholas Alexander Brown with Dr. Youngok Choi in the fall of 2016, “Innovative Models for Public Programs and Outreach in U.S. Music Libraries”
- Christopher Bruhn with Dr. Sue Yeon Syn in the fall of 2016, “Pragmatism and Folksonomy”
- Eileen Cosgrove with Dr. Sung Un Kim in the fall of 2017, “Media for Children”
- George B. Koors with Professor Kevin Gunn in the fall of 2017, “Digital Humanities”
- Marianna R. Stell with Professor Mark Dimunation in the fall of 2018, “Rare Books”

Practicums and Other Experiential Learning

The DIS offers practicum opportunities (LSC 695A or LSC 695B) for students to gain practical 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](#). 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 to provide practical experience in the field. Further information on [practicum](#) is available online. The DIS has taken full advantage of the rich resources in the Washington metropolitan area to give students opportunities to work with mentors in libraries, museums, archives, and other information settings. Most recent practicum sites include: U.S. Department of Justice Libraries, U.S. Geological Survey Library, District of Columbia Public Library, District of Columbia Public Schools, Catholic University Semitics/ICOR Library and Catholic University Archives. 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

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| 695A: Practicum | 5 | 3 | 9 | 10 | 5 | 6 | 7 | 4 |
| 695B: SLM Practicum | 2 | 6 | 2 | 1 | 2 | 2 | 0 | 2 |

Students have found practicums highly valuable for combining theory and practice. In current student surveys, students reported positively on practicums. Figure II-3 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?”*

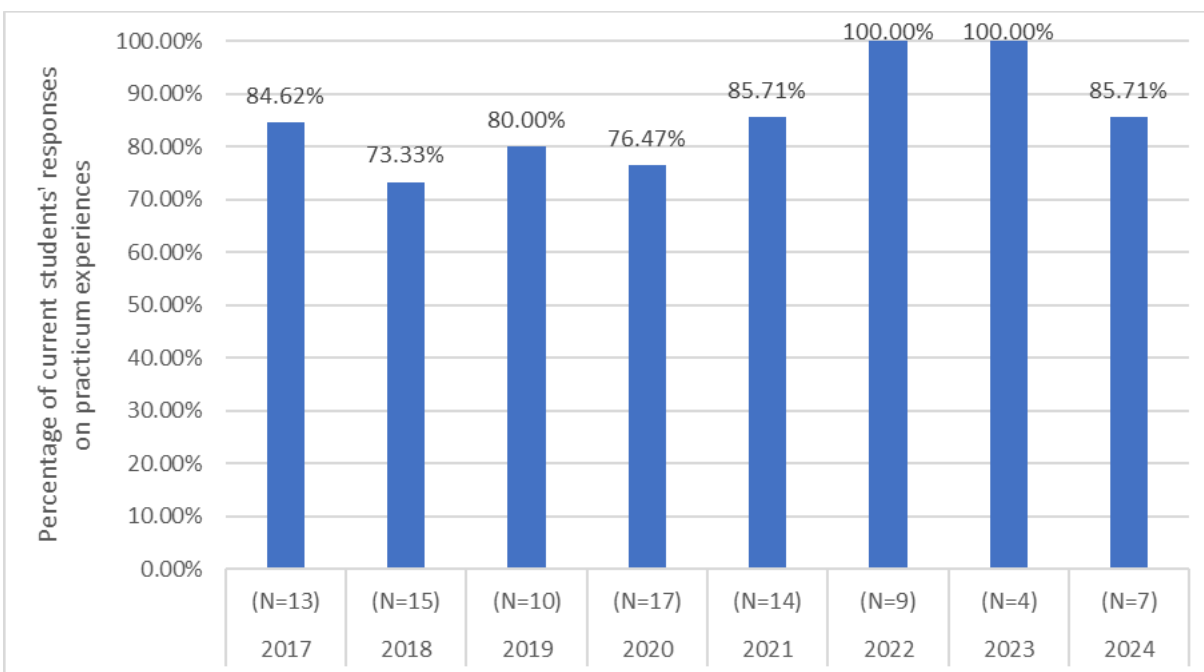


Figure II-3. Student perception of practicums

Graduate Library Preprofessional (GLP) Program

The DIS collaborates with the University Libraries to offer several GLP program scholarships each year. The GLP program serves two purposes: providing selected new students in the DIS 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.

The GLP Program, administered by The Catholic University of America Libraries with the cooperation of the department, provides selected students in the MSLIS program with preprofessional work experience in the University Libraries. The GLP Program allows students to complete their degree requirements within a two-year period and combines full-time, salaried work with part-time study. Participants receive the GLP Scholarship, which provides six credit hours of tuition per semester.

The Catholic University Law Library administers a Law Library GLP program. Additional details on [the Law Library GLP program](#) are provided online.

Table IV-20 presents the list of students in the GLP from 2016 to 2024.

4+1 Bachelor to MSLIS Program

This program is designed to encourage qualified undergraduates to pursue a master's degree in the LIS field by allowing students to take the 500 level courses from DIS and have up to 12 credits (four courses) count toward the bachelor's degree and the MSLIS degree. Upon completion of their BA or BS at Catholic University, these students will only need eight DIS courses to complete the MSLIS requirements. The DIS added four 52X level courses to support this program: *LSC 522: Digital Content Creation and Management*, *LSC 524: Actionable Intelligence: Information Analysis and Communication*, *LSC 525: User Interface Design and Evaluation*, and *LSC 527: Introduction to Data Science*. Details on [4+1 Program](#) are available online.

Colloquia and Symposia

To enrich students' learning and raise awareness of the value of research, practice, and service, the DIS offers colloquia on various topics for its community. A number of [colloquium presentations](#) are available online. Since 2009, the DIS has hosted research [symposium](#) each spring.

- Colloquia – <https://lis.catholic.edu/news-events/colloquia/index.html>
- Symposia – <https://lis.catholic.edu/news-events/symposium/index.html>
- Sister Thea Bowman Lecture Series on Social Justice in Library and Information Science – <https://lis.catholic.edu/news-events/social-justice-lecture.html>
- Stone Lecture Series – <https://lis.catholic.edu/news-events/stone-lecture/index.html>

Figure II-4 represents “Strongly Agree” or “Agree” responses to the question in exit surveys: To what extent do you agree with the statement that “*special programs, workshops, and colloquia added to the quality of my educational experience*”? Student satisfaction on the special programs dropped in 2020-21, presumably because the format of all special programs moved online during the pandemic.

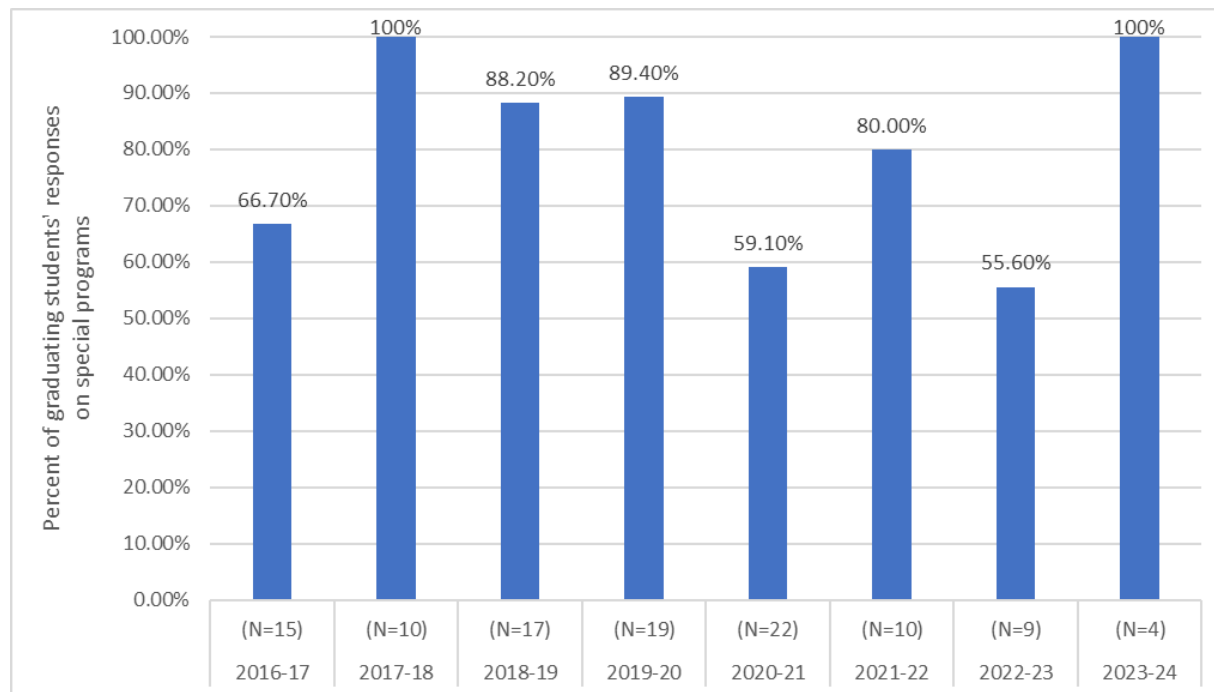


Figure II-4. Exit surveys on student perception of special programs

Course Offerings and Synergy with MSIS Curriculum

The 2-year plan ensures that the DIS offers courses based on a two-year cycle so that most of the courses in the curriculum are available to students. Although 10% of courses in catalog (n=6) have not been offered since Fall 2016, they were often cancelled due to low enrollment ([Appendix II-19. Course Offerings and Enrollment, 2016-2024](#)). Some courses that were offered infrequently are planned to be offered more regularly now that new faculty with relevant expertise have joined the department. For example, *LSC 643: Oral History*, *LSC 645: History of the Book*, *LSC 753: Programming for Web Applications*, *LSC 845: Religious Archives*, and *LSC 879 Visions of Italy: Culture in Twenty-First Century Rome and Florence* are planned for the next couple of years.

A proposal to create a new graduate degree program in the DIS was approved in Spring 2024 ([Appendix V-1. MSIS Proposal](#)). The new Master of Science in Information Systems was created based on data supplied by a consultant hired by the university, as well as data from Gray DI and an internal survey conducted by competitors. The initial goal to be used to assess the program's viability is the enrollment target projected during the proposal process, from five students enrolled in the first year to 25 students enrolled in the fifth year. Despite the observation by the department that MSLIS students tend to have low interest in technology courses, considering the change in student body in the department and courses in the MSIS curriculum, the new MSIS program will provide a wider opportunity for MSLIS students to consider technology-based courses. The DIS expects that the new MSIS program will have a positive impact on the MSLIS curriculum and students. It should be pointed out that while the MSIS program is not a part of the ALA accreditation, when the courses are considered for cross-listing with the MSLIS curriculum, the DIS faculty reviewed the proposal based on the MSLIS competencies for adoption.

Currently, several courses that are offered in the MSIS program are also cross-listed in the MSLIS program, giving students an option to take courses that introduce wider topics in technology and information systems. The new MSIS program offers both programs an opportunity to be innovative in proposing new courses based on technological trends. For example, in Fall 2024, a new MSIS course, *LSC 676: Information Ethics and Policy*, was proposed and adopted in the MSIS curriculum. MSLIS students immediately expressed their interest in taking this course. Listed below are the courses that are shared between the MSLIS and MSIS programs:

- *INFO/LSC 527: Introduction to Data Science*
- *INFO/LSC 555: Introduction to Information Systems*
- *INFO/LSC 563: Data Visualization*
- *INFO/LSC 565: Data on the Web*
- *INFO/LSC 635: Human Information Behavior*
- *INFO/LSC 654: Database Design and Management*
- *INFO/LSC 676: Information Ethics and Policy*
- *INFO/LSC 753: Programming for Web Applications*
- *INFO/LSC 756: Systems Analysis and Evaluation*

II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.

As described in Section II.1, the DIS courses are designed based on the DIS competencies that support the program objectives. In addition to the design of courses based on the DIS competencies, the DIS curriculum supports nine Courses of Study for students to develop competencies in specialized areas.

Specialization within the Curriculum

The curriculum supports nine 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 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. The faculty reviews the Courses of Study regularly and makes changes to reflect field trends and students' needs. For example, a new Course of Study was added (Data Science) and some Courses of Study were removed (Health Sciences and Information Analysis). Of the nine Courses of Study developed by the faculty,

Cultural Heritage Information Management (CHIM), Community Services Librarianship, and School Library Media (SLM) have attracted more students than the other Courses of Study. These Courses of Study 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 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. A certificate in CHIM is also included in the curriculum for practitioners interested in continuous learning in this area. The recommended courses include courses that were pre-approved by the Academy of Certified Archivists (ACA) for students applying to take the ACA Certification Examination ([Appendix II-20. ACA Pre-approved Courses Approval Letter - Catholic University June 2024](#)). Listed below are the ACA pre-approved courses that were re-reviewed in June 2024:

- *LSC 615: Metadata*
- *LSC 643: Oral History*
- *LSC 646: Archives Management*
- *LSC 647: Preservation*
- *LSC 648: Digital Curation*
- *LSC 612: Foundations of Digital Libraries*
- *LSC 677: History and Theory of Cultural Heritage Institutions*
- *LSC 843: Public Programs, Outreach, and Digital Exhibits in Libraries, Archives, and Museums*

The faculty consulted competency recommendations of professional associations, including the American Antiquarian Society; Art Libraries Society of North America; the Association of College Research Libraries; the Association of Moving Image Archivists; International Cultural Heritage Informatics; the Mid-Atlantic Regional Archives Conference; Museums and the Web; Rare Books, Manuscripts and Special Collections of American Library Association; the Society of American Archivists; and the Special Libraries Association.

Community Services Librarianship

The Community Services Librarianship Course of Study is designed to prepare students for outreach and engagement with members of a community or organization. In this Course of Study, three information environments are identified for distinguished recommendations: public libraries, academic libraries, and all types of specialized libraries. The Course of Study provides guidance to students for the specialized recommended course offerings and course mapping to the DIS Professional Competencies. In addition, it provides up-to-date information on professional associations including the ALA Public Policy and Advocacy office and the Public Library Association, and publications of interest to students including *Public Library Quarterly* and *Reference & User Services Quarterly*.

School Library Media (SLM)

The School Library Media Course of Study prepares students for practice and licensure as school library media specialists for K-12 education. SLM as a part of the Library and Information Science (LIS) program is accredited by the American Library Association (ALA). It is also state approved by the District of Columbia Office of the State Superintendent of Education (OSSE). Those who have completed the SLM program are eligible for a license/endorsement in DC and in other states and jurisdictions including Virginia and Maryland through a reciprocity agreement. Faculty also consult other school librarians' professional associations such as American Association of School Librarians (AASL), DC

Library Association - School Library Section, Virginia Association of School Librarians (VAASL), and Maryland Association of School Librarians (MASL). Table II-13 presents how the SLM courses align with the CAEP Principles and AASL Standards based on [2019 ALA/AASL/CAEP School Librarians Preparation Standards](#). This Course of Study has a prescribed curriculum for the 36 credit hours to earn the degree.

Table II-13. DIS SLM courses alignment with CAEP and AASL Standards

| CAEP Principles | Placement within AASL Standards (listed by component) | DIS School Library Media Courses |
|--------------------------------|--|---|
| A. The Learner and Learning | 1.1 Learner Development 1.4 Learning Environments | <i>LSC 731: Media Integration in the Curriculum</i> <i>LSC 752: Design and Production of Multimedia</i> |
| | 1.2 Learner Diversity 1.3 Learner Differences | <i>LSC 553: Information Sources and Services</i> <i>LSC 557: The Information Professions in Society</i> <i>LSC 641: Collection Development and Management</i> <i>LSC 848: Media for Children</i> <i>LSC 849: Media for Young Adults</i> |
| B. Content | 3.1 Reading Engagement 3.2 Information Literacy | <i>LSC 848: Media for Children</i> <i>LSC 849: Media for Young Adults</i> |
| | 3.3 Technology-Enabled Learning | <i>LSC 555: Information Systems in Libraries and Information Centers</i> <i>LSC 731: Media Integration in the Curriculum</i> <i>LSC 752: Design and Production of Multimedia</i> |
| | 4.2 Information Resources | <i>LSC 553: Information Sources and Services</i> <i>LSC 641: Collection Development and Management</i> |
| C. Instructional Practice | 2.1 Planning for Instruction 2.2 Instructional Strategies 2.4 Assessment | <i>LSC 872: Administration of School Library Media Programs</i> <i>LSC 695B: School Library Media Practicum</i> |
| | 2.3 Integrating Ethical Use of Information into Instructional Practice | <i>LSC 731: Media Integration in the Curriculum</i> <i>LSC 752: Design and Production of Multimedia</i> |
| D. Professional Responsibility | 4.1 Access | <i>LSC 551: Organization of Information</i> <i>LSC 606: Cataloging and Classification</i> |
| | 4.3 Evidence-Based Decision Making | <i>LSC 872: Administration of School Library Media Programs</i> |

| | | |
|--|---|---|
| | | <i>LSC 695B: School Library Media Practicum</i> |
| | 5.1 Professional Learning 5.2 Leadership and Collaboration 5.3 Advocacy 5.4 Ethical Practice | <i>LSC 557: The Information Professions in Society</i> <i>LSC 695B: School Library Media Practicum</i> |

II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.

The DIS 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. The curriculum is evaluated by the current student survey, exit survey, employer survey, core course assessments, comprehensive examination outcomes, etc.

Assessment/Planning Cycle

The curriculum is reviewed systematically to support the department's mission. The DIS follows the curriculum review process that has been implemented since 2014 (Figure II-5). The faculty makes decisions on improvement and communicates changes to all DIS's stakeholders.

- **Input:** Data is collected regularly from all DIS stakeholders (students, faculty, staff, alumni, employers, and advisory board) as presented in Table I-1 ([Appendix I-6. Current Student Surveys](#); [Appendix I-5. LIS Full Faculty Meeting materials](#); [Appendix I-3. Alumni Surveys](#); [Appendix I-4. Employers Surveys](#); [Appendix I-1. LIS Advisory Board meeting minutes](#)). Data are compiled, triangulated, and analyzed to identify challenges and areas for improvement.
- **Analyze:** Immediate analysis of collected data is done through curriculum committee discussions, faculty retreat, and faculty meeting discussions. Based on discussions, the DIS often utilizes the summer for analyzing the assessment results and identifying challenges, strengths and weaknesses. The analysis is discussed at the faculty retreat in August to consider actions for improvement.
- **Plan:** A plan of action is deliberated by the DIS faculty. When additional data or input is needed, the DIS consults stakeholders. For example, for the adoption of a fully online program, data from student surveys and exit surveys as well as cases from other LIS programs were initially collected and reviewed. The faculty analyzed the current situation and needs; and surveyed students to obtain feedback on the plan before making the final decision and implementing the plan.
- **Communicate:** Communication to stakeholders is done through Google Groups (the DIS has students, alumni, and part-time faculty Google Groups functioning as stakeholder listservs) and by sharing announcements or assessment reports on [the department assessment website](#).

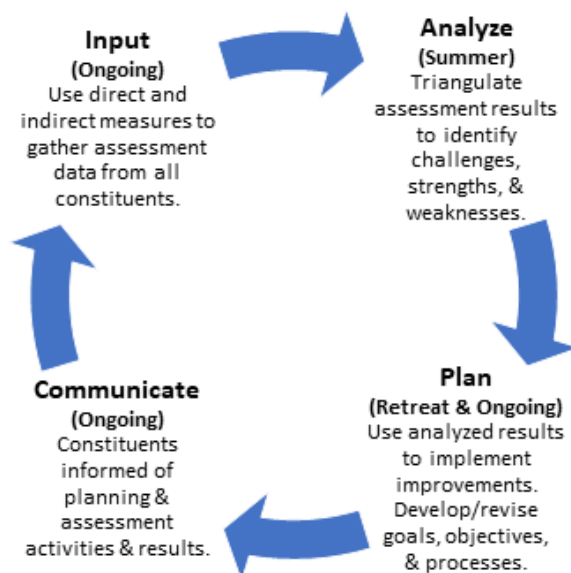


Figure II-5. Assessment/planning cycle

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. Currently, for the ongoing curriculum review, courses are reviewed by the DIS competencies starting from Academic Year 2020 (Table II-14) ([Appendix I-12. Curriculum Review Process, 2019-2024](#)).

Table II-14. Ongoing curriculum review cycle

| Curriculum Review | Tasks and Timeline |
|--|--|
| Core course review | Every year Annual report on core courses by the end of summer |
| Comprehensive exam | Every year Annual report on comprehensive exam by the end of summer |
| Course of Study review | Every five years Review of the nine Courses of Study |
| Core and elective courses review by DIS competencies | Four-year cycle <ul style="list-style-type: none"> • Technology • Information Resources and Services • Information Organization • Professional Identify and Management |

Curriculum Assessment and Updates

The comprehensive examination is one of the key measures of the curriculum because it is designed to assess student competencies. The format of the comprehensive exam changed in the fall of 2012, and since then the faculty has revisited and reviewed the format multiple times (in Spring 2015, in Fall 2016, and in Fall 2021). In the 2017 spring semester, a new review process was discussed and adopted. As a

result, since the spring of 2017, the faculty have added to the exam protocol the requirement that students attend the comprehensive exam workshop and meet with their advisor prior to taking the exam. The comprehensive exam was reviewed again in the fall of 2021 and the spring of 2023 ([Appendix I-19. Sample of Curriculum Committee meeting minutes](#)). While no major changes were made, the faculty reviewed other programs' capstone and comprehensive exam models, and [the comprehensive checklist form](#) was updated to provide students with comprehensive exam and workshop information.

With the curriculum assessment process, a number of new courses have been developed and some existing courses have been updated or removed based on the assessment results. Particularly, with the addition of the Data Science Course of Study, new courses relevant to this course of study were added including *LSC 527: Introduction to Data Science*, *LSC 563: Data Visualization*, and *LSC 565: Data on the Web*.

To reflect the changes in the profession, some course descriptions and scopes were updated that include *LSC 524: Actionable Intelligence: Information Analysis and Communication*, *LSC 525: User Interface Design and Evaluation*, *LSC 551: Organization of Information*, *LSC 522: Digital Content Creation and Management*, *LSC 557: The Information Professions in Society*, *LSC 563: Data Visualization*, *LSC 606: Cataloging and Classification*, *LSC 615: Metadata*, *LSC 616: Knowledge Organization Systems*, *LSC 633: Information Retrieval and Analysis Strategies*, *LSC 644: Information Literacy Instruction*, *LSC 646: Archives Management*, *LSC 647: Preservation*, *LSC 713: Description and Access for Non-Print and Digital Resources*, *LSC 731: Media Integration in the Curriculum*, *LSC 830: Legal Research*, *LSC 839: Advanced Legal Research*, and *LSC 886: Law Librarianship* (Table II-6).

Based on the current trends in the profession and needs from the students, some courses were removed or modified from the curriculum, *LSC 603: Technical Services*, *LSC 634: Humanities Information*, *LSC 636: Social Science Information*, *LSC 638: E-Science and Technology Information*, *LSC 639: Business Information*, *LSC 748: Electronic Records Management*, *LSC 757: Library Technologies and Project Management*, *LSC 761: Electronic Records and Digital Archives*, *LSC 772: Marketing Libraries and Information Services*, *LSC 838: Institute on Federal Library Resources*, and *LSC 846: Survey of the Development of Children's Literature* (Table II-6).

Input from DIS Stakeholders

The DIS 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. Figure II-6 presents the overall course evaluations from DIS courses from 2021 to 2023 on the statement “*course aims and objectives were achieved by the end of the course*” with a 7-point Likert Scale.

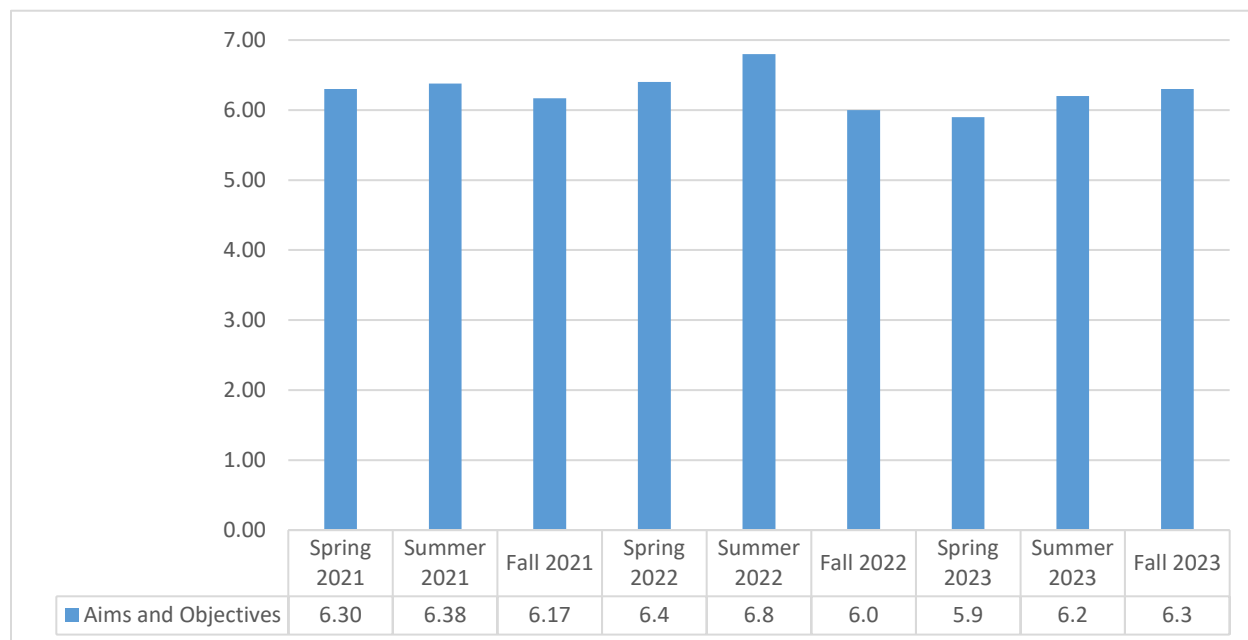


Figure II-6. DIS course evaluations on aims and objectives achievement

In addition to course evaluation, the DIS uses surveys of students, alumni, and employers and meetings with various stakeholders, such as part-time faculty and the [LIS Advisory Board](#), to assess achievement of program objectives and identify necessary changes in the curriculum. The current student surveys are shared every year with students in the program, and the student exit surveys are shared every year with graduating students. The alumni surveys and the employer surveys are shared every year with alumni and employers of DIS students and alumni. The DIS collects feedback from part-time faculty through annual full faculty meetings where the department also shares updates on the curriculum and gathers their feedback. The department also holds LIS Advisory Board meetings to gain input from professionals and experts in the fields relevant to the curriculum.

II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

For curriculum evaluation, the DIS Curriculum Committee continuously reviews the curriculum based on the review cycle and outcome assessments. In addition, the university carries out course evaluations for courses offered each semester. The department regularly collects feedback through student surveys (current student surveys and exit surveys), alumni surveys, employer surveys, full faculty meetings, and LIS Advisory Board meetings.

As part of the systematic curriculum review, the core and elective courses and the Courses of Study are reviewed on a five-year cycle based on the LIS competencies. Each year, the review results are discussed among the faculty and changes for improvements are decided upon and implemented. The assessment reviews are done every semester through the core course outcomes assessment and comprehensive examination outcomes assessment. The core course outcomes assessments are completed by instructors teaching core courses each semester, and the assessments are reviewed by the curriculum committee. The curriculum committee compiles the core course outcomes assessment each year to be shared and discussed with the faculty. The comprehensive examination outcomes assessments are completed each semester based on [the comprehensive exam evaluation rubrics](#). The reports of the comprehensive exam

outcomes assessments are reported to faculty for discussion. The results are also shared with stakeholders through [the department's website](#).

Course evaluations are conducted as an online survey that is distributed at the end of the semester to collect students' feedback on each course they took. The department chair and the instructors teaching the course review the course evaluations to determine whether there are any issues that need to be addressed. The course evaluation results are shared with the stakeholders through [the university's assessment webpage](#) (password required for access).

The surveys are valuable sources of stakeholder feedback for curriculum evaluation. For example, the current student surveys and exit surveys reflect students' perceptions about the program and the curriculum. The surveys provide direct input from students with quantitative and qualitative data. The survey results are used to gain insights into students' experiences with the MSLIS program and to discuss improvements accordingly. Alumni and employer surveys reflect graduates' perceptions about their education when applying the knowledge in their professional career. The results of these surveys allow the department to evaluate the curriculum to respond to the field's needs and trends. Additional data sources from employers include assessments from practicum site supervisors. The survey results are reviewed by the curriculum committee and discussed at the faculty meetings for decision making to improve curriculum. The summaries of the survey results are presented to stakeholders through [the department's assessment webpage](#).

II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

As discussed in section II.6, the DIS regularly collects assessment and feedback on the curriculum with various channels to evaluate the curriculum systematically. The channels include the systematic curriculum review with the 5-year review cycle, semester-based outcome assessments through core courses and comprehensive examination outcomes assessments, course evaluations, current student surveys, student exit surveys, alumni surveys, employer surveys, full faculty meetings, and Advisory Board meetings. The faculty applies the results of these evaluations along with other indirect measurements, such as student feedback from town hall and monthly meetings with the department chair, to improve the program and the curriculum. The collected data are reviewed and discussed by the Curriculum Committee and at faculty meetings. The decision-making processes can be identified through curriculum review reports, curriculum meeting minutes, and faculty meeting minutes. The decisions are shared with students using listservs and the department website, with faculty through full faculty meetings ([Appendix I-5. LIS full faculty meeting materials](#)), and with other stakeholders through [the department's assessment web page](#) and through the meetings, such as Advisory Board meetings ([Appendix I-1. LIS Advisory Board meeting minutes](#)) and Alumni Board meetings ([Appendix I-2. LIS Alumni Board meeting minutes](#)).

Selected examples of the changes based on the curriculum evaluation include the following:

- Based on the core and elective courses review during 2020-2023, 11 courses were removed from the course catalog and 26 were updated. See Table II-6
- Based on the review of Courses of Study in academic year 2019-2020, the Information Analysis Course of Study was removed, resulting in nine Courses of Study
- Regular review of the outcomes analysis of the comprehensive examination and students' feedback on the comprehensive examination from the exit surveys were discussed by the Curriculum Committee during the spring of 2023 ([Appendix I-19. Curriculum Committee meeting minutes](#)). The DIS faculty reviewed other programs' assessment formats such as e-

portfolio and master's thesis options. The exit survey responses from 2016 to 2022 were reviewed. Course evaluations of the comprehensive examination from Spring 2022, Summer 2022, and Fall 2022 were reviewed. Based on the data, the faculty decided to continue with the current comprehensive examination format.

Sources of Evidence

| Appendix | URL |
|--|---|
| Appendix I-1. LIS Advisory Board meeting minutes | https://drive.google.com/drive/folders/1gtl9MEAa1J79CxN_U5PrKTOMSDf8Oe9H?usp=sharing |
| Appendix I-2. LIS Alumni Board meeting minutes | https://drive.google.com/drive/folders/1jH7ci2TvdZMvsTrNmUQkzz8x3nmp_ex5?usp=sharing |
| Appendix I-3. Alumni Surveys | https://drive.google.com/drive/folders/1pN3ogIAHUErYLR1Cync1TIHr_Aq0njZg?usp=sharing |
| Appendix I-4. Employers Surveys | https://drive.google.com/drive/folders/1S8jcqqAvH2OaPlxtdNNUtTKHad1TiBmU?usp=sharing |
| Appendix I-5. LIS Full Faculty Meeting materials | https://drive.google.com/drive/folders/1WNALK-GR5-Rffq2f4T1kRUF9CvJcEUz2?usp=sharing |
| Appendix I-6. Current Student Surveys, 2017-2024 | https://docs.google.com/spreadsheets/d/1XLCYUXoR3yAfWJFyehPamZ6riMe9ZjcJ/edit?usp=sharing&ouid=101683955208153011164&rtpof=true&sd=true |
| Appendix I-7. Exit Surveys, 2016-2024 | https://docs.google.com/spreadsheets/d/1cI2-dS0hjR4Ht3VqqOS2oT7Hi5fnfQ3e/edit?usp=sharing&ouid=115047050012978470861&rtpof=true&sd=true |
| Appendix I-12. Curriculum Review Process, 2019-2024 | https://drive.google.com/file/d/1g1XNhl_kC8rKc33hz4O49_piHRvgKHFE/view?usp=sharing |
| Appendix I-13. Competency Courses Review Reports | https://drive.google.com/drive/folders/1yvvcPP03dJ_4lMGanU8CtfWmXyVr89g_?usp=sharing |
| Appendix I-19. Samples of Curriculum Committee meeting minutes | https://drive.google.com/drive/folders/1YKbC9AmXAiIch-J-3aRJl0Z9Q07rbWOj?usp=sharing |
| Appendix II-1. Professional Competencies for Graduates of the MSLIS Degree Program, Revised 2024 | https://drive.google.com/file/d/15p7wXm-3VJPRNYxNGqbTSVYiyGil0CSr/view?usp=sharing |
| Appendix II-2. Course Proposals Adoption Policy | https://drive.google.com/file/d/19ZcHoj1linoS-xxusEtvb3qcE1t29S6x/view?usp=sharing |
| Appendix II-3. 695B SLM Practicum Guidelines | https://drive.google.com/file/d/18AexM1ksRQ1Zh_IRJSTdbT6I7Cbzjldg/view?usp=sharing |
| Appendix II-4. 695B SLM Practicum Student Activities Checklist | https://drive.google.com/file/d/1GT2JrRYaOJjVUqMFPao6WovAT_xt5yCh/view?usp=sharing |
| Appendix II-5. Data Science Course of Study Proposal | https://drive.google.com/file/d/1NrWBuVih0u_DCEb_Kqq9QygRjyUvcAO3/view?usp=sharing |
| Appendix II-6. Samples of student works from LSC 641 | https://drive.google.com/drive/folders/1Lwyitvj7Lu91O73DvVrJWl3LtA7gq2qy?usp=sharing |

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| Appendix II-7. Samples of student work from LSC 648 | https://drive.google.com/drive/folders/1yxsmox_22FgTvyGhLmTpyX-5gEQpDEM7?usp=sharing |
| Appendix II-8. Samples of student work from LSC 646 | https://drive.google.com/drive/folders/1gVBhbg7i9iP3jaM7vgwNgx7jhMPUG3tR?usp=sharing |
| Appendix II-9. Samples of student work from LSC 644 | https://drive.google.com/drive/folders/1jrZIINwLLEnhFnb3VD9aSxM_L5Tbe79P?usp=sharing |
| Appendix II-10. Samples of student work from LSC 675 | https://drive.google.com/drive/folders/1JuiEqZBHUzebMiGSe9Rcimz4FDxuDdw?usp=sharing |
| Appendix II-11. Bruhn & Syn (2018) | https://drive.google.com/file/d/1-tudN_raFBVRVjL74NTFHdrdx9dqPIsK/view?usp=sharing |
| Appendix II-12. Samples of student work from LSC 553 | https://drive.google.com/drive/folders/1eH8BItenNK9kNZPT-SVSjAyoGAXsLZ-?usp=sharing |
| Appendix II-13. LSC 555 class activities and assignments | https://drive.google.com/drive/folders/1BIR9wPDNIN0mq7stlqmSrrCx78lgaAi?usp=sharing |
| Appendix II-14. Samples of student works from LSC 650 | https://drive.google.com/drive/folders/1CKuKpoaolYdlgSLl5u3B-gTRiH9cBXMJ?usp=sharing |
| Appendix II-15. Samples of student works from LSC 557 | https://drive.google.com/drive/folders/1FItpah4ad31OgVWW6rgnabmVzgqvJg6Z?usp=sharing |
| Appendix II-16. Email correspondence on MD State PD Certification for Maryland Public Librarians | https://drive.google.com/file/d/12JenKp4lCaDh2bds8XERzHxc3h_qGOSP/view?usp=sharing |
| Appendix II-17. LIS Alumni Board mentoring programs | https://drive.google.com/drive/folders/1sSCyi_vUVf5HY47rXwbHTEVMlh8NbUPW?usp=sharing |
| Appendix II-18. Course of Study Checklists | https://drive.google.com/drive/folders/1PMGc_OxdXJOcWfV7dN_LIBEMj-JfQn5T?usp=sharing |
| Appendix II-19. Course Offerings and Enrollment, 2016-2024 | https://drive.google.com/file/d/1EcnVZSoUtZRRcsmZBDQlOwVvNk4DNnLXX/view?usp=sharing |
| Appendix II-20. ACA Pre-approved Courses Approval Letter - Catholic University June 2024 | https://drive.google.com/file/d/10YM7uo4emwsHkyEG_bdJ0f9dwQuPPaAq/view?usp=sharing |
| Appendix V-1. MSIS Proposal | https://drive.google.com/file/d/10gb22GUf3UXmJrdFVSyglhJ5PkW63xYj/view?usp=sharing |

List of Web Sources

| Title | URL |
|--|---|
| 2019 ALA/AASL/CAEP School Librarians Preparation Standards | https://aasl.ala.org/standards/caep/ |
| 2023 Bridging the Spectrum Symposium | https://lis.catholic.edu/news-events/symposium/2023/index.html |
| 4+1 Bachelor to MSLIS Program | https://lis.catholic.edu/academics/bachelor-to-masters/index.html |

