Program Review and Assessment Report
Master of Library and Information Science Program
AY 2021–2022

Contents

Part 1: Institutional Data

Program Background

This report focuses only on the Master of Library Science (MLIS) under the IUPUI School of Informatics and Computing (SoIC). See: https://soic.iupui.edu/lis/master-library-science/ The MLIS is currently housed under the **Department of Library and Information Science** (DLIS), which joined SoIC on July 1, 2013.

NOTE: SoIC became Luddy School of Informatics, Computing, & Engineering on 11 January 2023.

The department consists of the Master of Library and Information Science (MLIS), a 100% online graduate (professional) degree program

- Several MLIS dual-degree options, in which 10 or fewer students participate.
- Undergraduate Minor in Data Studies (begun fall 2017)
- Undergraduate Minor in Applied Data Science (begun fall 2019)
- Undergraduate Major in Applied Data and Information Science (begun fall 2019)
- Two 4+1 plans of study and two standalone certificates which mirror the minors

The department offers nine plans of study (specializations)

- Generalist
- Academic Librarianship
- Archives Management
- Digital Curation
- Facilitated Learning

- Public Librarianship/Adult Services
- School Library
- Technical Services
- Youth Services

Faculty include:
- Full-time: 3 tenured associate professors, 3 tenure-track assistant professors, 3 lecturers.
- Associate faculty: 40 -- all qualify for graduate teaching by having a master's or higher and significant (2+ years) professional experience in the topics they teach.

Enrollment (currently, MLIS only):

DLIS Enrollment	Total	% Increase
Fall 2022	379	7%
Fall 2021	354	13%
Fall 2020	309	9%
Fall 2019	280	6%

In Fall 2022, 122 students (32%) are nonresident.

- Students on average take 1–2 courses per term, through summers; approximate time to degree (39 credits) is 3 years.
- Persistence/graduation rates: IUPUI Graduate/Professional Student Retention and Graduation. (IUPUI IRDS)

Assessment Cycle for SoIC Programs

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	**2021-2022**
Health Information Management BS	✓			✓			✓
Informatics BS			✓			✓	
Media Arts and Science BS	✓			✓			✓
Bioinformatics MS	✓			✓			✓
Health Informatics MS		✓			✓		
Human–Computer Interaction MS		✓			✓		
Applied Data Science MS			✓			✓	
Master of Library & Information Science		✓		✓			✓
Media Arts and Science MS		✓			✓		

Program Goals (PGs)

There are seven M.L.I.S. program goals. These are derived from the ALA Core Competencies of Librarianship, which "defines the basic knowledge to be possessed by all persons graduating from an ALA-accredited master's program in library and information studies" (ALA, 2009). Upon completion of the M.L.I.S. program, graduates are prepared to:

1. Connect core values and professional ethics to practice
2. Facilitate engagement in the information ecosystem
3. Curate collections for designated communities
4. Lead and manage libraries, archives, and other information organizations
5. Organize and represent information
6. Conduct systematic research to inform decisions
7. Innovate professional practice with information services and technology

See https://soic.iupui.edu/lis/master-library-science/learning-outcomes/ for DLIS PGs and their explanations.

The department uses a syllabus template where instructors are asked to map each course outcome to Revised Bloom's Taxonomy (RBT), Principles of Graduate and Professional Learning (PGPL), Framework for Information Literacy (FIL), and most importantly to the LIS Program Goals (PG) and assessments (assignments) that best represent them. For example, in S531 Information Structures for the Web, the first few course outcomes are mapped like this:

Upon completion of this course, students will	RBT	PGPL	FIL	PG	Assessment
Produce standard HTML5 to create valid markup for a user interface	6	1	2	7	A1, A3
Recognize and solve common issues in creating a digital service	5	3	1	3	D1, D2, D4
Appraise international approaches to digital services	4	2	1,3	1	D3

Part 2: Impact of COVID-19

The impact of the pandemic on our course delivery was negligible because our program has been 100% online since 2014 and remote teaching is our practice. However, we can attribute a temporary upsurge in enrollment in fall 2020 and fall 2021 to a widespread interest in seeking online educational opportunities as face-to-face options were suddenly not as available. This temporary upsurge makes our current matriculation numbers appear to be weakening although numbers continue to be good for us.

DLIS Matriculated Fall 2022	Total	% Increase
Fall 2022	110	-11%
Fall 2021	123	11%
Fall 2020	111	37%
Fall 2019	81	5%
Fall 2018	77	

From fall 2020 to current times, Faculty and Associate Faculty are reporting a seemingly increased number of students who were expressing difficulties and asking for special considerations such as extensions on Incomplete grades. Some of this activity was certainly attributable to COVID-related illnesses (student or family), but we also surmised that -- as the pandemic lengthened -- we were experiencing an increase in mental-health issues combined with more willingness by students to admit as such.

Part 3: Ongoing Assessment Methods

A description of our recurring direct and indirect assessment methods follows. Some indirect methods may overlap in addressing similar issues (e.g., monthly department meetings and yearly curriculum conclave meetings), but these methods also reinforce each other and provide better assessment possibilities.

Direct Assessment

ePortfolio

Since 2011, DLIS has used an ePortfolio system. The ePortfolio was originally designed within the Oncourse ePortfolio matrix system. This system did not include individual scores or individual feedback but did provide program-level information. In 2016 we migrated to the Taskstream system, with the same capabilities as Oncourse, but we moved the ePortfolio again in 2019 to Canvas, where it now resides.

All LIS students are required to submit an ePortfolio with an Early and a Late requirement. The Early ePortfolio is a mid-term portfolio -- completed by the start the second academic year of a student's LIS graduate program or 18-21 credit hours, whichever is reached first.

In the Early ePotfolio, students are asked to submit an essay to:
- Reflect upon their foundational course work through self-selected artifacts.
- Demonstrate their current understandings and experiences as related to the LIS Master of Library and Information Science Program Goals.
- Self-identify areas of professional interest and focus to be discussed during the Academic Advising Conference.

