



**Department of Library and Information Science
The Catholic University of America**

**Self-Study
for the Committee on Accreditation
of the American Library Association**

Version 1 (Draft)

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Standard I: Mission, Goals, and Objectives

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

PURSUIT OF MISSION AND PROGRAM GOALS

Strategic Plan of DLIS

The Catholic University of America (CUA) adopted a new strategic plan in 2012 <http://spp.cua.edu/res/docs/Approved%20University%20Strategic%20Plan.pdf>. Concurrent with the University's planning process, the Department of Library and Information Science (DLIS) began reviewing its strategic plan in February 2011. Faculty and staff participated in planning meetings and faculty retreats from November 2011 to April 2012 to produce a new strategic plan. The department solicited feedback from the LIS Advisory Board, students, and the Alumni Board in 2012 and adopted the new strategic plan in December 2012.

In alignment with the University's strategic plan, the department's strategic plan identifies four goals:

- (1) To promote the distinctive Catholic culture of the University
- (2) To strengthen academic excellence
- (3) To enhance graduate students' collegiate experience
- (4) To improve the experience of work

Through teaching, research, and service, DLIS has worked toward these goals. Progress in the four areas is summarized here and detailed in individual chapters.

Strategic Goal 1. To promote the distinctive Catholic culture of the University

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

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

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

Strategic Goal 2. To strengthen academic excellence

The faculty reviews and revises the curriculum continuously to cover new developments in the field. New instructional formats have been implemented and assessment effort becomes more systematic. In 2011, DLIS adopted an evaluation rubric for the comprehensive examination, the culminating experience of the program. The rubric clarifies the evaluation criteria for students and make the examination a more effective measure of the program's achievement of its objectives. The examination format was changed in 2012 from an in-class examination to a take-home examination, providing more flexibility for students to reflect on their learning, synthesize the literature, and develop essays of good quality. Details on curricula changes are presented in Chapter Two that addresses Standard II: Curriculum.

Faculty is key to a program's success. DLIS has made important changes since the 2009 accreditation review. It added three tenure-track assistant professors with expertise in school library media, archives management and digital curation, and information systems and information architecture. It promoted two faculty members to the associate professor rank and guided them through the tenure process. The faculty's strengths are complimented by highly regarded practitioners whose specializations and expertise enrich the program. Details on faculty are presented in Chapter Three that addresses Standard III: Faculty.

Strategic Goal 3. To enhance graduate students' collegiate experience

To enhance graduate students' experience in advanced study, DLIS provides a leaning environment that is supported by a solid information technology infrastructure and is centrally located on the CUA campus. Besides teaching from a strong curriculum, faculty members serve as advisors and mentors to foster the development of program competencies and support students to develop specialization in their areas of interest. Faculty also works with students to expand course work products into presentations or

publications. Students form organizations to develop leadership skills and provide service to enrich the life of the LIS community at CUA. Details on programming efforts related to students are presented in Chapter Four that addresses Standard IV: Students. Detail on resources and facilities employed to support research, teaching, and service are presented in Chapter VI that addresses Standard VI: Physical Resources and Facilities.

Strategic Goal 4. To improve the experience of work

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

Vision, Mission, Program Goals

The Master of Science in Library and Information Science (MSLIS) program at CUA is guided by the vision, mission, and program goals of the Department of Library and Information Science. DLIS reviews its mission, goals, and program objectives at the annual faculty retreat in the fall semester. In accord with the University's Strategic Plan and to make more explicit the department's connection to the Catholic identity and Mission of the University, the department began revising its Vision and Mission statements in fall 2014. Discussions with the LIS Advisory Board, Alumni Board, adjuncts, and staff took place at meetings in 2015. With final input from the LIS Advisory Board and the faculty, new vision and mission statements were adopted and shared with the CUA LIS community in September 2015 (<http://lis.cua.edu/about/>)

Vision

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

Mission

Through teaching, research, and service, the Department of Library and Information Science contributes to the creation and management of knowledge and information, preserves heritage and scholarship, and demonstrates our commitment to the common good.

The Department produces information professionals imbued with the values of the library and information science profession, and the Department's values of collaboration, community, innovation, and excellence. In accord with the mission

of The Catholic University of America, the Department advances the dialogue between faith and reason and cultivates a commitment to service in the field of library and information science.

The Internet and digital technologies have greatly impacted how individuals, communities, and society create, share, and manage information. In this fast changing information environment, libraries and information professionals have many new opportunities to contribute to a better society. The vision of DLIS is to help transform the roles of libraries and information professionals in the 21st century. To realize this vision, DLIS produces information professionals who possess solid professional competencies and are informed by the values of the library and information profession and the department's values of collaboration, community, innovation, and excellence. In accord with CUA's mission (<https://www.cua.edu/about-cua/mission-statement.cfm>), DLIS provides an environment that values excellence in teaching, research, and service, and cultivates a service commitment in its graduates.

Constituencies: The department is designed to serve

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

DLIS Goals: The Department achieves its mission by

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

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

ONGOING PLANNING PROCESS

In its pursuit of excellence, the department has engaged stakeholders in an ongoing process of planning, implementation, and assessment. Figure I-1 describes the process of engaging stakeholders to revise the department's Vision and Mission. It illustrates a planning process that originates in the department, seeks input from internal and external stakeholders, incorporates feedback to improve the initial plans, seeks further feedback if necessary, adopts and implements the final plans, evaluates the plans after a desired period of time, and uses evaluation data to make necessary changes.

Figure I-1. Process for Revising Vision and Mission



Fig. I-1. Mission Revision Process as Example of Ongoing Process of Stakeholder Engagement

This process is used in ongoing planning, implementation, and evaluation of student learning and program operations. Many stakeholders are invited to provide input and help ensure the quality and integrity of the professional education provided by the department. Table I-1 shows how stakeholder groups have been involved in this ongoing process and in what areas they have provided input.

Table I-1. Stakeholder Involvement in Program Planning, Implementation, and Assessment

Stakeholders	Methods	Consultation areas (selected examples)
Advisory Board	Board meeting each semester	<ul style="list-style-type: none"> • Assessment of learning outcomes & program objective achievement • Market trends and needs • New program initiatives • Outreach to stakeholders • Planning & assessment • Recruitment & enrollment issues
Advisory Groups (law, SLM, CHIM, Health Sciences)	Meetings as needed	<ul style="list-style-type: none"> • Curriculum coverage • Market analysis • Recruitment strategies
Alumni	<p>Alumni survey every four years</p> <p>Monthly Alumni Board meeting</p>	<ul style="list-style-type: none"> • Assessment of learning outcomes & program objective achievement • Career planning and support • Curriculum changes • Market trends and needs • Mentoring of students • Relations with alumni
CUA (Provost, Dean and Associate Dean of Graduate Studies, Graduate Board, Academic Council of Arts & Sciences, Office of Planning & Assessment, Tech Services, Office of Facilities, Career Services, University Libraries, etc.)	<p>Consultation by e-mail, phone, and in person</p> <p>Meetings as appropriate</p>	<ul style="list-style-type: none"> • Admissions • Assessment of learning outcomes & 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 & Adjuncts	Curriculum Committee meetings	<ul style="list-style-type: none"> • Assessment of

	<p>Faculty retreat each semester</p> <p>Full faculty meeting each semester</p> <p>Monthly faculty meetings</p> <p>Various other committee meetings</p>	<p>learning outcomes & program objective achievement</p> <ul style="list-style-type: none"> • Course offerings & schedules • Curriculum coverage • Faculty searches • Mission, Goals, and Objectives • New program initiatives • Recruitment & enrollment issues • Strategic planning
Staff	<p>Daily consultation by e-mail, phone, or in person</p> <p>Meetings as needed</p>	<ul style="list-style-type: none"> • Assessment of learning outcomes & program objective achievement • Budget management • Comprehensive examination • Course offerings and schedules • Outreach to stakeholders • Recruitment & enrollment issues • Support for students & faculty
Students	<p>Annual current student survey</p> <p>Annual exit survey</p> <p>Chair's Town Hall meeting each semester</p> <p>Course evaluations each semester</p> <p>Focus group & survey on practicum each semester</p> <p>Student organization events</p> <p>Student representatives on department committees and boards</p>	<ul style="list-style-type: none"> • Assessment of learning outcomes & 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 Advisor Board provides strategic insight and expert guidance for developing and improving the MSLIS program. The Board includes representatives from five constituency groups—alumni, students, adjuncts, employers, and full-time faculty—and reflects the diversity of the library and information field—academic libraries, archives,

federal libraries, museum libraries, public libraries, special libraries, and information industry.

The purposes of the Board and names of the members are presented online at <http://lis.cua.edu/about/LISadvisoryboard.cfm> and their goals of 2015-16 are to assist with the accreditation, review curriculum and new initiatives, and expand board membership. Since 2009 the Board has met every semester and discussed issues by e-mail and wiki. A few selected examples of their contribution are

- Revision of the department's Vision and Mission statements
- Review of new program initiatives, such as the innovative Online Weekend Library (OWL) format for generalists and school library media students, the Cultural Heritage Information Management initiative, and the Visions of Italy study-abroad program.
- Discussion on market trends and needs and strategies for recruitment
- Discussion about changes in the LIS profession and new opportunities for expansion
- Discussion of assessment of student learning and evaluation of program operations

Advisory Groups: Since 2009 the department has had Advisory Groups in Cultural Heritage Information Management, Health Sciences, Law Librarianship, and School Library Media to address the needs of these specializations. Advisory Groups identified the knowledge and skills needed in each specialization, discussed curriculum coverage, and developed strategies for recruitment.

Alumni: The department engages alumni through the LIS Alumni Association and an alumni survey conducted every four years. The LIS Alumni Association aims to help graduates maintain connected to the LIS community at CUA; to raise funds to supplement the funds of the Department; to encourage and support the continuing education of its members; to assist current students in pursuing career objectives; and to recognize outstanding alumni and faculty. Information on officers and services is online at <http://lis.cua.edu/alumni/>. The Alumni Board meets monthly. The alumni survey invites feedback on the quality of their education at CUA, curriculum coverage, career planning and support, and changes in the field and opportunities for lifelong learning.

CUA Officials and Staff: The department works closely with university officials and staff to provide quality education. The President and the Provost provide guidance for achieving the Mission of the university and leadership for program development. As the Chief Academic Officer, the Provost approves development of new initiatives, such as the new master's degree in Information Technology that concentrates on Health Information Technology. The President and the Provost authorize faculty searches and approve recommendations to bring faculty candidates for campus interviews. They also approve faculty contract renewal and appointments of department leaders.

The Dean of the School of Arts & Sciences worked with faculty at the retreat on mission, goals and objectives, and explored program initiatives. The Associate Dean for Graduate Studies of the School of Arts & Sciences works with the department chair and the Admissions Committee on admission process and procedures to ensure admission policies are applied consistently and admitted students have the necessary preparation for

academic success. The Academic Council of the School of Arts & Sciences and the Graduate Board review and approve new program initiatives such as the 4+1 Bachelor to Master of Science in Library and Information Science (MSLIS) Program and the Cultural Heritage Information Management Certificate program. The Office of Planning and Assessment incorporated survey questions recommended by the department into course evaluations to help assess student learning. The same office requires all academic units to submit an annual key assessment report, and the department's report focuses on student learning in core courses and the passing rates of comprehensive examination, which is the culminating experience of the MSLIS program.

Employers: The department taps into the rich information environment of the Washington Metropolitan Area to offer students field experience. Practicum opportunities < <http://lis.cua.edu/courses/practicum/practicumopportunities.cfm>> provide a sample of libraries, archives, museums, and information agencies that are our partners in fostering student competencies in the six target 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.

Faculty/adjuncts: Quality faculty is the key to excellent education. The full-time faculty continuously contributes to the planning and assessment of the program and student learning through their service on departmental committees. The 2014-15 committee assignments in Appendix xxx illustrate their contribution in curriculum planning and evaluation, development of new program initiatives, online education, comprehensive examination, student life and learning, and many other aspects of the program's operations.

Adjunct faculty are experienced practitioners from academic, public, school, and special libraries, archives, and museums whose expertise compliment that of the full-time faculty. They attend the full-faculty meeting each semester to discuss student learning assessment, market trends and needs, new program initiatives, and recruitment strategies.

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

Students: Students are engaged in the ongoing planning and assessment process by providing feedback on their learning experience through course evaluations, blended course surveys on online courses, exit surveys, annual survey of current students, town hall meetings, student organizations, and student representatives on department committees and the LIS Advisory Board. Quality of learning, competency development, mentoring, and support for academic success and job placement are areas students have provided input.

ACHIEVEMENT OF PROGRAM OBJECTIVES

The LIS program objectives are to develop graduates who:

- Are skilled in organizing, disseminating, managing and preserving information;
- Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;
- Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;
- Are capable of serving information seekers in a global society;
- Appreciate education and service as integral to the role of the information professional in society;
- Interpret and apply research results from library and information science and related fields;
- Articulate the economic, political, cultural, and social importance of the information profession;
- 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.

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

Table I-2. Sample of CUA Alumni as LIS Leaders

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

In addition, data on Table I-3 show that several alumni have been recognized as “Movers and Shakers” of the library and information field.

Table I-3. CUA Alumni as Movers and Shakers of the LIS Profession

1.	Nina McHale, 2002
2.	Carol Sinwell, 2003
3.	Barry Trott, 2003
4.	Janet Crowther, 2004
5.	Neal Wyatt, 2005
6.	Merle Colglazier, 2006

- | | |
|----|--------------------------|
| 7. | Sabrina Pacifici, 2006 |
| 8. | Rebecca Renard, 2011 |
| 9. | Ignacio Albarracin, 2015 |

The time between graduation and job placement is another useful indicator of the program's success. In the 2014 Alumni Survey, 70% of respondents reported they were able to find a professional position within 12 months of graduation. Among the students supported by an IMLS for the Cultural Heritage Information Management Project, several students found professional positions few months after graduation: two students now work at the National Archives and Records Administration, one works at Town University Library, and another works at Import/Export Bank Library.

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

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

Table I-4. Student Views on Competency Development

Competency	2010-11 Exit Survey (N=52)	2013-14 Exit Survey (N=29)	2014 Alumni Survey (N=291)
Professional Identify	98%	93%	99%
Management	92%	89%	85%
Information Resources	94%	96%	95%
User Service	96%	93%	98%
Information Organization	92%	96%	98%
Information Technologies	92%	86%	81%

DLIS has a systematic assessment system of student learning, using direct and indirect measures. It also engages students, alumni, employers, faculty, and other constituents in

evaluating the program's effectiveness. The assessment methods and stakeholders' involvement in this ongoing planning and assessment effort are presented in Standard I.3 below.

Sources of Evidence

- CUA strategic plan
- DLIS strategic plan
- DLIS Planning and Assessment Plan (2015)
- Exit surveys (2010-2014)
- Current student survey (2014)

I.2: Program objectives are stated in terms of educational results to be achieved

Program Objectives

The MSLIS program is designed to achieve a set of program objectives that guide the learning outcomes assessment efforts.

The program objectives address many constructs of the *Standards for Accreditation of Master's Programs in Library and Information Studies 2008*. Table I-5 presents a mapping of the DLIS MSLIS program objectives to the 2008 Standard I constructs.

Table I-5 MSLIS Program Objectives Mapped to Standard I Constructs

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

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

- American Association of Law Librarians
- American Library Association
- American Library Association/Rare Books and Manuscripts Section

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

The six competency areas are Professional Identity, Management, Information Resources, Information Service, Information Organization, and Information Technology. Table I-6 presents the relationship between the program objectives and competency areas. Details of the assessment of student competencies and learning outcomes are presented in Chapter Two that addresses Standard II: Curriculum.

Table I-6. Program Objectives and Targeted Competencies

MSLIS Competencies	Program Objectives
<p>Professional Identity Graduate education from the Department of Library and Information Science (DLIS) includes philosophical, theoretical, practical, and experiential learning infused with an enduring sense of commitment to the evolving profession of library and information science. The MSLIS program offers students the opportunity to learn and develop in the areas of</p> <ul style="list-style-type: none"> · The history and importance of the profession to the world; · Values, principles, legal, and ethical responsibilities of the profession; · Professional development and leadership; and · Active individual and collective responsibility for the betterment of humanity. 	3, 5, 6, 7, 8
<p>Management Information professionals require an understanding of the broad range of competencies required for effective management in organizations of all types. The MSLIS program enables students to develop competencies in working with and through others to achieve the effective and efficient operation of libraries and information services. These competencies include</p> <ul style="list-style-type: none"> · Strategic management and planning; · Human resource management; · Budgeting and financial management; · Marketing, including promotion; · Ethical management; · Leadership; · Communication; · Negotiation and teamwork; · The management of technology; · Change and innovation and; · The evaluation of organizational processes and 	1.2, 3, 5, 8

programs.	
<p>Resources Information professionals are knowledgeable about creating and evaluating resources in order to provide effective reference and collection development services for use by individuals and/or communities working within various specific domains and settings. The MSLIS program provides opportunities for students to gain fluency and agility in the theory, vocabulary, and best practices of information selection, acquisition, organization, evaluation, de-selection, storage, preservation, and conservation of information items in print, electronic, and other formats.</p> <p>In addition, the MSLIS program enables students to develop a depth of knowledge on the variety of information resources available, existing library literature, and the evolving patterns of communication and publication within society.</p>	1, 2, 6
<p>Services The MSLIS program enables students to develop competencies in the provision and delivery of library and information services that meet the needs of individual users, their communities, and the greater, global society for the purpose of creating, using, and disseminating knowledge.</p> <p>Students in the MSLIS program are educated to be able to</p> <ul style="list-style-type: none"> · Create, identify, retrieve, evaluate, and synthesize information for users; · Identify, plan, provide, and evaluate library and information services; · Provide users with appropriate consultation and guidance or instruction in the use of information resources; · Anticipate current and future user needs; and · Apply technology strategically to improve services and enhance access to information resources on a global scale. 	1, 2, 4, 5, 6
<p>Information Organization Information professionals organize and manage information for users in libraries, archives, museums, and other information environments. Competencies in this area encompass knowledge of and skills in the theory and principles of information organization, understanding users, proficiency in methods and systems for organizing information, intelligent use of technologies, and application of research findings. The MSLIS curriculum prepares students to</p> <ul style="list-style-type: none"> · Apply the principles and best practices of information organization; · Become cognizant of the approaches for understanding user needs and information seeking behavior and the need to focus on users as we organize information; · Understand standards and methods for controlling 	1, 2, 4, 6

<p>and managing information resources,</p> <ul style="list-style-type: none"> · Develop proficiency in using communication and information technologies to organize information resources for access; and · Obtain the ability to assess, interpret, and apply research findings from the library and information science field and related disciplines to improve information organization and access for users. 	
<p>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.</p> <p>The MSLIS program prepares students who are proficient in the application of standard ICT tools and techniques, including</p> <ul style="list-style-type: none"> · Use of relevant software systems and applications; · Design and/or creation of accessible and usable information solutions; · Protection of information privacy and security; and · Continual monitoring and learning about emerging and evolving technology. <p>The MSLIS program prepares students who have a basic knowledge of, and articulate the important role of, the concepts and processes of</p> <ul style="list-style-type: none"> · Human-computer interaction; · Systems analysis and design; and · Assessment and evaluation of the efficacy and impacts of ICT. 	1, 2, 4, 6, 7, 8

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

Assessment of Program Objective Achievement

DLIS has a system to assess its achievement of the program objectives. The outcomes measures are as follows. This system and the involvement of various stakeholders in the assessment process are discussed in Standard I.3 below.

- The Comprehensive examination
- Course grades
- Regular faculty assessment of student learning in core courses
- Annual university key assessment reports
- Surveys of students, alumni, and employers on a regular basis
- Feedback from DLIS advisory committees
- Practicum evaluations
- Admissions statistics
- Graduation rates
- Teaching evaluations
- Review of sample student work products

Sources of Evidence

- SLIS Outcomes Assessment Plan (2012)
- DLIS Planning and Assessment Plan (2015)

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

THE MSLIS PROGRAM

The MSLIS program objectives cover the entire information life cycle and guide the development and revision of the curriculum to ensure students are well prepared in important aspects of the field of library and information studies. Of the eight program objectives, three are directly allied with Standard I.2.1:

DLIS educates graduates who

1. Are skilled in organizing, disseminating, managing, and preserving information;
2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information management;
4. Are capable of serving information seekers in a global society.

Program Requirements

A total of 36 semester hours of graduate credit is required for receipt of the Master's of Science in Library and Information Science (MSLIS) degree, of which 30 semester hours must be taken in Library and Information Science at The Catholic University of America and completed with a minimum grade point average of 3.0 (B). Candidates for the

MSLIS degree must also pass a comprehensive examination (<http://lis.cua.edu/courses/comps/index.cfm>).

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

The faculty reviewed and revised the core courses every other year, mid-level (6xx) courses from 201 to 2011, advanced (7xx) courses from 2012 to 2014, and higher level (8xx) courses from 2009 to 2014. In addition, each year instructors of core courses prepare reflective assessment reports on student learning, which provide the basis for the department's annual key assessment report to the University (a practice since 2015). The frequent review of core courses and assessment of learning outcomes reflect a commitment of the faculty to educate students on the essential character of the field of library and information studies.

Core Courses

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

LSC 551: Organization of Information

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

LSC 553: Information Sources and Services

A solid introduction to the fundamental terminology, concepts, and practices of library public services as well as the skills to deliver them effectively to a variety of information users and within a variety of settings. Special emphasis on the philosophy of reference service, appropriate communications skills for use in instructional settings and reference

interviews, standard evaluative criteria for determining fitness of sources to meet information needs, proficient retrieval of information from print and electronic reference sources, policies and procedures for the provision of reference service, and the role of reference and information service departments within an organization.

LSC 555: Information Systems in Libraries and Information Centers

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

LSC 557: Libraries and Information in Society

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

The core courses cover the following essential areas in the LIS field:

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

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

Table I-7. Alignment of DLIS Program Objectives and Core Course with ALA Standard I.2.1

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

Preservation, analysis, interpretation, evaluation, synthesis,	<p>1. Are skilled in organizing, disseminating, managing, preserving information</p> <p>6. Interpret and apply research results from library and information science and related fields</p> <p>5. Appreciate education and service as integral to the role of the information professional in society</p>	551; 553; 555; 557
Dissemination and Management	<p>1. Are skilled in organizing, disseminating, managing, preserving information</p> <p>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</p> <p>2. Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management</p>	551; 553; 557

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

Two program objectives are aligned with Standard I.2.2:

We aim to educate graduates who

1. Are skilled in organizing, disseminating, managing, and preserving information.
2. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field.

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

Evidence of DLIS's achievement of these program objectives comes from exit surveys conducted since 2011 and the 2014 alumni survey. Table I-8 shows that a very high percentage of respondents reported that they were either "adequately" or "very well" prepared in several competency areas:

Table I-8. The Curriculum Prepared Students “Well” or “Very Well” in the Competency Areas

Competency	2010-11 Survey n=51	2011-12 Survey n=44	2012-13 Survey n=36	2013-14 Survey n=28	2014-15 Survey n=28	2014 Alumni Survey n=291
Professional Identify	98%	95%	100%	93%	100%	94%
Management	92%	93%	100%	89%	89%	98%
Information Resources	94%	100%	97%	96%	85%	97%
User Services	96%	98%	100%	91%	96%	
Information Organization	92%	93%	100%	96%	92%	
Information Technology	92%	89%	91%	85%	92%	

In addition, employers in the 2015 employer survey reported high quality of CUA graduates. Table I-9 presents employer responses to statements about CUA graduates.

Table I-9. Employer Agreement on CUA Graduates’ Quality (n=62)

Statement on program quality	Strongly agree	Agree	Neutral
CUA LIS graduates exhibit professionalism.	48.39%	40.32%	11.29%
CUA LIS graduates exercise sound judgment and responsible decision- making.	38.71%	46.77%	14.52%
The CUA LIS program equips its graduates with the knowledge, skills and competencies needed as LIS professionals. (N=61)	32.79%	45.9%	18.03%

Employers also reported strong preparation of CUA graduates in several competency areas related to professional philosophy, principles, and ethics (Table I-10).

Table I-10. Employer Responses to CUA Graduates’ Competencies

Competency	Very well	Adequately	Not adequately
Professional Identity (Understanding information policy and ethics, values, and foundation principles of information professionals) (n=78)	74.36%	24.36%	1.28%
User Services (Providing information sources, reference and user services, including: retrieving, evaluating, and synthesizing information and providing guidance to patrons in the use of resources) (n=74)	67.57%	27.03%	5.41%

Information Organization (Providing access to information, organizing, storing, retrieving, delivering information and knowledge organization) (n=75)	72.00%	26.67%	1.33%
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Sources of Evidence

- Exit surveys (2011-15)
- Alumni survey (2014)
- Employer survey (2015)

I.2.3 [program objectives reflect] Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations.

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

Four MSLIS program objectives support Standard I.2.3:

DLIS educates graduates who

1. Are skilled in organizing, disseminating, managing, and preserving information.
2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information management.
3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field.
6. Articulate the economic, political, cultural, and social importance of the information profession.

The program objectives reflect the program's commitment to professional standards expressed by professional organizations in the LIS field. The faculty of DLIS belong to the American Association of Law Libraries (AALL), the American Association of School Librarians (AASL), the American Library and Information Science Education Association (ALISE), the American Library Association (ALA), the Association of Information Science and Technology (ASIS&T), the Association of College and Research Libraries (ACRL), Library and Information Technology Association (LITA), the Maryland Library Association (MLS), the Medical Library Association, the Society of American Archivists (SAA), and the Special Libraries Association (SLA), and the Virginia Library Association (VLA). They participate in conference, monitor competency discussions and update colleagues on the recommendations of their associations. Their efforts provide further evidence of their commitment to the appropriate principles outlined in standard I.2.3.

Courses of Study

In addition to the core courses, the MSLIS program offers students many opportunities to develop specialization in their areas of interest. Ten courses of study (<http://lis.cua.edu/msinls/coursesstudy.cfm>) are designed to guide students to foster competencies in specific areas. The webpages of the courses of study also include relevant professional organizations for students to learn more about the specializations. Information about the courses of study is intended to provide guidance to students. The courses of study are not lists of program requirements.

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

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

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

SLIS has one program objective that supports Standard I.2.4:

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

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

Through coursework, practicums, and activities or programs of student organizations, students of the MSLIS program develop abilities and experience in teaching and service. Besides courses that focus on teaching, such as LSC 644: Information Literacy and Instructional Design and LSC 731: Media Integration in the Curriculum, almost all MSLIS courses provide presentation opportunities for students to practice presenting and sharing projects and ideas with others. Many courses also offer service opportunities for students to serve local communities. For example, AGLISS and ASIS&T Student Chapter organized volunteering effort to help DC public schools organize their

collections. Through volunteering effort or practicums students assisted the Franciscan Monastery of the Holy Land in Washington, D.C. to create digital collections and catalog their materials for access (<http://lis.cua.edu/res/docs/CATALOGUING-PROJECT-AT-THE-FRANCISCAN-MONASTERY-1.pdf>). Students of LSC 625 Foundations of Digital Library shared their experience, “The Franciscan Monastery Visual Collection: Strengthening User-Community Engagement through Digital Preservation and Access” (<http://lis.cua.edu/res/docs/franciscan.pdf>) with the CUA community and beyond via the website.

I.2.5 [Program objectives reflect] the importance of research to the advancement of the field’s knowledge base.

Two MSLIS program objectives reflect the program’s commitment to research and support for Standard I.2.5. They are:

DLIS educates graduates who

4. Are capable of serving information seekers in a global society.
6. Interpret and apply research results from library and information science and related fields.

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

The faculty of DLIS serves as role models and mentors. Some of them have co-authored or co-presented research projects with their research assistants, and some of them have mentor students on their own projects. Since 2009 DLIS has hosted an annual regional symposium, Bridging the Spectrum, as a forum for practitioners, students, and faculty to share research findings and best practice and discuss issues of common interest (<http://lis.cua.edu/symposium/>). Students have presented posters at the symposium, and feedback from participants has been consistently positive. Details on student presentations during 2014-2015 are presented in Chapter Three that addresses Standard III. Faculty.

In 2015 DLIS organized a Cultural Heritage Information Management (CHIM) Forum for cultural heritage practitioners, students, and researchers from private and public sectors to share strategies and best practices for creating digital cultural heritage collections, engaging current and potential users, and providing access to digital collections as easily as possible. More than 110 people attended the forum, and a large number of DLIS students contributed to the poster session (<http://lis.cua.edu/res/docs/PosterSessionListDescriptions-ALLPRESENTERS-combined-web.pdf>). Feedback from participants was very positive.

In addition, in 2015 DLIS began offering conference travel stipends to encourage students to attend or participate in conferences of professional associations (<http://lis.cua.edu/finaid/#StudentTravelStipends>). AGLISS, the Student Chapter of the American Library Association, also provides travel support for students to attend professional meetings. The Chapter on Standard III: Faculty reports on faculty research, while the Chapter on Standard IV: Students provides sample research conducted by CUA students.

Sources of Evidence

- Research requirements for courses
- Bridging the Spectrum Symposium
- CHIM Forum
- Student travel stipends

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

Three program objectives are in alignment with Standard I.2.6:

DLIS educates graduates who

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

These program objectives reflect our commitment to ensuring that graduates achieve an understanding of the contribution of library and information studies to other fields of knowledge during their study at CUA. Through core courses, electives, practicums, and comprehensive examination, the MSLIS program provides students many opportunities to foster competencies in understanding, interpreting, analyzing, and applying research findings to help them understand the contribution of the LIS field to society and to other field of studies. In the program's new home, the School of Arts & Sciences, faculty and students have even more opportunities to connect with other disciplines in the humanities and the sciences and to increase cross-disciplinary engagement. For example, a recent LIS graduate collaborated with a faculty members in English & Religious Studies on an NEH research grant to digitize an important history collection for access <<https://projectandvari.wordpress.com>, <http://syriacheritage.cua.edu/project-team.cfm>. See the Chapter on Standard II: Curriculum and the Chapter on Standard III: Faculty for detail on how the DLIS faculty and students contribute to interdisciplinary research. Students have also published articles while they are in the program. More details are presented in Standard II. Curriculum.

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

Two program objectives align with Standard I.2.7 and reflect the importance of other disciplines' contributions to the LIS field:

DLIS educates graduates who

6. Interpret and apply research results from library and information science and related fields.

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

The LIS field is inherently interdisciplinary, and library and information professionals have always had a healthy respect for research and knowledge from other information related disciplines, broadly defined. DLIS offers the MSLIS program and six joint-degree programs in Biology, English, History, Law, Musicology, and Religious Studies (<http://lis.cua.edu/msinls/jointdegrees.cfm>). The department also cross lists courses with other departments in the School of Arts & Sciences to make them available to juniors, seniors, and graduate students from other disciplines.

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

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

Sources of Evidence

- Dual degree programs
- Colloquium series (Bridging the Spectrum Symposium/CHIM forum)

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

The vision of the program is to transform the roles of libraries and information professionals for the betterment of human society. Specifically four program objectives reflect the commitment identified by Standard I.2.8:

DLIS educates graduates who

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

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

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

Through these efforts DLIS ensures the student body is diverse and students have a rich learning experience. One task DLIS will embark in the 2015-16 academic year is to

review and revise our Diversity Plan to ensure continuous and systematic progress in recruiting diverse students, faculty, and staff.

Sources of Evidence

- Minority student enrollment statistics
- IMLS Grant for Cultural Heritage Information Management (2012)
- US Dept. of Labor Grants for the Health Information Technology Program (2011, 2012)

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

Three program objectives support Standard I.2.9:

DLIS educates graduates who

2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information management.
3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field.
8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

The information environment of the 21st Century is dynamic, highly technological and rapidly changing. To meet the needs of information users in this challenging environment, library and information professionals not only need to have a strong command of information technologies, but also need the knowledge and skills to apply technologies strategically to provide and deliver information services to users. To ensure CUA graduates are well prepared, the Technology Committee established a baseline of technology requirements of all LIS students, and the faculty approved the requirements in 2013 (<http://lis.cua.edu/tech/base-tech.cfm>). The requirements are intended to aid prospective and current students in assessing their skills and abilities.

For students wishing to enhance their computing skills, a series of free Saturday workshops are offered every semester. They cover basic skills that are not taught in regular courses. Details of past workshops can be found at <http://lis.cua.edu/tech/slisc-computer-workshops.cfm>. In addition, 24 tutorials are provided for students to develop the skills at their own pace (<http://lis.cua.edu/tech/guides.cfm>).

CUA and DLIS also offer computer lab facilities for student use. CUA computer labs are listed at <http://lis.cua.edu/tech/slislabs.cfm>. DLIS maintains a computer lab in the LIS Media Lab Columbus School of Law 318 and the Information Commons. DLIS student can also check out laptop computers from the DLIS Media Lab. See <http://lis.cua.edu/tech/inventory.cfm> for details of DLIS resources.

To address the needs of new students, since 2008 DLIS has surveyed new students on their level of technology readiness at the new student orientation. Students with some

deficiency or wishing to increase their knowledge and skills are encouraged to attend workshops or follow free tutorials. The purpose is to help incoming students improve their technology skills and help them succeed in courses that require much technology.

Since 2009 instructors have integrated technologies into their teaching whenever appropriate, and DLIS specifically asks all instructors to specify in their syllabi the technologies taught and the technologies employed to facilitate teaching and learning. Because technologies have become integral to the curriculum, the Technology Committee was removed in 2013 and technology issues are addressed by the Curriculum Committee.

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

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

Details on the integration of technology into the curriculum are presented in Chapter Two that addresses Standard II: Curriculum.

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

Sources of Evidence

- Technology requirements
- Blended learning committee meeting minutes

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

Two program objectives are in alignment with Standard I.2.10:

DLIS educates graduates who

4. Are capable of serving information seekers in a global society.
8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

These and the rest of DLIS program objectives were developed in 2007-8 after extensive consultation with stakeholders, including current students, alumni, faculty, adjuncts, practitioners and employers. The program objectives have been reviewed annually by the faculty at the fall faculty retreat and discussed with all full-time and part-time faculties at full faculty meetings each semester. The program objectives have been publicized on the website of DLIS since 2007.

To ensure the program efforts address the needs of stakeholders, DLIS seek input from stakeholders regularly. The LIS Advisory Board meets twice a year to review programming changes and provide feedback and recommendations on the MSLIS program. Advisory Committees are also appointed for courses of study that attract more students than others, such as school library media, law librarianship, and cultural heritage information management.

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

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

I.3.1. Within the context of these standards, each program is judged on the degree to which it attains its objectives

Achieving Program Goals and Objectives

The faculty reviews the program objectives regularly to determine the extent to which DLIS achieves its objectives. Direct measures such as the passing rate of the comprehensive examination and the quality of student essays are carefully reviewed to

evaluate the level of student competencies. Indirect measures such as survey data from students, alumni, and employers are analyzed over time to assess progress and identify problematic areas. The faculty takes into account learning outcome measures and student work products as they review and revise the curriculum.

Through the continuous planning and improvement process, DLIS is regularly measuring the degree to which it is attaining its objectives and developing next steps to continually improve its performance.

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

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

- Faculty retreat (annual)
- Full faculty meeting (each semester)
- Meetings of the LIS Advisory Committee (twice a year)
- Meetings of the LIS alumni board (monthly)
- Town Hall Meetings with students (each semester)
- Updates on program shared with student, adjunct faculty, and alumni via listservs

Other more informal venues include

- Committee meetings
- Faculty meetings
- Meetings, blogs, and other social media venues of student organizations
- Webinars and Webcasts of LIS meetings

The DLIS program goals and objectives are a matter of public record. They are incorporated into the department's literature and on its website. The process used to develop this latest set of program objectives was inclusive and provided the means to ensure the program objectives are a basis for meaningful external and internal evaluation. The MSLIS program objectives are evaluated through its outcome measures that include

1. Surveys of stakeholders—students, alumni, and employers--to assess how well the program objectives are meeting their needs
2. Analysis of the comprehensive examination outcomes
3. Analysis of student learning in core courses
4. Teaching evaluations

5. Course grades
6. Analysis of course grade distributions
7. Practicum evaluations
8. Feedback from the DLIS Advisory Committees
9. Admissions statistics
10. Graduation rates.

From these sources DLIS reviews stakeholder feedback, measures success in achieving program objectives, and identify necessary actions for changes and improvement. Continuous feedback from students, alumni, employers and other stakeholders serve as the basis for the subsequent review and update of the program objectives. Table I-11 summarizes direct and indirect measures of program objective achievement and includes external recognition such as awards and special scholarship won by students.

Table I-11. Assessment of Program Objective Achievement

1. Assessment of learning outcomes			
Direct Measures	Indirect Measures	Other Evidence	
Assessment of learning in core courses (annual; evaluation rubrics for core courses)	Alumni survey (every 4 years) Course evaluations (every semester) Course grades (every semester) CUA Annual Key Assessment Report	External scholarships and awards won by students	
Comprehensive examination (every semester; evaluation rubrics with six traits)	Current student survey (annual) Employer survey (every 3 years) Exit survey (annual) Focus group & survey on practicums (every semester)		
Course work products	Library Journal graduate placement survey (annual)		
Student presentations and posters at professional conferences and meetings	Surveys for Funded Programs (e.g., IMLS grants) Town Hall Meetings with students (each semester)		
2. Evaluation of program <responsible parties>			
Effort by Chair and Faculty			Stakeholders Input

Annual department report <chair>	Alumni survey (every 4 years)
Annual review and revision of Mission, Goals, and Objectives <faculty>	Annual review and revision of Mission, Goals, and Objectives
Biennial report to COA <chair>	Course evaluations (every semester)
CUA Annual Key Assessment Report <chair>	Current student survey (annual)
	Employer survey (every 3 years)
	Exit survey (annual)
	Focus group & survey on practicums (every semester)
	Library Journal graduate placement survey (annual)
	Surveys for Funded Programs (e.g., IMLS grants)
	Town Hall Meetings with students (each semester)

In addition to assessing student learning, the program engages students, alumni, employers, and Advisory Board members to provide input on program operations. Annual department report and key assessment reports are prepared by the chair to document operational effectiveness, student learning, and achievement of program objectives. Annual statistical reports and biennial narratives submitted to the Association for Library and Information Science Education and the Office for Accreditation document progress in the six areas covered by the accreditation standards.