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| Catholic University Assessment - Course Evaluations (password required for access) | https://ir.catholic.edu/assessment/course-evaluations.html |
| Catholic University Syllabus Repository (password required for access) | https://secure.cua.edu/syllabi/login.cfm |
| Catholic University Technology Services - Instructional Tutorials | https://technology.catholic.edu/resources/training.html |
| DIS - Course Selection FAQ | https://lis.catholic.edu/academics/courses/index.html |
| DIS - How to register | https://lis.catholic.edu/academics/courses/how-to-register/index.html |
| DIS Colloquia | https://lis.catholic.edu/news-events/colloquia/index.html |
| DIS Colloquium Presentations Recording (YouTube) | https://www.youtube.com/@CUASLIS/videos |
| DIS Comprehensive Examination | https://lis.catholic.edu/academics/courses/comprehensive-exams/index.html |
| DIS Comprehensive Examination Evaluation Rubrics | https://lis.catholic.edu/_media/grading-rubric-1.pdf |
| DIS Comprehensive Examination Online Checklist Form | https://forms.gle/3EpKb6WKASyULqXx6 |
| DIS Comprehensive Examination Results Report | https://lis.catholic.edu/about-us/assessments/outcomes-assessment-with-comps-2016-2024.pdf |
| DIS Course 2-year Plan | https://drive.google.com/drive/folders/1awFTd6F49KZ-wxmeII_n5DTwR2xAWpX5?usp=sharing |
| DIS Course Catalog | https://lis.catholic.edu/academics/courses/course-descriptions/index.html |
| DIS Course of Study - Community Services Librarianship | https://lis.catholic.edu/academics/courses-of-study/community-services/index.html |
| DIS Course of Study - Cultural Heritage Information Management (CHIM) | https://lis.catholic.edu/academics/courses-of-study/chim/index.html |
| DIS Course of Study - Data Science | https://lis.catholic.edu/academics/courses-of-study/data-science/index.html |
| DIS Course of Study - Digital Libraries | https://lis.catholic.edu/academics/courses-of-study/digital-libraries/index.html |
| DIS Course of Study - Generalist | https://lis.catholic.edu/academics/courses-of-study/generalist/index.html |
| DIS Course of Study - Information Architecture | https://lis.catholic.edu/academics/courses-of-study/information-architecture/index.html |
| DIS Course of Study - Law Librarianship | https://lis.catholic.edu/academics/courses-of-study/law-librarianship/index.html |
| DIS Course of Study - Organization of Information | https://lis.catholic.edu/academics/courses-of-study/organization-of-information/index.html |
| DIS Course of Study - School Library Media (SLM) | https://lis.catholic.edu/academics/courses-of-study/school-library-media/index.html |
| DIS Course Schedules | https://lis.catholic.edu/academics/courses/course-schedules/index.html |
| DIS Courses for Undergraduates | https://lis.catholic.edu/academics/courses/courses-for-undergraduates/index.html |
| DIS Courses of Study | https://lis.catholic.edu/academics/courses-of-study/index.html |

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| DIS Fully Online Program | https://lis.catholic.edu/academics/online/index.html |
| DIS Independent Study | https://lis.catholic.edu/academics/courses/independent-study/index.html |
| DIS Joint Degree Programs | https://lis.catholic.edu/academics/joint/index.html |
| DIS LIS Advisory Board | https://lis.catholic.edu/about-us/advisory-board/index.html |
| DIS MSLIS Program Assessments | https://lis.catholic.edu/about-us/assessments/index.html |
| DIS Post-Master's Certificate Programs | https://lis.catholic.edu/academics/post-masters-certificates/index.html |
| DIS Practicum | https://lis.catholic.edu/academics/courses/practicum/ |
| DIS Practicum - Online Enrollment Request Form | https://docs.google.com/forms/d/e/1FAIpQLSfKbzCrATil475dA3Bz9V5WD0YhIAW4Vbt4qV7YVgR8WdKDaA/viewform |
| DIS Practicum Opportunities | https://lis.catholic.edu/academics/courses/practicum/opportunities/index.html |
| DIS Program Goals | https://lis.catholic.edu/about-us/mission/index.html |
| DIS Program Objectives | https://lis.catholic.edu/about-us/index.html |
| DIS School Library Media (SLM) Practicum | https://lis.catholic.edu/academics/courses-of-study/school-library-media/practicum.html |
| DIS Summer Institutes and Study-abroad Course | https://lis.catholic.edu/academics/summer-institutes/index.html |
| DIS Vision | https://lis.catholic.edu/about-us/index.html |
| Graduate Library Preprofessional (GLP) Program | https://libraries.catholic.edu/about-us/employment-opportunities/glp.html |
| Law Library GLP program | https://libguides.law.cua.edu/employment/glp |
| LSC 612 Foundations of Digital Libraries Course Project Website | http://cdm15850.contentdm.oclc.org/ |
| Mission of The Catholic University of America | https://www.catholic.edu/about/mission-history |
| Professional Competencies for Graduates of the MSLIS program | https://lis.catholic.edu/about-us/dlis-competencies-revd-setpember-2024.pdf |
| The Annual Bridging the Spectrum Symposium | https://lis.catholic.edu/news-events/symposium/index.html |
| The Annual Dr. Elizabeth W. Stone Lecture Series | https://lis.catholic.edu/news-events/stone-lecture/index.html |
| The Annual Sister Thea Bowman Lecture Series on Social Justice in Library and Information Science | https://lis.catholic.edu/news-events/social-justice-lecture.html |
| University Libraries - LinkedIn Learning | https://libraries.catholic.edu/research-help/linkedin-learning.html |

Standard III: Faculty

Introduction

This chapter focuses on the capability and qualifications of full-time and part-time faculty members in teaching, research and service activities, and support that the program offers faculty. The Department of Information Sciences (DIS) currently has one tenured full-time faculty member, two tenure-track full-time faculty members, one tenure-track dual-appointed faculty member and one retired faculty member as Professor Emerita. A new tenured full-time faculty member has also accepted an offer to start in Fall 2025. The DIS provides strong support for faculty research by offering research assistantship and conference travel expenses, encouraging faculty-student research collaboration, and hosting regular lecture series and the annual Bridging the Spectrum Symposium. The Catholic University of America (Catholic University) has explicit policies and procedures in place to ensure the recruitment and retention of faculty from diverse backgrounds.

The full-time faculty members of the DIS, with advanced degrees in library and information science (LIS) and relevant disciplines, teach in areas related to their educational background, experience, and research interests, providing knowledge, skills, and abilities in many subjects in support of the mission of the department. The DIS has procedures to ensure that faculty teaching assignments are linked to the curricular planning process. 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, the DIS follows the policies of the university and the school closely. The DIS uses standard evaluation forms to assess faculty teaching. Full-time faculty members complete the Triennial Faculty Evaluation Form. The DIS systematically uses the results of the faculty evaluation to improve the program and to plan for the future.

III.1 The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. 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 the program.

The DIS currently has four full-time faculty members. Since the last accreditation review in 2016, four faculty members (Renate Chancellor, Sung Un Kim, Sue Yeon Syn, and Jane Zhang) received tenure and promotions in June 2016 and 2017, and one faculty member (Youngok Choi) was promoted to the Ordinary Professor rank in June 2020. Three faculty members (David Shumaker, Ingrid Hsieh-Yee, and Jane Zhang) retired, of whom one faculty member became Professor Emerita. Three faculty members (Bill Kules, Renate Chancellor, and Sung Un Kim) moved to other universities. Three new faculty members joined the department beginning in the fall of 2024 (Maria Mazzenga and Sang Hoo Oh as tenure-track faculty; Joshua Samuels as tenure-track dual-appointed faculty with the Department of Anthropology). One more new faculty member has accepted the offer to start at Catholic University as a

tenured associate professor beginning in Fall 2025, pending a successful tenure process. She is currently in the middle of her tenure review process that is expected to finish in June 2025. 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 Master of Science in Library and Information Science (MSLIS) program.

Faculty Expertise and Strengths

The DIS has four full-time faculty members, including one tenured associate professor and two tenure-track assistant professors and one dual-appointed faculty member with the Department of Anthropology. In the fall of 2025, the DIS will have five full-time faculty members with one associate professor rank faculty starting in August 2025. All faculty members have the qualifications to be appointed to their respective ranks. All full-time faculty members have doctorates in library and information science or relevant disciplines. Faculty categories at Catholic University are described in the university's *Faculty Handbook*, Part II, Section B, [Categories and Terms of Appointment](#). Table III-1 presents full-time faculty who were members of the DIS during 2016-2024 with information on their rank, length of service, educational background, and areas of teaching and research. Details on current faculty are presented in faculty Curricula Vitae ([Appendix III-1. Full-time Faculty CVs](#)).

Table III-1. Full-time faculty background

| Faculty Name | Rank | Appointment year | Highest Degree, Institution | Areas of Teaching and Research |
|----------------|------------------------------------|------------------|---|--|
| Sue Yeon Syn | Associate Professor (Tenured) | 2011-current | PhD, Information Sciences, School of Information Sciences, University of Pittsburgh, 2010 | User Created Content 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 |
| Maria Mazzenga | Assistant Professor (Tenure-track) | 2024-current | PhD, History, Catholic University of America, Washington, DC, 2000 | Cultural Heritage; Archives Management; Public History; Catholic Archives; American Catholic History |
| Sang Hoo Oh | Assistant Professor (Tenure-track) | 2024-current | PhD, Information Studies, Florida State University, 2023 | Ethical, Legal and Social Implications of Emerging Technologies; AI Governance and Policy; Social Informatics; Computational Social Sciences; Future of Work |

| | | | | |
|------------------|--|--------------|---|---|
| Joshua Samuels | Assistant Professor (Tenure-track, Dual appointment with the Department of Anthropology) | 2024-current | PhD, Anthropology, Department of Anthropology, Stanford University, 2013 | Historical Archaeology; Landscape Archaeology; Geographic Information Systems (GIS); Participatory GIS (PGIS); Cultural Resource Management (CRM); Cultural Heritage; Difficult Heritage; Post-conflict Reconstruction; Digital History; Community Archeology |
| Youngok Choi | Ordinary Professor (Tenured) | 2006-2023 | PhD, 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 |
| Sung Un Kim | Associate Professor (Tenured) | 2010-2023 | PhD, 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 |
| Jane Zhang | Associate Professor (Retired) | 2011-2023 | PhD, Graduate School of Library and Information Science, Simmons College, 2011 | Records and Recordkeeping; Archival Theory and Practice; Electronic Records and Digital Archives; Digital Curation and Long-term Preservation; Information Organization Theory and Application |
| Ingrid Hsieh-Yee | Professor Emerita (Retired) | 1990-2022 | PhD, School of Library and Information Studies, University of Wisconsin-Madison, 1990 | 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 |
| Renate Chancellor | Associate Professor (Tenured) | 2009-2022 | PhD, Information Studies, Department of Information Studies, Graduate School of Education and Information Studies, University of California Los Angeles, 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 |
| David Shumaker | Clinical Associate Professor (Non-tenure track) | 2006-2018 | MS, Management, University of Maryland, 2003; MS, 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 |

At the time of the 2016 accreditation review, the program had eight full-time faculty members. Since 2016, the DIS has experienced several faculty changes, including the resignation of Bill Kules, Renate Chancellor, Youngok Choi, and Sung Un Kim, and the retirement of David Shumaker, Ingrid Hsieh-Yee, and Jane Zhang. Four faculty members earned tenure and were promoted to the associate professor rank: Sung Un Kim in June 2016, and Renate Chancellor, Sue Yeon Syn, and Jane Zhang in June 2017. Youngok Choi was promoted to the ordinary professor rank in June 2020. Ingrid Hsieh-Yee was conferred as professor emerita in January 2023. Three new faculty members joined the Department in August 2024: Maria Mazzenga and Sang Hoo Oh as tenure-track assistant professors, and Joshua Samuels as tenure-track assistant professor dual-appointed with the Department of Anthropology.

In accordance with the *Faculty Handbook* and the Arts and Sciences Chair Selection Process Guidelines ([Appendix III-2. A&S Chair Selection Process](#)), one member of the faculty is appointed department chair. In August 2016, Youngok Choi was appointed chair. After her appointment from August 2016 to August 2020, Renate Chancellor was appointed chair in August 2020. Upon her departure in August 2022, Youngok Choi was appointed chair. Upon Choi's departure at the end of June 2023, Sue Yeon Syn was appointed chair of the department.

With the new hires, the DIS has an agile body of full-time faculty that demonstrates a diversity of specialties to carry out the majority 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 and elective courses since 2016 (including summer semesters)

| Faculty Member (appointment period) | Core Courses Taught (times taught) | Elective Courses Taught (times taught) |
|--|--|---|
| Sue Yeon Syn (2011-current) | <i>LSC 551: Organization of Information</i> (9) <i>LSC 555: Information Systems in Libraries and Information Centers</i> (11) | <i>LSC 255: Introduction to Information Systems</i> (7) <i>LSC 327/527: Introduction to Data Science</i> (5) <i>LSC 350/650: Information Architecture and Web Design</i> (6) <i>LSC 433/633: Information Retrieval and Analysis Strategies</i> (1) <i>LSC 525: User Interface Design and Evaluation</i> (1) <i>LSC 565: Data on the Web</i> (2) <i>LSC 615: Metadata</i> (2) <i>LSC 753: Programming for Web Applications</i> (1) <i>LSC 694A: Independent Study</i> (1) <i>LSC 695A: Practicum</i> (5) <i>LSC 695B: School Library Media Practicum</i> (1) |
| Maria Mazzenga (2024-current) | <i>LSC 557: The Information Professions in Society</i> | <i>LSC 646: Archives Management</i> <i>LSC 677: History and Theory of Cultural Heritage Institutions</i> (1) <i>LSC 843: Public Programs, Outreach and Digital Exhibits in Libraries, Archives, and Museums</i> <i>LSC 879: Visions of Italy: Culture in Twenty-First Century Rome and Florence</i> <i>LSC 881: The College and University Library</i> |
| Sang Hoo Oh (2024-current) | <i>LSC 555 Information Systems in Libraries and Information Centers</i> (1) | <i>LSC 327/527: Introduction to Data Science</i> (1) <i>LSC 676: Information Ethics and Policy</i> |
| Joshua Samuels (2024-current) | | <i>LSC 831: Legislating Heritage: Domestic Law and International Conventions</i> (1) <i>LSC 851: GIS for the Social Sciences</i> (1) |

| | | |
|-------------------------------|---|--|
| Youngok Choi (2006-2023) | <i>LSC 551 Organization of Information (3)</i> | <i>LSC 612: Foundations of Digital Libraries (8)</i> <i>LSC 641: Collection Development and Management (1)</i> <i>LSC 675: Research Methods in Library and Information Science (1)</i> <i>LSC 843: Public Programs, Outreach and Digital Exhibits in Libraries, Archives, and Museums (6)</i> <i>LSC 881: The College and University Library (1)</i> <i>LSC 694A: Independent Study (1)</i> <i>LSC 695A: Practicum (7)</i> |
| Sung Un Kim (2010-2023) | <i>LSC 553 Information Sources and Services (12)</i> <i>LSC 555 Information Systems in Libraries and Information Centers (7)</i> | <i>LSC 255: Introduction to Information Systems (4)</i> <i>LSC 335/635: Human Information Behavior (4)</i> <i>LSC 675: Research Methods in Library and Information Science (3)</i> <i>LSC 731: Media Integration in the Curriculum (5)</i> <i>LSC 872: Administration of School Library Media Programs (3)</i> <i>LSC 694A: Independent Study (1)</i> <i>LSC 695B: School Library Media Practicum (3)</i> |
| Jane Zhang (2011-2023) | <i>LSC 551: Organization of Information (3)</i> | <i>LSC 615: Metadata (5)</i> <i>LSC 646: Archives Management (6)</i> <i>LSC 648: Digital Curation (5)</i> <i>LSC 677: History and Theory of Cultural Heritage Institutions (4)</i> <i>LSC 761: Electronic Records and Digital Archives (4)</i> |
| Ingrid Hsieh-Yee (1990-2022) | <i>LSC 551: Organization of Information (7)</i> <i>LSC 557: The Information Professions in Society (6)</i> | <i>LSC 322/522: Digital Content Creation and Management (4)</i> <i>LSC 433/633: Information Retrieval and Analysis Strategies (1)</i> <i>LSC 606: Cataloging and Classification (9)</i> <i>LSC 615: Metadata (1)</i> <i>LSC 644: Information Literacy Instruction (2)</i> <i>LSC 713: Description and Access for Non-Print and Digital Resources (1)</i> |
| Renate Chancellor (2009-2022) | <i>LSC 553: Information Sources and Services (5)</i> | <i>LSC 635: Human Information Behavior (1)</i> <i>LSC 643: Oral History (2)</i> |

| | | |
|----------------------------|--|--|
| | <i>LSC 557: The Information Professions in Society</i> (8) | <i>LSC 830: Legal Research</i> (2) <i>LSC 839: Advanced Legal Research</i> (5) <i>LSC 879: Visions of Italy: Culture in Twenty-First Century Rome and Florence</i> (2) <i>LSC 695A: Practicum</i> (5) |
| David Shumaker (2006-2018) | <i>LSC 553: Information Sources and Services</i> (2) <i>LSC 557: The Information Professions in Society</i> (2) | <i>LSC 433/633: Information Retrieval and Analysis Strategies</i> (1) <i>LSC 635: Human Information Behavior</i> (2) <i>LSC 672: Management</i> (2) <i>LSC 772: Marketing</i> (1) <i>LSC 695A: Practicum</i> (4) |

Data shows that from fall 2016 to summer 2024 full-time faculty taught the majority of core (required) courses: 81.62% of 551 (22 out of 26), 82.61% of 553 (19 out of 23), 83.33% of 555 (20 out of 24), and 64% of 557 (16 out of 25). Their ability to cover core courses not only ensures consistency in the teaching of subject matter but also enables the faculty to agree on evaluation measures to assess student learning in the core courses.

While the number of full-time faculty is slightly below our previous accreditation period, with the new hires, the faculty has sufficient breadth and depth in expertise to support DIS Program Objectives (Table III-3).

Table III-3. Faculty alignment with program objectives

| Program Objective | Full-Time Faculty Members (past faculty) |
|--|---|
| 1. Are skilled in organizing, disseminating, managing, and preserving information | Mazzenga, Samuels, Syn, (Choi, Hsieh-Yee, Zhang) |
| 2. Are skilled in the use of information technologies and can articulate the role of information technology in facilitating information management | Oh, Samuels, Syn, (Choi, Hsieh-Yee, Kim, Zhang) |
| 3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field | Mazzenga, Oh, Samuels, Syn, (Chancellor, Hsieh-Yee, Kim, Shumaker) |
| 4. Are capable of serving information seekers in a global society | Mazzenga, Oh, Samuels, Syn, (Chancellor, Choi, Hsieh-Yee, Kim, Shumaker, Zhang) |
| 5. Appreciate education and service as integral to the role of the information professional in society | Mazzenga, Oh, Samuels, Syn, (Chancellor, Choi, Hsieh-Yee, Kim, Shumaker, Zhang) |
| 6. Interpret and apply research results from library and information science and related fields | Mazzenga, Oh, Samuels, Syn, (Chancellor, Choi, Hsieh-Yee, Kim, Shumaker, Zhang) |

| | |
|---|---|
| 7. Articulate the economic, political, cultural, and social importance of the information profession | Mazzenga, Oh, Samuels, Syn, (Chancellor, Choi, Hsieh-Yee, Kim, Shumaker, Zhang) |
| 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 | Mazzenga, Oh, Samuels, Syn, (Chancellor, Choi, Hsieh-Yee, Kim, Shumaker, Zhang) |

As with teaching, the full-time faculty also carry out a diverse program of research. Since 2016, six full-time faculty members (Chancellor, Choi, Hsieh-Yee, Kim, Syn, and Zhang) have published 66 articles, made 53 presentations at professional conferences and meetings, contributed six book chapters, completed one book, and won four research and educational grants from external and internal funding sources. Faculty articles were published in 29 different 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. The DIS 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 the fair distribution of the 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 Standard V: Administration, Finances, and Resources.

Thanks to the rich library and information resources of the Washington, DC area, the DIS is able to enlist part-time faculty from the vibrant library professional community to augment the capabilities of the full-time faculty. Table III-4 presents the range of expertise they bring to the MSLIS program at the Catholic University.

Table III-4. Part-time faculty members by expertise areas

| Areas of Expertise | Instructor and Affiliations |
|---|--|
| Cultural Heritage Information Management | <ul style="list-style-type: none"> ● Mark Dimunation, Chief of the Rare Book Division at the Library of Congress ● Sarah Stauderman, Deputy Director of Preservation Program at U.S. National Archives ● Vanessa Smith, Head of Preservation Services, Smithsonian Institution Libraries ● Shane MacDonald, Curator, Digital and Museum Collections, The Catholic University of America ● And Fenella France, Mark Greek, Esther Hidalgo, Paul Kelly, Stephen Greenberg, Sally Stokes, and Marianna Stell |
| Data Science | <ul style="list-style-type: none"> ● Douglas Joubert, Brand Chief of NIH Library ● James Gillispie, Librarian at Sheridan Libraries, Johns Hopkins University ● Kevin Gunn, Coordinator of Digital Scholarship, The Catholic University of America |

| | |
|----------------------|--|
| | <ul style="list-style-type: none"> • Christian James, former Web Application Librarian at The Catholic University of America Libraries • Abigail Scheetz, Data Services Librarian, Georgetown University |
| Law Librarianship | <ul style="list-style-type: none"> • Abigail Ellsworth Ross, Manager of Information Resources for Keller Heckman • Todd Weaver, Research Librarian at Jones Day |
| School Library Media | <ul style="list-style-type: none"> • Schenell Agee, Supervisor, Library Media Programs and Research, Office of Student Learning, Prince William County Schools • Priscille Dando, Coordinator, Library Information Services, Instructional Services Department, Fairfax County Public Schools • Madeline Davis, Librarian, River Bend Middle School, Loudoun County Public Schools, VA • Beth Ebenstein Mulch, Library Media Specialist, T.C. Williams High School, Alexandria, VA • Elizabeth Revor, Library Information Specialist and AP Research Teacher, St. Paul VI Catholic High School, Chantilly, VA • Kesha Valentine, Instructional Systems Specialist, Veterans Benefits Administration, US Department of Veterans Affairs |

Table III-5 lists instructors of particular note. Additional part-time faculty information is available on [the department's faculty profiles webpage](#) and [Appendix III-3 Part-time Faculty CVs](#).

Table III-5. Examples of part-time faculty members and the courses they taught

| Instructors | Courses Taught |
|---|--|
| Marisa Bourgoïn Head of Reference Services, Archives of American Art, Smithsonian Institution | <i>LSC 747: Special Collections</i> |
| Nicholas Brown Assistant Chief, Music Division, Library of Congress | <i>LSC 833: Music Librarianship</i> <i>LSC 843: Public Programs, Outreach and Digital Exhibits in Libraries, Archives, and Museums</i> <i>LSC 844: Music Bibliography</i> |
| Timothy Dickey, PhD Adult Services Librarian, Columbus Metropolitan Library | <i>LSC 524: Actionable Intelligence: Information Analysis and Communication</i> <i>LSC 557: The Information Professions in Society</i> <i>LSC 675: Research Methods in Library and Information Science</i> |
| Randolph Hock, PhD Author of the popular <i>Extreme Searchers Internet Handbook</i> (fourth ed.) and frequent speaker at professional and industry conferences on web-based searching and information retrieval | <i>LSC 524: Actionable Intelligence Information Analysis and Communication</i> |
| Kimberly Hoffman Retired Lead, Science and Technology Team at Mercer Library at George Mason University | <i>LSC 553: Information Sources and Services</i> <i>LSC 881: College and University Library</i> |
| Bruce Hulse Director of Information Services for the Washington Research Libraries Consortium | <i>LSC 654: Database Management</i> |

| | |
|---|---|
| Christian James Former Web Application Librarian at The Catholic University of America Libraries | <i>LSC 555: Information Systems in Libraries and Information Centers</i> <i>LSC 565: Data on the Web</i> <i>LSC 850: Digital Humanities</i> |
| Maoria J. Kirker Lead, Teaching and Learning Team, George Mason University | <i>LSC 553: Information Sources and Services</i> <i>LSC 644: Information Literacy Instruction</i> |
| Maria Koshute Research and Instruction Librarian, U.S. Naval Academy | <i>LSC 633: Information Retrieval and Analysis Strategies</i> |
| Lesley Parilla Chief Librarian, George Washington's Mount Vernon | <i>LSC 615: Metadata</i> |
| Dawn Powers Director at the National Archives and Records Administration | <i>LSC 672: Management</i> |
| Nathan Putnam Associate Dean of Libraries, Northeastern Illinois University and former Director of Data Quality and Governance, OCLC (Online Computer Library Center) | <i>LSC 551: Organization of Information</i> <i>LSC 606: Cataloging and Classification</i> |
| 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 <i>Leader to Leader</i> , a publication of the Leader to Leader Institute | <i>LSC 888: The Special Library</i> |
| Anthony Ross Director of Neighborhood Libraries at District of Columbia Public Library | <i>LSC 889: The Public Library</i> |
| Sarah Stauderman Deputy Director Preservation Programs National Archives Former Director of Collection Hirshhorn Museum and Sculpture Gardens, Smithsonian Institution | <i>LSC 647: Preservation</i> |
| Helen Tulloch Director of Library Services Applied Research and Methods, Government Accountability Office | <i>LSC 887: Institute on Federal Library Resources</i> <i>LSC 641: Collection Development and Management</i> |
| Heather Wiggins Supervisory Copyright Specialist at the United States Copyright Office | <i>LSC 884: Copyright & Licensing Institute</i> |
| Amanda Wilson Deputy Director, User Services and Collection Division, National Library of Medicine | <i>LSC 557: The Information Professions in Society</i> <i>LSC 603: Technical Services</i> <i>LSC 641: Collection Development and Management</i> |
| Kimberly Zablud Chief of Public Services at the DC Public Library | <i>LSC 889: The Public Library</i> |

These highly qualified part-time faculty members not only supplement the teaching capacity of the full-time faculty but also contribute to the development of the master's degree program and help connect the DIS and students with the professional community. Although contracted on a course-by-course basis per Catholic University policy, many of them have long-term relationships with the MSLIS program and contribute their time and insights to the development and enhancement of the program far beyond their teaching responsibilities. Each year, full faculty meetings are held to provide opportunities for training, socializing, and discussion of common issues among full- and part-time faculty. Fifty-five individuals have served as part-time instructors since our last accreditation renewal. Appendix III-3 provides samples of part-time faculty members Curricula Vitae ([Appendix III-3. Part-time Faculty CVs](#)).

A trend analysis of part-time instructors shows that the proportion of courses taught by part-time faculty has increased since the fall of 2016 due to full-time faculty's departure from the DIS, from 5 (13.9%) in the 2016–17 academic year to 26 (96.3%) in 2023–24. Between 2016 and 2020, the department had six to seven full-time faculty members but also supplemented its course offerings with part-time instructors drawn from the excellent scholars and practitioners available in the Washington, DC area, with its rich network of relevant institutions. However, during the early 2020s, in the space of eighteen months, the department had two retirements, two faculty members who left for leadership positions elsewhere, and one faculty member who returned with her family to her home country, taking up a faculty position there. We ran a faculty search in 2021–2022 academic year, in anticipation of the faculty retirements, but the search failed. The DIS then ran a new search in 2022–2023 academic year that resulted in an accepted offer. Unfortunately, when the new faculty member learned that the then-Chair was leaving to serve as Director of the University of Kentucky's School of Information Science, leaving only one faculty member in the department, he resigned before taking up the position. During this time, the DIS was fortunate to have had part-time faculty to fill the temporary faculty gap with their strong track record of teaching and the ability to share their depth of subject expertise. This trend is expected to change as the department is joined by the new full-time faculty members. Table III-6 shows the number of courses taught by full-time and part-time instructors.

Table III-6. Number of courses taught by instructors

| Academic Year | Full-time | Part-time | Total | Notes |
|-----------------------|------------|------------|-----------|---|
| Fall 2016-Spring 2017 | 31 (86.1%) | 5 (13.9%) | 36 (100%) | |
| Fall 2017-Spring 2018 | 30 (77%) | 9 (23%) | 39 (100%) | Dr. Kim was on sabbatical during Spring 2018. |
| Fall 2018-Spring 2019 | 26 (74%) | 9 (26%) | 35 (100%) | Dr. Syn was on sabbatical during Spring 2019. |
| Fall 2019-Spring 2020 | 26 (66.7%) | 13 (33.3%) | 39 (100%) | Dr. Chancellor was on sabbatical during Fall 2019. Dr. Zhang was on sabbatical during Spring 2020. |
| Fall 2020-Spring 2021 | 26 (72.2%) | 10 (27.8%) | 36 (100%) | |

| | | | | |
|------------------------|------------|------------|-----------|---|
| Fall 2021-Spring2022 | 26 (83.9%) | 5 (16.1%) | 31 (100%) | Dr. Kim was on maternity leave during Fall 2021. |
| Fall 2022- Spring 2023 | 8 (28.6%) | 20 (71.4%) | 28 (100%) | Teaching reduction of full-time faculty from 3 to 2 courses during 2022-2023 for the ALA accreditation self-study preparation. Dr. Zhang was on leave for family care. |
| Fall 2023-Spring 2024 | 1 (3.7%) | 26 (96.3%) | 27 (100%) | Teaching reduction of full-time faculty during 2023-2024 for administration of the department and the ALA accreditation preparation. |

* Independent study courses and practicum are excluded.

Table III-6 shows that the number of courses taught by full-time faculty has changed significantly between 31 and 1 from 2016 to 2024. Decline in enrollment has led to a decline in courses offered as the number of courses dropped from 39 between 2019 and 2022 to 27 between 2023 and 2024. In 2023-2024, only 3.7% of the offered courses were covered by full-time faculty members because the department had one full-time faculty member, and her teaching load was reduced to accommodate administration of the department and the ALA accreditation self-study preparation.

Trend analysis also reveals that 13 of our part-time faculty members have an exemplary record teaching for the MSLIS program, five or more times each between 2016 and 2023 (Table III-7). As a result, the DIS was successful in bridging the temporary full-time faculty gap. The commitment of these thirteen part-time instructors to DIS students and the health of our program is unparalleled.

Table III-7. Part-time faculty members with high number of teachings from 2016 to 2024

| Instructor | Courses Taught | Times Taught |
|----------------|---|--------------|
| Nicholas Brown | <i>LSC 833: Music Librarianship</i> <i>LSC 843: Public Programs, Outreach and Digital Exhibits in Libraries, Archives, and Museums</i> <i>LSC 844: Music Bibliography</i> | 8 |
| Madeline Davis | <i>LSC 555: Information Systems in Libraries and Information Centers</i> <i>LSC 752: Design and Production of Multimedia</i> | 5 |
| Timothy Dickey | <i>LSC 524: Actionable Intelligence: Information Analysis and Communication</i> <i>LSC 557: The Information Professions in Society</i> | 5 |

| | | |
|------------------------|---|----|
| | <i>LSC 675: Research Methods in Library and Information Science</i> | |
| Abigail Ellsworth Ross | <i>LSC 886: Law Librarianship</i> | 8 |
| Randolph Hock | <i>LSC 524: Actionable Intelligence: Information Analysis and Communication</i> | 6 |
| Kimberly Hoffman | <i>LSC 553: Information Sources and Services</i> <i>LSC 881: College and University Library</i> | 5 |
| Bruce Hulse | <i>LSC 654: Database Management</i> | 6 |
| Christian James | <i>LSC 555: Information Systems in Libraries and Information Centers</i> <i>LSC 565: Data on the Web</i> | 7 |
| Douglas Joubert | <i>LSC 527: Introduction to Data Science</i> <i>LSC 564: Data Visualization</i> | 7 |
| Dawn Powers | <i>LSC 672: Management</i> | 6 |
| Nathan Putnam | <i>LSC 551: Organization of Information</i> <i>LSC 606: Cataloging and Classification</i> | 10 |
| Nancy Silcox | <i>LSC 695B: School Library Media Practicum</i> | 9 |
| Todd Weaver | <i>LSC 830: Legal Research</i> <i>LSC 839: Advanced Legal Research</i> | 8 |
| Amanda Wilson | <i>LSC 557: The Information Professions in Society</i> <i>LSC 603: Technical Services</i> <i>LSC 641: Collection Development and Management</i> | 15 |

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

Appointments and Promotions

Every appointment and promotion action in the DIS is taken in accordance with the policies and procedures of the Catholic University, with the goals to ensure a strong and diverse faculty capable of carrying out the teaching, research, and service goals of the program in alignment with the [university's mission](#). The policies and procedures governing [appointments and promotions](#) are contained in the *Faculty Handbook*, Part II, Appointments and Promotions.

Tenure and promotions in the DIS 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 proceeds through the school's Committee on Appointments and Promotions, the Academic Senate Committee on Appointments and Promotions, the Academic Senate, the provost, the president, and ultimately the university's Board of Trustees. Four faculty have been tenured since 2016: Sung Un Kim was tenured and promoted to Associate Professor in June 2016; and Renate Chancellor, Sue Yeon Syn, and Jane Zhang in June 2017. Youngok Choi was promoted to the Ordinary Professor rank in June 2020. Ingrid Hsieh-Yee was conferred as Professor Emerita in January 2023. The newly joined faculty members, Maria Mazzenga, Sang Hoo Oh, and Joshua Samuels, will follow the university and school's policies and

procedure. Another faculty who will join DIS in the fall of 2025 is going through the tenure-review process to begin with tenure at the Catholic University.

The School of Arts and Sciences adopted a new Triennial Review Process for Faculty in the spring of 2023 ([Appendix III-4. A&S Triennial Review Process for Faculty](#)). The Triennial Review Process eliminated the previous annual Out of Classroom Activity Report (OCARs) and created a formal process to support the Faculty Handbook requirements. It provides a process for evaluating and making recommendations for teaching load and merit pay. Every non-triennial year, faculty submit a 1-2 pages summary of achievements and work to their respective department chairs. This would be used to make recommendations for merit pay in non-triennial years by chairs (with dean's office approval). In some cases, this could be used to change the faculty's teaching load, for which the chair makes appropriate recommendations to the dean. The Triennial Evaluation Template 2023 (for the evaluation period beginning in Fall 2020 and ending Summer 2023) includes evaluation questions ([Appendix III-5. A&S Triennial Evaluation Template, 2023](#)).

Encouragement of Innovation

The DIS encourages innovation in teaching, research, and service by providing a variety of support to the faculty. In teaching, for example, faculty can propose new courses as the field evolves using the special topic adoption process ([Appendix II-2. Course Proposals Adoption Policy](#)). The systematic curriculum review provides opportunities for faculty to consider directions for innovation in teaching. During the discussion of curriculum reviews and through full faculty meetings, faculty share and suggest different methods used in their teaching with each other.

As a major example, the department's efforts related to distance learning demonstrate these qualities. The DIS has been a leader in distance education within the university. In 2018, the DIS began to offer a fully online program option. The program followed a systematic planning process in deciding to undertake this initiative. The department conducted two surveys to measure the degree of interest in an online program. One survey was distributed to various professional organizations, universities, and others in February 2018 for market research. The other survey polled current students about online program offerings. The survey results revealed positive interest in and support of a fully online program offered by the Catholic University. The curriculum committee also reviewed the current curriculum and recommended transferring the hybrid courses within the online weekend learning program to a fully online program. After input from stakeholders, the faculty decided to phase out the online weekend hybrid courses and move to a fully online program in the fall of 2018. During this transition, teaching methods were shared among faculty members, including an [Online Course Preparation Checklist](#) to support the faculty's innovative adoption during the transition. During the fall of 2021, Kim served on the university's Online Education Advisory Committee whose primary goal was to discuss the resources needed to support the university's current and future online offerings and present their recommendations to the provost and the president. In the spring of 2023, Kim and Syn participated in the Center for Teaching Excellence's (CTE) [Quality Review Program \(QRP\)](#) to review their online courses with instructional coaches and instructional designers, using the [QRP evaluation criteria](#), and to improve online teaching.

In research, faculty innovation is supported by the school and the university with programs such as:

- The internal [grant-in-aid program](#);
- [Office of Sponsored Programs and Research Services](#);

- The School of Arts and Sciences Dean’s research funding ([Appendix III-6. A&S Faculty Research Funds Guidelines](#));
- The school’s faculty book workshops ([Appendix III-7. A&S Faculty Book Workshop Call for Proposals](#));
- The school’s mid-career sabbatical programs ([Appendix III-8. A&S Mid-Career Sabbatical Program](#)).

Since 2023, all tenure-track faculty members have received \$2,000 a year in research funding through the school’s departmental budget. New faculty also receive start-up funding to initiate their research agenda. The [grant-in-aid program](#) provides funding to support the research of tenure-track faculty, with preference given to early-career initiatives. The university also maintains the [Office of Sponsored Programs and Research Services](#), which offers support and guidance to all faculty in pursuing external funding opportunities along with support from the [Committee for the Protection of Human Subjects](#). The Office of the Dean of the School of Arts and Sciences provides the research seed funding ([Appendix III-9. A&S Faculty Seed Grant Program](#)). Kim and Choi received this research seed funding to support their focus group interview study about COVID-19 community archiving projects in 2022.

The university provides opportunities for innovative service, and several faculty members have taken full advantage of the opportunities. Chancellor, for example, served as the academic advisor to undergraduates interested in applying to law school and pursuing legal careers. This service was a beneficial contribution to the undergraduate population. The DIS encourages its faculty to contribute to professional associations by allocating funds for travel and conference presentations. Faculty members present extensively at conferences of professional associations and at [the Bridging the Spectrum Symposium](#) hosted by the DIS every spring semester. The Office of the Dean of the School of Arts and Sciences provides funding for faculty activities, which includes international travel for research and conference presentations ([Appendix III-10. A&S Guidelines for Dean’s Funding for Departmental or Faculty Activities](#)). Details on faculty presentations are discussed in Section III.5, and faculty CVs ([Appendix III-1. Full-time Faculty CVs](#)) provide detailed lists of conference presentations.