Students submit course artifacts and one reflection essay, all of which is reviewed by the student's advisor. The student addresses *four of the seven* LIS program goals. Artifacts are either formal or informal examples from courses that the student feels most strongly demonstrate their personal growth and emerging understandings of the program goals.

An advising conference is set after the Early ePortflio is submitted in order to discuss pathways to meeting future academic and professional goals. The mid-term review allows for student learning to impacted during the earning of the degree rather than just before the start of their professional careers. We anticipated this would yield higher levels of retention and evidence of learning in the final portfolio review. The Early ePortfolio thus is part of a formative assessment to demonstrate a student's growing understanding of the program goals and reflection about their professional development.

In the Late ePotfolio, students are asked to submit an essay to:
- Analyze the breadth of their course work
- Reflect on self-selected artifacts that demonstrate their growth and mastery as related to the MLIS Master of Library and Information Science Program Goals and specialization competencies
- Plan for on-going professional development as an information professional

Again, the students submit course artifacts and one reflection essay, all of which is reviewed by the student's advisor. The student addresses *four of the seven* LIS program goals.

To prepare this current report, we examined data from Fall 2019 through Fall 2022 in order to see better where we were by the end of AY 2022.

Indirect Assessment

Grades

All graduating students must receive at least a B- (indicates basic mastery) in all core courses. For electives, grades must be a C or above with an overall GPA of 3.0 (again, indicating basic overall mastery). Overview of grades can point out student achievement success or issues.

Curriculum Conclave

Every May the department faculty spends a day together to discuss select issues in the curriculum from the previous academic year. The faculty also plans future initiatives based on the agenda. Topics from AY 2021-2022 included:

- Career Preparedness Course Integration into Community Site/Curriculum
- Content for required courses for adjunct faculty
- Declaring Specialization Process
- Aligning Core Courses/required courses within specializations
- Review of Student Advising Handbook
- Revisions to the Standards for accreditation. Proposed Revisions
- Biennial Student Survey/Results
- Student Outreach Clinic

Advisory Board

Twice-yearly Advisory Board meetings are held where participants discuss necessary skills for recent graduates. Participants include 7-10 representatives from the profession. We use these discussions to determine the design of special courses and to improve the content of core courses. Agenda items from AY 2021-2022 included:

- DEI initiatives and the Moore Endowment progress
- Career Advising
- Economic challenges for recruiting
- Strategic Planning Questions –What challenges (e.g., individual, social, cultural technical, organizational) are you experiencing in your organizations that the future LIS curriculum needs to address?
- LIS student feedback
- New Specialization proposal: Health Librarianship
- Collaborative Master's Degree: HCI/Media Arts Sciences

Student Advisory Board

A LIS Student Advisory Board meets with the department chair once a semester. The [NUMBER?] students volunteer to serve on the board. They use a student-only Facebook group to solicit issues students would like to have discussed with the chair. Student Advisory Board members are invited to join the department advisory board meetings, as well.

Biennial Student Survey

We conduct biennial surveys of current students. Last conducted in spring 2022. Detailed open-ended answers from students are primarily used to schedule courses (ALA accreditation standards: students are able to construct coherent programs of study). Comments with respect to teaching methods are incorporated into departmental discussions. Questions from the spring 2022 survey included these areas:

- Specializations
- Foundational course satisfaction
- Electives for specializations
- Courses needed
- Curriculum satisfaction
- Advisor satisfaction

S500 Specialization Choices Survey

Since Summer II 2021, all S500 students have been asked to complete a survey in their third week of the course where they indicate their intended specialization, if known. This survey is meant to determine part of the plans of incoming students so that we can gauge their initial interest in the program and determine any changes.

Specializations Awarded

The department collects annual statistics on specializations awarded to students in order to now compare to results of the S500 Specialization Choices Survey. We will better be able to document changes in student plans between matriculation and graduation in order to plan courses needed for specializations.

Evaluation of Associate Faculty (adjuncts)

Near the mid-point of each semester, associate faculty are evaluated by the department chair, the director of associate faculty, and the department assistant -- all of whom have admin privileges to log into the Canvas courses to monitor. Beginning in Spring 2022, associate faculty have also been required to submit a self-analysis for this evaluation so that the department can ask them to discuss what they do well and in what they need help. In addition, when student course evaluations for associate faculty are ready after the end of each semester, the department chair, the director of associate faculty, and the department assistant all review the evaluations to get student feedback on these instructors.

Department Meeting Discussions

The department meets monthly to discuss current needs and to plan for future needs. All faculty are welcome to contribute any agenda item of concern. Topics relate mostly to curriculum development. For example, we have discussed creating new courses and specializations, revising core courses, changes to assessment and evaluation of courses and specializations. Additionally, we address items related to student advising, support for career development for our students, alumni engagement, and opportunities to support and engage with the professional and local communities.

Part 4: Assessment Efforts Related to DEI Strategic Plans

The department is currently compiling a dossier of efforts related to DEI using the American Library Associations' Diversity, Equity, and Inclusion (DEI) Scorecard for Library and Information Organizations to evaluate those efforts. From this analysis, we expect to identify areas for improvement.

In 2018, to attract talented students from historically unrepresented backgrounds, the department established an endowed scholarship in honor of Wilma Gibbs Moore, one of Indiana's leaders in breaking racial barriers in the archive profession. Since its inception, six students have been funded. It is our hope to grow the endowment to be able to fund a greater number of students each year. The endowment has grown since 2018 from $16,960 to $40,298 by December 2022.

Despite the numerous efforts to create a more inclusive profession (at the national, state, campus, and departmental level), librarian demographics have changed little over the past decade, with the field continuing to be comprised of mostly white (between 80% and 85%) women (around 65%). The department is currently collaborating with the IUPUI University Library to identify new strategies to address an old problem.

Department of Library and Information Science Demographics: Fall 2022

Category	Number
IN Resident	255
Non-IN Resident	122
White	330
Hispanic/Latino-a	12
Asian	10
African-American	14
International	0
Multi-Race/Other	2
Female	319
Male	58

Several LIS faculty are members of the School of Informatics and Computing DEI working group, which is chaired by the LIS Department Head.

