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 ecclesiae. 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 learning 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. Details 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 identify 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

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>
<thead>
<tr>
<th>Stakeholders</th>
<th>Methods</th>
<th>Consultation areas (selected examples)</th>
</tr>
</thead>
</table>
| Advisory Board | Board meeting each semester | • 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 | • Curriculum coverage  
• Market analysis  
• Recruitment strategies |
| Alumni | Alumni survey every four years  
Monthly Alumni Board meeting | • 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.) | Consultation by e-mail, phone, and in person  
Meetings as appropriate | • Admissions  
• Assessment of learning outcomes & program objective achievement  
• Comprehensive examination  
• Evaluation of program performance  
• New program initiatives |
| Employers | Employer survey every three years | • Assessment of graduates’ knowledge and abilities  
• Curriculum coverage  
• Market trends and needs |
<p>| Faculty &amp; Adjuncts | Curriculum Committee meetings | • Assessment of |</p>
<table>
<thead>
<tr>
<th>Faculty retreat each semester</th>
<th>learning outcomes &amp; program objective achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full faculty meeting each semester</td>
<td>• Course offerings &amp; schedules</td>
</tr>
<tr>
<td>Monthly faculty meetings</td>
<td>• Curriculum coverage</td>
</tr>
<tr>
<td>Various other committee meetings</td>
<td>• Faculty searches</td>
</tr>
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<td></td>
<td>• Mission, Goals, and Objectives</td>
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<tr>
<td></td>
<td>• New program initiatives</td>
</tr>
<tr>
<td></td>
<td>• Recruitment &amp; enrollment issues</td>
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<td></td>
<td>• Strategic planning</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Staff</strong></th>
<th>Daily consultation by e-mail, phone, or in person</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Meetings as needed</td>
</tr>
<tr>
<td></td>
<td>• Assessment of learning outcomes &amp; program objective achievement</td>
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<tr>
<td></td>
<td>• Budget management</td>
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<tr>
<td></td>
<td>• Comprehensive examination</td>
</tr>
<tr>
<td></td>
<td>• Course offerings and schedules</td>
</tr>
<tr>
<td></td>
<td>• Outreach to stakeholders</td>
</tr>
<tr>
<td></td>
<td>• Recruitment &amp; enrollment issues</td>
</tr>
<tr>
<td></td>
<td>• Support for students &amp; faculty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Students</strong></th>
<th>Annual current student survey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Annual exit survey</td>
</tr>
<tr>
<td></td>
<td>Chair’s Town Hall meeting each semester</td>
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<tr>
<td></td>
<td>Course evaluations each semester</td>
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<tr>
<td></td>
<td>Focus group &amp; survey on practicum each semester</td>
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<td></td>
<td>Student organization events</td>
</tr>
<tr>
<td></td>
<td>Student representatives on department committees and boards</td>
</tr>
<tr>
<td></td>
<td>• Assessment of learning outcomes &amp; program objective achievement</td>
</tr>
<tr>
<td></td>
<td>• Career planning and support</td>
</tr>
<tr>
<td></td>
<td>• Curriculum coverage</td>
</tr>
<tr>
<td></td>
<td>• Comprehensive examination</td>
</tr>
<tr>
<td></td>
<td>• Evaluation of teaching and learning</td>
</tr>
<tr>
<td></td>
<td>• Evaluation of facilities and resources</td>
</tr>
<tr>
<td></td>
<td>• Student involvement in committees and board</td>
</tr>
</tbody>
</table>

**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 tabs 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.
ACHEIEVEMENT 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**

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

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
4. Janet Crowther, 2004
5. Neal Wyatt, 2005
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

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

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**

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>Standard I Constructs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are skilled in organizing, disseminating, managing, and preserving information;</td>
<td>I.2.1; I.2.2; I.2.3</td>
</tr>
<tr>
<td>2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information management;</td>
<td>I.2.1; I.2.3; I.2.9</td>
</tr>
<tr>
<td>3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field;</td>
<td>I.2.2; I.2.3; I.2.9</td>
</tr>
<tr>
<td>4. Are capable of serving information seekers in a global society;</td>
<td>I.2.1; I.2.5; I.2.8; I.2.10</td>
</tr>
<tr>
<td>5. Appreciate education and service as integral to the role of the information professional in society;</td>
<td>I.2.4; I.2.6; I.2.8</td>
</tr>
<tr>
<td>6. Interpret and apply research results from library and information science and related fields;</td>
<td>I.2.5; I.2.6; I.2.7</td>
</tr>
<tr>
<td>7. Articulate the economic, political, cultural, and social importance of the information profession;</td>
<td>I.2.3; I.2.6; I.2.7; I.2.8</td>
</tr>
<tr>
<td>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.</td>
<td>I.2.8; I.2.9; I.2.10</td>
</tr>
</tbody>
</table>

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
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