A Stimulating Learning and Research Environment

The DIS provides strong support for faculty research by allowing each faculty member to hire a research assistant for up to 10 hours per 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, a lecture series with internal and external speakers, and the annual Bridging the Spectrum Symposium. Section IV.5.2. of Standard IV: Students provides examples of faculty-student research activities.

Starting in 2007, [Colloquia](#) was customarily held in the evening and was open to the local LIS professional community as well as Catholic University faculty, staff, and students. Since the pandemic when events shifted online in the spring of 2020, colloquia ceased to be offered and only [the Sister Thea Bowman Lecture Series on Social Justice in Library and Information Science](#) has continued virtually. Table III-8 includes presentation titles, presenters, location, and date/time information of the colloquia held between 2016 and 2019.

Table III-8. Colloquia presentation information from 2016 to 2019

| Presentation title | Presenter | Location | Date/Time |
|---|---|---|-------------------------------|
| “Applying Scientific and Mathematical Techniques to Digital Humanities” | Dr. Aaron Dominguez, Dean of the School of Arts and Sciences, Catholic University | Byron Auditorium - Columbus School of Law | October 19, 2016, 6:30 p.m. |
| “Attracting the Best and Brightest” | Dr. Daniel O'Connor, Rutgers University | Byron Auditorium - Columbus School of Law | November 9, 2016, 6:30 p.m. |
| “Managing Difficult Heritage through an Augmented Reality Archive” | Dr. Joshua Samuels, Anthropology Department, Catholic University | Byron Auditorium - Columbus School of Law | March 29, 2017, 6:30 p.m. |
| "The Radio Preservation Task Force of the Library of Congress" | Dr. Josh Shepperd, Department of Media and Communication Studies, Catholic University | Byron Auditorium - Columbus School of Law | September 14, 2017, 6:30 p.m. |
| “From Sumerian Clay to MARC: A Broad History of the Card Catalog” | Peter Devereaux, Library of Congress Publishing Office | Byron Auditorium - Columbus School of Law | November 7, 2017, 6:30 p.m. |
| “Digitizing the Black Experience” | Dr. Lopez Matthews, Digital Production Librarian at Howard University | Byron Auditorium - Columbus School of Law | October 11, 2018, 6:00 p.m. |
| “The Role of Archives and Records in Justice and Human Rights” | Trudy Huskamp Peterson, Former Acting Archivist of the United States | Pryzbyla Center, Great Room C | February 27, 2019, 6:00 p.m. |
| “Conserving the Nation's Treasures at the National Archives” | Amy Lubick and Yoonjoo Strumfels, National Archives and Records Administration (NARA) | Byron Auditorium, Columbus School of Law | November 13, 2019, 6:00 p.m. |

In the spring of 2019, the DIS inaugurated [The Sister Thea Bowman Lecture Series on Social Justice in Library and Information Science](#), a dedicated lecture series on social justice named after Sister Thea Bowman, to represent its tradition in upholding the core values and responsibility for social justice. The DIS has always embodied the principle of social justice in its teaching, research, and service. It instills a mindset that nurtures a commitment to community service, an openness to change and global perspectives, and dedication to the philosophy, principles, and legal and ethical responsibilities of the

field for society. Table III-9 includes presentation titles, presenters, location, and date/time information of the social justice lectures held between 2019 and 2024.

Table III-9. Social Justice Lecture series presentation information from 2019 to 2024

| Presentation title | Presenter | Location | Date/Time |
|---|-----------------------------|---|------------------------------|
| “Black Technical Objects: Policing, Black Men, and ‘Bad Data’” | Dr. André Brock | Slowinski Courtroom Columbus School of Law | March 26, 2019, 6:00 p.m. |
| “Decolonizing LIS: Activating Social Justice” | Dr. Nicole Cooke | Virtual | October 21, 2020, 6:00 p.m. |
| “The Ethics of Epistemic Justice: Addressing Epistemicide through Social Justice in LIS” | Dr. Beth Patin | Virtual | October 7, 2021, 6:00 p.m. |
| “A ‘Voice’ from Intersecting Margins to Further Social Justice Scholarship and Advocacy in Library and Information Science” | Dr. Bharat Mehra | Virtual | November 10, 2022, 6:00 p.m. |
| “Using the Power of Cultural Intelligence to address Critical Societal Needs in the LIS field” | Dr. Michele A. L. Villagran | Virtual | November 15, 2023, 6:00 p.m. |
| “The First and Still Best Hope for Equity: Libraries, Disabled People, and the Politics of Hatred through American History” | Dr. Paul T. Jaeger | Virtual | November 20, 2024, 6:00 p.m. |

[The annual Bridging the Spectrum Symposium](#) represents efforts to create a stimulating learning community beyond the classroom and formal coursework. It features a prominent keynote speaker (Table III-10), multiple program sessions, and a poster session. Poster and program proposals are competitive and are judged by a committee of the DIS faculty and LIS professionals. True to its name, the event welcomes submissions on all aspects of LIS and is open to professionals from all sectors of the professional community. For the past several years, the symposium has attracted approximately 120-150 attendees each year, which is the capacity of the campus space available for this type of event. While the DIS publicizes the event primarily within the local professional community, presenters nationwide, from as far away as California, North Dakota, and South Carolina have contributed content. 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/co-presenters with faculty. To celebrate the fifteenth event in 2023, the [2023 Bridging the Spectrum Symposium](#) was held as a panel discussion format with the theme “Smart Libraries: What does it mean to be smarter?” The panelists included Jeff Wisniewski (Director of Web Services & Communications, University of Pittsburgh Library System, United States), Trevor Watkins (Teaching and Outreach Librarian, George Mason University Libraries, United States), Lars Binau (Manager of Student Service, Technical University of Denmark, Denmark), and Battulga “Tulga” Buyannemekh (PhD Candidate at the Rockefeller College of Public Affairs and Policy and Graduate Assistant of the Center for Technology in

Government, SUNY University at Albany). While it has been delivered virtually in recent years (from 2021 to 2024) due to the pandemic, the department is planning an in-person symposium for 2025.

Table III-10. Bridging the Spectrum Symposium keynote speakers

| Date | Keynote/Panel Speaker | Position and Affiliation | Presentation Title |
|-------------------|------------------------------|--|---|
| February 12, 2016 | Valerie Gross | President and CEO, Howard County Library System | Title Not Available |
| February 3, 2017 | Dr. Stephen Robertson | Professor and Director, Roy Rosenzweig Center for History and New Media, George Mason University | “Digital Harlem, Visualization, and Data in the Humanities” |
| February 2, 2018 | Dr. Alan Inouye | Director of Public Policy for the American Library Association | “Making Sense of the Headlines: Advancing Public Policy for the LIS Community” |
| February 8, 2019 | Mark Sweeney | Principal Deputy Librarian of Congress | “National Libraries’ Core Functions and Services: 21 st Century Trends and Challenges” |
| February 14, 2020 | Janet Crowther | Assistant Director of Williamsburg Regional Library | “Library Partnerships: Trends, Challenges, and Models to Watch” |
| February 19, 2021 | Richard Reyes-Gavilan | Executive Director of the DC Public Library | “What’s In a Name? Rebuilding a Library Named after Martin Luther King Jr.” |
| February 18, 2022 | Jeremy J. Myntti | Head of Digital Library Services at the University of Utah’s J. Willard Marriott Library | “Curating the History of COVID-19” |
| April 12, 2023 | Jeff Wisniewski | Director of Web Services & Communications, University of Pittsburgh Library System | “The Smart Library Virtuous Cycle” |
| | Trevor Watkins | Teaching and Outreach Librarian, George Mason University Libraries | “The Role of AI in the Future of Smart Libraries” |
| | Lars Binau | Manager of Student Service, Technical University of Denmark, Denmark | “DTU Smart Library” |
| | Battulga “Tulga” Buyannemekh | PhD Candidate at the Rockefeller College of Public Affairs and Policy and Graduate Assistant of the Center for Technology in Government, SUNY University at Albany | “Developing Smart Cities – The Role of Public Libraries” |
| March 1, 2024 | Emily Drabinski | President of the American Library Association and Associate Professor at the Queens College | “Libraries for the Win!” |

| | | | | | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | Male | 1 | 1 | | | | | | | 1 |
| Age | Under 40 | 2 | 2 | 1 | 1 | | | | | 1 |
| | 40-49 | | | 1 | 1 | 2 | 2 | 2 | 1 | 1 |
| | 50-59 | 3 | 3 | 2 | 2 | 2 | 2 | 1 | | 1 |
| | 60+ | 2 | 2 | 2 | 2 | 2 | 2 | 1 | | |
| Total | | 7 | 7 | 6 | 6 | 6 | 6 | 4 | 1 | 3 |

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.

Faculty 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-12 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. The three new faculty members contribute to parts of the curriculum through their teaching: Mazzenga teaches courses on Cultural Heritage Information Management and Community Services Librarianship areas; Oh mainly teaches courses on Data Science and Information Systems; Samuels teaches courses on Cultural Heritage and Qualitative Research Methods. Samuels has a dual appointment with the Department of Anthropology and teaches courses for them. The new faculty member who will join the department in Fall 2025 has proposed teaching courses on Community Engagement, Reading Advisory, and Information Services. Except for Samules, all faculty teach courses within the DIS, although Oh and Syn also contribute by teaching courses for both the MSLIS and the MSIS programs.

Table III-12. Faculty teaching assignments and areas of interest

| Faculty Name (appointment period) | Areas of Teaching and Research | Courses Taught, 2016-2024 |
|--|--|---|
| Sue Yeon Syn (2011-current) | User Created Content 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 | <i>LSC 525: User Interface Design and Evaluation</i> <i>LSC 327/527: Introduction to Data Science</i> <i>LSC 551: Organization of Information</i> <i>LSC 255/555: Information Systems in Libraries and Information Centers</i> <i>LSC 565: Data on the Web</i> <i>LSC 610: Information Architecture and Web Design</i> <i>LSC 615: Metadata</i> <i>LSC 433/633: Information Retrieval and Analysis Strategies</i> <i>LSC 350/650: Information Architecture and Web Design</i> |

| | | |
|----------------------------------|---|--|
| | | <i>LSC 753: Programming for Web Applications</i> <i>LSC 694A: Independent Study</i> |
| Maria Mazzenga (2024-current) | Cultural Heritage; Archives Management; Public History; Catholic Archives; American Catholic History Teaching | <i>LSC 557: The Information Professions in Society</i> <i>LSC 677: History and Theory of Cultural Heritage Institutions</i> <i>LSC 881: The College and University Library</i> |
| Sang Hoo Oh (2024-current) | Ethical, Legal and Social Implications of Emerging Technologies; AI Governance and Policy; Social Informatics; Computational Social Sciences; Future of Work | <i>LSC 327/527: Introduction to Data Science</i> <i>LSC 255/555: Information Systems in Libraries and Information Centers</i> |
| Joshua Samuels (2024-current) | Historical Archaeology; Landscape Archaeology; Geographic Information Systems (GIS); Participatory GIS (PGIS); Cultural Resource Management (CRM); Cultural Heritage; Difficult Heritage; Post-conflict Reconstruction; Digital History; Community Archeology | <i>LSC 831: Legislating Heritage: Domestic Law and International Conventions</i> <i>LSC 851: GIS for the Social Sciences</i> |
| Youngok Choi (2006-2023) | Organization of Information; Metadata; Indexing, Abstracting, and Thesaurus Design; Information Systems and Technology in Libraries; Digital Libraries; Interface Design and Usability Studies | <i>LSC 551: Organization of Information</i> <i>LSC 612: (formerly LSC 652) Foundations of Digital Libraries</i> <i>LSC 641: Collection Development and Management</i> <i>LSC 675: Research Methods in Library and Information Science</i> <i>LSC 843: Public Programs, Outreach and Digital Exhibits in Libraries, Archives, and Museums</i> <i>LSC 881: The College and University Library</i> <i>LSC 694A: Independent Study</i> |
| Sung Un Kim (2010-2023) | K-12 School Library Services; Information Services for Culturally and Linguistically Diverse Students; Youth Information Behavior; Information Literacy; Instructional Technology and Online | <i>LSC 553: Information Sources and Services</i> <i>LSC 255/555: Information Systems in Libraries and Information Centers</i> <i>LSC 335/635: Human Information Behavior</i> <i>LSC 675: Research Methods in Library and Information Science</i> <i>LSC 731: Media Integration in the Curriculum</i> <i>LSC 872: (formerly LSC 835) Administration of School Library Media Programs</i> |

| | | |
|----------------------------------|--|---|
| | Education; Information Systems; Research Methods | <i>LSC 694A: Independent Study</i> |
| Jane Zhang (2011-2023) | Records and Recordkeeping; Archival Theory and Practice; Electronic Records and Digital Archives; Digital Curation and Long-term Preservation; Information Organization Theory and Application | <i>LSC 551: Organization of Information</i> <i>LSC 615: Metadata</i> <i>LSC 646: Archives Management</i> <i>LSC 648: Digital Curation</i> <i>LSC 677: History and Theory of Cultural Heritage Institutions</i> <i>LSC 761: Electronic Records Management</i> |
| Ingrid Hsieh-Yee (1990-2022) | 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 | <i>LSC 322/522: Digital Content Creation and Management</i> <i>LSC 433: Information Retrieval and Analysis</i> <i>LSC 551: Organization of Information</i> <i>LSC 557: The Information Professions in Society</i> <i>LSC 606: Cataloging and Classification</i> <i>LSC 615: Metadata</i> <i>LSC 633: Advanced Information Retrieval and Analysis Strategies</i> <i>LSC 644: Information Literacy Instruction</i> <i>LSC 713: Description and Access for Non-Print and Digital Resources</i> |
| Renate Chancellor (2009-2022) | Information in Society; Information Services; Legal Research; Historical Research Methods; Information-Seeking Behavior; Multicultural Library and Information Services; Critical Information Issues in Contemporary Society | <i>LSC 553: Information Sources and Services</i> <i>LSC 557: The Information Professions in Society</i> <i>LSC 631: Storytelling</i> <i>LSC 635: Human Information Behavior</i> <i>LSC 643: Oral History</i> <i>LSC 830: Legal Research</i> <i>LSC 839: Advanced Legal Research</i> <i>LSC 879: Visions of Italy</i> |
| David Shumaker (2006-2018) | Management of Information Services; Emerging Models of Information Services; Emerging Career Paths for Librarians; Corporate and Specialized Information Services; Human Information Behavior | <i>LSC 553: Information Sources and Services</i> <i>LSC 557: The Information Professions in Society</i> <i>LSC 433/633: Information Retrieval and Analysis Strategies</i> <i>LSC 635: Use and Users of Libraries and Information</i> <i>LSC 672: Management</i> <i>LSC 772: Marketing Libraries and Information Centers</i> |

Student feedback from exit surveys provides evidence of the subject expertise of faculty ([Appendix I-7. Exit Surveys](#)). The DIS has experienced strong and growing positive outcomes since Fall 2016. Student

responses to the statement “*Faculty members had a good knowledge of their subject areas*” are displayed in Figure III-1, which shows that “Strongly Agree” and “Agree” responses have composed over 90% of answers since 2016. The highly positive indicators reflect the maturation and expansion of subject expertise by a stable, committed faculty supported by effective collaboration and infrastructure.

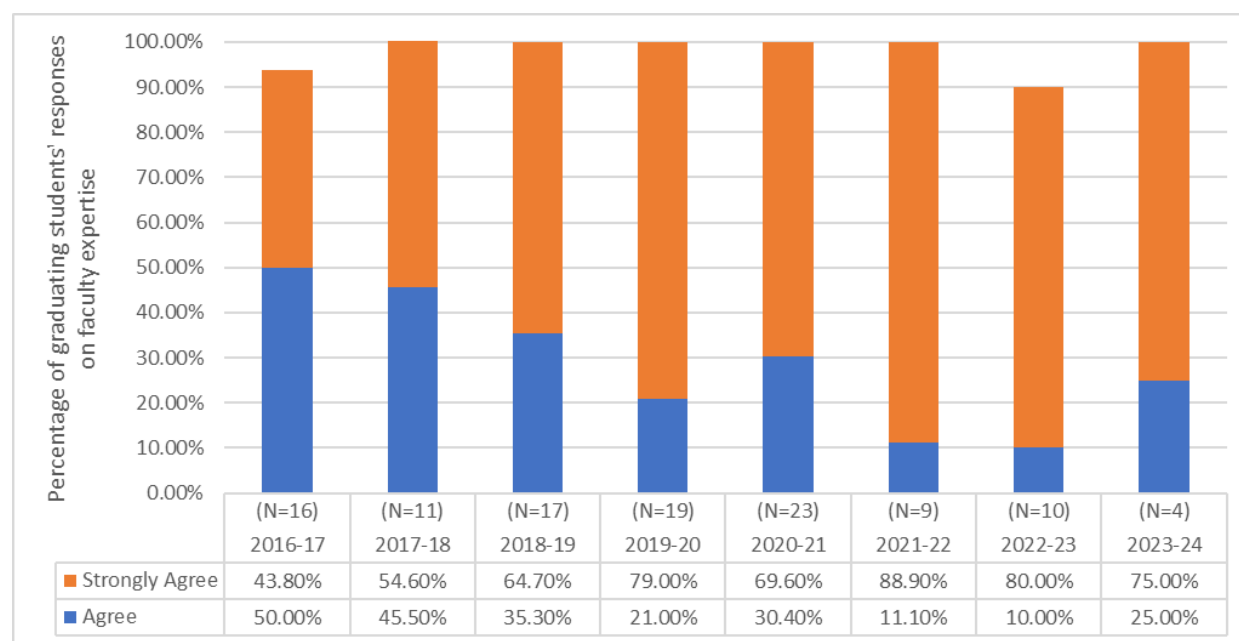


Figure III-1. Graduating students’ perception of faculty expertise

Technological Awareness

It is widely recognized that technological change is a critical factor in contemporary LIS practice and pedagogy. All DIS 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 Catholic University, Choi taught for five years in the Department of Computer Science at the State University of New York at Oswego. Kim has had a strong focus on instructional technology in her academic work, participated in the development of Rutgers University’s online MLIS 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.

New faculty members also have strong technology backgrounds. Mazzenga’s work in public history utilizes web-based technology in presenting historical materials to the public. As archivist and curator, Mazzenga created more than two dozen primary source websites on the Omeka platform and created a dozen LibGuides on the SpringShare applications, in addition to running the web archiving program and processing collection materials. Oh’s work is mainly in information technology and systems, and his research focus is exploring the ethical and social impact of emerging technologies. Samuels’ work utilizes emerging technology such as Geographic Information Systems (GIS) and qualitative analysis tools such as NVivo in his teaching and research of cultural heritage and historical archaeology. All faculty members are proficient users of technology in teaching and research.

The DIS provides strong infrastructure support for ongoing learning and leadership in information technology. The Information Commons and computer lab facilities are discussed in detail in Standard V: Administration, Finances, and Resources. These resources, together with the university's [Technology Services](#), enable faculty to obtain and use state-of-the-art tools. The DIS's support for attendance at scholarly and professional meetings and workshops is another resource that enables faculty to maintain technological awareness.

All faculty utilize computer and communications technology extensively in teaching and research. DIS courses rely heavily on Catholic University's learning management systems for communication, discussions, presentations, assignments, and other aspects of course operations. Catholic University used Blackboard until Summer 2024 and since Fall 2024, Brightspace has been in use. In addition, all full-time faculty participate in online teaching and 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.

Effectiveness in Teaching

Every member of the faculty is an experienced teacher, and all have had prior teaching experience before coming to the Catholic University. 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 had 25 years' experience on the Catholic University faculty. Kim taught in the School of Communication and Information at Rutgers University and was a teaching assistant at Yonsei University in South Korea. Syn was a teaching assistant and guest lecturer at the University of Pittsburgh School of Information Sciences and participated in the University Teaching Practicum at the University of Pittsburgh. Zhang was a part-time faculty in the Graduate School of Library and Information Science at Simmons College, and has taught courses at the University of Calgary, University of British Columbia, and Yunnan University in China.

New faculty members also come with a wealth of teaching experience. Mazzenga has taught in many departments at several universities, including George Mason University, Virginia Commonwealth University and the Catholic University since 2000. Oh has taught courses as teaching assistant and instructor at Yonsei University in Korea, Florida State University, and University of Illinois at Urbana-Champaign. Samuels has more than 13 years of teaching experience at multiple institutions, including Stanford University, the University of Tromsø, the University of Maryland and the Catholic University.

Direct evidence of the effectiveness of DIS instructors is provided by the university-administered course evaluations. Course evaluation data shows that the DIS faculty has maintained a consistently high level of teaching since 2016. Figure III-2 presents, on a 7-point scale, student evaluations of instructors (the statement "*The instructor had a thorough understanding of the course content*") and courses (the statement "*Course aims and objectives were clearly articulated at the start of the course*") from Fall 2016 to Spring 2024.

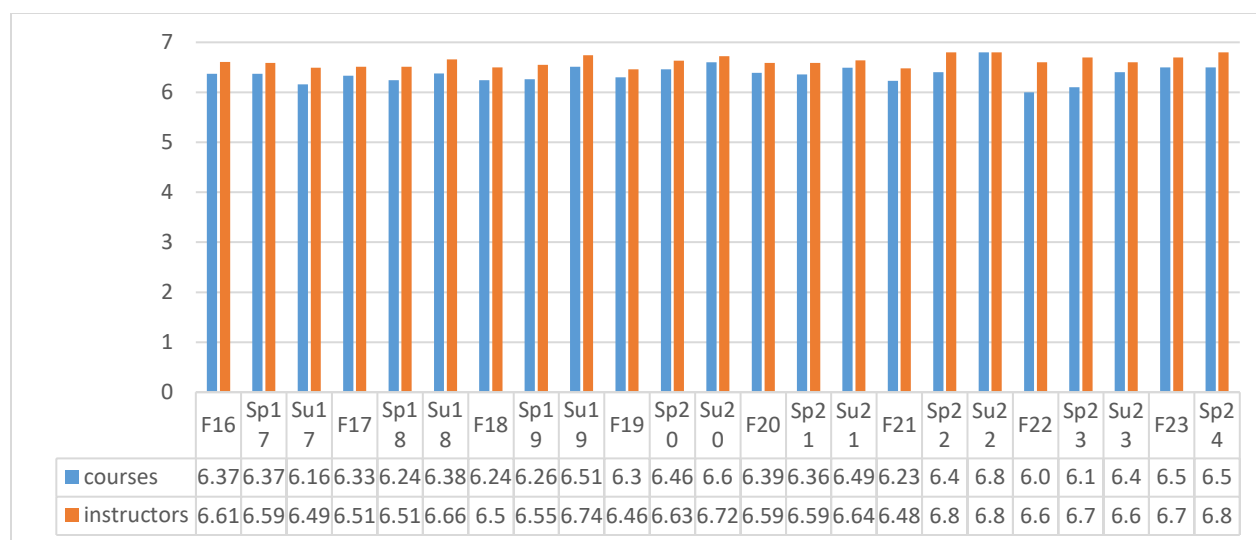


Figure III-2. Mean student evaluations of instructors and courses (7-point scale)

These results are further supported by findings of annual exit surveys ([Appendix I-7. Exit Surveys](#)). Data shows a steady increase in agreement with the statement “*The quality of faculty instruction was above average*” over the past six years. The percentage of “Strongly Agree” and “Agree” responses reached over 70% from 2016 to 2022. Figure III-3 presents this data.

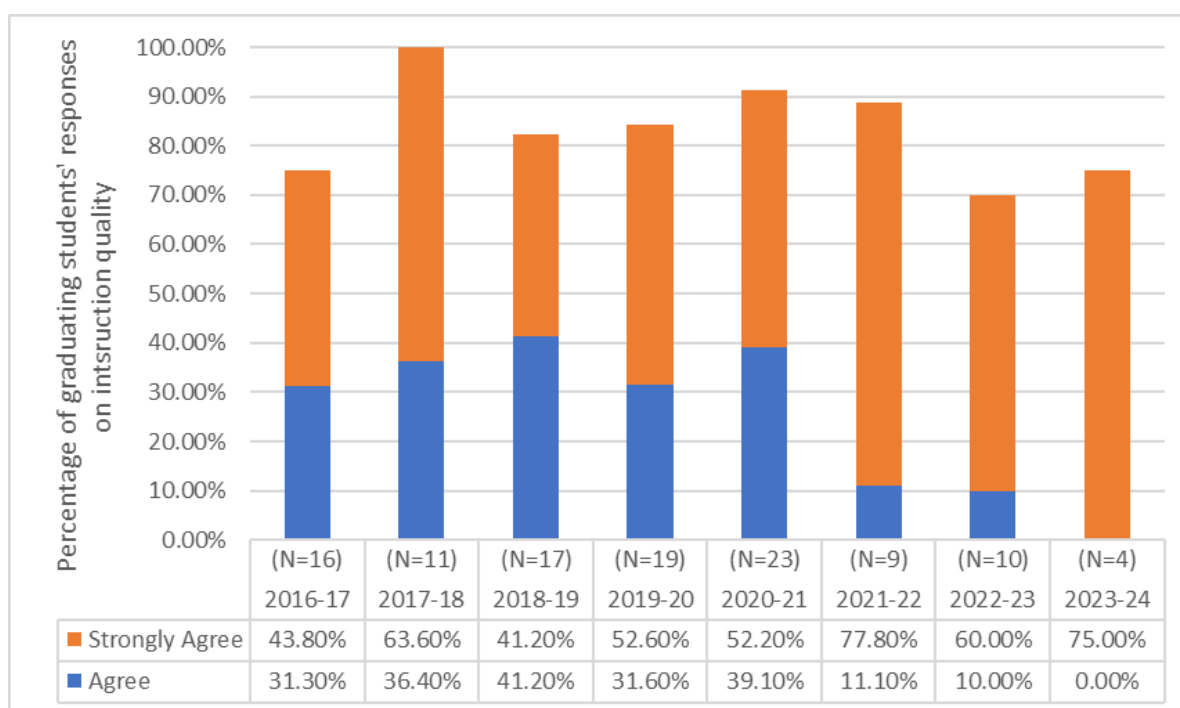


Figure III-3. Graduating students' responses on instruction quality

Active Participation in Relevant Organizations

Full-time faculty members are active in a large number of scholarly and professional organizations relevant to their teaching and research interests, and they advance the profession through their service on conference program committees, 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. Full-time Faculty CVs](#)). Table III-13 presents faculty membership in professional organizations. Table III-14 shows their leadership positions in professional organizations. Table III-15 presents their editorship of scholarly journals, service on editorial boards, and more.

Table III-13. Full-time faculty memberships in professional organizations

| Professional Organization | DIS faculty members who belong |
|---|---------------------------------------|
| American Association of School Librarians (AASL) | Kim |
| American Library Association (ALA) | Choi, Kim |
| Association for Library and Information Science Education (ALISE) | Choi, Kim, Oh, Syn |
| Association for Information Science and Technology (ASIS&T) | Choi, Kim, Syn |
| Korean-American Women in Science and Engineering (KWiSE) | Kim, Syn |
| Mid-Atlantic Regional Archives Conference (MARAC) | Mazzenga |
| Society of American Archivists (SAA) | Choi, Mazzenga |
| Virginia Association of School Librarians (VASL) | Kim |

Table III-14. Full-time faculty leadership in professional organizations

| Professional Organization | Faculty Member and Name of Position |
|--|--|
| American Library Association (ALA) | Syn (faculty advisor, Catholic University Student Chapter AGLISS) |
| Association for Information Science and Technology (ASIS&T) | Choi (member) Syn (member, Research Engagement Committee; chair, SIG-USE) |
| Association for Library and Information Science Education (ALISE) | Choi (chair, ALISE Pratt-Severn Faculty Innovation Award Committee) Kim (member, ALISE Pratt-Severn Faculty Innovation Award Committee) Syn (chair, Norman Horrock Leadership Award Committee; member, Excellence in Teaching Award Committee) |
| International Conference on Asia-Pacific Digital Libraries (ICADL) | Syn (co-chair, Conference Organizing Committee; co-chair, Publicity Committee; member, Steering Committee; referee) |

| | |
|---|---|
| Virginia Association of School Librarians (VAASL) | Kim (member, Scholarships & Awards Committee) |
|---|---|

Table III-15. Full-time faculty contribution in journal and conference editorial roles

| Journal and Conference Title | Faculty Member and Role |
|--|---|
| <i>American Anthropologist</i> | Samuels (referee) |
| <i>Aslib Journal of Information Management</i> | Syn (member, Editorial Board; referee) |
| Association for Information Science and Technology (ASIS&T) | Choi (Program Committee) Syn (Program Committee) |
| Association for Library and Information Science Education (ALISE) | Choi (Program Committee) Kim (Program Committee) |
| <i>Computers in Human Behavior</i> | Syn (referee) |
| <i>Conservation and Management of Archaeological Sites</i> | Samuels (referee) |
| <i>Data and Information Management</i> | Syn (member, Editorial Board; referee) |
| <i>Educational Assessment</i> | Kim (referee) |
| <i>Electronic Library</i> | Kim (referee) |
| <i>Health Information and Libraries Journal</i> | Syn (referee) |
| iConference | Syn (referee) |
| <i>Information Processing and Management</i> | Syn (referee) |
| International Conference on Asia-Pacific Digital Libraries (ICADL) | Syn (co-Chair, Program Committee; referee, Program Committee) |
| <i>Language & Education</i> | Kim (referee) |
| <i>Library and Information Science Journal</i> | Syn (referee) |
| <i>Library and Information Science Research</i> | Kim (referee) Syn (referee) |
| <i>Library Hi Tech</i> | Syn (referee) |
| <i>Library Quarterly</i> | Syn (referee) |

| | |
|--|--|
| <i>LIBRI: International Journal of Libraries and Information Studies</i> | Kim (member, Editorial Advisory Board) |
| LIDA (Libraries in the Digital Age) 2023 conference | Kim (referee) |
| <i>Journal of Documentation</i> | Syn (referee) |
| <i>Journal of Eastern Mediterranean Archaeology and Heritage Studies</i> | Samuels (member, Editorial Board) |
| <i>Journal of Health Communication</i> | Kim (referee) |
| <i>Journal of Information Science</i> | Kim (referee) Syn (referee) |
| <i>Journal of Librarianship and Information Science</i> | Kim (referee) |
| <i>Journal of Medical Systems</i> | Syn (referee) |
| <i>Journal of Public Relations Research</i> | Syn (referee) |
| <i>Journal of Social Archaeology</i> | Samuels (referee) |
| <i>Journal of the Korean Society for Information Management</i> | Syn (referee) |
| <i>Online Information Review</i> | Syn (referee) |
| <i>Pathogens and Global Health</i> | Syn (referee) |
| <i>Pediatrics</i> | Syn (referee) |

III.5 For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.

Full-time faculty members of the DIS provide knowledge, skills, and abilities in many subject areas in support of the mission of the department. They are capable and productive researchers who advance the knowledge of the library and information science discipline. Table III-16 summarizes faculty scholarly activities since 2016.

Table III-16. Faculty scholarly activities (Fall 2016 to Summer 2024)

| Name | Articles* | Conference Presentations, Posters, and Invited Talks | Book Chapters | Books | Grants |
|-------------------|-----------|--|---------------|-------|--------|
| Renate Chancellor | 15 | 15 | 3 | 1 | |

| | | | | | |
|------------------|----|----|---|---|---|
| Youngok Choi | 9 | 3 | | | 1 |
| Ingrid Hsieh-Yee | 2 | 6 | | | |
| Sung Un Kim | 9 | 4 | | | 1 |
| Maria Mazzenga | | 3 | 2 | | |
| Sang Hoo Oh | 2 | 9 | 1 | | |
| Joshua Samuels | 2 | 9 | | | |
| Sue Yeon Syn | 24 | 14 | 1 | | 1 |
| Jane Zhang | 7 | 11 | 2 | | 2 |
| Total | 70 | 74 | 9 | 1 | 5 |

* 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-17 presents the peer-reviewed journals in which faculty published their research.

Table III-17. Faculty peer-reviewed journal publication outlets since Fall 2016

| Title of Journals | Number of Publications |
|---|------------------------|
| The American Archivist | 2 |
| Archives and Manuscripts | 1 |
| Aslib Journal of Information Management | 2 |
| Collaborative Librarianship | 1 |
| Continuing Education | 1 |
| The Electronic Library | 2 |
| Equality, Diversity and Inclusion | 2 |
| Health Information and Libraries Journal | 3 |
| Information Research | 4 |
| Internet Reference Services Quarterly | 2 |
| Journal of Academic Librarianship | 2 |
| Journal of Documentation | 1 |
| Journal of Education for Library and Information Science | 6 |
| Journal of Health Communication | 2 |
| Journal of Interdisciplinary History | 1 |
| Journal of Librarianship and Information Science | 3 |
| Journal of Library Metadata | 1 |
| Journal of Medical Internet Research | 1 |
| Journal of Medical Library Association | 1 |
| Journal of Storytelling, Self, and Society | 1 |
| Journal of the Association for Information Science and Technology | 2 |
| Journal of the Korean Society for Information Management | 1 |
| Journal of the Korean Society for Library and Information Science | 2 |
| Library and Information Science Research | 1 |
| Library Hi Tech | 3 |

| | |
|--------------------------------|----|
| Online Information Review | 2 |
| Public Library Quarterly | 1 |
| The Records Management Journal | 1 |
| Urban Library Journal | 1 |
| TOTAL | 53 |

Collectively, the full-time faculty delivered approximately 74 presentations at academic and professional conferences between 2016 and 2023. They represented the DIS at a variety of international, national, and regional conferences. Faculty CVs provide details of their participation in conferences ([Appendix III-1. Full-time Faculty CVs](#)).

Full-time faculty received internal and external research and education grants. Table III-18 presents grants received by full-time faculty since 2016.

Table III-18. Faculty grants since 2016

| Faculty | Year | Grants |
|---|-----------|--|
| Kim, S. U. (PI) and Choi, Y. (Co-PI) | 2022 | “Success factors for the COVID-19 community archiving project management,” <i>Faculty Research Support from the Dean’s Office, Catholic University School of Arts and Sciences</i> (internal) |
| Poole, A. (PI, Drexel University) and Zhang, J. (Co-PI) | 2020-2022 | “Exploring New Frontiers in 21 st Century Archival Education,” <i>Institute of Museum and Library Services (IMLS), Laura Bush 21st Century Library Program: National Forum Grant</i> (external) |
| Syn, S. Y. (PI) and Yoon, J. (Co-PI, University of South Florida) | 2018 | “Investigation of the Impact of Text and Visual Formats on Facebook Health Communication Based on User-Centered Evidence from Eye-Movement Analysis,” <i>Medical Library Association (MLA) 2018 Donald A. B. Lindberg Research Fellowship Grant</i> (external) |
| Zhang, J. (Lead faculty) | 2017-2019 | “Special Olympics International: Historical Archiving and Preservation,” <i>Sponsored Research, Special Olympics International and The Catholic University of America</i> (external) |

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 assessment, 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.

Full-time faculty members of the DIS hold advanced degrees in library and information science and relevant 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 presents data on their advanced degrees, areas of expertise and research interest, and their teaching areas. Table III-14 presents their scholarly output.

Academic Planning and Evaluation

The full-time faculty have demonstrated their capacity for academic planning and evaluation, as discussed in Standard I: Systematic Planning (concerning the program's planning efforts) and Standard II: Curriculum (regarding the faculty's leadership in curriculum planning efforts). The faculty engage in all levels and aspects of planning in the DIS. The program's vision, mission, and goals and objectives were developed by the faculty. In 2023, the faculty and staff developed, revised, and finalized a new Strategic Plan ([Appendix I-8. LIS Strategic Plan](#)). The annual retreat and the continuous planning that takes place within the department ensure that faculty members are constantly engaged in planning and ongoing 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, a full faculty meeting is held each year, where all full-time and part-time faculty are invited to participate. These meetings provide opportunities for professional development for all faculty members and to directly receive feedback from part-time faculty for the department ([Appendix I-5. Full Faculty Meeting Materials](#)).

DIS faculty have developed and implemented important initiatives in academic planning since 2016. These initiatives reflect a shared commitment to provide leadership in transforming the profession and educating innovative professional leaders. Key initiatives include:

- [The Data Science Course of Study](#) – In 2018, the DIS added the Data Science Course of Study with three new courses (*LSC 527: Introduction to Data Science*, *LSC 563: Data Visualization*, and *LSC 565: Data on the Web*).
- [The Undergraduate Minor in Information Technology](#) – In 2018, the DIS initiated an Information Technology minor for undergraduate students.
- [The fully online program](#) – In 2019, the DIS replaced the Online and Weekend Learning (OWL) program with the fully online program for the Generalist and School Library Media (SLM) Courses of Studies to support student needs for flexibility in course delivery method.

DIS faculty members demonstrate leadership and planning skills by leading the departmental committees and participating in the department's planning activities. DIS faculty have opportunities equal to those available to faculty of other departments at the Catholic University 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. Examples of faculty leadership on DIS committees and university committees between 2016 and 2023 are presented in Table V-1 and also discussed in Section V.2 of the Standard V: Administration, Finances, and Resources.

Faculty Knowledge and Expertise

DIS faculty 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 as presented in Table III-12. The range of topics well illustrates the expertise of the full-time faculty in many areas. Section II.3 in Standard II: Curriculum presents independent study topics supervised by full-time faculty from 2016 to 2023.

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 regularly. Details on curriculum development and new courses added since 2016 are covered in Standard II: Curriculum.