Sources of Evidence

- Annual reports
- Biennial reports to COA
- Surveys of current students, graduating students, alumni, and employers
- Surveys for funded programs (2 IMLS supported projects)
- SLIS Outcomes Assessment Plan (2012)
- DLIS Planning and Assessment Plan (2015)

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

Table I-11 above indicates students, faculty, employers, alumni, and other constituents are involved in the program's assessment of student learning and program effectiveness. Table I-12 summarizes how these stakeholders have participated in the evaluation of the program's goals and objectives and the areas covered by the ALA accreditation standards.

Table I-12. Stakeholder Engagement in Assessment

STANDARD	Advisory Board	Advisory Groups	Alumni	CUA	Employers	Faculty/Adjuncts	Students
I. Mission, Goals, and Objectives	Board meetings each semester	Group meetings as needed	Survey every four years	Annual Key Assessment report Mission statement and Strategic Plan provide guidance	Survey every three years	Assessment of core courses every year Faculty retreat each semester Full faculty meeting each semester	Annual exit survey Comprehensive examination three times a year Current student survey
II. Curriculum	Board meetings each semester	Group meetings as needed	Survey every four years	Academic Council Graduate Board	Survey every three years	Monthly Curriculum Committee meetings Blended Learning Committee meeting Input from adjuncts on existing courses and proposals for new courses Full faculty meetings each semester	Annual exit survey Course evaluations each semester Current student survey Focus group & survey on practicums
III. Faculty	Board meetings each semester	Group meetings as needed	Survey every four years	School Committee on Appointments & Promotions Dean of the School of Arts & Sciences Senate Committee on Appointments & Promotions Provost President	Survey every three years	Annual evaluation of faculty performance in research, teaching and service Evaluations of untenured faculty by Committee on Appointments & Promotions	Course evaluations each semester Exit survey Participation in assessing faculty candidates
IV. Students	Board meetings each semester Advisory Groups for specific areas (SLM, CHIM, etc.)	Group meetings as needed	Survey every four years	Annual Key Assessment report Application Statistics Reports Enrollment Statistics Reports	Survey every three years	Annual assessment of core courses Analysis of comprehensive examination outcomes Assessment of advising process Chair's Town Hall meetings with students each semester Faculty advisors on advisees' needs Scholarship Committee decisions	Annual exit survey Blended courses surveys Course evaluations each semester Current student survey Comprehensive examinations three times a year Reports of student

						Scholarship decisions by the chair	organizations Research output (presentations & publications) Scholarships received from & contribution to professional organizations Technology workshop surveys
V. Administration and Financial Support	Board meetings each semester		Survey every four years	Annual department report Income-Cost Model analysis reports	Survey every three years	Faculty meetings Full faculty meetings each semester	Annual exit survey Current student survey
VI. Physical Resources and Facilities	Board meetings each semester	Group meetings as needed	Survey every four years	Meetings with managers of Libraries, Facilities, and Tech Services as needed	Survey every three years	Faculty meetings Full faculty meetings each semester	Annual exit survey Current student survey

Charting the Future

DLIS has a continuous planning process in place to guide its future and provide a framework for outcomes assessment. Further, the planning framework provides a means to determine priorities, achieve accountability, address stakeholder needs, and provide solid basis for program assessment. DLIS is poised to move to the next level of excellence. DLIS is fortunate to have dedicated faculty and staff and loyal stakeholders who are committed to its success. The future is full of promise. The DLIS's broad-based planning process and systematic outcomes assessment ensure the program will be responsive to the changing information environment, meeting the needs of its constituents, and able to demonstrate accountability through achievement of its program goals and objectives.

Sources of Evidence

- Surveys of current students, graduating students, alumni, and employers
- Meeting minutes of advisory bodies

Standard II. Curriculum

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

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

The curriculum of DLIS is designed to achieve the program objectives, which are the desired educational outcomes of the Master of Science in Library and Information Science (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. The program objectives articulate that program aims to produce graduate who

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

To accomplish these objectives, the faculty designed a curriculum to foster the development of student competencies in six areas: Professional identity, Management, Resources, Services, Information organization, and Technology. DLIS sought feedback on the program objectives and competencies from the LIS Advisory Board, students, alumni, and employers, and adopted the program objectives and competencies (<http://lis.cua.edu/res/docs/about/accreditation/documents/sliscompetenciesadopted20080326.pdf>). The competencies represent the knowledge, skills, and abilities library and information professionals must possess in order to meet the market needs and ensure professional success. Table II-1 explains how the competencies contribute to the achievement of program objectives.

Table II-1. Competencies In Support of Program Objectives

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

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

Table II-2. Course Numbering Scheme

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

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

Table II-3. Courses by Competency And Complexity

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

Identity & Management					884, 886, 887, 888, 889
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While each course focuses on a competency area, many courses support multiple program objectives. Table II-4 presents program objectives and the courses that support them. The table shows that each program objective is supported by at least 48 percent of the current courses. This strong alignment between the eight program objectives and the courses serve as evidence that the DLIS has sufficient curricular coverage of the areas specified in the program objectives.

Table II-4. Courses In Support of Program Objectives

Program Objective	Course Numbers	Number of Contributing Courses (%) (*n=63)
The program develops graduates who		
1. Are skilled in organizing, disseminating, managing, and preserving information.	551, 553, 555, 603, 606, 610, 616, 646, 634, 635, 636, 637, 638, 639, 641, 643, 644, 652, 654, 670, 713, 747, 753, 757, 772, 752, 830, 832, 833, 839, 834, 848, 870, 871, 874, 877, 879, 881, 882, 883, 888	41 (65%)
2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information management	551, 553, 555, 643, 603, 606, 647, 610, 646, 634, 636, 638, 652, 713, 616, 753, 654, 757, 772, 752, 881, 639, 644, 830, 839, 833, 747, 834, 832, 870, 874, 877, 879, 880, 882, 883, 637	35 (56%)
3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field.	551, 553, 557, 643, 606, 672, 641, 647, 646, 652, 713, 635, 675, 889, 888, 830, 839, 833, 747, 834, 870, 871, 874, 876, 877, 879, 883, 884	28 (44%)
4. Are capable of serving information seekers in a global society.	551, 553, 555, 670, 603, 606, 641, 610, 646, 734, 636, 638, 652, 713, 753, 635, 654, 757, 675, 772, 752, 637, 881, 888, 639, 644, 830, 839, 833, 747, 834, 848, 870, 871, 874, 882, 889	37 (59%)
5. Appreciate education and service as integral to the role of the information professional in society.	551, 553, 555, 643, 603, 647, 646, 634, 636, 638, 652, 713, 635, 757, 675, 881, 889, 639, 644, 830, 839, 833, 747, 834, 848, 870, 871, 874, 884	29 (46%)
6. Interpret and apply research results from library and information science and related fields.	551, 553, 643, 670, 603, 606, 672, 647, 646, 640, 634, 636, 638, 652, 713, 616, 753, 635, 757, 675, 888, 639, 644, 839, 747, 834, 870, 871, 874, 876, 877, 879, 884	33 (52%)
7. Articulate the economic, political, cultural, and social importance of the information profession.	551, 553, 557, 643, 670, 646, 652, 713, 616, 635, 675, 746, 889, 888, 639, 644, 833, 841, 747, 852, 871, 874, 874, 874, 874, 875, 879, 880, 884	29 (46%)
8. Are dedicated to professional growth, continuous learning, and	551, 553, 555, 557, 643, 603, 606, 672, 641, 610, 640, 634, 636, 638, 652, 713,	35 (56%)

applying new knowledge to improve information systems and services to meet the needs of information users in society.	753, 635, 654, 675, 772, 881, 889, 888, 639, 644, 830, 839, 833, 747, 834, 848, 874, 876, 879	
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* Course numbers for independent studies, practicums, and comprehensive examinations are not included

Systematic Curriculum Review and Revision

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

Table II-5: Curriculum Review Process

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

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

Table II-6. Courses Removed and Courses with Updated Descriptions

Courses Removed	Course Description Updated
632: Advanced Information Sources & Services 656: Computer Networking 733: Advanced On-Line Information Retrieval 735: Adult Services 771: Library and Information Service Evaluation	603: Technical services 606: Cataloging and classification 610: Information Architecture and Web design 615: Metadata 616: Indexing, Abstracting, and Thesaurus

877: Metadata Institute	Construction 731: Media Integration in the Curriculum 835: Administration of School Library Media Programs 848: Media for Children
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Table II-7. Course Title Changes

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

Course Regularization and Adoption

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

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

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

Stakeholder Engagement

DLIS faculty regularly solicit input from stakeholders such as students, alumni, adjuncts, and employers inform their review and revision of the curriculum. For example, course reviewers routinely consider course evaluations, student comments, and input from adjuncts and experts in the field. When new courses were developed for the Cultural Heritage Information Management course of study, an advisory group of instructors and practitioners from libraries, museums, and

archives was consulted. For the IMLS-funded Cultural Heritage Information Management Project that provided scholarship support for 17 students, a CHIM Advisory Group was convened to help with the design of the CHIM Project, including what knowledge, skills, and professional experience the Project should provide to scholarship recipients. Table II.8 presents various approaches DLIS employs to gather input from the stakeholders.

Table II-8. Stakeholder Involvement in Curriculum Review

Stakeholder	Involvement Methods
Students	Accreditation standard committees Blended/OWL course survey (every semester) Comprehensive examination participant survey (2012, 2014) Comps workshop survey (every semester) Course evaluation (every semester) Departmental committees Exit survey (every semester) New student survey (2014) LIS Advisory Board (every semester) Practicum focus group and student meetings (every semester)
Adjunct	Full faculty meeting (every semester) LIS Advisory Board (every semester) LIS Advisory Groups (specializations)
Alumni	Alumni board meeting (every month) Alumni survey (every three years) LIS Advisory Board (every semester)
Professional field	Employer survey (every three years) LIS Advisory Board (every semester) LIS Advisory Groups (specializations)

Various Learning Experience

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

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

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

Independent Study: Students may conduct in depth investigation of a topic under the supervision of a full-time faculty member. Many students have taken advantage of this type of learning to pursue areas of special interest to them. A list of independent study topics is included as Appendix xyz.

Special Topic Courses: Full-time and part-time faculty often offer special topic courses to introduce emerging topics to students. DLIS has developed a process and procedures for proposing special topic courses and regularizing such courses.

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

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

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

Source of Evidence

- CUA syllabus template
- Course Catalog <http://lis.cua.edu/courses/courses.cfm>
- Course Syllabus available via CUA syllabus repository
- Core course review guideline
- Mid-level course review guideline
- Advanced-level course review guideline
- Procedures and process for proposing special topic courses and adopting new courses
- Course of study Proposal Template
- Core course syllabus template
- Symposia <http://lis.cua.edu/symposium/>
- CHIM Forum <http://lis.cua.edu/chimforum/>
- Colloquia <http://cuaslis.org/wp/category/events/colloquiums/>

II.2 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information

studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

DLIS curriculum provides students with the knowledge and skills to create, communicate, identify, select, acquire, organize, store and retrieve, preserve, analyze, interpret, evaluate, synthesize, dissemination, and manage information and knowledge. The curriculum is based on program objectives and is designed to help student develop competencies in six target areas. These competency areas address the foci identified in Standard II.2 and are supported by core and elective courses. Table II-9 shows how constructs in Standard II.2 are covered by the competency areas and courses. Core courses lay a solid foundation and higher-level electives expanding on that foundation and providing opportunities for in-depth studies of these important aspects of information services and management.

Table II-9. LIS Competencies and Courses Covering Standard II.2 Constructs

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

II.3 The curriculum

II.3.1 Fosters development of library and information professionals who will assume an assertive role in providing services.

II.3.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.

II.3.3 Integrates the theory, application, and use of technology.

II.3.4 Responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups.

II.3.5 Responds to the needs of a rapidly changing technological and global society.

II.3.6 Provides direction for future development of the field.

II.3.7 Promotes commitment to continuous professional growth.

CURRICULUM PREPARES LIBRARY AND INFORMATION PROFESSIONALS

The curriculum supports the program objectives and is designed for students to develop competencies that reflect the knowledge, skills, and abilities library and information professionals must possess to function effectively in the 21st century. Table II-10 illustrates how courses at DLIS address the elements of Standard II.3.

Table II-10. Courses Mapped to Elements of Standard II.3 (*n=63)

Standard II.3	Course addressing each element	Number & Percentage of courses supporting Standard II.3
II.3.1 Fosters development of library and information professionals who will assume an assertive role in providing services.	522, 524, 551, 553, 555, 557, 603, 606, 610, 615, 616, 633, 634, 635, 636, 638, 639, 643, 644, 646, 648, 652, 654, 672, 675, 677, 713, 731, 747, 752, 753, 756, 757, 772, 830, 832, 833, 834, 835, 839, 843, 844, 845, 846, 848, 849, 870, 871, 874, 877, 881, 884, 886, 887, 888, 889	56 (89%)
II.3.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.	524, 525, 551, 553, 555, 603, 606, 610, 615, 616, 631, 633, 634, 635, 636, 638, 639, 643, 644, 646, 647, 652, 654, 672, 675, 677, 713, 731, 747, 752, 753, 756, 757, 772, 832, 833, 834, 839, 844, 846, 848, 870, 874, 877, 888	44 (70%)
II.3.3 Integrates the theory, application, and use of technology.	522, 524, 525, 551, 553, 555, 603, 606, 610, 615, 616, 631, 633, 634, 635, 636, 637, 638, 639, 643, 644, 646, 647, 648, 652, 654, 670, 675, 713, 731, 747, 752, 753, 756, 757, 761, 772, 830, 832, 834, 839, 843, 844, 845, 870, 871, 874, 877, 881, 886, 887	51 (81%)
II.3.4 Responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups.	522, 525, 551, 553, 557, 603, 610, 631, 634, 635, 636, 637, 638, 641, 644, 646, 652, 672, 675, 731, 772, 832, 833, 834, 835, 843, 844, 846, 848, 849, 877, 881, 888, 889	34 (54%)
II.3.5 Responds to the needs of a rapidly changing technological and global society.	522, 524, 525, 551, 553, 555, 557, 603, 606, 610, 615, 631, 633, 634, 635, 636, 637, 638, 639, 641, 643, 644, 646, 647,	56 (89%)

	648, 652, 654, 672, 675, 677, 713, 731, 747, 752, 753, 756, 757, 761, 772, 830, 833, 834, 835, 839, 843, 848, 849, 870, 871, 874, 881, 884, 886, 887, 888, 889	
II.3.6 Provides direction for future development of the field.	524, 557, 606, 615, 635, 639, 641, 644, 646, 648, 652, 675, 677, 713, 731, 747, 756, 761, 772, 832, 833, 871, 874, 881, 887, 889	26 (41%)
II.3.7 Promotes commitment to continuous professional growth.	551, 553, 555, 557, 603, 606, 610, 615, 633, 634, 635, 636, 638, 639, 641, 643, 646, 652, 672, 675, 713, 731, 756, 757, 772, 839, 874, 886, 888, 889	30 (48%)

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

II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services;

Several program objectives articulate the MSLIS program's commitment to educate graduates ready to assume an assertive role in providing services: Graduates

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

Of the 63 courses in the MSLIS curriculum, 56 (89%) prepare students to provide innovative and effective information services in a world that is increasingly multilingual, multicultural, and multiethnic. LSC553 Information Sources and Services, a core course, provides opportunities for students to develop skills and leadership abilities in the design and delivery of information services. Building on the core course, many higher level courses provide opportunities for students to apply their knowledge and abilities by working with local organizations, scholars, and communities to learn how to assume assertive roles in organizing and digitizing local resources, developing tools, assisting in writing grants, and organizing workshops for users. Prime examples of course products that demonstrate student learning are

1. Students in LSC652 Foundations of Digital Libraries created digital collections for local small archives or special collections. These efforts help these organizations jumpstart their digitization projects. Local organizations where students completed digitization projects include Franciscan Monastery Archives, Arlington Public Library Special Collections, DCPL special collections, the Society of the Cincinnati, Trinity Washington University, and the George Finch Collection at the Georgetown Law Library.

2. Students in a special topic course, “Digital humanities” worked with the faculty from the School of Theology and Religious Studies to document oral history and create a digital repository for the preservation and dissemination of the cultural record of Christian Syriac Communities, the *Syriac Heritage: Voices of Women Exiles* (<http://syriacheritage.cua.edu/>). Students created annotated bibliography to provide a list of resources from which ‘best practices’ in Oral History can be derived. The resources guide the research team to collect oral histories that will make up a significant portion of the digital repository.
3. Students in LSC 648 Digital Curation created a workshop on photo archiving to help the public manage and preserve photos: Preserving Your Personal Memories: Students Create Workshop on Photo Archiving <http://blogs.loc.gov/digitalpreservation/2014/05/preserving-your-personal-memories-students-create-workshop-on-photo-archiving/>
4. Students in LSC646 Archives Management processed archival collections and created finding aids for the CUA Archives. These findings aids help the archives greatly facilitate user access to collections at the CUA Archives.

LSC 553 is the core course that focuses on information service. The standard final examination of this course shows students are well prepared in this area. Table II-11 presents the evaluation rubric used to assess student learning, and the average scores for each trait exhibited in the take-home examination. Score “1” indicates performance below expectation, “2” for meeting expectation, and “3” for exceeding expectation.

Table II.11. LSC 553 Final Examination Average scores

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

These findings correspond well to data from annual exit surveys, 2010-2015. Table II-12 shows that students reported the curriculum has helped them develop competencies in the Resources and Services areas. Numbers represent “very well” and “adequately” responses to the question: How well do you feel SLIS has prepared you in these competency areas?

Table II-12. Competency Preparation in Resources and Services

	2010	2011	2012	2013	2014	2015	Average
Resources	100%	94.2%	100%	97.1%	96.4%	85.7%	95.6%
Services	100%	96.1%	97.8%	100%	92.9%	96.4%	97.2%

II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

Seventy percent of the DLIS courses emphasize the value of basic and applied research. Many courses help students develop into critical consumers of research. Students evaluate and incorporate research findings in their reports and discuss implications of basic and applied research for information services, organization, and management in libraries, archives, and other information-intensive agencies. Further, students are encouraged to conduct quality research, apply findings and assess impact of their research. Several courses address the interdisciplinary nature of the library and information science field: LSC677 History and Theory of Cultural Heritage Institutions applies research from cultural studies; LSC 525 User Interface Design and Evaluation applies the literature about human-computer interaction; LSC874 Digital humanities applies research from the humanities; and LSC772 Marketing Library and Information Services applies the literature from business research. Examples courses emphasizing research-based practice are:

- LSC675 Research Methods focuses on research design and analysis in the LIS discipline.
- LSC652 Foundations of Digital Libraries requires students to conduct an assessment and usability testing to create better systems and methods for information retrieval and access, and interface design. Sample usability testing reports and case study research papers from LSC652 are available on site.
- LSC644 Information Literacy and Instructional Design introduces students to instructional design methods and strategies to develop user competency in using and managing information.
- Many independent studies provide opportunities for students to produce publication-quality quality research papers (Details on independent studies are presented in Chapter 3 that addresses Standard III: Faculty). For example, a research paper produced from an independent study in 2010 won the student paper award from the American Association of Law Libraries/LexisNexis (Debbie Shrager “Moving past Web 2.0h! An exploratory study of academic law libraries” (<http://www.aallnet.org/mm/Member-Resources/AALLawards/award-call-for-papers.html>)).
- In spring 2015, a student (Justine Rothbart) published an article on her experience in participating in processing the Yellowstone archives’ hidden collections via the National Park Service in the January/February issue of SAA's *Archival Outlook* <http://www.bluetoad.com/publication/?i=243618&pre=1>
- In 2010, a student’s research paper on blogging prepared for LSC555 was published in the Smithsonian Libraries blog (Unbound). <http://blog.library.si.edu/2010/12/bloggin-in-librariespart-1/>

As the culminating experience of the MSLIS program, students take the required take-home comprehensive examination that asks them to prepare a research paper on a question designed by the faculty. The examination is designed for students to demonstrate competencies, research skill, analytical abilities, knowledge of the literature, the ability to evaluate and synthesize the literature and what they have learned from courses, and the ability to communicate in writing. This format was adopted in 2012 to underscore the value of research. Essays are evaluated according to an evaluation rubric (<http://slis.cua.edu/courses/comps/index.cfm>). The faculty

analyzes examination outcomes after each examination and reflect on actions needed to improve student learning. Table II-13 present average scores from six semesters of examinations, from fall 2012 to summer 2014. Score “1” indicates performance below expectation, “2” for meeting expectation, and “3” for exceeding expectation. Data show that students scored higher in their ability to search, evaluate, analyze, and synthesize literature.

Table II-13. Average Comprehensive Examination Scores, fall 2012-summer 2014

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

II.3.3 integrates the theory, application, and use of technology;

Technology is central to the curriculum. Fifty-one courses (81%) contribute to the development of technology competencies in the program. Instructors use various technology tools to enhance student learning, such as Blackboard, Edmodo, Google apps, Wordpress, Twitter, Adobe Connect, and iSpring for video production. Many courses incorporate apps, programs, Web technologies, content management systems, and software for students to practice applying technology to information organization, information access, service provision, collection management, information instruction, marketing, digital curation, and collaboration. LibGuide, a content management system, for instance, has been used in LSC 533 for students to organize information resources for users and guide them to take full advantage of rich information resources. It is also used in LSC 633 Advanced Information Retrieval and Analysis Strategies to present research findings for users. Examples of student work products include

- Appetite for Instruction: Information Resources for the food enthusiast. (Spring 2010) Sarah Rice Scott, Cynthia Farnquist & Russell Martin: <http://libraryschool.libguidescms.com/friendly.php?s=appetiteforinstruction>
- Instruction Module: Let’s Look it Up! (Fall 2010) Mary Beth Kurspatrick, Liz McLean, Amy Baldwin & Amal Morsy: <http://students.cua.edu/79morsy/index.html>
- The Federal Freedom of Information Act: A guide of the resources on the federal Freedom of Information Act (FOIA) (Fall 2012) Emily Burton: <http://libraryschool.libguidescms.com/content.php?pid=409446>

LSC610 Information Architecture and Web Design provides students to redesign websites of various organizations including Georgetown Law Library, District of Columbia Library Association (<http://www.dcla.org/news/1303322>), Stark County District Library Website,

Catholic Research Resources Alliance (CRRA) Website, and Library of Congress websites by using a prototyping tool, HTML, CSS, and other website design techniques.

LSC616 Indexing, Abstracting and Thesaurus Construction used MultiTes and HTML for students to create a web-based thesaurus by applying principles of developing a thesaurus following ISO *ISO 25964 Thesauri and interoperability with other vocabularies*. (<http://students.cua.edu/00morgar/test/alpha.htm>)

Students in LSC646 Archives Management created EAD finding aids for archival collections at the CUA Archives.

<http://archives.lib.cua.edu/findingaid/schmidt.cfm>;
<http://archives.lib.cua.edu/findingaid/clemens.cfm> ;
<http://archives.lib.cua.edu/findingaid/healy.cfm>;
<http://archives.lib.cua.edu/findingaid/goguen.cfm>

LSC652 includes a class project which allows students to apply best practices of creating a digital collection with digital content management systems, CONTENTdm or Omeka (course project website <http://cdm15850.contentdm.oclc.org/> and a recent course project of creating a digital gallery with Omeka <http://gibbonsmedalist.omeka.net/exhibits/show/gibbons-medalist-gallery/castingmold>). Taking a project management approach, students follow common digitization guidelines for digitization process, develop metadata schemas for a collection, manage digital objects and metadata in content management systems, customize the websites to support information searching and browsing, and conduct a usability testing of the final products. Table II-14 shows technology applications taught and used in selective courses.

Table II-14. Technologies Used in Courses

Course	Technologies taught and used in course
525: User Interface Design and Evaluation	HTML; CSS; wiki; UI & Prototyper prototyping tools; Google Docs for collaboration; Balsamiq, moqups, or other mock-up tools
551: Organization of Information	DC metadata creation tools: Dublin Core Metadata Generator; OCLC Connexion (http://connexion.oclc.org); Library of Congress Cataloger's Desktop (http://desktop.loc.gov); Classification Web (http://www.classificatioweb.net). MultiTes; RDA Toolkit; SearchBox (Summon discovery system)
553: Information Sources and Services	OPACs; digital library retrieval systems; web search tools; academic databases; Springshare Libguides; library catalogs; discovery layer systems; personal bibliography management tools.
555: Information Systems in Libraries and Information Centers	Database management system; Web 2.0 tools; Web blog (set up and posting); HTML and XML technologies; CSS; MS Access; wiki; XSL
557: Libraries and Information in Society	Google Doc; Wiki (For student collaborative projects)
606: Cataloging and Classification	Classification Web; OCLC Connexion; AACR2, RDA, and Dublin Core metadata schemas; WebDewey; MARC 21; Cutter-Sanborn Tables; Cataloger's Desktop; RDA Toolkit.
610: Information Architecture and Web Design	HTML; CSS; Wiki; UI prototyping tools; HotGloo or other prototyping tools; Dreamweaver & open source HTML editors; Gliffy or other diagraming tools; Balsamiq, moqups or other mock-up tools; content management systems; OptimalSort or other cardsorting tools; Google web analytics and other

	analytics tools
615: Metadata	Various metadata generators; HTML & XML; NoteTab Light for students to create, validate, and display EAD XML files
616: Indexing, Abstracting, and Thesaurus Construction	MutiTees; HTML
633: Advanced Information Retrieval and Analysis Strategies	The course covers databases provided by: Dialog, Lexis/Nexis, Factiva, ProQuest, EBSCO, digital libraries, WorldCat, resources in the Deep Web, social media, open access resources, and other databases subscribed by CUA, such as Web of Science and Polls of the Nation. LibGuides; Weebly.
635: Advanced Information Retrieval and Analysis Strategies	Depending on project options selected, students may gain experience with survey development tools, such as Survey Monkey or Google Docs.
636: Social Science Information	Springshare (LibGuides); RefWorks personal bibliography manager; various digital library information retrieval systems
643: Oral History	Digital recorders; Voice recognition software
646: Archives Management	Eloquent Systems (2011); Archivists Toolkit (2012, 2013); and ArchivesSpace (2014) for students to create DACS-compliant archival descriptions.
648: Digital Curation	DMPOnline and DMPTool; Digital curation technical tools students reviewed and demoed 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
652: Foundations of Digital Libraries	CONTENTdm; Omeka; ViewShare;Photoshop; Mesh-up; Google Doc or wiki for collaboration; HTML
654: Database Management	SQL; MySQL; hosted web services
672: Management	Information retrieval tools and personal bibliography management tools useful for term projects
675: Research Methods in Library and Information Science	Microsoft Excel; SPSS
731: Media Integration in the Curriculum	iPads; educational websites; applications; educational social media
748: Electronic Records and Digital Archives	Alfresco & BitCurator used for in-class demonstrations
753: Programming and Web Applications	HTML; CSS; PHP; Scratch; hosted web services; Wiki
772: Marketing Libraries and Information Services	Various technologies as appropriate to students' term projects, which may involve any aspect(s) of the marketing process.
830: Legal Literature	OPACs; digital library retrieval systems; web search tools; academic databases, and commercial legal and congressional databases; Springshare Libguides.
835: Administration of School Library Media	Collection analysis tool

Programs	
839: Advanced Legal Research	OPACs; digital library retrieval systems; web search tools; academic databases, and commercial legal and congressional databases; Springshare Libguides.

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

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

LSC555 is a core course that focuses on information systems and helps students develop foundational understanding and skills for information technology applications in libraries and other information environments. Instructors of LSC555 use a group project to assess students' learning outcomes. Scores from three semesters show that students learned well in the technology area. Table II-15 presents learning outcomes, with score "1" indicating performance below expectation, "2" for meeting expectation, and "3" for exceeding expectation.

Table II-15. LSC555 Student Learning Outcomes

	Content/integration of course concepts	Research	Critical analysis (includes prototype, if part of project)	Technology skills
Fall 2012	2.75	3.00	3.00	3.00
Spring 2013	3.00	2.81	3.00	2.50
Fall 2014	3.00	3.00	2.9	2.7

Table II-16 presents data from annual exit surveys that indicate students gave high marks for technology competency development. However, these scores are lower than those in the Resources (95.6%) and Services area (97.2%). Table II-16 data represent "very well" and "adequately" responses to the question: How well do you feel SLIS has prepared you in these competency areas?

Table II-16. Competency Preparation in Technology

	2010	2011	2012	2013	2014	2015	Average
Information Technology	91%	92.3%	88.6%	91.6%	85.7%	92.9%	90.4%

The faculty continues to explore ways to improve student learning in this area, and the improvement between 2014 and 2015 is encouraging. Data indicate that emphasis on technology applications in the curriculum has helped. Analysis of enrollment data found a steady increase of enrollment in technology-related courses, including LSC610 Information Architecture and Web Design, LSC652 Foundations of Digital Libraries, and LSC654 Database management. To address the development of technology competencies fully, the Curriculum Committee will review technology-centered courses in fall 2015.

II.3.4 responds to the needs of a diverse society including the needs of underserved groups;

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

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

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

II.3.5 responds to the needs of a rapidly changing technological and global society;

Fifty-six (89%) of DLIS courses address the needs of a rapidly changing technological and global society. Faculty cover emerging trends and technologies in response to the evolving needs of the profession, and seek out cutting edge practice-based technology opportunities for students. As discussed in Curriculum Standard II.1, the curriculum is assessed and reviewed systematically to ensure its currency and relevance. As a result of the systematic review, new courses and courses of study have been added to address emerging trends. For example, CHIM

course of study was introduced in 2011, Information Analysis course of study in May 2015, Community and Embedded Information Services in May 2015, and a CHIM post-master certificate program in April 2015.

II.3.6 provides direction for future development of the field;

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

II.3.7 promotes commitment to continuous professional growth.

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

Thirty of the 63 courses (48%) help students appreciate the need for lifelong learning. As society goes through rapid demographic and technological changes, the faculty helps students develop abilities to keep up with new developments and develop strategies to meet the needs of users in a variety of information settings. Students understand the dynamic and changing nature of the network environment and are prepared for continuous learning to ensure effective services for users. Beyond the classrooms, DLIS offers conferences and colloquia, and student organizations sponsor guest lectures, workshops and tours of information agencies to enrich their learning. Alumni have created a mentoring program to guide students through coursework and in career preparation. DLIS also encourages students to engage in professional associations by attending workshops and conferences, and presenting reports or posters at national and regional professional conferences. Students have participated in the American Library Association conferences, Society of American Archivists conferences, Bridging the Spectrum Symposiums hosted by DLIS, Cultural Heritage Information Management (CHIM) Forum organized by DLIS, Mid-Atlantic Regional Archives Conferences, and events organized by the District of Columbia

Division of the Special Libraries Association and the Potomac Chapter of the Association for Science and Information Technology. At the CHIM Forum, 15 students presented their practicum projects. Table II-17 presents examples of student participation in professional conferences. DLIS also offers continuing education opportunities to practitioners, including post-master certificate programs (<http://lis.cua.edu/msinls/postmasters.cfm>), non-degree seeking option, and summer institutes (<http://lis.cua.edu/courses/institutes.cfm>).

Table II-17. Student Presentations at Professional Venues

7/2015: Recent CUA LIS alum, Christian Minter and current student, Anita Kinney were featured online in the American Libraries Magazine for their outstanding presentation on Public Health and Public Libraries at the 2015 ALA Annual Conference last month.

2/2015: Rebecca 'Becky' Katz presented her first poster at the Association for Library and Information Science Education (ALISE) 2015 conference this past January

10/2014: Anita Kinney presented at the MARAC conference in the "Student Paper Double Session: Appraisal to Access and Outreach."

<https://marac.memberclicks.net/assets/documents/maracbaltimore2014.pdf>

7/2014: Lindsay Bright, Michelle Datiles, and Sarah Ettinger presented a poster highlighting the projects completed by their classmates in the spring 2014 Digital Curation class.

Rebecca Katz gave a lightning talk on "UELMA-Compliant Preservation: Questions. And answers?" based on her work as an assistant general counsel to the Council of the District of Columbia. Her presentation summarizes the questions that the Council has examined in its consideration of how to implement a preservation model for an electronic publication of its code of laws.

08/2014: Six students from The Catholic University of America Library and Information Science program presented posters at the Society of American Archivists conference in Washington, DC. The posters highlight research activities, projects and records management programs the students have worked on. Topics the CUA students were presenting:

- J. Michelle Datiles, *Searches in Sinai: The Romain F. Butin 1930 Harvard-CUA Expedition to Serabit-el-Khadim Collection*
- Joseph Koivisto, *Project Andvari: Facilitating Access to Disparate Digital Collections of the Medieval Material Culture of Northern Europe through Interdisciplinary Collaboration*
- Chloe Raub, *Wikipedia loves academic archives! Improving Access to College and University Archival Collections through the GLAM-Wiki Initiative*
- Mike Saelee and Steven Salas, *The Franciscan Monastery Visual Collection: Strengthening User-Community Engagement Through Digital Preservation and Access*
- Sharad Shah, *Historic Postcards of Virginia: A Collaboration between CUA and the Arlington Public Library's Center for Local History*

11/2013: Dr. Sung Un Kim and Laura Owen (SLIS current student) presented at the Virginia Association of School Librarians (VAASL) Conference in Hampton, VA on November 9th. Using best practices shared in phone interviews with K-12 educators, they will present various ways teachers and librarians involved in reading instruction use social media for their lessons. Useful social media tools will be introduced, and the benefits and challenges of integrating technology into reading education will be discussed.

8/2013: Michael Dobbs, a graduate student of Department of Library and Information Science, presented his work at the annual meeting of Society of American Archivists (SAA) in New Orleans. His presentation was based on his work on a project to create structural metadata using the METS schema for a stranded digital collection of Treasure Chest comic books housed in the University Archives of the Catholic University of America. The METS record helps to preserve the order and hierarchy of the page images as

well as some of the alternate viewing to the start of March 2013

(<http://archives.lib.cua.edu/findingaid/treasurechest.cfm>).

4/17/2012: SLIS Clinical Associate Professor David Shumaker and students Trevor Riley and Christian Minter were panelists at the Spring Meeting of the Health and Human Services Librarians Consortium. Their topic was “Fostering Innovation in the Library: Perspectives on training, engaging and harnessing the energy of new library school graduates”. The meeting was held at the U.S. National Institutes of Health in Bethesda, MD on April 12, 2012.

08/2011: Lisa M. Campbell presented her poster, titled “Partnerships on Both Sides of the Pond: Taking on Corporate Partners for Digitization” at ARCHIVES 360, SAA’s 2011 Annual Meeting

http://saa.archivists.org/Scripts/4Disapi.dll/4DCGI/events/eventdetail.html?Action=Events_Detail&Time=99222750&InvID_W=1907

Sources of Evidence

- Course syllabi available on CUA syllabus repository
- Core course learning outcomes assessment reports
- Student course products or research papers
- Proposals of two certificate programs (Leadership and CHIM)
- Proposals of two new courses of study (Community and embedded information Services and Information analysis)

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

Options Within the Curriculum

Advising

Academic advisors inform and encourage students to take advantage of the rich learning opportunities at DLIS. Advisors help students develop programs of study to meet their needs, goals, and aspirations and provide guidance in developing competencies needed for productive careers. By making explicit the curriculum structure through course number changes and course grouping by competency, DLIS makes it easier for students to develop coherent programs of study. The ten courses of study, offer students clear paths to pursue selected careers. The *Two Year Plan of Courses for the Master of Science in Library and Information Science Program* available on the DLIS website available at: <http://lis.cua.edu/res/docs/2YearPlan-2015-02-15.pdf> offers students a guide to plan for their courses from the time they enter the program until the time they graduate. The advising sheets developed in spring 2014 also provide support to students and advisors. In addition, DLIS also provides detailed course information on the Department’s Web page, including:

- Course selection FAQ (<http://lis.cua.edu/courses/faqs.cfm>)
- Course catalog description (<http://lis.cua.edu/courses/courses.cfm>)
- Course schedule (<http://lis.cua.edu/courses/schedules.cfm>)

Courses of Study

The DLIS curriculum enables students to construct programs of study based on their needs, goals, and aspirations. Students can choose to concentrate their studies in a pre-designed course of study or work with their faculty advisor to develop their own course of study. The faculty develops ten courses of study (<http://lis.cua.edu/msinls/coursesstudy.cfm>) to guide students: community and embedded information services, cultural heritage information management, digital libraries, generalist, health sciences, information analysis, information architecture, law librarianship, organization of information and school library media. In developing the courses of study, the faculty considered competency recommendations of related professional organizations and selects courses that will foster the development of such competencies. The 2014 Alumni Survey found that 94% of the respondents felt the curriculum provided them with a coherent program of study.

Joint Degree Programs

DLIS offers six joint degree programs, which combine advanced studies in two disciplines in order to acquire competence in specialized areas of library and information science and a closely related field. The areas in which LIS offers joint degrees are Biology, English, History, Law, Musicology and Religious Studies (<http://lis.cua.edu/courses/schedules.cfm>).