Part 5: Assessment Efforts Related to Global Learning

IUPUI's goal is to "Develop curricular and co-curricular activities that enable all IUPUI students to have at least one substantial global learning experience during their IUPUI career, either internationally or locally" (IUPUI Dimensions of Global Learning). We have examined the curriculum in Department Meetings and in our yearly Curriculum Conclave to gauge our adherence to this initiative. The Master's of Library and Information Science degree is a professional degree relevant to American libraries and information organizations. We thus do not have international students enrolled but have discussed other ways to achieve a global learning experience (internationally or locally) for LIS students.

Part 6: Assessment of Support Services

Graduate Program Advising and Orientation

The Director of Graduate Affairs engages with students to orient them from admission to graduation to fulfill the necessary verifications and requirements to maintain academic standing, including grade requirements. The Director participates with us each semester in our orientation program for new students. We also help construct the admission letter sent to new students so that it truly reflects the program. In addition, the Director has become as Associate Faculty member for LIS and teaches a foundation course.

Plan of Study Advising

From the time of admission, the Department Chair and student advisor (chosen by the Department Chair) provide general guidance to the students on the plan of study, course load for each semester, selection of electives, and suggestions to contact specific faculty for specific interests or projects. The Department offers an online advising handbook for students and instructors (https://soic.iupui.edu/files/lis-advising-handbook.pdf) that contains checklists for each specialization. Additionally, every student will meet with their advisor after completing approximately 18 credit hours in conjunction with the Early ePortfolio review.

The department currently uses a faculty advising model. We are in the process of hiring a full-time advisor. The average load for faculty is around 40 students but at times as many of 60. We have found this load to be not as effective as hoped. From student surveys, we've learned that students would like more interaction with their advisors. We are hoping that the addition of a full-time advisor will create the space for students to have more meaningful and in-depth interactions with the faculty.

Career Development

Students are encouraged to do internships that prepare them for a professional career. LIS graduate students can take advantage of experiential learning opportunities as elective credits throughout their program for up to six credit hours. It is in these internship environments where they are able to integrate knowledge and theory learned in the classroom with practical application and skills development in a professional setting under the supervision of a mentoring supervisor and course instructor. It is required that students who do not already have good, relevant work or volunteer experience do an internship to be competitive in the job market. Internships can occur after 18 credits; students arrange their own though there is an internship database with listings. There are other for-credit options to have individualized experiences and learning. Check out the 601, 602, 605, 606 Guidelines (https://soic.iupui.edu/files/lis-601-602-605-606-guidelines.pdf).

Semester:	F1	S20	Su20	F20	S21	Su21	F21	S22	Su22
Students Enrolled:	4	6	1	7	4	9	1	7	12

Students are assessed in three ways: a reflective journal, the internship supervisor's evaluation, and through their capstone presentation.
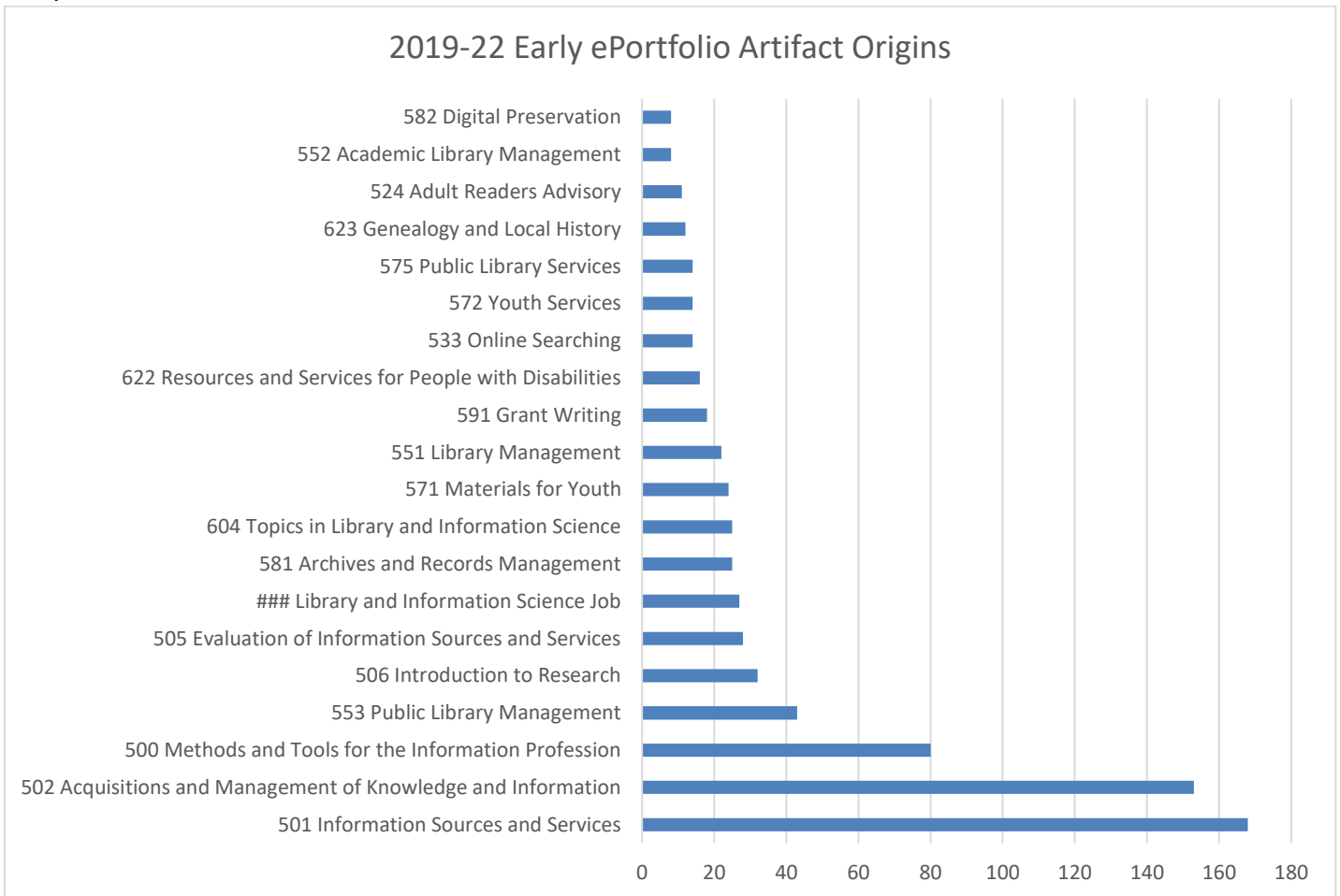
Part 7: Findings from Assessments of Learning

