Program Information

Name of Unit:	Library and Information Science Program Morgridge College of Education
Chief Administrator of Program	Mary Stansbury, Head of Program
Chief Administrator of Department	Nicholas Cutforth, Chair
Chief Administrator of College	Karen Riley, Dean
Parent Institution	University of Denver
Chief Executive Officer	Rebecca Chopp, Chancellor
Chief Academic Officer	Gregg Kvistad, Provost
Regional Accrediting Agency	The Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools Accreditation Renewed in 2010
Program to be Reviewed	For Continued Accreditation Master of Library and Information Science A 58 quarter credit master's degree preparing professionals to work in libraries and archives.
Version of Standards	*Standards for Accreditation of Master's Programs in Library and Information Studies*, 2015

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Glossary

AAC	Anderson Academic Commons	The building housing the main collection and services of University Libraries (UL) and other student support services.
	Annual Assessment Report	The University of Denver requires an annual report from each academic program describing the past year's assessment efforts and results. This report is transmitted through the MCE Associate Dean to the DU Office of Academic Assessment.
ASR	Annual Student Review	The annual process for evaluating dispositions such as leadership, interpersonal communication, and respect for human diversity.
CAL	Colorado Association of Libraries	The state level association for librarians and library staff in academic, public, and school libraries.
DU	University of Denver	
HLC	Higher Learning Commission	The regional accrediting body that reviews University of Denver. Formerly referred to as North Central Association of Colleges and Schools.
IDI	Intercultural Development Inventory	An instrument used to identify areas for improving intercultural awareness and understanding.
LIS	Library and Information Science Program	Academic Program delivering the ALA-accredited DU MLIS degree.
MCE	Morgridge College of Education	Home College of the Library and Information Science Program. Synonyms found in some supporting material include College of Education and COE.
	Non-tenure Track Line	Clinical Faculty, Professor of the Practice, Teaching Faculty
	Portfolio	The tool used to collect data for evaluation of Student Learning Outcomes
	Professorial Line	Tenure-track faculty lines
RMIS	Research Methods and Information Science Department	The department in which the LIS Program resides, along with one other program, Research Methods and Statistics (RMS).
RMS	Research Methods and Statistics Program	
SLO	Student Learning Outcomes	The statements used to guide the curriculum and to assess student achievement.
UL	University Libraries	The administrative unit for DU library services.

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Image 1 MCE Academic Program Structure

Image 2 MCE Strategic Plan Framework

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Appendix AT	AAC Floor Plan
Appendix AU	University Libraries' Resources for LIS
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Introduction

Overview of the MLIS Program

The Library and Information Science Program at the University of Denver aims to meet the needs of information professionals and their organizations in the Rocky Mountain region and beyond. The cornerstone of the program is the 58 quarter-hour Master of Library and Information Science (MLIS) degree. Students take a common set of core classes, and work with faculty advisors to construct specializations that help them attain their individualized educational and career goals. Public libraries and academic libraries are the most common types of institutions employing our graduates with 30% employed in public libraries, and 17% in academic libraries. Electives in materials and services for various populations, building and managing digital collections, and archives are the most popular among our students, and most students have an internship as a component of their learning experience.

Our strengths are found in the quality of the students we attract and retain, our commitment to knowing each and all of our students to better serve their academic and professional development; the responsive curriculum we develop; the reputation of the program in the region and an increasing national recognition; and our effective collaborations with a wide variety of leading libraries, archives, and information agencies. Addressing essential functions—providing professional and academic guidance to our students; teaching effectively; contributing to scholarship; serving the program, department, college, university, and profession; and, continuously assessing the program—requires the faculty to be engaged with students and practitioners, productive, collaborative, and good citizens. The LIS faculty are able to meet the needs of the program within a collegial environment that is nurtured by the department and college.

Our MLIS program is face-to-face only, which gives us many opportunities to interact with our students and receive their feedback. Similarly, we are in frequent contact with our other

constituents—alumni/e, employers, adjuncts, the LIS Advisory Board, college and university administration—through a variety of channels. The library and archive professionals in the region provide valuable support through internships, student mentoring, and by serving as role models by developing some of the most innovative practices in the field.

Organizational Structure

The Library and Information Science (LIS) Program is one of two programs in the Department of Research Methods and Information Science (RMIS); the other program is Research Methods and Statistics (RMS). The department is one of five departments in the Morgridge College of Education (MCE). The other four are Counseling Psychology, Educational Leadership and Policy Studies, Higher Education, and Teaching and Learning Sciences. MCE programs are at the graduate level only. LIS and the Teacher Education Program are the only programs in the college without a doctoral degree. Several other programs in MCE are accredited by specialized accrediting agencies. The PhD in Counseling Psychology is accredited by the American Psychological Association, the Master's in Counseling Psychology is accredited by the Masters in Psychology and Counseling Accreditation Council, Teacher Preparation is accredited by the Council for the Accreditation of Educator Preparation, and the EDS and PhD in Child, Family, and School Psychology are accredited by the National Association of School Psychologists. *Image 1 Current Structure of Academic Programs in Morgridge College of Education* depicts the organization of academic programs in the college in place since 2015.

Since the year of the last comprehensive review, there have been several changes in the administrative structure of MCE. During the 2009-10 academic year, the College engaged in extensive internal discussions about its structure and operations. One of the key changes at that time was the consolidation of the seven academic programs into three domains. These domains were: Library and Information Science (LIS); P-20 Education (P-20); and Educational, School, and Counseling Psychology (SCP). Another restructuring occurred in 2014 moving domains—

an unofficial organizational structure for MCE internal use only—into official academic departments, which are recognized by the university. In 2015, the department structure that is still in effect was established. These changes have affected the LIS program, as for all of the programs in the college. However, the LIS Program is thriving as one of two programs in the Research Methods and Information Science (RMIS) Department as evidenced by curricular and research collaborations that integrate the knowledge and skills of faculty in both programs.

Leadership of the college, the department, and the LIS program have also changed since 2011. Former Dean Greg Anderson left DU in 2012 to take a position at Temple University. Dr. Karen Riley, at the time a MCE department chair, was appointed as Interim Dean in 2012. She was appointed Dean in 2013, a position she continues to hold. Mary Stansbury has held several positions as administrative leader of domains and departments in which LIS was a member. Clara Sitter was LIS Program Coordinator for the years 2014-2016 and the Lead Faculty in 2016-17. In February of 2017, Mary Stansbury was named Head of the LIS Program. This title was chosen to reflect the wording found in the *Standards for Accreditation*.