<table>
<thead>
<tr>
<th>MSLIS Competencies</th>
<th>Program Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Identity</strong></td>
<td>3, 5, 6, 7, 8</td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>· The history and importance of the profession to the world;</td>
<td></td>
</tr>
<tr>
<td>· Values, principles, legal, and ethical responsibilities of the profession;</td>
<td></td>
</tr>
<tr>
<td>· Professional development and leadership; and</td>
<td></td>
</tr>
<tr>
<td>· Active individual and collective responsibility for the betterment of humanity.</td>
<td></td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td>1.2, 3, 5, 8</td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>· Strategic management and planning;</td>
<td></td>
</tr>
<tr>
<td>· Human resource management;</td>
<td></td>
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<tr>
<td>· Budgeting and financial management;</td>
<td></td>
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<tr>
<td>· Marketing, including promotion;</td>
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</tr>
<tr>
<td>· Ethical management;</td>
<td></td>
</tr>
<tr>
<td>· Leadership;</td>
<td></td>
</tr>
<tr>
<td>· Communication;</td>
<td></td>
</tr>
<tr>
<td>· Negotiation and teamwork;</td>
<td></td>
</tr>
<tr>
<td>· The management of technology;</td>
<td></td>
</tr>
<tr>
<td>· Change and innovation and;</td>
<td></td>
</tr>
<tr>
<td>· The evaluation of organizational processes and</td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>1, 2, 6</td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td>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. 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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Services</strong></th>
<th>1, 2, 4, 5, 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. Students in the MSLIS program are educated to be able to · Create, identify, retrieve, evaluate, and synthesize information for users; · Identify, plan, provide, and evaluate library and information services; · Provide users with appropriate consultation and guidance or instruction in the use of information resources; · Anticipate current and future user needs; and · Apply technology strategically to improve services and enhance access to information resources on a global scale.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Information Organization</strong></th>
<th>1, 2, 4, 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 · 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</td>
<td></td>
</tr>
</tbody>
</table>
and managing information resources,
· Develop proficiency in using communication and information technologies to organize information resources for access; and
· Obtain the ability to assess, interpret, and apply research findings from the library and information science field and related disciplines to improve information organization and access for users.

**Technology**
Information professionals apply information and communication technology (ICT) knowledge and skills to effectively and ethically serve the information needs of individuals, organizations and communities.

The MSLIS program prepares students who are proficient in the application of standard ICT tools and techniques, including
· Use of relevant software systems and applications;
· Design and/or creation of accessible and usable information solutions;
· Protection of information privacy and security; and
· Continual monitoring and learning about emerging and evolving technology.

The MSLIS program prepares students who have a basic knowledge of, and articulate the important role of, the concepts and processes of
· Human-computer interaction;
· Systems analysis and design; and
· Assessment and evaluation of the efficacy and impacts of ICT.

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

**1.2.2. [Program objectives ... reflect] the philosophy, principles, and ethics of the field**

Two program objectives are aligned with Standard 1.2.2:

- 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

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Identity</td>
<td>98%</td>
<td>95%</td>
<td>100%</td>
<td>93%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>Management</td>
<td>92%</td>
<td>93%</td>
<td>100%</td>
<td>89%</td>
<td>89%</td>
<td>98%</td>
</tr>
<tr>
<td>Information Resources</td>
<td>94%</td>
<td>100%</td>
<td>97%</td>
<td>96%</td>
<td>85%</td>
<td>97%</td>
</tr>
<tr>
<td>User Services</td>
<td>96%</td>
<td>98%</td>
<td>100%</td>
<td>91%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>Information Organization</td>
<td>92%</td>
<td>93%</td>
<td>100%</td>
<td>96%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>92%</td>
<td>89%</td>
<td>91%</td>
<td>85%</td>
<td>92%</td>
<td></td>
</tr>
</tbody>
</table>

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)

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

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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Very well</th>
<th>Adequately</th>
<th>Not adequately</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Identity (Understanding information policy and ethics, values, and foundation principles of information professionals) (n=78)</td>
<td>74.36%</td>
<td>24.36%</td>
<td>1.28%</td>
</tr>
<tr>
<td>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)</td>
<td>67.57%</td>
<td>27.03%</td>
<td>5.41%</td>
</tr>
</tbody>
</table>
Sources of Evidence

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

1.2.3 [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 1.2 above.

Four MSLIS program objectives support Standard 1.2.3:

- DLIS educates graduates who
  - Are skilled in organizing, disseminating, managing, and preserving information.
  - Are skilled in the use of information technologies and articulate the role of IT in facilitating information management.
  - Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field.
  - 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 1.2.3.

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

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:

1. Interpret and apply research results from library and information science and related fields.
2. 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)

1.2.8 [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 1.2.8:

1. Interpret and apply research results from library and information science and related fields.
2. Articulate the economic, political, cultural, and social importance of the information profession.
3. Represent emerging information technologies and systems.
4. Educate and engage leaders for the information profession.
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)

**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](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/slis-computer-workshops.cfm](http://lis.cua.edu/tech/slis-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](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/slislab.cfm](http://lis.cua.edu/tech/slislab.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](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:

1. DLIS educates graduates who
2. Are capable of serving information seekers in a global society.
3. 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  

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

<table>
<thead>
<tr>
<th>1. Assessment of learning outcomes</th>
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<tbody>
<tr>
<td><strong>Direct Measures</strong></td>
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<tr>
<td>Assessment of learning in core courses (annual; evaluation rubrics for core courses)</td>
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<td>Comprehensive examination (every semester; evaluation rubrics with six traits)</td>
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<td>Course work products</td>
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<td>Student presentations and posters at professional conferences and meetings</td>
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2. Evaluation of program <responsible parties>

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