From Direct Assessment

2019-2022 ePortfolio

From our 2019-2022 ePortfolio submissions, we examined both Early and Late ePortfolio program goals chosen by students; we also examined courses that students use to find their artifacts. We now have data on the origin of the artifacts from both the Early ePortfolio and Late ePortfolio, which includes a large number of courses (51 Early, 65 Late), but with most artifacts coming from a few courses.

Shown here are the top 20 sources for the Early ePortfolio, and the Late ePortfolio sources follow.

Early ePortfolio Sources

Late ePortfolio Sources

2020-22 Late ePortfolio Artifact Origins

Course	Value
621 Audio and Video Sources	21
591 Grant Writing	21
574 Information Instruction	21
585 Archival Appraisal and Management	22
622 Resources and Services for People with Disabilities	25
557 Marketing for Libraries	25
### Library and Information Science Job	28
672 Seminar on Literature for Youth	28
551 Library Management	28
524 Adult Readers Advisory	30
572 Youth Services	31
575 Public Library Services	33
503 Organization and Representation of Knowledge and Information	39
506 Introduction to Research	40
505 Evaluation of Information Sources and Services	40
553 Public Library Management	49
571 Materials for Youth	52
604 Topics in Library and Information Science	53
501 Information Sources and Services	59
502 Acquisitions and Management of Knowledge and Information	74

Because the Early ePortfolio is completed by the start the second academic year of a student's LIS graduate program or at 18-21 credit hours (whichever is reached first), it is expected that LIS foundation courses would provide a common source of artifacts. At the time this data was collected, the specializations funneled almost all students through six LIS foundation courses:

All of the following:
- S500 Methods and Tools for the Information Profession
- S501 Information Sources and Services
- S502 Acquisitions and Management of Knowledge and Information
- S503 Organization and Representation of Knowledge and Information

One of the following:
- S505 Evaluation of Information Sources and Services
- S506 Introduction to Research Choose one of the four courses below

One of the following:
- S551 Library Management
- S552 Academic Library Management
- S553 Public Library Management
- S555 Digital Services Management
- S671 School Media

The top five source courses for the Early ePortfolio are foundation courses (in descending order: 501, 502, 500, 553, 506, 505).

The Late ePortfolio is submitted at the end of a student's coursework, and it is expected to see the more advanced courses used as sources instead of the foundation courses. However, the Late ePortfolio shows the same trend as seen with the Early ePortfolio, with six of the top eight source courses being foundation courses (in descending order: **502**, **501**, 604, 571, **553**, **505**, **506**, **503**). S604 is not even a permanent course but rather "Topics in Library and Information Science" which includes a number of different courses, and which students may take more than once when the topic differs.

Because students choose just four of seven LIS program goals for the Early and Late ePortfolio submissions, it was also considered essential that we record which program goals were being chosen. The following graph shows the number of Early ePortfolio and Late ePortfolio submissions on each PG, along with the totals for that PG.

Early ePortfolio and Late ePortfolio submissions on each Program Goal
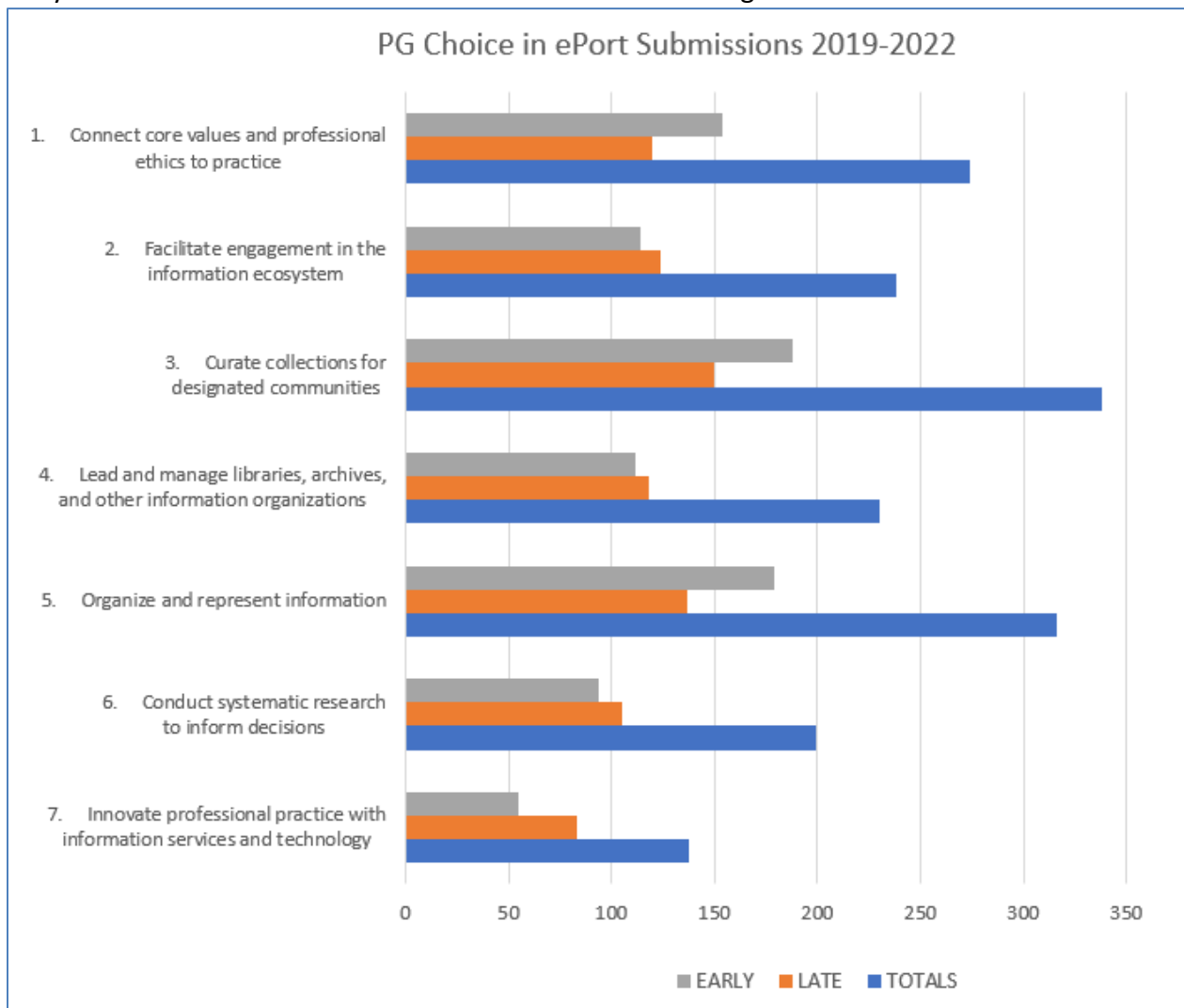
The program goals that students choose the least often are #7 Innovate professional practices with information services and technology and #6 Conduct systematic research to inform decisions. The most popular PGs are #3 Curate collections for designated communities and #5 Organize and represent information.