The positions of Head of the LIS Program, Program Coordinator, and Lead Faculty all have similar responsibilities. The primary responsibilities are:

- Communicating and advocating for program resources to the department chair.
- Consulting with the department chair regarding faculty workload assignments and performance evaluations.
- Formulating and communicating recommendations to the department chair for hiring and evaluation of adjuncts.
- Consulting with the department chair regarding program administration assignments for program faculty, such as coordinating new student orientation.
- Developing and articulating program goals, and monitoring achievement of goals.

Nick Cutforth is chair of the RMIS Department and during his 3-year tenure has become an ardent supporter and effective advocate for the LIS Program, both internal to MCE and

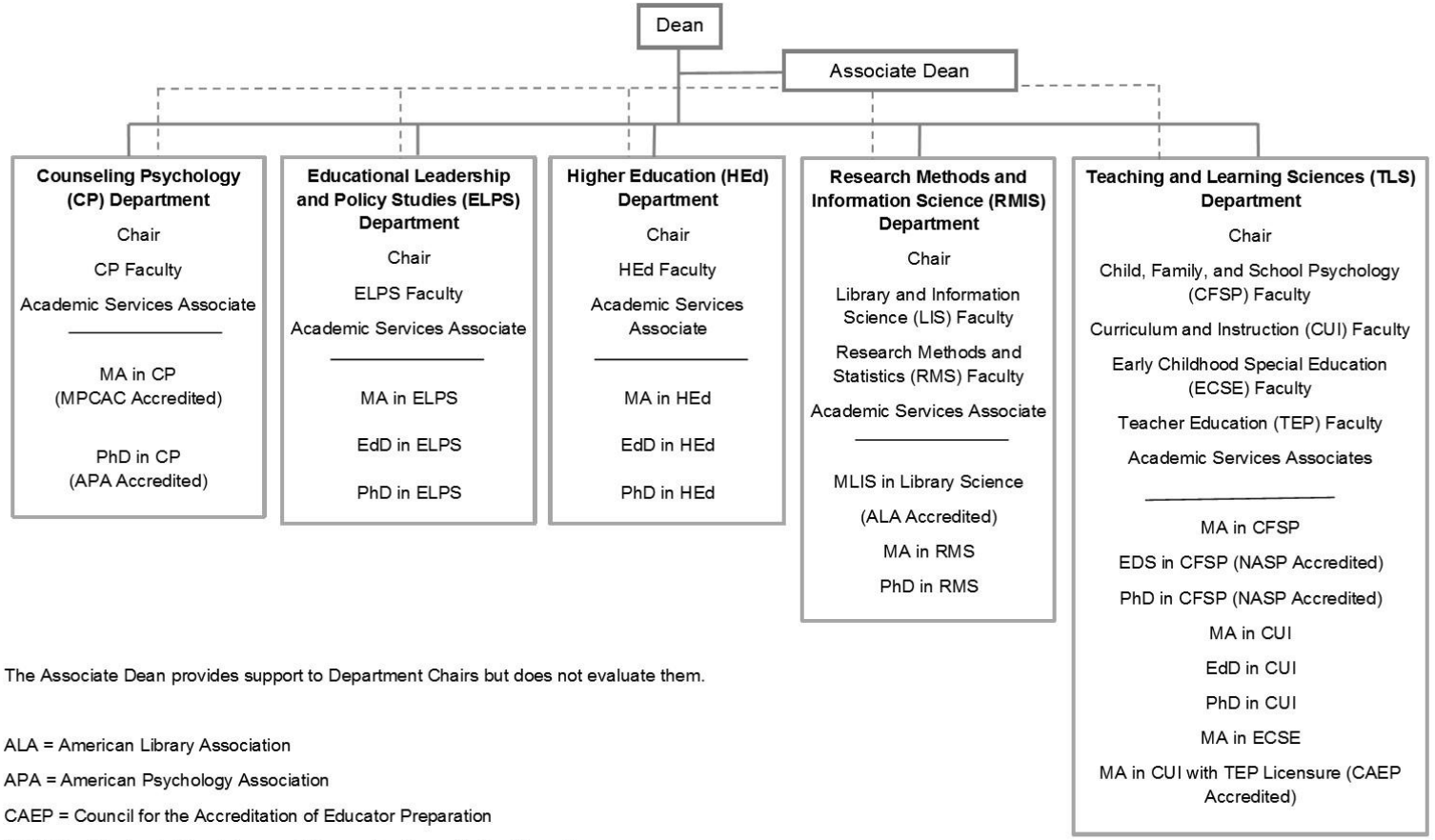
externally. *Table 1 Timeline of Administrative Structures and Leadership* illustrates changes in the LIS program since the last comprehensive review.

Table 1 Timeline of Administrative Structures and Leadership of LIS

Academic Year	Configuration	Components	Leadership
2017-2018	Research Methods and Information Science Department	LIS Program RMS Program	Department Chair: Nick Cutforth Head of LIS Program: Mary Stansbury
2016-2017	Research Methods and Information Science Department	LIS Program RMS Program	Department Chair: Nick Cutforth Head of LIS Program: Mary Stansbury effective February 2017
2015-2016	Research Methods and Information Science Department	LIS Program RMS Program	Department Chair: Kathy Green, RMS Faculty Lead Faculty for LIS: Clara Sitter
2014-2015	Research Methods and Information Science Department	LIS Program RMS Program	Department Chair: Mary Stansbury Lead Faculty for LIS: Clara Sitter
2013-2014	Research Methods and Information Science Department	LIS Program RMS Program	Department Chair: Mary Stansbury Program Coordinator for LIS: Clara Sitter
2012-2013	Research Methods and Information Science Domain	LIS Program RMS Program	Domain Chair: Mary Stansbury Program Coordinator for LIS: Clara Sitter
2011-2012	Library and Information Science Domain	LIS Program	Domain Chair: Mary Stansbury

Image 1. Current Structure of Academic Programs in Morgridge College of Education

Image 1. Structure of Academic Programs in Morgridge College of Education



The Associate Dean provides support to Department Chairs but does not evaluate them.

ALA = American Library Association

APA = American Psychology Association

CAEP = Council for the Accreditation of Educator Preparation

MPCAC = Masters in Psychology and Counseling Accreditation Council

NASP = National Association of School Psychologists

Summary of Major Points in Self-Study

There has been a significant increase in the assessment data collection and analysis efforts of the program since the last comprehensive review. A portfolio is now used for collecting data for assessing student learning outcomes, replacing a comprehensive exam. Annually, LIS faculty review portfolio data and determine necessary revisions in the curriculum. These data are also used in the annual program assessment report required by the university. The Annual Student Review (ASR) process provides students with an annual assessment of growth in professional behaviors. Other sources of data are the Student Town Halls, Student Advisory Board, Program Advisory Board, focus groups, surveys, course evaluations, culminating internship field mentor evaluations, and the program's achievements in support of the LIS strategic plan. A notable achievement since 2011 is the development of a college strategic plan (the first ever developed), and corresponding department and program strategic plans. The 2017-18 academic year marks the third year of the current plan, with development of the next plan underway. All of these data sources and planning frameworks are described in *Standard I* and throughout the Self-Study. Table 2 presents a summary list of sources of data used to assess the Program using the *Standards* framework.