Supportive Intellectual Environment

The DIS encourages faculty activities in teaching, research, and service by providing a variety of support to the faculty. For teaching, faculty is encouraged to propose new courses as the field evolves ([Appendix II-2. Course Proposals Adoption Policy](#)). 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.

In research, the faculty is supported by the university and the school with various programs for research funding and professional conference participation. For example, the Catholic University has the internal [grant-in-aid program](#), the Arts and Science Dean's research funding ([Appendix III-6. A&S Faculty Research Funds Guidelines](#)), the school's faculty book workshops ([Appendix III-7. A&S Faculty Book Workshop Call for Proposals](#)), and the school's mid-career sabbatical programs ([Appendix III-8. A&S Mid-Career Sabbatical Program](#)). New faculty members are offered a start-up fund by the dean's office that will support their research projects during their first three years.

The department also supports the faculty's research activities. The DIS provides funds for hiring a graduate research assistant for each faculty member. The dean's research funding often supports the faculty's professional conference trips. The Office of the Dean of the School of Arts and Sciences provides additional funding for international travel to conferences upon request ([Appendix III-10. A&S Guidelines for Dean's Funding for Departmental or Faculty Activities](#)).

Numerous units on campus support an intellectual environment. [The Center for Teaching Excellence](#) (CTE) provides various programs to support faculty in teaching and instructional activities, including tutorials for learning assessment techniques, provoking discussion and sharing information on AI tools and use, and arranging peer reviews of teaching. The University Libraries provide information for [digital scholarship](#) and host [workshops on digital scholarship](#) that the DIS sponsors. Moreover, there are various channels for professional development. For example, the School of Arts and Science organized [the Bridging the Humanities and Technology Gap Symposium](#) on October 19, 2024 to encourage discussion between faculty in humanities and science/technology. The school also hosted a Teaching Philosophy Workshop for faculty on May 17, 2021. The Department of Psychology organized a workshop for faculty on "Supporting Autistic Individuals in Higher Education" on October 23, 2024. The DIS hosts lecture series and symposia for faculty and students to share their works and discuss with professionals, such as [the Bridging the Spectrum Symposium](#). By working with research assistants, offering annual symposia for exchange of ideas, and organizing lectures, the faculty seeks to mentor students and expand their learning beyond the classroom. Such an environment nurtures the faculty's and students' intellectual growth and fosters cross-discipline understanding and communication.

Exit survey data ([Appendix I-7. Exit Surveys](#)) indicates that the student perception of the overall learning climate in the program is generally positive. This data, in conjunction with the 2022 alumni and 2021 employer survey responses ([Appendix I-3. Alumni Surveys](#) and [Appendix I-4. Employer Surveys](#)), offer further evidence that the DIS provides a nurturing environment that helps realize its program objectives and supports the intellectual stimulation of its students and faculty. Table III-19 presents data from graduating students in exit surveys from 2016-17 to 2023-24 with percentages of prompt responses "Strongly Agree" and "Agree."

Table III-19. Graduating student responses on overall learning climate

| Statement | 2016-17 (N=16) | 2017-18 (N=11) | 2018-19 (N=18) | 2019-20 (N=19) | 2020-21 (N=23) | 2021-22 (N=10) | 2022-23 (N=10) | 2023-24 (N=4) |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|
| My courses adequately and appropriately | 75.0% | 72.7% | 83.3% | 68.4% | 78.30% | 90.0% | 90.0% | 100.0% |

| | | | | | | | | |
|--|-------|--------|-------|-------|-------|--------|-------|--------|
| addressed diversity and inclusion. | | | | | | | | |
| Faculty and students interacted well in most of my courses. | 93.8% | 100.0% | 94.4% | 94.7% | 95.7% | 100.0% | 90.0% | 100.0% |
| I had enough opportunities to interact with other students and the faculty outside of the classroom. | 87.5% | 100.0% | 66.7% | 68.4% | 69.6% | 80.0% | 40.0% | 75.0% |
| I felt I was part of a learning community in the DIS. | 87.5% | 100.0% | 72.2% | 68.4% | 65.2% | 90.0% | 80.0% | 75.0% |

III.7 Faculty assignments relate to the needs of the program and to the competencies 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.

DIS procedures 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. The DIS maintains a 2-year course planning schedule ([Appendix I-14. Samples of 2-year Plans](#)) 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-9. All full-time faculty members contribute to the teaching of core courses and basic electives (Table III-2). The courses are reviewed by LIS competency areas. According to the Curriculum Review Plan from the 2019-2024 academic years ([Appendix I-12. Curriculum Review Process](#)), Kim and Syn have reviewed technology courses; Chancellor and Kim have reviewed resources and services courses; Choi and Syn have reviewed information organization courses; and Mazzenga and Syn are review sub-committee chairs for reviewing professional development and management courses ([Appendix I-13. Competency Courses Review Reports](#)).

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 six courses per year, consistent with the teaching load policy on campus. The CUA [Faculty Handbook](#) stipulates a norm of a 3-3 load for tenured and tenure-track faculty. The workload apportionment norms issued by the Provost's Office designate a 3-3 load for undergraduate and graduate departments and a 3-2 load for doctoral departments ([Appendix III-15. CUA Apportionment Norms](#)). The DIS reduced the teaching load from six courses to four in 2022–23 and 2023-24 for the faculty to prepare for the accreditation process. Course releases are given to accommodate sabbaticals, research buy-outs, or other forms of leave, such as medical leave and maternity leave. For example, Kim, Syn, Chancellor, and Zhang took sabbatical leaves in Spring 2018, Spring 2019, Fall 2019, and Spring 2020, respectively. Kim was on maternity leave during Fall 2021. Zhang was on leave for family care for the academic year 2022-23.

Faculty members are assigned to student advising and teaching courses in the curriculum based on their research and teaching expertise. The new faculty are exclusively dedicated to the Department of Information Sciences, with the exception of Samuels, who has a dual appointment with the Department of Anthropology. These arrangements will not change with the arrival of the new faculty member. Mazzenga teaches courses on Cultural Heritage Information Management and Community Services Librarianship; Oh mainly teaches courses on Data Science and Information Systems; Syn teaches courses on Organization of Information, Data Science, and Information Systems (Table III-12). It is expected that the new faculty who will join in Fall 2025 will contribute to courses on Community Services Librarianship and Generalist. Regarding faculty deployment, it should be mentioned that it is the practice of the school to not give onerous school-wide or university-wide service to probationary faculty members. Faculty members are assigned to students as advisors based on the faculty's specialties and research and teaching interests and students' interests. Table III-20 lists the faculty representing each Course of Study and their advising load for 2022-2023 or 2024-2025.

Table III-20. Faculty advising areas and advising load (2022-2025)

| Faculty | Advising Courses of Study | Advising Load |
|-----------|--|--|
| Choi | Cultural Heritage Information Management; Digital Libraries; Generalist | 15-25 advisees (2022-2023) |
| Hsieh-Yee | Organization of Information; Cultural Heritage Information Management; Generalist | 15-25 advisees (2022-2023) |
| Kim | School Library Media; Community Services Librarianship; Generalist | 15-25 advisees (2022-2023) |
| Mazzenga | Community Services Librarianship; Cultural Heritage Information Management; Generalist | 25-30 advisees (2024-2025) |
| Oh | Data Science; Digital Libraries; Generalist | 25-30 advisees (2024-2025) |
| Samuels | Cultural Heritage Information Management | N/A (Dual appointment with the Department of Anthropology) |
| Syn | Information Architecture; Data Science; Generalist | 25-30 advisees (2024-2025) |
| Zhang | Cultural Heritage Information Management; Generalist | N/A (on leave in 2022-2023, and retired in Summer 2023) |

Data from exit surveys ([Appendix I-7. Exit Surveys](#)) show that student perception of their educational experience and interaction with the faculty of the DIS is mostly positive. Table III-21 presents “Strongly Agree” and “Agree” responses on overall experience with the faculty.

Table III-21. Student experience with LIS faculty

| Statement | 2016-17 (N=16) | 2017-18 (N=11) | 2018-19 (N=17) | 2019-20 (N=19) | 2020-21 (N=23) | 2021-22 (N=9) | 2022-23 (N=10) | 2023-24 (N=4) |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|-------------------|------------------|
| The quality of faculty instruction was above average. | 75.0% | 100% | 82.4% | 84.2% | 91.3% | 88.9% | 70.0% | 75.0% |
| Faculty were effective in teaching and interacting with students in class and online. | 75.0% | 100% | 100% | 94.5% | 95.7% | 88.9% | 80.0% | 100% |
| Faculty members had a good knowledge of their subject areas. | 93.8% | 100% | 100% | 100% | 100% | 100% | 90.0% | 100% |
| Faculty provided me with regular and thorough evaluations of my performance. | 81.3% | 100% | 70.6% | 94.7% | 87.0% | 88.9% | 80.0% | 100% |
| Faculty were responsive to my requests for help. | 100% | 100% | 87.5% | 100% | 95.7% | 88.9% | 100% | 100% |
| I had access to continuing opportunities for guidance, counseling, and placement assistance. | 87.5% | 100% | 70.6% | 89.5% | 78.3% | 100% | 80.0% | 75.0% |

These positive data corroborate data from the 2023 Current Student Survey ([Appendix I-6. Current Student Surveys](#)). Table III-22 presents data on current students’ assessment of their experience with the faculty. A student’s response from the 2023 Current Student Survey indicates students’ positive experience as well: *“I have had only positive experiences with all faculty - both full-time and part-time - during my course of study. The part-time faculty have added benefit to the courses by being active in the school library community through their full-time occupations.”* It should be noted that in 2024 the rating was slightly lower than previous years due to shortage of full-time faculty and staff in the department.

Table III-22. Current student assessment of experience with the faculty

| Statements | 2017 (N=38) | 2018 (N=39) | 2019 (N=41) | 2020 (N=34) | 2021 (N=42) | 2022 (N=15) | 2023 (N=11) | 2024 (N=26) |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| The quality of full-time faculty instruction is above average. | 84.2% | 86.8% | 90.2% | 76.5% | 85.7% | 80.0% | 72.7% | 61.5% |
| The quality of part-time faculty instruction is above average. | 71.1% | 55.3% | 75.6% | 64.7% | 66.7% | 73.3% | 90.9% | 92.3% |
| Full-time faculty members have good knowledge of their subject areas. | 92.1% | 89.5% | 95.1% | 90.9% | 92.9% | 93.3% | 90.9% | 69.2% |

| | | | | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|
| Part-time faculty members have good knowledge of their subject areas. | 76.3% | 60.5% | 80.5% | 76.5% | 73.8% | 93.3% | 100% | 96.2% |
| Faculty are effective at teaching and interacting with students in class and online. | 81.6% | 84.2% | 82.9% | 79.4% | 92.9% | 80.0% | 90.9% | 65.4% |
| Faculty provided me with regular and thorough evaluations of my performance. | 63.2% | 74.4% | 70.7% | 61.8% | 92.9% | 93.3% | 72.7% | 73.1% |
| Faculty are responsive to my requests for help. | 89.5% | 82.1% | 90.2% | 85.3% | 95.2% | 100% | 81.8% | 84.6% |
| Faculty are skilled in teaching in the online format. | N/A | N/A | N/A | N/A | 81.0% | 80.0% | 81.8% | 76.9% |

III.8 Procedures are established for systematic evaluation of all 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, the DIS 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. The School of Arts and Sciences adopted a new Triennial Review Process for Faculty in the spring of 2023 ([Appendix III-4. A&S Triennial Review Process for Faculty](#)). The Triennial Review Process eliminated the previous OCARs and created a formal process to support the *Faculty Handbook* requirements. It provides a process for evaluating and making recommendations for teaching load and merit pay. Every non-triennial year, faculty submit a 1-2 page summary of achievements/work to department chairs. This summary is used to make recommendations for merit pay in non-triennial years by department chairs (with dean's office approval). In some cases, the summary could be used to change a teaching load, for which the chair makes appropriate recommendations to the dean. The Triennial Evaluation Template 2023 (for the evaluation period beginning Fall 2020 and ending Summer 2023) includes evaluation questions ([Appendix III-5. A&S Triennial Evaluation Template, 2023](#)).

Besides the triennial 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 2-year reviews. The *Faculty Handbook* provides details on appointment requirements and the evaluation process and procedures ([Part II. Appointments and Promotions](#)).

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. The [Faculty Handbook](#) also explains the appeal process and procedures ([Part II. Appointments and Promotions](#)).

Probationary faculty members have a review of their progress during their second and fourth years of service. Tenure review begins within a department and involves senior and tenured faculty as appropriate. In the spring of the fifth year of service, probationary faculty meet with the chair of the department to provide a list of potential external reviewers (no more than half of the external reviewers will be chosen from the faculty member's list). Over the summer, the chair arranges for at least six external letters. The tenure review process begins in the fall of the sixth year of service, with votes from the department, the School Committee on Appointments and Promotions, the Senate Committee on Appointments and Promotions, and the Academic Senate. The process concludes with the Board of Trustees at their June meeting at the end of the sixth year of service.

Probationary faculty can receive an extension to the tenure clock for the birth or adoption of a new child or for other extenuating circumstances. All probationary faculty received two tenure clock extensions during the COVID pandemic. However, faculty always retain their right to come up for tenure early, if they choose.

The department has tenure and promotion guidelines available for the faculty to consult ([Appendix III-16. LIS Guidelines for Tenure and Promotion](#)). The school gives new faculty a handbook that includes the tenure timeline, links to all tenure and promotion forms, a list of internal resources for teaching and research development, and the University Faculty Handbook requirements for tenure ([Appendix III-17. A&S Guide for New Faculty 2024](#)). The school asks chairs to meet with all faculty every year to discuss progress in research, teaching, and service, in response to Faculty Activity Reports.

Student Course Evaluations

The DIS uses the university's standard evaluation forms to assess faculty teaching. The evaluation process, led by the Office of Institutional Research, and the Student Learning Outcomes Assessment office, is standardized and compulsory for the entire university. The evaluation results are centrally processed and stored online. After each semester, faculty can assess [the Course Evaluations webpage](#) provided by [the Institutional Research office](#) to review the results of the evaluation (password required for access). The department chair uses the evaluation results to help faculty members identify areas that need improvement. The competence of the faculty is constantly monitored.

Part-time faculty performance is also monitored by the department chair. In the event a faculty member is underperforming (as evidenced on student evaluations), the chair mentors the faculty member either through a faculty member with subject expertise, one-on-one, or peer-review. Each full- and part-time faculty member, by school and university policy, receives his or her student evaluations each semester for every course taught. 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.

Faculty members conduct an analysis of their student evaluations. Analysis of the student course evaluations is part of the tenure process. The DIS has a set of individualized questions that supplement those asked across the university which are included on the same survey 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 MSLIS 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 six-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.

III.9 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.

As documented throughout this chapter, the evaluation of faculty members is an explicit and transparent process. Every appointment and promotion in the DIS is taken in accordance with the policies and procedures of the Catholic University 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: Appointments and Promotions](#). Tenure and promotions in the DIS follow the policies and procedures of the university and the School of Arts and Sciences and recognize achievements in teaching, research, and service. The School of Arts and Sciences adopted a new Triennial Review Process for Faculty in the spring of 2023 ([Appendix III-4. A&S Triennial Review Process for Faculty](#)), which provides a process for evaluating and making recommendations for teaching load and merit pay. The Triennial Evaluation Template 2023 (for the evaluation period beginning Fall 2020 and ending Summer 2023) includes evaluation questions ([Appendix III-5. A&S Triennial Evaluation Template, 2023](#)). The DIS chair also provides evaluation on faculty performance. In addition, student responses in course evaluations from each course, current study surveys (administered every year), and student exit surveys (administered every year) provide data that can be used to evaluate faculty performance and improve the program.

III.10 The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.

The DIS systematically uses the results of the faculty evaluation to improve the program and to plan for the future. Faculty are mentored, submit triennial evaluation forms, and go through a rigorous promotion and tenure processes. The DIS uses faculty evaluations to mentor faculty. The DIS chair uses student responses in course evaluations to discuss any issues with faculty members. To support challenges that faculty might face in developing and teaching online courses, the DIS developed online teaching guidelines ([Appendix I-15. Guidelines for Teaching Online Courses](#)). In addition, to maintain the high quality of teaching, the DIS offered pedagogy workshops for full-time and part-time faculty as a part of full faculty meetings (for example, [Teaching Tools and Tips for Pedagogy](#)). During the pandemic, faculty's issues or concerns related to online teaching and student matters were discussed and addressed in DIS monthly faculty meetings.

Sources of Evidence

| Appendix | URL |
|------------------------------|---|
| Appendix I-3. Alumni Surveys | https://drive.google.com/drive/folders/1pN3ogIAHUErYlR1Cync1TIHr_Aq0njZg?usp=sharing |

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|--|---|
| Appendix I-4. Employer Surveys | https://drive.google.com/drive/folders/1S8jcqqAvH2OaP1xtdNNUtTKHad1TiBmU?usp=sharing |
| Appendix I-5. LIS Full Faculty Meeting materials | https://drive.google.com/drive/folders/1WNALK-GR5-Rffq2f4T1kRUF9CvJcEUz2?usp=sharing |
| Appendix I-6. Current Student Surveys, 2017-2024 | https://docs.google.com/spreadsheets/d/1XLCYUXoR3yAfWJFYehPamZ6riMe9ZjcJ/edit?usp=sharing&oid=115047050012978470861&rtpof=true&sd=true |
| Appendix I-7. Exit Surveys, 2016-2024 | https://docs.google.com/spreadsheets/d/1cI2-dS0hjR4Ht3VqgOS2oT7Hi5fnfQ3e/edit?usp=sharing&oid=115047050012978470861&rtpof=true&sd=true |
| Appendix I-8. LIS Strategic Plan, 2023-2028 | https://drive.google.com/file/d/1DGAGhCcJxuQy6Y8ckSCBaB0sSqW6768y/view?usp=sharing |
| Appendix I-12. Curriculum Review Process, 2019-2024 | https://drive.google.com/file/d/1g1XNhI_kC8rKc33hz4O49_piHRvgKHFE/view?usp=sharing |
| Appendix I-13. Competency Courses Review Reports | https://drive.google.com/drive/folders/1yvvcPP03dJ_4lMGanU8CtfWmXyVr89g_?usp=sharing |
| Appendix I-14. Samples of 2-year Plans | https://drive.google.com/drive/folders/1awFTd6F49KZ-wxmeII_n5DTwR2xAWpX5?usp=sharing |
| Appendix I-15. LIS Instructor Guidelines for Teaching Online Courses | https://drive.google.com/file/d/1_3X459HLUwQw_0T_8tBV6QYqPCrvEJ5K/view?usp=sharing |
| Appendix II-2. Course Proposals Adoption Policy | https://drive.google.com/file/d/19ZcHojl1inoS-xxusEtvb3qcE1t29S6x/view?usp=sharing |
| Appendix III-1. Full-time Faculty CVs | https://drive.google.com/drive/folders/1pp_9v18QMFv5fxWWxrlvTVRDbMGS1wjL?usp=sharing |
| Appendix III-2. A&S Chair Selection Process | https://drive.google.com/file/d/1Bx35bxH2kQTWgR54RBP8cfFWPqjJk4sR/view?usp=sharing |
| Appendix III-3. Part-time Faculty CVs | https://drive.google.com/drive/folders/1LBp9gbURn--QfA0aiFHxTqhzjjJ2a4r2?usp=sharing |
| Appendix III-4. A&S Triennial Review Process for Faculty | https://drive.google.com/file/d/1fs8EeR1I8ZtyPKbW7XES61hAZGwPp0KU/view?usp=sharing |
| Appendix III-5. A&S Triennial Evaluation Template, 2023 | https://drive.google.com/file/d/1j93XX3bUWqPUzNdIN2Kiit3raJg7dpV9/view?usp=sharing |
| Appendix III-6. A&S Faculty Research Funds Guidelines, 2024 | https://drive.google.com/file/d/1mk7tkEvmEvW57RVU9hcNID4lHaOCIED0/view?usp=sharing |
| Appendix III-7. A&S Faculty Book Workshop Call for Proposals, 2024 | https://drive.google.com/file/d/1NQuBUvgmnJuMqB-o-wN5PG4eWqaRPaR7/view?usp=sharing |
| Appendix III-8. A&S Mid-Career Sabbatical Program, 2024 | https://drive.google.com/file/d/1EmpLAvWK41A5PsEiT3ySnsG49fArU0/view?usp=sharing |
| Appendix III-9. A&S Faculty Seed Grant Program, 2024 | https://drive.google.com/file/d/1hJqRLIQ7R1L4Mwv1S6hLe19VUVtcLXz7/view?usp=sharing |

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|---|---|
| Appendix III-10. A&S Guidelines for Dean's Funding for Departmental or Faculty Activities, 2024 | https://drive.google.com/file/d/1ra0PAuXUNIKzEO1vra3QwuJgPz-H_sNZ/view?usp=sharing |
| Appendix III-11. A&S Chair Handbook - Hiring | https://drive.google.com/file/d/17y9jiajW5tRsA7KTMFM-8U2vqgKDsXP_/view?usp=sharing |
| Appendix III-12. HR Faculty Hiring Guidelines | https://drive.google.com/file/d/14uOuqqKXnh2_NBSuD4WCM_rkJ_prBZa/view?usp=sharing |
| Appendix III-13. Provost Office Faculty Hiring Guidelines | https://drive.google.com/file/d/1Tb-09kHG-iRReXdJLplMNFOLol1FcQHV/view?usp=sharing |
| Appendix III-14. LIS/IS Faculty Cluster Hire Announcement, 2023 | https://drive.google.com/file/d/1oMZugBlThTzD7p5rbl--897pDo-R3qUA/view?usp=sharing |
| Appendix III-15. CUA Apportionment Norms | https://drive.google.com/file/d/1okMWByCSHn2v16B7XY2IP_znII92DqWA/view?usp=sharing |
| Appendix III-16. LIS Guidelines for Tenure and Promotion | https://drive.google.com/file/d/11QEk4R2JYEeEqOvGztK_tJIEAMH2IYt/view?usp=sharing |
| Appendix III-17. A&S Guide for New Faculty 2024 | https://drive.google.com/file/d/1SiwSDPv16DV9J1Bf-U5bLLZpr0Mu0Rdt/view?usp=sharing |

List of Web Sources

| Title | URL |
|---|---|
| 2023 Bridging the Spectrum Symposium | https://lis.catholic.edu/news-events/symposium/2023/index.html |
| Catholic University Anti-Discrimination and Anti-Harassment Policy | https://policies.catholic.edu/faculty-staff/employment/eo/affirmact.html |
| Catholic University Center for Teaching Excellence | https://centerforteaching.catholic.edu/ |
| Catholic University Center for Teaching Excellence - QRP Evaluation Criteria | https://docs.google.com/document/d/10S0Z7OAzy-UaVsB2i0UFdkiZTjof319/edit |
| Catholic University Center for Teaching Excellence - Quality Review Program (QRP) | https://docs.google.com/forms/d/e/1FAIpQLSdgKs3iCy_aps23lxzdTcw-FlxL5HJoVsGhJly7AyX_EpVd_A/viewform |
| Catholic University Committee for the Protection of Human Subjects | https://sponsored-research.catholic.edu/resources/Human-Subjects-Protection/index.html |
| Catholic University Compliance and Ethics Office | https://compliance.catholic.edu/index.html |
| Catholic University Faculty Handbook | https://provost.catholic.edu/faculty-handbook/ |
| Catholic University Faculty Handbook - Part II. Appointments and Promotions | https://docs.google.com/document/d/1DVVK9BR61WLLja577Safq-QWIF5yXoGZ0xrMuKuw4zU/edit |
| Catholic University Grant-in-Aid Program | https://graduate-studies.catholic.edu/faculty/committees/gia.html |
| Catholic University Institutional Research office | https://ir.catholic.edu/ |

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| Catholic University Institutional Research Office - Course Evaluations | https://ir.catholic.edu/assessment/course-evaluations.html |
| Catholic University Mission | https://www.catholic.edu/about/mission-history |
| Catholic University Office of Sponsored Programs and Research Services | https://sponsored-research.catholic.edu/index.html |
| Catholic University Sister Thea Bowman Committee | https://www.catholic.edu/about/initiatives/welcoming-community-diversity-sister-thea-bowman-committee |
| Catholic University Technology Services | https://technology.catholic.edu/ |
| DIS Colloquia | https://lis.catholic.edu/news-events/colloquia/index.html |
| DIS Course of Study - Data Science | https://lis.catholic.edu/academics/courses-of-study/data-science/index.html |
| DIS Faculty Profiles | https://lis.catholic.edu/faculty-and-research/faculty-profiles/index.html |
| DIS Fully Online Program | https://lis.catholic.edu/academics/online/index.html |
| DIS Online Course Preparation Checklist | https://lis.catholic.edu/academics/online/teaching-online-checklist.pdf |
| DIS Teaching Tools and Tips for Pedagogy | https://lis.catholic.edu/info-for-faculty-staff/teaching-online/teaching-tools-tips-for-pedagogy.pdf |
| DIS Undergraduate Minor in Information Technology | https://lis.catholic.edu/academics/minor/index.html |
| School of Arts and Sciences, Bridging the Humanities and Technology Gap Symposium | https://sites.google.com/cua.edu/bhtgsymposium/home |
| The Annual Bridging the Spectrum Symposium | https://lis.catholic.edu/news-events/symposium/index.html |
| The Annual Sister Thea Bowman Lecture Series on Social Justice in Library and Information Science | https://lis.catholic.edu/news-events/social-justice-lecture.html |
| University Libraries Digital Scholarship | https://libraries.catholic.edu/services/digital-scholarship/index.html |
| University Libraries Digital Scholarship Workshops | https://libraries.catholic.edu/services/digital-scholarship/workshops-and-tutorials.html |

Standard IV. Students

Introduction

This chapter focuses on how students are supported within the program and the university. The Department of Information Sciences (DIS) works with the School of Arts and Sciences and the university in both recruitment and admissions. [The Graduate Admissions Policy](#) supports the development of a diverse student body. Students are supported with various learning environments and opportunities for their study and professional development. Program information is easily accessible through multiple channels such as the DIS website, a student Google Group, and social media platforms. There are multiple financial aid opportunities for students, including scholarships, support for conference and professional meetings, and a Graduate Library Preprofessional (GLP) program. Students' research activities are shared through the student newsletter, symposia and conference presentations, and publications. Students are provided with various channels to share their opinions with the department, including student surveys, student organizations, the Graduate Student Association (GSA), and participation in the department committees and other meetings such as town halls.

IV.1 The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the program's mission and program goals and objectives.

Academic and Administrative Policies

The Catholic University of America (Catholic University) has an [Anti-Discrimination and Anti-Harassment Policy](#) regarding employment, admission, and education opportunities at the university. [The Graduate Admissions Policy](#) reflects this nondiscrimination policy and states that the university

admits 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. ([The Graduate Admission Policy, Section I. Introduction](#))

The DIS follows this admissions policy and the procedures documented in the [Graduate Admissions Policy](#). 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 (MSLIS) program. To ensure the policies and procedures are properly applied and responsive to the needs and values of the stakeholders, the DIS reviews these policies and administrative procedures regularly and systematically.

Recruitment

The DIS chair has led the recruitment effort, with support from faculty, staff, students, and alumni. The DIS lost one recruitment specialist who led the recruitment and marketing efforts. With that, the chair is working closely with the Graduate Admission Office on recruitment efforts.

[Cognizant of the importance of diversity](#) and its effects on the learning environment, the DIS actively recruits locally, regionally, and nationally to reach prospective students. These efforts include:

- Advertisement in the October issue of *Library Journal* (LJ), in print and online, to reach the national audience. Between 2010 and 2015, the DIS used to advertise the program in the October issue of the LJ, which is widely viewed by prospective students because it provides salary information for the field of LIS. The DIS designed new promotional materials in the summer of 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. Given the new MSIS program and thanks to the new hires in 2024, we are planning to renew this recruitment strategy in the fall of 2025.
- Information sessions at local libraries, including the Library of Congress, the National Library of Medicine, the George Washington University Library, and public libraries in the District of Columbia, Virginia, and Maryland.
- Monthly [online information sessions](#) to offer information on the MSLIS program to prospective students.
- Open Houses on the Catholic University campus to regularly engage prospective students and guide them through the application process. Alumni and current students often participate in Open Houses to share their learning experience with prospective applicants.
- Information booths at national and regional conferences, including Virginia Association of School Librarians (VAASL), 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, were set up to promote the program. These outreach efforts mainly took place before the pandemic.
- Advertisements in newsletters of professional associations. For instance, information on the School Library Media (SLM) program and its courses was advertised in the *VOICE*, the quarterly newsletter of VAASL, which circulates to approximately 1,600 school librarians, present and potential, throughout Virginia. In 2024, the department partnered with the Special Library Association (SLA) for its 115th year celebration and purchased a program advertisement that was added to a special issue ([Winter 2024](#)) of the digital magazine, “Information Outlook.”
- Advertisement through the electronic mailing lists of professional institutes and associations, such as the MaryLib listserv of the Maryland Library Association and the DC Chapter listserv of the Special Libraries Association.
- The DIS social media accounts are used for recruitment with information regarding concentrations, featured courses, and information sessions.

Recruitment materials and efforts are reviewed and updated regularly. For example, with the recent change of the departmental name, the department is currently working with the Catholic University Advancement Team for a wide announcement and advertisement. 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 department works closely with prospective students to help them determine if the program is the best fit for their needs.

Admissions

The DIS admission policies are consistent with the program's objectives and mission. [Requirements for applications](#) to the MSLIS program are the same as those required by the [graduate programs](#) at the Catholic University. Specifically, applicants will submit:

- A completed Catholic University online application
- Official transcripts from all post-secondary institutions
- English proficiency test results (International students only)

Students whose first language is not English and students who have been educated abroad are required to demonstrate minimum English-language proficiency as specified by the Catholic University [Graduate Admissions Policy](#). Other recommended documents for application include a résumé or curriculum vitae, a letter of recommendation, and a professional goal statement.

Until Fall 2022, the DIS Admissions Committee consisting of three faculty members and chaired by the department chair reviewed the applications. The committee took a holistic approach in reviewing applications, taking into account academic preparation, past academic performance, work experience, career goals and aspirations, and recommendations from references. Analytical ability, communication skills, and a commitment to the application of new techniques and concepts to the information profession were also considered. In cases where there was some question of the student's capacity for completion of a rigorous graduate program, the Admissions Committee invited an applicant for an on-campus interview. Starting in Spring 2023, the applications are now reviewed initially by the university's Graduate Admission Office. Applications needing additional review from the department are shared with the DIS chair. The change in the graduate admission review makes the graduate application review process more efficient and allows the Graduate Admission Office to be involved in the admissions strategy more holistically for all graduate programs on campus.

[Post-master's Certificates](#) – The DIS offers post-master's certificates in Library Leadership and Management, Cultural Heritage Information Management, and Generalist areas of study. Applicants are encouraged to discuss their interests with lead faculty members in the relevant areas.

Non-degree students – The DIS has experienced an increase in applications for non-degree status. Most non-degree students are practitioners or schoolteachers seeking to complete course requirements for school media recertification purposes. Students who wish to begin graduate studies but do not have time to complete the full application package or students who wish to explore the potential of pursuing a degree can be initially admitted as non-degree students. Admission as a non-degree student is limited to a single semester or a summer session, unless renewed by the dean of the school. The students' status will change after their applications for the degree program have been reviewed and accepted.

The admission process for post-master's certificate and non-degree students is streamlined. Applicants complete the online Graduate Non-degree Application Form and arrange for official transcripts to be sent from their previous universities. The [DIS application details](#) are online. The application reviews for non-degree applicants follow the Graduate Admissions procedure.

[4+1 Bachelor to MSLIS](#) – The DIS began offering a 4+1 Bachelor to MSLIS program in spring 2012 to recruit Catholic University undergraduate students 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-hour 500-level graduate LIS courses during undergraduate years and count those 12 credits toward both the bachelor's degree and the MSLIS degree. The MSLIS program requires a total of 36 credits, so after receiving a bachelor's degree at the Catholic University, students in the 4+1 program will need to earn 24 more credits (eight LIS courses) in the MSLIS program to earn the MSLIS degree. The eight courses can

be completed in one year of full-time study and cover a variety of Courses of Study within library science, such as Cultural Heritage Information Management, 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 DIS 4+1 advisors prior to enrolling in LIS courses. Participating students apply for provisional acceptance prior to their last semester of undergraduate study and then apply officially to the MSLIS program at the beginning of their final semester. An undergraduate GPA of 3.5 or above is required for admission.

Financial Aid

The DIS offers several types of financial aid, which is listed on the [department website](#) with regular updates. On average, about 23.75% of MSLIS students receive some form of financial aid each year (Table V-5).

[Professional Program Tuition](#) – To support its professional programs and streamline financial management, in Fall 2015 the university put into effect a new professional program tuition rate for students enrolled in qualifying programs, including the MSLIS program. The current tuition (from Summer 2024 to Spring 2025) for all entering students in the DIS is \$1,350 per credit hour.

[Howard and Mathilde Rovelstad Scholarship](#) – The Rovelstad Scholarship is an endowed scholarship in honor of Mathilde Rovelstad, PhD, who taught at the Catholic University for more than 30 years, and her husband, Howard Rovelstad. This scholarship is awarded to continuing students with strong academic records and great leadership potential. The department's Scholarship Committee administers the scholarship. Students apply by submitting their statement of achievements, career interests and goals, a detailed curriculum vitae, unofficial Catholic University transcripts, and two references. The scholarship supports half of the tuition for the remaining semesters for the awarded students.

[Father James J. Kortendick Endowed Scholarship](#) – Through a generous gift from the Estate of Thomas and Mary Louse Siersma, Catholic University class of '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 if provided, combined GRE scores of at least 300. Any admitted students will be considered for the Kortendick Scholarship.

[Elizabeth W. Stone Scholarship](#) – The Stone Scholarship is in honor of Dr. Elizabeth Stone who was the former department chair and later American Library Association president who designed the American Libraries Postage Stamp. Dr. Stone wanted to create a scholarship fund to support students who come from Washington, DC, representing a minority population and have a financial need in their study of LIS. The scholarship was awarded in the spring of 2023 for the first time, providing \$5,000 to a student in financial need toward tuition for the subsequent fall and spring semesters. Students apply for the Stone Scholarship by submitting a cover letter, an unofficial Catholic University transcript, and a recommendation letter. The award recipient is announced at [the annual Stone Lecture](#).

[Graduate Library Preprofessional Program](#) – The Graduate Library Preprofessional (GLP) Program is administered by the Catholic University Libraries in collaboration with the DIS. It provides selected MSLIS students with preprofessional work experience in the University Libraries, allowing students to complete their degree requirements within a two-year period by having six-credit hours of tuition supported each semester while they work in the libraries, combining full-time, salaried work with part-time study. More detail on the GLP program is available online: <https://libraries.catholic.edu/about-us/employment-opportunities/glp.html>.

Columbus School of Law GLP Program – The Law GLP program is similar to the GLP program but administered independently from the University Libraries GLP program. Similar to the GLP program, the Law GLP program allows students to complete their MSLIS program within a two-year period with six credit hours tuition support each semester by working full time in the Catholic University Law Library while attending classes part-time.

Student Professional Membership and Conference Travel Stipends – To encourage students to participate in professional conferences and introduce them to the profession, DIS students are offered a reimbursement program for professional membership and conference travel expenses through the Catholic University Graduate Student Association (GSA) and the Association of Graduate Library and Information Science Students (AGLISS). Awardees are encouraged to report on their experience through a blog post or a [student newsletter](#) article to enable all students to benefit. Conferences that students attended include, but are not limited to, American Library Association (ALA), ALA Lib Learn X, Special Libraries Association (SLA), Society of American Archivists (SAA), Association for Library and Information Science Education (ALISE), and others.

Third-Party Scholarships – Many professional associations offer scholarships to students pursuing master's degrees in library and information science. ALA, SLA, District of Columbia Library Association (DCLA), Potomac Technical Processing Libraries (PTPL), American Association of Law Libraries (AALL), and many other information organizations support students' graduate study. The DIS shares third-party scholarship information through its program listserv (libsci-l@cua.edu) and student newsletter.

Placement

The DIS works with Catholic University's [Center for Academic and Career Success](#) (CACS), student organizations, and the LIS Alumni Board 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. The CACS 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 the DIS's job placement efforts, Catholic University's student chapter of ALA (AGLISS) provides workshops for students to learn about job opportunities and to network with prospective employers and professionals. The SLA and SAA Student Chapters also offer similar events for students. More details on events organized by student organizations are discussed in Section IV.5 below. In addition, the LIS Alumni Board offers a mentoring program to introduce students to professionals who can help guide them in their job search (Table IV-19). Students in the School Library Media program receive support from the DIS when they apply for SLM licenses.

Developing A Diverse Student Body

The DIS follows the university's [Graduate Admissions Policy](#) that stipulates that 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 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 a 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 MSLIS program is posted on the department's [website](#) and disseminated through program brochures at national and regional conferences and at information sessions conducted both in-person at local libraries and virtually. Admission requirements are presented on the university's [Graduate Admissions Policy website](#) and at the [department website](#).

To attract minority students, the DIS pursues several avenues. The DIS published a [Diversity Statement](#) on the department website. Since 2019, the DIS hosts the Annual [Sister Thea Bowman Lecture Series on Social Justice](#) to generate discussion and promote interest in scholarship on social justice. The DIS supports scholarships from professional organizations by providing supporting letters and matching the scholarship (i.e., ALA Spectrum Scholarship). The DIS announced the [Elizabeth W. Stone Scholarship](#) in 2023, which provides tuition support for students with financial needs representing minorities in the DC area.

The Composition of the Student Body

Following the university's nondiscrimination policy, the DIS admits students from all over the world. The objective is to have a diverse student body to promote an 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, culture, and other characteristics.