In brief:

- Too many students avoided certain program goals if associated with technology (i.e., #7 Innovate professional practices with information services and technology) or research.
- Too many students used associate-faculty taught courses as the path to artifact submission: 501, 502, 503, 505, 506, 553
- The preference for associate-faculty assignments for artifacts may also suggest students avoided submitting assignments that were graded more critically in higher-level courses.
- The popularity of S604 Topics courses for artifact selection suggests that these topics may apply more to program goals than our standard courses.

Based on the Early ePortfolio section and the required advising conference, our [AY 2018-2019 DLIS PRAC Report](#) predicted that "faculty will be able to determine where there may be initial gaps in building a base for advanced study, as well as intervening specifically where individual students appear to struggle." However, we have no direct assessment for this, and the advising conference sessions offer no actionable data. Nevertheless, there is some indirect evidence of ongoing improvement because we can be sure that every student meets at least once in person (via Zoom or phone) with the advisor.

From Indirect Assessment
Curriculum Conclave, Department Meetings, Student Surveys

1. Assessment determined that the ePortfolio system needs revising. Many issues were noted with the ePortfolio in its current form:
   - The system is confusing to students
   - The system is hard to sustain (the workload on faculty and department assistant is heavy)
   - We gather insufficient data to provide good assessment of student progress (e.g., there is no data taken on advising sessions, no scoring of essay and artifact submissions, etc.)
   - The selection of "proof" of program goal mastery depends on the student and less successful mastery can be avoided when students choose just 4 of 7 program goals).
2. S500 as a foundation course is insufficient because it attempts to incorporate both theory and technology.

Advisory Board
Career preparedness needs to be addressed. Board members believe that LIS students are missing some market-place skills needed in the profession: crisis management and data manipulation (via Excel, for example) were most often mentioned in discussions.

Student Advisory Board
Students have raised concerns about the lack of career advising. In addition, attention was brought to the area of knowledge management and the need to offer courses to support our students working outside of libraries.

Student Survey

In the spring 2022 survey, we had 102 respondents. Our fall 2022 enrollment was 379 students, which needs to be considered when evaluating the results. Nevertheless, in this survey students expressed general satisfaction with the curriculum, its selection of offerings, and the scheduling. Free-form comments that stood out concerned issues with advisor availability and ePortfolio effectiveness. A few notable findings merit further study. For example:

Students revealed they would be interested in a 1-2 credit hour course on library crisis management (e.g., challenges library managers face in serving the public such as social, psychological, medical and legal situations caused by drug overdoses, sexual assault, homelessness, neglect and mental illness, and other issues). 88 out of 102 respondents answered Yes or Maybe.

Q 5.6 --Interest in a course of library crisis management:

#	Answer	%	Count
1	Yes	60.78%	62
2	No	13.73%	14
3	Maybe	25.49%	26
	Total	100%	102

Students also expressed an interest in taking any -credit courses in the summer if the opportunity presented itself.
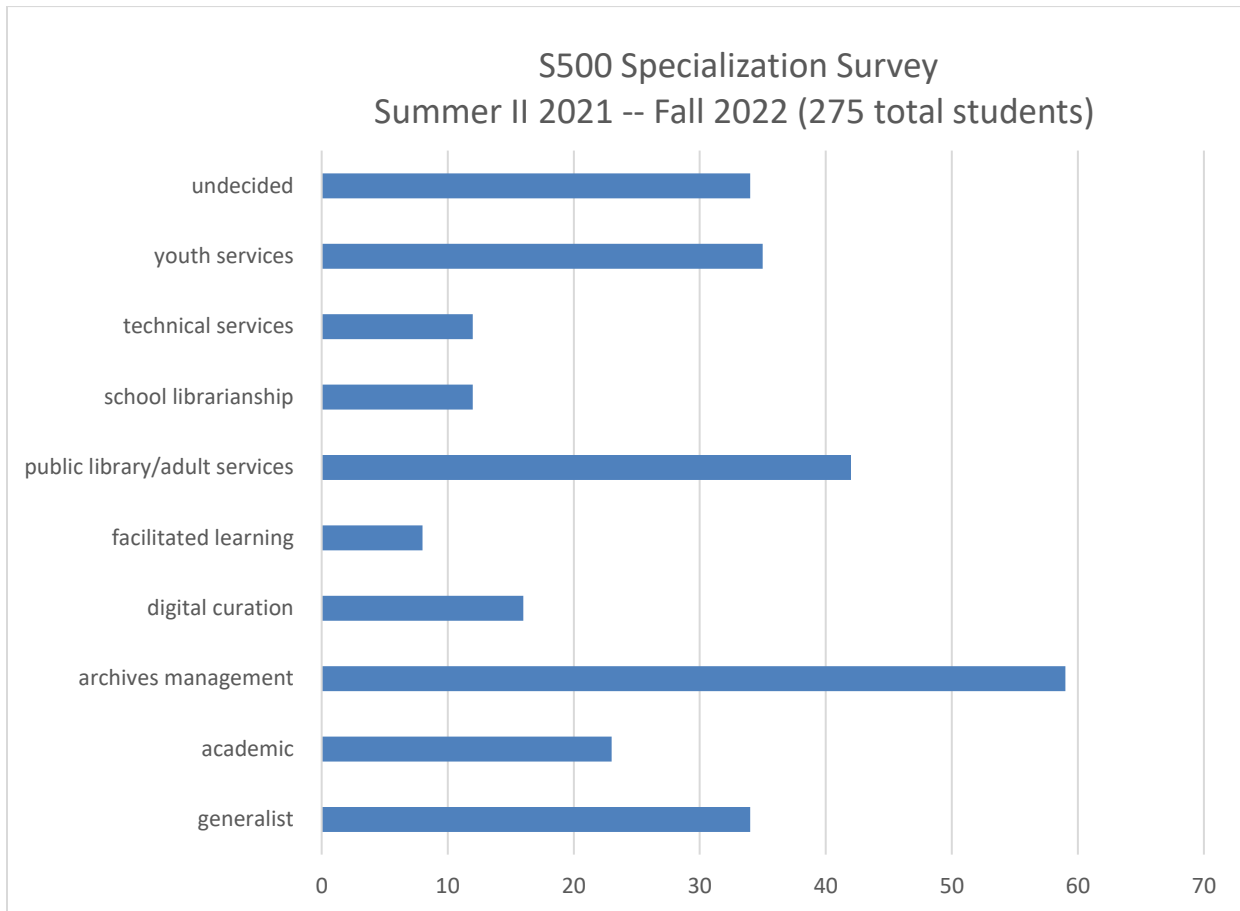
Q5.7 --Interest in taking a 1-credit course in the summer

#	Answer	%	Count
1	Yes	50.98%	52
2	No	20.59%	21
3	Unsure	28.43%	29
	Total	100%	102

Of the 52 who responded "Yes," 25 (48%) expressed an interest in at least taking two 1-credit courses.

S500 Specialization Choices Survey

Most incoming students are now choosing Archives Management as their possible specialization. Interest in the Public Library/Adult Services specialization still remains high.

S500 Specialization Survey
Summer II 2021 -- Fall 2022 (275 total students)

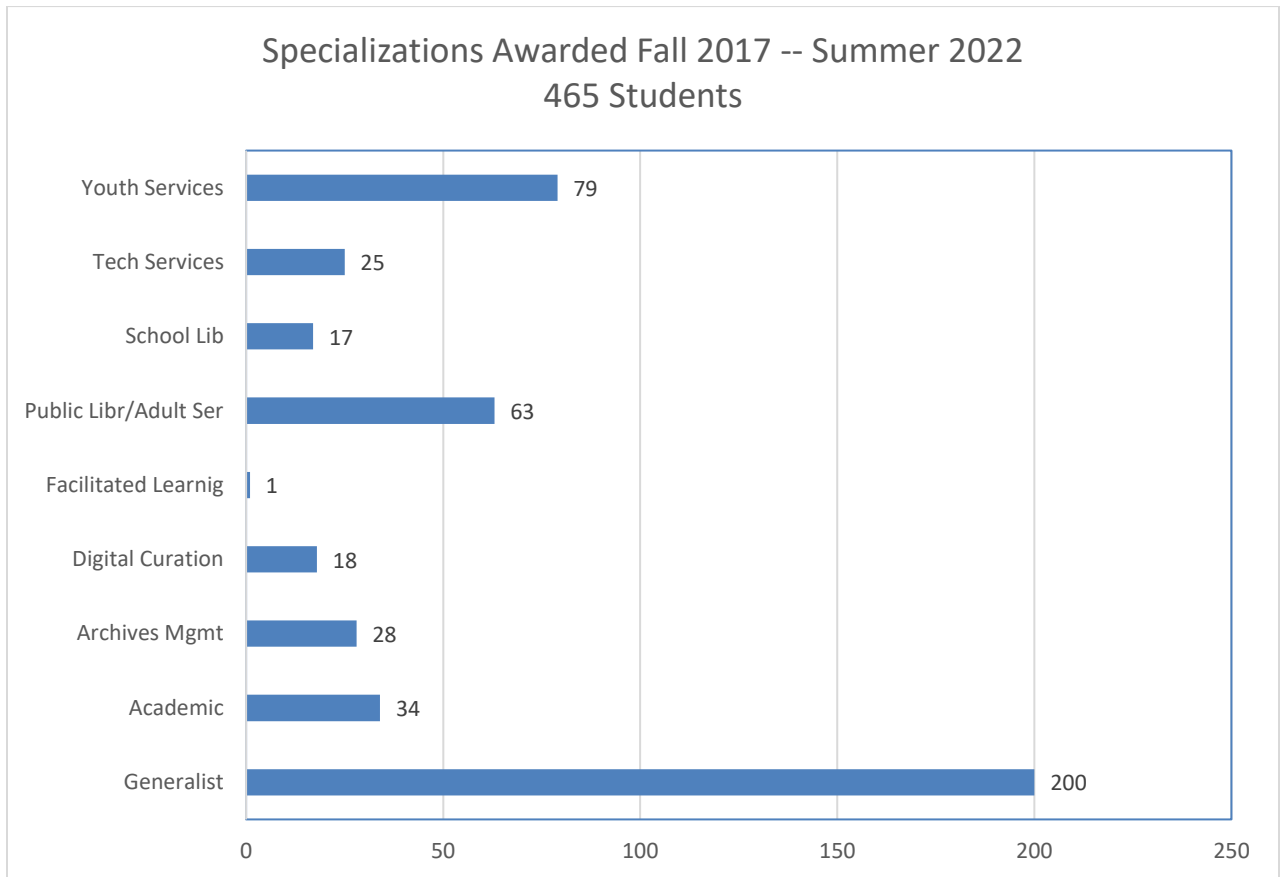| Specialization	Value
undecided	34
youth services	35
technical services	12
school librarianship	12
public library/adult services	42
facilitated learning	8
digital curation	16
archives management	59
academic	23
generalist	34