Table 2 Sources of Data

Source	**Standards**
Student Portfolio	Standards I, II, IV
Annual Student Review	Standards I, II, IV
Strategic Plan	Standards I, II, III, IV, V
Culminating Internship Field Mentor Evaluations	Standards III, IV
Intercultural Development Inventory	Standards II, IV
Faculty Annual Review	Standards I, II, III
Focus groups	Standards I, II, III, IV, V
Surveys	Standards I, II, III, IV, V
Advisory Board	Standards I, II, V
Student Town Halls	Standards I, II, III, IV, V
Student Advisory Board	Standards I, II, IV, V

Changes in the LIS curriculum include development of a Research Data Management concentration within the MLIS and post-Master's certificate in partnership with the RMS program, a restructuring of the content and reduction in number of credits for the core courses, and a pilot one-year long internship program in collaboration with the University of Denver Libraries and Archives. The *Standard II* chapter explains these changes, as well as other curriculum-related decisions.

The LIS faculty are engaged with their students as advisors and research partners. Similarly, they are active in the profession and collaborate with practitioners locally, nationally, and internationally. Dr. Peter Organisciak is our newest faculty member, joining the program in Autumn 2017 following a post-doc with the Hathi Trust. Shimelis Assefa, Krystyna Matusiak, and Mary Stansbury are tenured and associate professors. Four faculty have resigned or retired in the last seven years. Reasons fall into the categories of pursuing other career opportunities, retirement, and leaving before applying for tenure. The Program conducted a search for an open rank (Assistant or Associate Professor) in the area of Research Data Management, and hired Dr. Organisciak as an Assistant Professor. This focus area was chosen based upon research collected by Dr. Matusiak, a market analysis conducted by an external body, and feedback from the LIS Advisory Board and Affiliate Faculty. The Provost of DU approved the open rank search as an indicator of support for the LIS Program and the Research Data Management area. Two of the Program faculty, Mary Stansbury and Shimelis Assefa, were awarded sabbatical leaves during the time span of the comprehensive review. Dr. Assefa and Dr. Matusiak have been awarded tenure and promoted to Associate Professor. Faculty-related evidence is described in the *Standard III* chapter.

Enrollment in the MLIS program has fluctuated in the last seven years. For example, in 2015, 54 new students joined the program, a high for the review period; in 2016 the number of new students was 30, the lowest during the review period. The cost of attending DU is quite high, as it is for most private universities, and is most certainly a factor. For the last three years,

a more strategic approach to the awarding of financial aid is being used, and students benefitted from a substantial donation from an alum in 2015. LIS continues to use applicant interviews as one source of information in the admissions decision process, as do all programs in MCE. The Program has also made the conscious decision to remain small, with the goal of matriculating 35-40 new students each year. Many students in the Program have stated a preference for the small class sizes, personalized attention from faculty, and the face-to-face setting for courses. The Program is committed to the approach of developing the person as well as the professional, as evidenced by the admissions interview for all applicants; practitioner mentors for all students in their first year; extensive faculty advising policies and process; the annual student review which emphasizes dispositional attributes such as dependability, time management, and communication, and in the student Portfolio which includes a personal statement and resume, among other items. The small size of the program is conducive to this approach. The *Standard IV* Chapter provides more detail describing the ways in which the program meets this standard.

Because of its small size, operational and financial support from the college is essential for the LIS Program to function. As for all of the programs in MCE, personnel and resources for marketing, admissions, classroom and faculty technology, and budget and finance are managed at the college level. The college has been consistently supportive of the LIS program, both in real terms, and as a champion for LIS to DU administration and externally. The *Standard V* chapter provides more background and detail.

Potential Online Program

MCE is engaged in discussion with 2U, a company that provides an infrastructure and support for developing online programs. LIS was identified through the 2U market analysis as a good candidate. There are other LIS programs, such as Syracuse, using the 2U products and services for their online delivery of content and student support. Two other colleges at DU, the Graduate School of Social Work and Daniels College of Business, have already started working with 2U and report satisfaction with the responsiveness and quality of content delivery

production. The LIS faculty have met with 2U representatives on severa; occasions to learn more about the process and 2U's support for this type of endeavor. In general, the faculty feel that working with 2U to provide an online program could be extremely beneficial to all aspects of the LIS program. Revenue could be stabilized through this effort, which could allow the program to explore development of a PhD program. At the very least, the LIS faculty have said, and our Dean agrees, that additional faculty lines (number is TBD) are needed in order to be successful in the online environment, and in continuing the face-to-face program.

Institutional and Regional Context

The University of Denver (DU)

The University of Denver is an independent university in the Rocky Mountain West. It prides itself on high quality undergraduate, graduate, and professional education. DU's commitment to the public good is evident in its many partnerships and projects within the Denver metropolitan area, Colorado, and beyond. Enrollment at DU is almost equally divided between graduate and undergraduate students (5,860 and 5,754 respectively in Fall 2016.) The largest college at DU is Daniels College of Business with 20% (2,298 students) of the enrollment, although Daniels has undergraduate and graduate programs. In comparison, MCE has 7% of graduate enrollment (868 students). At the graduate level, 22% of students are people of color, and 9% are international students. The University of Denver is on a 10-week quarter term system with quarters designated as Autumn, Winter, Spring, and Summer. Appendix A depicts the administrative structure of DU.

Morgridge College of Education (MCE)

The Morgridge College of Education has been an important part of the DU community for nearly three-quarters of a century. Within an autonomous and independent institution, the College generates and delivers timely programming tailored to student and community needs and interests, and improving practice. The MCE faculty is committed to one-on-one interaction

with students in and beyond the classroom and is dedicated to scholarship and information inquiry aimed at advancing knowledge. The College has come to be known for its development of effective leaders and its network of alumni. The College provides a serious academic community for enthusiastic and highly-motivated students and encourages their academic freedom, scholarship, involvement in research, and to serve communities.