The DIS students come from North and South America, Africa, Europe, and Asia, with a majority from Virginia, the District of Columbia, and Maryland. The number of students outside the Washington, DC region remains fairly stable. Figure IV-1 presents the geographic makeup of DIS students from Fall 2016 to Fall 2024.

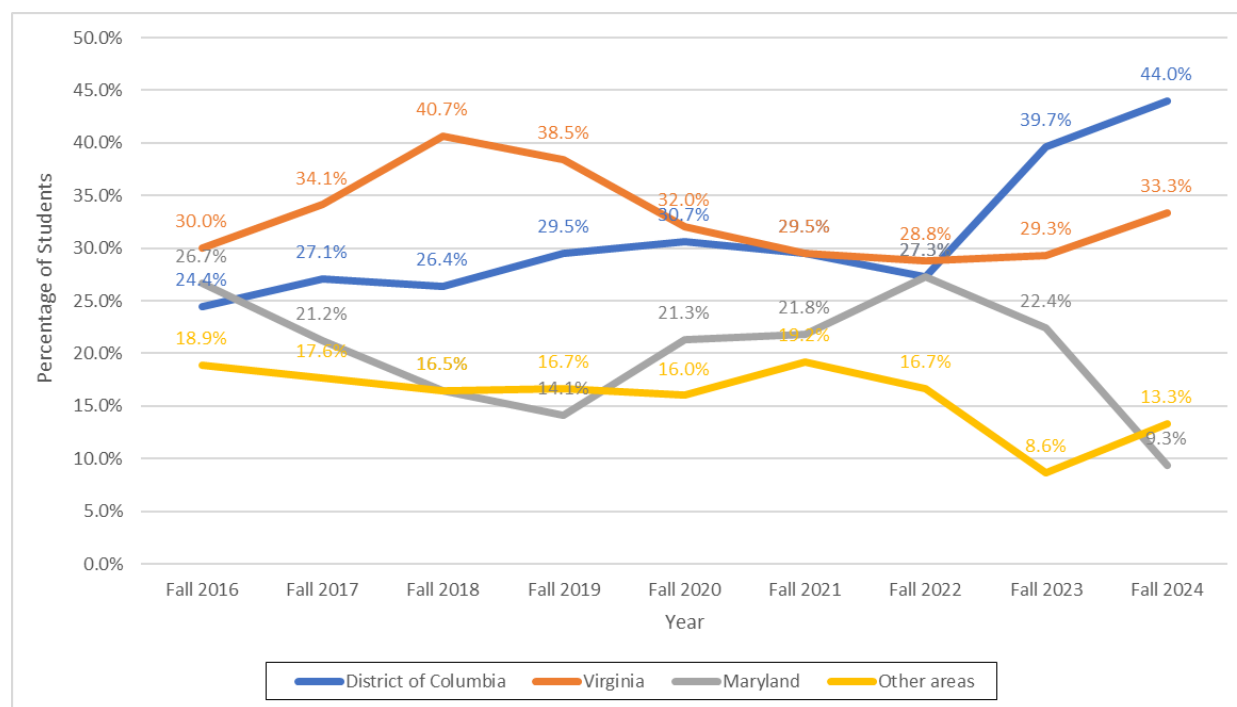


Figure IV-1. Geographic origins of students (Fall 2016–Fall 2024)

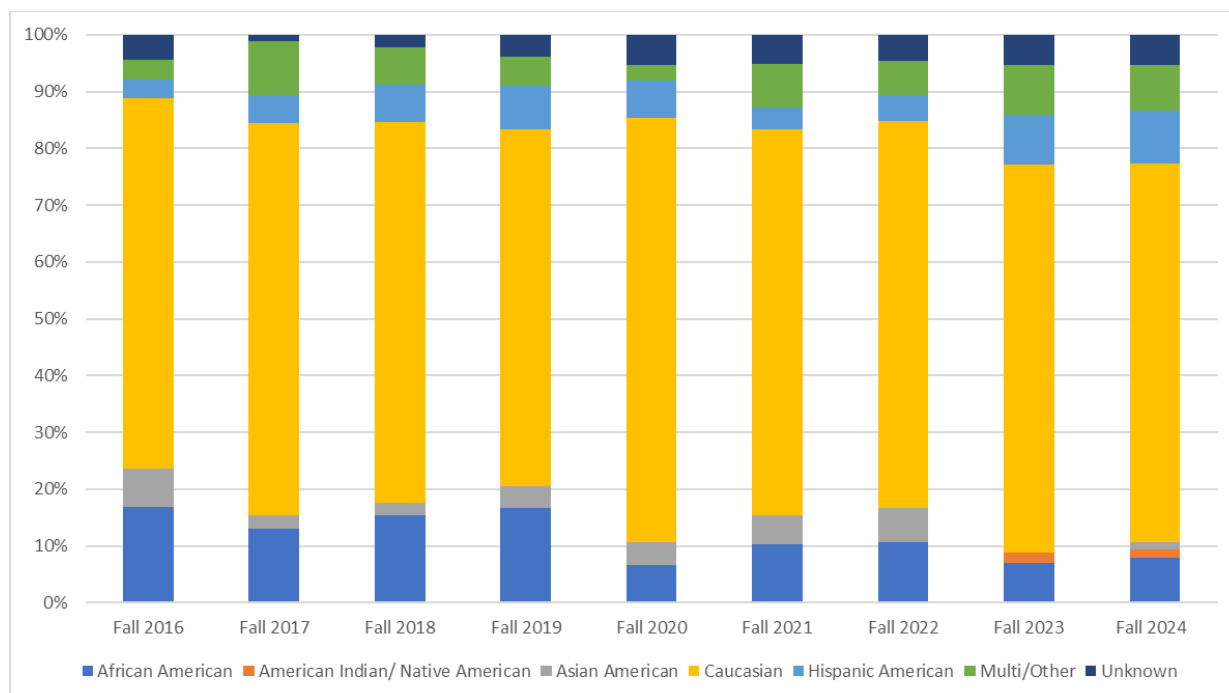


Figure IV-2. Percentage of ethnicity of DIS students

Most DIS students pursue their master's degree part-time (Figure IV-3), and a majority of them are female (Figure IV-4).

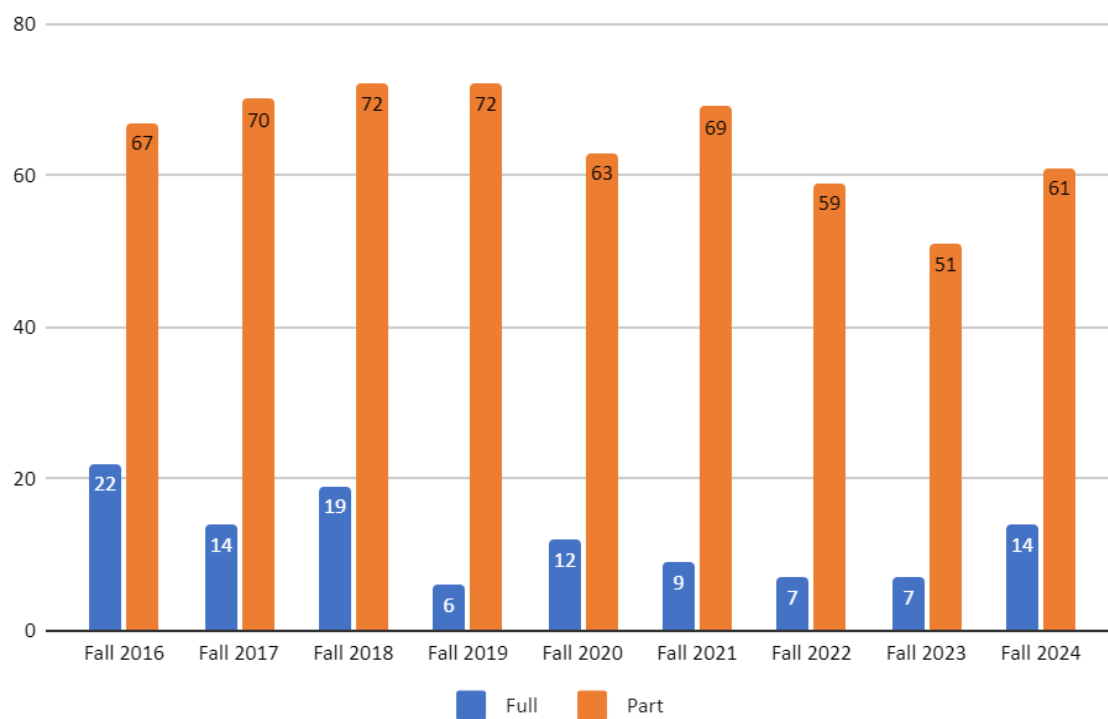


Figure IV-3. Enrollment of full-time and part-time students

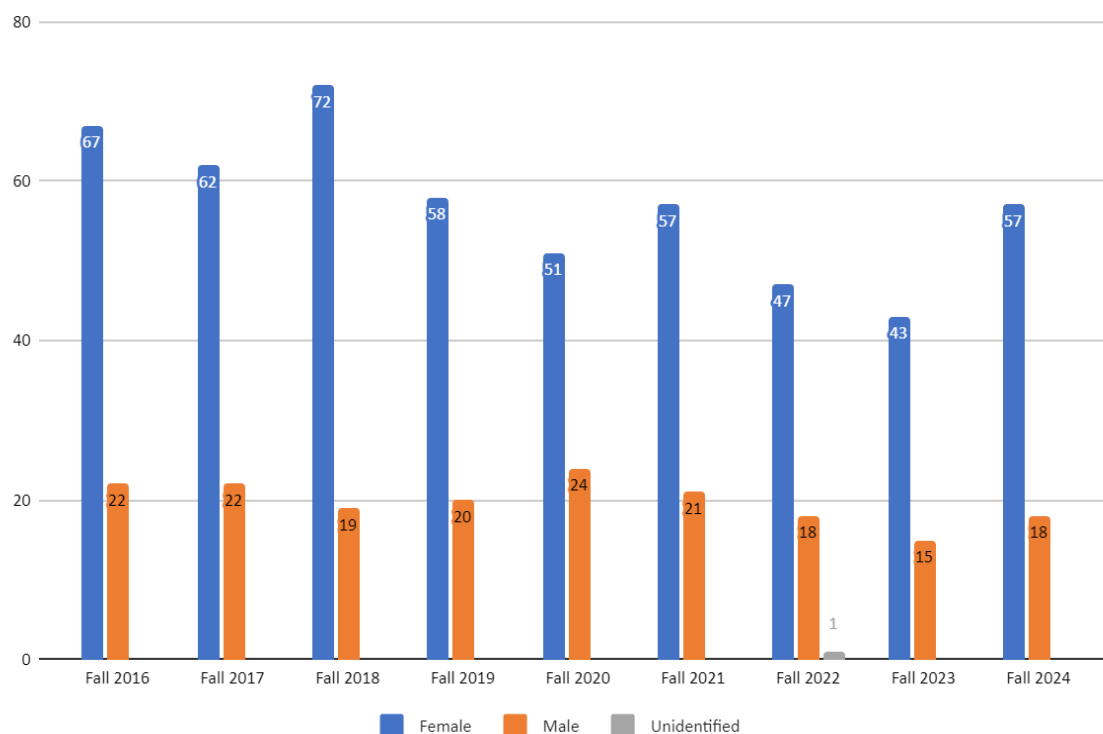


Figure IV-4. Enrollment by sex

The age range of students is from 20 to 55 or higher. Table IV-2 shows that from 2016 to 2024, about 58% to 72% of students were under 25 years old, indicating the program is attractive for many early-career students and those with career-change interests.

Table IV-2. Enrollment by student age

| Age | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 20-24 | 7 | 15 | 16 | 8 | 11 | 13 | 10 | 10 | 10 |
| 25-29 | 32 | 23 | 26 | 24 | 22 | 16 | 15 | 12 | 23 |
| 30-34 | 25 | 22 | 17 | 15 | 16 | 16 | 15 | 10 | 14 |
| 35-39 | 8 | 9 | 12 | 7 | 5 | 12 | 10 | 13 | 10 |
| 40-44 | 3 | 3 | 6 | 10 | 4 | 8 | 2 | 5 | 4 |
| 45-49 | 6 | 4 | 3 | 5 | 6 | 5 | 6 | 4 | 7 |
| 50-54 | 4 | 5 | 7 | 6 | 6 | 4 | 3 | 2 | 5 |
| 55+ | 3 | 3 | 2 | 2 | 5 | 4 | 5 | 2 | 2 |
| Unknown | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 |
| Total | 89 | 84 | 91 | 78 | 75 | 78 | 66 | 58 | 75 |

Learning Environment

The DIS 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 interactions, 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 in the DIS are presented in Standard 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 — fall, spring, and summer. Table IV-3 summarizes data from academic year 2016-2017 to academic year 2023-2024. The success rate is calculated from the outcomes of the fall, spring, and summer comprehensive examinations. [The comprehensive exam results summary](#) is provided online.

Table IV-3. Success rates of comprehensive examinations

| Academic Year | # of Students | Success Rate |
|---------------|---------------|--------------|
| 2016-2017 | 36 | 97.22% |
| 2017-2018 | 24 | 100.00% |
| 2018-2019 | 44 | 95.45% |
| 2019-2020 | 31 | 93.55% |
| 2020-2021 | 41 | 92.68% |
| 2021-2022 | 29 | 96.55% |
| 2022-2023 | 29 | 96.55% |
| 2023-2024 | 22 | 100.00% |

An indirect measure of students’ learning is their assessment of the MSLIS program. In annual exit surveys of graduating students and the 2022 alumni survey, participants were asked to assess the curriculum and the overall program. Table IV-4 presents data from exit surveys (2016-2024) and the 2022 alumni survey ([Appendix I-7. Exit Surveys](#) and [Appendix I-3. Alumni Surveys](#)). The percentages in the table represent the combined total of “Strongly Agree” and “Agree” responses. Data from the two surveys suggests that the DIS provides good student learning experiences, with on average more than 85.5% positive responses. Data from the 2022 alumni survey, which has a larger number of responses than that of the exit surveys, shows an extremely positive assessment of the MSLIS program (more than 90%).

Table IV-4. Graduating students and alumni assessment of overall MSLIS program

| Program Experience | 2016 - 2017 (N=21) | 2017 - 2018 (N=14) | 2018 - 2019 (N=21) | 2019 - 2020 (N=22) | 2020 - 2021 (N=25) | 2021 - 2022 (N=11) | 2022- 2023 (N=4) | 2023- 2024 (N=4) | 2022 Alumni Survey (N=45) |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|---------------------|------------------------------|
| Overall, the LIS curriculum provides me with a holistic program of study | 81.3% | 100% | 77.8% | 89.5% | 91.3% | 100% | 75.0% | 100% | 91.1% |
| The curriculum of the four core courses provides me with a solid foundation | 75.0% | 100% | 66.7% | 89.5% | 78.3% | 100% | 75.0% | 100% | N/A |

| | | | | | | | | | |
|---|-------|------|-------|-------|-------|------|-------|------|-------|
| The curriculum provides a variety of opportunities to study the theory, principles, practice, and values of the LIS field | 93.8% | 100% | 94.4% | 94.7% | 82.6% | 100% | 50.0% | 100% | N/A |
| Through taking my courses, I am improving my knowledge, skills and competencies as an LIS professional (Exit) / The Catholic University LIS program well prepared me for my professional job (Alumni) | 93.8% | 100% | 94.4% | 94.7% | 100% | 100% | 75.0% | 100% | 90.9% |

IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement 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 program demonstrates that it has procedures to support these policies.

The Availability of Program Information

The DIS uses its [website](#) to publicize information on the department and its programs. The main navigation includes items for current students, prospective students, and alumni providing direct access to information most relevant to each group. The DIS office maintains the website regularly for currency and accuracy. The website includes information on:

- The vision, mission, program goals, and objectives of the DIS
- Faculty and staff directories that contain each member's profile and contact information
- Accreditation information that contains the final report, the department's [Accreditation Committee](#), and other related documents on the LIS program for the accreditation review process
- Information on [the LIS Advisory Board](#) that contains board charges, members, and meeting materials
- Information for prospective students on admission requirements, financial aid options, scholarships, credit transfer, and the waivers of course requirements
- News, events, and announcements including information on the Bridging the Spectrum Symposium, The Sister Thea Bowman Lecture Series on Social Justice in Library and Information Science, and the Elizabeth W. Stone Lecture Series.
- Course information on master's programs (MSLIS and Masters of Science in Information Systems [MSIS]) and post-master's or non-degree programs that contain the Courses of Study, the course catalog, the course schedules, the two-year course plan, registration guidelines, independent study, practicum, comprehensive exams, course selection FAQs, and courses for undergraduates (4+1 Bachelor to MSLIS Program and Minor in Information Technology)

- 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 MSLIS requirements, MSIS requirements, joint-degree programs, online program courses, summer institutes, distance courses, post-master's study, 4+1 Bachelor to MSLIS program, Minor in Information Technology courses, and professional competencies
- Technology resources that contain information on listserv instructions, technology inventory, technology manuals and policy, devices available in the DIS, as well as technology resources and services available at the university
- Information on tuition and financial aid that addresses tuition and fees, Graduate Library Preprofessional (GLP) Program, Kortendick Scholarships, the Howard and Mathilde Rovelstad Scholarship, the Elizabeth E. Stone Scholarship, third-party financial aid, and federal student loans
- A link to the Catholic University Libraries
- A Request Information form and contact information
- A schedule for information sessions (virtual and on-campus) and a sign-up form
- Links to professional organizations and LIS student organizations
- Links to the department's social media channels
- Alumni Board information and alumni profiles
- Employment information

Besides the website, the DIS communicates with stakeholders through various forms of [social media](#): [Facebook](#), [X \(formerly Twitter\)](#), [Instagram](#), [LinkedIn](#), and [YouTube](#). Each form of social media serves a specific purpose. The DIS has used Facebook (since 2011) and Instagram (since 2019) 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 the DIS, and to promote the MSLIS program. Since 2008, the DIS has used LinkedIn for networking, sharing information, recruiting both instructors and students, and keeping in touch with alumni. Since 2011, the department has used YouTube to post videos from Catholic University LIS events, mainly events with guest speakers. Although the DIS used a WordPress blog mainly for job posts since 2012, the DIS stopped maintaining the blog as a result of the new website launch and a lack of staff. The department's website provides links to these social media sites.

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

Print materials of program information are available at the DIS office. They include a general program brochure and flyer, a post-master's program flyer, a law librarianship brochure and flyer, a school library media flyer, a cultural heritage information management flyer, a courses of study flyer, a 4+1 program flyer, and student newsletters. 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. With the recent departmental name change, the DIS is working with the university's Creative Team and Advancement Office on new promotional materials. In addition, electronic versions of promotional materials are distributed to current and prospective students, as well as alumni, via email.

The DIS 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. Faculty members provide program information for current and prospective students and discuss study/career plans with them based on their individual career interests.

IV.3 Standards for admission are applied consistently. Students admitted to the 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 the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.

Consistent Application of Admission Standards

The university's [Graduate Admissions Policy](#) specifies application requirements, and the DIS further clarifies admission standards for the program on its [website](#). The admission process consists of two stages. The first stage is through the Catholic University Graduate Admission Office and involves receiving the application, creating an application 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, admission staff ensures each application contains all the required documents. The second stage of the process involves the evaluation of the applications. Until 2022, the DIS Admissions Committee engaged in a consistent process to ensure fairness in all admission decisions and compliance with all university standards regarding admission. Since 2023, the Graduate Admission Office evaluates the applications. Through the checks and balances provided in the two-fold process, prospective students are assured of consistent and well-documented application processes.

Before the change in procedure in 2022, the DIS Admissions Committee evaluated each applicant's entire record, taking into account the totality of the individual. The committee considered numeric scores (grade point average, Graduate Record Examination [GRE] scores, Test of English as a Foreign Language [TOEFL], etc.), background, experience, and other attributes that are needed by the information professions. Readiness to engage in academic work, analytic and critical 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 considered the strength of references, the personal statement, and evidence of achievement within the personal history of the applicant. Results of the evaluation were recorded online in the admission system, including the comments and recommendations of two committee members. The department chair reviewed the evaluation data and submitted the department's decision to the associate dean for graduate studies of the School of Arts and Sciences. When the associate dean endorsed the decision, he or she notified the applicant by mail.

Applications and Admissions

The admission process is consistently followed. The DIS has maintained a fairly steady ratio of admissions to applications since 2016. Table IV-5 summarizes the percentages from 2016 to 2024. The average percentage of admissions to applications over the period is 87.03%.

Table IV-5. Percentage of admissions to applications (2016-2024)

| Applications | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Total Applications | 79 | 57 | 75 | 68 | 58 | 61 | 48 | 104 | 116 |
| Total Admissions | 73 | 52 | 68 | 61 | 54 | 54 | 38 | 85 | 89 |
| Percentage | 92% | 91% | 91% | 90% | 93% | 89% | 79% | 88% | 77% |

The decrease in applications contributed to a decrease in overall enrollment until 2023. Table IV-6 presents data on enrollment from 2016 to 2024. The impact from the shift to online courses due to the pandemic and the loss of a staff member dedicated to recruitment could have been contributing factors. It is noted, however, that the university has experienced enrollment increases at the graduate level in 2023 and 2024 and the trend could apply to the DIS. The new admission process with the Graduate Admission Office seems to have had a positive outcome.

Table IV-6. Enrollment data (2016–2024)

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 |
|------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Total Enrollment | 96 | 91 | 99 | 86 | 82 | 80 | 68 | 63 | 80 |

The DIS chair will be working closely with the faculty, staff, alumni, and the LIS Advisory Board to address enrollment challenges. With new faculty who represent different subject areas in the profession, the chair will consult with faculty members for planning recruitment. Action plans will be deployed based on the strategic plan to improve enrollment in the future.

The program admits students with proper academic preparation. Table IV-7 presents the average GPA of students admitted to the MSLIS program, including joint degree students from 2016 to 2024. The average GPAs indicate that admitted students had very good academic records (an average of 3.49 GPA from 2016 to 2024). Students with excellent academic records are awarded the Pope Leo XIII Scholarship by the Graduate Admission Office since Summer 2023 (Table IV-8). The DIS also awards the Kortendick Scholarship to incoming students based on their academic excellence and financial needs. Table IV-9 presents students who received the Kortendick Scholarship between 2016 and 2024.

Table IV-7. Average GPA of admitted students (out of 4.0)

| Year | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Average GPA | 3.43 | 3.38 | 3.56 | 3.51 | 3.45 | 3.48 | 3.45 | 3.57 | 3.56 |

Table IV-8. Pope Leo XIII scholarship recipients

| Year | Number of Recipient(s) | Recipient(s) |
|-------------|-------------------------------|--|
| 2023 | 16 | Charlotte Abry, David Bowman, Nathan Fajfar, Erin Giermek, Amy Glen, Joseph Golub, Sean Greenberg, Erica Hewett, Laura Lannan, Maia Lev, Sam Munford, Katherine Palazzolo, John Ruela, Soren Smallwood, Hannah Welz, Raymond Woods |

| | | |
|------|----|--|
| 2024 | 28 | Caroline Anderson-Gray, Emily Ansell, Jacob Asch, Katelynn Brady-Benzing, Isabelle Brahana, Jiton Davidson, Nina-Simone Edwards, Rachel Forbes, James Gallagher, Zachary Gianelle, Annaliese Haman, Laney Hassett, Samantha Horton, Mae Hunt, Alayna Jasso, Claire Joseph, Sonia Lopez, Peregrine Lowe, Laura May, Chloe Murphy, Dylan Orshefsky, Liam O'Toole, Lindsey Perez, Isabella Ruiz, Katherine Schoonover, Natalia Simoni, Paul Venhuizen, Isabelle Verdino |
|------|----|--|

Table IV-9. Kortendick scholarship recipients

| Year | Number of Recipient(s) | Recipient(s) |
|------|------------------------|--|
| 2016 | 1 | Hannah M. Jones |
| 2017 | 8 | Melody Bledsoe, Joseph E. Smith, Alexander Neuling, Theresa K. McClain, Julianne E. Booth, Katrin H. Richter, Megan Bell, Lorie E. Scott |
| 2018 | 6 | Kathryn Bordwell, Khulud Khudur, Flora Lindsay-Herrera, Paul A. Sommerfeld, Arlia M. Delphonse, Emilia C. Schrier |
| 2019 | 5 | Lauren J. Chisholm, Bethany M. Colas, Richard B. McElroy, Annette Russell Nakshbendi, Katherine S. Willard |
| 2020 | 10 | Kayleigh Bekisz, Deborah A. Germosen, Brandi Marulli, Federico Salas, Donna Welles, Paige DeLoach, Kimberly L. Grossett, Nathaniel L. R. Bentz, Hannah F. Young, Caroline C. Buechle |
| 2021 | 4 | Rebecca Lemon, David A. Taylor, Emma Brodfuehrer Hastings, Ariayne N. Hilliard |
| 2022 | 6 | Carolyn Buonforte, Jonathan A. Hanna, Sharon Beth K. Bronheim, Shachar K. Cavanagh, Alexis Eudell, Suzanne Joseph |
| 2023 | 12 | Vijaya L. V. Gollamudi, Julie Pramis, Tahari Johnson, Diana Aleman, Abigail E. Weiss, Katherine McVetty, Alexis Howlett, Laura Lannan, David Bowman, Bianca Farmer, Sean Greenberg, Maia Lev |
| 2024 | 9 | Alayna Jasso, James Gallagher, Sarah Jacobs, Zachary Gianelle, Nina-Simone Edwards, Taylor Stukenborg, Rachel Forbes, Claire Joseph, Natalia Simoni |

Successful [completion of the MSLIS program](#) requires 36 semester hours of graduate credit (30 of which must be taken in the DIS), a minimum grade point average of 3.0, and a passing grade on the comprehensive examination. Table IV-10 shows that most students took approximately two years to complete the degree requirements (on average 22.3 months between 2016 and 2024).

Table IV-10. Average time to graduation (Months)

| Year | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|----------------------------|------|------|------|------|------|------|------|------|------|
| Average Time to Graduation | 24.7 | 19.9 | 18.3 | 22.8 | 22.9 | 28.9 | 22.8 | 19.4 | 21.0 |

The curriculum and the overall program prepare graduates to contribute to the library and information science field. In the 2022 alumni survey ([Appendix I-3. Alumni Surveys](#)) respondents were positive about the program (Table IV-11).

Table IV-11. Alumni assessment of program quality (“Strongly Agree” and “Agree” responses)

| Quality | 2022 Alumni Survey (N=45) |
|--|---------------------------|
| The LIS program well-prepared me for my professional job. | 90.91% |
| Overall, the LIS curriculum provided me with a comprehensive program of study. | 91.11% |
| I am very satisfied with my graduate education at the Catholic University. | 91.11% |
| I would recommend the LIS program to others. | 84.09% |

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

Coherent Programs of Study

The DIS 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 programs to meet their career needs and pursue areas of special interest. [Courses of Study](#) introduce students to the nine areas of specialization, explaining the nature of the specialization, the courses recommended for career preparation, relevant 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 processes and procedures. Details on these curriculum efforts are presented in Standard II: Curriculum.

Evidence of the DIS’s compliance with this standard can be found in the current student surveys ([Appendix I-6. Current Students Surveys](#)) that collected feedback on the curriculum from students (Table IV-12). Numbers represent “Strongly Agree” or “Agree” responses. Data shows that current students’ perception of the DIS’s curriculum supporting their professional education is generally positive. One noticeable challenge is related to not being able to offer courses for various professional interests that students have due to low enrollment and loss of faculty. With the current efforts in recruitment and faculty hiring, the challenge is expected to be better addressed in the future.

Table IV-12. Current student assessment of the curriculum (2017-2024)

| Curriculum Quality | 2017 (N=42) | 2018 (N=29) | 2019 (N=25) | 2020 (N=36) | 2021 (N=45) | 2022 (N=15) | 2023 (N=12) | 2024 (N=26) |
|--|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Overall, the LIS curriculum provides me with a holistic program of study. | 76.2% | 65.5% | 84.0% | 88.9% | 91.1% | 80.0% | 75.0% | 88.5% |
| The curriculum provides a variety of opportunities to study the theory, principles, practice, and values of the LIS field. | 83.3% | 82.8% | 88.0% | 88.9% | 91.1% | 86.7% | 83.3% | 100% |
| The LIS program covers the subject areas on which I am interested. | 81.0% | 75.9% | 84.0% | 66.7% | 88.9% | 93.3% | 58.3% | 69.2% |
| I have been able to take the courses I need to pursue my areas of interest. | 66.7% | 69.0% | 64.0% | 75.0% | 77.8% | 73.3% | 58.3% | 65.4% |
| Through taking my courses, I am improving my knowledge, skills, and competencies as an LIS professional. | 85.7% | 82.8% | 96.0% | 88.9% | 95.6% | 93.3% | 91.7% | 96.2% |

The DIS 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 schedules. Synchronous learning, asynchronous learning, and hybrid learning formats are provided for students. 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. During the pandemic, the Catholic University updated the technology in classrooms to enable hybrid class meetings so students can attend both in-person and online. Students and alumni have responded positively to these innovations. From the 2022 LIS Exit Survey ([Appendix I-7. Exit Surveys](#)), 100% of respondents strongly agreed or agreed with the statement “*overall, I was satisfied with the online courses I took,*” and 90% strongly agreed or agreed with the statement “*online courses were generally of high quality.*”

Classes are offered at various locations (on campus, off campus, and online) and at different times. Some courses are offered at off-campus sites such as the Library of Congress. In the hybrid delivery format, some course sessions are delivered online and other parts are delivered in face-to-face meetings on campus. For asynchronous online courses, based on students' feedback, the DIS implemented a requirement of one or two synchronous online sessions for better interactions with students. For similar

reasons, instructors of synchronous online courses are encouraged to set a weekly one-hour virtual office hour.

Recognition of Student Achievement

The DIS 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 assessments are presented in Section I.1 of Standard I: Systematic Planning.

In addition to course evaluations and the comprehensive examinations, student achievements are reflected in awards and scholarships from the department and professional associations. The DIS recognizes student achievements by the Howard and Mathilde Rovelstad Scholarship; Elizabeth W. Stone Scholarship; the Student of the Year Award; and student travel stipends. The Rovelstad Scholarship recognizes continuing students with strong academic records and leadership potential. Table IV-13 presents Rovelstad scholarship recipients from 2016 to 2025. Since 2023, the DIS has awarded the Elizabeth W. Stone Scholarship to recognize and support students with strong academic performance and financial needs. Ari Denardo received the award in 2023, and Audrey Nakagawa received it in 2024.

Table IV-13. Howard and Mathilde Rovelstad scholarship recipients

| Academic Year | Number of Recipient(s) | Recipient(s) |
|---------------|------------------------|--|
| 2016-2017 | 2 | Nicholas A. Brown and Lauren M. Hester |
| 2017-2018 | 2 | Maria D. Thurber and Paul A. Sommerfeld |
| 2018-2019 | 1 | Katherine Dean |
| 2019-2020 | 2 | Sandra Lima Rocha Teixeira Neves and Richard B. McElroy |
| 2020-2021 | 2 | Daniel Dembkowsky and Grace A. Phillips |
| 2021-2022 | 2 | Magdalene A. Jensen and Paige DeLoach |
| 2022-2023 | 2 | Kierstin T. Shea and Meghan C. Flores |
| 2023-2024 | 2 | Ari DeNardo and Tahari Johnson |
| 2024-2025 | 6 | David Bowman, Nathan Fajfar, Amy Glen, Alexis Howlett, Alayna Jasso, and Stephanie Pacheco |

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 of each year. Table IV-14 presents Student of the Year award recipients from 2016 to 2024.

Table IV-14. LIS Student of the Year award recipients

| Year | Recipient(s) |
|------|--------------------------|
| 2016 | Jessica "Jasmine" Chmiel |

| | |
|------|------------------------------------|
| 2017 | Nicholas A. Brown and Emily Wagner |
| 2018 | Lauren Hester |
| 2019 | Mary Cate Matta and Babak Zarin |
| 2020 | Hannah Jones |
| 2021 | Hanna Beckerle |
| 2022 | Emily Swain and Katherine DeFonzo |
| 2023 | Julie Pramis |
| 2024 | Suzanne E. Joseph |

Full-time faculty nominate graduating students for membership in Beta Phi Mu. Typically, 6 to 15 students with the highest-grade point average are nominated. In addition, the faculty also nominates a current student 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. Since 2020, the Iota Chapter has been inactive. Faculty continued to nominate students in case it becomes active. Table IV-15 presents nominated students for the Beta Phi Mu Scholarship from 2017 to 2022.

Table IV-15. Beta Phi Mu scholarship recipients or nominees

| Year | Recipient(s) or Nominee(s) |
|------|---------------------------------|
| 2017 | Victoria A. Pohlen |
| 2018 | Ashton Wingate |
| 2019 | Katherine E. McGovern |
| 2020 | Elizabeth Revor |
| 2021 | Hana Beckerle and Paige DeLoach |
| 2022 | Charles Gallagher |

Catholic University LIS students are also well recognized by professional communities and organizations. Many students were recognized by the ALA Spectrum Scholar Program, including Lisa C. Moore and Maria D. Thurber (2017), Babak Zarin (2018), Elizabeth Ajunwa (2019), and Alayna Sofia Jasso (2024). Other students received scholarships from professional organizations such as the American Association of Law Libraries' (AALL) George A. Strait Minority Scholarship (Jennifer Kim and Lachelle Smith in 2017, Ashely Matthews in 2018, Michael Teresa Mellifera in 2021, and Alayna Jasso in 2024), AALL John R. Johnson Memorial Scholarship (Lachelle Smith in 2017, Geraldine Kalim in 2019, and Victoria Capatosto in 2020), DCLA's Ruth Fine Scholarship (Demetrius Curinton in 2018), Potomac Technical Processing Librarians (PTPL) Scholarship (Jamileh Kouhestani in 2018, Alex Audziayuk in 2021, and Rebecca "Becky" Gray Kurylo in 2024), and Association of Research Libraries' Kaleidoscope Program (Nina-Simone Edwards in 2024). Students were also supported for further engagement in professional activities with conference travel stipends such as the Jan Merrill-Oldham Professional Development Grant (Juán-Pabló González in 2018) and the Association of College and Research Libraries Conference (Juán-

Pabló González in 2018), and support for professional development such as the National Endowment for the Humanities Grant (Juán-Pabló González, 2017).

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. An effort is made to ensure 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, the faculty use the checklists of the Courses of Study to guide students in course selections ([Appendix II-18. Course of Study Checklists](#)). The checklist is for a new student to "get in the system," and follow the information on the courses within each Course of Study. It is designed as a worksheet to 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 Section IV.2.

The DIS faculty offers students guidance through office hours, by appointment, by phone, and by email. Zoom is also used by some faculty and students for synchronous online communication. For online students, the DIS updated the online teaching guidelines in spring of 2023 to require one or two synchronous online sessions for asynchronous courses and to recommend regular office hours for synchronous online courses to online course instructors. Responses from the LIS graduate exit survey ([Appendix I-7. Exit Surveys](#)) show that recent efforts for student guidance and advising have provided a better experience for students as positive responses have increased in past three years for the statement "*I have access to continuing opportunities for guidance, counseling, and placement assistance*" (Table IV-16).

Table IV-16. Graduating student responses to "guidance, counseling, and placement assistance"

| | 2016-17 (N=16) | 2017-18 (N=10) | 2018-19 (N=18) | 2019-20 (N=19) | 2020-21 (N=23) | 2021-22 (N=9) | 2022-23 (N=10) | 2023-24 (N=4) |
|-----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|-------------------|------------------|
| Guidance and advising | 87.5% | 100% | 66.7% | 68.4% | 78.2% | 100% | 80.0% | 75.0% |

In addition, students receive guidance from course instructors, full-time and part-time faculty, and practicum supervisors. From the 2024 LIS current student survey ([Appendix I-6. Current Students Surveys](#)), about 73.1% strongly agreed or agreed with the statement "*Faculty provided me with regular and thorough evaluation of my performance,*" and about 84.6% strongly agreed or agreed with the statement "*Faculty are responsive to my requests for help.*" In addition, over 65% reported having communicated with advisors once or more per semester. For smooth interactions, faculty are introduced to incoming students at orientation, and students have a chance to meet with their advisor in a session during orientation.

Students who specialized in School Library Media received guidance from Sung Un Kim on how to meet the school librarian licensure requirements (until summer of 2023). Louise Gray, program coordinator, prepared the application form and a program completion verification letter for students and obtained the necessary signature from Catholic University's director of teacher education (until summer of 2020) to help students complete the process. Since LIS decided not to participate in the CAEP accreditation process, Kim became the SLM certification officer and signed license-related documents starting in Fall 2020. With the departure of Kim in 2023, the department plans to hire a new faculty member with School

Library Media expertise. In the meantime, Sue Yeon Syn, the department chair, is taking the lead for this support.

The university offers a variety of guidance, counseling, and placement assistance services. The [Center for Academic and Career Success \(CACS\)](#) provides instructional assistance and drop-in and individual tutoring to enhance student learning. A workshop series provided by the CACS addresses topics such as time management, effective reading, note taking, examination preparation, study skills, and memory skills. The CACS also provides advice on résumés and curricula vitae, networking, and job interviews, as well as on-campus career events, such as employment fairs, job search presentations, and career panels for career support. The [University Libraries](#) assist students not only with finding information resources they need for their study, but also through workshops, subject-based Research Guides, online tutorials, and consultation with liaison librarians. The [Writing Center](#) assists students in developing writing skills through writing resources and in-person or virtual consultations. 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 \(DSS\)](#), which works with students and faculty to provide special accommodations and services to facilitate academic success. These campus support services are introduced to students at orientation as they start the program and in every course in the course syllabi. [The GSA](#) offers social events as well as a venue to appeal for special needs, causes, and more. [Campus Ministry](#) also has a graduate arm and they organize regular events for socializing, connecting spiritually, networking within Catholic organizations, and offer opportunities for personal spiritual development that include small group support structures like Bible studies and opportunities for one-on-one ministry, spiritual guidance, and community service.

IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:

IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;

Student Participation in Departmental and University Committees

The DIS encourages students to participate in the definition and determination of the total learning experience. In addition to standard university course evaluations, the DIS surveys students regularly on various issues to obtain feedback on topics including the curriculum, course delivery formats, and support for student activities and learning. The faculty discusses survey results at the faculty retreat or faculty meetings to identify actions needed for improvement. Details on how student feedback is obtained is discussed in Standard I: Systematic Planning (see Table I-1).

Departmental committees provide important opportunities for students to contribute to their learning experience. One student serves on the LIS Advisory Board to review program achievements and discuss strategies for program improvement. 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. One student who served on the Faculty Search Committee for faculty hiring in 2024 actively shared students' interests and needs on subject areas relevant for new faculty members. Table IV-17 presents the departmental committees where students have opportunities to share their perspectives and shape the program.

Table IV-17. Student participation in DIS committees

| Committee | Student Representative(s) |
|--|----------------------------------|
| LIS Advisory Board | Veronica Hart |
| Accreditation, Standard I: Systematic Planning | Shachar K. Cavanagh |
| Accreditation, Standard II: Curriculum | Suzanne Joseph |
| Accreditation, Standard IV: Students | Alexandra Smith |
| 2024 Faculty Search Committee | Suzanne Joseph |

In addition to departmental committees, students provide input on various issues through town hall meetings and monthly zoom meetings with the department chair. For example, in 2017 and 2018, the department chair hosted two town hall meetings with current students to foster conversations with students regarding the program initiatives and address questions from students regarding the curriculum. In 2024, when the department name change was proposed, a student town hall meeting was called to collect students' feedback and suggestions, and to answer their questions and concerns. From 2021, the department chair meets with students monthly via zoom to solicit input on program priorities, new policies, and goals.

While not a departmental committee, student organizations are also an active channel for sharing their thoughts and opinions with the department. They have monthly meetings, social media channels, and student newsletters in addition to other in-person and virtual events where students can share their perceptions and suggestions on the current status of the department and program. Student organizations share their input as representatives of DIS students at large with both the department and the chair.

DIS students are represented at the university level through [the GSA](#). The GSA is an organization of graduate student representatives dedicated to the academic, cultural, and professional development of graduate students at the Catholic University. DIS GSA senators attend GSA senate meetings and represent DIS students' interests by voting on motions and participating in committees, all of which serve to represent graduate student interests to the university administration. By attending the required minimum number of meetings, the DIS senators ensure that the rebates allocated to the department's students are accessible, according to guidelines laid out in the GSA By-Laws. They also make sure important GSA decisions are shared with DIS students. All graduate students have the opportunity to run for executive offices or apply for executive council positions that offer even greater opportunities to represent the student body at large and the DIS graduate student constituency. Table IV-18 presents the names of students who were appointed as GSA senators since 2016.

Table IV-18. DIS GSA senators

| Year | GSA Senators |
|-------------|---|
| 2016-2017 | Nick Brown (Fall 2016), Maria Thurber (Spring 2017) |
| 2017-2018 | Maria Thurber |
| 2018-2019 | Katie DeFonzo |
| 2019-2020 | Janae Carter, Hana Beckerle (Alternate) |

| | |
|-----------|---|
| 2020-2021 | Janae Carter, Hana Beckerle (Alternate) |
| 2021-2022 | Brandi Marulli, Achilles Kontostathis (Alternate) |
| 2022-2023 | Hannah Kaufman, Anna Maria Wiljer (Alternate) |
| 2024-2025 | Veronica Hart |

IV.5.2 Participate in research;

The DIS has hosted [the Annual Bridging the Spectrum Symposium](#) since 2009. It has been a great venue for our students to share their work with professionals and to network with practitioners regarding trending issues. DIS students have actively participated in the symposium. The faculty highly encourage student participation, and students receive reimbursement of the registration fee from AGLISS. Except for 2023 when the department celebrated the 15th anniversary of the symposium and changed the format to an invited panel discussion, all symposia were managed by a review process for submitted abstracts. Thirty-two students presented at the symposium from 2016 to 2024, and more students attended the event. Table IV-19 presents a list of sample student presentations at the Bridging the Spectrum Symposium in 2021 and 2022. From the exit surveys, a majority of graduating students (55.6% to 100%) either “Strongly Agree” or “Agree” that “*LIS special programs, workshops, symposia, and colloquia added to the quality of their educational experience*” between 2016-2024 (Figure II-4).

Table IV-19. Samples of student presentations at the Bridging the Spectrum Symposium in 2021 and 2022

| Student name | Presentation title |
|--------------------|---|
| Emily Brahler | Knitting up history: Creating a small-scale digital collection using CONTENTdm (2021) |
| Emily Swain | RDA Implementation in Public Libraries: Challenges Faced and Lessons Learned (2021) |
| Benjamin Turnbull | The Legacy of Medieval Libraries: an exploration of the long-lasting societal values shared between medieval and modern libraries (2021) |
| Ari Hilliard | Artificially Unintelligent: How Radical Biases Impact A.I. and Search Algorithm Results for Students and Scholars in Library and Information Science (2022) |
| Annette Nakshbendi | More than a Social Coding Platform: GitHub's Diverse Application for Library & Information Science_(2022) |
| Emily Swain | Murals of the D.C. Suburbs, Creating and Sustaining a Digital Collection (2022) |

Another venue for students to present their research is [University Research Day](#). The Catholic University has hosted University Research Day annually since 2016. Faculty and students are invited to submit their work to be presented to the university community. DIS students actively participate in University Research Day: 17 students have presented at the University Research Day so far.

DIS students have also presented at professional conferences and meetings. Xueye “Christine” Zheng presented on children’s use of digital information systems at the 2016 IFLA World Library and Information Congress. Monique Whitfield was one of the co-presenters at the 2018 VAASL Fall Conference on “And the Library Must Lead Them: Education Equity in Schools with Little Diversity.” Babak Zarin made a presentation at the ALA conference in 2019.

DIS students have also published articles. Dan Odenwald was the author of the cover story in the 2017 September-October issue of *AALL Spectrum* with his article entitled “Transforming Customer Service in the Post-Digital Law Library.” Babak Zarin published an article in 2018 titled “The Very Model of a Modern Major-Librarian: The Collaborators of Today’s Blogging Libraries” in *ALA-NRMT Journal*.

Faculty have motivated students through advising them on publications of their work. From *LSC 522: Digital Content Creation and Management* class with Ingrid Hsieh-Yee, Patricia Mars wrote a paper titled “ALA Precedent in Defense of Personal Privacy and Privacy Activism of 21st-Century Information Professionals” (2017) that was published in *The Serials Librarian*. Christopher Bruhn worked with Sue Yeon Syn in an independent study course and published a journal article on “Pragmatic Thought as a Philosophical Foundation for Collaborative Tagging and the Semantic Web” in the *Journal of Documentation* (2018). Students taking Renate Chancellor’s *LSC 643: Oral History* class presented their semester-long project in collaboration with the Armed Forces Retirement Home in DC to the 2018 Oral History in the Mid-Atlantic Region conference. Babak Zarin’s class paper for *LSC 677: History and Theory of Cultural Heritage Institutions* was published in the peer-reviewed, *Journal of Science Fiction*, in 2019. Alastair Canavan’s paper for the course *LSC 833: Music Librarianship*, titled “Moving Beyond World Music: An Exploration of the Classification of Non-Western Music in Higher Education and Where to Go from Here,” was published in the peer-reviewed journal, *Music Reference Services Quarterly*, in 2022.

DIS faculty also work with students who are research assistants for faculty research projects. The department provides research support for faculty members to hire one research assistant, and with support, faculty have opportunities to work with students for research projects.

IV.5.3 Receive academic and career advisement and consultation;

DIS students consult their faculty advisor for their expertise and professional networks to gain academic and professional advice. Each student is assigned to a full-time faculty member who will be their academic advisor, based on their professional and career interests. Faculty are expected to work closely with students on their academic plan and career development. Faculty use the checklists of the Courses of Study that students are pursuing to guide students in course selections and keep track of students’ stages in the program ([Appendix II-18. Course of Study Checklists](#)). DIS students also communicate with part-time faculty for their practical expertise and career experiences.

The LIS Alumni Board presents multiple programs for students’ career and professional development ([Appendix II-17. LIS Alumni Board Mentoring Programs](#)). The Alumni Board runs a one-on-one mentorship program that pairs a student with an alumnus of the Catholic University LIS program who can serve as a resource for navigating the LIS field. In addition, the Alumni Board hosts a panel discussion series as a virtual mentoring program. Table IV-20 presents some examples of topics addressed in the virtual mentoring program.

Table IV-20. Examples of the Alumni Board panel discussion mentoring program

| Date | Topic |
|------------|---|
| 2/13/2021 | A Panel Discussion on “Academic Librarianship” |
| 3/3/2022 | A Panel Discussion on “School Librarianship” |
| 4/9/2022 | A Panel Discussion on “LIS Professional Organizations” with SLA DC Chapter |
| 4/30/2022 | A Panel Discussion on “Non-traditional Librarianship” |
| 11/19/2022 | A Panel Discussion on “Law Librarianship” |
| 1/14/2023 | A Panel Discussion on “Building, Managing and Preserving Digital Cultural Heritage Collections” |
| 12/6/2022 | A Panel Discussion on “What Does It Mean to Be a Librarian in the Modern World?” |
| 2/11/2023 | A Panel Discussion on “Data Science in Libraries” |
| 10/26/2023 | A Panel Discussion on “LIS Student Organizations” |
| 6/6/2024 | A Panel Discussion on “Music Librarianship” |
| 10/29/2024 | A Panel Discussion on “Copyright and Librarianship” |

In terms of gaining practical field experience, students can consider [practicum](#) and internship opportunities. From the LIS current student survey between 2016 and 2023 ([Appendix I-6. Current Student Surveys](#)), on average about 85.7% of respondents “Strongly Agreed” or “Agreed” to the statement “*practicum opportunities provided valuable field experience*” (Figure II-3). In addition, the [GLP Program](#) provides valuable preprofessional work experience to DIS students and establishes a foundation for their first professional library positions. Students in the GLP program work full-time at the University Libraries while completing their degree programs in the DIS. Table IV-21 presents the students who were in the GLP program from 2016 to 2024.

Table IV-21. List of GLP students

| Year | Name of GLP Students |
|-----------|--|
| 2016-2017 | Taylor Diken, Karen Berry, Laure Fullam, Victoria Pohlen, Katherine Santa Ana, Ingrid Hellstrom |
| 2017-2018 | Taylor Diken, Karen Berry, Ingrid Hellstrom, Victoria Pohlen, Juan-Pablo González |
| 2018-2019 | Emily Brown, Karen Berry, Ingrid Hellstrom, Katie DeFonzo, Juan-Pablo González, Tricia Campbell Bailey |
| 2019-2020 | Emily Brown, Tricia Campbell Bailey, Ingrid Hellstrom, Hana Beckerle, Katie DeFonzo, Mandy Bernard |
| 2020-2021 | Emily Brown, Tricia Campbell Bailey, Emily Swain, Hana Beckerle, Katie DeFonzo, Mandy Bernard |

| | |
|-----------|---|
| 2021-2022 | Emily Brown, Jennifer Wintle, Emily Swain, Zoe Mann, Anna Maria Wiljer, Hannah Kaufman |
| 2022-2023 | Jennifer Wintle, Micaela Champion, Theresa Balick, Anna Maria Wiljer, Jisoo Ahn |
| 2023-2024 | Micaela Champion, Jacob Asch, Katherine Palazzolo, Hannah Welz, Jisoo Ahn, Abigail Hibbs, Laura Lannan, Katherine Schoonover, Veronica Hart |

IV.5.4 Receive support services as needed;

Students are provided with support for professional activities through a reimbursement program for professional membership and conference travel expenses from the [GSA fund](#) and [AGLISS](#). For the DIS's annual Bridging the Spectrum Symposium, DIS students are supported with registration fee waivers from AGLISS, making it accessible for students to consider it as their first professional activity.

Student organizations provide students with opportunities to develop leadership skills and meaningful engagement with the LIS profession beyond the classroom. Engaging with the LIS Alumni Board is another way to network with local professionals. Both student organizations and the LIS Alumni Board actively collaborate with local chapters of professional organizations such as the SLA and ALA. Through such networking opportunities, students can volunteer for professional activities. One example was the [ALA's Student-to-Staff Program](#) at the ALA annual meeting. This program allowed students to volunteer for conference support and in return, attend the conference. Every year until 2021, one student was nominated and selected to participate in the program until the ALA canceled the program due to the pandemic and budget constraints.

IV.5.5 Form student organizations;

Student Organizations

The DIS provides opportunities for students to obtain valuable leadership experience and engage with the discipline through four student organizations. Students are automatically inducted as members of [AGLISS](#), the department's student organization and a student chapter of the ALA. The goal of AGLISS is to provide social and professional opportunities for students. AGLISS also serves as the representative voice of students to the DIS faculty and staff. They publish the [LIS student newsletters](#). AGLISS officers have attended new student orientations and participated in other department events to represent current DIS students. Table IV-22 lists the recent events that AGLISS organized since the fall of 2023.

Table IV-21. AGLISS activities (from Fall 2023)

| Event | Date and Time | Location |
|--|----------------------------|--|
| Start of Semester Happy Hour | September 15, 2023 at 4pm | Busboys and Poets |
| Live! At the Library: Pick Your Poison – Mystery Night | October 26, 2023 at 6:30pm | Library of Congress, Thomas Jefferson Building |
| Holiday Party | December 8, 2023 at 5pm | McMahon Hall, Catholic University |
| Coffeeshop Meetup | February 24, 2024 at 2pm | La Cosecha |

| | | |
|--|----------------------------|---|
| Tour of MLK Memorial Library | March 10, 2024 at 1pm | MLK Memorial Library, DCPL |
| Tour of Catholic University Semitics Library | March 23, 2024 at 2pm | Catholic University Semitics Library |
| Tour of the Phillips Collection and Tea Meetup | April 12, 2024 at 3pm | The Phillips Collection |
| Coffeeshop Meetup | April 27, 2024 at 2pm | La Cosecha |
| End of Year Picnic | May 5, 2024 at 3pm | Pryzbyla Center Lawn, Catholic University |
| Student Orientation and Picnic | August 24, 2024 at 9:30am | Aquinas Hall, Catholic University |
| Get Together with New Faculty | October 26, 2024 at 10am | Aquinas Hall, Catholic University |
| Holiday Party | December 6, 2024 at 5:30pm | Maloney Pavilion, Catholic University |

In the summer of 2014, the SAA approved the creation of a student chapter at Catholic University. The SAA student chapter is currently active and organizes events for DIS students such as invited lectures, tours, and information events for SAA. The SLA and the Association for Information Science and Technology (ASIS&T) have student chapters at Catholic University. These two chapters interact with the Washington Chapter of SLA and the Potomac Valley Chapter of ASIS&T to introduce students into the profession. While these chapters had been active in past years, they have become inactive recently due to the departure of faculty advisors for these chapters. It would be ideal to revamp inactive student organizations with faculty advisors in those fields in the future. Currently, Sue Yeon Syn serves as the faculty advisor for AGLISS and Maria Mazzenga will become the faculty advisor for the SAA student chapter to revive their activities.

IV.5.6 Participate in professional organizations.

Student organizations are a great gateway for students to be involved in professional organizations as they are student chapters of larger professional organizations. The department currently hosts AGLISS and SAA active student chapters. Previously, SLA and ASIS&T student chapters were active. Student organization information is shared on [the department website](#) so that students can consider options for professional engagement. Students actively employ social media and web-based technologies to communicate with fellow students and practitioners, and enhance the presence of the DIS on the web. AGLISS, for example, launched [Facebook](#) and [Twitter](#) accounts in 2012, a [website](#) in 2013, and recently [Instagram](#) and [Discord](#) channels in 2023. AGLISS also publishes the student newsletters, [LISTen](#). The SAA Student Chapter has [a blog](#) to share events, information, and activities.

Student chapters work hard to provide a sense of community for fellow students. They have offered many programs and activities to engage DIS students in local communities and professional organizations, provide professional development opportunities, and support students in job searches. Some examples of recent programs and activities by the AGLISS include holiday parties, common reads, student newsletter, résumé workshops, happy hours, and field trips (recent AGLISS events are presented in Table IV-21). The SAA organized programs such as invited talks, sessions on certified archivists, and field trips. All student organizations offer programs related to job search and career preparation.

After graduation, alumni actively engage in the life of the DIS. [The Alumni Board](#) organizes the annual Elizabeth Stone Lecture, a major fund-raising event. They administer the Raymond Von Dran Memorial Award (an award to recognize Catholic University LIS alumni who make significant contributions to LIS profession), collaborate with the AGLISS for events such as holiday parties, participate in new student orientations, and plan networking events at professional conferences. They also mentor students to help them with job searches and introduce them to the profession. The Alumni Board is a strong partner to the DIS, promoting the program, reaching out to the alumni community, and monitoring new developments in the LIS profession.

Catholic University LIS students participate in professional organizations in the context of presenting their works, being recognized for their activities, and networking with other professionals. Students presented at professional conferences such as IFLA World Library and Information Congress, VAASL conference, ALA conference, AALL conference, SAA conference, etc. Students also received support for conference travel from the department, the GSA, or professional organizations to attend conferences such as ALA's annual meeting and Lib Learn X, the Association of College and Research Libraries (ACRL) conference, SAA annual meeting, etc.

IV.6 The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the 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.

Student learning outcomes are measured through outcome assessment of the comprehensive exams and outcome assessment of the core courses, along with academic performance from other courses students take. The Curriculum Committee meets monthly to review these outcome measurements along with the regular curriculum review. The department chair reports the comprehensive exam results each semester to faculty to address issues that may have been raised ([Appendix I-11. Comprehensive Examination Results Report](#)). The curriculum committee chair solicits the outcome assessments from all core course instructors and compiles the outcomes to be reported for faculty discussion ([Appendix I-10. Core Course Assessment Reports](#)).

Faculty members communicate with students each semester at orientation, at course registration each semester, and in preparation for the comprehensive examination. Students may consult with their faculty advisors at any time to discuss their academic progress and professional planning. Faculty use the checklist for course planning and the checklist for comprehensive exams to ensure proper guidance to students. For the comprehensive exam, it was required to have a faculty advising meeting to make sure that students are fully aware of the requirements and expectations of the comprehensive exam; that meeting has been replaced by a mandatory workshop that the department chair has organized since 2023. Students can work with their faculty advisors on exam preparation, for example, by getting faculty feedback on their practice essays. This process has improved the success rate of the comprehensive exam and received positive feedback from students. In fact, the exit surveys between 2016 and 2024 show that about 92.9% of graduating students responded "Strongly Agree" or "Agree" with the statement "*The website and in-person briefing adequately prepared me for the exam*" (Figure IV-5).

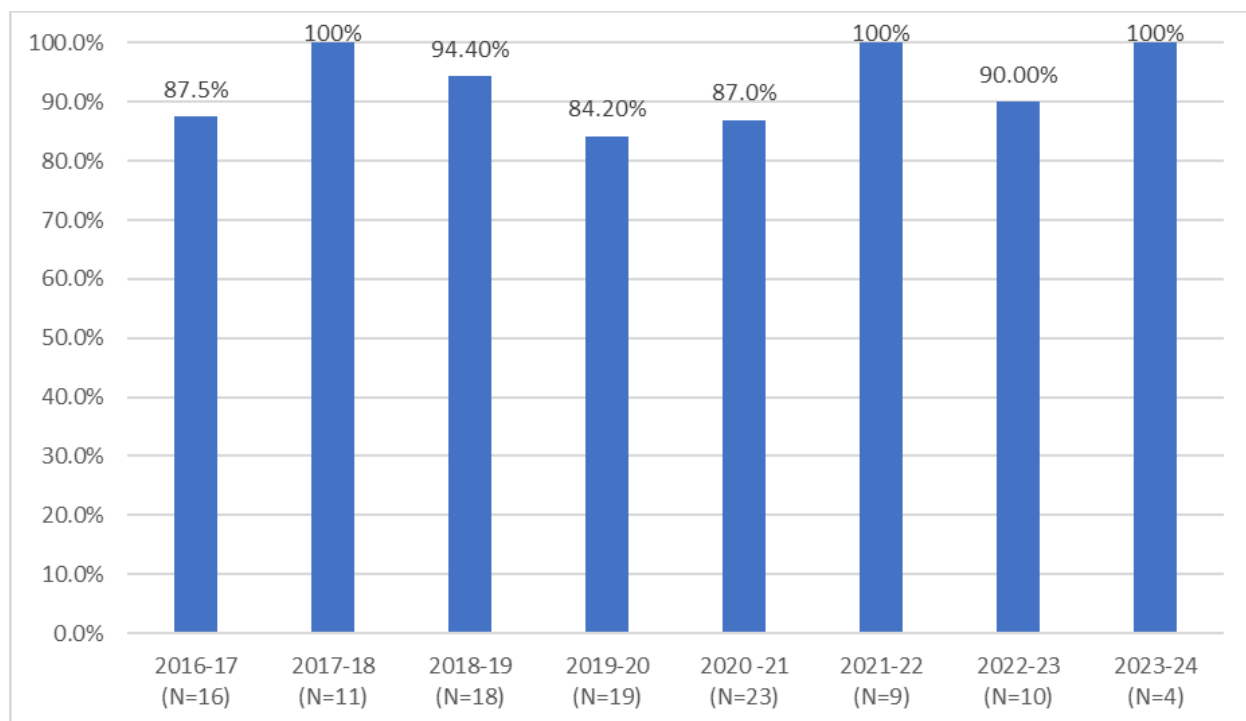


Figure IV-5. Graduating students' feedback on comprehensive exam preparation

The achievement of program objectives is measured through course evaluations, current student surveys, student exit surveys, and alumni surveys. These surveys are distributed regularly (each semester or annually) to collect feedback from students and alumni. The Curriculum Committee reviews the responses carefully and raises potential discussion issues for curriculum improvement. Other questions that are more directly related to program objectives are also reviewed by faculty and discussed at monthly faculty meetings or the annual faculty retreat.

IV.7 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.

The DIS makes decisions mainly based on assessment data and students and stakeholder feedback. The assessment data are collected systematically. The curriculum review is conducted based on the curriculum review cycle (see Standard I: Systematic Planning and Standard II: Curriculum). Each course of study and courses for the six competency areas are reviewed every five years ([Appendix I-13. Competency Courses Review Reports](#)). The curriculum changes are made based on the assessment results, and the decision is discussed in the Curriculum Committee meetings and approved by the faculty during faculty meetings ([Appendix I-19. Samples of Curriculum Committee Meeting Minutes](#)). Other learning outcome assessments include outcomes assessments of the comprehensive exams, outcomes assessments of the core courses, and course evaluations. The outcomes assessments of the comprehensive exams are collected based on the results of the comprehensive exam in the fall, spring, and summer terms of each academic year. The assessment is based on [the evaluation rubrics](#) used for the comprehensive exam. The outcomes assessments of the core courses are collected each semester from the instructors teaching the core courses. The core courses have a shared rubric for one of the major assignments which is designed together by the faculty members teaching the course using the assessment report template ([Appendix I-9.](#)

[Core Course Outcome Assessment Report Template](#)). The shared rubric aligns with the program objectives. The Curriculum Committee chair collects the outcomes assessments each semester and produces a learning outcome report each academic year ([Appendix I-10. Core Course Assessment Reports](#)). The report is reviewed and discussed by faculty members for potential improvement in the core courses. Course evaluations are maintained by the university's Institutional Research Office. Students are invited to participate in an online course evaluation survey at the end of each semester for the courses they are taking. The survey consists of multiple-choice questions and open-ended questions. The responses are shared with the department and individual faculty to review students' feedback. Faculty members can discuss issues with the department chair for curriculum considerations or bring the issues to the faculty meeting for faculty discussion.

The DIS distributes multiple surveys to students, alumni, and other stakeholders. The current student surveys are shared every year with students in the program to collect students' feedback on the program ([Appendix I-6. Current Student Surveys](#)). Student exit surveys are shared every year to graduating students to collect feedback on their experience in the program ([Appendix I-7. Exit Surveys](#)). The alumni surveys are shared every two years with alumni to collect their experience of applying education from the DIS program to their work practices and feedback on their thoughts on the curriculum ([Appendix I-3. Alumni Surveys](#)). Employer surveys are shared with the employers of DIS students and alumni to collect their perceptions on the appropriateness and effectiveness of Catholic University LIS education ([Appendix I-4. Employer Surveys](#)). The survey responses collectively provide great insight into how students and stakeholders perceive our program and curriculum. There are good suggestions for improvements as well. Faculty review the survey responses as they are collected and discuss next steps in curriculum improvements or potential program initiatives.

The faculty apply the results of these evaluations for decision-making along with other indirect measurements. Indirect measurements include students' feedback from the town hall meetings and from the monthly meetings with the department chair. Advising meetings with students are also a good source of indirect input about the program.

IV.8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.

As discussed above, the DIS faculty regularly seeks feedback from students and examines evidence of student achievement to determine the achievements of program objectives. The achievement of program objectives is assessed by the end-of-semester course evaluations (every semester), outcomes analysis of the comprehensive exams (every semester), outcomes assessments of the core courses (every semester), current student surveys (every year), student exit surveys (every year), alumni surveys (every two years), employer surveys (every two years), and the regular curriculum review (a 5-year cycle) (also see Standard I: Systematic Planning). The review of these measurements is discussed mainly through the Curriculum Committee and at faculty meetings. The decision-making processes can be identified through the faculty meeting minutes ([Appendix I-17. Samples of faculty meeting minutes](#)), Curriculum Committee meeting minutes ([Appendix I-19. Samples of Curriculum Committee meeting minutes](#)), and curriculum review reports. The decisions are shared with students using listservs and the department website, with faculty through full faculty meetings, and with other stakeholders using [the department's assessment webpage](#) and through meetings such as advisory board meetings and alumni board meetings.

Selected examples of changes based on student feedback are:

- The department conducted two surveys to measure the degree of interest in an online program in 2018. One survey was a market survey that was distributed to professional organizations, universities, and others. The other survey was distributed to current students regarding online program offerings. Survey results revealed positive interest in and support for a fully online program offered by Catholic University. The curriculum committee also reviewed the potential of the current curriculum and recommended transferring its current hybrid courses in the online weekend learning program to a fully online program option. With the input of stakeholders, the faculty decided to phase out the Online Weekend Learning (OWL) program and migrate it into a fully online program in 2019.
- In Fall 2019, to monitor the student learning experience with increasing online course offerings, the department administered a survey to students enrolled in online courses. Based on the survey results and the university's course evaluation, the faculty created a guideline for online instruction. This guideline was shared with all instructors and served as an additional resource to assist faculty in online teaching.
- In 2022, student feedback on increasing interaction with instructors for online courses, particularly asynchronous courses, led to a change of online teaching guidelines. The Curriculum Committee reviewed the student feedback and updated the online teaching guidelines to require one or two synchronous online sessions for asynchronous courses and recommended regular office hours for synchronous online courses. This has been implemented since Spring 2023 ([Appendix I-15. Guideline for Teaching Online Courses](#)).
- In Fall 2021 and Summer 2023, the curriculum committee reviewed the 2-year plan of course offerings. Based on past enrollment data and students' feedback on their academic interests, the course offering frequencies were revisited.
- In the 2023-24 academic year, the curriculum committee reviewed students feedback on the comprehensive examination to discuss potential needs for changing its format. Based on the students' feedback and benchmarking other LIS programs' cases, faculty decided to keep the current format of the exam.

Sources of Evidence

| Appendix | URL |
|--|---|
| Appendix I-3. Alumni Surveys | https://drive.google.com/drive/folders/1pN3ogIAHUErYLr1Cync1TIHr_Aq0njZg?usp=sharing |
| Appendix I-4. Employer Surveys | https://drive.google.com/drive/folders/1S8jqcqqAvH2OaP1xtNNuTKHad1TiBmU?usp=sharing |
| Appendix I-6. Current Student Surveys, 2017-2024 | https://docs.google.com/spreadsheets/d/1XLCYUXoR3yAfWJFyehPamZ6riMe9ZjcJ/edit?usp=sharing&ouid=115047050012978470861&rtpof=true&sd=true |
| Appendix I-7. Exit Surveys, 2016-2024 | https://docs.google.com/spreadsheets/d/1cI2-dS0hjR4Ht3VqgOS2oT7Hi5fnfQ3e/edit?usp=sharing&ouid=115047050012978470861&rtpof=true&sd=true |
| Appendix I-9. LIS Core Course Outcome Assessment Report Template | https://drive.google.com/file/d/1CZs28JQcxkEtV1UIUsFqOdJdnZUuhhpD/view?usp=sharing |
| Appendix I-10. Core Course Assessment Reports, 2022-2024 | https://drive.google.com/drive/folders/1QSEURA-dmROLq4ffoa7vf_ddfvCONRMU?usp=sharing |
| Appendix I-11. Comprehensive Examination Results Report, 2016-2024 | https://drive.google.com/file/d/1FJJtGWoQUgIfhP05zW73cDbCEMFyUn7K/view?usp=sharing |

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|--|---|
| Appendix I-13. Competency Courses Review Reports | https://drive.google.com/drive/folders/1yvvcPP03dJ_4lMGanU8CtfWmXyVr89g?usp=sharing |
| Appendix I-15. LIS Instructor Guidelines for Teaching Online Courses | https://drive.google.com/file/d/1_3X459HLUwQw_0T_8tBV6QYqPCrvEJ5K/view?usp=sharing |
| Appendix I-17. Samples of Faculty Meeting minutes | https://drive.google.com/drive/folders/1dOvQp--6nL76fDBUJD19YV6OGS4HcALf?usp=sharing |
| Appendix I-19. Samples of Curriculum Committee meeting minutes | https://drive.google.com/drive/folders/1YKbC9AmXAiC h-J-3aRJI0Z9Q07rbWOj?usp=sharing |
| Appendix II-17. LIS Alumni Board mentoring programs | https://drive.google.com/drive/folders/1sSCyi_vUVf5HY47rXwbHTEVMih8NbUPW?usp=sharing |
| Appendix II-18. Course of Study Checklists | https://drive.google.com/drive/folders/1PMGc_OxdXJOcWFV7dN_LIBEMj-JfQn5T?usp=sharing |

List of Web Sources

| Title | URL |
|---|---|
| 4+1 Bachelor to MSLIS Program | https://lis.catholic.edu/academics/bachelor-to-masters/index.html |
| AGLISS (Association of Graduate Library and Information Science Students) Website | https://sites.google.com/site/cualisagliss/ |
| AGLISS Discord | https://discord.com/invite/6hxMpWy3 |
| AGLISS Facebook | https://www.facebook.com/groups/CUAAGLISS/ |
| AGLISS Instagram | https://www.instagram.com/agliss_cua/ |
| AGLISS LISTen Student Newsletter | https://sites.google.com/site/cualisagliss/listen |
| AGLISS Student Professional Membership and Conference Travel Stipends | https://sites.google.com/site/cualisagliss/agliss-travel-conference-funding |
| AGLISS Twitter | https://twitter.com/CUA_AGLISS |
| ALA Spectrum Scholars | https://www.ala.org/advocacy/spectrum |
| ALA Student-to-Staff Program | https://www.ala.org/aboutala/affiliates/chapters/student/resources/studenttostaffprogram |
| Catholic University Anti-Discrimination and Anti-Harassment Policy | https://policies.catholic.edu/faculty-staff/employment/eo/affirmact.html |
| Catholic University Campus Ministry | https://ministry.catholic.edu/ |
| Catholic University Center for Academic and Career Success | https://success.catholic.edu/ |
| Catholic University Counseling Center | https://counseling.catholic.edu/index.html |
| Catholic University Disability Support Services | https://dss.catholic.edu/index.html |
| Catholic University Graduate Admission Office | https://www.catholic.edu/admission-aid/graduate-admission |
| Catholic University Graduate Admissions Policy | https://policies.catholic.edu/students/academicgrad/admissionfull.html#II |
| Catholic University Graduate Student Association | https://gradstudents.catholic.edu/ |

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| Catholic University Professional Program Tuition | https://enrollment-services.catholic.edu/costs/tuition-fees/off-campus-rates/professionalocrates.html |
| Catholic University Writing Center | https://success.catholic.edu/academic-support/writing-center/index.html |
| DIS | https://lis.catholic.edu/ |
| DIS ALA Accreditation Committee | https://lis.catholic.edu/about-us/accreditation/committees/index.html |
| DIS Comprehensive Examination Evaluation Rubrics | https://lis.catholic.edu/_media/grading-rubric-1.pdf |
| DIS Comprehensive Examination Results Report | https://lis.catholic.edu/about-us/assessments/outcomes-assessment-with-comps-2016-2024.pdf |
| DIS Courses of Study | https://lis.catholic.edu/academics/courses-of-study/index.html |
| DIS Diversity Statement | https://lis.catholic.edu/about-us/diversity.html |
| DIS Elizabeth W. Stone Scholarship | https://lis.catholic.edu/admission/tuition-financial-aid/stone/index.html |
| DIS Facebook | https://www.facebook.com/LIS.CathULIS/ |
| DIS Father James J. Kortendick Endowed Scholarship | https://lis.catholic.edu/admission/tuition-financial-aid/index.html |
| DIS Financial Aid | https://lis.catholic.edu/admission/tuition-financial-aid/index.html |
| DIS Howard and Mathilde Rovelstad Scholarship | https://lis.catholic.edu/admission/tuition-financial-aid/rovelstad/index.html |
| DIS Independent study | https://lis.catholic.edu/academics/courses/independent-study/index.html |
| DIS Instagram | https://www.instagram.com/catholicuni_lis/ |
| DIS LinkedIn | https://www.linkedin.com/company/the-catholic-university-of-america-school-of-library-and-information-science/ |
| DIS LIS Advisory Board | https://lis.catholic.edu/about-us/advisory-board/index.html |
| DIS LIS Alumni Board | https://lis.catholic.edu/alumni-and-giving/alumni-resources/alumni-board/index.html |
| DIS Mission | https://lis.catholic.edu/about-us/mission/index.html |
| DIS MSLIS Program Admission Requirements | https://lis.catholic.edu/admission/index.html |
| DIS MSLIS Program Assessments | https://lis.catholic.edu/about-us/assessments/index.html |
| DIS MSLIS Program Requirements | https://lis.catholic.edu/academics/mslis-program/index.html |
| DIS Post-Master's Certificate Programs | https://lis.catholic.edu/academics/post-masters-certificates/index.html |
| DIS Practicum | https://lis.catholic.edu/academics/courses/practicum/index.html |
| DIS Program Goals | https://lis.catholic.edu/about-us/mission/index.html |
| DIS Program Objectives | https://lis.catholic.edu/about-us/index.html |
| DIS Social Media | https://lis.catholic.edu/social-media/index.html |
| DIS Student Organizations | https://lis.catholic.edu/student-experience/student-organizations/index.html |

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| DIS Virtual Information Sessions | http://lis.cua.edu/events/infosessions.cfm |
| DIS X (formerly Twitter) | https://twitter.com/CathU_LIS |
| DIS YouTube | https://www.youtube.com/@CUASLIS |
| Graduate Library Preprofessional (GLP) Program | https://libraries.catholic.edu/about-us/employment-opportunities/glp.html |
| Graduate Student Association Conference Support | https://gradstudents.catholic.edu/resources/conferences.html |
| Law Library GLP Program | https://libguides.law.cua.edu/employment/glp |
| SAA Student Chapter Blog | https://saaatcua.wordpress.com/ |
| SLA Information Outlook Winter 2024 | https://cdn.ymaws.com/sla.org/resource/resmgr/learn/information_outlook/winter_2024.pdf |
| Symposium Student Presentation: Knitting up history: Creating a small-scale digital collection using CONTENTdm | https://www.jstor.org/stable/community.38529527?seq=1 |
| Symposium Student Presentation: The Legacy of Medieval Libraries: an exploration of the long-lasting societal values shared between medieval and modern libraries | https://www.jstor.org/stable/community.38529510 |
| The Annual Bridging the Spectrum Symposium | https://lis.catholic.edu/news-events/symposium/index.html |
| The Annual Dr. Elizabeth W. Stone Lecture Series | https://lis.catholic.edu/news-events/stone-lecture/index.html |
| The Annual Sister Thea Bowman Lecture Series on Social Justice in Library and Information Science | https://lis.catholic.edu/news-events/social-justice-lecture.html |
| University Libraries | https://libraries.catholic.edu/ |
| University Research Day | https://research-day.catholic.edu/ |

Standard V: Administration, Finances, and Resources

Introduction

The Department of Information Sciences (DIS) is one of 17 departments within the [School of Arts and Sciences](#), which is the largest and third oldest among the 12 schools that comprise The Catholic University of America (Catholic University). The School of Arts and Sciences is led by a dean, who is appointed by the president following a prescribed set of search and consultation procedures. The current dean, Dr. Thomas Smith, joined the school in July 2020. The DIS is led by a chair, who reports directly to the dean and is responsible for establishing the administrative, fiscal, and academic policies for the department, while working within the standardized framework of university policies and procedures that apply across all university departments.