Specializations Awarded

Numbers of specializations awarded for Archives Management, Digital Curation, and Facilitated Learning cannot be judged well with this set of data because these specializations are newer than the rest:

- Facilitated Learning effective date: 8/1/2020
- Archives Management effective date: 1/1/2019
- Digital Curation effective date: 8/1/2018

However, it is apparent that a large number of students default to the Generalist specialization by the time of graduation.

Specializations Awarded Fall 2017 -- Summer 2022
465 Students

Specialization	Count
Youth Services	79
Tech Services	25
School Lib	17
Public Libr/Adult Ser	63
Facilitated Learnig	1
Digital Curation	18
Archives Mgmt	28
Academic	34
Generalist	200

Evaluations of Associate Faculty (adjuncts), Department Meetings

Associate Faculty most often described needing help in these areas:

- student engagement
- grading issues (time management)
- student behavior

Course evaluations of Associate Faculty courses reveal some student concern with lack of timeliness in grading.

Examination of Associate Faculty courses in Canvas reveals that these instructors are using Canvas as we have set up (in training, in providing templates, in the DLIS Instructor Handbook, etc.

Part 8: Changes Made

Changes Made from Direct Assessment Findings

---The ePortfolio system is designed to assess student mastery of the department program goals that are explicitly linked to course outcomes and the assignments student undertake to achieve them. Because it appears that some program goals are much less popular than others, and that the same associate-faculty driven foundation courses provide the majority of submitted artifacts, the ePortfolio system needs to be revised. (Indirect assessment has also shown that students find the ePortfolio confusing and an unnecessary chore for them.) We will continue the ePortfolio in its current set up for the time being as we experiment with another assessment method for our LIS program goals. In fall 2022 all Associate Faculty courses were reviewed by the Director of

Associate faculty to make sure that the mapping between LIS program goals--course outcomes--student assessments was correct. Then to gather performance stats for students on LIS program goals, assignments in Canvas were placed in an assignment group pertaining to the program goal that it best represents. Not every course teaches to every program goal; most cover 2-5. However, it is surmised that with our 100+ courses taught per year, we can soon build up a dataset that shows us overall student performance on each department program goal. We can also learn which program goals are covered in each course, which program goals need more coverage, etc.

For example, in the fall 2022 section of S505 (Evaluation of Information Sources and Services), 16 students were assessed on their adherence to four of the LIS program goals:

Program Goal	1. Connect core values and professional ethics to practice	2. Facilitate engagement in the information ecosystem	4. Lead and manage libraries, archives and other information organizations	6. Conduct systematic research to inform decisions
Average	94.65	90.31	93.16	96.00

This type of assessment could eventually replace or supplement the student Early and Late essays that allow students to select program goals and artifacts to submit -- an exercise that has discouraged the submission of more difficult artifacts from upper-level courses.

Changes Made from Indirect Assessment Findings

--- A new foundation course was created and begun in fall 2022: S507 Tools and Technologies for the Information Professions. Faculty discussions in Department Meetings and Curriculum Conclaves took advantage of Student Survey data to determine that S500 Methods and Tools for the Information Professions should be divided into two courses, with S500 becoming simply S500 Methods for the Information Professions while retaining and developing the theoretical side of the profession. S507 became the technical course with more hands-on work. The direct assessment of the ePortfolio also showed us that many LIS students tended to avoid the technology training that they need if not required. All students take these courses as their first two courses.

--- Faculty discussions in Department Meetings and Curriculum Conclaves touched upon the concerns that many students were being taught primarily by associate faculty in all but a few courses because the specialization tracks were too rigid and forced too many students whose interests varied to take courses that were not relevant to their tracks. Starting fall 2022, we made S500 and S507 the only two foundation courses for every specialization. Then each specialization was given its unique specialization core more relevant to its needs. For example, the Archives Management Specialization foundation changes:

ARCHIVES MANAGEMENT FOUNDATION PRE-FALL 2022		
3	S500 Methods and Tools for the Information Profession	
3	S501 Information Sources and Services	
3	S502 Acquisitions and Management of Knowledge and Information	
3	S503 Organization and Representation of Knowledge and Information	
12	TOTAL	

ARCHIVES MANAGEMENT FOUNDATION FALL 2022+		
3	S500 Methods for the Information Professions	
3	S507 Tools and Technologies for the Information Professions	
6	TOTAL	

See the LIS Student Advising Handbook for all pre- and post fall 2022 specialization checklists.

--- To further render our program more relevant to current professional needs, a new specialization was added: Facilitated Learning. The Facilitated Learning specialization addresses the emergence of professional library positions that have an emphasis on designing and facilitating learning experiences. It combines traditional aspects of librarianship with theories, methods, and practices related to learning design, technology, and management to prepare graduates for leadership positions in facilitated learning.

Courses added for this track include:

- S530 Makerspaces as Learning Environments
- S577 Design for Informal Learning Environments
- S578 Facilitating Learning with Technology

S604 Topics in Library and Information Science courses will cover these topics and eventually be proposed as regular courses:
- Inquiry and Innovation
- Information Literacy
- Community Engagement and Collaborative Partnerships
- Family Engagement in Libraries
- Community and Data

--- From the S500 Specialization Choices Survey, we have noted a high interest in two specializations. To meet the demand of incoming students interested in Archives Management and Digital Curation, several courses were developed in these areas:

- S555 Digital Services Management
- S583 Data Curation and Management
- S584 Archival Arrangement and Description
- S585 Archival Appraisal and Management
- S586 Archival Intelligence
- S651 Digital Collections

--- The Department Meetings determined a need to have an outside consultant review each specialization on a rotating basis. The first specialization to be reviewed was the Public Library/Adult Services specialization. Its review was completed in fall 2022 and suggested changes were incorporated into S553 Public Library Management for upcoming semesters.