Independent Study and Special Topic Courses

To investigate emerging issues and study new developments in the field, faculty members offer special topic courses. DLIS has a policy for proposing special topic courses and regularizing them into the curriculum. In addition, students can choose to pursue independent studies under the guidance of full-time faculty members. A maximum of two independent studies may be completed by a student. The current full-time faculty members have supervised a total of 38 independent study courses from 2009 to 2015. Topics range from a study on the use of Web 2.0 technologies in academic law libraries in the DC metro area (this student won the AALL/LexisNexis best student paper award) to an oral history project, where a student conducted several oral histories of users of the National Library Service for the Blind and Physically Handicapped. A complete list and samples of independent study projects are available on site. Appendix xxx shows the relationship of independent studies and special topic courses to LIS competencies.

Practicums and Other Experiential Learning

DLIS offers practicum opportunities (LSC 695A or LSC 695B) for students to obtain customized field experience in a specialized area. The practicum experience (offered as a 3-credit elective) is optional but encouraged by the faculty. Practicum is required for School Library Media (SLM) students. SLM practicum guidelines (available on site) were revised by Ms. Nancy Silcox, SLM Practicum Coordinator, and Dr. Sung Un Kim, and reviewed by the Curriculum Committee in the fall of 2013. Another update to the guidelines was made in Spring 2015. Students must complete 120 hours of field work under the supervision of a librarian and keep reflective journals

of the experience; they are then graded on a pass/fail basis. The purpose of a practicum is for students to gain practical experience in the field. Further information on practicum is available at <http://lis.cua.edu/courses/practicum/>. DLIS has taken full advantage of the rich resources in the Washington metropolitan area to give students opportunities to work with mentors at libraries, museums, archives, and other information settings. A selective list of practicum sites can be viewed at: <http://lis.cua.edu/courses/practicum/practicumopportunities.cfm>). Table II-18 presents practicum enrollment data since our last review:

Table II-18. Practicum Enrollment by Year

Year	2009	2010	2011	2012	2013	2014	2015
No. of Students	10	22	18	13	24	40	14

Students who received the CHIM scholarship were required to do a practicum, and that contributed to the large number of students enrolled in practicum in 2014.

Students have found practicums highly valuable for combining theory and practice. One practicum student from spring 2015 commented on the experience (see: <http://cuaslis.org/wp/cua-lis-practicum-diaries-lea-harrison-library-of-congress-publishing-office/>):

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

This positive view was echoed by another student comments from the 2014-2015 survey of graduating students:

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

Table II-19 presents data from exit surveys on students' perception of their practicum experience. Data represent "strongly agree" or "agree" responses to the question: To what extent do you agree with the statement that "practicum opportunities provide valuable field experience"?

Table II-19. Student Perception of Practicums

	2010	2011	2012	2013	2014	2015	Average
Practicum	91.7%	73.9%	80%	84.2%	92.8%	94.1%	86.1%

These data underscore the relevancy and significance of the practicum experience to students. Details of the practicum sites, students' reflection on their practicum experience, and supervisors' assessment of students' work are available on site.

Graduate Library Pre-professional Program

DLIS collaborates with the university libraries to offer several Graduate Library Pre-professional (GLP) scholarships each year. The GLP program serves a twofold purpose: providing selected new students in DLIS with pre-professional 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 at <http://lis.cua.edu/finaid/#graduate>

4+1 Bachelor to Master of Science in Library and Information Science (MSLIS)

This program is designed to encourage qualified undergraduates to pursue a master's degree in the LIS field by allowing students to take DLIS 500 level courses and have up to 12 credits (4 courses) count toward the bachelor's degree and the MSLIS degree. Upon completion of their BA or BS at CUA, these students will only need eight DLIS courses to complete the MSLIS requirements. DLIS added three 52X level courses to support this program. Program details are online at <http://lis.cua.edu/4plus1program.cfm>

Colloquia and Symposia

To raise awareness of the value of research, practice, and service, DLIS offers colloquia on various topics for its community. A list of colloquia and video presentation is online at <http://lis.cua.edu/people/video.cfm>. In 2009, DLIS initiated a research symposium for faculty, students, alumni, and practitioners to share best practices and research findings. The symposium offers students opportunities to present research projects, participate in a professional conference, and network with practitioners and researchers. The symposium is held in the spring semester each year. For a list of past symposia speakers and topics see: <http://lis.cua.edu/people/video.cfm>. The 2014 Current Student Survey found that 76% of respondents either "strongly agree" or "agree" that colloquia, workshops, and special programs enhanced their learning. Table II-20 presents data from exit surveys that show that students' perception of special programs was slightly lower. Data represent "strongly agree" or "agree" responses to the question: To what extent do you agree with the statement that "special programs, workshops, and colloquia added to the quality of my educational experience"?

Table II-20. Student Perception of Special Programs.

	2010	2011	2012	2013	2014	2015	Average
Specialty Programs	61.8%	58%	67.6%	67.7%	67.8%	73%	65.9%

Sources of Evidence

- DLIS Two Year Plan <http://lis.cua.edu/res/docs/2YearPlan-2015-02-15.pdf>
- CUA Courses of Study <http://lis.cua.edu/msinls/coursesstudy.cfm>
- Course Catalog <http://lis.cua.edu/courses/courses.cfm>
- Course Schedule <http://lis.cua.edu/courses/schedules.cfm>
- Students course products on independent study
- Practicum Sites <http://lis.cua.edu/courses/practicum/practicumopportunities.cfm>
- GLP Information <http://lis.cua.edu/finaid/#graduate>
- 4 + 1 Program information <http://lis.cua.edu/4plus1program.cfm>
- Colloquia <http://cuaslis.org/wp/category/events/colloquiums/>
- Symposia <http://lis.cua.edu/symposium/>

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

The Role of Specialization Within the Curriculum

The curriculum supports ten courses of study for students to develop competencies in specialized areas: <http://lis.cua.edu/msinls/coursesstudy.cfm>. When developing a new proposal for a course of study, the faculty must provide the Curriculum Committee with the goals for the course of study and explain how they are tied to the standards, competencies and the needs of the field so that the course of study can provide students with a level of specialization that prepares them for professional practice in a variety of information settings.

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

Cultural Heritage Information Management (CHIM)

The CHIM course of study <http://lis.cua.edu/MSinLS/coursesStudy/CHIM.cfm> was launched in 2011. It is designed to address the market needs created by the convergence of practice in libraries, archives, and museums. The course of study serves as a guide to career preparation in the CHIM area, listing core courses, highly recommended courses, and electives. In addition, it provides information on professional associations and publications of interest to students in the CHIM area. In fall 2015, DLIS launched a certificate in CHIM for practitioners interested in continuous learning in this area. The CHIM Advisory Group provided input on the knowledge, skills, and practices students must have to prepare for careers in cultural heritage

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

Law Librarianship Course of Study

Ranked 3rd in the nation per the U.S. News & World Report, the Law Librarianship course of study (<http://lis.cua.edu/MSinLS/coursesStudy/law.cfm>) is designed for students interested in careers in law firms, government agencies, corporate legal departments and academic law libraries. The course of study describes a joint-degree (MSLIS and JD) option with Catholic University's Columbus School of Law. Students who hold a Juris Doctorate will only need to complete 30 credit hours. The faculty consulted competency recommendations of professional associations as it designed this course of study, including American Association of Law Libraries, Law Librarians of the District of Columbia, Virginia Association of Law Libraries and the Special Libraries Association.

School Library Media

The school library media program of study (<http://lis.cua.edu/msinls/coursesstudy/school.cfm>) prepares students for practice and licensure as school library media specialists for k-12 education. It was developed according to the specifications of the National Council for the Accreditation of Teacher Education (NCATE) and meets the standards and competencies set forth by the American Association of School Librarians (AASL) of the American Library Association (ALA). The course sequence has been reviewed by the Department of Education at CUA to ensure that it meets university, association, and accreditation requirements, as well as the District of Columbia requirements for licensure. Documentation demonstrating how the DLIS school library media track complies with the AASL standards is available on site. DLIS school library media course of study has a prescribed curriculum for the 36 credit hours for the degree.

Source of Evidence

- CUA Courses of Study <http://lis.cua.edu/msinls/coursesstudy.cfm>

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

Consistency of Quality Across Formats and Locations

DLIS strives to enhance the flexibility of the curriculum by offering courses on campus and at off-site locations—Library of Congress and Northern Virginia. DLIS started experimenting with asynchronous online teaching in 2009, began experimenting with synchronous learning through Adobe Connect Pro in fall 2010, and launched the Online Weekend Learning (OWL) program in fall 2011 (<http://lis.cua.edu/owl/>). Courses are delivered in three formats: 1) Face-to-face class

meetings on campus enhanced with online course enhancements through a management system, Blackboard; 2) blended format in which half of the course is delivered online through Blackboard or Adobe Connect Pro, and half of the course is delivered through face-to-face class meetings; and 3) the OWL format that includes four Saturday face-to-face class meetings and extensive online course work throughout the semester. DLIS also offers weeklong intensive courses during the summer session, including a study-abroad course, Visions of Italy, which takes students to Rome and Florence in the summer.

The OWL program was offered for the Generalist course of study and the School Library Media course of study to ensure that any student pursuing the school library media course of study would be able to complete the entire degree by attending classes only on weekends. This approach was piloted to determine the level of student acceptance and whether this approach would serve LIS's school library media students and to shift the time students spent in class to days that would not conflict with work schedules. The initial launch was well received, and students provided positive feedback.

In 2009, the department created a Blended Learning committee to oversee online teaching and learning. The Blended Learning Committee evaluated online courses each semester, and the faculty discussed evaluation data and teaching strategies at faculty meetings and full faculty meetings that included adjunct faculty. Student assessment of online courses indicates more support is needed for students and faculty alike. Table II-21 presents exit survey data on the number of students who "strongly agree" or "agree" that the online courses are satisfactory.

Table II-21. Student Satisfaction with Blended/OWL Courses

Year	2011	2012	2013	2014	2015	Average
Blended/OWL Courses	54.9%	68.1%	75%	85.1%	72.4%	71.1%

With the understanding that technology and online learning are critical to the LIS field, the Curriculum Committee has decided to monitor online learning as well as on-site learning to ensure consistency in course quality and student learning outcomes. Workshops on teaching strategies and best practices have been offered to all faculty members to ensure faculty are ready to teach online courses. DLIS will continue to develop new delivery formats and employ new technologies to enhance teaching and learning. DLIS is considering offering fully online courses. It will ensure preparation for students and support for faculty are full in place before it takes on this new effort.

Ensuring Consistency in Teaching and Learning

To ensure consistency in teaching and assessment, the faculty agreed on outcomes measures for core courses to assess the achievement of course and program objectives. In fall 2008, the Curriculum Committee approved the procedure and process for core course review. Reviews of 55X courses take place every year, and an annual report on core courses is produced in the summer. The objective of core course reviews is to ensure the core courses 1) lay the foundation for achieving program objectives; 2) are up to date and appropriate in scope; and 3) make use of appropriate information technologies to provide students with a solid information technology foundation for their careers. Outcomes measures for the core courses are analyzed to determine if

the measures are appropriate. Overall, students feel that instruction in the core courses is sufficient but it can be improved. Table II-22 present exit survey data to show that on average 76% of respondents reported that instruction in the core courses provided a solid foundation for them. Data represent “strongly agree” and “agree” responses to the question: To what extent do you agree “the four core courses provide a solid foundation”? Faculty will continue to improve the curriculum by revising syllabi and incorporating new trends into core courses.

Table II-22. Student Perception of Core Course Instruction

Year	2010	2011	2012	2013	2014	2015	Average
Core courses instruction	70.5%	66.7%	70.4%	84.3%	82.1%	84.6%	76.4%

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

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

DLIS has presented Adjunct Faculty Handbook on its website to provide guidance for teaching. Course preparation resources (<http://lis.cua.edu/faculty/plan.cfm>) and online teaching resources (<http://lis.cua.edu/faculty/owl.cfm>) are also available to support the faculty. The Web page includes detailed class teaching procedures, such as a syllabus template, classroom location, grading, technical support, library system, course evaluation, examinations, guidelines for canceling class, information about weather, and student support services.

Outcomes Measures of Learning

The take-home comprehensive examination provides the culminating experience for MSLIS students. The examination requires students to demonstrate knowledge of the philosophy, history, social roles, and major challenges of the profession, including applications of technology, organization of resources, provision of services, and management of libraries and other information agencies. They must demonstrate knowledge of current practices and issues, ability to monitor and deal with changes, and ability to apply research findings. An evaluation rubric was adopted by the faculty to ensure consistency in grading and to help students prepare for the examination. In fall 2012, the faculty changed the comprehensive exam format from an in-class

examination to a take-home format that requires students to develop a research paper on a topic designed by the faculty. Students were surveyed in 2011 prior to adoption of the new format. Results indicated support for a change to the new format. After the Curriculum Committee agreed to make the change, an announcement was made to students, followed by a briefing to address student concerns and questions. A comprehensive examination guide was prepared to help students understand the purposes of the comprehensive examination and the expectations of the faculty. The guide with the evaluation rubric is online at <http://lis.cua.edu/res/docs/SLIS-Comps-Guidelines-2012fall-Web-1.pdf>. Past comprehensive exam documents online at <http://lis.cua.edu/courses/comps/>.

The success rates of comprehensive examination are indicators of consistency in teaching and learning across course delivery formats. The comprehensive examination is offered three times a year in spring, summer and fall. Table II-23 summarizes data from 2010 to spring 2015.

Table II-23 Success Rates of Comprehensive Examinations, 2010-spring 2015

Year	Pass	Fail	Total	Success Rate
2010	86	11	97	89%
2011	80	16	96	83%
2012	91	14	105	87%
2013	67	12	79	85%
2014	64	7	71	90%
Spring 2015	25	0	25	100%

The success rate has improved over time. The adoption of an evaluation rubric for the comprehensive examination in 2011 may have contributed to a lower passing rate in that year. To improve the success rate, the faculty have added assignments in core and elective courses for students to practice researching the literature and writing evaluation and synthesis of research literature. Advisors have provided guidance to advisees to help them prepare for the examination. Students are also strongly encouraged to submit sample essays for faculty input as they prepare for the examination. At comprehensive examination workshops, the faculty presenters explain the process, the evaluation rubric, and strategies for success. An analysis of comprehensive examination outcomes after the format change found that most students welcomed the format change though a small number felt the format was not the best way to demonstrate their knowledge and learning (evidence: 2014 comps analysis).

In addition to the comprehensive exam, DLIS has several other outcome measures for the program that have implications for curriculum development and revision. Surveys of students, alumni, and employers surveys provide feedback on how the program serves its constituents.

Sources of Evidence

- OWL <http://lis.cua.edu/owl>
- OWL teaching resources <http://lis.cua.edu/faculty/owl.cfm>
- Adjunct faculty handbook <http://lis.cua.edu/faculty/plan.cfm>
- Comprehensive exam guidelines <http://lis.cua.edu/res/docs/SLIS-Comps-Guidelines-2012fall-Web-1.pdf>

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

Curriculum Review Based on Student Outcomes

Curriculum Committee

Prior to 2015, all full-time faculty members serve on the Curriculum Committee. It was restructured in spring 2015 to a three-member committee (currently Drs. Youngok Choi (Chair), Syn and Zhang) in order to streamline processes and for greater efficiency. The charge of the committee is to lead curricular development and oversee curriculum review. The committee meets monthly and the chair reports to the faculty at monthly faculty meetings. When new proposals or changes ready for faculty consideration, the chair will present them for a faculty vote. Committee agenda and meeting minutes are available on site.

Curriculum Review and Plan

The curriculum is reviewed systematically to support the department's mission. In 2014, the faculty formalized the curriculum review process and approved the Assessment/Planning Cycle and Documentation (Fig. II-1).

Assessment/Planning Cycle and Documentation

Data is collected throughout the year from all of LIS's constituents (students, faculty, staff, alumni, and employers), compiled, triangulated, and analyzed in the summer to identify challenges, strengths, and weaknesses, used to inform decisions to improve, and communicated to all of LIS's constituents.

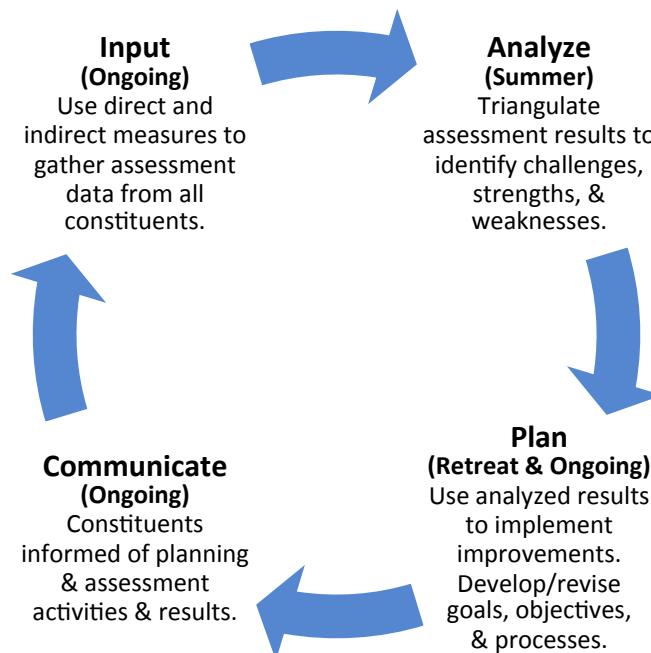


Fig. II-1. Assessment/Planning Cycle

The curriculum review plan is as follows:

- Core courses are reviewed every year with outcomes assessment-based
- Elective courses are reviewed on a 4-year cycle
Electives (52x, 6x#, 7x#, and 8x#) (4 year cycle): (x= number on the plan).
 - 2015 fall – 2016 spring: 5-6 (LSC555) + 525 (Technology Competency)
 - 2016 fall – 2017 spring: 3 -4 (LSC553) + 524 (Competencies of Resources and Services)
 - 2017 fall – 2018 spring: 0-1 (LSC551) + 522 (Information Organization competency)
 - 2018 fall – 2019 spring: 7-8 (LSC557) (Competencies of Professional Identify and Management)

The faculty reviews the entire curriculum continuously, identifies areas that needed improvement, and develops measures to gauge progress. The curriculum review plan of May 2015 provides more details.

Curriculum Updates

In spring 2015, a review of the comprehensive exam was conducted. As a result, the faculty modified the exam by adopting a protocol that would require students to attend the comprehensive exam workshop, meet with their advisor prior to taking the exam and by increasing the time that students have to take the exam, from two days to three.

To ensure systematic development of the curriculum the faculty approved procedures and process for regularizing special topic courses and adopting new courses in fall 2011. In fall 2012, three special topic courses--Electronic Records Management, Marketing Libraries and Information Services, and User Interface Design and Evaluation--were reviewed and approved as regular courses. Public Program, Outreach, and Exhibitions in Archives, Libraries, and Museums, was approved in 2013.

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

Input from LIS Constituents

DLIS seeks input and feedback from stakeholders as the faculty reviews and revises the curriculum. Course evaluations administered each semester are one source of data on student learning and achievement of course objectives. Course evaluations are administered online or in paper form. Table II-24 compares the overall course evaluations between CUA courses and DLIS courses. <<Data needed>>

Table II-24. Course Evaluations: CUA vs. DLIS, 2010–2015

Year/Semester	CUA Average	LIS Average
(waiting on data)		

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

Sources of Evidence

- Documentation on assessment planning cycle
- Curriculum review plan
- DLIS and CUA's Course evaluations

Standard III: Faculty

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

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

FACULTY EXPERTISE AND STRENGTHS

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

Table III.1. Full-Time Faculty Background

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

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

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

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

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

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

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

Table III-2. Full-Time Faculty Coverage of Core Courses

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

Table III-3 shows that full-time faculty have taught the large majority of core (required) courses. Their ability to cover core course not only ensure consistency in the teaching of subject matters but also enables the faculty to agree on evaluation measures to assess student learning in the cores.

Table III-3. Percentage of Faculty Core Course Coverage

Course	Number Taught by Full-time Faculty	Number of Sections Taught by Part-time Faculty	Percentage Taught by Full-time Faculty
551	14	5	74%
553	19	4	83%
555	22	0	100%
557	24	1	96%

While the number of full-time faculty is relatively small, the faculty has sufficient breadth and depth in expertise to support DLIS program objectives. Table III-4 shows the alignment of faculty with program objectives.

Table III-4. Faculty Alignment with Program Objectives

Program Objective	Full-Time Faculty Members
1. Are skilled in organizing, disseminating, managing and preserving information;	Dr. Choi, Dr. Hsieh-Yee, Dr. Syn, Dr. Zhang
2. Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;	Dr. Choi, Dr. Hsieh-Yee, Dr. Kim, Dr. Kules, Dr. Syn, Dr. Zhang
3. Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;	Dr. Chancellor, Dr. Hsieh-Yee, Mr. Shumaker
4. Are capable of serving information seekers in a global society;	Dr. Chancellor, Mr. Shumaker
5. Appreciate education and service as integral to the role of the information professional in society;	All
6. Interpret and apply research results from library and information science and related fields;	All
7. Articulate the economic, political, cultural and social importance of the information profession;	All
8. Are dedicated to professional growth, continuous learning and applying new knowledge to improve information systems and services to meet the needs of information users in society.	All

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

For service, the full-time faculty are sufficient to carry out a wide range of service activities for DLIS, CUA, and professional associations. DLIS maintains a system of faculty committees to ensure strong support for teaching, research, and learning. All full-time faculty serve on committees, and membership rotates systematically to ensure fair distribution of workload and sufficient opportunities for leadership development. The committee structure has been modified as needed to improve efficiency. For example, for 2015-16, the former Blended Learning Committee has been superseded by a new Assessment & Planning Committee, as blended learning has become a stable component of our program and should be incorporated into regular

assessment and strategic plans. Table III-5 summarizes the current Department of Library and Information Science committee structure and membership.

Table III-5. Committees and Membership

SLIS Committees	Members (2015-16)
Curriculum	Choi (Chair), Kim, Syn
Planning & Assessment Committee	Hsieh-Yee (Chair), Convey
Admissions Committee	Convey (Chair), Shumaker, Syn
Symposia and Colloquia Committee	Shumaker (Chair), Choi, Zhang
Comprehensive Exam Editors	Chancellor, Kim
Comprehensive Exam Readers	Hsieh-Yee, Kim, Syn
Awards Committee	Chancellor (Chair), Shumaker, Zhang

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

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

- Instructors of law librarianship-related courses include Matt Braun, Legal Reference Librarian at the Law Library of Congress; Abigail Ross, Manager of Information Resources for Keller Heckman, a leading law firm; and Todd Weaver, research librarian at Jones Day, another major law firm.
- Many school library media courses and supervision of practicums have been carried out by a cadre of experienced school library media specialists, including Pat Brown, former Library Media Services Manager for the District of Columbia Public Schools; Elizabeth Leadbitter, Head Librarian at the Georgetown Day School in Washington, DC; and high school librarians Ellen McNair, Kim Ritter, and Ann Voss.
- Instructors in the Cultural Heritage Information Management area have included Walter Cybulski, Preservation Librarian at the National Library of Medicine; Daniel DeSimone, Eric Weinmann Librarian of the Folger Shakespeare Library; Mark Dimunation, Chief of the Rare Book Division at the Library of Congress; Stephen Greenberg, Coordinator of Public Services in the History of Medicine Division of the National Library of Medicine; Elizabeth Robinson, Rare Book Team Leader, Special Material Cataloging Division of the Library of Congress; Jerry Simmons, Authority Team Lead at the National Archives and Records Administration; and Vanessa Smith, Head of Preservation Services, Smithsonian Institution Libraries.

Other instructors of particular note include:

- James Gillispie, Head, Access Services, GIS, and Data Services, Sheridan Libraries, Johns Hopkins University, who has taught LSC 637, Government Information, for many years

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

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

- Kevin Cherry, Ph.D., former Senior Program Officer, US Institute of Museum and Library Services
- Blane Dessy, currently Deputy Associate Librarian for Planning & Program Management, Library of Congress, formerly Executive Director, Fedlink, and Director of Libraries, US Department of Justice.
- Michelle Masias, Director of Libraries, US Department of Justice and past Director of Libraries, US Executive Office of the President

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

An analysis of trends in the use of adjunct instructors shows that the proportion of courses taught by adjuncts has declined gradually since fall 2009, from 63% in Academic Year 2009-10 to 52% in 2014-15. Figure III.1 shows the percentages of courses taught by full time and adjunct instructors.

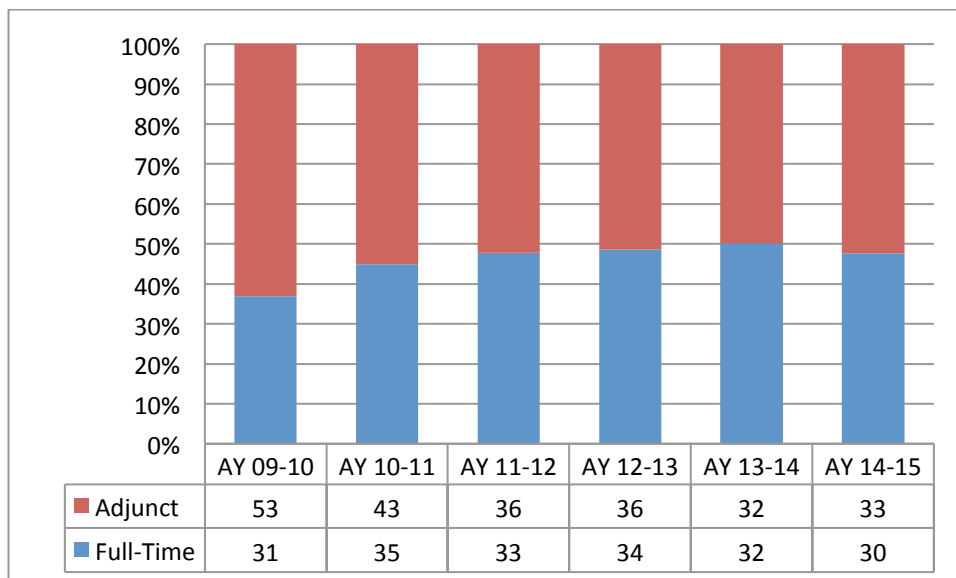


Fig. III-1 Percentage of courses taught by instructors

Fig. III-1 shows that the number of courses taught by full time faculty has varied very little, ranging between 31 and 35; while the number taught by adjuncts has dropped from 53 to 33. Decline in enrollment has led to decline in courses offered, and that may have contributed to the lower number of courses taught by adjuncts in recent years.

Although a decline in enrollment and the resulting reduction in courses offered represent challenges for the program, one benefit has been to identify a group of adjunct faculty who provide unique value and expertise to enrich the program. Fig. III-2 shows the distribution of number of adjuncts by number of courses taught during the period. (Practicum supervision is not included.) Thirty-seven adjunct faculty members have taught only once in the program, while nine faculty members have taught seven or more times, and two have taught eleven times. Those who have taught five or more times account for over half of adjuncts. As full-time faculty expand their repertoire and take on a growing proportion of the teaching load, DLIS is able to make strategic use of adjuncts.

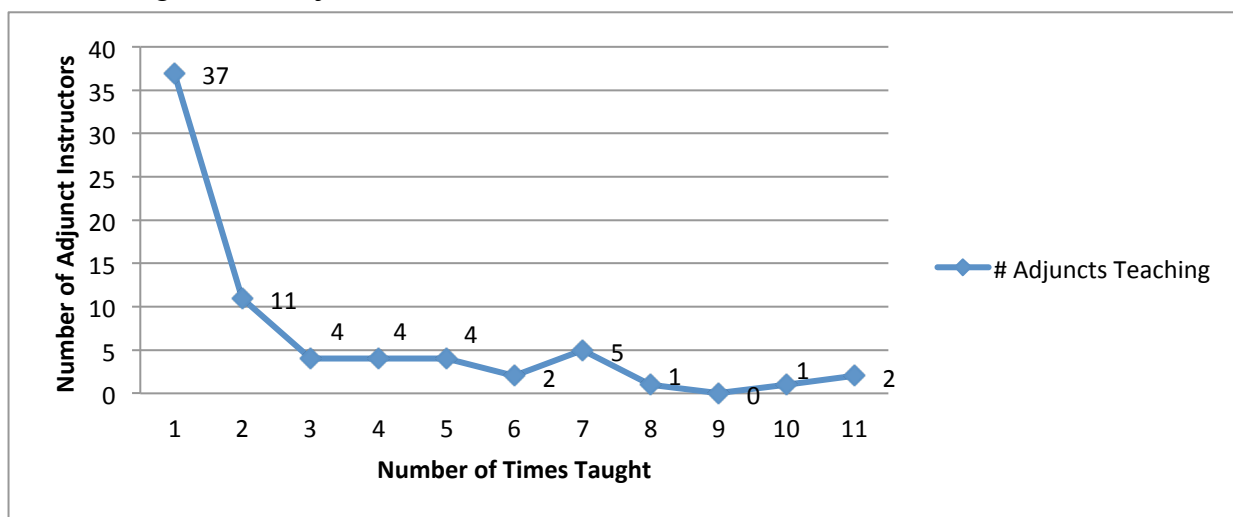


Fig. III-2 Adjunct instructors teaching frequency

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

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

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

(<http://provost.cua.edu/res/docs/Faculty-Handbook-PART-II.pdf>) Appointment actions since 2009 exemplify this orientation:

- The appointment of Dr. Renate Chancellor as Clinical Assistant Professor in 2009, and her conversion to a tenure-track appointment in 2013
- The appointment of Dr. Sung Un Kim in August 2010
- The appointments of Dr. Jane Zhang and Dr. Sue Yeon Syn in January 2011

These faculty members were hired as a result of a thorough nationwide search. They are highly qualified, as demonstrated by their Curricula Vitae, and greatly enrich the MSLIS program at CUA: Dr. Chancellor anchors the law librarianship concentration; Dr. Kim provides leadership for the school library media program; Dr. Zhang covers archives management, electronic records, and digital curation; and Dr. Syn adds strengths to technology-related courses and online education at DLIS.

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

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

DLIS encourage innovation in teaching, research, and service by providing a variety of support to the faculty. In teaching, DLIS has been a leader in distance education within the university. The program were among the first adopters of Adobe Connect at CUA, and faculty members have been advocates and exemplars for its wider adoption. The unit (as the former School of Library and Information Science) organized the first online education forum for university

faculty members in fall 2011 to discuss synchronous online education, and Dr. Kim was an invited speaker on successful online teaching for the CUA School of Theology and Religious Studies. The faculty developed the Online Weekend Learning (OWL) program as a way of combining the best elements of online instruction with the value of in-person classes. A Blended Learning Committee was established to monitor teaching and learning in blended courses and supported full- and part-time faculty with instructions and resources on successful distance learning teaching and course management practices at faculty meetings.

In research, faculty innovation is supported by the University's internal grant-in-aid and sabbatical programs. The grant-in-aid program, which is documented at <http://graduatestudies.cua.edu/GIACCommittee.cfm>, provides funding to support research of tenure-track faculty, with preference given to early-career initiatives. As reported earlier, several DLIS faculty members have received these grants. The University also maintains the Office of Sponsored Programs, which offers support and guidance to all faculty in pursuing external funding opportunities. The sabbatical program is documented in the Faculty Handbook, Section III, Part 5. DLIS faculty have access to sabbaticals on an equal basis as faculty in other schools and departments. Dr. Hsieh-Yee and Dr. Choi have taken sabbaticals. In addition, DLIS provides strong support for faculty research by allocating each faculty member to hire a research assistant for up to 19 hours a week.

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

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

DLIS provides an exceptionally stimulating environment that excites students about learning and research. Key examples include opportunities for faculty-student research collaboration, regular colloquia with internal and external speakers, and our annual "Bridging the Spectrum" Symposium. Research assistants of the faculty help with research projects, and occasionally earn recognition as co-authors or co-presenters. This collaboration benefits both faculty and students.

Since 2007, DLIS has regularly sponsored colloquia, featuring external (and occasionally internal) speakers on critical topics for the LIS profession. Colloquia are customarily held in the evening, and open to the local LIS professional community as well as CUA faculty and students. Since 2009 colloquium speakers have included two IFLA presidents-elect, the Law Librarian of Congress, the Archivist of the United States, and the Director of the District of Columbia Public Libraries, to name just a few. Table III.17 provides a complete list of these.

The annual “Bridging the Spectrum” Symposium represents the efforts to create a stimulating learning community beyond the confines of classroom and formal coursework. Now in its eighth year, the day-long Symposium is held early in the spring semester. It features a prominent guest keynoter (several ALA presidents or presidents-elect have participated), multiple program sessions, and a poster session. Poster and program proposals are competitive, and are judged by a committee of DLIS faculty. True to its name, the event welcomes submissions on all aspects of library and information science, and is open to professionals from all sectors of the professional community. For the past several years, the symposiums have attracted approximately 150 attendees each year, which is the capacity of the campus space available for this type of event. While DLIS publicizes the event primarily within the local professional community, presenters from as far away as California, North Dakota, and South Carolina have contributed contents. The Symposium not only gives students the opportunity to learn from others, but also to present their own work. Many students have contributed, either on their own with a faculty mentor, or as co-authors with faculty. Table III.17 in Section III.7 provides a list of representative student presentations. Complete information on the annual symposium series is located at <http://lis.cua.edu/symposium/>.

DLIS organizes additional activities as appropriate to enrich the learning environment. For example, in October 2014 it co-sponsored a Religious Archives in the Digital Era Conference with the university archives. In June 2015 DLIS held a Cultural Heritage Information Management Forum, modeled after the successful annual symposia, for students, practitioners, and researchers to share best practices and research projects. Many students supported by scholarships from the Institute of Museum and Library Services presented their works. Complete information on the Forum is located at <http://lis.cua.edu/chimforum/>.

Data from annual exit surveys indicate how helpful these special programs were to students. Fig. III-3 shows that students consistently agreed on the value of these programs. Fig. III-3 presents “strongly agree” and “agree” responses from exit surveys conducted between 2009 and 2015.

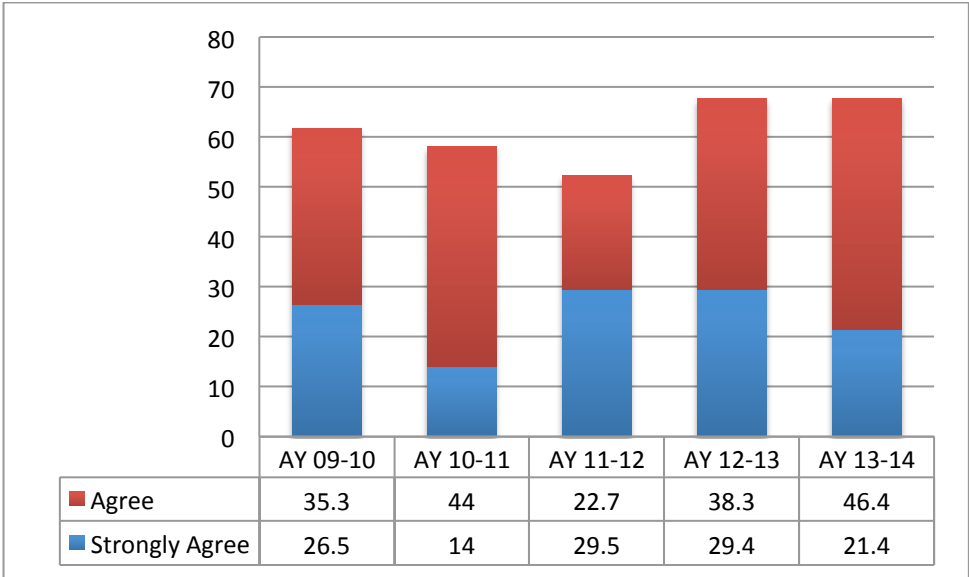


Fig. III-3 Student perception of special programs, etc.

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

The Catholic University of America is an Affirmative Action / Equal Opportunity Employer and has explicit policies and procedures to ensure the recruitment and retention of faculty from diverse backgrounds. The Non-Discrimination/Equal Opportunity/Affirmative Action Policy is published and accessible at <http://policies.cua.edu/EEO/affirmact.cfm>. The University’s Equal Opportunity Officer is charged to ensure compliance with the policy and all applicable laws and regulations. A statement of the Officer’s responsibility is available at <http://compliance.cua.edu/EqualOpportunity/officer.cfm>. These policies are reinforced by the School of Arts & Sciences’ “Steps in Faculty Hiring”, which mandate adherence to legal and university requirements on the part of all personnel involved. In all hiring and promotion actions taken since 2009, DLIS has followed these policies and conscientiously recruited candidates of diverse backgrounds. As a result, DLIS now has a diverse, majority-minority full-time faculty. Table III-6 shows the diversity of full-time faculty on a variety of factors.

Table III-6. Full-Time Faculty Demographic Data

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

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

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

All full-time faculty members teach in areas related to their educational background, experience, and research interests. Teaching assignments are made by the Department Chair, consulting with individual faculty, to assure that the needs of the program are met while assignments are in line with faculty strengths. Table III-7 shows the alignment of courses taught with areas of interest and demonstrates the appropriate alignment. In many cases, faculty members have taught the same courses repeatedly, thus evolving and reinforcing their strengths.

