Southern Connecticut State University

College of Education

Department of Information and Library Science

Information and Library Science Advisory Board Meeting

Friday, March 25, 2022

Virtual

1 P.M. – 3 P.M.

UNAPPROVED

MEMBERS PRESENT

Dr. Antonucci, Ms. Burke, Dr. Clarke, Mr. DeMilia, Mr. Farara, Dean Hegedus, Mr. Jessen, Dr. Kim, Ms. Knapp, Dean Langley, Ms. Minichiello, Mr. Piezzo, Ms. Rockenbach, Dr. Schander, Dr. Shaw, Mr. St. Germain

RECORDER

Ms. Opalenik

MEETING CALLED TO ORDER

1:05 P.M.

APPROVAL OF PREVIOUS MINUTES

Motion made by Ms. Knapp

Motion second by Mr. Jessen

Motion: to approve the minutes from October 29, 2021

Vote: all in favor 12; opposed 0; abstained 4

ANNOUNCEMENT

Professor Minichiello announced the CASL/CECA Conference and Exhibits will be held on November 3rd and 4th, 2022 at Southern CT State University Adanti Student Center Ballroom. There will be national presenters, vendors, and plenty of great programs! More information can be found at <https://casl.wildapricot.org/>.

BUSINESS

* Introduction - two new members

Dr. Clarke introduced himself as a graduate student in the MLIS program with a background in Judaic Studies and Hebrew Bible.

Ms. Paul, Executive Director, Connecticut Library Consortium, was unable to attend because she was attending the PLA 2022 Portland Oregon Conference.

* Review of the Biennial Narrative Report for ALA Accreditation;

The Biennial Narrative Report for ALA Accreditation is a ten-page narrative report with appendices. It was submitted mid-February. Dr. Kim summarized by highlighting the following major developments:

* Hired one full-time tenure track faculty member for the School Library Media Specialist programs
* The approval of two new courses and one new concentration, noting that two additional concentrations are currently being developed
* The addition of two permanent offices and two temporary offices in Buley Library
* Continued increases in enrollment

All five standards are addressed in the report:

Standard I – Systematic Planning

Standard II – Curriculum

Standard III – Faculty

Standard IV – Students

Standard V – Administration, Finances, and Resources

The focus was on Standard II Curriculum, Standard III Faculty, and Standard V Administration, Finances, and Resources as requested by the Committee on Accreditation’s decision letter to be updated on the following areas:

Standard II Curriculum – continued progress on curriculum planning and development

Standard III Faculty – continued progress on faculty recruitment and with research productivity

Standard V Administration, Finances, and Resources – resolution of facility and space needs

* Review of an ILS SWOT Analysis;

The ILS SWOT Analysis from 2015 was reviewed and revised in the October and November Faculty Meetings of last year. It is part of the department’s strategic planning process. The updated ILS SWOT Analysis was added to the appendices of the Biennial Narrative Report.

Overall, the ILS Advisory Board Members expressed concerns over not being able to provide feedback to this document, noting that external input would have been a stronger endorsement. Some of the comments include:

* Strengthen connections between Yale Libraries, the New Haven Free Public Libraries, and surrounding communities
* Concerns over the wording and perception of some the statements could be interpreted as criticism
* Establish pathways between universities to encourage diversity, social justice, inclusion
* The importance of bench marking
* Concerns over students not mentioned

The ILS Advisory Board Members would like to review and revise the ILS SWOT Analysis.

* Review of the results of a Graduate Exit Survey;

The Graduate Exit Survey was sent out in December 2021 to the thirteen students that graduated. Eight responded. Overall, six students were satisfied with the program, one student was neutral, and one student was not satisfied with the program. The survey is anonymous.

Some of the ILS Advisory Board members suggested giving students an opportunity to talk prior to graduation to address any issues. The dialogue would be helpful in understanding problems that could be address and improve the program.

* Review of the results of an Alumni Survey;

The participation of the Alumni Survey was very good.

Comments:

* Ask them what their future plans are beyond their professional studies
* Is there follow up to address negative comments about a professor? Yes, there are faculty discussions to find ways for improving any issues.
* Keep the lines of communication open

Dr. Kim made these general observations:

* The average time to complete the degree is 2.5 years (spring 2018 – summer 2021), compared to 2.75 years (spring 2018 – fall 2019)
* There are more full-time students 45% (spring 2018 – summer 2021) compared to 35% (spring 2018 – fall 2019)
* Percentage of graduates holding positions relevant to the degree within 12 months of degree completion is 83.9% (spring 2018 – summer 2021) compared to 75% (spring 2018 – fall 2019)
* Review of the results of a Library Employer Survey;

Seventy-seven participants responded.

Dr. Kim noted that faculty recently reviewed the core courses by comparing them to the top twenty library colleges/schools in the United States. Some schools have six core courses and other schools have four core courses. Overall, faculty felt the program was on par, and no further actions were needed. Faculty are looking at concentrations that provide an interest and support from our constituents.

Dean Hegedus concurs and feels the core courses are stable and that concentrations are the creative part.

Dr. Kim reminds us that when we were in candidacy, a CoA member criticized us for not having enough electives. At that time there were six core courses, plus a required School of Graduate and Professional Studies capstone experience that has three options: Thesis, Comprehensive Exam, or Special Project. The Thesis at that point was a six-credit requirement and it was changed to a three-credit requirement and includes a prerequisite. The Comprehensive Exam does not affect the core courses or electives, the Special Project reduces electives to five and the Thesis reduces electives to four. Note: a student can request a waiver to the prerequisite to the Thesis course.

The Digital Information Management concentration is scheduled to be released in the fall 2022 semester. Two other concentrations are currently being developed.

* TK20 Data Collection and Summary (Spring 2021)

The spring 2021 TK20 data was reviewed and discussed at the end of the semester. Each faculty member reviewed the data from their course(s) and completed an Analysis of TK20 Data report. This report includes strengths and weaknesses, actions taken, and cumulative observations. The Program Review Coordinator collected the data analysis and wrote a summary report for the spring 2021 semester.

The Summary Analysis report includes Student Learning Outcomes as it relates to both core and elective courses that is outlined on a grid. Each MLIS Outcome (goal and objectives) are identified along with the corresponding ALA Standards.

This is a rigorous task done at the end of each semester. Every effort is made to improve the program. All program assessment data can be found on the Inside Southern ILS Department website - <https://inside.southernct.edu/information-and-library-science/mlis>. This information is required by ALA.

Note: TK20 is being phased out and transitioning into BlackBoard9. Currently, all graduate students must purchase a TK20 account upon entering the program.

* Other

There was no other business.

NEXT MEETING

TBA

MEETING ADJOURNED

2:55 P.M.

Respectfully submitted,

Ms. Opalenik, Recorder

Department of Information and Library Science