--- To address the Advisory Board and Student Advisory Board concern on crisis management skills,

supported by the Student Biennial Survey Spring 2022 that reveals interest in the area, the department has scheduled a 1-credit workshop course for Summer 2023 on censorship pressures felt by libraries today.

---The Student Advisory Board recommended a course on career development, and in spring 2021 LIS began to offer LIS-S 598 Professional Engagement and Development. This is a career preparedness course offered in the spring semester, with an industry speakers' panel, and a career week specific to LIS.

--- To meet recommendations for IUPUI Dimensions of Global Learning for international experience, the Program Director worked with the Associate Program Director to turn a spring 2021 Global Classroom Fellow award into a study-abroad proposal. The two-week study-abroad program to Helsinki, Finland, debuted in May 2022 and will be ongoing annually. It was designed with LIS students in mind but is also open to both grad and undergrad students in SoIC or other schools whose students are eligible. Students participate in a full-semester spring online asynchronous course with international students in Finland and *have the option* (not required) to travel to Finland in late May for additional credit. See Study Abroad: Finland and Curriculum Internationalization in action at IUPUI for details. In May 2022, 4 LIS graduate students and 5 other SoIC-aligned undergraduates took part. Near the end of the application period in December 2022, 7 students had already completed their application for May 2023, and 5 students were in process of applying.

--- In the interest of fulfilling the SoIC DEI Strategic Plan, LIS successfully applied in spring 2022 for a US Embassy Grant (Finland) and has received $15,000 to plan and hold a two-day DEI workshop with institutions of higher education in Helsinki in May 2023. Collaboration on this event began in fall 2022. Students in the Study Abroad Finland 2023 will also be involved in the planning and digital representation of this event. See Activities of the SoIC DEI Working Group for more information.

--- As a result of Associate Instructor evaluations that revealed a desire for more training, the department contracted with an instructional designer who created a Canvas DLIS Instructor Training Course in spring 2022. This self-paced course was required for all associate instructors to complete, and is now introduced to any new instructors before they teach their first course. The Canvas course covers both technical issues with the LMS as well as strategies and teaching approaches. Within this course the instructors have access to the DLIS Instructor Handbook that provides an overview of their responsibilities and background information for their positions. The course also offers access to the most recent version of the department syllabus template. All instructor syllabi must be submitted to the Director of Associate Faculty at least a month before the start of a semester for approval. The department has also created a Canvas template for each of its courses to assist the instructors in keeping a current version of the course up to date. The content from this template will then be imported into the course when it is taught.

Part 9: Changed Proposed

The direct assessment via the ePortfolio has proven insufficient to gauge student learning while also revealing student over-dependence on a few courses to prove program goal mastery. We

also see uneven coverage in the choice of program goals to represent because the students are allowed to choose the ones they wish to demonstrate. In addition, the Student Biennial Survey reveals student dissatisfaction with the ePortfolio system. The Department is thus planning two initiatives:

1. We will schedule an ePortfolio student focus group in spring 2023. Students who have completed our career preparedness course (LIS 598) who have either completed the Early ePortfolio or both the Early and Late ePortfolio, will be invited to participate in the focus group. We are recruiting these particular students as we are seeking ways to combine LIS 598 with the aspects of the current ePortfolio system that support students' professional development.

2. We will continue mapping of program goals to assignment groups in Canvas to get a representation of our PGs-->Course outcomes-->assessments. In fall 2022 all associate faculty courses were mapped; full-time faculty have also agreed to allow statistics to be gathered from their courses post semester. The mapping can be done for any course and does not need to be performed during the conduct of the class. We are preparing to map the spring 2023 courses when they have stabilized, and we will continue every semester so that the gathering of these statistics becomes routine and can provide us with the data we cannot get from the current ePortfolio system. If this mapping system is successful, it will replace the part of the Early and Late ePortfolio where the students compose essays on four of the seven program goals.

Difficulties we need to study and account for in the mapping of the program goals are:

- Grading inconsistencies exist among the instructors.
- Assessments may map to more than one program goal, but we seek to map them to the main program goal that they represent.
- The level of difficulty and weight of assignments that are mapped to program goals will vary.

Because of concerns expressed by faculty in Department Meetings as well as in the Biennial Student Survey with the quality of advising, the department has decided to hire in spring 2023 a full-time advisor. The [job advertisement](#) was posted in December 2022. The same indirect assessments have determined that we need to promote and develop more our small selection of 1-credit courses; the interest seems to be there even if we have had difficulty attracting students to our offerings.

Department meetings and our Curriculum Conclave concluded that the review of the Public Library/Adult Services specialization was successful. We thus plan to hire a consultant to review the next specialization in this process: Generalist.

The Biennial Student Survey, Student Advisory Board, and Curriculum Conclave have shown sufficient interest in several areas for us to initiate some changes. First, we plan to develop a specialization in Health Librarianship. We need to meet student interest but also expected demands from the emerging emphasis on biomedical engineering. We will also examine a collaborative Master's Degree: HCI/Media Arts Sciences. Finally, we will work on a proposal for a dual degree with the School of Social Work, to support the growing need for social workers in

libraries.

Part 10: Conclusion

The takeaways from the assessment methods used over the current assessment period have provided several confirmations of our program's health as well as important insights for future development. Over the next assessment period, we anticipate reporting on basic revisions in our current direct assessment methods via the ePortfolio system. Our indirect methods serve us well although the amount of biased input is something we must be aware of. Nevertheless, we intend to strive for more diversity in our student population and to reflect DEI concerns in more of our courses. We also wish to address the issue of faculty-to-associate faculty ratio of contact for our students; this is a concern because of our growing program. Finally, this same growing program is attracting more non-traditional MLIS students who do not intend careers in a library but rather in other types of information organizations for which we must be able to prepare them.