Table III-7. Faculty Teaching Assignments & Areas of Interest

Faculty Name	Areas of Teaching and Research	Courses Taught, 2009-2015
Chancellor, Renate	Information in Society; Information Services; Legal Research; Historical Research Methods; Information Seeking Behavior; Multicultural Library and Information Services; Critical Information Issues in Contemporary Society	LSC 553 Information Sources & Services LSC 557 Libraries and Information in Society LSC 643 Oral History LSC 826/830 Legal Literature LSC 839 Advanced Legal Research
Choi, Youngok	Organization of Information; Metadata; Indexing, Abstracting, and Thesaurus Design; Information Systems and Technology in Libraries; Digital Libraries; Interface Design and Usability Studies	LSC 551 Organization of Information LSC 555 Information Systems in Libraries & Information Centers LSC 615 Organization of Internet Resources / Metadata LSC 616 Indexing Abstracting & Thesaurus Construction LSC 652 Foundations of Digital Libraries LSC 695C CHIM Practicum
Hsieh-Yee, Ingrid	Information Organization and Access; Metadata; Cataloging & Classification; Information Architecture; Information Retrieval; Digital Collections; Scholarly Communication; Information Behavior; Health Informatics; Human Computer Interaction; Usability Studies	LSC 322 / 522 Digital Content Creation & Management LSC 551 Organization of Information LSC 606 Cataloging and Classification LSC 633 Information Retrieval/Analysis Strategies LSC 870 Health Sciences Literature
Kim, Sung Un	K-12 school library services; Information services for culturally and linguistically diverse students; Youth information behavior; Information literacy; Instructional technology & online education; Information systems; Research methods	LSC 555 Information Systems in Libraries & Information Centers LSC 675 Research Methods in Library & Information Science LSC 731 Media Services / Media Integration in the Curriculum LSC 835 School Library Media Center

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

Zhang, Jane	Records and recordkeeping; Archival theory and practice; Electronic records and digital archives; Digital curation and long-term preservation; Information organization theory and application	LSC 551 Organization of Information LSC 615 Metadata LSC 648 Digital Curation LSC 646 Archives Management LSC 748 Electronic Records Management
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Student feedback from exit surveys provide evidence of the subject expertise of faculty. From academic year 2009-10 to academic year 2014-15, DLIS has experienced strong and growing positive outcomes. Student responses to the statement “Full-time faculty members had a good knowledge of their subject areas” are displayed in Fig. III-4, which shows that “agree” and “strongly agree” responses have never fallen below 90%. Of further note, “strongly agree” responses have rebounded from a low of just over 40% in academic year 2010-11 to a high of nearly 70% in 2014-15. The highly positive indicators reflect the ongoing maturation and expansion of subject expertise by a stable, committed faculty, supported by effective collaboration and infrastructure.

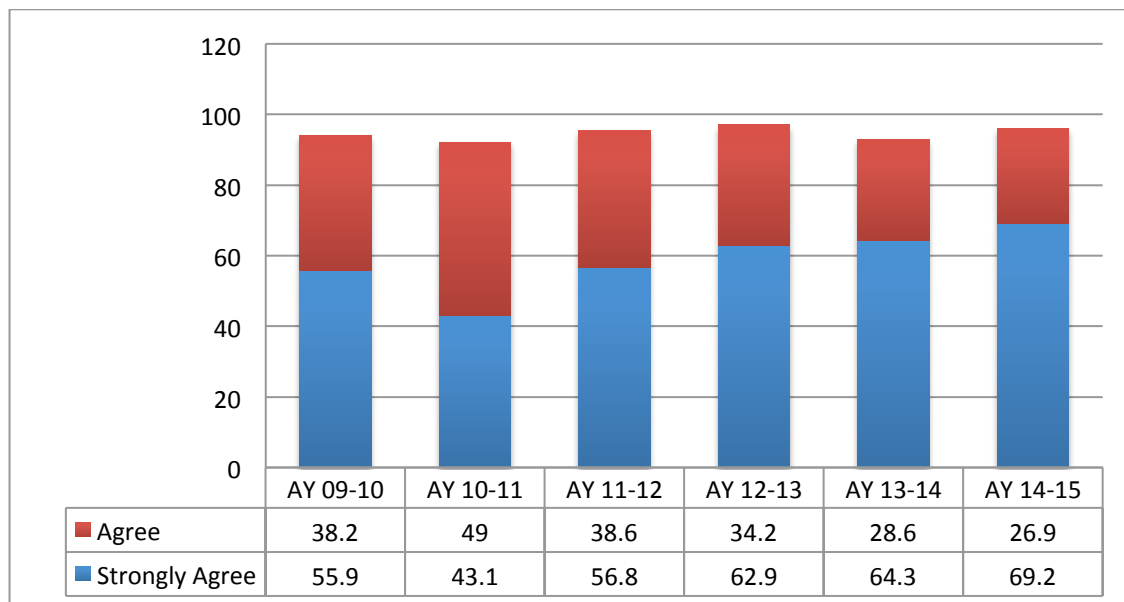


Fig. III-4. Student perception of full-time faculty expertise

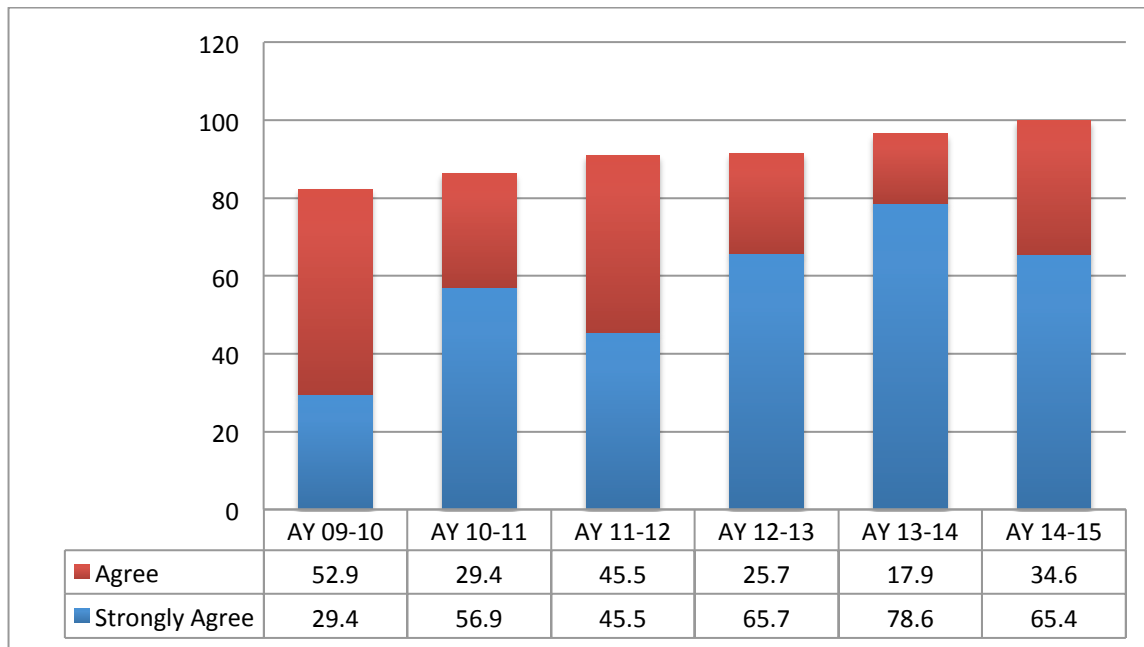


Fig. III-5. Student perception of adjunct expertise

Student responses to the question about adjunct faculty subject expertise show improvement from AY2009-10 to AY2014-15. While concerns with the expertise of adjuncts were clearly greater than those for full time faculty at the beginning of the period, with just over 80% positive (“agree” or “strongly agree”), improvement has been rapid and substantial. For the past four years, there have been no negative (disagree, strongly disagree) responses, and during the most recent year for the first time even neutral responses were nonexistent, with 100% “Agree” and “Strongly Agree” responses.

Student feedback validates the department’s efforts over time to ensure judicious use of adjuncts with demonstrated expertise, combined with strong, ongoing support, as detailed previously in Section III.2.

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

It is widely recognized that technological change is a critical factor in contemporary LIS practice and pedagogy. All DLIS faculty contribute to adapting and employing new technologies in their teaching, research, and service. Some faculty members have especially strong technology qualifications. For example, before coming to CUA, Dr. Choi taught for five years in the Department of Computer Science at the State University of New York at Oswego. Dr. Kules holds Master’s and Doctoral degrees in Computer Science (University of Maryland) and has extensive professional experience in software engineering and systems development. Dr. 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. Dr. Zhang’s dissertation addressed the organization of digital archives and her subsequent research has

focused largely on the management of electronic records and archives. Dr. Syn's work is strongly focused on the organization and categorization of content in computer-based systems. Dr. 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. Prof. Shumaker has much experience as an information and knowledge specialist in a computer and communications systems engineering organization. All faculty members are proficient users of technology in teaching and research.

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

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

III.4.3 The qualifications of each faculty member include ... effectiveness in teaching ...

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

The quality and effectiveness of our teaching is further exemplified by the two national teaching and mentoring awards garnered by faculty members since our last review. In 2009, Prof. Shumaker was awarded the Special Libraries Association's Rose Vormelker Award for teaching

and mentoring excellence, and in 2014 Dr. Chancellor was recognized with the Association for Library and Information Science Education’s ALISE Award for Teaching Excellence. Direct evidence of the efficacy of our instructors is provided by the University-administered course evaluation survey, which includes all courses, graduate and undergraduate. Course evaluation data show that the faculty of DLIS has maintained a consistently high level of teaching since 2009. Because of changes in scale of assessment, data are presented in two figures. Fig. III-6 presents, on a 10-point scale, student evaluations of instructor and courses from Fall 2009 to Fall212. Fig. III-7 presents, on a 7-point scale, same type of data from Spring 2013 to fall 2014.

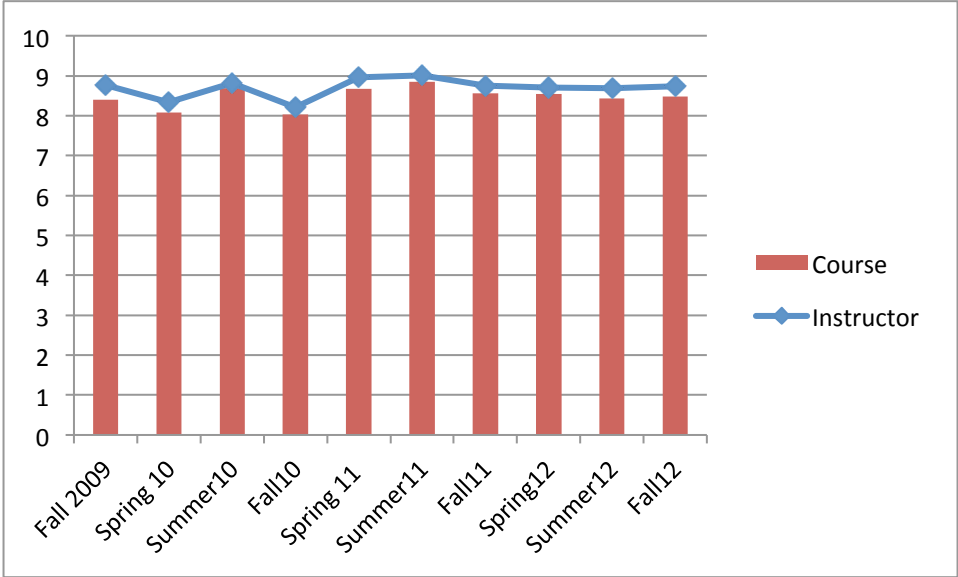


Fig. III.6 Mean student evaluations of Instructor and Course (10-point scale)

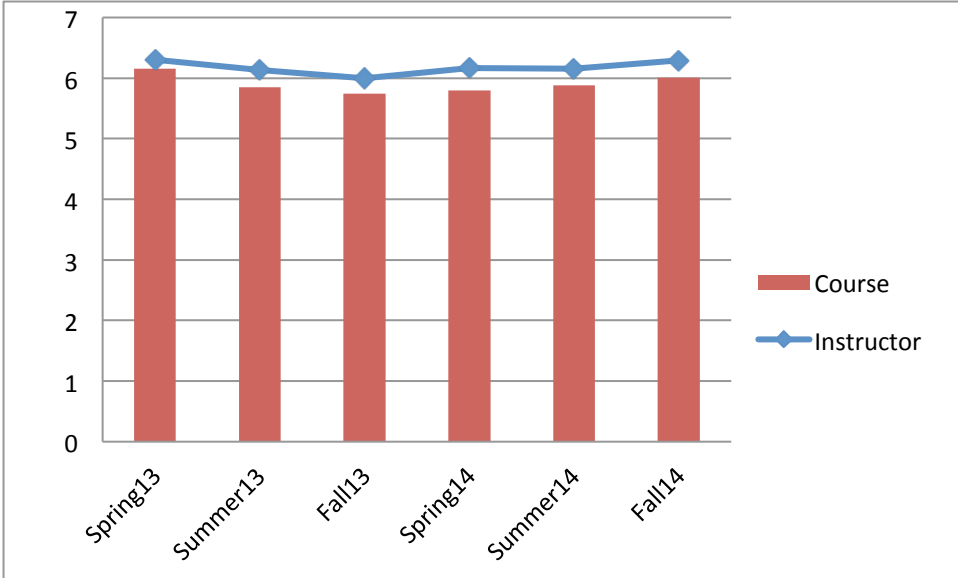


Fig. III-7 Mean student evaluations of instructor and course (7-point scale)

These results are further supported by findings of annual exit surveys of graduates. Data shows a steady increase in agreement with the statement, “The quality of instruction was above average” over the past six years. The number of “Strongly Agree” responses reached its highest level, over 40%, in the most recent year. Figure III-8 presents these data.

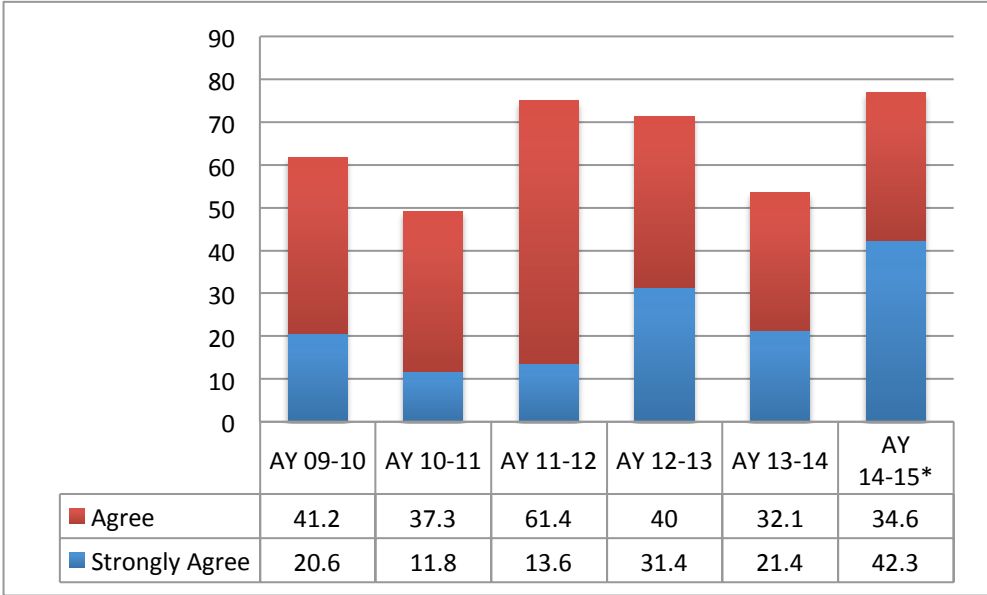


Fig. III-8 Response to “The quality of instruction was above average”

* In AY 14-15 this question was divided into two questions, one for the student’s opinion of full-time faculty teaching, and one for the opinion of adjunct teaching. The results were very similar, and have been averaged for this graph.

III.4.4 The qualifications of each faculty member include ... active participation in appropriate organizations.

Full-time faculty members are active in a large number of scholarly and professional organizations relevant to their teaching and research interests, and provide service by advancing the profession. They serve on conference program committees and editorial boards, and as reviewers for various professional organizations. These organizations are international, national, regional, and local and illustrate the wide-ranging contribution of the faculty. Details of faculty service are in their CVs. See Appendix xxx and yyyy for faculty CVs and lists of their services. Table III-8 presents faculty membership in professional organizations. Table III-9 presents their leadership positions in professional organizations, editorship of scholarly journals, service on editorial boards, and the like.

Table III-8. Full-Time Faculty Memberships in Professional Organizations

Professional Organization	Number of DLIS faculty members who belong
Academy of Certified Archivists	1
American Association of Law Libraries	1
American Association of School Librarians	1
American Library Association	5
American Society for Information Science and	5

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

Table III-9. Full-Time Faculty' Leadership in Professional Organizations

Professional Organization & Journal Title	Faculty member & Name of Position
ACM/IEEE Joint Conference on Digital Libraries	Dr. Young Choi (Program Committee)
American Archivist	Dr. Jane Zhang (Referee)
American Association of School Librarians: 17 th National Conference and Exhibition, AASL IMLS CLASS Research Summit	Dr. Sung Un Kim (Referee)
American Medical Informatics Association Annual Symposium 2011	Dr. William Kules (Referee)
Archival Education and Research Institute, 2015	Dr. Jane Zhang (Program Committee)
Archival Science	Dr. Jane Zhang (Referee)
Archives and Manuscripts	Dr. Jane Zhang (Referee)
Association for Information Science and Technology Annual Meeting	Dr. Sue Yeon Syn (Program Committee, referee); Dr. Ingrid Hsieh-Yee (Referee); Dr. Sung Un Kim (Referee); Dr. Young Choi (Referee)
Canadian Journal of Information and Library Science	Dr. Young Choi (Referee)
Chinese American Librarians Association, Occasional Papers Series	Dr. Ingrid Hsieh-Yee (Editorial Board)
ECIS 2013, the 21 st European Conference on Information Systems	Dr. Jane Zhang (Referee)

IEEE Information Visualization Conference 2009	Dr. William Kules (Referee)
IEEE Transactions on Visualization and Computer Graphics, 2010	Dr. William Kules (Referee)
Information Processing and Management	Dr. Ingrid Hsieh-Yee (Referee); Dr. William Kules (Guest Co-Editor, Special Issue on Human-Computer Information Retrieval)
Information Visualization, 2010	Dr. William Kules (Referee)
Institute of Museum and Library Services	Dr. Renate Chancellor (Proposal Review); Dr. Young Choi (Proposal Review); Dr. Ingrid Hsieh-Yee (Proposal Review)
International Association of Science and Technology for Development	Dr. Young Choi (Program Committee)
International Conference for the Learning Sciences	Dr. Sung Un Kim (Referee)
International Conference on Asian Digital Libraries	Dr. Young Choi (Program Committee)
International Conference on Asia-Pacific Digital Libraries	Dr. Sue Yeon Syn (Program Committee)
International Conference on Human-Computer Interaction	Dr. Young Choi (Program Committee)
International Journal of Library and Information Science	Dr. Jane Zhang (Referee)
Joint Conference on Digital Libraries	Dr. Ingrid Hsieh-Yee (Program Committee, referee) Dr. Sue Yeon Syn (Program Committee)
Journal of Business and Finance Librarianship	Mr. David Shumaker (Editorial Board)
Journal of Contemporary Archival Studies	Dr. Jane Zhang (Referee)
Journal of Digital Information	Dr. Ingrid Hsieh-Yee (Referee)
Journal of Education for Library and Information Science	Dr. Renate Chancellor; Dr. Young Choi; Dr. Ingrid Hsieh-Yee; Dr. William Kules (referees)
Journal of Information Science	Dr. Ingrid Hsieh-Yee (Referee); Dr. Young Choi (Referee)
Journal of International Digital Libraries	Dr. Young Choi (Referee)
Journal of Library and Information Science	Dr. Ingrid Hsieh-Yee (Editorial Board)
Journal of Library Metadata	Dr. Ingrid Hsieh-Yee (Referee)
Journal of Medical Systems	Dr. Sue Yeon Syn (Referee)
Journal of the Korean Society for Information Management	Dr. Sue Yeon Syn (Referee)
Library & Information Science Research	Dr. Young Choi (Editorial Board, Referee); Dr. Ingrid Hsieh-Yee (Referee)
Library Quarterly	Dr. Ingrid Hsieh-Yee (Referee)
National Science Foundation, Division of Information and Intelligent Systems, 2013	Dr. William Kules (Referee)
School Library Research	Dr. Sung Un Kim (Referee)
SIG CHI Conference Papers	Dr. Young Choi (Program Committee)
Synthesis Lectures of Information Concepts, Retrieval, and Services	Dr. William Kules (Referee)

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

Full-time faculty members of DLIS provide knowledge, skills and abilities in many subject areas in support of the mission of the department. Many faculty members are making steady progress toward tenure and some were recently tenured and promoted. They are capable and productive

researchers who advance the knowledge of the library and information science discipline. Table III-10 summarizes faculty scholarly activities since 2009.

Table III-10. Faculty Scholarly Activities & Grants Since 2009

Name	Articles	Conference Papers Presentations	Book Chapters	Books	Grants
Dr. Renate Chancellor	7	17	1	1	
Dr. Young Choi	9	6	1		2
Dr. Ingrid Hsieh-Yee	1	17		1	5
Dr. Sung Un Kim	7	15			4
Dr. William Kules	9	13			2
Mr. David Shumaker	9	45	3	1	1
Dr. Sue Yeon Syn	11	25			2
Dr. Jane Zhang	7	39	3		1

Full-time faculty published research articles in a broad range of peer-reviewed and high impact academic and professional journals, as shown in their full CVs. Table III-11 presents the peer-reviewed journals in which faculty published their research.

Table III-11. Faculty Journal Publication Outlets Since 2009

American Archivist
Annual Review of Cultural Heritage Informatics
Archival Science
Archivaria
Bulletin of IEEE Technical Committee on Digital Libraries
Canadian Journal of Information and Library Science (2)
Foundations and Trends in Web Science
IEEE Computer
Information and Culture
Information Research
International Journal of Legal Information
Health Information and Libraries Journal (2)
Journal of Academic Librarianship (2)
Journal of Archival Organization
Journal of Digital Humanities
Journal of History and Culture
Journal of Information Science
Journal of Library and Information Science Education
Journal of the Association for Information Science and Technology (7)
Journal of the Korean Society for Information Management
Knowledge Organization
Law Library Journal
Library & Information Science Research
Proceedings of the Annual Meeting of American Society for Information Science and Technology (2)
Records Management Journal

Faculty members have also published books and book chapters since 2009. See Appendix xxx for a list of citations. Collectively, the full-time faculty delivered approximately 180 presentations at academic and professional conferences between 2009 and 2015. They represented DLIS at a variety of international, national, and regional conferences. A selected list of conferences is as follows:

- American Library Association Conference
- Association for Information Science and Technology Conference
- Association for Library and Information Science Education Conference
- Australian Law Librarians’ Association Annual Conference
- Catholic Library Association Conference
- Chinese and American Forum on Legal Information and Law Libraries
- Digital Diplomats
- Digital Humanities
- International Conference on Research Trends in Library & Information Science in Korea and the United States
- International Symposium on Library Services for Children and Young Adults
- Joint Conference of Librarians of Color
- Library and Information Association of New Zealand Aotearoa
- Mid-Atlantic Regional Archives Conference
- National Association for Multicultural Education Conference
- Personal Digital Archiving
- Society of American Archivists Conference
- South African Online Information Meeting
- Special Libraries Association Conference
- Texas Library Association Conference
- Virginia Association of School Librarians conference

Full-time faculty received internal and external research and education grants. Table III-12 presents grants received by the full-time faculty since 2009.

Table III-12. Faculty Grants Since 2009

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

Hsieh-Yee, I.	Summon Discovery System. CUA Grant-in-Aid Research Grant. 2013. \$2,000
Hsieh-Yee, I.	D.C. Health Information Technology (HIT4): Building Capacity & Providing Access in Our Nation's Capital. Dept. of Labor H2B Training Grant. Grant amount: \$4,175,500. Partner with the Metropolitan School of Professional Studies of the Catholic University of America, Children's National Medical Center, D.C. Department of Employment Services, Holy Cross Hospital, Howard University, Center for Urban Progress, Providence Hospital, and Sibley Memorial Hospital. (2011-2015).
Hsieh-Yee, I.	Capital Health Careers Project. Department of Labor Healthcare Sector and Other High Growth and Emerging Industries Grant. Grant amount: \$4,953,999 awarded to a group of healthcare organizations and educational institutions in Washington, DC. Providence Health Foundation of Providence Hospital (Lead institution). Part of the grant supported the development of a Master's degree program in Information Technology with a 2 concentration in Health Information Technology offered by the School of Library and Information Science. (2010-2013).
Hsieh-Yee, I.	Washington School Librarian Project. Institute of Museum and Library Services. 2007-2011. \$498,000. (continuing grant. As PI from 2010 to 2011)
Kim, S. U.	American Library Association Diversity Research Grant Program; "Exploring Library Programs to Support English Language Learner (ELL) Students' Academic Success in Urban High Schools." 2013. \$2,500.
Shumaker, D.	Special Libraries Association Research Grant, "Models of Embedded Librarianship", awarded January 2008. Period of performance Jan. 2008 – June 30, 2009; extended to June 30, 2012. (Co-investigator, Mary Talley Garcia). \$25,000.
Syn, S.Y. & Kim, S.U. (Co-PI)	Urban Teens' Health Information Behavior in 21st Century. CUA Grant-in-Aid Research Grant. 2012. \$2,000.
Zhang, J.	Digital Archival Representation Systems: A Typological Study. CUA Grant-in-Aid Research Grant. 2012. \$2,000.

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

Full-time faculty members of DLIS hold advanced degrees in library and information science, computer science, management, and other disciplines. The faculty are experienced teachers and productive researchers. Their specialized knowledge is diverse and enriches the program content. Details on their background and academic achievements are presented in their curricula vitae. Table III-1 present data on their advanced degrees, areas of expertise and research interest, and their teaching areas. Table III-10 presents their scholarly activities.

Academic Planning and Evaluation

The full-time faculty has demonstrated its capacity for academic planning and evaluation, as discussed in Chapter I: Mission, Goals and Objectives (concerning the program's planning efforts) and Chapter II: Curriculum (regarding the faculty's leadership in the curriculum planning efforts). The faculty engages in all levels and aspects of planning in DLIS. The program's vision, mission, and goals and objectives were developed by the faculty. In 2012 the faculty and staff developed, revised, and finalized a *Strategic Plan*. The annual retreat and the continuous planning that take place within the Department ensure that faculty members are constantly engaged in planning and continuous improvement. The assessment cycle and curriculum review process are built into the annual program planning processes and related activities are scheduled on a yearly basis, with major activities occurring during specific semesters. As part of faculty development activities, the Full Faculty Meeting is held each semester, where all full-time faculty and adjunct faculty are invited to participate. These meetings provide opportunities for professional development for all faculty members and for the department to directly receive feedback from adjunct faculty.

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

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

DLIS faculty members demonstrate leadership and planning skills by leading the departmental committees and participating in the department's planning activities. Table III-13 shows the leadership and planning ability that LIS faculty provided in AY2014-15 and AY2015-16.

Table III-13. Faculty Leadership on DLIS Committees, 2014-16

Name	Committee Chairmanship (14-15)	Committee Chairmanship (15-16)
Dr. Renate Chancellor	Chair, Law Librarianship Advisory Committee Chair, Scholarship & Award Committee Co-chair, Standard II: Curriculum Chapter, <i>Self-Study</i>	Chair, Law Librarianship Advisory Committee Chair, Scholarship & Award Committee Co-chair, Standard II: Curriculum Chapter, <i>Self-Study</i>
Dr. Young Choi	Chair, CHIM Advisory Board Chair, Curriculum Committee Co-chair, Standard II: Curriculum Chapter, <i>Self-Study</i> Co-chair, Standard V: Administration and Financial Support Chapter, <i>Self-Study</i> Accreditation Steering Committee	Chair, CHIM Advisory Board Chair, Curriculum Committee Co-chair, Standard II: Curriculum Chapter, <i>Self-Study</i> Co-chair, Standard V: Administration and Financial Support Chapter, <i>Self-Study</i> Member, Accreditation Steering Committee
Dr. John Convey		Chair, Admissions Committee Co-chair, Standard I: Mission, Goals and Objectives Chapter, <i>Self-Study</i> Co-chair, Standard V: Administration and Financial Support Chapter, <i>Self-Study</i> Member, Accreditation Steering Committee
Dr. Ingrid Hsieh-Yee	Co-chair Standard I: Mission, Goals and Objectives Chapter, <i>Self-Study</i> Co-chair, Standard IV: Students Chapter, <i>Self-Study</i> Accreditation Steering Committee Chair, Health Information Technology Curriculum Review Committee	Chair, Accreditation Team Chair, Accreditation Steering Committee Chair, Planning and Assessment Committee Chair, LIS Advisory Board Co-chair Standard I: Mission, Goals and Objectives Chapter, <i>Self-Study</i> Co-chair, Standard IV: Students Chapter, <i>Self-Study</i>
Dr. Sung Un Kim	Chair, SLM Advisory Board Co-chair, Standard IV: Students Chapter, <i>Self-Study</i>	Chair, SLM Advisory Board Co-chair, Standard IV: Students Chapter, <i>Self-Study</i>
Dr. William Kules	Chair, Accreditation Steering Committee Chair, Admissions Committee Chair, Curriculum Committee Chair, LIS Advisory Board Chair, Health Sciences Advisory Group Chair, HIT Advisory Group Co-chair, Standard I: Mission, Goals and Objectives Chapter, <i>Self-Study</i> Co-chair, Standard V: Administration and	On leave

	Financial Support Chapter, <i>Self-Study</i>	
Mr. David Shumaker	Chair, Symposia and Colloquia Committee Co-chair, Standard III: Faculty, <i>Program Presentation</i> Co-chair, Standard VI: Facilities, <i>Self-Study</i> Accreditation Steering Committee	Chair, Symposia and Colloquia Committee Co-chair, Standard III: Faculty, <i>Self-Study</i> Co-chair, Standard VI: Facilities, <i>Self-Study</i> Member, Accreditation Steering Committee
Dr. Sue Yeon Syn	Chair, Blended Learning Committee Co-chair, Standard VI: Facilities, <i>Self-Study</i>	Co-chair, Standard VI: Facilities, <i>Self-Study</i>
Dr. Jane Zhang	Co-chair, Standard III: Faculty, <i>Program Presentation</i>	Co-chair, Standard III: Faculty, <i>Self-Study</i>

DLIS faculty have equal opportunities as faculty of other departments at CUA to serve on university committees. While the number of full-time faculty is small, the faculty made significant contribution to the University through committee service. Table III-14 presents faculty service on university committees.

Table III-14. Faculty Service on University Committees Since 2009

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

Faculty Expertise and Special Topics Courses

The faculty of DLIS cover the core curriculum and the program's electives successfully. In addition, they draw on their diverse specialized knowledge to offer new topics courses or independent studies to help students deepen their knowledge of emerging trends and needs of the field. The range of topics illustrates well the expertise of the full-time faculty in many areas. Table III-14 presents independent study topics supervised by full-time faculty during 2009-2015.

Table III-14. Independent Study Topics, 2009-2015

Faculty Member	Semester/Topic
Dr. Renate Chancellor	<p>Moving Past Web 2.0h!:An Exploratory Study of Academic Law Libraries (Fall 2009)</p> <p>Significant Collectors and Collections of African-American Rare Books and Cultural Artifacts in the DC Metropolitan Region (Fall 2010)</p> <p>The History and Development of the National Library Service for the Blind and Physically Handicapped Braille and Talking Book Services. (Fall 2010)</p> <p>Digital Reference in Metro DC (Summer 2011)</p> <p>The integration of government documents into the law library catalog through classification systems (Spring 2012)</p> <p>An Oral History of the Catholic University of America's Honors Program (Spring 2012)</p> <p>An Oral History project on "Notable Burmese in America:" How they contributed to our understanding of cultural heritage and information management of South East Asian materials (Spring 2012)</p> <p>An Oral History project on "Notable Burmese in America:" How they contributed to our understanding of cultural heritage and information management of South East Asian materials (Spring 2012)</p> <p>The Dual Challenges of Online Legal Publications: Authenticability v. Hackability (Fall 2013)</p> <p>International law material integration in academic law libraries (Summer 2013)</p> <p>Completing the Story of Wheaton v. Peters': Letters to the Justices of the United States Supreme Court (Spring 2014)</p>
Dr. Youngok Choi	The use of geographic coordinates in authority records (Spring 2010)
Dr. Ingrid Hsieh-Yee	<p>Geography and Maps National Geographic Map Library (Spring 2010)</p> <p>Metadata for Digital Collection and User Services (Summer 2011)</p>
Dr. Sung Un Kim	<p>Media for Young Adults (Spring 2013)</p> <p>Media for Young Adults (Spring 2015)</p>
Dr. Bill Kules	<p>Investigation of Gaze Behavior based upon Cognitive Function in Faceted Search Interfaces for Library Catalogs (Spring 2011)</p> <p>Information Architecture: An Investigation of the History & Evolution of Two Communities of Professional Practice (Spring 2011)</p> <p>Critical Librarianship (Spring 2015)</p>
Mr. Dave Shumaker	<p>The Effect of Evolving Community College Library Roles on Staff Competency Requirements (Spring 2010)</p> <p>Website Project Development: A Comparative Study of Project Management Tools for Libraries (Spring 2010)</p> <p>Competitive Intelligence Research and Market Analysis for Richmond Cold Storage (Spring 2011)</p> <p>Effective Programming for Teens in Urban U.S. Public Libraries (Spring 2012)</p>
Dr. Jane Zhang	Digital Curation (Spring 2012)

The faculty courses to respond to LIS stakeholders, employers, and current and prospective students. Through constant innovation, the curriculum is revised, updated, and refreshed. Table III-15 presents new and special topics courses offered by full-time and part-time faculty since 2010.

Table III-15. New and Special Topics Courses Since 2010

Semester	Course Number. Title (Topic)	Instructor
Spring 2010	877. User Interface Design and Evaluation	Kules, Bill
Spring 2010	876. Marketing Libraries and Information Services	Shumaker, David
Summer 2010	878. Institute on Digital Collections in Libraries, Archives, and Museums	Waibel, Gunter, and Elings, Mary
Spring 2011	877. Electronic Records Management	Zhang, Jane
Spring 2011	879. Public Programs, Outreach and Digital Exhibits	Mazzenga, Maria
Fall 2011	874. Actionable Intelligence: Information Analysis and Communication	Hock, Randolph
Spring 2012	677. History and Theory of Cultural Heritage Institutions	Stokes, Sally
Spring 2012	617. Digital Curation	Zhang, Jane
Summer 2012	879. Visions of Italy: Culture in Twenty-First Century Rome and Florence	Mazzenga, Maria
Fall 2013	748. Electronic Records and Digital Archives	Zhang, Jane
Fall 2013	874. Digital Humanities	Gunn, Kevin
Spring 2015	522. Digital Content Creation and Management	Hsieh-Yee, Ingrid

Nurturing Intellectual Environment

To contribute to the achievement of the program's objectives, the faculty provides a nursing intellectual environment for teaching, learning, research and service. Through full-faculty meetings, full-time and part-time faculty engage in sharing teaching philosophy and best practices and discuss market trends and opportunities for new initiatives. By working with research assistants, offering annual symposium for exchange of ideas, organizing colloquia and other guest lectures, the faculty seeks to mentor students and expand their learning beyond the classroom. Such an environment nurtures student intellectual growth and fosters cross-discipline understanding and communication. Table III-16 presents a sample of student presentations at the *Bridging the Spectrum* symposia of the last two years (full programs are online at <http://lis.cua.edu/symposium>). Table III-17 presents topics and attendance information of the colloquium series from 2009 to 2014.