The curriculum of the College is focused through distinctive program areas that are united by the principle that learning takes place throughout the lifetime. Programs include Child, Family, and School Psychology, Counseling Psychology, Early Childhood Special Education, Educational Leadership and Policy Studies, Curriculum and Instruction, Higher Education, Library and Information Science, Research Methods and Statistics, and Teacher Preparation. Course offerings from other MCE programs provide specialty and elective options for LIS students. For example, LIS students interested in early childhood services may take elective courses in Child, Family, and School Psychology, students preparing to serve in school libraries may take Curriculum and Instruction courses. and students planning to work in academic libraries may take Higher Education courses. In addition to the Research Methods and Statistics course required for the MLIS, LIS students have taken RMS courses to acquire expertise in qualitative research and survey design.

Regional Context

The University of Denver's Library and Information Science (LIS) Program is the only Rocky Mountain-based Master's program in library science. In recent years, several out-of-state schools have begun offering the MLS/MLIS through distance education marketed to the region. Some of these include Emporia State University, which offers a weekend cohort in Denver, and Drexel University, the University of Missouri, the University of Illinois, the University of Arizona, and the University of Washington, which offer online degrees.

The LIS professionals in the region are engaged in some of the most innovative work in the country, such as the digital repositories at the National Center for Atmospheric Research

(NCAR) and the reframing of public library services by Anythink (Rangeview Library District). LIS at DU benefits enormously from the support and contributions of these professionals through their service as adjuncts, mentors, internship supervisors, advisory board members, and employers. Many of our students are employed in libraries and archives in the Front Range[1], and LIS faculty have collaborated as consultants and research partners with Denver Public Library, the State Library of Colorado, Anythink, Clyfford Still Museum and Archives, DU University Libraries, the University of Colorado-Boulder, NCAR, the Colorado Department of Transportation (CDoT), and the Research Institute for Public Libraries, among many others.

In recent years, Denver, and the entire state of Colorado, has experienced a marked increase in population, and is one of the top states in the country for in-migration of Millennials. Colorado is the nation's second-most highly educated state for residents (39.2 percent) with a bachelor's degree or higher. The 10-county Denver-Aurora-Broomfield Metropolitan Statistical Area (MSA) has a population of 2.8 million, making it the 21st most populous MSA in the country. In addition to the Denver metropolitan area, other metropolitan areas on the Front Range are Boulder, which is the home of the University of Colorado's flagship's campus and a number of federal research centers, and Colorado Springs, home of the Air Force Academy and the Olympic Training Village. Other cities that attract and hire professionals are Fort Collins-Loveland to the north of Denver, Pueblo which is to the south, and Grand Junction which is on the west side of the state.

Creation of the Self-Study

Timeline

The Coordinating Committee served as an oversight body with the responsibility of developing the Self-Study. Members of the Coordinating Committee were as follows:

[1] The Front Range Urban Corridor is the populated region of Colorado and Wyoming just east of the Rocky Mountains, extending from Cheyenne, Wyoming to Pueblo, Colorado. Local usage of the term Front Range typically refers to this urban corridor.

- Mary Stansbury, Head of Program, Chair of Coordinating Committee
- Shimelis Assefa, LIS Faculty
- Krystyna Matusiak, LIS Faculty
- Clara Sitter, LIS Faculty (until July 2017)
- Chris Brown, LIS Affiliate Faculty, University of Denver Library Faculty
- Nick Cutforth, Chair of Research Methods and Information Science Department (RMIS)

These Working Groups were chaired by LIS Faculty and the RMIS Department Chair. Working Groups' activities included collecting and organizing sources of evidence, and contributing to the development of the draft and final Self Studies. Membership in the Working Groups is indicated in the following list.

- Standard I: Systematic Planning
  - Mary Stansbury, Chair, LIS Faculty; Michael Levine-Clark, Dean of University Libraries; Lisa Traditi, LIS Advisory Board; Meghan Damour, LIS Student
- Standard II: Curriculum
  - Shimelis Assefa, Chair, LIS Faculty; Chris Brown, University Library Faculty; Karen LeVelle, RMIS Administrative Staff
- Standard III: Faculty
  - Krystyna Matusiak, Chair, LIS Faculty; Carrie Forbes, University Library Faculty; Lindsay Roberts, LIS Advisory Board; Michael Bovee, LIS Student
- Standard IV: Students
  - Clara Sitter, Chair, LIS Faculty; Kate Crowe, University Library Faculty; Paul Worrell, LIS Student
- Standard V: Administration, Finances, and Resources
  - Nick Cutforth, Chair, RMIS Department Chair; Janette Benson, Associate Dean (until July 2017), Morgridge College of Education (MCE); Dan de la Torre, Assistant Dean, MCE; Josh Davies, Director of Technology, MCE and LIS Alumnus

LIS faculty and the RMIS Department Chair drafted the Self-Study content for their respective standards. Mary Stansbury coordinated the gathering of documentation and was responsible for editing and producing the first draft of the Self-Study. Karen Riley, MCE Dean, and Mark Engberg, MCE Associate Dean were regularly updated on the process.

Special Areas of Emphasis

As indicated in the letter from the program to the Office of Accreditation confirming the invitation for the comprehensive review, the administrative authority and identity of the Program is an area for emphasis. *Image 1* provides the current structure of academic programs in the college in effect since 2015, and Appendix B provides the operational structure of the college.

While the current chair of the RMIS department is not from the LIS profession or disciplines, the representation of the Program to the college administration is excellent. The RMIS Chair, Nick Cutforth, has also made considerable effort to become acquainted with the LIS field, including attending the ALISE Conference in 2017, serving as an observer of the External Review Panel training at the 2017 ALA MidWinter Conference, and attending the IMLS conference--Positioning Library and Information Science Graduate Programs for 21st Century Practice--in Columbia, SC in November 2017. In response to questions about the Program's administrative structure from the Committee on Accreditation, and to strengthen the coordination with the RMIS Chair of LIS-related tasks, Mary Stansbury was appointed as Head of Program for LIS, effective February 2017.

Summary

There have been several changes in the Program since 2011. The questions from COA have been seriously taken into consideration by the college, resulting in the appointment of Head of Program. The assessment data collection and analysis effort has been more fully developed, leading to more systematic and better informed decision making. Overall, the Self-Study will describe Program changes, and will present the practices and data used to make decisions and to operate the program on a day-to-day basis and improve program quality.

Layout of the Self-Study

The Self-Study document, produced in print and in a website, is organized into these sections:

1. Table of Contents
2. Glossary
3. List of Tables and Figures

4. Index of Appendices
5. Introduction to DU, MCE, and the Program
6. Standard I
7. Standard II
8. Standard III
9. Standard IV
10. Standard V
11. Synthesis and Overview
12. Appendices organized by standard

Standard I

Overview

The Library & Information Science Program (LIS) engages in an extensive, systematic process of planning through the collection of evaluative data from constituents and within the framework of the mission, vision, values, and objectives of its parent institution. Table 3 provides an overview of the planning and evaluation activities used at all levels of the University of Denver (DU), including the Morgridge College of Education (MCE), and the Library and Information Science Program (LIS).