The DIS receives fiscal support from Catholic University through its university-provided budget. Since the last program review, financial support for the program has decreased due to the university's financial constraints related to an enrollment decrease. However, the department collaborates closely with the dean's office to develop systematic approaches for budget decisions and allocation, ensuring that it meets the educational, intellectual, and financial needs of the department. The department will continue to build on benefits gained from the active participation of its members within the School of Arts and Sciences. This chapter discusses aspects of the department's administration as a unit of the School of Arts and Sciences within Catholic University. Many of the department's internal processes are designed to be consistent with those parent units.

V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. 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 program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

The DIS is closely aligned with the university's policies that govern faculty, staff, and students, and that ensure equal opportunity and equitable employment, admission, and academic practices. The DIS acts in compliance with Catholic University policies and enforces them impartially when dealing with faculty, staff, and students in all matters pertaining to their relationship with the department, the school and the university.

Departmental Administration

Similar to other departmental chairs, the DIS chair is appointed by the university president based on 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 School of Arts and Sciences also maintains a written document for chair selection procedure ([Appendix III-2. A&S Chair Selection Process](#)).

The DIS chair reports to the dean of the School of Arts and Sciences and is a member of the school's Academic Council, which meets monthly to advise the dean on matters of governance and policy. Other

members of the Academic Council include the dean, associate deans, and the other department chairs within the school.

Departmental Autonomy

The DIS has the autonomy to determine the degree requirements, academic structure and intellectual content of its departmental programs. The department develops its own curriculum through a consultative process involving full-time and part-time faculty, students, and advisory committees, who make curriculum recommendations to the DIS Curriculum Committee. Standard II: Curriculum includes a detailed description of the systematic process of curriculum development during which the department engages various stakeholders. DIS faculty approve proposals for new programs or changes in degree requirements before submitting them to the school's Academic Council for approval. New degree offerings and major program changes require approval from the Graduate Board and the Catholic University Academic Senate. The DIS recently developed several new programs through this process, including the launch of a Master of Science in Information Systems (MSIS) ([Appendix V-1. MSIS Proposal](#)), the addition of a Data Science Course of Study ([Appendix II-5. Data Science Course of Study Proposal](#)), an undergraduate minor in Information Technology ([Appendix V-2. Undergraduate Minor in IT Proposal](#)), and a change from a hybrid delivery to a fully online curriculum for the School Library Media and Generalist Courses of Study ([Appendix V-3. LIS Online Program Proposal](#)).

Faculty

The DIS faculty work under the same contract system and receive the same level of compensation and support for research as their colleagues in other departments and schools within the university. The dean and provost monitor faculty and staff salaries and other forms of compensation and support, and maintain a consistent approach across all departments that ensures equitable practices for DIS faculty and staff.

When hiring a new faculty member, the DIS faculty determines the qualifications needed based on the current needs of the department. Permission to search for a new faculty member depends upon the availability of financial resources, and launching the search process requires the approval of the provost and the dean. The DIS follows the protocols for the hiring process that have been established by the school ([Appendix III-11. A&S Chair Handbook - Hiring](#)). DIS faculty review the credentials of applicants and select qualified candidates for campus interviews. The president, provost, and dean must review the credentials of selected candidates and provide approval before the department invites these candidates to campus.

During the 2016-2023 academic year, six DIS faculty members left Catholic University after retiring or relocating: Clinical Associate Professor David Shumaker in 2018, Ordinary Professor Ingrid Hsieh-Yee in 2022, Associate Professor Renate Chancellor in 2022, Associate Professor Jane Zhang in 2023, Associate Professor Sung Un Kim in 2023, and Ordinary Professor Youngok Choi in 2023. The DIS posted two openings in the spring of 2022 for a tenure track assistant professor and a visiting professor, but did not hire one. In the fall of 2022, the department posted one opening for a faculty member specializing in the areas of digital humanities and archives, which was not successful. In the spring of 2023, the department posted another opening for a faculty member specializing in School Library Media, and the hiring process was postponed. In the fall of 2023, the department was approved for four open-rank tenure-track faculty positions as a cluster hire for the Master of Science in Library and Information Science (MSLIS) and MSIS programs. While not limited, the department's focus areas were Cultural Heritage, School Library Media, Data Science, and Human-Computer Interaction. With this hiring process, the department is now joined by four new faculty members: one tenure-track assistant professor in Cultural Heritage in Fall 2024, one tenure-track assistant professor in Data Science in Fall 2024, one tenure-track assistant professor who shares a dual appointment with the Department of Anthropology, and one associate

professor, a lateral hire from another institution, who is currently in the middle of her tenure review process which will finish in June 2025. Pending a successful tenure process, she will begin at Catholic University in Fall 2025. The DIS is requesting approval to begin a new search to hire additional faculty who will start in Fall 2025.

Faculty Promotion and Tenure

Promotion and tenure reviews are conducted according to the policy and procedures approved by the Catholic University Board of Trustees. The [Faculty Handbook](#) describes the process (Part II, Section C) and criteria (Part II, Section D) for faculty promotion and tenure. Since the last accreditation visit, four faculty members (Sung Un Kim, Renate Chancellor, Sue Yeon Syn, and Jane Zhang) were promoted to Associate Professor and received tenure. Youngok Choi was promoted to Ordinary Professor in 2021. After more than thirty years of service to Catholic University, Ingrid Hsieh-Yee was conferred the title of Professor Emerita by the Board of Trustees in the fall of 2022, on the recommendation of the Academic Senate and current University President Peter Kilpatrick.

Admissions

The Graduate Admission Office currently handles application procedures and applications from prospective students for the MSLIS and MSIS programs. In doing so, the Graduate Admissions Office provides significant administrative support to the DIS, allowing the department to achieve its program goals and objectives. Until the fall of 2022, the DIS Admissions Committee reviewed each applicant's entire record and recommended an admission decision to the associate dean of Graduate Studies of the School of Arts and Sciences. Based on the decisions of the department, the school sent formal offers or denials of admission to applicants. Due to the university-wide decline in enrollment, admissions requirements for professional programs have been updated to make the review process efficient, resulting in an increase in the number of incoming applications beginning in the spring of 2023. Accordingly, the Graduate Admission Office has assumed oversight of the program's recruitment and admission processes. The department has worked in tandem with the Graduate Admission Office, hosting information sessions and reviewing applications. [The admission requirements for the MSLIS program](#) are described on the program's webpage.

Resources and Administrative Support

The university offers a wider range of resources and administrative support to the DIS to ensure the smooth operation of its programs. This support includes:

- **Financial resources:** annual budget allocation and employee benefits
- **Personnel support:** dedicated administrative and academic staff to assist with various departmental functions
- **Technology support:** comprehensive administrative and academic information technology systems that enhance education programs and operational efficiency
- **Library:** extensive resources from the University Libraries to support research and learning
- **Facilities:** Well-maintained physical spaces designed for optimal learning and collaboration
- **Financial aids:** various scholarships and financial support options available to students

These contributions are vital for maintaining the program's effectiveness and supporting its community.

V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. 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. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

DIS faculty, students, and staff have opportunities for nomination, election, and appointment to the university's advisory and policy-making bodies that are equivalent to that of their peers in other departments. For example, the DIS chair serves on the Academic Council of the School of Arts and Sciences, and before their departure, Ingrid Hsieh-Yee and Youngok Choi participated in monthly meetings of Ordinary (Full) Professors in the School of Arts and Sciences. This important group serves as advisors to the dean and votes on faculty promotions and appointments to senior ranks in the School of Arts and Sciences.

DIS faculty members are equal members of the Catholic University faculty with the same rights, privileges, and obligations as any other member of the university faculty. Table V-1 provides specific examples of faculty involvement in governance and major decision-making bodies at Catholic University.

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

| Faculty Name | University Committee/Function |
|---------------------|--|
| Renate Chancellor | <ul style="list-style-type: none"> • Pre-Law Advisor (2013-2020) • Career Services Support Group • Arts and Sciences Strategic Planning Committee • Academic Council (2020-2022) |
| Youngok Choi | <ul style="list-style-type: none"> • Academic Council (2016-2020, 2022-2023) • Oliveira Lima Library Administrative Committee • Ordinary Professors Meetings |
| Ingrid Hsieh-Yee | <ul style="list-style-type: none"> • Committee on Appointments and Promotions of the School of Arts and Sciences (2016-2019) • Academic Senate Committee on Committees and Rules (2019-2022) • School Representative to Academic Senate (2017-2020) • Ordinary Professors Meetings |
| Sung Un Kim | <ul style="list-style-type: none"> • Council on Teacher Education • Graduate Board • Online Education Advisory Committee (2021-2023) • Organizing Committee for the University Research Day |
| Sue Yeon Syn | <ul style="list-style-type: none"> • Academic Council (2023-current) • Statistics Committee (2022-current) • AI Panel (Spring 2023) • Assessment Council (2015-2020) • University Middle States Commission of Higher Education Re-accreditation Working Group V (2018-2020) |

DIS faculty also frequently serve as secretary or chair of doctoral dissertation defenses for doctoral students in the School of Arts and Sciences and the School of Nursing. Table V-2 shows the number of times DIS faculty have served on doctoral dissertation committees during 2019-2023.

Table V-2. Doctoral dissertation committees on which DIS faculty have served (2019-2023)

| Faculty Name | Number of Doctoral Dissertation Committees Served On, 2019-2023 |
|---------------------|--|
| Renate Chancellor | 2 |
| Youngok Choi | 4 |
| Ingrid Hsieh-Yee | 5 |
| Sung Un Kim | 3 |
| Sue Yeon Syn | 2 |

Students of the DIS are equitably represented in the Graduate Student Association (GSA) and have an equal opportunity to participate in the institution's advisory and policymaking bodies. Tables IV-16 and IV-17 present lists of DIS students serving on the GSA Senate, department advisory boards, accreditation committees, and faculty search committee in Standard IV: Students.

The DIS also has strong relationships with other academic units at Catholic University. For example, the DIS collaborates with four academic disciplines (Law, English, Biology, and History) to offer [joint degree programs](#). The DIS also offers several courses that are cross-listed with other departments, including the departments of Politics, Anthropology, History, Mathematics, the Busch School of Business, and the School of Engineering.

The DIS and the University Libraries also collaborate to the benefit of both units. The University Libraries employ a number of MSLIS students as [Graduate Library Preprofessionals](#) (GLP). GLP students gain valuable experience while working in teams to provide assistance and to advance library programs and services. In addition, some librarians from the University Libraries, including Kevin Gunn, Christian James, Maria Mazzenga, and Shane MacDonald, have served as members of the DIS part-time faculty and DIS committees, and Stephen Connaghan, director of the Mullen Library, serves on the LIS Advisory Board.

V.3 The administrative head of the program has authority to ensure that students are supported in their academic program of study. In addition to academic qualifications comparable to those required of the faculty, the administrative head 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 administrative head of the program is the department chair. The chair is responsible for course scheduling and offers a new student orientation and a comprehensive examination workshop each semester. The chair also oversees the selection of one of the department's endowed scholarships. Since the last accreditation period, the DIS has had three chairs. Youngok Choi served as chair for four years from the fall of 2016 to the summer of 2020. Renate Chancellor served as chair for two years from the fall of 2021 until the summer of 2022, at which time she left to join another institution. Youngok Choi was then appointed as chair in accordance with the chair selection process. When she left the university to join another institution in the summer of 2023, Sue Yeon Syn was appointed chair in July 2023. Syn is appointed to a regular three-year term, common to all chairs at the university. At the end of the three-year term, Syn will be eligible to stand for re-election. The process for chair selection is described in the

[Faculty Handbook](#) and the Arts and Sciences Chair Selection Procedure document ([Appendix III-2. A&S Chair Selection Process](#)).

All three chairs held a doctorate degree in Information Science or Library and Information Science and served as Associate or Ordinary Professors with tenure during their leadership ([Appendix V-4. DIS Chair CVs](#)). All chairs have served in a variety of leadership positions in the LIS profession, including such positions as member and chair of Special Interest Group committees or program committees, and member of an editorial board for an academic journal. The DIS chair attends the Association for Library and Information Science Education (ALISE) Conference every year, where LIS educators learn about new developments in their field, share best practices in teaching, and how best to prepare students for the profession, and gain valuable administrative insights.

The chair is typically appointed for a three-year term with the possibility of renewal. The chair has the necessary decision-making authority to establish departmental priorities, class and teaching schedules, and other academic and administrative related matters. The responsibilities assigned to the DIS chair match those assigned to other chairs across Catholic University. These responsibilities, as delineated in Part II, Section F of the [Faculty Handbook](#), 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.

V.4 The program's administrative head nurtures an environment that enhances the pursuit of the 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 DIS chairs have led a number of initiatives to enhance the intellectual environment of the department during the cycle of the accreditation period, including the following.

- The chair sponsored and hosted federal library student internship fairs and mentoring events in 2017 and 2018 in the atrium of Catholic University's Columbus School of Law. The fair and mentoring events provided opportunities for students to discuss career experiences with library professionals and learn about the tools needed to excel in the field of librarianship.

- The chair offered a training workshop entitled “Bibliometrics Workshop” on October 20, 2018, for students, alumni, and professionals. Attendees learned how to perform basic bibliometric analyses, including measuring citation impact and creating bibliometric networks.
- The chair organized two alumni events to help alumni reconnect with the program and each other during professional conferences in Washington, DC. The alumni events took place during the Society of American Archivists (SAA) conference on August 17, 2018, and the American Library Association (ALA) conference on June 21, 2019.
- The chair hosted a career forum on March 14, 2018. The forum gave students an opportunity to discuss their interests and the career possibilities provided by an MSLIS degree, as well as offering current and prospective students an opportunity to meet with faculty and alumni to ask about the program and career options.
- The chair spearheaded the founding of the Sister Thea Bowman Lecture Series on Social Justice in Library and Information Science in 2019.
- The chair hosts monthly Zoom or town hall meetings with students in order to maintain an open dialog between the department and students and to provide students with a direct communication channel to ask questions they may have about the curriculum, program initiatives, department objectives, or any other matters.
- The chair hosts a new student orientation each year to assist new students in beginning their studies.
- The chair hosts a comprehensive examination workshop every semester to advise students on how to prepare for the comprehensive examination.
- The chair holds an annual full faculty meeting with both part-time and full-time faculty members each spring in order to share teaching pedagogy and build a sense of community. During this meeting, part-time faculty learn more about the department’s program initiatives and contribute their thoughts on curriculum development.
- The chair hosts town hall meetings with stakeholders such as students and alumni for consultation to make important decisions for the program.
- The chair hosts LIS Advisory Board meetings each semester to discuss future directions of the program with LIS professionals.

With the chair’s assistance, the DIS faculty and students host colloquia on various topics to enrich the knowledge of the LIS community, information professionals in the region, and the university community. A list of colloquia held during 2016-2019 is presented in Table III-8.

The department, assisted by the chair, also organizes and hosts an annual symposium for research entitled Bridging the Spectrum, which showcases cross-disciplinary research and enriches the intellectual and teaching environment for DIS students, faculty, and staff. The symposium is just one prime example of the program’s continually expanding extracurricular enrichment activities that provide students with the opportunity to network with potential employers, enhance their intellectual skills, and develop professional connections while pursuing high quality research. Details are discussed in Section IV.5.2.

In addition, the department’s new 5-year goals with the strategic plan directly address the importance of creating and maintaining a dynamic learning environment and promoting engagement among students. As directed by these goals, the department will in the future add new initiatives and expand current efforts in order to continue enhancing the intellectual interaction among faculty and students.

Our student groups organize annual résumé workshops, host social happy hours with alumni and professionals, and hold professional meeting workshops to ensure that students have the opportunity to network with professionals and build important career connections. For example, the [SAA student chapter](#) held lectures and presentations by LIS professionals, such as Ashley Todd-Diaz, Assistant University Librarian for Special Collections and University Archives at Towson University, and Dominic Amaral,

Archivist at the Marine Corps University History Division. The [Association of Graduate Library and Information Science Students \(AGLISS\)](#) organizes tours to libraries and museums, publishes student newsletter, and other professional development events such as résumé workshops. More information on student activities is provided in Standard IV: Students.

In addition, DIS faculty and students are regularly invited to lectures and seminars presented by other departments of the School of Arts and Sciences or other schools. Such events are publicly available online on the School of Arts and Sciences' [event calendar](#) and the newsletter.

From the department's exit surveys conducted between 2016 and 2024, the majority of graduating students (55.6% to 100%) reported that they either "Strongly Agree" or "Agree" with the statement that *"LIS special programs, workshops, symposia, and colloquia added to the quality of their educational experience"* (Figure II-4).

V.5 The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.

Administrative and support staff performance is reviewed and evaluated annually by the department chair. The department had two full-time professional staff members, a program coordinator and an academic system manager. The department program coordinator was responsible for overseeing all administrative tasks, assisting with the departmental budget, managing computer labs, maintaining office equipment and supplies, and coordinating student services and events. The academic system manager supported faculty members, managed web content and social media accounts, assisted with admission efforts, communicated with program applicants and prospective students, organized open houses and online information sessions, and participated in recruitment and marketing events.

When the academic system manager retired in September 2021, the program coordinator's position was reevaluated. Duties were added to help fill in the vacancy, resulting in the coordinator's position description being rewritten and the position upgraded to academic system manager. When this remaining staff member resigned in December 2022 to take a position outside of the university, and the department was in the process of finding a new full-time staff person, the university put a temporary freeze on all new hiring. In the beginning of 2024, the school dean's office was able to restructure and reassign its academic support staff to provide DIS with administrative and academic support. This new academic coordinator also supports the Department of Mathematics. In the summer of 2023, a temporary part-time coordinator was contracted to assist the department during its accreditation process. The department has also utilized intermittent support for faculty and administrative staff from graduate and undergraduate student workers.

Tables V-3 and V-4 represent results of current student and exit surveys for the last seven years (2016-2024), demonstrating that a great majority of students agree that the LIS staff and department offices provide a high level of service. In exit surveys, over 70% of graduating students consistently responded "Strongly Agree" and "Agree" for the statement *"LIS staff provided needed and accurate information promptly"* (Table V-3). In current student surveys, 76% of students find the department office to be helpful by responding "Strongly Agree" and "Agree" to the statement *"The DIS provided necessary and accurate information promptly"* (Table IV-4).

Table V-3. Current students' responses on DIS staff (2016-2024)

| | 2016-17 (N=16) | 2017-18 (N=11) | 2018-19 (N=18) | 2019-20 (N=19) | 2020-21 (N=23) | 2021-22 (N=9) | 2022-23 (N=10) | 2023-24 (N=4) |
|-----------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|-------------------|------------------|
| LIS staff | 82.3% | 100% | 83.3% | 89.5% | 87.0% | 100% | 70.0% | 100% |

Table V-4. Graduating students' responses on DIS staff (2016-2024)

| | 2017 (N=37) | 2018 (N=39) | 2019 (N=41) | 2020 (N=34) | 2021 (N=42) | 2022 (N=15) | 2023 (N=12) | 2024 (N=26) |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| DIS Department | 91.9% | 76.9% | 78.1% | 91.2% | 90.5% | 86.6% | 91.7% | 80.8% |

The DIS also receives assistance from [the Office of Graduate Studies](#), [Graduate Admission Office](#) and the Dean's Office to aid in the achievement of its program objectives. The [Dean's Office](#) has a vice dean, four associate deans and three assistant deans to coordinate operations and administration related to budgeting, human resources, scholarships, and advancement on behalf of the department. These personnel include the following.

- Dean: Thomas W. Smith
- Vice Dean: Caroline Sherman
- Associate Dean for Graduate Programs: John Choy
- Associate Dean for Undergraduate Programs: Seth Smith
- Associate Dean for Assessment: Cynthia Sanders
- Associate Dean for Administration and Finance: Madeline Reynolds
- Assistant Dean for Undergraduate Programs: Lilla Kopár
- Assistant Dean for Community Engagement, Outreach, and Experiential Learning: Lisa O'Quinn
- Assistant Dean of Advancement: Wade Stokes

Staff in the dean's office, including associate and assistant deans, provide administrative support that expands the capability of the department to successfully achieve its program objectives and serve its students, faculty, and staff.

The MSLIS program was one of eight graduate programs selected for a digital marketing campaign led by the Office of the Vice Provost and Dean of Graduate Studies. The DIS worked with the marketing department for photo shoots, video creation, and web content development in December 2017 and January 2018. The digital marketing campaign was launched on January 24, 2018. In the spring of 2018, the Graduate Studies Office funded two initiatives to support the department's recruitment efforts. One of these campaigns included an application fee waiver and the other involved hosting a career and education forum for prospective information professionals.

V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of 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 program's teaching, research, and service.

The DIS receives its annual operating budget from the Provost's Office, following a 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, the department typically submits requests for changes in the current year's budget to the dean. The dean then decides which requests to include in the school's proposal to the University Budget Committee, which is responsible for reviewing and approving the final budget.

The DIS operating budget, referred to as Fund 11, has two main components. The largest portion covers salaries and benefits for faculty and staff, while part-time faculty's salaries are funded by the school. The second component addresses departmental expenditures, which typically remain constant from year to year. For the new MSIS program, Fund 12 will be applied as a part of the DIS budget. Fund 12 is used to develop new programs and is self-funding that allows for growth of new programs without requiring ongoing resources from general operating funds. As a private institution, Catholic University relies heavily on tuition revenue for its operations.

Another source of financial support is the Fund 20 Annual Fund, generated by generous donations from department alumni. The department has full control over how to allocate this fund. Primarily, the annual fund is used to supplement general operating expenses, including faculty travel and professional development, public relations, and recruitment initiatives. This fund is essential for sustaining the program's operations during financial constraint.

In May 2016, the department received an unrestricted bequest from the estate of Dr. Mary June Roggenbuck, a faculty member at Catholic University from 1978 to 2003 who passed away in March 2016. This bequest, which is separate from the program's existing funds, was allotted to DIS as a discretionary account. The department's discretionary account is used to support students and instructional programs such as the salaries of temporary staff, graduate research assistants, and undergraduate student workers, and for special initiatives for the program. Since 2017, the DIS plans and coordinates spending of discretionary funds with the dean's office of the University Budget Office.

The DIS also has several endowed scholarship accounts that aid the department in attracting and supporting excellent graduate students. The two largest endowed scholarships are the Howard and Mathilde Rovelstad Endowment, which supports continuing students, and the Father James J. Kortendick Endowed Scholarship, which is provided to incoming students. They are both named in honor of former faculty members of the DIS. The department receives an annual payout from the endowment according to the percentage approved by the Board of Trustees.

V.7 Compensation for the program's 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 and staff compensation is determined by performance, rank and years of service. Executive officers receive an administrative stipend in addition to their faculty salary. The stipend for the chair of the DIS is equivalent to the stipend for the chairs of other departments in the School of Arts and Sciences who serve departments of fewer than 200 students. Acknowledging that salaries of faculty at Catholic University are lower than at comparable institutions, the university has been continually reexamining and improving salaries as part of its strategic plan, for example, Strategic Goal #4 in the [Strategic Plan](#). Accordingly, Catholic University instituted a salary raise in 2022. The average salary of Catholic University faculty between 2019 and 2023 is reported in [Appendix V-5. Average Salary of Catholic University Faculty](#). More specifically, the average salary of faculty in the School of Arts and Sciences in Fall 2023 is: \$126,600 (Ordinary/Full rank), \$98,600 (Associate rank), and \$78,000 (Assistant rank). Given the size of the school, very few faculty are solely dedicated to master-degree level courses. Most faculty teach a range of classes for doctoral, masters, and undergraduate programs. Within the University,

as supported by [the American Association of University Professors \(AAUP\)](#) compensation data from 2023-2024 ([Appendix V-6. AAUP ARES 2023-24](#)), the average salary is: \$123,400 (Ordinary/Full rank), \$91,600 (Associate rank), and \$85,500 (Assistant rank). These salaries are comparable to the salaries of current faculty within DIS and the school.

V.8 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.

The DIS abides by the policies of the university in financial matters and takes every opportunity to obtain resources to assist faculty with their research projects and professional development needs. Faculty travel was funded via the School of Arts and Sciences' discretionary fund up to \$1,000 per year from 2017 to 2019, before the COVID-19 pandemic. During the pandemic, faculty travel was restricted. The department's annual fund was made available for faculty travel to conferences during this time. These travel funds are normally limited to \$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 panelist. Since 2023, the dean's office provides faculty with professional development funds, up to \$2,000 for tenure-track and \$1,000 for clinical faculty, for any research activities such as project expenses and conference travels ([Appendix III-6. A&S Faculty Research Funds Guidelines](#)). The DIS also offers faculty members funds to hire student research assistants who work up to 10 hours each week. Currently, each faculty member has a research assistant who is enrolled in the program.

The School of Arts and Sciences also offers a research grant program for faculty. The goal of this grant program is to foster interdisciplinary collaboration and enhance the academic landscape. This program offers up to \$3,000 to faculty for a select, innovative research project proposal ([Appendix III-9. A&S Faculty Seed Grant Program](#)). Former DIS faculty members, Sung Un Kim and Youngok Choi received the grant for their research in the fall of 2022. Catholic University's Center for Teaching Excellence (CTE) offers a [Faculty Fellowship program](#) in support of full-time faculty to work on a project related to teaching and/or learning in collaboration with CTE. In Fall 2023, Sue Yeon Syn was selected as one of the faculty fellows for a project to explore the use and needs of AI technology in higher education and to develop guidelines for AI literacy.

Other units within the university offer support to faculty. The [Office of Sponsored Programs and Research Services](#) assists faculty with preparing and managing extramural grants. Internal funds for research and program development purposes are available through [Grant-in-Aids funds](#) from the Office of Sponsored Programs and Research Services. Although not used for faculty financial compensation, these funds can be used for travel and graduate student stipends. These grants are intended to provide seed money for research projects to aid faculty in obtaining funds from external organizations.

The DIS follows the university's policy on leave as presented in the Catholic University [Faculty Handbook](#), and DIS faculty receive leave on the same basis as comparable units on campus. The [Faculty Handbook](#) provides procedures for various types of leave, including sabbaticals, parental, medical and other leaves. The School of Arts and Sciences provides information about the policy for faculty leaves on [the A&S Faculty Resources](#). Six faculty members – Renate Chancellor, Youngok Choi, Sung Un Kim, Ingrid Hsieh-Yee, Sue Yeon Syn, and Jane Zhang – received sabbatical leave during various semesters between Fall 2018 and Fall 2021. Kim took maternity leave during Fall 2021. Zhang took a part-time role during the 2021-2022 academic year and took leave without compensation during 2022-2023 for family care.

Financial Assistance for DIS Students

The university has offered financial assistance for all students in the MSLIS program in the form of a reduced tuition arrangement, known as a professional rate, beginning in the fall of 2015. [Financial aid information](#) is publicly available online.

The DIS provides scholarships to its students through the Graduate Library Preprofessional (GLP) program, the Rovelstad scholarship, and the Kortendick scholarship, discussed above. In 2023, the department also began offering a new scholarship, the Elizabeth Stone Scholarship. DIS [scholarship information](#) is available for DIS students on the department website.

Table V-5 represents the number of financial aid recipients since 2017. The total number of students enrolled in Fall semester each academic year is included to provide context for the data. On average, about 23.75% of MSLIS students receive some form of financial aid each year.

Table V-5. Departmental financial aid by type and academic year

| Financial Aids | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| GLP | 5 | 5 | 6 | 5 | 5 | 6 | 5 | 6 |
| Rovelstad | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 |
| Kortendick | 6 | 8 | 9 | 9 | 10 | 8 | 12 | 12 |
| Others | 0 | 0 | 0 | 0 | 2 | 2 | 4 | 1 |
| Total recipients | 13 | 15 | 16 | 16 | 19 | 18 | 23 | 21 |
| Total students (Fall) | 89 | 84 | 91 | 78 | 75 | 78 | 66 | 58 |
| Percentage | 14.6% | 17.9% | 17.6% | 20.5% | 25.3% | 23.1% | 34.8% | 36.2% |

In addition, the DIS undertook a Special Olympics archival project from 2017 to 2019. Two students enrolled in the MSLIS program were employed as research assistants to work on the Special Olympics project, receiving a stipend and partial scholarship. The DIS continually works to enhance and expand its scholarship opportunities on behalf of its students. In support of the ALA's diversity recruitment effort, the DIS has pledged to match the Spectrum Scholarship funds for students selected as Spectrum Scholars, and the department supported one Spectrum Scholar in 2018.

The DIS provided a limited number of travel stipends (up to \$500) to support students interested in attending professional conferences until 2019. Due to the university-wide financial constraints following the pandemic, the travel support was discontinued. Graduate students are still eligible to receive funds for their professional activities via the [Graduate Student Association](#) and [AGLISS](#).

V.9 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.

From the summer of 2013 to the summer of 2023, the DIS occupied space in the modern and Americans with Disabilities Act (ADA)-compliant Columbus School of Law (CSL) building which provided access to many facilities, such as an elevator, classrooms, meeting spaces, a student lounge and a cafeteria, and a library for teaching, research, socialization, and communication. The department has since moved to the ADA-compliant Aquinas Hall. The building also hosts the School of Philosophy, the University Archives, and Department of Mathematics.

The new space has facilities dedicated to the delivery of the MSLIS program, including administrative and faculty offices, an Information Commons, the Elizabeth Stone Conference Room, student workspaces, a resource room and a storage closet all in one suite, making it more accessible and convenient for the DIS community. Table V-6 presents an overview of the spaces dedicated to DIS operations. [Appendix V-7](#) presents the floor plan of Aquinas Hall first floor where the department office suite is located.

Table V-6. DIS spaces overview

| Room Number(s) | Room Name | Purposes and Description |
|--------------------------------|---|---|
| Aquinas 107 | Department Office and Administrative Office | Reception, administration, and student services; holds staff workspace |
| Aquinas 107A | Cardinal Room | Meeting space |
| Aquinas 107B | Resource Room | Department resources and repository |
| Aquinas 107 | Information Commons | Meeting and event space for students and the department; collaborative working space for students |
| Aquinas 103D | Kitchenette | Refrigerator, microwave, water fountain, coffee machine, etc. |
| Aquinas 103G | LIS Student Workspace | Student workspace |
| Aquinas 103G | Stone Conference Room | Meeting space |
| Aquinas 103A, 103B, 103E, 103F | Faculty Offices | Faculty office spaces |

The department operated a computer laboratory in CSL 318 that was equipped with 20 workstations. The computer lab was used for classes and was also open to students for work outside of class hours. The multimedia instructor podium and projector in the computer lab were upgraded in the spring of 2020. Since the department's move to the Aquinas Hall in August 2023, the DIS utilized the university's computer labs for classes and learning. The university upgraded its teaching lab equipment and faculty workstations in 2022.

The DIS also has full and equal access to multipurpose spaces throughout campus. The department's excellent relationship with units such as the university's Technology Services, the School of Philosophy, and the University Libraries enables it to offer the best equipment and facilities possible for events and functions.

Technology Services support faculty, students and staff through adoption and maintenance of IT systems. Faculty and staff are provided with office computers that are configured the same as [the regular office campus computers](#). Faculty can request additional hardware and software support through [the Technology Purchase Exception Request Form](#). Faculty and students are also supported with [technology for personal use](#). The university uses [Google Workspace for Education](#), which includes email, groups, calendars, file storage and sharing, office productivity apps, video conferencing, etc. Other major technology that supports faculty teaching and research includes [wireless access](#) to the campus network, [Zoom](#) and [Google Meet](#) for video conferencing, [VPN and remote desktop](#) for working from home, [multifactor authentication](#) for security enhancement, [Cardinal Printing](#) for on campus printing, and [Cardinal Voice](#) for telecommunications. CUA Technology Services provides [a ticketing system](#) for technical service requests and classroom emergency support, in addition to a service desk that takes email, phone and walk-in

requests. Technology Services support for faculty is introduced in the [Faculty Technology Services webpage](#).

To support services for teaching and learning regardless of instructional delivery modality, the DIS collaborates with the university's Center for Teaching Excellence (CTE). The CTE provides support to faculty and teaching staff at Catholic University for the development of classes and, in particular, the use of technology and software in the classroom. Their resources for faculty are openly shared with faculty members via their website at <https://provost.catholic.edu/teaching-excellence/resources.html>. The CTE conducts training sessions on using Blackboard/Brightspace (Catholic University transitioned to Brightspace in the fall of 2024 from Blackboard) and other online tools and provides support for faculty including a review of online instruction plans. DIS faculty have collaborated with CTE on their online course design since the fall of 2022. The staff of CTE have been invited to the DIS full faculty meetings to discuss teaching tools and online instructional approaches in order to help faculty improve teaching effectiveness.

V.10 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 program.

The DIS occupied space on the third and fourth floors of the CSL building until Summer 2023 when it moved to the first floor of Aquinas Hall. It also has full and equal access to multipurpose spaces throughout the Catholic University campus. The department's dedicated spaces include multipurpose meeting spaces, faculty offices, facilities for independent and small group study, and administrative offices. Faculty can request additional space for research. For example, one of the DIS faculty members, Sue Yeon Syn, has utilized the university's eye-tracking device and used the eye-tracker lab in O'Boyle Hall for her research projects.

In addition, the Catholic University and the DIS provide information technology resources and support both physically and virtually in order to enhance research, teaching, service, consultation, communication, and administration. Technology resources include Blackboard/Brightspace and Cardinal Station, the course and student administration system, video conference services via Zoom, and the Qualtrics platform for data analytics.

Classrooms

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

On-Campus Classrooms

The DIS has full access to the classrooms available on campus. There are 81 classrooms as primary classrooms on campus. Among those, DIS classes are often assigned to either a computer lab or a digital presentation room. A computer lab is a classroom with individual PCs for each student and an instructor PC with a projector. A digital presentation room has an instructor PC with a DVD player and projector/whiteboard. A few DIS courses have been assigned to a department-controlled space such as the

computer lab (CSL 318, until Summer 2023) or the information commons (previously CSL 315, now Aquinas 107). Classroom requests 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. Major classrooms in Aquinas Hall (rooms 102, 108 and 201) can be reserved using classroom requests through Cardinal Station or the event reservation system on campus. Other spaces in Aquinas Hall, such as Aquinas Library or the atrium, are controlled by the School of Philosophy, and the DIS can request access to those spaces. Table V-7 shows the most frequently used classrooms and facilities for DIS courses, events, and functions. [Campus classroom information](#) can be found online.

Table V-7. Frequently used classrooms for DIS courses and events

| Classroom | Capacity | Type | Notes |
|---------------|----------|---------------------------------|---|
| Aquinas 102 | 105 | Digital presentation room | Auditorium (fixed tier) |
| Aquinas 108 | 29 | Digital presentation room | ADA-accessible classroom |
| Gowan 400 | 34 | Digital presentation room | ADA-accessible classroom |
| Hannan 103 | 32 | Digital presentation room | ADA-accessible classroom |
| Hannan 105 | 25 | Digital presentation room | ADA-accessible classroom |
| Hannan 132 | 37 | Digital presentation room | ADA-accessible classroom |
| Hannan 134 | 16 | Computer lab/Seminar room | ADA-accessible hybrid classroom with tables in the center of the room with 16 computers arranged around the wall. |
| Leahy 50 | 20 | Computer lab/Seminar room | ADA-accessible hybrid classroom with tables in the center of the room. There are 20 computers arranged around the wall. |
| Leahy 51 | 22 | Computer lab/Seminar room | ADA-accessible hybrid classroom with tables in the center of the room. There are 22 computers arranged around the wall. |
| McGivney 004 | 22 | Digital presentation room | ADA-accessible seminar/classroom |
| McGivney 005 | 12 | Digital presentation room | ADA-accessible seminar/classroom |
| McGivney 009 | 17 | Digital presentation room | Lower-level classroom |
| McMahon 201 | 55 | Digital presentation room | ADA-accessible auditorium (fixed tier) |
| Pangborn G022 | 24 | Digital presentation room | ADA-accessible classroom |
| Shahan 203 | 15 | Digital presentation room | ADA-accessible classroom |
| Shahan 302 | 22 | Computer lab/small seminar room | ADA-accessible hybrid classroom with tables in the center of the room. There are 22 computers arranged around the wall. |
| Shahan 304 | 15 | Digital presentation room | ADA-accessible classroom |

All classrooms in Aquinas Hall are wheelchair accessible. Most classrooms on campus are ADA-compliant, but in cases where classes are held in a room not accessible or ADA-compliant, the Catholic University Office of DSS provides accommodations as needed.

The DIS seeks feedback on physical facilities in its annual exit surveys and course evaluations. Data from course evaluations (available on site) and exit surveys ([Appendix I-7. Exit Surveys](#)) show that students were consistently satisfied with on-campus facilities. Figure V-1 shows that students rated the classroom environment an average of 5.9 and rated classroom maintenance an average of 6.0 on a 7-point scale.