Table III-16. Selected Student Presentations at *Bridging the Spectrum* symposia

Year	Topic	Student Presenter
2014	The Democratization of Legal Information	Rebecca Katz
	Asking the Question: Applying the Reference Interview Process to the Intelligence Cycle	Jack Dale
	Identifying Thesauri Selections of Repositories of Digitized Medieval Manuscript Collections	Joseph Koivisto

	Digitization of the Franciscan Monastery Visual Collection	Mike Saelee Tara Barnett Elizabeth Bateman Steven Salas
	Commonalities and Divergences: Library and Information Science and Intelligence Analysis	Matthew Foley
	Effectively Using LibGuides in Federal Agency Libraries	Levertes Ragland
	Historic Postcards of Virginia: A Collaboration between CUA and the Arlington Public Library's Center for Local History	Sharad Shah, Justin Paulhamus
	Treasure Chest on the Move: Creating and Leveraging METS Records to Transfer Complex Digital Objects	Michael Dobbs
	Lone Arrangers in Religious Archives	Carter Rawson, Raymond Moore
	Changing the World of Art Librarianship, One Book at a Time	Sally Stokes (faculty), Maura Mullins, Raymond Maxwell
	What Do Lawyers Really Need?: An Information-Seeking Study of Legal Practitioners	Renate Chancellor (faculty), Rachel Englander
	Embedded Librarians: Building Relationships in a Massively Open Educational System	David Shumaker (faculty), Anita Kinney
2015	Best Practices of Information Architecture and Website Redesign for Information Professionals	J. Jasmine Chmiel, Colleen Funkhouser, Raymond Maxwell
	Book Clubs for the Elderly Supplemented By Web 2.0 Technologies	Edgardo Guerrero
	Digital Preservation Outreach: Student Projects at CUA	Lindsey Bright, Colleen Funkhouser, Kelsey Conway
	Discovering The Foundation of Archival Practices In The Nation's Capital	Martha Chapin, Jane Zhang (faculty)
	Historic Markers of DC - Digital Collection	Joseph Koivisto, Katie Rodda, Justine Rothbart
	Making the Implicit Explicit: Prioritizing Social Justice and Catholic Social Teachings in the LIS Curriculum	Elizabeth Lieutenant, Rebecca Katz
	Support for Digital Scholarship at Top University Libraries of the World	Ingrid Hsieh-Yee (faculty), Rachel James, Jennifer Fagan-Fry
	Music Archival Sites and the Library Profession	Brian Roach
	Surviving Your First Year as a School Librarian	Sung Un Kim (faculty), Jessica Zeiler, April Brown, Kelly Cieslak, Megan Reichelt
	Innovations in Legal Research: Using Libguides to Find the Law	Renate Chancellor (faculty), Rachel Englander, Melissa Morgan, Jasmine Chmiel, Ariana Pike

Table III-17. Colloquium Speakers, Topics and Attendance

Year	Date	Speaker	Topic	Attendance
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2009	Feb. 19	Dr. Michael Taft, American Folklife Center, Library of Congress	African American Folk life at the Library of Congress: From Personal Research to Public Access	25
	Sept. 29	Dr. Jennifer Horne, Media Studies Dept., CUA	The Public Library and the Civic Imaginary: The Case of Cleveland	11
	Oct. 19	Dr. Patrick Loughney, Chief, Packard Campus, Library of Congress	America's Growing Amnesia: The Challenge of Saving, Cataloging and Preserving Audio Visual Materials	31
	Nov. 5	Allene Hayes, Library of Congress	The World Digital Library	30
	Nov. 18	Jennifer McLennan, SPARC	SPARC: Opening Access to Research through Collective Action	25
2010	Feb. 24	Dan Martin, Google Washington Office	Google for Librarians	80
	Mar. 22	Dr. Ran Hock, author, The Extreme Searcher's Handbook	Alternative Search Tools: Why Researchers Need to Go beyond Google	25
	Sept. 21	Dr. Edna Reid, FBI	Information Professionals as Intelligence Analysts: Making the Transition	70
	Oct. 13	Winston Tabb, Dean, Sheridan Libraries, Johns Hopkins University	International Issues in Copyright: Righting the Balance	70
	Nov. 8	Jean Cavanaugh and Ann Johnson, US Dept. of State	Librarians in American Diplomacy: Challenge and Change	20
2011	Sept. 15	Dr. Carla Hayden, Director, Enoch Pratt Free Library	The Future of Public Libraries	50
	Nov. 3	David Ferriero, Archivist of the United States	Learning from the Past: The Role of the National Archives	74
2012	Feb. 23	Roberta Shaffer, Associate Librarian for Library Services, Library of Congress	Our Challenge of the 21st Century: Defining the Role of the Library and Librarians in Everyone's Everyday Lives	40
	Sept. 24	David Shumaker, CUA	The Embedded Librarian	40
	Oct 18	Leslie Johnston, Chief, Repository Development, Library of Congress	Collections and Data and Use: The New Scale of Digital Preservation	51
	Nov. 12	Dr. Niki Akhavan, Media Studies Dept., CUA	Preservation, Language, and Other Challenges of Digital Scholarship: The Case of the Iranian Internet	21
2013	Sep 9	Kee Malesky and Janel Kinlaw, National Public Radio	The Role of NPR Librarians	44
	Oct 22	Ann Caspari, Early Childhood Education	Using Museum Resources for Inquiry	35

		Specialist, Smithsonian National Air and Space Museum		
	Nov 12	Dr. Camila Alire, past President, American Library Association	Navigating the Storms of Change: How Emotional Intelligence Leadership Works	27
2014	Feb 27	David Mao, Law Librarian of Congress	The Law Library of Congress: Acquisitions, Access, and Authenticity	19
	Sep 15	Richard Reyes Gavilan, Executive Director, District of Columbia Public Library	Libraries are Not Their Buildings	26
	Oct 20	Dr. Sharon Leon, Roy Rosenzweig Center, George Mason University	Beyond Browse: Mobilizing Digital Collections and Engaging Users	15
	Nov 12	Donna Scheeder, CIO, Congressional Research Service, President-elect, IFLA	Libraries: A Call to Action	25

Exit survey data indicate that student perception of overall learning climate in the program is generally positive. These data, in conjunction with the alumni and employer survey responses, provide further evidence that DLIS provides a nurturing environment that helps to realize its program objectives and supports the intellectual stimulation of its students and faculty. Table III-18 presents data from the 2015 exit survey.

Table III-18. Student Responses on Overall Learning Climate

Statement	Disagree	Agree	N/A
My courses adequately and appropriately addressed diversity and inclusion.	3.85%	88.46%	7.69%
Faculty and students interacted well in most of my courses.	0.00%	92.31%	7.69%
I had enough opportunities to interact with other students and the faculty outside of the classroom.	0.00%	69.24%	30.77%
I felt I was part of a learning community at LIS.	7.70%	76.92%	15.38%

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

DLIS has procedures to ensure that faculty teaching assignments are linked to the curricular planning process. The policies on faculty workload are consistent with those of the University and follow the requirements set forth in the *Faculty Handbook*. Part III of the Handbook describes faculty obligations and conditions of service (<http://provost.cua.edu/handbook>). DLIS maintain a two-year course planning schedule to help faculty allocate their time for teaching and

research and to advise students on course selections and preparation for career interests. The faculty reviews two-year plans and review faculty workload to enhance the quality of instruction and in compliance with the University’s policies.

Teaching assignments usually follow faculty preferences within their specialties and research interests, as demonstrated in Table III. Every full-time faculty member is expected to share in teaching core courses and basic electives important to the program. Table III-19 shows the current match of faculty specialty and course chair responsibility. The match between faculty teaching assignments and program needs is clear.

Table III-19. Faculty Specialties and Core Chair System

Faculty Member	Specialty Area	Course Chair Responsibility
Dr. Chancellor	Reference Law Diversity Intellectual freedom	557: Libraries and Information in Society 553: Information Sources and Services
Dr. Choi	Digital libraries Organization of information User behavior Human computer interaction Visual information searching and retrieval	551: Organization of Information
Dr. Hsieh-Yee	Organization of Information Metadata Cataloging & Classification Information Architecture Information Retrieval Digital Collections Scholarly Communication Information Behavior Health Informatics Human Computer Interaction Usability Studies	551: Organization of Information
Dr. Kim	K-12 school library services Information services for culturally and linguistically diverse students Youth information behavior Information literacy; Knowledge construction process Instructional technology & online education	555: Information Systems in Libraries and Information Centers
Dr. Kules	Human computer interaction User behavior Information systems analysis and design - User interface design and evaluation - Programming languages - Information technology (IT) project management	555: Information Systems in Libraries and Information Centers
Mr. Shumaker	Special libraries	557: Libraries and

	Libraries in society Management Information sources and services Reference/research	Information in Society 553: Information Sources and Services
Dr. Syn	User information creation and sharing Social informatics and social media Resource description and metadata Health information behavior, health informatics Human information interaction (HII) Human computer interaction (HCI) Usability study	551: Organization of Information 555: Information Systems in Libraries and Information Centers
Dr. Zhang	Records and recordkeeping Archival theory and practice Electronic records and digital archive Information organization theory and application	551: Organization of Information

Full-time faculty members typically teach in the regular academic year (fall and spring semesters). Summer teaching is optional for full-time faculty, since summer sessions are dedicated to research for full-time tenure-track faculty. If faculty members teach in the summer, it is considered overload teaching and they are compensated.

The typical teaching load for full-time faculty is five courses per year, consistent with the teaching load for all faculty in the School of Arts and Sciences. DLIS reduced the teaching load from five courses to four in Academic Year 2014–2015 for the faculty to prepare for the accreditation. Course releases are given to accommodate sabbatical, research buy-out, or other forms of leave like administrative duties for deans/chairs and maternity leave. Course releases are also provided for newly hired faculty to assist them to establish themselves in their new roles and provide sufficient time for student counseling, research, professional development, and institutional and professional service.

Table III.20 provides evidence that newer faculty – Dr. Chancellor, Dr. Kim, Dr. Syn, and Dr. Zhang – received course reductions in their first year. Senior faculty – Dr. Hsieh-Yee and Dr. Choi – took sabbatical leaves in AY 2012-13 and fall 2013 respectively. All faculty received course releases in AY 2014-2015. Some faculty received course releases from administrative work, research grant, new course development, and other forms of leave.

Full-time faculty members are also responsible for advising students, based on their specialties and research and teaching interests. Table III-20 presents faculty key advising courses of study and advising load for AY 2014.

Table III-20. Faculty Key Advising Areas and Advising Load

Faculty	Key Advising Courses of Study	CY 2014 Advising Load
Dr. Chancellor	Law Librarianship	20-25 advisees
Dr. Choi	Cultural Heritage Information Management Digital Libraries	25-30 advisees
Dr. Hsieh-Yee	Organization of Information Cultural Heritage Information Management	25-30 advisees

	Health Sciences	
Dr. Kim	School Library Media	30-35 advisees
Dr. Kules	Information Architecture Generalist	25-35 advisees
Mr. Shumaker	User Services	10-15 advisees
Dr. Syn	Information Architecture	25-30 advisees
Dr. Zhang	Cultural Heritage Information Management	20-25 advisees

As shown in student surveys, students’ opinions have stayed positive regarding their educational experience and interaction with the faculty in the last six years. Table III-21 presents “strongly agree” and “agree” responses from the 2015 exit survey. Data also show that student perception of their educational experience and interaction with the faculty of DLIS is mostly positive. Table III-22 presents “strongly agree” and “agree” responses on overall experience with the faculty.

Table III-21. Student Perception of Program and Faculty Quality

Statement	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Instruction in the four core courses provided a solid foundation.	67.6%	66.7%	70.5%	85.7%	82.1%	76.9%
The quality of instruction was above average.	61.8%	49.1%	75.0%	71.4%	53.6%	76.9%
Full-time faculty members had a good knowledge of their subject areas.	94.0%	92.1%	95.5%	97.2%	92.9%	96.2%
Adjunct faculty members had a good knowledge of their subject areas.	82.3%	86.3%	90.9%	91.4%	96.4%	100%
Overall, the CUA MLIS program was a very good one.	84.8%	78.0%	81.8%	85.3%	82.1%	76.9%

Table III-22. Student Responses Regarding Overall Experience with the Faculty

Statement	Disagree	Agree	N/A
1. The quality of full-time faculty instruction was above average.	3.9%	76.9%	19.2%
2. The quality of adjunct faculty instruction was above average.	11.5%	76.9%	11.5%
3. Full-time faculty members had a good knowledge of their subject areas.	0.0%	96.2%	3.9%
4. Adjunct faculty members had a good knowledge of their subject areas.	0.0%	100%	0.0%
5. Instructors were effective at teaching and interacting with students in class and online.	3.9%	80.8%	15.4%
6. Faculty provided me with regular and thorough evaluations of my performance.	3.9%	80.8%	15.4%
7. Faculty were responsive to my requests for help.	3.9%	88.5%	7.7%

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

Performance Review

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

Besides annual review, faculty members are reviewed according to the nature of their appointment. Tenure track faculty members are reviewed at the beginning of the second year and at the end of the fourth year for progress toward tenure, and for tenure consideration at the beginning of the sixth year of appointment. Clinical faculty members are reviewed every two years, and can be appointed for a longer period after passing a number of two-year reviews. The Faculty Handbook provides details on appointment requirements and evaluation process and procedures.

Tenure Review

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

DLIS has three tenured faculty, one clinical faculty, and four tenure-track faculty members. Dr. Kim will go through tenure review in fall 2015, and Drs. Chancellor, Syn, and Zhang will have their tenure reviews in fall 2016.

Student Course Evaluations

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

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

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

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

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

Sources of Evidence:

- III.1 Tables of all faculty (full time, part time, shared, and adjunct) with names, status, teaching load, courses taught, delivery mode, research areas, and service engagement

- III.2 Curricula Vitae of all faculty, including both full time and part time / adjunct faculty
- III.3 Full-time faculty annual “Out of Classroom Activity Reports” that document their scholarship, service, curriculum development, and student engagement outside of regular teaching duties
- III.4 Department annual reports that include teaching, research and service activity information for each full time faculty member
- III.5 Course schedules, Fall 2009 to Fall 2015
- III.6 LIS Department Strategic Plan, matched with the Strategic Plans of the School of Arts & Sciences and the University.
- III.7 Faculty Handbook's criteria and procedures for appointments and promotions
- III.8 Documentation from the University’s policies and procedures regarding faculty search procedures and new faculty orientation
- III.9 Documentation of funding and employment of student research assistants for full time faculty
- III.10 List of grants, teaching releases, and Sabbatical leaves granted, Fall 2009 to Fall 2015
- III.11 List of campus resources for instructional support and development
- III.12 List of awards won by faculty since LIS’s last accreditation
- III.13 List of the LIS faculty and their backgrounds emphasizing dimensions of diversity
- III.14 Faculty Handbook's published and accessible personnel policies and procedures
- III.15 University Equal Employment Opportunity policies
- III.16 Documentation of the School of Arts and Sciences Committee on Academic Promotions regarding the hiring and promotion process
- III.17 University statement on nondiscrimination in hiring
- III.18 Documentation of processes undertaken for faculty hiring actions by the Department, Fall 2009 to Fall 2015
- III.19 Faculty goals & objectives statements for their development in research and scholarship and how this process results in an annual review of faculty toward improving his/her success as a faculty member
- III.20 Quantitative summary of course evaluations
- III.21 Summary of results of student surveys regarding teaching effectiveness
- III.22 List of faculty innovations and exemplary performance in teaching
- III.23 List of faculty advising and mentoring of students organizations
- III.24 List of student research assistant and faculty co-presentations and co-publications
- III.25 List of student presentations at the Annual LIS “Bridging the Spectrum” Symposium
- III.26 Description and documentation of LIS’s Blended Learning committee (including its structure, responsibilities, memberships, and, where applicable, meeting agendas and minutes)

- III.27 Representative sample of faculty publications
- III.28 Summary data of faculty publications, scholarly presentations, and research funding for LIS as a whole
- III.29 Documentation of regular faculty activities related to academic planning and assessment, including annual retreats of the full time faculty; Semiannual meetings of the full faculty (full time and part time / adjunct); Curriculum Committee and faculty committee assignments
- III.30 Documentation of the intellectual environment nurtured by the faculty to enhance the accomplishment of program objectives, including materials related to colloquia and the annual symposium, independent study topics, and student advising procedures and forms
- III.31 Documentation of faculty interactions with other disciplines and liaison with the field, including a list of interdisciplinary publications and professional activities, leadership or editorial roles in professional organizations, conferences, and professional journals
- III.32 List of new LIS course proposals with descriptions
- III.33 A review of the current workload of the Department faculty and Arts & Sciences faculty; and documentation of the School of Arts & Sciences workload policy
- III.34 List of faculty service assignments at the Department, School, and University levels as well as in professional and scholarly organizations
- III.35 List of faculty assignments for student academic advising, and documents on student advising procedures and advising forms
- III.36 Course plans and schedules, Fall 200 to Fall 2015, showing the allocation of faculty teaching assignments, including independent study courses
- III.37 List of faculty course releases and sabbatical leaves taken
- III.38 Information from student surveys and reports, relating to quality of teaching and advising
- III.40 Course evaluation results comparing instruction quality by semester
- III.41 Documentation of the School of Arts & Sciences Committee on Appointments and Promotions regarding terms of reference, membership, and procedures, and faculty hiring and promotion process
- III.42 Documentation of University procedures for course evaluations; and quantitative summary of course evaluations results, including courses taught by adjunct faculty
- III.43 Faculty appointment, promotion, and reappointment forms of the University
- III.44 University Faculty Handbook, including sections that govern CUA faculty tenure and promotion actions
- III.45 Criteria and procedures for faculty review by the LIS Chair and the School of Arts and Sciences Committee on Academic Promotions
- III.46 Reports of current student, existing student, and alumni survey and results related to faculty

III.47 Reports of LIS Chair engagement sessions with current students and recent graduates

Standards IV. Students

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

ACADEMIC AND ADMINISTRATIVE POLICIES

The Catholic University of America (CUA) has a Non-Discrimination/Equal Opportunity/Affirmative Action Policy regarding employment, admission, and education opportunity at the University (<http://policies.cua.edu/EEO/affirmact.cfm>). The Graduate Admissions Policy reflects this non-discrimination policy and states that the University

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

The Department of Library and Information Science (DLIS) follows this admissions policy and the procedures documented in the graduate admissions website at <http://policies.cua.edu/academicgrad/admissionfull.cfm#II>. The Department's procedures and practices of recruitment, admission, financial aid, and placement are in full alignment with the mission, goals and objectives of the Master of Science in Library and Information Science (M.S.L.I.S.) program (<http://lis.cua.edu/about/mission.cfm>). To ensure the policies and procedures are properly applied and responsive to the needs and values of stakeholders, DLIS reviews these policies and administrative procedures regularly and systematically.

Recruitment

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

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

- Annual advertisement in the October issue of Library Journal (LJ), print and online, to reach the national audience. The October LJ is widely viewed by practitioners and prospective students because it provides salary information on various subfields of the LIS profession. DLIS designed new promotional materials in summer 2010 and contributed to the October LJ journal and its website to showcase courses of study such as Law Librarianship, Cultural Heritage Information Management, and School Library Media. Recruitment brochures were revised in 2014 and 2015 to provide updated information on program offerings and scholarship opportunities.
- Information sessions at local libraries, including the Library of Congress, National Library of Medicine, George Washington University Library, and public libraries in the District of Columbia, Virginia and Maryland.
- Online information sessions using Adobe Connect Pro to offer synchronous session on program offerings (<http://lis.cua.edu/events/infosessions.cfm>)
- Open houses on the CUA campus regularly to engage prospective students and guide them through application (<http://lis.cua.edu/events/infosessions.cfm>). Alumni and current students often participate in open houses to share their learning experience with applicants.
- Information booths at national and regional conferences, including VAASL (Virginia Association of School Librarians), Virginia Library Association, Maryland Library Association, American Library Association, Association for Library and Information Science Education, Society of American Archivists, and American Association of Law Librarians.
- Advertisement in newsletters of professional associations. For instance, information on the School Library Media (SLM) program and its courses are advertised in every issue of the VOICE, the quarterly newsletter of VAASL, which circulates to approximately 1600 school librarians, present and potential, throughout Virginia.
- Advertisement through the electronic mailing lists of professional institutes and associations, such as the Marylib listserv of the Maryland Library Association and the DC Chapter listserv of the Special Libraries Association.

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

Recruitment materials and efforts are reviewed and updated regularly. (Appendix #. Program brochures and recruitment plan). Faculty, staff, current students, and alumni

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

Admissions

The admission policies of DLIS are consistent with the program's objectives and mission. Requirements for applications to the Master of Science in Library and Information Science (MSLIS) program (<http://lis.cua.edu/admissions/index.cfm>) are the same as those required by the graduate programs at the Catholic University of America (<http://admissions.cua.edu/graduate/index.html>). Specifically, applicants will submit

- Completed application for admission to graduate studies, accompanied by a \$60 nonrefundable application fee.
- Official transcripts sent directly from a regionally accredited college or university that awarded the applicant's BA or BS degree.
- Graduate Record Examination (GRE) scores if applicant earned less than a 3.0 in undergraduate work. Scores must be sent directly by the Educational Testing Service. The ETS code for CUA is 5104. GRE scores are also required if students wish to be considered for University Scholarships.
- A short (fewer than 500 words) personal statement about how students' current and/or past academic and work experiences, including volunteer work, have influenced their ability to become a leader in their chosen field.
- Three letters of reference from persons who can attest to applicants' ability to perform graduate level studies sent directly to the Graduate Admissions Office by the author.

Students whose first language is not English and students who have been educated abroad are required to demonstrate minimum English proficiency as specified by the CUA Graduate Admissions Policy (<http://policies.cua.edu/academicgrad/admissionfull.cfm#I>).

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

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

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

The admission process for students pursuing the post-master's certificates and non-degree students is streamlined. Applicants complete the Graduate Nondegree Application Form (<http://admissions.cua.edu/pdfs/nondegreeapp.pdf>) and arrange for transcripts to be sent from their universities (see <http://lis.cua.edu/admissions/index.cfm#post> for detail). The Admission Committee reviews applications of non-degree applicants.

4+1 Bachelor to Master of Science in Library and Information Science (MSLIS)

With the approval of the Graduate Board, DLIS began offering a 4+1 Bachelor to Master of Science in LIS program (<http://lis.cua.edu/4plus1program.cfm>) in spring 2012 to recruit CUA undergraduates at to the LIS profession. The 4+1 program (four years of college plus one year of graduate study) allows undergraduates to take up to four, three-credit, 500-level graduate LIS courses during undergraduate years and count those 12 credits toward the bachelor's degree and the MSLIS degree. The MSLIS program requires a total of 36 credits, so after receiving a bachelor's degree at CUA, students in the 4+1 program will need to earn 24 more credits (8 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 disciplines within Library Science, such as Cultural Heritage, Law Librarianship and more.

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

Financial Aid

DLIS offers several types of financial aid to support students. Financial aid information is presented on the department's Website (<http://lis.cua.edu/finaid/>) and updated regularly.

Professional Program Tuition (<http://enrollmentservices.cua.edu/Student-Financial-Information/ProfessionalOCRates.cfm>): Effective Fall 2015, the tuition for all students in DLIS is \$1,000 per credit hour, established by the university for professional programs. The regular graduate tuition for 2015-2016 is \$1,650 per credit hour. Continuing students who had received a 50% reduction in tuition (see below) will continue to be charged 50% of the regular on-campus tuition rate or \$825 per credit hour.

Special Tuition Rate (<http://lis.cua.edu/finaid/specialtuition.cfm>)

In response to the need of employers in the District of Columbia, Virginia, and Maryland, CUA had offered a special tuition rate to staff of public libraries and academic libraries since the 1990s. A list of organizations that have enjoyed this arrangement with CUA is online at <http://lis.cua.edu/finaid/specialtuition.cfm>

SLM Special Tuition (<http://lis.cua.edu/finaid/specialtuition.cfm#school>)

In support of school librarians, CUA began offering a 50% tuition discount to students pursuing a degree in School Library Media in fall 2012.

Provost Scholarships (<http://lis.cua.edu/finaid/specialtuition.cfm#provost>)

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

Howard and Mathilde Rovelstad Scholarship (<http://lis.cua.edu/finaid/rovelstad.cfm>)

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

Father James J. Kortendick Endowed Scholarship

(http://lis.cua.edu/finaid/#endowed_departmental_scholarships)

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

Graduate Library Pre-Professional Program (<http://lis.cua.edu/finaid/#graduate>)

The Graduate Library Pre-Professional (GLP) Program is administered by The Catholic University of America Libraries with the cooperation of DLIS. It provides selected DLIS students with pre-professional work experience in the University Libraries, allowing students to complete their degree requirements within a two-year period and combines full-time, salaried work with part-time study. More detail on the GLP program is available at <http://libraries.cua.edu/about/glp.cfm>

Columbus School of Law GLP Program (<http://www.law.edu/library/library-information/employment.cfm#GLP>)

The Law GLP program is similar the GLP program administered by the University Library. An important difference is it accepts applications from both incoming students for spring and current students with no more than 12 credits earned through the fall Semester. More details and information on how/when to apply are posted on the URL for this program.

Student Travel Stipends (<http://lis.cua.edu/finaid/#StudentTravelStipends>)

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

Third Party Scholarships

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

Grant-funded Scholarships

DLIS was able to support students through two educational grants from the Institute of Museum and Library Services (IMLS). The urban school librarianship program, 2007-2011, provided each scholarship recipient 50% tuition support, and the University covered the other 50% of the tuition. In addition, each student received a stipend, support for joining ALA as a student member for one year, support for attending the 2010 ALA Annual Conference, and a mentor. The Cultural Heritage Information Management (CHIM) program, 2012-2015, provided 50% tuition support, membership of a professional organization, support for conference participation, and opportunities to present posters at a CHIM Forum held at CUA in May 2015.

Placement

DLIS works with Career Services of CUA (<http://careers.cua.edu/>), student organizations, and alumni to assist students in 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 CUA Office of Career Services provides career counseling and training, including assistance with job

search process, resume writing, and cover letter critique, and job interview practices. Faculty members provide letters of recommendation for students.

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

In addition, the Alumni Board offers a mentoring program to socialize students into the profession and guide them in job search. Students in the School Library Media program receive support from DLIS when they apply for SLM license.

DEVELOPING A DIVERSE STUDY BODY

DLIS follows the University's Graduate Admissions Policy (<http://policies.cua.edu/academicgrad/admissionfull.cfm#II>) that stipulates the University does not discriminate against students or applications for admission. One of the program objectives is to produce graduates who "are capable of serving information seekers in a global society" (Objective #4). To achieve this objective students will need to develop an appreciation for and an understanding of users and information needs in a society that is increasingly multicultural, multiethnic, and multilingual. For this reason, the program values diversity in its student body and makes concerted effort to recruit students from under-represented 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 (<http://lis.cua.edu/msinls/>) and disseminated through program brochures at national and regional conferences and at information sessions conducted at local libraries. Admission requirements are presented at the University's Graduate Admissions Policy website (<http://policies.cua.edu/academicgrad/admissionfull.cfm#I>) and at the Department's website at <http://lis.cua.edu/admissions/index.cfm>

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

Another IMLS grant received in summer 2012 helped DLIS launch the Cultural Heritage Information Management (CHIM) program (<http://lis.cua.edu/MSinLS/coursesStudy/CHIM.cfm>), with a stated objective to recruit

and mentor minority students to cultivate more future leaders. Recruitment events were offered at the Library of Congress, the Smithsonian Institutions, and on campus; and recruitment brochures were sent to historically black colleges and universities. In spite of these efforts, however, no minority students were in the cohort of 17 students that began their study in spring 2013. The CHIM program has attracted several African American students, but some student could take only one course at a time because of family, and others had full-time employment that prevented them from accepting the scholarships. Nevertheless, the CHIM program attracted students from under-represented populations and their presence in the program enriches learning at CUA.

COMPOSITION OF STUDENT BODY

Following the University's non-discrimination policy, DLIS admits students from all over the world. The objective is to have a diverse student body to promote understanding and appreciation for different cultures and backgrounds. It is the belief of the faculty that a diverse student body will prepare graduates to function effectively in an information environment that is increasingly global and diverse in ethnicity, language, and culture.

DLIS students come from North America, Africa, Europe, and Asia, with a majority of them from Virginia, the District of Columbia, and Maryland. The number of students coming beyond the Washington region remains fairly stable. Table IV-1 presents the geographic origins of DLIS students from fall 2009 to fall 2015.

Table IV-1. Geographic Origins of Students, fall 2009 – spring 2015

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

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

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

Fall 2009	CUA Students		DLIS Students	
	#	%	#	%
Foreign	407	6.01%	5	2.31%
African American	409	6.04%	21	9.72%
Native American	18	0.27%	0	0.00%
Asian American	308	4.55%	11	5.09%
Hispanic American	395	5.84%	6	2.78%
Caucasian	3870	57.18%	127	58.80%
Unknown	1361	20.11%	46	21.30%
TOTAL	6768	100.00%	216	100.00%
Fall 2010	CUA Students		DLIS Students	
	#	%	#	%
Foreign	418	6.00%	3	1.42%
African American	432	6.20%	20	9.43%
Native American	17	0.24%	0	0.00%
Asian American	269	3.86%	8	3.77%
Hispanic American	399	5.73%	7	3.30%
Caucasian	3754	53.88%	122	57.55%
Unknown	1678	24.08%	52	24.53%
TOTAL	6967	100.00%	212	100.00%
Fall 2011	CUA Students		DLIS Students	
	#	%	#	%
Foreign	440	6.38%	3	1.68%
African American	454	6.59%	16	8.94%
Native American	15	0.22%	0	0.00%
Asian American	266	3.86%	6	3.35%
Hispanic American	460	6.67%	11	6.15%
Caucasian	3814	55.32%	106	59.22%
Multi/Other	113	1.64%	4	2.23%
Unknown	1332	19.32%	33	18.44%
TOTAL	6894	100.00%	179	100.00%
Fall 2012	CUA Students		DLIS Students	
	#	%	#	%
Foreign	482	7.05%	4	2.44%
African American	483	7.06%	17	10.37%
Native American	13	0.19%	0	0.00%
Asian American	237	3.47%	8	4.88%
Hispanic American	517	7.56%	12	7.32%
Caucasian	3798	55.54%	94	57.32%
Multi/Other	210	3.07%	3	1.83%
Unknown	1098	16.06%	26	15.85%
TOTAL	6838	100.00%	164	100.00%
Fall 2013	CUA Students		DLIS Students	
	#	%	#	%

Foreign	528	7.85%	1	0.72%
African American	518	7.70%	12	8.70%
Native American	12	0.18%	0	0.00%
Asian American	232	3.45%	9	6.52%
Hispanic American	566	8.42%	12	8.70%
Caucasian	3750	55.76%	86	62.32%
Multi/Other	211	3.14%	8	5.80%
Unknown	908	13.50%	10	7.25%
TOTAL	6725	100.00%	138	100.00%
Fall 2014	CUA Students		DLIS Students	
	#	%	#	%
Foreign	549	8.20%	3	2.61%
African American	561	8.37%	13	11.30%
Native American	12	0.18%	0	0.00%
Asian American	210	3.13%	1	0.87%
Hispanic American	612	9.14%	14	12.17%
Caucasian	3696	55.17%	75	65.22%
Multi/Other	248	3.70%	6	5.22%
Unknown	811	12.11%	3	2.61%
TOTAL	6699	100.00%	115	100.00%
Fall 2015	CUA Students		DLIS Students	
	#	%	#	%
Foreign	549	8.42%	4	4.21%
African American	544	8.34%	12	12.63%
Native American	13	0.20%	0	0.00%
Asian American	207	3.17%	3	3.16%
Hispanic American	623	9.55%	7	12.17%
Caucasian	3606	55.30%	62	65.26%
Multi/Other	303	4.65%	4	4.21%
Unknown	676	10.37%	3	3.16%
TOTAL	6521	100.00%	95	100.00%

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

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

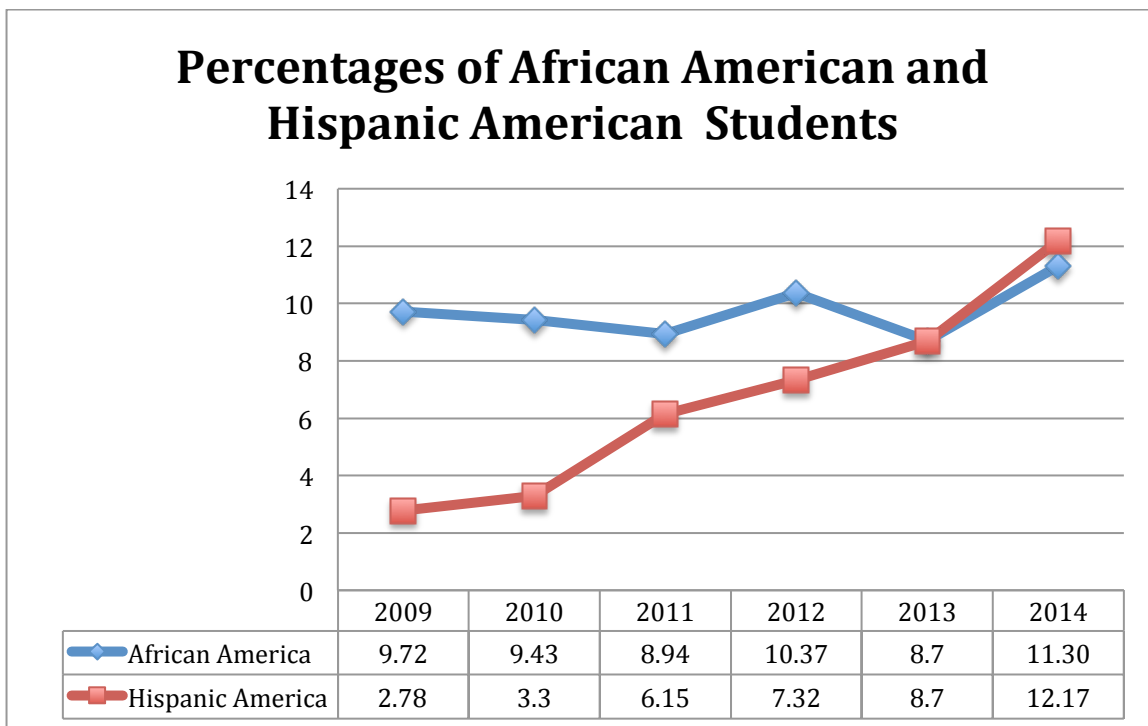


Fig. IV-1. Percentages of DLIS African American and Hispanic American students

Most DLIS students pursue their master’s degree part-time (Fig. IV-2), and a majority of them are female (Fig. IV-3).

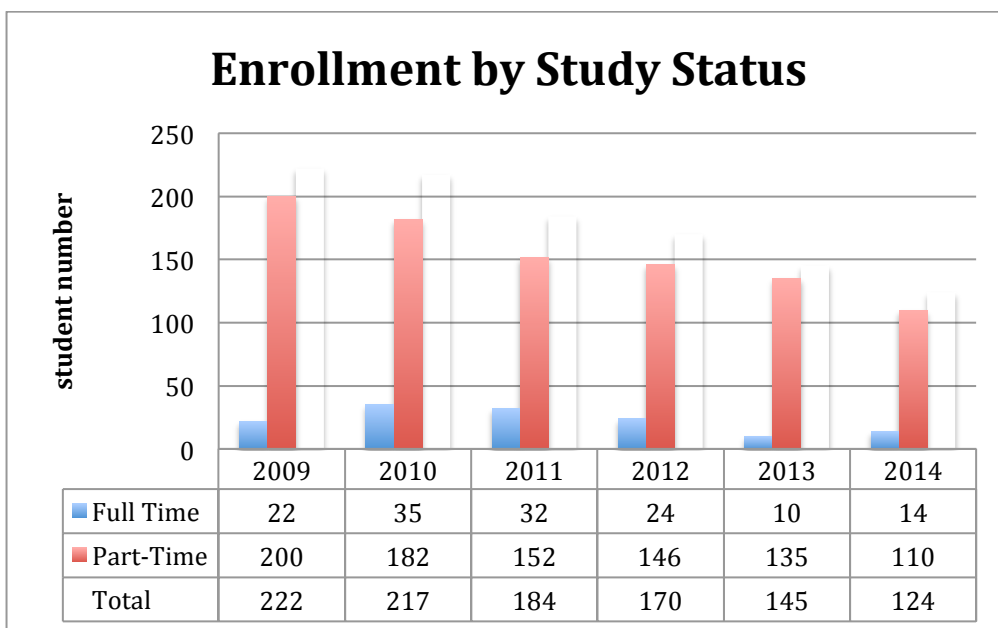


Fig. IV-2. Enrollment of full-time and part-time students

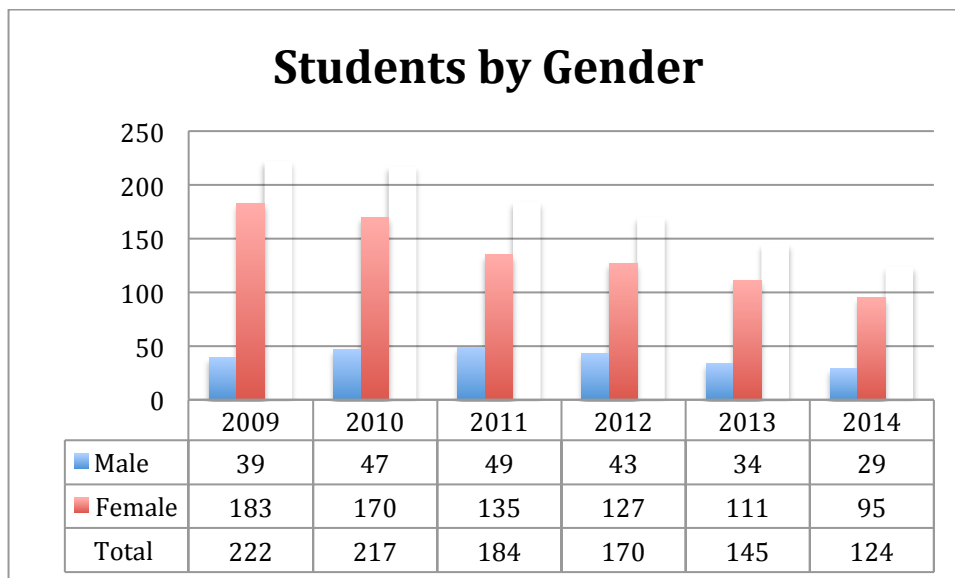


Fig. IV.3. Enrollment by gender

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

Table. IV-3. Enrollment By Student Age

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

LEARNING ENVIRONMENT AT DLIS

DLIS nurtures students and develops future leaders for the profession through a strong curriculum, close relationships between faculty and students, rich practicum opportunities, and meaningful peer relationships cultivated through class interaction, group projects, and student associations. Students, faculty, and staff constitute a community that shares a commitment to the program's mission, goals and objectives. Details on the learning environment at DLIS are presented in 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. Before 2012 the comprehensive examination required students to write four essays over the course of two days in examination rooms. The format was stressful and required memorization of a lot of information. To find a more appropriate method to assess students' overall learning, the faculty examined several format options, surveyed students, and decided to change the format to a take-home examination that requires them to write a research paper on a topic selected by the faculty. The open-book format provides opportunities for students to demonstrate knowledge of key concepts and theories, research ability, and the ability to evaluate, and synthesize the literature to develop a cogent paper. The new examination format was adopted in fall 2012. The comprehensive examination is offered three times a year in spring, summer and fall. Table IV-4 summarizes data from fall 2009 to spring 2015. The success rate is calculated from the outcomes of the fall, spring, and summer comprehensive examinations.