Assessment data collection and analysis are the responsibility of LIS faculty, with support from the College and the DU Office of Academic Assessment. Within MCE, the position of Institutional Research Coordinator is currently open, with a search launched in October 2017. Responsibilities of the MCE Associate Dean, who supervises the Institutional Research Coordinator, include providing support and coordination for all program assessment- and accreditation-related needs. The MCE Planning Calendar is found in Appendix C. This calendar provides information about regular reporting, key unit activities such as admissions, and evaluation and planning activities throughout the college. The DU Office of Academic Assessment provides assessment development support for academic units. This office coordinates the Annual Assessment Reporting process and the self-study for the regional accreditation agency, the Higher Learning Commission.

Data from several sources are used to meet *Standard I*, including the Student Portfolio, the student Annual Student Review, Strategic Plan, Faculty Annual Review, focus groups, surveys, Advisory Board, and Student Town Halls. The results of data collection, analysis, and decision-making pertinent to *Standard I* are discussed throughout this chapter.

Table 3 Planning and Evaluation Overview

Level(s)	Frameworks	Goals of Process	Sources of Evidence	Cycle
University	Higher Learning Commission	To ensure that the University meets standards of quality as established by its regional accrediting agency.	Enrollment; Demographics; Financial; Student, faculty, alumni surveys; National rankings; Course evaluations; Faculty, Staff, Administrator evaluations; Narrative; Specialized accreditation reviews.	10 years Due 2021
University College Program	Strategic Plan (Impact 2025)	To serve the mission, vision, and values of the University of Denver. To articulate activities, measures, and tactics to achieve goals.	Results of activities.	Measures reported annually. Plan lifespan of 3 years.
University College Department Program	Budget development	To optimize the potential revenue and expenses in coordination with all units of the University. To reach strategic plan goals.	Enrollment projections. Expense projections.	Annually
Individual	Performance evaluations of faculty, staff, and administrators	To develop the potential of all faculty, staff, and administrators as critical resources of the University. To connect research, teaching, and service to the needs of constituents. To improve the learning experience of students. To establish performance goals for the next year. To award merit raises and/or bonuses if funds are available.	Course evaluations; Narrative in response to University guidelines for faculty; Narrative in response to achievement of performance goals for staff; Evaluative statements from Department Chairs, Program Heads, and/or Supervisors, and Dean.	Annually for faculty, staff, and administrators. Mid-tenure review for tenure track faculty at 3 years. Tenure and promotion review at 6 years. Non-tenure track faculty promotion review after 6 years.
Academic Program	Academic Program Assessment	Continuous improvement. To ensure that the Program meets appropriate standards of quality. To improve quality of education.	Student Learning Outcomes (SLO) data	Annually
Academic Program	Specialized accrediting agencies.	To meet the standards of the specialized agency.	For ALA: See Self-Study. Trend Summary, Biennial Narrative Reports, and Special Reports.	Annual statistical reports. Biennial Narrative Reports. Comprehensive review every 7 years.
Academic Program	State of Colorado Department of Education Review	To ensure the Program provides learning experiences and content areas to meet state competencies for teachers and teacher-librarians.	Syllabi. Narrative.	Every 5 years. Renewed in 2017.

Constituents

Students, alumni, employers, adjuncts, and the Advisory Board are our primary constituents. Input is collected through meetings of the Advisory Board, the Student Advisory Board, and Student Town Hall Meetings, and the student representative to LIS Program Meetings. Data from students, employers, adjuncts, and alumni are also collected with the Student Portfolio, the Annual Student Review, the Intercultural Development Inventory[2], and the Faculty Annual Review. Input from our constituents is acquired through formal, systematic mechanisms, such as the Student Portfolio, meetings, surveys, and focus groups, and informal channels. The LIS Program faculty and students interact with practitioners on a frequent basis and for a variety of reasons including partnering on research projects, participating in student internships, and professional service activities. Impressions of the Program and its reputation are often expressed in these interactions, which are discussed by the faculty and considered informally rather than systematically.

LIS Program Advisory Board

Membership of the LIS Program Advisory Board includes professionals who are leaders in the profession and practitioners in a variety of institutions. Issues brought before the board are primarily related to curriculum, student development, and Program planning. The current members of the board are:

Camila Alire, Past President, American Library Association; Dean Emeritus, University of New Mexico, and Colorado State University libraries

Bob Bennhoff, AspenCat Services Manager, Colorado Library Consortium

Nancy Bolt, Consultant, former State Librarian of Colorado

Robin Filipczak, Reference Librarian, Denver Public Library

Martin Garnar, Dean, Kramer Library, University of Colorado-Colorado Springs

[2] The Intercultural Development Inventory assess intercultural competence, and is described in detail later in this chapter.

Abby Hoverstock, Senior Archivist, Denver Public Library

Michael Levine-Clark, Dean, University Libraries, University of Denver

Sharon Morris, Director of Library Development, State Library of Colorado

Joanna Nelson-Rendon, acting Adult Services Librarian, Pikes Peak Library District

Lindsay Roberts, Education Librarian, University Libraries, University of Colorado Boulder

Lisa Traditi, Head of Education and Reference, University of Colorado Anschutz Medical Campus,Health Sciences Library

David Sanger, retired from Denver Public Schools, former Director of Library Services for DPS

LIS Student Advisory Board

The elected leaders of the LIS student organizations comprise the Student Advisory Board, and meets each quarter with LIS faculty. These meetings include information sharing among the groups and Program, and solicitation of input regarding curriculum and program operation. The student organizations are:

Library and Information Science Student and Alumni Association (LISSAA)

An umbrella organization that provides coordination of student organization events, and sponsors events of general interest, such as workshops for resume writing and mock interviews. All students and alumni are automatically members of this organization.

American Library Association Student Chapter

American Society for Information Science and Technology Student Chapter

Society of American Archivists Student Chapter

Special Libraries Association Student Group of Rocky Mountain SLA

Student Representation to LIS Program Meetings

For the 2017-18 academic year, the program has reinstituted the practice of having a current student attend program meetings in order to get a student's perspective on operational, curricular, and program quality issues. If sensitive topics, such as a faculty member asking to discuss a particular student of concern, are on the agenda, this student is recused. Kaela Delgado is the current student representative.

Culminating Internship Field Mentors and Employers

Most students complete at least one internship during their time in the Program. The Culminating Internship is the most common, and it fulfills a degree requirement. Although, many students complete internships either for academic credit and/or pay that are not used for a Culminating Internship. For each Culminating Internship student, the Field Mentor (on-site supervisor) completes an evaluation using a questionnaire provided by the program.

