Southern Connecticut State University

College of Education

Department of Information and Library Science

Information and Library Science Advisory Board Meeting

Friday, September 26, 2025

12:00 – 2:00 P.M.

Virtual

UNAPPROVED

MEMBERS PRESENT

Ms. Bernhey, Dr. Beth, Ms. Casiello, Ms. DiLorenzo, Mr. Farara, Dr. Kim, Ms. Knapp, Dean Langley (Chair), Ms. Paul, Dr. Schander, Dr. Shaw, Dean Trombly, Mr. Ward

GUEST

Dr. Schofield

RECORDER

Ms. Opalenik

MEETING CALLED TO ORDER

12:05 P.M.

APPROVAL OF PREVIOUS MINUTES

Motion to approve previous minutes by Dr. Kim, and seconded by Dean Langley

Motion: to approve the minutes from April 4, 2025

Vote: all in favor 8; opposed 0; abstained 5

ANNOUNCEMENTS

Dean Trombly was officially appointed as the permanent Dean of the College of Education at the end of last spring semester. Congratulations!

WELCOME

Dean Langley welcomed everyone back to the new academic year!

INTRODUCTION

New board members:

* Ms. Valerie DiLorenzo – President, Connecticut Association of School Librarians (CASL)
* Mr. Milton Ward – ILS Graduate Student Representative, SCSU

BUSINESS

* Overview of the MLIS Internship Program (Dr. Schofield, Internship Coordinator);

The MLIS Internship Program has been a requirement for all MILS graduate students since the fall 2016 semester.

MLIS Internship Program

Course – 150 hours

On site – 120 hours

Journal – 30 hours

Additional information – additional readings and a final project assignment required

Department website - [ILS Internship | Southern Connecticut State University](https://inside.southernct.edu/information-and-library-science/internship)

LibGuides (student projects) – per request, Dr. Schofield

General Information:

Most placements are on site, a couple are virtual

The student must be in good academic standing (3.0 GPA or higher)

The student cannot be on academic probation

Long distant (out-of-state) placements are done virtually

Other Information:

Placements based on students’ interests.

Students are required to complete 15 credits in ILS courses prior to placement

Hosting libraries/institutions interview prospective students

MLIS Internship Coordinator visits each site (some virtually)

Professor Bilmes covers all SLMS placements (school media students)

Questionnaire – at the end of the semester the hosting supervisor and student can provide feedback

Placement can cover a broad spectrum of departments within the organization, or it can be focused on a specific Team project.

If the placement is not a good fit, the supervisor should contact the MLIS coordinator to address any issues that need to be resolved. If need be, the coordinator will remove the student from that placement and find a different placement.

Multipurpose:

The student will leave with a better understanding and appreciation of the professional and the organization operations

The hosting venue gives back to the community

Student Learning Outcomes is achieved through the course rubric

This program serves as part of the Self-Study report that will be submitted to the ALA Accreditation Committee.

Collaboration is key to the success of the program.

Many ILS Advisory Board members expressed positive experiences hosting SCSU ILS graduate students.

Please send Dr. Schofield, [schofieldc2@southernct.edu](mailto:schofieldc2@southernct.edu), with any questions or comments.

* Fall 2025 MLIS Enrollment Update;

Dr. Kim reviewed the Fall 2025 MLIS Enrollment statistics.

* Enrollment has increased and doubled over the last seven years

In the fall of 2018, there were seven full-time faculty members advising 63 graduate students. In the fall of 2025, there are seven full-time faculty members advising over 150 graduate students. Each full-time faculty member has 25 students under their advisement; the student to faculty ratio is 1-11 at SCSU. A request for a new full-time tenure track faculty member has been approved by Dean Trombly. The request continues in the approval process.

The university has not provided any advertising for the newly accredited MLIS program. The Chair has requested more support in advertising from the College of Education Dean and the School of Graduate and Professional Studies Dean to promote the ILS department programs. Currently, the department hosts and promotes an on-line MLIS open house every semester to entice potential students.

Admissions Committee

When the new MLIS program was launched in the fall of 2016, there was a 95% admissions rate. Now the rate has dropped to 87% due to tighter evaluations of applicants.

* Out-of-state students has dropped from 10% to 6% over the last two semesters
* Gender: 80% female; 20% male (slight drop in male students over the last two semesters)
* 42% full-time; 58% part-time

Recruiting

All undergraduate students can now choose to follow an Accelerated Pathway (4+1) into the MLIS program. They must be in good academic standing (3.0 GPA or higher). They must request permission from their UG advisor and ILS Chair. This is completed in their junior year in order to be admitted on time for their senior year. They have an option of taking one or two ILS courses in the fall and spring semester during their senior year. After graduating from their UG program, they are required to apply through the School of Graduate and Professional Studies Admissions to be formally admitted into the MLIS program. The completion of the MLIS program would be in their fifth year if they go full time.

The need for more scholarships targeting the underserved and financial assistance has been requested specifically for Information and Library Science students.

* Results of the Spring 2025 Exit Survey (Dr. Kim)
* Fourteen graduate students completed the Exit Survey from the spring and summer semesters. There were approximately 30 students who graduated.
* All data is anonymous
* Overall, the results were good

Note: Every semester faculty members analyzes data collected based on a course rubric. Instructors review the data, make recommendations and formulate an action plan to improve their course(s) the next time that course is offered. Once all the data is collected, a final summary report is completed along with reflections on the MLIS program as a whole. Please contact Dr. Kim, [kimh1@southernct.edu](mailto:kimh1@southernct.edu), for more information, questions or comments.

* Trends in Exit Survey Results (Dr. Kim)

Dr. Kim reviewed the Trends of the Exit Survey over the last nine fall semesters.

Overall, the results were good. Many of the graphs showed a slight downward trend in the last couple of semesters. This could be a result of increased enrollment as it relates to the ratio of students to advisors.

* Review of Student Learning Outcome (SLO) Data;
* Spring 2025 SLO Data Reports
* Fall 2024 SLO Data Evaluation Summary

Dr. Kim briefly reviewed both the Spring 2025 SLO Data Reports and the Fall 2024 SLO Data Evaluation Summary.

Data Cycle

1. Data collection (individual courses based on a rubric)
2. Professor’s Analysis:

Strengths/weaknesses

Action plan

Cumulative observations

1. Overall Summary Report (MLIS program analysis)

Note: this data collection is done every semester based on rubrics for each course. The data is used for departmental analysis and it’s part of the ALA Accreditation process. It is an ongoing cycle that closes the loop and focuses on evolving changes that will strengthen and enhance the MLIS program.

* Suggestions for the ILS Strategic Plan;

This item was tabled and will be on the next agenda for the next meeting.

OTHER BUSINESS

* There was no other business.

NEXT MEETING

TBA

MEETING ADJOURNED

2:03 P.M.

Respectfully submitted,

Ms. Opalenik, Recorder

Department of Information and Library Science