Table IV-4. Success Rates of the Comprehensive Examinations

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

The success rate has improved over time. The adoption of an evaluation rubric for the comprehensive examination in 2011 may have contributed to a lower passing rate in that year. To improve the success rate, the faculty have added assignments in core and elective courses for students to practice researching the literature and writing evaluation and synthesis of research literature. Advisors have provided guidance to advisees to help them prepare for the examination. Students are also strongly encouraged to submit sample essays for faculty input as they prepare for the examination. At comprehensive examination workshops, the faculty presenters explain the process, the evaluation rubric, and strategies for success. An analysis of comprehensive examination outcomes after the format change found that most students welcomed the format change though a small number felt the format was not the best way to demonstrate their knowledge and learning.

Since the adoption of the new format the faculty has engaged in extensive and ongoing evaluation and refinement. Each semester, after all essays have been graded, the faculty reflects on strengths and weaknesses of the essays and the questions, and identifies refinements for the next cycle. Through this process common weaknesses with research, and with synthesis and analysis were identified. This led to additional emphasis on the importance of writing skills, and steps to communicate their importance to students. DLIS has communicated to full-time and part-time faculty of the importance of identifying students with weak writing skills and referring them to the University Writing Center for assistance. During Fall 2014, DLIS completed a review of the new format and concluded that the examination provides satisfactory evidence of student abilities with respect to writing skills and the professional value of research. It identified two areas in which students appears to be slightly weaker--ability to apply relevant theories, principles

and concepts appropriately in response to the question; and ability to analyze, synthesize, and evaluate relevant principles; but even in these areas students are overall meeting or exceeding expectations.

An indirect measure of students' learning is their assessment of the MSLIS program. In annual exit surveys of graduating students and the 2014 Alumni Survey, participants were asked to assess the curriculum and the overall program. For the purpose of illustration, Table IV-5 presents data from the 2010-11 exit survey, the 2013-14 exit survey, and the 2014 alumni survey. The percentages in the table represent the combined total of "agree" and "strongly agree" responses. Exit surveys of the other years reveal the same data pattern (Appendix xxx).

Table IV-5. Students and alumni responses of the overall MSLIS program experience ("agree" and "strongly agree" responses)

Program Experience	2010-11 Exit Survey n=52	2013-14 Exit Survey n=29	2014 Alumni Survey n=291
Curriculum covers subjects of interest to me	82%	93%	NA
Practicums enrich my learning	74%	93%	NA
Core courses provide a good foundation	67%	82%	NA
MSLIS program is very good	78%	82%	90%
MSLIS program prepares me well for my first professional job	52%	59%	77%

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

Sources of Evidence

- Recruitment materials (ads, information session announcements, online information sessions, brochures)
- Exit surveys (2011-2014)
- 2014 Alumni Survey
- 2007-2011 IMLS grant report
- 2012-2015 IMLS grant report
- 2014 Comps Analysis

IV.2 Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.

AVAILABILITY OF PROGRAM INFORMATION

DLIS uses its website (<http://lis.cua.edu>) to publicize information on the department and its programs. Tabs for current students, prospective students, and alumni at the top of the website provide direct access to information most relevant to each group. The website includes information on

- The vision, mission, program goals and objectives of DLIS
- Faculty and staff directories that contain each member's profile and contact information
- Accreditation information that contains a final report, a briefing video, and other related documents on our LIS program for the accreditation review process
- Information on the LIS Advisory Board that contains board charges, members, and meeting materials
- Employment information
- Information for prospective students on admission requirements, financial aid options, scholarships, transfer of credit, and waiver of course requirements
- News, events, and announcements
- Course information in Master's programs (LIS and HIT) and post-Master's or non-degree programs that contains courses of study, course catalog, course schedules, two-year course plan, registration guidelines, independent study, practicum, comprehensive exams, course selection FAQs, and courses for undergraduates (4+1 program)
- General information on graduate education in LIS, including graduate student policies, academic policies, student performance assessment, and related forms
- Policies and forms that are relevant to academic issues, accessibility, courses, technology, tuition & financial aid, student employment, and student representatives
- Program information that contains MSLIS requirements, MSIT-HIT, joint-degree programs, online & weekend learning (OWL), summer institutes, distance courses, post-Master's study, 4+1 Bachelor to MSLIS program, and professional competencies
- Technology resources that contain information on LIS computer lab, listserv instructions, technology inventory, technology manuals and policy, devices available in DLIS, as well as technology resources and services available at the university
- Information on tuition and financial aid that contains tuition and fees, endowed departmental scholarships, graduate library pre-professional (GLP) program, Howard and Mathilde Rovelstad scholarship, student travel stipends, third party financial aid, federal student loans, CHIM-IMLS scholarship, and special tuition rates
- Link to CUA libraries
- Request information form and contact information
- Schedule for information sessions (virtual and on-campus) and sign-up form,
- Links to professional organizations and LIS student organizations
- Alumni profile

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

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

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

Besides the website, DLIS communicates with stakeholders by various forms of social media:

- Facebook (<https://www.facebook.com/pages/Catholic-University-Library-and-Information-Science/128115343928336>)
- Twitter (https://twitter.com/cua_lis)
- LinkedIn (<http://www.linkedin.com/company/the-catholic-university-of-america-school-of-library-and-information-science>)
- YouTube (<https://www.youtube.com/user/CUASLIS>)
- WordPress (<http://cuaslis.org/wp/category/news-events/>)
- RSS (<http://cualis.org/wp/feed/>)

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

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

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

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

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

Sources of Evidence

- DLIS website redesign/update (website URL)
- Social media presence (links for FaceBook, Twitter, blogs, etc.)
- Listservs
- Print materials (brochures, fliers, advertisements, etc.)
- Information Sessions (<http://lis.cua.edu/events/infosessions>)

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

aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

CONSISTENT APPLICATION OF ADMISSION STANDARDS

The University's Graduate Admissions Policy specifies application requirements, and DLIS further clarifies admission standards for the program on its website (<http://lis.cua.edu/admissions/index.cfm>). It requires applicants to have earned a bachelor's degree from a regionally accredited college or university that awarded the applicant's BA or BS degree, and applicants who earned less than a 3.0 in undergraduate work are required to take the Graduate Record Examination. The admission process consists of two stages. The first stage is through the CUA Graduate Student Admissions office and involves receiving the application, creating a folder containing the applicant's application and supporting documentation, and generating an itemized list of the documents in the folder and the date they were received. At this stage admissions staff ensures each application contains all the required documents. The second stage of the process occurs at the department and involves the evaluation of the applications. The Admissions Committee of DLIS engages in a consistent process to ensure fairness in all admission decisions and compliance with all university standards regarding admission. As a final quality assurance, the Associate Dean for Graduate Studies at the School of Arts and Sciences reviews admission decisions before sending out notices to applicants. Through the checks and balances provided in the two-fold process, prospective students are assured of consistently applied and well-documented applications processes.

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

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

Applications and Admissions

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

Table IV-6. Percentage of Admissions to Applications Fall 2009-Fall 2015

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

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

Table IV-7. Enrollment Data 2009-2014

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

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

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

Table IV-8. Average GPA of Admitted Students (MSLIS & Joint Degree)

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

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

Table IV-9. Average GRE Scores of Admitted Students (MSLIS & Joint Degree)

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

*Reflects new GRE Scoring out of 180

Successful completion of the MSLIS program (<http://lis.cua.edu/msinls/degree.cfm>) requires 36 semester hours of graduate credit (30 of which must be taken in DLIS), a minimum grade point average of 3.0, and a passing grade on the comprehensive examination. Because most of the DLIS students pursue their degree part-time, the number of years to graduation ranges from one to five years. Figure IV-4 shows that most students took two to three years to complete degree requirements.

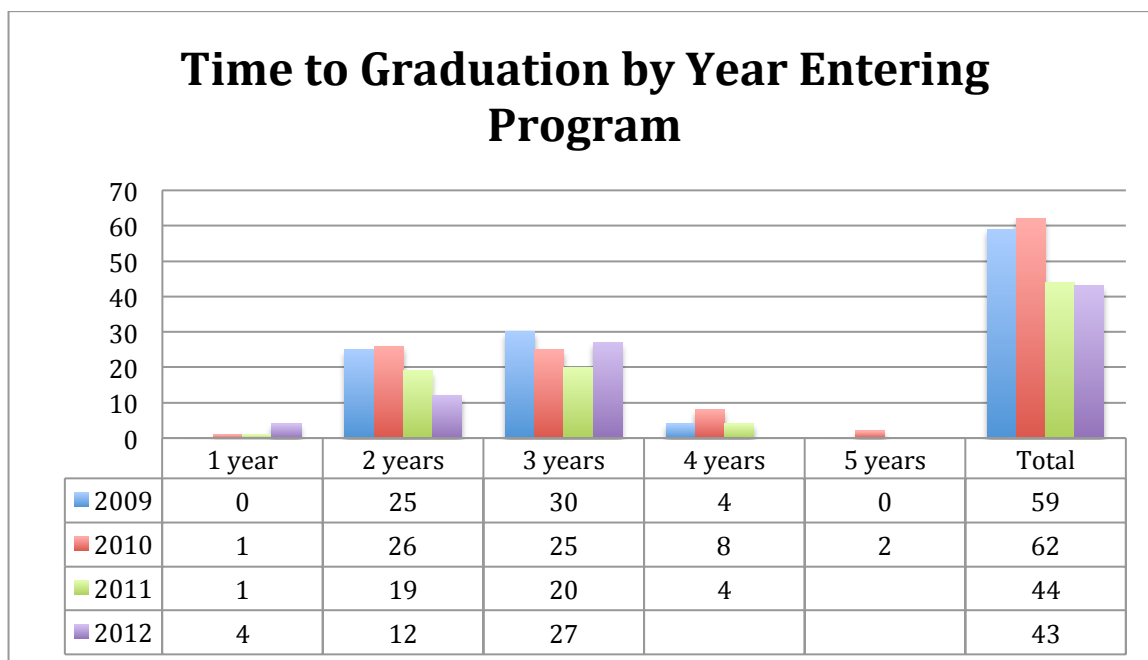


Fig. IV-4. Time to graduation by year entering program

The curriculum and the overall program prepare graduates to contribute to the library and information science field. In the 2014 Alumni Survey respondents were positive about the program (Table IV-10).

Table IV-10. Alumni Assessment of Program Quality

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

Sources of Evidence

- 2014 Alumni survey

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

COHERENT PROGRAMS OF STUDY

DLIS strives to offer a coherent curriculum, to accommodate the needs of students, and to communicate the curriculum to the students in a clear and consistent manner.

Curriculum

To help students construct coherent programs of study, the Department developed ten courses of study:

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

Each course of study includes a list of required courses, highly recommended courses, other elective courses, and a course checklist. Courses of study are guidelines that help students select courses, obtain information on career options, and identify professional organizations important to a particular course of study. Courses of study are not prescribed but recommended to students for consideration as they identify areas to develop in-depth knowledge. Students can work with advisors to develop a customized course of study.

DLIS also offers independent studies for students to pursue areas of special interest. An independent study (1~3 credits) is supervised by a full-time faculty member, and the topic of study must be approved prior to registration. Students who have completed at least 8 credits in the MSLIS program are eligible for an independent study. Students are allowed two independent study courses per semester, and a maximum of seven credits of independent study for the MSLIS program. The Independent Study Contract form is online at <http://arts-sciences.cua.edu/res/docs/independent-study.pdf>.

The faculty makes continuous efforts to provide a coherent program. The Curriculum Committee leads the effort to review the curriculum, covering courses and specific courses of study. For instance, two core courses, LSC553: Information Sources and

Services and LSC555: Information Systems in Libraries and Information Centers, were revised and updated in Spring 2013. Mid- and upper-level courses were reviewed and revised in the years 2010-2011, and 2012-2013, respectively.

The faculty continues to enrich courses of study with new courses, such as developing “History and Theory of Cultural Heritage Institutions” and “Digital Curation” for the CHIM program; and “Actionable Intelligence” and “Digital Content Creation and Management” for the 4+1 program in fall 2011. In addition, courses in the school library media (SLM) program were reviewed and revised for fall 2012–fall 2013. The process and procedures for offering and regularizing special topic courses were discussed and formalized in fall 2011. Details of curriculum revision efforts are described in Standard II. Curriculum.

Evidence of DLIS’s compliance with this standard can be found in the LIS Current Student Survey, a new survey conducted in fall 2014 to examine students’ perception of the curriculum (Table IV-11).

Table IV-11. Current Student Assessment of the MSLIS Curriculum (responses of “strongly agreed” and “agreed” combined)

Curriculum Quality	2014 Current Student Survey (n=63)
Overall, the LIS curriculum is providing me with a coherent program of study	84.62%
The curriculum provides a variety of opportunities to study the theory, principles, practice, and values of the LIS field	84.62%
My courses focus on the knowledge, skills and competencies I need as an LIS professional	82.69%
Through taking my courses, I am improving my knowledge, skills and competencies as an LIS professional	88.46%

Meeting the Needs of Students

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

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

department launched the OWL program for both the Generalist and the School Library Media courses of study in fall 2011. OWL combines online instruction with monthly Saturday face-to-face classroom meetings (four times per semester). Blackboard and Adobe Connect Pro are main communication tools for online instruction. OWL is designed to meet the needs of working students and those who live far from the university campus. This provides convenience, flexibility, a community of learners, and ease of scheduling for students. Before launching online offerings, the Department conducted informal surveys to gauge the interest of the profession. Feedback from attendees of the Maryland Library Association conference and the Virginia Educational Media Association in 2010 indicated a strong need for online learning. The OWL program has been continuously reflecting students' feedback through blended/OWL course surveys that are administered in the end of every semester, as well as focus group interviews.

To prepare students for their career goals, DLIS has reviewed the professional standards of numerous professional organizations to update the current program objectives, which consequently impact the learning objectives of the courses. For example, the courses of the school library media (SLM) program were revised to ensure that they (1) meet the certification requirements of District of Columbia and the nearby states of Virginia and Maryland, (2) align with the professional standards, and (3) include up-to-date instructional technology components.

The Technology Committee revised the "Technology Expectations for LIS Students" to aid prospective and current students in assessing their technology skills and to provide tutorials or workshops for them to obtain necessary skills. The revised Technology Expectations obtained faculty approval in spring 2013 (<http://lis.cua.edu/tech/base-tech.cfm>). The DLIS media lab provides tutorials, instructional workshops, and one-on-one guides to enhance the MSLIS curriculum with the latest computer technology and programs. Available tutorials include Dreamweaver CS6, HTML 5, and Adobe Connect Pro Manual for LIS Students. A complete list of tutorials is online at <http://lis.cua.edu/tech/guides.cfm>. Students can use various technologies and software and have staff assistance in the Information Commons, media lab and computer lab of the LIS department. The LIS Technology Inventory can be found at <http://lis.cua.edu/tech/inventory.cfm>. Students can borrow laptops and other equipment, including e-readers, portable projectors, digital voice recorders, and video cameras from the media lab. Outcome measures of the technology support include the diagnostic assessment data, workshop surveys, and workshop schedules and enrollment. Details about physical spaces for technology support are addressed in Chapter VI: Facilities.

Communicating the Curriculum to Students

Upon acceptance to the department and the university, the chair assigns each student an advisor among full-time faculty. The assignment matches the student's interests and background with the expertise of the faculty member. Students are expected to work closely with their faculty advisor to select and schedule courses, and to plan for their careers. Within the faculty and student advising relationship, students are tracked through

the use of the *LIS Faculty Advising Handbook* (Appendix x) and the course of study checklist (Appendix x). The *Faculty Advising Handbook* includes information on degree requirements, a checklist of actions for a new student to “get in the system,” and information on the courses within each course of study. It also includes worksheets that help the student and advisor monitor the student’s progress through the program. In 2014, DLIS developed a checklist for each course of study, which is available on the department website. The checklist is used to track courses that students have taken and record notes about students’ progress in the program. In addition to the advising process, students can obtain information about the program through the department website, as described in the Standard IV.2.

Evaluation of Student Achievement

Student achievement is evaluated with different assessment instruments administered in each class. DLIS faculty uses the course syllabus template provided by the Provost’s Office to develop course syllabi. The faculty identifies course objectives and student learning outcomes in course syllabi and specify assessment methods and schedules. The faculty follows a grading system of A–F for graduate studies, based upon a 4.0 scale of achievement. Each of the core courses (LSC551, LSC553, LSC555, and LSC557) includes standard assessment assignments to ensure consistency in learning. For example, all LSC551 sections require a thesaurus assignment and a standardized final project that is evaluated according to a rubric agreed upon by 551 faculty members. Similarly, all LSC555 sections require a blog assignment, a system analysis project, a research paper, and a group term project. According to the 2014 LIS Current Student Survey, 82% of current students strongly agreed (28.00%) or agreed (54.00%) to the statement “Faculty provided me with regular and thorough evaluations of my performance.”

Student achievement in the program is evaluated through the required LIS comprehensive examination. The faculty uses an evaluation rubric to assess student essays submitted for the examination. The rubric is closely associated with the LIS competency statements and the department goals and objectives. It helps ensure fairness in grading and validity in assessment. The rubric also helps students for the comprehensive examination and provides valuable feedback to students who fail the examination. The rubric is attached to the *LIS Comprehensive Examination Guide* (Appendix x) to inform students of the faculty’s expectations. In grading the exam, faculty looks for an understanding of core concepts, adequate knowledge of facts, and the application of principles and problem-solving skills in the library and information science profession. As part of the department’s outcomes assessment efforts, comprehensive exam outcomes are analyzed after each examination and used to improve the examination and the program itself. Details on the format change of the comprehensive exam are described in Standard II. Curriculum.

In addition to course evaluations and the comprehensive examinations, student achievement is reflected by the awards and scholarships awarded by the Department and professional associations. DLIS recognizes student achievement by the Howard and Mathilde Rovelstad Scholarship, the Student of the Year Award, student travel stipends,

nomination to the profession's honor society, Beta Phi Mu, upon graduation, and nomination for the Beta Phi Mu scholarship for continuing students. The Rovelstad Scholarship recognizes continuing students with strong academic record and potential for success. Table IV-12 presents scholarship recipients from 2009 to 2015.

Table IV-12. Howard and Mathilde Rovelstad Scholarship Recipients

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

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

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

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

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

Table IV-14. Beta Phi Mu Scholarship Recipients

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

ACCESS TO GUIDANCE, COUNSELING, AND PLACEMENT ASSISTANCE

The faculty of DLIS offers students guidance through office hours, by appointment, by phone, and by e-mail. Adobe Connect Pro is also used by some faculty and students for online, synchronous communication. Full-time faculty serves as advisors to provide consistent and quality guidance. Of the respondents to the 2014 LIS Current Student Survey, about 80% strongly agreed or agreed to the statement “I have access to continuing opportunities for guidance, counseling, and placement assistance.” Their comments included suggestions for further placement assistance from the department.

In addition, students receive guidance from course instructors, full-time and part-time faculty, and practicum supervisors. Of the respondents to the Fall 2014 LIS Current Student Survey, 53.06% strongly agreed and 44.9% agreed that “Faculty are responsive to my requests to help;” and 94% reported having met with advisors in person once or more. Exit surveys from 2010 to 2015 found the majority of respondents strongly agreed or agreed the faculty was very responsive to requests for help. However, the quality of advising did not receive high marks from respondents. To address this concern, the Department provides opportunities for new students to meet with advisors during the orientation for new students. DLIS will monitor this area and take actions to ensure quality advising.

Students specialize in school library media (SLM) also receive guidance from Dr. Sung Un Kim on how to meet the school librarian licensure requirements. Ms. Louise Gray, Program Coordinator, prepares the application form and a program completion verification letter for students and obtain the necessary signature from CUA’s Director of Teacher Education to help students complete the process.

The University provides a variety of services to provide guidance, counseling, and placement assistance. The Center for Academic Success (<http://success.cua.edu/>) provides instructional assistance. They provide drop-in tutoring as well as individual tutoring to enhance student learning. The workshop series provided by the Center for Academic Success addresses topics such as time management, effective reading, note taking, examination preparation, study skills, and memory skills. The Writing Center (<http://english.cua.edu/wc/>) assists students in developing writing skills. The Counseling Center (<http://counseling.cua.edu>) 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 (<http://disabilitysupport.cua.edu/>), which works with students and faculty to provide special accommodations and services to facilitate academic success. CUA Career Services (<http://careers.cua.edu/>) provides advising on resume and curriculum vitae, networking, and job interviews, as well as on-campus career events, such as employment fair, job search presentation, and career panel.

DLIS also provides experiential learning outside the classroom. Practicum requires 120 hours of field work supervised by a library information professional and practicum opportunities are publicized through student listservs and posted on the practicum webpage (<http://lis.cua.edu/courses/practicum/index.cfm>). Independent studies provide

opportunities for field experience or research (<http://lis.cua.edu/courses/independent.cfm>) . Faculty advisors of student organizations often involve students in activities of professional associations.

Sources of Evidence

- Course of study guidelines (<http://lis.cua.edu/msinls/coursesstudy.cfm>)
- Current student survey (2014)
- OWL program for generalists and SLM students (website URLs)
- Baseline technology expectations (website URL)
- Technology workshops and guides (website URL)
- DLIS technology inventory (website URL)
- Advising handbook and course checklist
- Assessment assignments
- Comprehensive exams and evaluation rubric
- Student awards and scholarships (tables and lists)
- Counseling services (CUA and DLIS, website URLs)
- Graduate Library Pre-professional (GLP) program (website URL)

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

STUDENT PARTICIPATION IN DEPARTMENT COMMITTEES

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

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

Table IV-15. Student Participation in DLIS Committees

Committee	Student Representative(s)
Senate Ad Hoc Committee on SLIS Reorganization	Elizabeth Greely
LIS Advisory Board http://lis.cua.edu/about/LISadvisoryboard.cfm	Jack Dale, Kirsten Mentzer
SLM Advisory Board	Melanie Medina, Madeline Davis
Accreditation, Standard I Mission, Goals, and Objectives http://lis.cua.edu/about/accreditation2016/committees.cfm	Savanna Nolan
Accreditation, Standard II Curriculum http://lis.cua.edu/about/accreditation2016/committees.cfm	Keegan Johnson
Accreditation, Standard IV Students http://lis.cua.edu/about/accreditation2016/committees.cfm	Sam Russell Emily Wagner Chris Corrigan (Alumni Board past-president)
Accreditation, Standard VI Facilities http://lis.cua.edu/about/accreditation2016/committees.cfm	Madeline Davis

Student Organizations

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

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

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

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

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

- Blog: <http://cuasla.blogspot.com/>
- Facebook: <https://www.facebook.com/group.php?gid=30777315003>
- LinkedIn: <http://www.linkedin.com/groups?mostPopular=&gid=1850067>
- Twitter: http://twitter.com/#!/CUA_SLA
- Youtube: <http://www.youtube.com/user/SLACUA>

Student chapters work hard to provide a sense of community for fellow students. They have offered many programs and activities to engage DLIS students in local communities and professional organizations, provide professional development opportunities, and support them in job searches. Table IV-16 highlights recent programs and activities of these student organizations. All student organizations offer programs related to job search and career preparation.

Table IV-16. Selected Recent Activities of DLIS Student Groups

Student Organization	Event
AGLISS	<p>11/8/11 Intelligence Analysis and Library and Information Science: Converging Educational Paths AGLISS co-organized the panel discussion event with several federal librarians to introduce alternative career paths for students.</p> <p>10/13/2012 Round Table with Art Librarians AGLISS presented a round table event with art librarians from Corcoran Museum and College, The Hillwood Estate, The National Shrine, and The Catholic University of America. Invited art librarians presented their professional experiences followed by Q&A and networking sessions for students to learn more about art librarianship.</p> <p>10/25/2012 Career Advice Event with CUA Career Services</p> <p>11/20/2013 Tour to US Holocaust Museum Library and Archives</p> <p>3/4/2014 Career Services Information Session and Resume Workshop</p> <p>4/11/2014 Professional Organization Information Session & Happy Hour AGLISS hosted a panel with 5 representatives from various professional organizations including DCLA, AALL, RUSA, RSS, SAA, and DC SLA to provide an opportunity for students to learn more about the benefits of joining a professional organization and how it can impact their career development, followed by a networking opportunity.</p>
SLA Student Chapter	<p>9/29/2012. Tour – Folger Shakespeare Library, Washington DC.</p>

	<p>11/17/2013. Career Development Knowledge Café. Attended by approximately 30 students and ten experienced info professionals; 2 hours of roundtable discussions of career options and strategies, preceded and followed by informal networking.</p> <p>4/6/2013. Speed Resume Review: Experienced professionals provided resume reviews for students in a small-group, informal discussion setting.</p> <p>4/12/2013. Tour -- United States Naval Observatory Library</p>
ASIS&T Student Chapter	<p>10/19/2013. Volunteer activity at St. Anthony Catholic School: To make the library collection more accessible to students, LIS/HIT students, alumni, faculty and their family/friends (9 attendees in total) visited St. Anthony Catholic School. They worked on sorting books (weeding and organizing), preparing books for cataloging, cataloging and processing, repairing damaged books, and shelf reading.</p> <p>2/8/2014. Volunteer activity at Washington Middle School for Girls: As a volunteer event of ASIS&T CUA student chapter, LIS/HIT students, alumni, faculty, and their friends (11 attendees in total) visited the Washington Middle School for Girls' (WMSG) new campus. To help them set up a library in the new campus, participants worked on cataloging, processing, shelf-reading, and shelf-signage in collaboration with their reading specialist and librarian consultant.</p> <p>4/7 – 4/8/2014. Exhibition tour to the Computers in Libraries Conference: ASIS&T CUA Student Chapter took the lead to arrange a collaborative project with SLA CUA Student Chapter and AGLISS. They held a cafe discussion. This venture was a great way for students across different focused disciplines to discuss how each viewed the importance of library science and its impact on many agendas. The total number in attendance was thirteen.</p>
SAA Student Chapter	<p>3/20/2014. Workshop on Becoming a Certified Archivist</p> <p>11/9/2014. Tour of the National Museum of American History Archive Center</p>

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

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

Sources of Evidence

- LIS Advisory Board meeting minutes
- SLM Advisory Board meeting notes
- LIS Student Organizations Activities spreadsheet (2009-2014)
- Alumni Board activity summary report
- Town Hall meeting notes

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

Student Input to Program Evaluation

The DLIS faculty regularly seeks feedback from students and examines evidence of student achievement to determine the achievement of program objectives. Achievement of program objectives is assessed by end-of-semester course evaluations, blended/OWL course evaluations, outcomes analysis of the comprehensive exams, student exit surveys, alumni surveys, focus group with practicum students and supervisors, and employer surveys. The faculty review results of these evaluations and surveys to improve the program. For instance, in response to the results of the blended/OWL course evaluations, the Blended Learning Committee developed in 2015 an OWL/blended course preparation checklist and a faculty member designed three online pedagogy workshops to assist the faculty in teaching OWL and blended courses. The first workshop, “Strategies for successful online teaching,” was offered in May 2015, and the other two, “Strategies for successful online teaching” and “Effective interactions in online courses,” are offered in fall 2015.

The faculty improves their teaching by analyzing student achievement within individual courses. This is an organic process of reviewing the learning objectives for each assessment and comparing them to the composite of student submissions for each assessment. Faculty members also improve their teaching by analyzing how students evaluate their course at the end of the semester.

The faculty assesses the overall effectiveness of the program by reviewing the pass/fail rate of the students on the comprehensive exams and stakeholder feedback from stakeholder surveys. This data provide DLIS with valuable feedback on how well the students are able to articulate the core concepts of this program. Success rates of the

comprehensive examination each year are presented in Table IV-4 above. Further discussion and documentation are provided in Standard II. Curriculum.

DLIS reviews the MSLIS curriculum regularly to ensure the program meets the needs of stakeholders. It uses student course evaluations, advisory groups (e.g., LIS Advisory Group, CHIM Advisory Group, SLM Advisory Group, and Law Librarianship Advisory Group), and surveys of students, alumni, and employers to seek input from stakeholders. Stakeholder surveys are conducted regularly to ensure program objectives are met and students develop competencies to meet market needs. The surveys are discussed in Standard I: Mission, Goals and Objectives. Other initiatives of the LIS Curriculum Committee regarding feedback and evaluation are discussed in Chapter II: Curriculum.

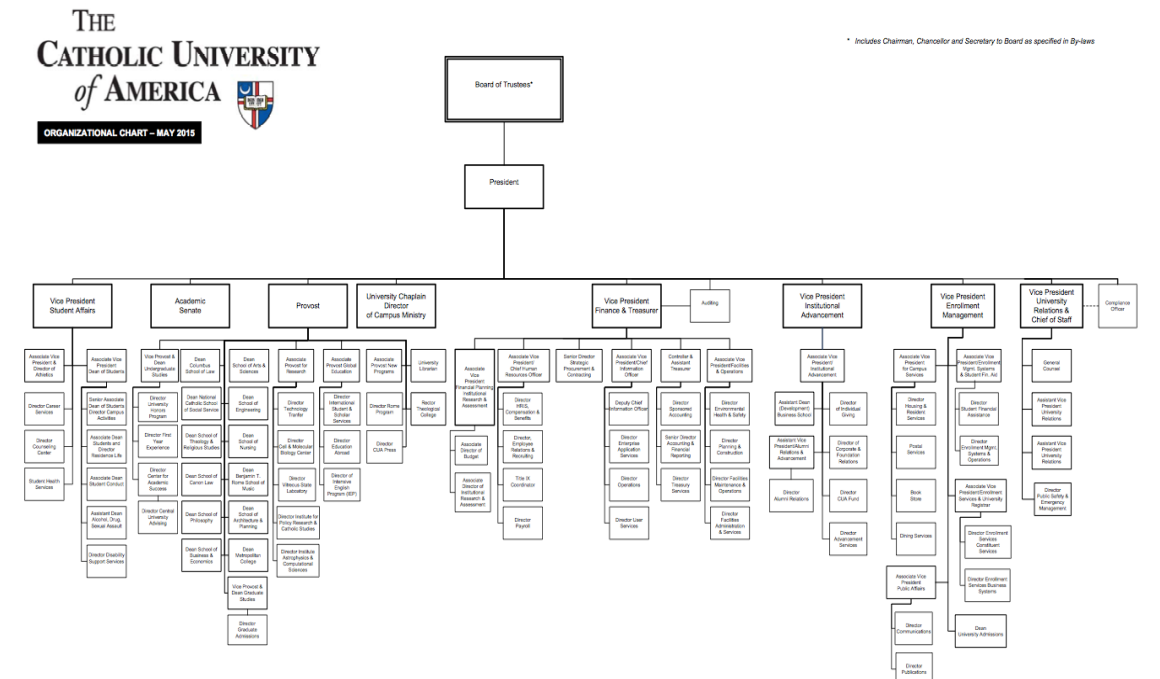
Sources of Evidence

- End of semester course evaluations
- Strategy workshops for faculty
- Comprehensive exam results
- Advisory groups
- Surveys of students, alumni, employers and exit surveys

Standard V. Administration and Finance

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

The Department of Library and Information Science (DLIS) is one of the 18 departments in the School of Arts & Sciences. The School of Arts & Sciences is the largest and the second oldest of the 12 schools that comprise The Catholic University of America. The School of Arts & Sciences is led by a Dean, who is appointed by the President following prescribed search and consultation procedures. The *Faculty Handbook, Part II, Section F* (<http://provost.cua.edu/res/docs/Faculty-Handbook-PART-II.pdf>) specifies the procedures for appointing a dean and the dean’s duties and responsibilities. The department chair reports to the dean of the school and has the responsibility for establishing the administrative, fiscal, and academic policies for the department within the framework of the school and the university’s policies and procedures, which are standardized across all units of the university. As is the case with all deans, the Dean of the School of Arts & Sciences reports to the Provost. The Provost reports to the University President. The President reports to the Chancellor, who by statute is the Archbishop of the Archdiocese of Washington, and to the Board of Trustees. The organizational chart below illustrates the structure of the University.



Departmental Administration

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

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

- (a) providing academic leadership to the Department and fostering high academic standards;
- (b) being responsible for the programs of the Department, its course offerings, and methods of instruction;
- (c) overseeing faculty appointment, reappointment, promotion, and tenure reviews as prescribed in Part II of the *Faculty Handbook*;
- (d) assigning faculty duties fairly and equitably, insuring 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 Office of Institutional Advancement in developing resources for the Department;
- (h) preparing an annual report to the Dean on the state of the Department and recommendations for its progress;
- (i) supervising graduate assistants and departmental employees;
- (j) presiding at monthly meetings of the Department during the Academic Year; and
- (k) representing the Department at meetings of the Academic Council.

Faculty

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

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

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

Faculty Promotion and Tenure

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

The Chair of DLIS represents DLIS candidates who have applied for promotion or tenure at the meeting of the Committee on Appointments and Promotion (CAP) of the School of Arts & Sciences. The dean of the School of Arts & Sciences represents candidates at subsequent levels of review. Since the last accreditation visit, Dr. Youngok Choi and Dr. Bill Kules were promoted to Associate Professor and received tenure. Dr. Sung Un Kim is applying for promotion to Associate Professor and tenure during the 2015-16 academic year. Dr. Renate Chancellor, Dr. Sue Yeon Syn, and Dr. Jane Zhang are scheduled for review for tenure during the 2016-2017 academic year.

Departmental Autonomy

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

Applications from prospective students and application procedures for the MSLIS program are handled by the Office of Graduate Admissions. The Office provides administrative support for DLIS application procedures to achieve the program goals and objectives of DLIS. The Admissions Committee at DLIS reviews each applicant's entire record and recommends an admission decision to the Associate Dean of the Graduate Studies of the School of Arts and Sciences. The admission requirements of the Master of Science in Library and Information Science Program (MSLIS) are described in (<http://lis.cua.edu/admissions/index.cfm>). Upon a recommendation from the department, the school sends formal offers or denial of admission.

Resources and Administrative Support

The University also provides resources and administrative support to DLIS in many ways – financial support through the annual budget, employee benefits, administrative and academic support personnel across the campus, administrative and academic information technology systems, library resources through University Libraries, physical facilities and facility maintenance, and scholarships and other financial support for students that allows the MSLIS program to operate smoothly. DLIS relies on the University's Technology

Support staff for supporting the technology available in the department's computer laboratory, offices, and meeting rooms, as well as in the Information Commons. Details on the Information Commons and the technology support provided by the University are presented in Chapter Six that addresses Standard VI. Physical Resources and Facilities.

Source of Evidence

- Faculty Handbook (<https://provost.cua.edu/handbook/index.cfm>)
- Cultural Heritage Information Management Certificate planning document

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

DLIS faculty, staff, and students have opportunities for nomination, election, or appointment that is equivalent to that of their peers in other units. In addition to the Chair serving on the Academic Council of the School of Arts & Sciences, Dr. Ingrid Hsieh-Yee, Ordinary (full) Professor in DLIS, and Dr. John J. Convey, DLIS Co-Chair and Ordinary Professor of Education, participate in monthly meetings of the Ordinary Professors in Arts & Sciences. The Ordinary Professors act as advisors to the dean and vote on faculty promotions and appointments at senior rank in the School of Arts & Sciences.

Prior to being granted a leave, Dr. Bill Kules was a member of the Graduate Board. The dean of the School of Arts & Sciences appointed Dr. Sung Un Kim to the Graduate Board to replace Dr. Kules in fall 2015. The Graduate Board exercises general supervision over all matters delegated to it by the Academic Senate regarding graduate study; for example, standards of admission, requirements for degrees, and programs of study, and makes recommendations to the Academic Senate regarding graduate policy. Members of the Graduate Board are appointed by the Academic Senate upon joint recommendation of the Dean of Graduate Studies and the Dean of the particular school. Each school involved in graduate studies is represented on the Graduate Board by the number of members equal to its number of faculty delegates to the Academic Senate.

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

Table V-1. DLIS Full-Time Faculty Service on University Committees

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

Students of DLIS are equitably represented in the Graduate Student Association (GSA) and have equal opportunities to participate in the institution's advisory and policymaking bodies. A list of students serving on the GSA Senate, department advisory boards, and accreditation committees is presented in Chapter 4 that addresses Standard IV Students.

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

DLIS also collaborates with six academic departments (Music, Law, English, Biology, Theology & Religious Studies, and History) to offer joint degree programs (<http://lis.cua.edu/msinls/jointdegrees.cfm>) as described in Chapter 2 that addresses Standard II Curriculum.

DLIS and the University Libraries also collaborate to the benefit of both. The University Libraries employ a number of MSLIS students as graduate library pre-professionals (GLP) (<http://lis.cua.edu/finaid/#graduate>). GLP students gain valuable experience

working in teams to provide assistance to advance library programs and services. Some librarians (Kevin Gunn and Kim Hoffman) from University Libraries have been members of the adjunct faculty. Faculty members have conducted research projects with librarians. For example, Dr. Hsieh-Yee collaborated with Shanyun Zhang, Head of Electronic Resources and Services, on two user studies, and Dr. Sung Un Kim and Mr. David Shumaker collaborated with librarians on the First Year Experience literacy effort.