Adjuncts

Most of our adjuncts fall into one or more of the other constituent groups: alumni, Advisory Board, employer, and Culminating Internship Field Mentors. When data are collected through focus groups or surveys, questions specific to the needs and opinions of adjuncts are included. For example, adjuncts are asked to provide their opinions on students, the curriculum, and the administration of the program.

I.1 The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. Elements of systematic planning include:

I.1.1 Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes.

Current Strategic Plan

The current LIS Strategic Plan (Appendix D) and MCE Strategic Plan (Appendix E) are in place until the end of the 2017-18 Academic Year. Faculty and staff participated in college-wide discussions to identify the vision of the college: Quality with Financial Stability. The values upon which the plan is based are: Students; Praxis; Equity and Diversity; Academic and Scholarly Excellence; Collegiality; Collaboration; and, Innovation. Similarly, the four strategic priorities were identified: Scholarly Excellence, Financial Diversification, Operational Efficiency, and Professional Climate. Goals within these Strategic Priorities were also developed at the college level. After the vision, Strategic Priorities, and values were articulated, each academic

program, research center, school, and operational unit developed a strategic plan that integrated with the college plan. By the Autumn 2015 Quarter, the program- and unit-level plans were in place and activities to meet goals and objectives were initiated. provides the strategic priorities, goals, and objectives in the LIS plan.

The LIS Strategic Plan was shared with the Advisory Board after the plan was created. Ideally, all LIS Program constituents would have had an opportunity to provide input to the plan as it was being developed, however, the plan needed to be developed quickly. Therefore, no constituent groups in any of the college units, other than faculty and staff, were involved in the development of the plan. A consulting group has been hired by the college to support the development of the next strategic plan, and work has begun on this process. The timeline for this plan development includes submitting the plan to constituents for feedback in the spring of 2018. The LIS faculty have been vocal about the critical need to involve constituents in this next plan, and have been assured by the Associate Dean and Department Chair that constituent feedback will be acquired. By the time of the ERP on-site visit, there should be some documentation related to the new strategic plan available.

The typical venues for continuous review and revision of vision, mission, goals, objectives, and student learning outcomes are meetings of the Advisory Board, scheduled biennially, and monthly Program meetings and RMIS Department Meetings. In these meetings, participants discuss and collaborate on the wording and meaning of these statements, and how to operationalize them. Constituents are asked for feedback on these statements in a variety of ways, primarily through focus groups and surveys. At monthly LIS and RMIS meetings, faculty contribute data in the form of announcements of publications, professional achievements, and written reports that provide evidence of meeting the goals and objectives of the Program. The Program meeting minutes include these contributions, and faculty are asked to provide the details to the Head of Program and Department Chair in writing and in Activity Insight.

Every Spring Quarter, typically in early to mid-April, the LIS faculty meet to review and discuss data from the Annual Student Review process, and the Portfolios. In addition to this regular meeting, the Program has a half- or full-day retreat—usually in June or August—to have more discussion of assessment results, and make decisions about the program that will guide activities for the following academic year.

The current LIS mission statement has been in use since 2007, and it was developed with the input of constituents. However, it is dated and needs to be replaced. As a starting point for developing the new mission, the LIS Advisory Board was asked to select 3-5 core values that should inform how decisions are made, how business is conducted, and how success should be measured by the DU LIS Program. At the meeting, the following list of values was chosen:

- Access
- Collaboration
- Communication
- Diversity of people
- Effectiveness
- Excellence
- Human-centered
- Joy and Fun
- Knowledge
- Integrity
- Leadership
- Openness
- Privacy
- Teamwork
- Truth

This list of values is being used to guide the next steps of the mission statement development process.

At the February 2, 2018 meeting of the board, a revised mission statement and statement of values will be created. This mission statement, as well as the statement of values, will be distributed to students, alumni, and employers for their feedback. A revised mission statement will be considered for approval at the April 2018 board meeting. The current Mission, Vision, and Goals are discussed in section I.1.4. The LIS faculty will also discuss the mission,

vision, values, and goals of the program at its next faculty retreat, tentatively scheduled for early June 2018.

I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes

Table 4 Data Collection and Analysis provides an overview of the systematic processes and measures used to assess attainment of program goals, objectives, and student learning outcomes. In addition, this table indicates the application of the process to one or more of the Standards. On an annual basis, data are reviewed from the Student Portfolio, Annual Student Review, Strategic Plan, Culminating Internship Field Mentors' Evaluations, Faculty Annual Review, and, the Intercultural Development Inventory.

Program Goals and Objectives

Attainment of program goals and objectives are monitored through regular program and department meetings, and some evidence related to faculty evaluation is provided via Activity Insight[3]. The LIS Strategic Plan found in Appendix D includes notation of the progress made toward achievement of goals and objectives. Of the 28 objectives in the plan, 20 have been reached, and the remaining objectives are in progress with completion expected by the end of the 2017-18 academic year

Student Learning Outcomes

Student Learning Outcomes (SLO) are assessed using data from several sources, as briefly described in Table 2. Sources vary, depending upon the SLO. Table 4 provides summary detail about the sources of evidence for each SLO, and Appendix F provides substantial detail as well as data collected during the years addressed by this comprehensive program review.

[3] Activity Insight is an online tool used for collection of data for the annual review of faculty performance. It also serves as a repository for materials such as CVs and course syllabi.

We began our current approach to assessment in 2013, with a gradual roll-out of components such as the Portfolio, assignments, and processes. The LIS faculty discuss the results of program and student assessment at least annually at its spring student annual review meeting and at the program retreat. In preparing for this comprehensive accreditation review, the program and student assessment results have been discussed at several program and accreditation work team meetings. In addition to reviewing the wording of the SLOs, other tasks that are being addressed include:

- overreliance on certain assignments and exams such as the LIS 4000 Foundations Literature Review and Final Exam, for evidence to analyze the SLOs;
- a review of all assignments, exams, and other sources of evidence to ensure the measures are pertinent and useful; and,
- more precise rubrics to evaluate assignments, the Annual Student Review (ASR) Essays and the Portfolio.

Course Evaluations

Course evaluations are also used to identify strengths and weaknesses of faculty as perceived by students. Recognizing that course evaluations yield primarily data describing student satisfaction, these scores are used to make comparisons across the college and university. Identifying patterns across one instructor's history of course evaluation results does provide insight into support or resources that might be needed. In the *Standard III* Chapter is a description of course evaluation results, actions taken to address faculty needs, and the direction of teaching evaluation adopted by the MCE faculty, piloted in 2016-17, with additional piloting in 2017-18.