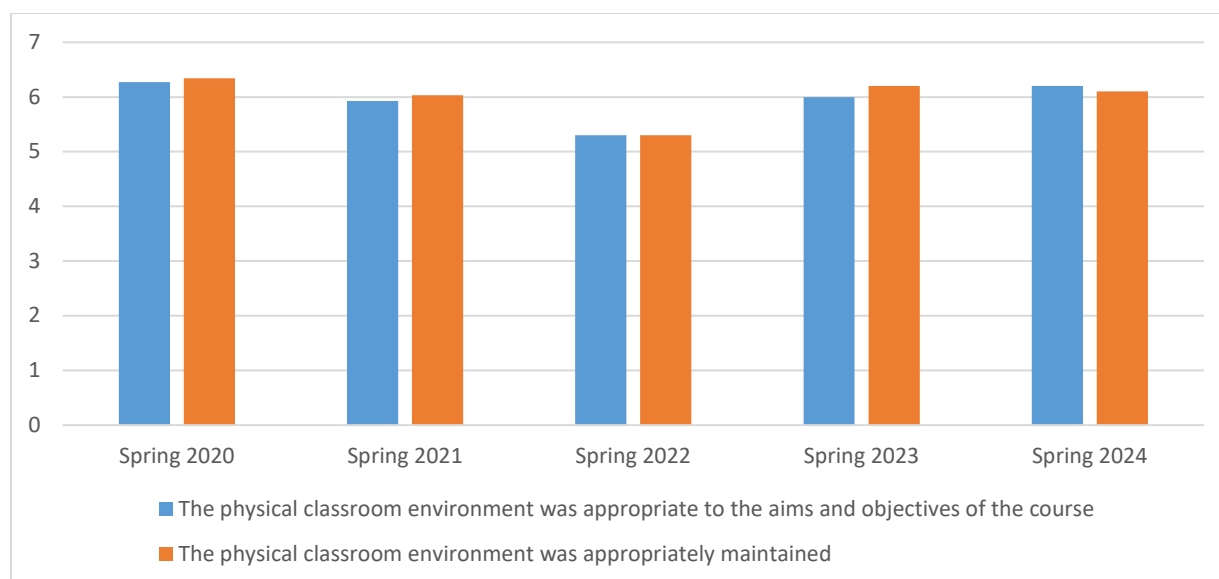


Figure V-1. Course evaluations of classroom environment and classroom maintenance (2022-2024)

Table V-8 presents exit survey data showing that an average of 78% of graduating students over the past six years either “Strongly Agree” or “Agree” on the statement *“Physical facilities on campus were appropriate for my learning.”*

Table V-8. Exit surveys on student satisfaction with on-campus facilities

| | 2016-17 (N=16) | 2017-18 (N=11) | 2018-19 (N=18) | 2019-20 (N=19) | 2020-21 (N=23) | 2021-22 (N=9) | 2022-23 (N=9) | 2023-24 (N=4) |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|------------------|------------------|
| On-campus facilities were appropriate for learning | 68.8% | 100% | 83.3% | 84.2% | 78.3% | 88.9% | 44.4% | 75.0% |

Off-Campus Classrooms

The DIS offers face-to-face learning at the Library of Congress, which is the only physical off-campus site for the program. All classrooms utilized at the Library of Congress are handicap accessible, in accordance with DSS guidelines.

V.11 Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

Information Commons and Computer Labs

The Information Commons provides support for the curriculum and offers students a comfortable environment to learn about and gain experience with communication and information technologies. While in the CSL, the DIS controlled a computer lab located in room 318 of the CSL building that provided hardware and software for teaching, learning, and research. The lab had 20 workstations and a multimedia speaker podium with video and audio playback and other online learning capabilities. The lab was used for instruction, computer skills workshops, and examinations by other departments. With the move to Aquinas Hall, the DIS no longer manages a dedicated computer lab. Instead, the computer labs across

campus are used for the department's teaching and learning. Below is a list of computer labs on campus. The DIS allows students to borrow laptops when they are in need of one for their course work, typically for two weeks at a time. Students usually borrow one when they have trouble with their own computer or when they need a specific software for courses. [Equipment loan guidelines and procedures](#) are provided on the department website.

There are ten computer labs on campus that are used for courses. Students can use the computing facilities when there is no class scheduled. Leahy 117 is not used for courses and students can use the computers there anytime. The University Libraries provides a computer lab (Mullen 116) which students may use when the library is open. Listed below are the computer labs on campus.

- Hannan 134: Open Monday - Friday, 7 a.m. to 11 p.m. during non-class hours
- Leahy 117 (not for courses): Open 24 hours a day, 7 days a week
- Leahy 50: Open 7 a.m. to 11 p.m. during non-class hours
- Leahy 51: Open 7 a.m. to 11 p.m. during non-class hours
- Maloney 111: Open Monday - Friday, 7 a.m. to 11 p.m. during non-class hours
- McMahon 301: Open Monday - Friday, 7 a.m. to 11 p.m. during non-class hours
- Pangborn 301: Open Monday - Friday, 7 a.m. to 11 p.m. during non-class hours
- Pangborn 302: Open Monday - Friday, 7 a.m. to 11 p.m. during non-class hours
- Pangborn 303: Open Monday - Friday, 7 a.m. to 11 p.m. during non-class hours
- Shahan 134: Open Monday - Friday from 7 a.m. to 11 p.m. during non-class hours

Table V-9 presents exit survey data demonstrating that the majority of graduating students “Strongly Agree” or “Agree” that on-campus computing resources adequately support their learning, particularly with the DIS Information Commons and Catholic University computing resources ([Appendix I-7. Exit Surveys](#)).

Table V-9. Exit surveys on student satisfaction with on-campus computing and library resources

| | 2016-17 (N=16) | 2017-18 (N=11) | 2018-19 (N=18) | 2019-20 (N=19) | 2020 -21 (N=23) | 2021-22 (N=9) | 2022-23 (N=9) | 2023-24 (N=4) |
|--|-------------------|-------------------|-------------------|-------------------|--------------------|------------------|------------------|------------------|
| LIS Information Commons resources and services were appropriate for my learning. | 75.0% | 100% | 64.7% | 84.2% | 65.2% | 88.9% | 55.6% | 75.0% |
| Computing resources on campus were appropriate for my learning. | 68.8% | 100% | 58.8% | 83.3% | 73.9% | 88.9% | 44.4% | 75.0% |
| Library resources and services were appropriate for my learning. | 75.0% | 100% | 72.2% | 89.5% | 91.3% | 100% | 88.9% | 75.0% |

University Libraries

DIS students, faculty, and staff have free access to the print, digital, and media collections of the University Libraries, as well as all library services. The [University Libraries](#) provide access to our cultural and scientific heritage through resources and services and cooperate actively with faculty and students in the teaching, learning, and research process. The University Libraries offer print collections consisting of more than 1.4 million books and journals and also provide access to tens of thousands of full-text electronic journals and books.

The [John K. Mullen of Denver Memorial Library](#) (Mullen Library) provides a variety of study spaces to accommodate collaborative and individual learning, and also offers additional technologies which enhance the use of library resources, including scanning and printing. Related academic units that provide tutoring services, including the Center for Academic and Career Success (rooms 201 and 217), and the Writing Center (room 219), are located in Mullen Library.

The Catholic University [Special Collections](#) consists of four distinct parts: the Rare Books, Museum, University Archives, and Manuscript Collections. The Rare Books Collections contain approximately 70,000 volumes, which range from medieval documents to first editions of twentieth-century authors. The Manuscript Collection, also known as the American Catholic History Collection, collects personal papers and institutional records which document the heritage and history of the American Catholic people. The specialized [Semitics/ICOR Library](#) supports research in the languages of the ancient Near East and the languages, literatures, and history of the Christian Near East. The specialized [Oliveira Lima Library](#) is a collection of books, manuscripts, pamphlets, maps, photographs, and works of art that is dedicated to the history and culture of Portugal and Brazil.

The Catholic University and eight other university libraries form the [Washington Research Library Consortium](#) (WRLC). Students and faculty may visit, borrow from, and order books and articles online from the other WRLC libraries, greatly increasing the number of resources available to DIS students and faculty.

[Research assistance](#) is available to DIS students at the Mullen Library information desk as well as by phone and email. Personal consultations with librarians are encouraged for more in-depth research assistance. Librarians also offer research workshops, training in online research and information literacy, and course-related instruction sessions. The University Libraries provide access to [LinkedIn Learning](#), an online library of training videos, and the [Gale Digital Scholar Lab](#), a platform for text analysis, data mining, and data visualization. The University Libraries serve as a hub for information on research data management and work to facilitate conversations on campus about topics such as open access resources and the digital humanities.

In addition, the [Judge Kathryn J. DuFour Law Library](#) focuses on the needs of the faculty and students of the Columbus School of Law. Because of the department's former location at the Columbus School of Law, the DuFour Law Library was a valuable and popular study space for DIS students. The Law Library was open to DIS students for study, reference assistance, and database access, subject only to limited restrictions such as licenses restricting access to certain databases and access limitations during peak periods of Law School activity.

As presented in Table V-9, the exit survey responses show that the majority of graduating students "Strongly Agree" or "Agree" that Catholic University library resources and services adequately supported their learning.

Computer and Information Technology Facilities, Resources, and Services

Catholic University Technology Services provides computing and network facilities to students and faculty to support 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. Technology Services also supports the full range of software required for general administrative, teaching, and research tasks. [The standard office desktop configuration](#) supplied to all faculty and staff includes the following software:

- Microsoft Windows 10 Education (operating system)
- Microsoft Office 2019 64-bit, including Word, Excel, PowerPoint, OneNote, Publisher, and Access (productivity suite)
- Microsoft Edge (web browser)
- Microsoft Defender Antivirus (anti-malware software)
- Adobe Acrobat Reader DC (PDF file viewer)
- Cisco AnyConnect Secure Mobility Client (VPN software)
- Google Chrome (web browser)
- Google Drive (Google Drive network (G:) drive mounter)
- IBM SPSS Statistics (statistical analysis software)
- IBM SPSS AMOS (structural equation modeling software)
- Oracle PS/nVision DrillDown for Excel (add-in for Oracle PeopleSoft reporting)
- Panopto (lecture capture software)
- TextHelp Read&Write (literacy assistive technology)
- Zoom (audio/video conferencing)

Technology Services is also responsible for instructional technology support. All classrooms in which DIS classes are held are equipped with the Catholic University [standard classroom software set](#), including the following software.

- Arduino Software IDE (integrated development environment for Arduino hardware)
- Autodesk AutoCAD (computer aided design [CAD] software)
- Autodesk 3ds Max (3D animation models)
- Autodesk FormIt (3D architectural modeling)
- Autodesk MeshMixer (3D printing)
- Autodesk Revit (3D building design)
- Big Ladder Euclid extension for SketchUp (building energy modeling)
- Chaos V-Ray for 3ds Max / Rhino / SketchUp (rendering and real-time visualization)
- Estima WinRATS (time series analysis and econometrics)
- F-Chart | PV F-Chart (solar and photovoltaic system design)
- Google Earth Pro (satellite imagery and terrain viewer)
- Graphisoft ArchiCAD (building information modeling)
- IES Virtual Environment (building performance analysis)
- Lenovo LanSchool Student (classroom management client)
- MathWorks MATLAB (numerical computing environment)
- MathWorks Simulink (block diagramming for model-based design)
- MatterHackers MatterControl (3D printing)
- Microsoft Visual Studio Professional (integrated development environment [IDE] for JavaScript/TypeScript, C++, C#, Visual Basic, and more)
- National Instruments NI Circuit Design Suite (Multisim and Ultiboard) (SPICE simulation and circuit design and layout)
- National Instruments NI LabView (system design for data acquisition and instrument control)
- National Instruments NI SignalExpress (device measurement and data logging)
- PanelingTools for Rhino (plugin for paneling design)

- Planaria ArgusLab (molecular modeling)
- Python Software (programming language software)
- R Software (programming language for statistical computing and graphics software)
- Rhino Rhinoceros 3D (computer aided design [CAD] for 3D modeling)
- SAS (statistical analysis software)
- SolidWorks SolidWorks (computer aided design [CAD] for solid modeling)
- Trimble SketchUp (3D design and modeling)
- U.S. Department of Energy EnergyPlus (building energy simulation)
- Ultimaker Cura (3D printing)
- Vernier LoggerPro (real-time graphing/analysis)
- Wolfram Mathematica (technical computing environment)

In addition, Catholic University provides a virtual private network (VPN) for remote access to the campus network. The [VPN](#) extends the campus network to DIS students and faculty wherever they may be. The VPN helps to protect the university's systems and services while allowing members of the campus community to access them easily when not on campus, an important service for online and part-time DIS students.

As needed, the DIS holds classes in computer labs at various locations around campus. Student workstations in Aquinas 103 and DIS laptops are configured with specialized software including Visual Studio Code and ArcGIS, in addition to the standard university configuration. The DIS subscribes to third-party services such as ClassificationWeb, RDA Toolkit, Cataloger's Desktop, LexisNexis, Springshare LibGuides, ArcGIS, etc., to enhance its teaching, learning, and research in the LIS field.

DIS staff work closely with Technology Services to ensure that hardware and software are routinely updated as the university releases new versions. For the needs of software purchase specific to MSLIS or the department, the DIS can [request purchase](#) to the Technology Services for approval. Technical support and troubleshooting are provided through the Technology Services help desk, which is reachable by email at techsupport@cua.edu and by phone at 202-319-4357.

Instruction and Research Facilities Support for Independent Study

The resources and facilities available to DIS students that have been described so far provide strong support for independent study. In addition, the main university 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 and additional hours during final exams. The University Libraries' digital collections and learning and research tools including LinkedIn Learning, the Gale Digital Scholar Lab platform, and the Washington Research Library Consortium catalog are available at all times. The DIS Information Commons is available to students and faculty and can be open to students during regular business hours by request.

Further, the Catholic University license for Google Workspace is an important element of the facilities and technologies that support both independent study and collaborative work. [Google Workspace](#) is available and accessible to all Catholic University DIS students when they are accepted into the program and are assigned a CardinalMail Google Account. The Google Workspace includes Google Drive, where students can save files in cloud storage, applications such as Gmail and Google Calendar, and Google Docs, Sheets, and Slides, where students can produce and work on projects independently or collaboratively. These tools allow DIS students to be producers of information both independently and within groups, as well as supporting their educational needs. The DIS also utilizes Google Groups to communicate with stakeholders, including students, alumni, and part-time faculty.

Media Production Facilities

The DIS provides media production facilities through its Information Commons. Students are also able to borrow the following pieces of media production hardware.

- CZUR m3000 Pro Overhead Book Scanner
- Digital voice recorder: Olympus WS-300M
- Microphone: EV RE50B
- Portable projector: EPSON Power Lite EMP 703
- Video camera: AG-DVC30P
- Webcam: Logitech c920 HD Pro

In the spring of 2023, the department purchased an overhead book scanner. The workstations in the Information Commons and the 20 laptop computers available for loan to students are configured with various types of multimedia production software.

V.12 The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

The DIS is supported by an extensive set of services that are appropriately available and accessible to DIS students, faculty, and staff.

Library Resources and Services

Catholic University Libraries are an essential part of the DIS teaching and learning experience. Kevin Gunn, Coordinator of Digital Scholarship, serves as the University Libraries liaison to the MSLIS program, and has served as a lecturer and frequent guest speaker for DIS courses. He also attends new student orientations to provide library instruction to DIS students.

The Catholic University Special Collections, including the University Archives, Manuscript Collections, Rare Books Collections, Semitics/ICOR Library, and Oliveira Lima Library, afford unique teaching and research opportunities for DIS faculty and students. In particular, the Oliveira Lima Library is a widely known repository of bibliographic, archival, and pictorial materials that illustrate the history and culture of Portuguese-speaking peoples from the 16th to the early 20th centuries. Inaugurated at Catholic University in 1924, its original nucleus of 40,000 volumes was the private library of its founder, the Brazilian diplomat and historian Manoel de Oliveira Lima (1867-1928). DIS faculty member Youngok Choi has served as a committee member for the Oliveira Lima Library, and students taking *LSC 612: Foundations of Digital Libraries*, taught by Choi in the spring semesters of 2018 and 2020, digitized correspondence items from the Oliveira Lima Library and made them available online for access as a digital collection. DIS students also donated digital files of scanned items and metadata descriptions of items to be incorporated into the library records. Such projects demonstrate how the education of DIS students is enriched by Catholic University's unique collections.

Student organizations also collaborate well with the library staff. For example, in spring of 2024, AGLISS, the ALA student chapter, collaborated with the Semitics/ICOR Library to organize a tour for DIS students and practitioners from the Washington Rare Book Group. The experience was written about

in the student newsletter ([LISden April 2024](#)). It was a great practical learning experience for students and an opportunity to network with practitioners of the same interest.

The University Archives and Rare Books Collections also offer practicums or internships for DIS students to develop vital skills in areas such as cataloging, metadata management, subject LibGuide development, outreach, processing and finding aid creation, and digitization.

Other Support Services

The university maintains a full range of support services to assure that students and faculty receive the support they need to achieve successful learning outcomes. A full list of [Offices and Services](#) is provided online. Key services include the following.

- [Office of Disability Support Services](#) (DSS) – Any student with a physical or learning disability is referred to this office. Specialists 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. They also work with the department to update the DIS faculty with potential accommodation services and university policies.
- [Center for Academic and Career Success](#) (CACS) – The center provides guidance, resources and support to lead both undergraduate and graduate students to academic and career success. For academic support, they provide tutoring services, connect students to advisors for coaching, and guide students in career selections. For career support, they provide resources regarding interviewing, resume writing, networking, in addition to services such as connecting mentors and preparing students with mock-interviews. This office recognizes the specialized nature of career opportunities for LIS field and has worked with DIS students and faculty to offer field-specific advice as well as general services such as résumé reviews.
- [Writing Center](#) – Located in Mullen Library, the Writing Center promotes and supports effective student writing by providing consultations to undergraduates, graduate students, staff, and faculty. The center is staffed by trained students and offers scheduled and drop-in consultations, workshops, and additional services. Consultations for students are free and offered in both in-person and virtual formats seven days a week.
- [Compliance Office](#) – The Compliance and Ethics Program 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. They ensure all member of the university employees go through compliance and ethics training, provide help as needed to the Catholic University community, answer important questions from the Catholic University community, and ensure that university policies support Catholic University members and the law in these issues.
- [Counseling Center](#) – The Counseling Center serves as the primary mental health agency for Catholic University students. They “provide[s] confidential services to full-time and part-time Catholic University student. [Their] services include individual therapy, group therapy, psychiatric consultation, walk-in consultations, walk-in emergency services for mental health crises, outreach, and referral services to outside agencies and practitioners.”

The DIS invites staffs from the University Libraries, the Writing Center, and the DSS to make presentations about the support and services available for students at DIS new student orientation.

V.13 The program’s systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-

to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

The DIS Technology Committee, convened until 2018, reviewed and created policies and guidelines for technological aspects of instruction and research. One of the outcomes of the Technology Committee's work was the creation of the [technology expectations guideline](#) for DIS students. After 2018, the DIS dissolved the Technology Committee, since students were generally familiar with basic computing tools and equipment, and Catholic University Technology Services became responsible for providing centralized support for computing services for all students, as presented in their [Training webpage](#). Instead, the DIS faculty decided to incorporate a review of technological needs for instruction into the curriculum review.

To review the DIS faculty's instructional technology needs, the curriculum review procedures involve reviewing each course to identify all necessary technological resources. Based on this review, the faculty recommends necessary computing resources. For example, the faculty recently identified the need for an XML editor to support instruction on metadata and related topics, leading to the purchase and installation of Oxygen XML editor on workstations in the DIS computer lab. The department also contacts faculty before each semester to identify any additional needs for computing resources and facilities.

In addition, the department carries out regular computing upgrades. Departmental laptops are maintained and upgraded every year in coordination with Technology Services. In instances when the department had available funds via a gift with a specific intent, the department purchased or upgraded computing facilities. For example, in the spring of 2023, the department received a gift from an alumnus who suggested that the funds be used to purchase an overhead book scanner. The department provided matching funds in order to purchase a high-quality book scanner, which is now installed in the department office and is available for use by faculty, staff, students, and alumni.

The DIS manages its physical facilities in Aquinas Hall Suite 103 and 107. All these facilities are regularly reviewed by the university.

In the past couple of years, the Catholic University community experienced instances where the campus was ordered to shelter in place due to an active threat on campus. During the alert, the Department of Public Safety followed [standard procedures](#) to ensure the safety of everyone on campus. However, due to such unnerving experiences in recent periods, security measures for the entire campus have been reevaluated and the university decided to elevate security measures for the buildings on campus. The university has implemented a new procedure, beginning Fall 2024, that requires individuals to use their Catholic University ID badge to access the buildings. This updated security measure will be reassessed based on responses from the community.

The department's new strategic planning was discussed in the 2022-2023 academic year ([Appendix I-8. LIS Strategic Plan, 2023-2028](#)). The new strategic plan includes an annual review and evaluation of administrative policies, fiscal policies, and financial support as part of the department's ongoing planning processes. The department will then determine what further action is needed and devise the next steps in the improvement process. In doing so, the department will remain responsive and engaged with DIS students, faculty, the university, the community, and all relevant stakeholders.

V. 14 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.

Monthly DIS faculty meetings are an important venue for decision-making about all matters related to curriculum changes as well as business operations and procedures for the MSLIS program. All discussions and decisions made during faculty meetings are recorded in the faculty meeting minutes ([Appendix I-17. Samples of Faculty Meeting Minutes](#)). Various surveys including current student surveys ([Appendix I-6. Current Student Surveys](#)), exit surveys ([Appendix I-7. Exit Surveys](#)), and course evaluations are used to evaluate the status of the administration, finances, and resources of the department and MSLIS program. In addition, the department chair creates annual reports that describe some of the major updates and changes related to administration, finances, and resources ([Appendix I-20. LIS Annual Reports](#)).

V. 15 The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.

As discussed in previous chapters, the DIS exercises a systematic approach for decision-making and planning to ensure the continued high quality of the MSLIS program. During the course of review activities that occur during each semester and throughout the year, the department gathers and then discusses evaluation data in various committee meetings, faculty meetings, and annual faculty retreats. The department chair integrates this data into annual reports, which address the areas that the program intends to improve.

During an annual retreat held in the beginning of each new academic year, DIS faculty and staff plan the academic year and identify a set of goals and objectives to improve the program based on evaluation data. The department shares these working plans with the dean, and the chair meets regularly with the dean of the School of Arts and Sciences for evaluation of administration, finances, and resources in order to improve the department's performance and plan for the future.

Sources of Evidence

| Appendix | URL |
|--|---|
| Appendix I-6. Current Student Surveys, 2017-2024 | https://docs.google.com/spreadsheets/d/1XLCYUXoR3yAfWJFyehPamZ6riMe9ZjcJ/edit?usp=sharing&oid=115047050012978470861&rtpof=true&sd=true |
| Appendix I-7. Exit Surveys, 2016-2024 | https://docs.google.com/spreadsheets/d/1cI2-dS0hjR4Ht3VqgOS2oT7Hi5fnfQ3e/edit?usp=sharing&oid=115047050012978470861&rtpof=true&sd=true |
| Appendix I-8. LIS Strategic Plan, 2023-2028 | https://drive.google.com/file/d/1DGAGhCcJxuQy6Y8ckSCBaB0sSqW6768y/view?usp=sharing |
| Appendix I-17. Samples of Faculty Meeting minutes | https://drive.google.com/drive/folders/1dOvQp--6nL76fDBUJD19YV6OGS4HcALf?usp=sharing |
| Appendix I-20. LIS Annual Reports | https://drive.google.com/drive/folders/1zaemCq8ciHx4nRw2SmsqXQBU-jYtVsPa?usp=sharing |
| Appendix II-5. Data Science Course of Study Proposal | https://drive.google.com/file/d/1NrWBUVih0u_DCeb_Kqg9QygRjyUvcAO3/view?usp=sharing |
| Appendix III-2. A&S Chair Selection Process | https://drive.google.com/file/d/1Bx35bxH2kQTWgR54RBP8cfFWPqjJk4sR/view?usp=sharing |

| | |
|--|---|
| Appendix III-6. A&S Faculty Research Funds Guidelines, 2024 | https://drive.google.com/file/d/1mk7tkEvmEvW57RVU9hcNID4IHaOCIED0/view?usp=sharing |
| Appendix III-9. A&S Faculty Seed Grant Program, 2024 | https://drive.google.com/file/d/1hJqRLIQ7R1L4Mwv1S6hLe19VUVtcLXz7/view?usp=sharing |
| Appendix III-11. A&S Chair Handbook - Hiring | https://drive.google.com/file/d/17y9jiajW5tRsA7KTMFM-8U2vqgKDsXP_/view?usp=sharing |
| Appendix V-1. MSIS Proposal | https://drive.google.com/file/d/10gb22GUf3UXmJrdFVSYg1hJ5PkW63xYj/view?usp=sharing |
| Appendix V-2. Undergraduate Minor in IT Proposal | https://drive.google.com/file/d/15Z2FRKrUfc6pBiVv84r3h0tqTH6VnIsC/view?usp=sharing |
| Appendix V-3. LIS Online Program Proposal | https://drive.google.com/file/d/1p026QSwixpHb53ImvWEqxT1eMEXbeKdc/view?usp=sharing |
| Appendix V-4. DIS Chair CVs | https://drive.google.com/drive/folders/15eS3SO4hL5tIK4p714bnQPjkjgRgZ7wm?usp=sharing |
| Appendix V-5. Average Salary of Catholic University Faculty, 2019-2023 | https://drive.google.com/file/d/1YfAxwyN6_M60gtngkAMw3y1gG753U5zY/view?usp=sharing |
| Appendix V-6. AAUP ARES_2023-24 | https://drive.google.com/file/d/1fYmL5KK1vt97evsFDe1hwUonoNIMmFTk/view?usp=sharing |
| Appendix V-7. Aquinas Hall First Floor Plan | https://drive.google.com/file/d/1mHskvITNS2uIVjbaMIk_ARoZBBwZ9UIv/view?usp=sharing |

List of Web Sources

| Title | URL |
|---|---|
| American Association of University Professors (AAUP) Committee Reports | https://www.aaup.org/reports-publications/aaup-policies-reports/standing-committee/econ-status |
| Association of Graduate Library and Information Science Students (AGLISS) | https://sites.google.com/site/cualisagliss/ |
| AGLISS Student Newsletter L1Sten April 2024 | https://drive.google.com/file/d/1ijJZi-IeSfjuNhT0yqwoKzN-QFrks-1I/view |
| AGLISS Student Professional Membership and Conference Travel Stipends | https://sites.google.com/site/cualisagliss/agliss-travel-conference-funding |
| Catholic University Campus Classroom Information | https://sites.google.com/cua.edu/dpr/home |
| Catholic University Center for Academic and Career Success | https://success.catholic.edu/ |
| Catholic University Center for Teaching Excellence Faculty Fellowship program | https://centerforteaching.catholic.edu/about-us/faculty-fellows.html |
| Catholic University Center for Teaching Excellence Faculty Teaching Resources | https://provost.catholic.edu/teaching-excellence/resources.html |
| Catholic University Compliance and Ethics Office | https://compliance.catholic.edu/index.html |
| Catholic University Counseling Center | https://counseling.catholic.edu/ |

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|--|---|
| Catholic University Department of Public Safety - Emergency Response Standard Procedures | https://public-safety.catholic.edu/about/managing-emergencies/response.html |
| Catholic University Disability Support Services | https://dss.catholic.edu/ |
| Catholic University Faculty Handbook | https://provost.catholic.edu/faculty-handbook/index.html |
| Catholic University Graduate Admission Office | https://www.catholic.edu/admission-aid/graduate-admission |
| Catholic University Grant-in-Aid Program | https://graduate-studies.catholic.edu/faculty/committees/gia.html |
| Catholic University Office of Graduate Studies | https://graduate-studies.catholic.edu/index.html |
| Catholic University Office of Sponsored Programs and Research Services | https://sponsored-research.catholic.edu/ |
| Catholic University Oliveira Lima Library | https://libraries.catholic.edu/special-collections/oliveira-lima-library/ |
| Catholic University Semitics/ICOR Library | https://libraries.catholic.edu/special-collections/semitics-icor-library/index.html |
| Catholic University Special Collections | https://libraries.catholic.edu/special-collections/archives/index.html |
| Catholic University Strategic Plan | http://catholic.edu/media/documents/strategic-plan-2018.pdf |
| Catholic University Student Support Services | https://www.catholic.edu/student-experience/advising-student-support |
| Catholic University Technology Services - Campus Computer Configuration | https://sites.google.com/cua.edu/ts-servicedesk/menu/software |
| Catholic University Technology Services – Cardinal Printing | https://technology.catholic.edu/programs/cardinalprinting/index.html |
| Catholic University Technology Services – Cardinal Voice | https://technology.catholic.edu/programs/cardinalvoice/index.html |
| Catholic University Technology Services – Google Meet | https://sites.google.com/cua.edu/ts-servicedesk/menu/gsuite/meet |
| Catholic University Technology Services – Google Workspace | https://technology.catholic.edu/resources/google.html |
| Catholic University Technology Services - Instructional Tutorials | https://technology.catholic.edu/resources/training.html |
| Catholic University Technology Services – Multi-Factor Authentication | https://technology.catholic.edu/resources/mfa.html |
| Catholic University Technology Services – Purchasing Technology for Personal Use | https://technology.catholic.edu/resources/purchase/personal-use.html |
| Catholic University Technology Services - Technology Purchase | https://technology.catholic.edu/resources/purchase/purchasing-technology.html |
| Catholic University Technology Services - Technology Purchase Exception Request Form | https://docs.google.com/document/d/17LAUu3k9a7Ey6uQI70vOQQ_XY5HOWOxwKoz6hg_vMyQ |
| Catholic University Technology Services – Ticketing System | https://catholic.teamdynamix.com/TDClient/2268/Portal/Home/ |
| Catholic University Technology Services - VPN | https://technology.catholic.edu/resources/vpn.html |

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| Catholic University Technology Services – Wireless Networking | https://technology.catholic.edu/programs/wireless/index.html |
| Catholic University Technology Services – Zoom Video Conferencing | https://technology.catholic.edu/programs/zoom/index.html |
| Catholic University Writing Center | https://success.catholic.edu/academic-support/writing-center/index.html |
| DIS Equipment Loan Guidelines and Procedures | https://lis.catholic.edu/faculty-and-research/technology-resources/equipment-loan-guidelines-procedures/index.html |
| DIS Financial Aid | https://lis.catholic.edu/admission/tuition-financial-aid/index.html |
| DIS Joint Degree Programs | https://lis.catholic.edu/academics/joint/index.html |
| DIS MSLIS Program Admission Requirements | https://lis.catholic.edu/admission/index.html |
| DIS Technology Expectations Guideline | https://lis.catholic.edu/faculty-and-research/technology-resources/student-baseline-tech-requirements/index.html |
| Graduate Library Preprofessional (GLP) Program | https://libraries.catholic.edu/about-us/employment-opportunities/glp.html |
| Graduate Student Association Conference Support | https://gradstudents.catholic.edu/resources/conferences.html |
| John K. Mullen of Denver Memorial Library | https://libraries.catholic.edu/ |
| Judge Kathryn J. DuFour Law Library | http://www.law.edu/library |
| SAA Student Chapter | https://saaatcua.wordpress.com/ |
| School of Arts and Sciences Dean's Office | https://arts-sciences.catholic.edu/about-us/contact-us/index.html |
| School of Arts and Sciences Departments | https://arts-sciences.catholic.edu/academics/departments/index.html |
| School of Arts and Sciences Event Calendar | https://arts-sciences.catholic.edu/events/index.html |
| School of Arts and Sciences Faculty Resources | https://arts-sciences.catholic.edu/faculty-and-research/faculty-resources/ |
| University Libraries Gale Digital Scholar Lab | https://libraries.catholic.edu/research-help/digital-scholarship-lab.html |
| University Libraries LinkedIn Learning | https://libraries.catholic.edu/research-help/linkedin-learning.html |
| University Libraries Research Assistance | https://libraries.catholic.edu/research-help/index.html |
| Washington Research Library Consortium | https://www.wrlc.org/ |

Synthesis and Overview

The Master of Science in Library and Information Science (MSLIS) program at The Catholic University of America (Catholic University) has been continuously accredited since 1946-47, and the Department of Information Sciences (DIS) 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 curriculum that fosters professional competencies in six areas: Professional Identity, Management, Information Resources, Information Services, Information Organization, and Technology.

To realize its vision, the DIS strives to be a center of excellence that transforms the roles of libraries and information professionals for the betterment of society. It provides an intellectually stimulating learning environment to prepare information professionals who share the university's commitment to seek truth through dialogue 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.

In this section, the achievements, challenges, and opportunities for each standard will be highlighted.

Standard I. Systematic Planning

Standard I highlights the systematic planning and assessment methods the DIS has. The program planning is systematic, broad-based, and ongoing. Direct and indirect measurements are used to assess students' learning outcomes to improve DIS curriculum. In addition to annual assessment of core courses and comprehensive exam outcomes, the department undergoes a curriculum assessment on a 5-year cycle. Indirect measures such as surveys, town hall meetings, and other conversations are arranged regularly. Data is analyzed and reviewed every year to determine the achievement of program objectives.

The DIS 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 surveys, exit surveys, alumni surveys, 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 chairs or the faculty, and through student representatives or student organizations. The LIS Advisory Board meets twice a year. Faculty members have regular monthly meetings and a retreat once a year. The department hosts a full faculty meeting each year to keep part-time faculty engaged in the operation and programming effort of the program. With the engagement of stakeholders, a new strategic plan for the years 2023-2028 was developed.

Standard II. Curriculum

The curriculum of the MSLIS program is designed to achieve the program objectives, and the objectives are based on the six professional competencies of the program. The DIS curriculum provides the opportunity for students to construct coherent programs of study by offering advising, nine Courses of Study, independent study and special topic courses, practicums and other experiential learning, joint degree programs, the Graduate Library Preprofessional (GLP) program, the 4+1 Bachelor to MSLIS program, and lecture series and symposia.

The faculty reviews and updates the curriculum on a regular basis. Procedures and processes have been established to ensure review consistency and quality review outcomes. Based on the curriculum review, 11 courses were removed and 26 courses were updated. Two Courses of Study, Information Analysis and Health Science, were removed, and a new Course of Study, Data Science, was added. The DIS offers a fully online curriculum for Generalist and School Library Media Courses of Study. Some undergraduate course offerings such as 4+1 Bachelor to MSLIS program and minor in Information Technology were implemented. A new Master of Science in Information Systems (MSIS) was implemented, which the DIS expects to provide great synergy between it and the MSLIS program.

Standard III. Faculty

The lack of faculty members in the DIS was a major challenge that was improved significantly by the addition of three new tenure-track assistant faculty in Fall 2024. The DIS currently has one tenured full-time faculty member, two tenure-track full-time faculty members, one tenure-track dual-appointed faculty member and one retired faculty member as Professor Emerita. A new tenured full-time faculty member has also accepted an offer to start in Fall 2025. Data shows that DIS faculty have been very productive in research and provided leadership in program development and evaluation. The DIS faculty provided service to the university, the school, the department, and many scholarly and professional organizations. With support from the university, the school, and the department, it is expected that the new faculty will continue to be capable and productive scholars.

The diverse expertise of the new faculty members adds value to the DIS curriculum. They have backgrounds in Cultural Heritage, Data Science, Geographic Information Systems, Information Ethics and Policy, etc. Their expertise is complemented by a group of part-time faculty members who are experienced and knowledgeable practitioners from various institutions in Washington, DC. The part-time faculty enrich the curriculum and offer opportunities for students to develop strengths in their areas of interest by bringing practical experiences to the classroom, providing mentorship to students, and enriching the DIS curriculum.

Standard IV. Students

The admission and recruitment process has been streamlined on the university level, and the DIS is following the new procedure. After discussions with stakeholders, additional marketing efforts to targeted groups are being explored with the recent shift in enrollment. The department offers several types of financial support to students for their study as well as professional activities.

Students are supported with various learning environments and opportunities for their study and professional development. Program information is easily accessible through multiple channels such as the DIS website, student Google Group, and social media platforms. Students' research activities are shared through the student newsletter, symposia and conference presentations, and publications. Students are provided with various channels to share their opinions with the department including student surveys, student organizations, the Graduate Student Association (GSA), and participation in department committees and other meetings such as town halls. Data show students have a positive experience in learning, advising, and other activities.

Standard V. Administration, Finances, and Resources

There were major changes related to staffing and physical space for the department. Since the last accreditation review, six faculty left and four new faculty joined (including one joining in Fall 2025). Two staff members, a program coordinator and an academic system manager, left the university, and a

new academic coordinator joined the department. While challenged with lack of faculty and staff, the department has been supported by the school and university in hiring. With the new members, the DIS is brimming with excitement to rebuild the department with new perspectives.

The department office has moved to a new location where the department administrative office, faculty office, students' spaces and meeting spaces are all in one suite, making it more accessible and convenient for the DIS community. Other on-campus resources including classrooms, computer labs, technology, and student services are well utilized for teaching and learning.

The department's finances follow the university's operation procedures. The department chair works with the school to discuss financial needs. The department has several endowed scholarships for students. The school provides multiple funding options for the faculty's professional development and research activities, as well as the department's needs for special projects. The well-established administrative structure of the school also enables the department to be more efficient and effective in managing the program's budget and operations.

Conclusion and Next Steps

Despite the challenges that the DIS has faced, the new faculty and staff hires and new MSIS program are indicative of the actions that the department can take to enhance and improve the program. Internally, the department is discussing how the curriculum can strengthen and meet new trends. With the MSIS program, there is potential for curriculum expansion. Potential recruitment of targeted groups is also considered as there are specific needs in the region, such as federal librarianship. Within the university, collaboration among the departments and programs are encouraged. The DIS is actively communicating with relevant units, such as the Department of History, Department of Anthropology, Master of Public Policy program, Busch School of Business, and School of Engineering. It is expected that such opportunities will provide the DIS with potential for growth.

Externally, the DIS is expanding its network and collaboration with local institutions such as libraries, museums, archives, and other information related institutions. Recently, the DIS established practicum opportunities with the US Geological Survey Libraries and US Department of Justice Libraries, which brings valuable and practical opportunities for students. Ongoing discussions related to professional development for librarians and information professionals at local institutions are being considered. Such collaboration will benefit both the DIS and these organizations.

With the changes the department has undergone, it would be helpful to collect insights and thoughts from stakeholders. In addition to the usual meeting and communication channels, the DIS would like to expand its communication with stakeholders to generate ideas and suggestions for department and program improvements. 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."



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