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

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

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

Dr. Convey has assumed all regular tasks of a departmental chair and is responsible for the management of the department, including all issues pertaining to personnel, budgets, and departmental communications. Dr. Hsieh-Yee is responsible for overseeing and preparing the accreditation report. She is the lead in all aspects concerning the accreditation procedures. Dr. Hsieh-Yee chairs the Planning and Assessment Committee and provides intellectual leadership to ensure the quality of the MSLIS program. Both are experienced administrators who have successfully led accreditation processes. In her position as Ordinary Professor in DLIS and with her recent experience in serving as a member of an ALA COA external review panel, Dr. Hsieh-Yee brings the needed content

knowledge and departmental history to the process. Dr. Convey, who is an Ordinary Professor in the Department of Education, served as the University's Provost from 1997 to 2007 and as Chair of the Department of Education from 1995 to 1997. As Provost, Dr. Convey oversaw CUA's Middle States Accreditation in 2000 and the Periodic Review Report in 2005. Dr. Convey served six years as a commissioner on the Middle States Commission on Higher Education and has participated in accreditation reviews in the Department of Education, where he has served since 1974. Dr. Convey's extensive administrative and leadership experience has been an asset during this transition period. Prior to going on leave, Dr. Bill Kules revised the 2012 assessment plan for the department to ensure continual development, enhancement, and systematic nurturing of the intellectual environment to enhance the pursuit of the program's goals and objectives.

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

DLIS regularly hosts events for faculty, students, and alumni as opportunities to seek stakeholder input and for collegiality and mentoring. The work plan of DLIS provide evidence of these events.

Sources of Evidence

- LIS planning and assessment document
- LIS work plan

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

Three full-time staff, two part-time staff, and one graduate assistant support the department's program development, accreditation and assessment activities, budget management, business operations, student services, faculty and adjunct support, technology support, and recruitment (<http://lis.cua.edu/directory/staff.cfm>). Table V-2 presents information on staff.

Table V-2. Staff Title and Start Date

Staff Name	Title	Start date
Louise Gray	Program coordinator	July 2008
Margaret Pooley	Academic systems manager	April 2013
David Stokes	Recruiting coordinator	September 2014

Larry Roeder (Part-time)	Data manager	September 2014
Mark Brzozowski (Part-time)	LIS computer lab support	
Ross Taylor (a student assistant)	LIS receptionist	

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

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

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

Recruiting Coordinator: The recruiting coordinator oversees recruitment, promotion, and outreach of the program.

Data Manager: As a part-time staff member, the data manager works with the chair and faculty regarding the accreditation data and records management.

DLIS computer support: As a part-time staff, the DLIS computer support staff member provides computing and technology support for DLIS's computer lab and Information Commons.

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

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

Table V-3. Student Experience with Staff

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

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

Decision Making Process

At the beginning of the academic year, the faculty and staff participate in a full-day retreat, usually held off campus. The purpose of the retreat is to support the department's planning efforts, to identify priority areas for the upcoming academic year, and to assist in building a sense of community among faculty and staff.

DLIS has standing committees for planning and program development that meet on a regular basis. The Department Chair in consultation with the faculty assigns members and develops the charge to the committees. Full-time faculty members provide leadership on committees and are involved in decision in the department. Table V-4 presents faculty leadership on committees in AY2014-15 and AY2015-16. The current committee structure is provided in the 2015-2016 committee assignment.

Table V-4. Faculty Leadership on Committees, 2014-2016

Name	Committee Chairmanship (14-15)	Committee Chairmanship (15-16)
Dr. Renate Chancellor	Chair, Law Librarianship Advisory Committee Chair, Scholarship & Award Committee Co-chair, Standard II: Curriculum Chapter, <i>Self-Study</i>	Chair, Law Librarianship Advisory Committee Chair, Scholarship & Award Committee Co-chair, Standard II: Curriculum Chapter, <i>Self-Study</i>
Dr. Young Choi	Chair, CHIM Advisory Board Chair, Curriculum Committee Co-chair, Standard II: Curriculum Chapter, <i>Self-Study</i> Co-chair, Standard V: Administration and Financial Support Chapter, <i>Self-Study</i> Accreditation Steering Committee	Chair, CHIM Advisory Board Chair, Curriculum Committee Co-chair, Standard II: Curriculum Chapter, <i>Self-Study</i> Co-chair, Standard V: Administration and Financial Support Chapter, <i>Self-Study</i> Member, Accreditation Steering Committee
Dr. John Convey		Chair, Admissions Committee Co-chair, Standard I: Mission, Goals and Objectives Chapter, <i>Self-Study</i> Co-chair, Standard V: Administration and Financial Support Chapter, <i>Self-Study</i> Member, Accreditation Steering Committee
Dr. Ingrid Hsieh-Yee	Co-chair Standard I: Mission, Goals and Objectives Chapter, <i>Self-Study</i> Co-chair, Standard IV: Students Chapter, <i>Self-Study</i> Accreditation Steering Committee Chair, Health Information Technology Curriculum Review Committee	Chair, Accreditation Team Chair, Accreditation Steering Committee Chair, Planning and Assessment Committee Chair, LIS Advisory Board Co-chair Standard I: Mission, Goals and Objectives Chapter, <i>Self-Study</i> Co-chair, Standard IV: Students

		Chapter, <i>Self-Study</i>
Dr. Sung Un Kim	Chair, SLM Advisory Board Co-chair, Standard IV: Students Chapter, <i>Self-Study</i>	Chair, SLM Advisory Board Co-chair, Standard IV: Students Chapter, <i>Self-Study</i>
Dr. William Kules	Chair, Accreditation Steering Committee Chair, Admissions Committee Chair, Curriculum Committee Chair, LIS Advisory Board Chair, Health Sciences Advisory Group Chair, HIT Advisory Group Co-chair, Standard I: Mission, Goals and Objectives Chapter, <i>Self-Study</i> Co-chair, Standard V: Administration and Financial Support Chapter, <i>Self-Study</i>	On leave
Mr. David Shumaker	Chair, Symposia and Colloquia Committee Co-chair, Standard III: Faculty, <i>Program Presentation</i> Co-chair, Standard VI: Facilities, <i>Self-Study</i> Accreditation Steering Committee	Chair, Symposia and Colloquia Committee Co-chair, Standard III: Faculty, <i>Self-Study</i> Co-chair, Standard VI: Facilities, <i>Self-Study</i> Member, Accreditation Steering Committee
Dr. Sue Yeon Syn	Chair, Blended Learning Committee Co-chair, Standard VI: Facilities, <i>Self-Study</i>	Co-chair, Standard VI: Facilities, <i>Self-Study</i>
Dr. Jane Zhang	Co-chair, Standard III: Faculty, <i>Program Presentation</i>	Co-chair, Standard III: Faculty, <i>Self-Study</i>

The LIS Advisory Board and additional four advisory groups for specializations in school library media, law, cultural heritage information management, and health sciences play a pivotal role in ensuring that the MSLIS program is constantly reviewed, updated, enhanced, and evaluated. They serve as a means both to obtain internal and external stakeholder engagement toward bettering the LIS program and to ensure that the program is responsive to its stakeholders. In addition, DLIS hosts a Full Faculty Meeting each semester to inform and consult full-time faculty and adjuncts of the department's planning progress and curriculum updates.

Sources of Evidence:

- Staff job descriptions
- Retreat minutes and documents
- 2015-16 Committee assignment
- LIS Advisory Board meeting minutes
- Full faculty meeting documents

V.5 The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general

principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.

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

DLIS's budget is adequate for its operations. The department also has considerable reserves in discretionary and scholarship accounts, which it was permitted to keep following its transition from a school to a department. Table V-5 presents revenue and expenses of the department since 2009.

Table V-5. DLIS Expense and Revenue, 2009-2015

Fiscal Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Cardinal Financials	\$2,602,187	\$3,583,227	\$3,523,495	\$3,184,637	\$3,708,338	
Faculty and Staff Salaries and Wages	\$1,047,890	\$1,026,499	\$980,421	\$1,008,370	\$1,022,575	\$1,019,073
Operating Expenses	\$365,966	\$276,771	\$299,024	\$ 268,418	\$371,970	\$407,084
Travel	\$33,107	\$29,316	\$21,688	\$15,098	\$ 11,440	\$13,650

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

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

DLIS also has several endowed scholarship accounts to attract and support excellent graduate students. The scholarship funds are part of the university's endowment and total just over \$3.0 million (4,255 shares at \$707.10 as of June 13, 2015). The two largest endowed scholarships are the Mathilde & Howard Rovelstad Endowment (2,883 shares),

which supports continuing students, and the Father James J. Kortendick Endowed Scholarship (1,341 shares), both named in honor of former faculty members of LIS. The Department recently received a generous gift for more than \$695,000 from the Estate of Thomas and Mary Louse Siersma '61, to be used toward further funding of the Father James J. Kortendick Endowed Scholarship Fund, which provides full financial support to a student in the University's Department of Library and Information Science. (<http://lis.cua.edu/finaid/>). The department receives an annual payout from the endowment according to the percentage approved by the Board of Trustees. The scholarship money available for AY2015-16 is approximately \$275,000.

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

The department also provides funds for student travel to conferences (<http://lis.cua.edu/finaid/#StudentTravelStipends>). The purpose of the student travel fund is to encourage students to engage in knowledge sharing with the fields and communities.

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

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

Faculty salaries in DLIS for AY2015-2016 are at or above the mean for their peers as reported in the annual College and University Professional Association for Human Resources (CUPA.HR) Survey for AY2013-2014. Table V-6 provides a comparison of DLIS mean faculty salaries to those of Library Science faculty in research universities and in all institutions.

Table V-6. Average DLIS Faculty Salaries and Average Salaries of LIS Faculty

	Professor	Associate Professor	Assistant Professor
DLIS faculty average salary AY2015-2016	One Professor	\$82,473	\$65,283
CUPA.HR Survey	\$101,190	\$76,704	\$65,330

Research Universities Library Science 2013- 2014			
CUPA.HR Survey All Institutions Library Science 2013- 2014	\$90,172	\$69,242	\$59,718

Each year, faculty and staff participate in an annual performance review process. The faculty performance review process is detailed in Chapter 3 that addresses Standard III Faculty. The chair conducts staff performance review yearly as well. Based on performance review, faculty and staff receive merit salary increase in years in which the Board of Trustees approve increases in salary for faculty and staff. Despite the past economic downturn and the budget challenges, the University has been able to provide merit-based raises for faculty and staff in 2011 and 2015.

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

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

The Office of Sponsored Programs and Research Services (OSP) assists faculty in preparing and managing extramural grants (<http://sponsoredresearch.cua.edu/default.cfm>). Internal funds for research and program development purposes are available in the Faculty Grant Program through the Office of the Vice Provost and Dean for Graduate Studies. These funds can also be used for travel and paying graduate students; however, they may not be used to compensate faculty members. The grants are intended to provide seed money for research projects to aid faculty in obtaining funds from external organizations as a next step. These funds are awarded through a grant process (<http://graduatestudies.cua.edu/currentstudents/fundingresearch.cfm>). Several DLIS faculty members have been recipients of institutional funds for research projects several times. Details are presented in Chapter 3 that addresses Standard III. Faculty.

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

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

Financial Assistance for DLIS Students

DLIS students qualify for all financial assistance available to graduate students at the university. Graduate students may receive competitive merit scholarships based on their undergraduate academic record and scores from the GRE. Students must take the GRE to qualify for university scholarships. Information on scholarships available through the university is provided on the university's Web site for all prospective graduate students at <http://admissions.cua.edu/graduate/finaid/index.html>.

In addition, DLIS has major scholarship programs, the Rovelstad Scholarship and the Kortendick scholarship, which are competitive scholarships administered by the department's Scholarship & Award Committee. In support of ALA's diversity and recruitment effort, DLIS matches the Spectrum Scholarship for students selected as Spectrum Scholars. DLIS also provides a limited number travel stipends (up to \$500 each) to support students interested in attending professional conferences. In addition, DLIS provides scholarships to a significant number of its students through reduced tuition arrangements with a myriad of library and information science organizations. Scholarship information is presented on the DLIS website for students at <http://lis.cua.edu/finaid/>. A list of scholarship recipients is presented in Chapter 4 that addresses Standard IV. Students.

DLIS was awarded a Laura Bush 21st Century Library Grant from the Institute of Museum and Library Services for the project "Cultural Heritage Information Management (CHIM): Educating 21st Century Cultural Heritage Information Professionals," in 2012. The grant amount was \$498,741 and supported 16 students. (see <http://lis.cua.edu/chim/>). Prior to the IMLS CHIM grant in 2012, DLIS received another IMLS grant, the Washington D.C. School Librarians Project with the amount of \$412,660. The grant period was from August 2007 to June 2011. DLIS partnered with the District of Columbia Public Schools (DCPS) and the District of Columbia Library Association to educate and mentor school media specialists for the DCPS system.

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

Sources of Evidence:

- Travel Fund Policy

- Reports on grants provided by IMLS

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

DLIS completed a comprehensive strategic planning process as it develop a new strategic plan in 2011 and 2012. The strategic plan documents strategic goals, action items, parties responsible, and measures of achievement within the department. Details on the strategic plan and the planning process are presented in Chapter I that addresses Standard I. Mission, Goals, and Objectives.

For program outcomes assessment, DLIS developed and implemented an outcomes assessment plan based on a two-year cycle to cover the period 2012-2014. The faculty discussed the overall approach of program assessment in spring 2012. In Fall 2012, the implementation plan for the program outcomes assessment was presented to the full-time and part-time faculty. Program outcomes assessment data were gathered using various direct and indirect measures including data from selected courses, surveys, comprehensive examination, and course grades. In Spring 2015, the department revised the 2012 planning process for program outcomes assessment to provide more details on the assessment process, measures, and timelines for collecting input and feedback from various stakeholder groups.

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

Source of Evidence:

- DLIS Strategic Plan
- SLIS Outcomes Assessment Plan (2012)
- DLIS Planning and Assessment Plan (2015)

Standard VI. Physical Resources and Facilities

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

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

Formerly located in Marist Hall, a historic building built in 1990 on the north end of the Catholic University of America (CUA) campus, DLIS is now located in a modern, accessible, convenient building that is also the home of the Columbus School of Law.

Because Marist Hall, the former home of DLIS, was seriously damaged in the earthquake of August 23, 2011, DLIS administrative and faculty offices, computing lab, and Information Commons were temporarily relocated to Aquinas Hall and Leahy for a semester in fall 2011 (<http://publicaffairs.cua.edu/releases/2011/marist-earthquake-update.cfm> and <http://publicaffairs.cua.edu/releases/2011/MaristLocations.cfm>). The department returned to Marist Hall in spring 2012. In summer 2013 CUA reassigned space to various academic units. As a result, DLIS moved into the Columbus School of Law (CSL) building erected in 1994. This move results in several benefits:

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

Table VI-1 presents an overview of spaces dedicated to DLIS operations.

Table VI-1. DLIS Spaces Overview

Room Number(s)	Room Name	Purposes and Description
CSL 314	Department Office and Administrative Office Suite	Reception, Administration and student services, Holds chair and staff offices
CSL 315	Information Common	Computer-facilitated, Meeting and event space for students and the Department, Collaborative working space for students

CSL 315A	Media Lab	Supports faculty and students' multi-media projects with multi-media hardware and software.
CSL 318	LIS Computing Lab	Computer lab facilitated with LIS-dedicated software
CSL 451	Stone Conference Room	Meeting space
CSL 314A, 314B, 314C, 315B	Chair and Staff Offices	
CSL 422A, 448, 451A, 451B, 451C, 455, 457	Faculty Offices	

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

Sources of Evidence:

- Space inventories, descriptions, and floor plans of DLIS
- Documentation of DLIS's Information Commons and computer lab
- Inventory of other space available on campus
- Inventory of Columbus School of Law space available to DLIS

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

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

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

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

Classrooms

DLIS makes use of classroom space throughout the campus. Classrooms on campus are shared among academic programs and scheduled on an equitable basis by Enrollment Services. The rooms provide appropriate technological support for instruction and meet accessibility requirements. Off-campus classrooms are selected to meet instructional needs and equipped with information technology needed for specific courses. In accordance with Disability Support Services guidance, all off-campus locations are required to be handicap accessible.

On-campus Classrooms

DLIS has full access to the classrooms available on-campus. Table IV-2 shows that CUA has 87 classrooms equipped for different purposes.

Table VI-2. Summary of Campus Classrooms Type

Classroom Type	Number	Description
Tier 1	17	Equipped with a TV/VCR/DVD unit. Many cases they will also be equipped with a transparency projector.
Tier 2	10	Equipped with a smart cart including a projector, a networked computer, a DVD/VCR combo unit and a sound system.
Tier 3	50	Equipped with a smart lectern, or desk, including a networked PC, digital ceiling mounted projector, DVD/VCR combo drive, sound system, and some with microphones.
Tier 4	10	These are computer labs of varying sizes on campus. There are several specialized labs that contain the standard programs as well as additional software.

Classroom request are entered into the Cardinal Station when courses for a future semester are set up in the system. The system automatically assigns classrooms based on course capacity, classroom type preference, and software needs. In addition, DLIS has priority in using computer classroom dedicated to the department. Other spaces in the CSL building are controlled by the School of Law, and DLIS can request access to those spaces. DLIS has used many classrooms and other facilities in the CSL building for teaching and other events. Table VI-3 shows the most frequently used classrooms and facilities for DLIS courses, events, and functions.

Table VI-3. Most Frequently Used Classrooms for DLIS Courses

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

¹ DLIS controlled classroom; ² CSL controlled classroom; ³ University controlled classroom

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

DLIS seeks feedback on physical facilities in its annual exit surveys. Since spring 2013 DLIS has included similar questions in course evaluations. Data from course evaluations (Fig. VI-1) and exit surveys (Fig. VI-2) show that students were consistently satisfied with on-campus facilities. Fig. VI-1 shows that students consistently gave high marks to the classroom environment, with an average of 5.92 on a 7-Likert scale for the classroom environment for learning and an average of 5.9 for classroom maintenance over 2 years. Fig. VI-2 shows that graduating students were satisfied with overall on-campus facilities for learning, with over 70% of respondents reporting “Agree” or “Strongly Agree” in the past 5 years.

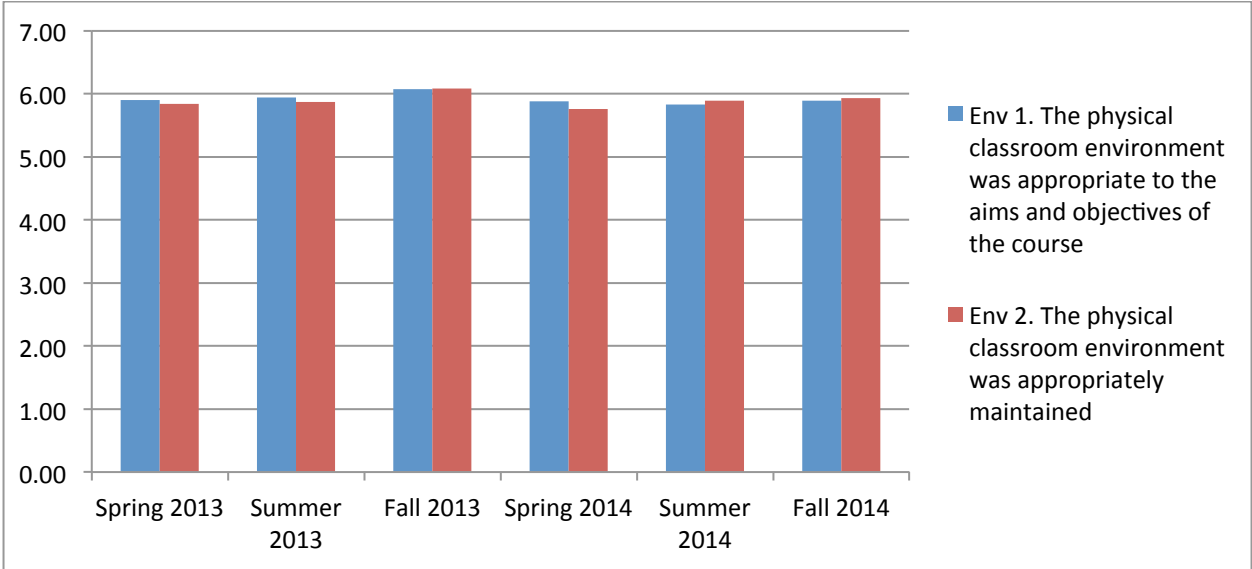


Fig. VI-1. Student evaluation of classroom environment

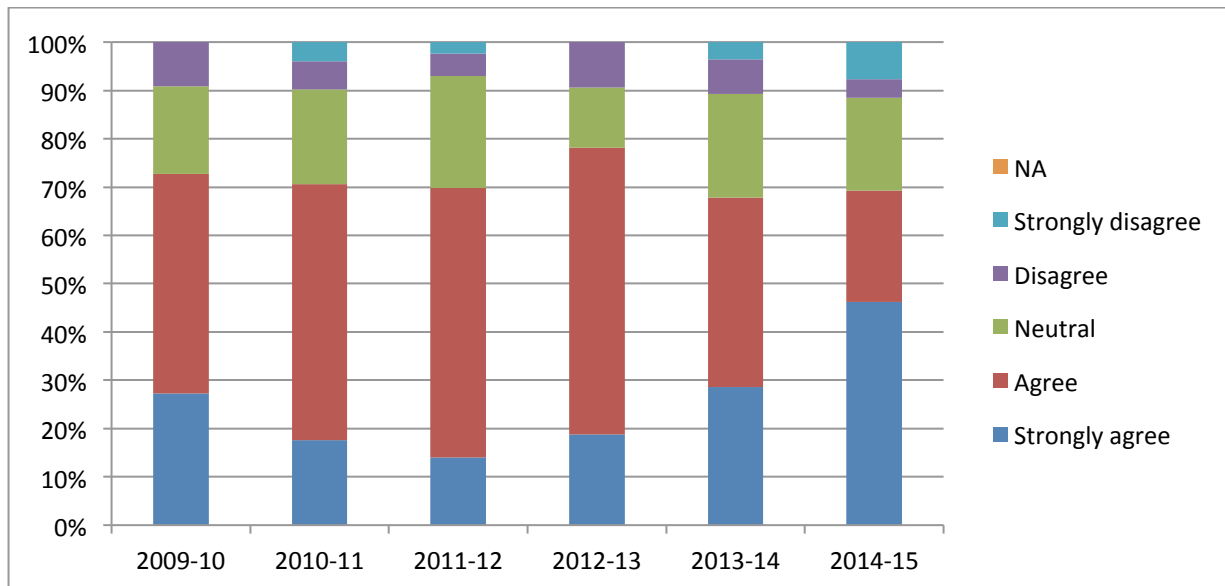


Fig. VI-2. Student evaluation of on-campus facilities

Off-Campus Classrooms

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

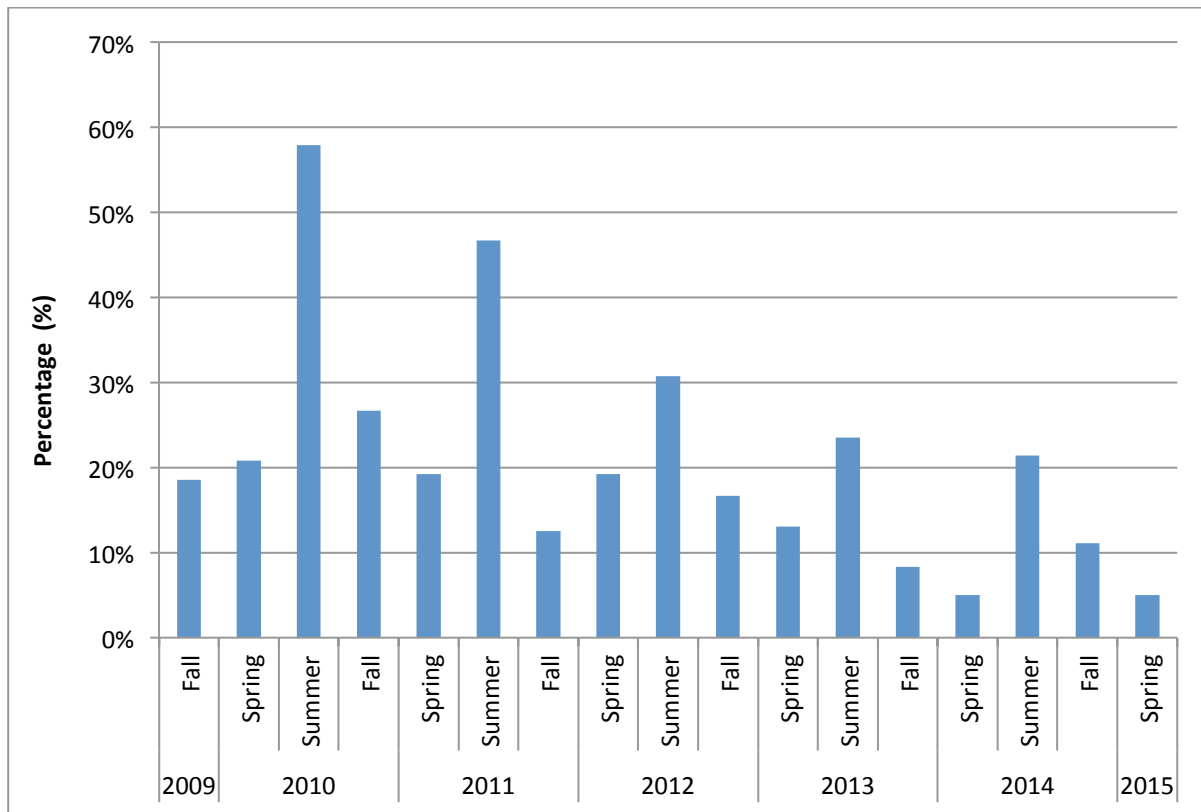


Fig. VI-3. Percentage of off-campus courses offered

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

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

Table VI-4. Summary of Off-Campus Classrooms

Locations	Courses	Accessible	Facility Description
The Library of Congress, Madison Bldg. & Adams Bldg., Washington, DC	16	Yes	Equipped with an instructor computer and computers for each student, network access, Internet connectivity and fixed projection equipment.
Marymount University, Ballston Center, Arlington, VA	5	Yes	Equipped with an instructor computer and computers for each student, network access, Internet connectivity.
Northern Virginia	3	Yes	Equipped with an instructor computer and

Community College, Ballston Center, Arlington, VA			computers for each student, network access, Internet connectivity.
Virginia Commonwealth University, Cabell Library, Richmond, VA	1	Yes	Equipped with a ceiling projector, a touch sensitive board, a podium with built-in PC link and USB ports, Internet access, and 18 workstations for students.
Loudon County Public Schools Administrative Bldg., Ashburn, VA	2	Not Available	Not Available
Farmwell Station Middle School, Ashburn, VA	1	Yes	Computers, internet, projection available
Eagle Ridge Middle School, Ashburn, VA	5	Yes	Classes are held in a computer lab equipped with an instructor computer and computers for each student, network access, Internet connectivity, and fixed projection equipment.
St. Charles Borromeo Catholic Church, Arlington, VA	4	Yes	Equipped with an instructor laptop, wireless network access for Internet connectivity and portable projection equipment.

Exit surveys from 2009 to 2015 found students satisfaction with off-campus facilities increased between 2009 and 2012 (Fig. VI-4), but decreased since 2013. This may have something to do with the decrease of students attending off-campus courses (see the portion of NA in Fig. VI-4). The availability of online courses may have contributed to decreased enrollment in off-campus face-to-face courses.

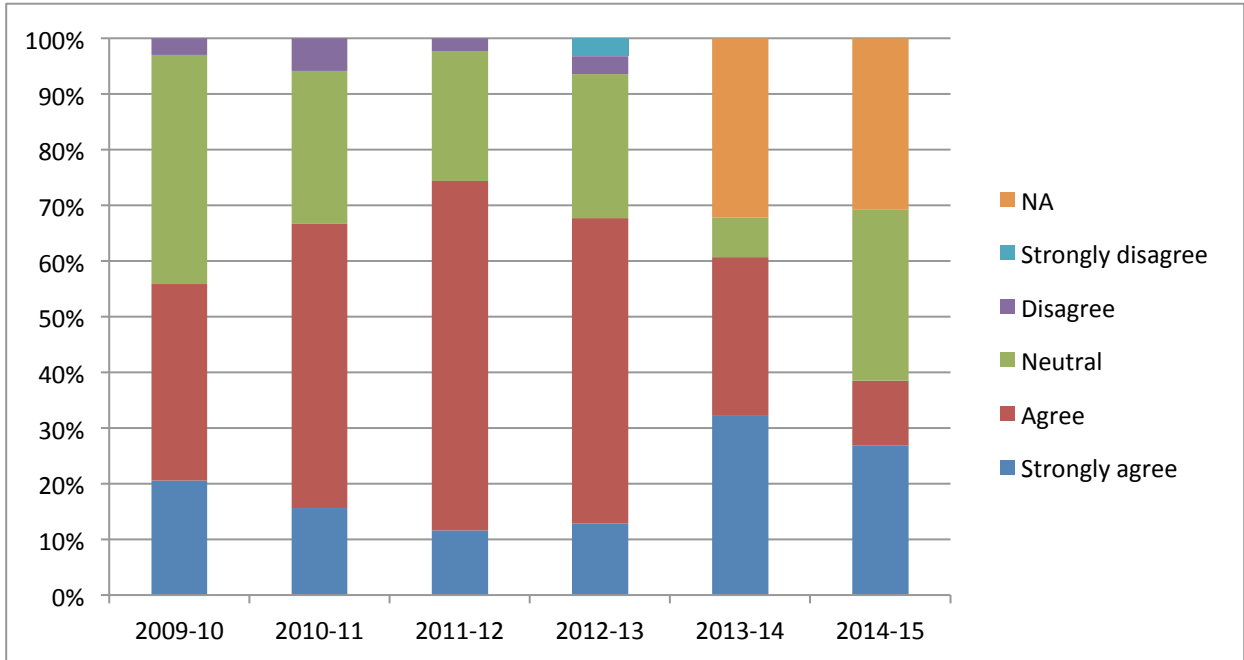


Fig. VI-4. Student evaluation of off-campus facilities

Information Commons

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

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

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

- WiFi (wireless) network coverage
- Visix networked digital signage system
- A projection workstation podium featuring video, touch panel control, and ceiling-mounted video projection that accommodates presentations to groups up to 20
- A flexible conference table setup that can be used by groups of up to 20 for working meetings
- Assistive workstation with assistive software such as Inspiration, Kuzweil, Magiv, Read & Write, FS Reader, and Jaws
- An Epson 3490 scanner
- A networked HP 3600 color printer
- Two Apple iMac computers
- Audio/video production facilities, including video recording equipment and editing software
- Whiteboard painted walls throughout the facility
- 20 Dell XPS M 1530s laptops available for students and faculty use.
- Media hardware including 2 e-Book readers, 7 iPad tablets, digital camera, digital voice recorder, microphone, portable projector, sound recorder, and video camera

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

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

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

The Information Commons has brought together information content, expertise, and technology in an enriched environment that promotes information sharing, collaboration, and innovation in support of learning, teaching, and research. The Information Commons serves as the intellectual hub for visitors to create, access, and use information more effectively through the mediation of technology and has greatly facilitated knowledge sharing in the educational environment. Table VI-5 presents data from the event scheduling record to show that the Information Commons is fulfilling its purposes and is regularly used for various academic and social occasions for members of the LIS community.

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

Table VI-5. Usage Statistics of the Information Commons

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

The Information Commons provides strong support for the curriculum and offers students a comfortable place to try out communication and information technologies. Fig. IV-5 presents data from the 2014 Current Student Survey to show that 68% of the respondents agreed or strongly agreed that resources and services provided by the Information Commons are appropriate for their learning.

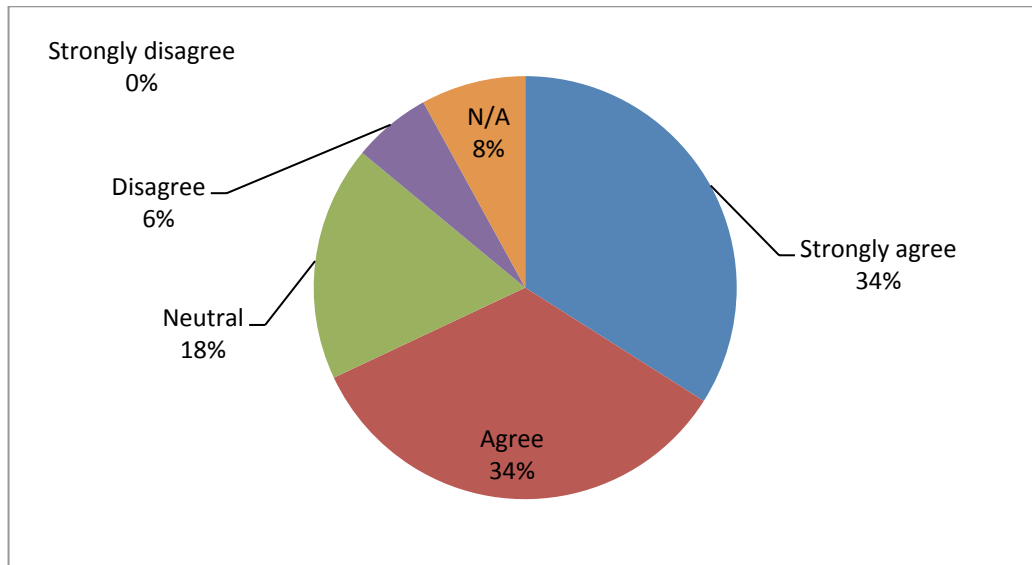


Fig. VI-5. Current Students' Satisfaction with the Information Commons

Computer labs

Members of the DLIS community are supported by DLIS lab facilities and other lab facilities on campus. The DLIS Computer Lab located in Room 318 of the CSL building provides hardware and software for teaching, learning, and research. It has 22 workstations and the multimedia podium provides video and audio playback and other online learning capabilities. Details on resources in the Computer Lab are provided in the DLIS Computer Lab Inventory (<http://lis.cua.edu/tech/inventory.cfm>).

Usage of the DLIS Computer Lab demonstrates their centrality to the MSLIS program. The Lab is used for instruction and has hosted over 300 class meetings and workshop sessions between 2012 and 2014. The lab is also used to offer computer skills workshops that are designed to develop basic computer skills and prepare students for the demands of DLIS courses. Table VI-6 shows that, from fall 2009 to fall 2014, 76 workshops were held in the computer lab with a total attendance of 404 students. The topics covered by the workshops include General Computing Tutorial, Adobe Connect, HTML, Dreamweaver, Photoshop, Visio, Scanning and Digital Images, etc. These workshops are consistently rated very favorably by students, with average ratings above 4.90 on a 5-point scale, where 5 is the highest ranking. DLIS offered specialized workshops to meet the needs of courses and students. Workshop offerings have decreased since 2012 probably because many students attended online courses and might not be on campus to take advantage of face-to-face workshops.

Prior to spring 2015, the part-time lab manager scheduled and offered workshops based on the needs and requests from the faculty and students. Unfortunately, the position was eliminated due to budget cut. The lab is now managed by a staff member. DLIS provides many online materials for students to learn and practice at their own pace (<http://lis.cua.edu/tech/guides.cfm>). In addition, CUA has offered various alternative training options, such as tutorials from the Technology Services (<http://computing.cua.edu/training/index.cfm>) and self-learning video by linda.com subscribed by the CUA Libraries (<http://libraries.cua.edu/lynda/>).

Table VI-6. Number of DLIS Workshops Offered, 2009-2014

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

In addition to the DLIS dedicated computer lab, CUA provides seven computer labs on campus for students, including the lab at 117 Leahy Hall that opens 24 hours a day, 7 days a week. Fig. VI-6 draws on the 2014 Current Student Survey to present student evaluation of on-campus computing resources. Data show that 68% of the respondents consider on campus computing resources appropriately supported their learning.

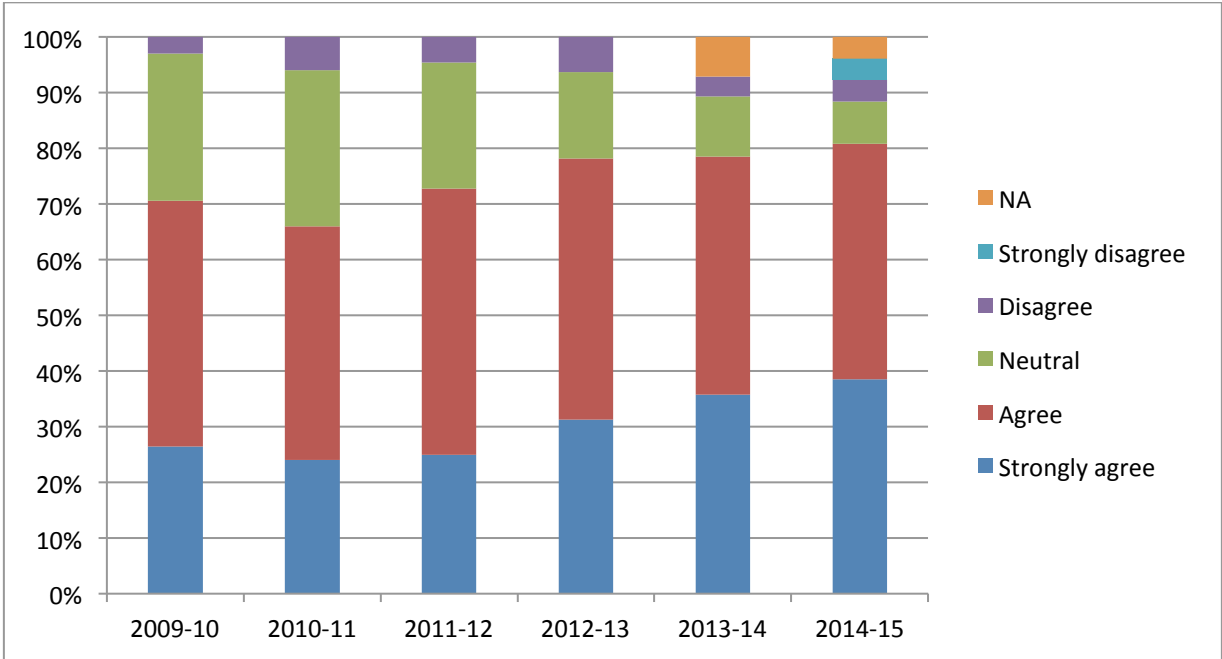


Fig. VI-6. Student evaluation of on-campus computing resources

Offices for faculty and administration

Full-time faculty and staff members occupy private offices that are conducive to the full range of academic activities including consultation with students. Administrative offices, including offices for the DLIS Chair and staffs, are located on the third floor of the CSL building, providing easy access for students. Each full-time faculty member occupies a private office on the fourth floor of the CSL building. Faculty offices have desktops and network connections and

are suitable for the full range of academic activities. Table VI-1 provides descriptions of these offices. All office space is fully accessible.