Table 4 Data Collection and Analysis Processes

Mechanism	Framework	Type of Measure	Source of Data	Process	Review and Discussion of Results	Relevant Standard(s)
Student Portfolio	Student Learning Outcomes	Direct	Designated Assignments from Core Classes and student content such as a resume and personal statement.	1. Instructors of core classes submit grades for designated assignments to Head of Program at end of each term in which the class is taught. 2. Annual Program Assessment Report submitted to DU Office of Assessment.	**Annually** in April faculty meeting, and program retreats.	Standards I, II, IV
Annual Student Review (ASR)	Professional dispositions, e.g., time management, leadership	Indirect	Student self-reflection essays	Students submit an essay describing an incident or example demonstrating each of the dispositions, and/or requests for support to better develop a disposition. Faculty advisor reviews essays.	**Annually** in April faculty meeting, and program retreats.	Standards I, II, IV
Strategic Plan	Program Objectives	Direct and Indirect	Varies by objective. Some examples: number of student publications; revision of advising guidelines.	Updates on achievement of program objectives are provided at each program meeting. Some achievement data, such as faculty publications, are gathered once a year as part of the Faculty Annual Review process.	**Annually** at end of academic year, and program retreats.	Standards I, II, III, IV, V
Culminating Internship Field Mentor Evaluations	Professional behaviors	Direct	Evaluation of student	Data collected upon completion of Culminating Internship. Culminating Internship Supervisor collects and analyzes.	**Annually** at end of academic year	Standards III, IV
Faculty Annual Review	Appointment Promotion, and Tenure (APT) Guidelines	Direct and Indirect	Faculty submission to Activity Insight (online repository)	Department Chair reviews the material and data in Activity Insight, and, in consultation with Head of Program, formulates a review letter addressing the facets of the APT Guidelines: Teaching, Research, and Service.	**Annually** in September	Standards I, II, III
Intercultural Development Inventory (IDI)	Intercultural competence	Direct	IDI results	Students complete IDI, results interpreted by a trained interpreter. Students and faculty meet individually with interpreter.	Aggregate report from an IDI interpreter reviewed **annually** in Spring Quarter	Standards II, IV

Constituent focus groups	Address program mission, Student Learning Outcomes (SLO), program quality	Indirect	Interview data and analysis	An objective researcher develops the interview protocol in consultation with the Program, collects data, and provides an analysis.	Analysis presented to faculty and discussed on an **Irregular** basis**.**	Standards I, II, III, IV, V
Constituent surveys	Address program mission, SLOs, program quality	Indirect	Survey data and analysis	An objective researcher develops the questionnaire in consultation with the Program, collects data, and provides an analysis.	Analysis presented to faculty and discussed on an **Irregular** basis**.**	Standards I, II, III, IV, V
Advisory Board	Evaluation and planning-related items addressed in board meetings.	Indirect	Meeting minutes	Board responds to requests for input on agenda items.	At least **biennially** following board meeting.	Standards I, II, V
Student Town Halls	Students identify program quality items.	Indirect	Meeting minutes	Faculty prepare and distribute a response to the questions and issues presented by students.	**Once a quarter** in Autumn, Winter, and Spring	Standards I, II, III, IV, V
Student Advisory Board (SAB)	Meeting Agendas: Items identified by faculty and students	Indirect	Meeting minutes	SAB faculty sponsor and board discuss items and requests for information, and prepares a response with feedback from other LIS faculty.	**Twice a year** in Autumn and Spring Quarters	Standards I, II, IV, V

Table 5 Sources of Evidence for Assessing Student Learning Outcomes

SLO 1 Defend LIS professional ethics and values.	° Annual Student Review (ASR) Essay ° LIS 4000 Foundations class assignments and final exam
SLO 2. Justify the importance of intellectual freedom in a variety of information access situations.	° LIS 4000 Foundations class assignment and exam
SLO 3. Characterize attributes and value of teaching, service, research, and professional development to the advancement of the profession and personal career plans.	° ASR Essay ° Portfolio: Personal Statement ° LIS 4000 Foundations class assignments
SLO 4. Characterize historical, current, and emerging aspects of information organizations and producers.	° LIS 4000 Foundations class assignments and final exam
SLO 5. Distinguish and apply multiple and emerging approaches to the organization of information.	° LIS 4010 Organization of Information assignments
SLO 6. Analyze the interaction of individual characteristics and social factors with information environments, identify, evaluate, synthesize, and disseminate information for a variety of communities and users. Demonstrate the interaction between information users and information resources, and how to improve that interaction	° LIS 4015 User and Access Services assignments
SLO 7. Apply current management and leadership theories and practices in the creation, administration, and assessment of services.	° LIS 4040 Management of Information Organization assignments
SLO 8. Demonstrate competency with current information technologies.	° LIS 4050 Library and Information Technologies assignments ° ASR Essay
SLO 9. Demonstrate professional communication skills, work behaviors, and respect for diversity.	° LIS 4910/11/12 Culminating Internship Field Mentor Evaluation ° Classroom Instructor Survey ° ASR Essay ° Intercultural Development Inventory
SLO 10. Critique and construct library, archives, and information science research.	° LIS 4000 Foundations Literature Review ° RMS 4900 Education Research and Measurement assignment

<u>Portfolio and Annual Student Review Process</u>

LIS uses the Portfolio and Annual Student Review (ASR) process as the primary sources of evidence to assess attainment of student learning outcomes. One component of the

Portfolio is the collection of designated assignments from required courses. Another component includes a personal statement, resume, and coursework plan. Appendix G contains descriptive information about the ASR and the Portfolio evaluation processes. A description of data collected and analyzed are found in *Standard II* and *Standard IV.* Appendix H is an example of an Annual Student Review Self-Assessment Essay, with the student's name redacted.

The dispositions students address in their ASR essays were identified by consulting other programs in MCE, such as Child, Family, and School Psychology, to understand how dispositions are used in their evaluation of students. A review of the LIS professional literature provided some guidance, although dispositional assessment in LIS education does not appear to be common. LIS practice, however, does express a need for professionals to have these skills, which we confirmed by reviewing professional journal articles and job announcements. One example is found in the recently approved YALSA *Teen Services Competencies for Library Staff.* In Section III Dispositions, the following statement is made:

> Professional dispositions are the ongoing beliefs, values, and commitments that affect library staff's work for/with teens, their families and the community, and that impact their own professional growth. Dispositions cut across all the core content areas and the competencies which follow later in this document. (YALSA 2017, p. 3)

Dispositions for the ASR Essay were chosen with input from the LIS Advisory Board.

1. **Dependability** – follows through on tasks; completes assignments in accordance with stated parameters and/or constraints; attends classes on a regular basis.

2. **Time Management and Work Organization** – organizes work and manages time effectively; completes assignments in a timely manner.