All office desktop computers for faculty, administrators, and staff are configured by the University's Technology Services with the standard university software package, augmented by specialized applications as needed by faculty. The Technology Services and DLIS have a policy and process for faculty to request additional specialized software for research or teaching purposes.

Meeting areas, individual study areas, lounges and common areas

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

Across campus, the DLIS is served by the Edward J. Pryzbyla Student Center, a 2,000-square-foot computer lab in room 117 Leahy Hall, and other facilities. Members of the DLIS community can use open spaces such as study lounges and computer lab or reserve spaces for official functions. DLIS has used the Center for its annual symposium since 2009. Conferences hosted by DLIS, such as the CHIM Forum and the Conference on Religious Archives in the Digital Age were also held at the Center. A full list of available lounges and computer labs on campus is included in Appendix VI.c.

Sources of Evidence:

- Documentation of campus classrooms, including space inventories and floor plans with descriptions.
- Documentation of campus computer labs and facilities
- Campus map
- Space inventories, descriptions, and floor plans of DLIS
- Documentation of DLIS's Information Commons and computer lab
- Inventory of Columbus School of Law space available to DLIS students, faculty and staff
- Documentation of campus-wide and DLIS facility accessibility
- Inventory of off-campus instructional space
- Inventories of information technology for research and teaching installed in classrooms and portable resources
- Documentation of faculty and staff standard computing configuration and hardware and software available to support specialized requirements
- CUA Technology Services plans for classroom space technology support
- DLIS lecture and colloquia webcasting capabilities and usage data
- 2014 Current Student Survey and exit surveys since 2009

VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

Library and Multimedia Resources, Facilities, and Services

DLIS students, faculty, and staff have free access to the print, digital, and media collections of the University Libraries and the services they provide. The CUA library system includes the John K. Mullen of Denver Memorial Library, the main library, the American Catholic History Research Center and University Archives, and campus libraries for Architecture and Planning, Music, Nursing / Biology, and Physics. The library system houses more than 1.3 million books and print volumes, provides access to tens of thousands of electronic journals and books, and is staffed by professional librarians. Service hours of these libraries are online at <http://libraries.cua.edu/about/hours.cfm/>

The Mullen Library serves about 85% of the general library needs in terms of circulation and use of public space. It houses collections in support of Library and Information Science as well as ecclesiastical programs, humanities, social sciences, engineering, and chemistry. It also has over 450 seats for patrons configured for quiet study, collaborative work, casual reading and computer use. The Mullen Library offers study space, study carrels, and lockers that can be reserved by graduate students to accommodate independent study. These are accessible on an equal basis to students in the MSLIS program.

In addition, the Judge Kathryn J. DuFour Law Library focuses on the needs of the faculty and students of the Columbus School of Law. Due to our co-location with the Columbus School of Law, the DuFour Law Library is also a valuable and popular study space for DLIS students. The Law Library is open to DLIS students for study space, reference assistance, and database access subject only to limited restrictions, such as restrictive licenses for access to certain databases, and access limitations during peak periods of Law School activity.

The combined collections of the University Libraries include over 1.2 million print volumes, nearly 30,000 online journal titles, and over one hundred digital databases. There are four special collections which support several programs at CUA and include materials ranging from: cuneiform tablets, medieval manuscripts, early modern pamphlets, manuscripts related to American Catholic history, and materials documenting the history of Portugal and Brazil. In addition to serving as important informational resources, these collections also provide a teaching environment for DLIS students, especially as all move to more systematic digitization of their collections.

Five campus libraries support music, architecture, and the other sciences. Most of these smaller campus libraries consist of small stacks, a variety of public seating and a circulation desk. They provide seats for between 30 to 50 patrons each.

The availability of multimedia formats in these collections is of particular importance to DLIS students. For example, the music library houses collections of recorded music and scores that are

important for the DLIS program's Music Bibliography and Music Librarianship courses, and for students in the dual master's program in Library and Information Science and Musicology.

All library spaces are accessible, however, use of some areas of Mullen Library, originally constructed in 1928 with significant additions in 1956, requires some accommodation and assistance by library staff. A suite of assistive technology programs and equipment, specified by the CUA Office of Disability Support Services (DSS), is available in the Mullen Library. The availability of hardware and software is documented at <http://libraries.cua.edu/about/dss.cfm>.

The Libraries provide eighty-five public desktop workstations, and lend laptops and iPads. There are also laser printers in all campus libraries. In partnership with the Department of Art, there is a 3D printer in Mullen Library.

The University Libraries provide access to lynda.com, an online collection of self-paced training classes on a wide range of computer and project management skills, which are accessible at <http://libraries.cua.edu/lynda/>.

Library collections are also accessible to distance education students. Digital databases are remotely accessible with a user id and password, and print materials are delivered within the continental United States to students living farther than 100 miles from the University. Distance learning access policies are documented at <http://libraries.cua.edu/access/distance.cfm>.

All CUA students and faculty also have ready and convenient access to over thirteen million print volumes through our participation in the Washington Research Library Consortium (WRLC) (<http://www.wrlc.org>). In addition to CUA, the other partners are: American University, the University of the District of Columbia, Gallaudet University, George Mason University, George Washington University, Georgetown University, Howard University and Marymount University. WRLC provides the following resources, facilities, and services:

- Offsite storage and delivery
- Management and hosting of computer-based union catalog and discovery service
- Streamlined interlibrary borrowing and delivery: CUA students, faculty, and staff may request materials held by other WRLC libraries online. Monographs are delivered within two business days, articles are delivered online generally within one business day. Delivery is seven days a week.
- In-person library use and borrowing: Patrons may visit the eight other partner libraries to use and check out materials.

DLIS faculty, students, and staff may visit any of the eight partner libraries to use and check out materials. They may also request delivery of materials from partner campuses or the shared collection facility. Monographs are delivered within two business days; articles are delivered online generally within one business day. Delivery service is provided seven days a week.

In the past two years, CUA has also put additional resources into enhancing the interlibrary loan service. As a participant of RAPID ILL, CUA has significantly improved the fill rate for items

not owned by CUA and not obtainable through WRLC or the extensive library resources in the metro-DC region.

The Libraries have new and renewed endeavors to support digital scholarship and scholarly communication. They serve as a hub for information on research data management and facilitate conversations on campus on topics such as open access and digital humanities. Digitization of special collections within the Libraries is rapidly maturing with increased staff, new Zeutschel scanners and a new Islandora based digital collections system which will also support institutional repository services. The Libraries and the department of library and information sciences partner on many of these efforts at both the faculty and student level.

Computer and Information Technology Facilities, Resources, and Services

DLIS faculty, students, and staff enjoy the use of computer and information technology facilities, resources, and services provided by CUA's Technology Services Department, augmented by the Information Commons and computer lab facilities under the DLIS's direct control.

Technology Services provides computing and network facilities to students and faculty for their educational and research activities; supports the university's management information systems; manages the campus network; and provides telecommunication, digital media and technical support services.

The campus computing environment consists of Intel servers running Microsoft Windows and Linux operating systems, numerous workstations and more than 2,000 networked Windows and Macintosh desktop computers with direct access to the Internet, Internet2 and the Washington Research Library Consortium. Central computing services are accessible directly over the campus network and via the Web from outside campus. Over the past several years, Technology Services has extended to all LIS faculty and staff offices, as well as classrooms in which LIS courses are taught, both gigabit Ethernet campus backbone wired connections, and coverage by the campus wireless (WiFi) network.

Technology Services also supports the full range of software required for general administrative, teaching, and research tasks. The standard desktop configuration supplied to all faculty and staff includes (as of spring 2015):

- Windows 7 Enterprise operating system
- Office Professional Plus 2013 (Word, Excel, PowerPoint, Outlook, OneNote, Publisher, Access)
- Microsoft Expression Web HTML editor
- Microsoft Internet Explorer web browser
- Google Chrome web browser
- Mozilla Firefox ESR web browser
- Microsoft Silverlight application framework
- Microsoft Forefront Client Security antivirus
- Adobe Creative Cloud
- Adobe Acrobat PDF reader

- Adobe Flash Player application framework
- Apple QuickTime Player multimedia player
- nVision Drill to PIA Excel add-in for PeopleSoft Financials
- Oracle Java JRE programming language runtime
- Pidgin instant messenger client
- Specops Password Reset self-help password reset

Technology Services also operates a general-purpose computer lab facility in Leahy Hall, which is open 24 hours a day, seven days a week to the entire campus community. It provides 61 Windows desktop computers and four Apple computers. In addition, it is responsible for instructional technology support. All classrooms in which DLIS classes are held are equipped with the CUA standard instructor console configuration.

Technical support and troubleshooting are provided through the Technology Services help desk, which is reachable by email to techsupport@cuu.edu, by phone at 202-319-4357, or at <http://techsupport.cuu.edu>. These contact points can be used to report operational problems as well as to submit questions and requests for more extensive issues, such as access to new software. Additional procedural and technical guidance relating to the purchase and configuration of computer equipment is provided at <http://computing.cuu.edu/support/recommended-hardware.cfm>.

To provide for the special software and hardware needs of the DLIS, the department also has maintained its own Information Commons (room 315) and computer lab / classroom (room 318). In the past, these facilities have been staffed by a part-time lab manager and assistant, both of whom were alumni of the program, supplemented by student assistants. Unfortunately, the part-time lab manager position was eliminated in spring 2015 as part of a University-wide reduction in support staff. Plans to ensure the continuity of essential support are currently being finalized. This circumstance is addressed more fully in Section VI.5.

A key function of the lab staff has been to provide assistance to DLIS students and faculty during regular hours of opening. In recent years, the lab and Information Commons have been open from 9:00 a.m. – 9:00 p.m. Monday through Wednesday, 9:00 a.m. – 6:00 p.m. Thursday, 9:00 a.m. – Noon Saturday, and 11:00 a.m. – 5:00 p.m. Saturday while classes are in session to accommodate the scheduling needs of our predominantly part-time student body. Staff also serve as technical operations managers for instructors using the Adobe Connect Pro system for distance classes, thus ensuring that the instructors are able to focus on content and class management, not technical troubleshooting.

Laptop computers are available on loan to students and faculty alike from both the University library system, as noted above, and from the DLIS's Information Commons. Library computers and DLIS computers are both provisioned with the standard configuration listed above. In addition, the twenty DLIS computers are configured with several additional applications to support curricular and student learning needs, including:

- Shortcuts to instructional database accounts: Dialog (<http://http://www.dialog.com/>), Westlaw (<http://www.westlaw.com>), Factiva (<http://www.factiva.com>), Lexis (<http://www.lexis.com>), Connexion, Cataloger's Desktop (<http://desktop.loc.gov>)
- Adobe Creative Cloud Web Premium
- ArcGIS

In addition to the twenty laptop computers available for student loan, this facility also provides students with access to:

- Video- and audio-recording equipment
- A Windows workstation configured with a full array of accessibility tools as per recommendations of the CUA Office of Disability Support Services (DSS), including:
 - Jaws Professional
 - Kurzweil 3000 Black and White
 - Inspiration
 - FS Reader
 - ScanWizard
 - Microtech Scanner Software
- e-Book Readers (Sony PRS-505, Amazon Kindle)
- Digital Camera (Nikon COOLPIX L28)
- Digital Voice Recorders (Olympus WS-300M)
- Microphone (EV RE50B)
- Portable Projector (EPSON Power Lite EMP 703)
- Sound Recorder (Hamilton HA767 0881)
- Video Camera (AG- DVC30P)

As needed, the DLIS also holds classes in lab classrooms, either its own classroom in CSL 318, or others at various locations around campus. Student workstations in the CSL 318 classroom are configured with specialized software as follows, in addition to the standard University configuration:

- Adobe Creative Suite Web (Acrobat Distiller XI, Dreamweaver, Fireworks, Flash, Illustrator, Photoshop, Professional)
- IrfanView for Images 4.35
- SPSS 21
- Windows Movie Maker 2.6.1

Lab staff coordinates closely with the Technology Services Department to ensure that hardware and software are routinely updated as the University releases new versions. Until recently, the lab manager also coordinated the acquisition of new and upgraded hardware and software to support instructional and research needs of a specialized nature that would not qualify for support by the University's Technology Services Department. Under a DLIS process documented at <http://lis.cua.edu/forms/techacquisitionpolicy.cfm>, requests are submitted for review and action by DLIS.

Instruction and Research Facilities Support for Independent Study

To summarize, the resources and facilities described so far provide strong support for independent study. The main computer lab in Leahy Hall is open 24x7. The Mullen Library offers carrels and lockers to graduate students, and is open 133 hours per week (including 24-hour access four nights per week), with additional hours during final exams. The Columbus School of Law offers lockers to students that are available to DLIS students on an equal basis with Law students. The University libraries digital collections and Washington Research Library Consortium catalog are available at all times (with limited scheduled maintenance outages). The DLIS's Information Commons and computer lab are open during evening and Saturday hours that are most conducive to the needs of our predominantly part-time student population, and are also open to students during regular business hours by request.

Further, the CUA license for Google Apps is an important element of the strategy to support both independent study and collaborative work. Google Apps are available and accessible by all CUA LIS students from the time they are accepted into the program and are assigned a CardinalMail Google Account. They are also supported through Google and CUA. The Google Apps include Google Drive, where all documents are saved in the cloud storage, and applications such as the Mail app, Calendar app, Docs app, Sheets app, and Slides app. These apps are similar to Microsoft Office applications: Docs relates to Microsoft Word, Sheets relates to Microsoft Excel, and Slides relates to Microsoft PowerPoint. Students can share their Google Drive documents with students, professors, and others as well as collaborate by changing the settings to have editor permissions. Students can collaborate or independently work on projects and presentations while having a designated space to house their information. This gives the students the flexibility and accessibility to complete assignments and present their findings. Thus, these tools allow the students to be producers of information within groups and independently as well as support their educational needs.

Media Production Facilities

Provision of media production facilities is the responsibility of DLIS, and is accomplished via its Information Commons and computer lab. The resources available for loan to students include the following media production hardware:

- Video- and audio-recording equipment
- Digital Camera (Nikon COOLPIX L28)
- Digital Voice Recorders (Olympus WS-300M)
- Microphone (EV RE50B)
- Portable Projector (EPSON Power Lite EMP 703)
- Sound Recorder (Hamilton HA767 0881)
- Video Camera (AG- DVC30P)

The twenty laptop computers available for loan to students are configured with the necessary multimedia production software, including Adobe Creative Cloud Web Premium and ArcGIS ; and the workstations available in the Information Commons and lab are configured with Adobe Creative Suite Web (Acrobat Distiller XI, Dreamweaver, Fireworks, Flash, Illustrator,

Photoshop, Professional), IrfanView for Images, and Windows Movie Maker. The Apple computers are equipped with iMovie.

Sources of Evidence:

- CUA Libraries documents and reports on resources and facilities, accessibility, remote services, collections and technology resources
- Documentation of the Washington Research Library Consortium
- Documentation of the University's computing facilities and resources
- Websites of support facilities and services at CUA, including Disability Support Services, Writing Center, Career Services, and the Center for Academic Success

VI.4 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.

Assessment of University Libraries

The University Libraries are led by University Librarian Stephen Connaghan, who has held his current position since 2009. Mr. Connaghan was formerly in charge of library systems in the CUA Libraries organization, and is an alumnus of the MSLIS program at CUA. Mr. Connaghan's key direct reports are Joan Stahl, Director of Research and Instruction; and Elzbieta Rymza-Pawlowska, Director of Resource Management and Digital Services. The staff is made up of approximately thirty librarians, curators and archivists as well as thirty technicians and assistants. An organization chart is provided as Figure VI-7. At any given time, approximately ten of these positions are held by Graduate Library Pre-professionals. These are students enrolled in the MSLIS program, who receive tuition remission for two courses per semester, plus a stipend, and work full time in the University library system.

University Libraries Organization Chart

Draft 2015-02

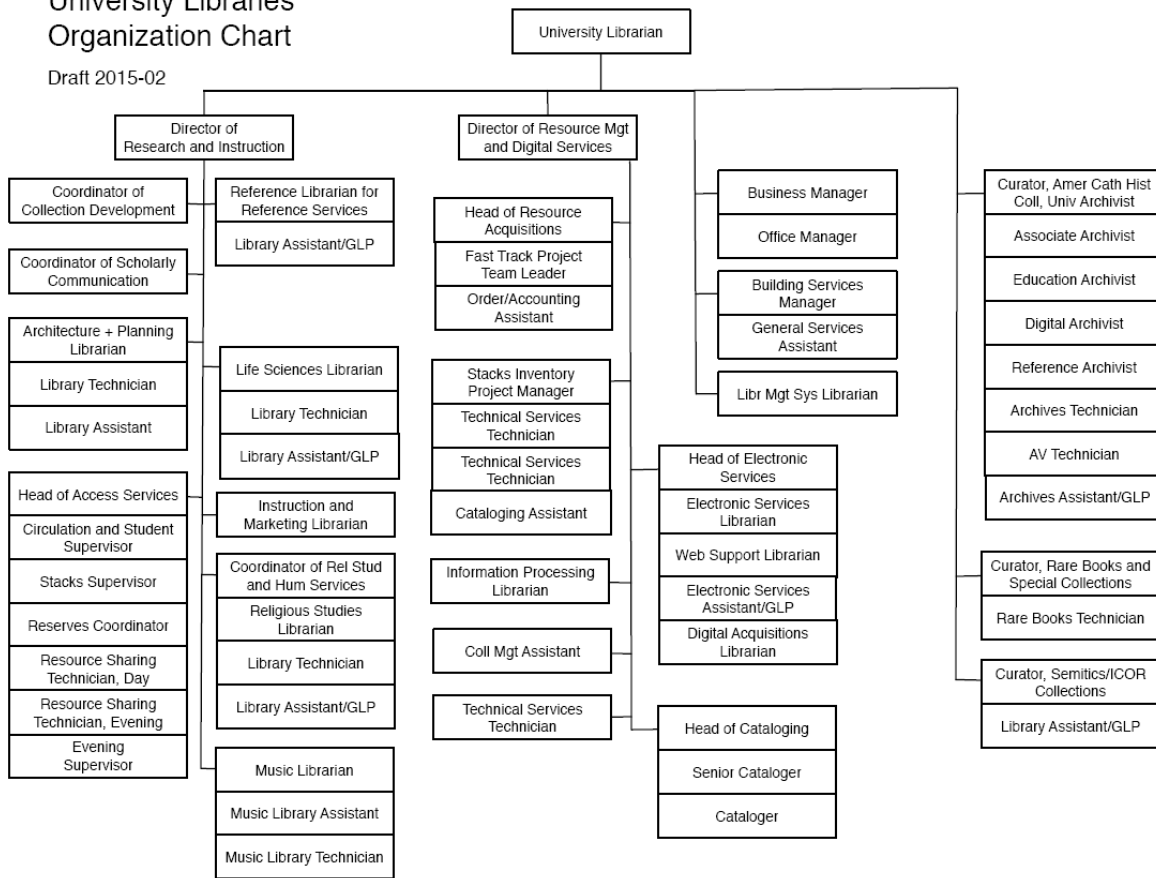


Figure VI-7. University Libraries Organization Chart [To be updated]

Library services have evolved in the past several years in sync with trends in the profession. One area of development is in the area of information literacy instruction. Librarians provide general information literacy as a partner in the campus wide First Year Experience program. Much of the basic library instruction is now available online to enable self-paced learning as well as to reach our online and distance learners. Librarians provide library instruction to upper level undergraduate and graduate students that is more focused to their particular discipline. One-on-one instruction and in-depth research consultations are also provided by appointment. Librarians provide traditional book reserves and provide proxied links to use online articles in blackboard for online articles. The Libraries support citation management tools.

Another area of development is a system of liaison librarians. Librarians are designated as specialists / liaisons to the various schools and departments of the university. The liaison to the DLIS is Mr. Thad Garrett, a 2013 alumnus of our program. Mr. Garrett provides student research consultation as well as acquisitions support for the program.

All library services and collections are shared with distance education students. All may access the online collections. The Libraries provide IM and email reference services. The Libraries deliver print materials to students further than 100 miles from the university within the

continental United States. Distance learning services are collected on one web page, <http://libraries.cua.edu/access/distance.cfm>.

The Libraries have new and renewed endeavors to support digital scholarship and scholarly communication. They serve as a hub for information on research data management and facilitate conversations on campus on topics such as open access and digital humanities. Digitization of special collections within the Libraries is rapidly maturing with increased staff, new Zeutschel scanners and a new Islandora based digital collections system which will also support institutional repository services. The Libraries and the DLIS partner on many of these efforts at both the faculty and student level.

As noted in Section VI.3, the campus library facilities are distributed in convenient locations around campus, with the Mullen Library a short walk (under five minutes) from the DLIS and major classroom buildings. A map at <http://libraries.cua.edu/about/collecs.cfm> shows the locations. All buildings are accessible, with the exception that there are some areas of the Mullen Library that require staff assistance.

The 2014 Current Student Survey found generally high regard for library services. Table IV-7 show that only 4% of respondents hold negative opinions of library services.

Table VI-7. Current Student Evaluations of Library Resources and Services, Fall 2014

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Library resources and services are appropriate for my learning.	13 (25%)	27 (53%)	9 (18%)	1 (2%)	1 (2%)	5 (100%)

Assessment of Information Technology Staffing and Services

The University’s Technology Services Department is headed by Associate Vice President / Chief Information Officer Matthew McNally and Deputy CIO Betsy Ramsey, with organizational units for Enterprise Application Services, Operations, and User Services. An organization chart is provided as Fig. VI-8.

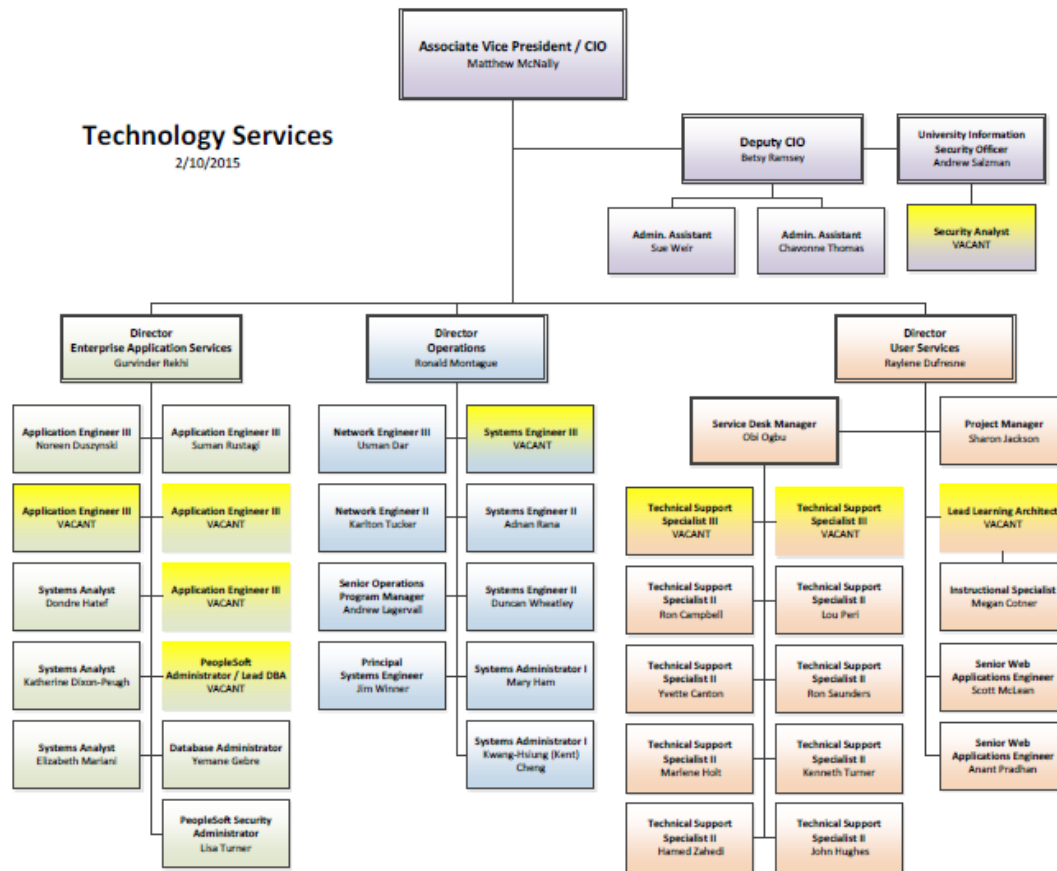


Fig. VI-8. Technology Services Organization Chart

Technology Services supports the full range of administrative software, including human resources functions, enrollment and student management functions, financial management functions, email, website hosting and content management, file hosting for individual faculty, and shared file space for administrative units. It also provides services in the areas of course administration and learning management.

Human resources and student administration functions use Oracle Peoplesoft Campus Solutions. The Peoplesoft application enables faculty to track enrollment in their courses, academic progress (unofficial transcripts) of advisees and other students, both current and graduated; and also serves as the official grading system. It also supports students in enrolling in courses, tracking their progress, and receiving grades.

Email for faculty and staff uses Microsoft Outlook and Exchange. For student email, the University uses Google's cloud-based email service. Email list services are also supported using Lsoft Listserv software. The DLIS maintains three shared email lists:

- Libsci-l@lists.cua.edu , used primarily for broadcast communications of administrative and professional information among students, faculty and staff of the department
- Slisalum-l@lists.cua.edu , used for communication with MSLIS alumni

- Slis-adjuncts@cua.edu , used for communication with DLIS adjunct faculty

Web hosting and content management are administered using an in-house developed content management system known as Topaz. It enables designated staff in each unit to have full editing privileges to maintain the unit's web content, within a style sheet and guidelines approved by the University's Public Affairs Office. For the DLIS, the designated editors are currently one full time staff member and a student assistant.

The University's course management system is Blackboard. Blackboard is used extensively across all forms of instruction offered in the MSLIS program, whether in-person, blended, or online.

For distance learning, Technology Services supports Adobe Connect Pro, which is used in certain distance and blended DLIS courses to provide synchronous instruction. As noted in section VI.3, DLIS augments this support by having Information Commons staff manage synchronous sessions.

The DLIS's co-curricular learning needs for video editing and maintaining the University's YouTube channel are supported by the Video Services Unit in the Conference and Pryzbyla Services department. The DLIS's colloquia and keynotes of annual symposia are routinely videorecorded – depending on permission of the speaker – and the recordings are made available through this service.

All hardware and software systems are supported by the Technology Services Department through its User Services group. Faculty, staff, and students can report and track problems through the website at <http://techsupport.cua.edu> 24 hours a day, 7 days a week.

An area of increasing importance since the last accreditation renewal has been collaboration among Technology Services, the DLIS, and other academic units to develop the teaching and research infrastructure. Examples of this include the acquisition of Adobe Connect, which was originally pioneered in the University by the DLIS, a collaborative review of survey hosting software (which ended with a decision not to acquire a university-wide license), and collaborative reviews involving faculty from multiple departments and Technology Services, to evaluate text analysis software, as a result of which the DLIS has obtained licenses for NVivo and Atlas.ti for research and instructional use.

There are also areas in which the DLIS augments the software and services provided by Technology Services to meet its specialized needs. For digital communications, the DLIS maintains its own Facebook and Twitter accounts. For administrative survey administration, it maintains a SurveyMonkey license. For instruction in cataloging, taxonomy development, and information retrieval from commercial databases, it maintains its own accounts as detailed in Section VI.3.

Of particular note is the support provided by DLIS Information Commons staff for distance learning. For synchronous Adobe Connect sessions, they provide technical support by managing sessions, troubleshooting connectivity and other problems experienced by individual students,

and thus enabling the instructor to concentrate on the subject matter and on engaging with the entire class.

Data from the fall 2014 current student survey indicate that there is only a 4% negative opinion regarding on-campus computing facilities, and a 2% negative assessment of off-campus computing facilities (Table VI-8). The 28% combined “neutral” and “not applicable” responses for on-campus resources might be because most DLIS students study part-time and rely predominantly on home and other resources to meet their computing needs. Similarly, the 65% combined “neutral” and “not applicable” responses for resources at off-campus sites reflects the declining proportion of students who are taking courses off campus.

Table VI-8. Current Student Evaluations of CUA Computing Resources, Fall 2014

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A	Total
Computing resources on campus are appropriate for my learning.	16 (32%)	18 (36%)	12 (24%)	0 (0%)	2 (4%)	2 (4%)	50 (100%)
Computing resources at off-campus sites are appropriate for my learning.	6 (13%)	9 (20%)	13 (28%)	1 (2%)	0 (0%)	17 (37%)	46 (100%)

The results of ongoing survey of graduating students indicate that positive ratings of computing facilities, both on and off campus, have gradually improved since 2009. Fig. VI-6 shows that positive (Agree / Strongly agree) ratings have risen from about 70% to about 80%, and Fig. VI-9 shows that the positive ratings of off-campus computing have remained flat, averaging just over 50% during the period. Of note, the high number of Neutral (and for 2013-14, Not Applicable) ratings indicates the high number of students who never take off-campus courses. It is worth noting that no negative responses were present in 2009-10 and 2013-14.

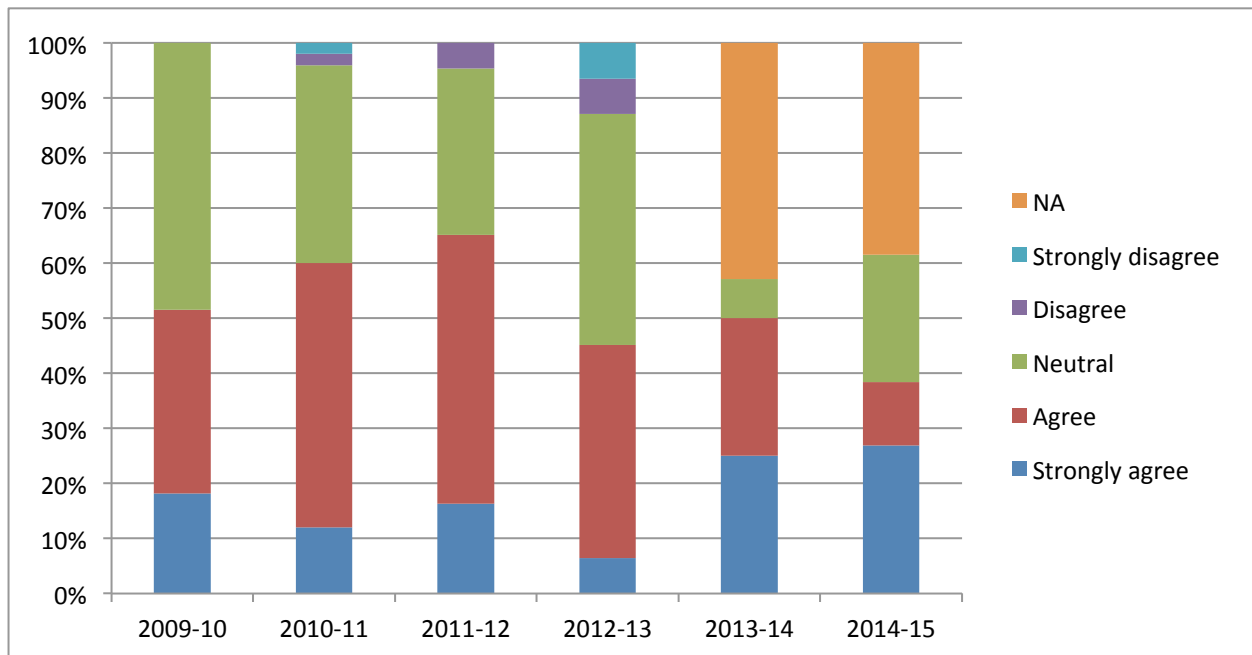


Figure VI-9. Student evaluation of off-campus computing resources

As reported in Section VI.3, additional multimedia technology and production support is provided by the DLIS’s own Information Commons and computer lab. Student survey results indicate strong support for these services, as shown in Table VI-10.

Table VI-10. Current Student Evaluations of DLIS Multimedia and Computing Resources and Services, Fall 2014

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A	Total
LIS Information Commons resources and services are appropriate for my learning.	17 (34%)	17 (34%)	9 (18%)	3 (6%)	0 (0%)	4 (8%)	50 (100%)

Other Support Services

The University maintains a full range of support services to assure that students and faculty receive the support need to achieve successful learning outcomes. A full list is provided at <http://www.cua.edu/about-cua/offices-services.cfm>). Key services include:

- Office of Disability Support Services (DSS) (<http://dss.cua.edu/>). Any student who may have a physical or learning disability is referred to this office. Specialists there assess the student’s needs, notify instructors of needed accommodations, and work with the student and instructors to ensure that the student’s needs are met.
- Center for Academic Success (including the Writing Center) (<http://success.cua.edu/>). Students whose academic work reveals a need to develop stronger writing skills, or other

study skills, are referred to this Center, which provides the needs supplementary instruction and coaching.

- Career Services Office (<http://careers.cua.edu/>). This office, which serves the entire university at undergraduate and graduate levels, recognizes the specialized nature of the career opportunities for librarians, and has worked with students and faculty to offer targeted advice as well as general services such as resume reviews.
- Compliance Office (<http://compliance.cua.edu/>). The Compliance Office ensures that the University meets its regulatory responsibilities in a wide range of areas. Its leadership in strengthening University programs in the areas of sexual harassment and violence have been particularly noteworthy.
- Counseling Center (<http://counseling.cua.edu/>). The Counseling Center “provide[s] confidential services that include individual counseling, group therapy, and psychiatric consultation to full-time CUA students. Part-time students are not eligible for individual therapy services but may receive a one-time consultation to facilitate the referral process to an outside provider. Part-time students are also eligible to participate in group therapy.”

Sources of Evidence:

- CUA Libraries documents and reports on staffing and services, in-person and distance services, physical and digital collections, technology services, and a budget summary for relevant staffing and services
- Documentation of the Washington Research Library Consortium
- Documentation of the University’s Information technology staffing and services
- Documentation of campus-wide facilities and technology support for accessibility and ADA compliance
- DLIS’s Lab and Information Commons documents and reports that include staffing and services, web content, email, and social media management capabilities, and events and training programs
- Current Student Survey, exit surveys
- Websites of University support services and staffing for campus physical facilities
- Documentation of the Columbus School of Law’s facilities staffing and services

VI.5 The school's systematic planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

DLIS strengthened the systematic evaluation and planning for physical resources and facilities before the last accreditation review in 2009. From 2007-08, a standing Facilities Committee was initiated with three faculty and one student member. Its charter was to perform the following tasks and advise the Dean and faculty:

1. Regularly review and evaluate the physical facilities and their ability to meet the needs of the School, including both on-site and off-site facilities.
2. Identify ongoing challenges – such as identifying short term needs, e.g. office and lab space, accessibility needs, etc.

3. Explore opportunities to improve the facilities available to the School, especially regarding handicap accessibility and ADA compliance, taking into account available and potential physical and budgetary resources.

This initiative produced several valuable outcomes. DLIS systematically collected assessments of the facilities from graduating students, which provides overall feedback in this area. DLIS made many upgrades to the Information Commons and computer lab, adding media production capabilities as well as computer hardware and software. It also established a systematic process to solicit technology requirements for teaching. It implemented a technology support policy and practice for synchronous distance learning.

In addition, the most fundamental outcome was to establish a strong working relationship with the University's Technology Services Department. This relationship has enabled DLIS and Technology Services to become much better informed about each other's needs and capabilities, and to benefit from following standard policies and processes for system acquisitions and upgrades. As a result, DLIS is benefitting from much more robust technology support from the University than we had at the time of our last review. Members of DLIS have also been able to contribute, for example through the operational experience and pedagogical skills we developed in using Adobe Connect for distance learning.

The Technology and Facilities committee became less active in carrying out systematic planning and evaluation during 2011-12, due to two key factors. One was the increased maturity of the department's technology and facilities support, as many of the goals were achieved. The second was the shock of the August 2011 earthquake, which resulted in structural damage to Marist Hall as outlined at the beginning of this chapter. It forced a relocation to Aquinas Hall, and required DLIS leadership to focus on short-term, emergency measures to assure the continuity of operations. This period was soon followed by the move to the Columbus School of Law building, another time during which tactical, operational concerns dominated. Throughout this period, however, DLIS was well served by the capable technology and facilities support built up within the University.

At this juncture, DLIS is entering a new phase of development. As a result of a University-wide reduction in force in spring 2015, the part-time lab manager position was eliminated. At this writing, DLIS is in the process of developing plans to ensure the continuity of operations. This will require systematic planning and evaluation efforts. DLIS has had much experience adapting to changing environment and incorporating new technologies for students, faculty, and staff. DLIS will draw on this rich experience and engage stakeholders to provide a rich working environment for faculty and students to carry out the full range of academic activities.

Sources of Evidence:

- LIS's Technology Acquisition Policy
- The University's Master Plan
- The University's Strategic Plan