3. **Respect for Human Diversity** – exhibits awareness of and sensitivity to racial, cultural, socioeconomic, religious, gender-based, sexual orientation and other human differences; seeks out further understanding and skills needed to work with diverse populations.

4. **Communication** – expresses self orally in a clear and organized manner and expresses self in writing in a clear and organized manner.

5. **Technology** – expresses an understanding of the role of information technology management and a familiarity with direct use of basic or appropriate technologies to solve information-related problems.

6. **Interpersonal Effectiveness** -- relates effectively with people and treats others with respect and professionalism.

7. **Adaptability and Flexibility** – adapts effectively to demands of situation; exhibits flexibility in face of change.

8. **Leadership** – initiates professional and program-related activities; seeks out additional responsibility; is recognized as a leader by peers.

9. **Lifelong Learning** – identifies a philosophy and plan for continuing professional development.

10. **Ethical Responsibility** – supports intellectual freedom rights, understands copyright and intellectual property issues.

11. **Professional Demeanor--** conveys a confidence and self-awareness; exhibits an ability to work in a professional culture and commitment to service.

Culminating Internship Supervisor Evaluations

Data are also collected from the Field Mentors of students participating in a Culminating Internship (formerly called Practicum). The 12 items on the evaluation form are rated on a 1 to 5 scale, with 5 indicating “always exceeds expectations,” and 1 indicating “rarely meets expectations.” All of the items address one competency area that represents a necessary skill set or workplace behavior. For example, “Completes assignments in a professional manner,” and “Demonstrates initiative and resourcefulness” are two of the items. This instrument has been used for several years, and the ratings of students rarely average below a 4. This result

may be indicative of the high performance of LIS students; however, recognizing that there may be other approaches to evaluating interns, Field Mentors will be asked to provide their feedback on a revised evaluation instrument during the 2017-18 academic year.

For individual students, at the mid-point of the Culminating Internship the LIS faculty coordinator meets with the field mentor and the student on site. During this meeting, the field mentor has the opportunity to bring up issues of concern. Field Mentors also contact the faculty coordinator via email and phone calls. When the Field Mentor identifies behaviors or issues of concern, the faculty coordinator discusses these issues with the student, both during the on-site meeting and in the scheduled individual meetings between the student and the faculty coordinator. For example, if the Field Mentor expresses dissatisfaction with the student not honoring the work schedule, appointments, and deadlines, the faculty coordinator will discuss the seriousness of the behavior and provide guidance for improvement. Very rarely will a student be asked to leave a Culminating Internship placement. In the past seven years, only two students have been removed from a placement. In both cases, the students were required to initiate another Culminating Internship at a different site in order to fulfill degree requirements. Results from these evaluations are presented in section I.4.

Capstone

Students with significant practical experience in libraries or archives may elect to conduct a capstone research project rather than a Culminating Internship. The evaluation of a capstone paper is similar to the type of evaluation of an assignment in a class. Relatively few students choose the capstone option. Details are provided in the *Standard II* chapter.

Focus Groups and Surveys: Constituents

In 2017, a PhD student in the Research Methods and Statistics Program, Kawanna Bright, developed instruments, collected data, and provided analysis in support of the accreditation review. Ms. Bright is a former academic librarian; her understanding of LIS-related accreditation concepts is quite good. We supplied Ms. Bright with contact information for alumni,

current students, adjuncts, and employers (including culminating internship field mentors). She developed a questionnaire aligned with the *Standards* and with the input of the LIS Head of Program. Focus group questions were developed in a similar manner. Appendix I contains the report Ms. Bright submitted.

The LIS Faculty have reviewed the report and discussed actions that should be taken to improve some problem areas, such as teaching quality. These decisions will be discussed in I.1.3. In general, there is a mixed perception of the quality of the LIS program, primarily based upon the category of constituent. Current students are the most likely to be dissatisfied with the curriculum and teaching effectiveness of faculty. Adjuncts expressed a desire for a resurrection of an adjunct faculty orientation that was sponsored by the college in the past. Employers are generally satisfied with the program, and provided useful feedback regarding the direction of the curriculum. All constituents provided suggestions for the revision of the LIS Program Mission, Vision, and Goals, as well as the SLOs. The report includes transcripts of the focus groups, survey results, and Ms. Bright's analysis of the data. There are some issues related to the curriculum discussed in *Standard II* and quality of faculty discussed in *Standard III*. For the remainder of this Self-Study, references to "focus groups and surveys" mean the focus groups and surveys in Appendix I.

MCE Support for Assessment

MCE is currently searching for a manager of Institutional Research to support the program assessment and accreditation needs of the college. In the past, this staff position was responsible for conducting annual surveys of continuing and graduate students, and responsible for assisting the programs with additional data collection needs. Ideally, each program in the college would receive survey data from its constituents on a yearly basis. However, the most recent survey of continuing and graduating students conducted by the college was in 2013. The results of this survey are in Appendix J.

Only 18.3% (20 of 109) of continuing students responded to this survey. The survey results are organized in the following categories: Program Faculty; Communication and Atmosphere within Program; Curriculum and Teaching within Program; and Development of Skills and Opportunities. The highest level of dissatisfaction with the program is in the Curriculum and Teaching within Program category. Course availability and sequencing of courses are frustrating for students, and there is mention of the limitations of a small program, particularly when the college minimum enrollment for a class is 8 students. One theme that emerges in the 2013 survey is students' interest in broadening exposure to other cultures and opportunities for service learning.

Analysis of the college-wide data resulted in the following recommendations:

1. Improved advising.
2. Collaboration across the disciplines.
3. Clarification of the GA position process.
4. Increased funding for graduate students.
5. Increased community involvement via site assignments.
6. Improved communication of program/course changes.
7. Solicit/consider student feedback (esp. regarding proposed changes).

LIS Program responses to student recommendations are discussed in section I.1.3.

Intercultural Development Inventory (IDI)

While the Annual Student Review Self-Reflection Essays need to be restructured so that more meaningful evidence can be collected from them—as opposed to the current rudimentary measure—one issue that has been identified through the essays is fewer students report having an example or experience during their program that prepares them to serve diverse communities. We've chosen to try to better understand this deficiency by using the Intercultural Development Inventory to guide programmatic decisions that are more likely to provide students with the cultural competency that the field needs and that our Student Learning Outcomes address. We piloted the use of the Intercultural Development Inventory (IDI) in the 2016-17

academic year. Reasons for choosing the IDI include familiarity with the instrument, and in-house expertise in another program in the college. The cost per person, $25, was approved by the department chair. LIS faculty and students, and the department chair participated.

> The Intercultural Development Inventory® (IDI®) assesses intercultural competence—the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. Intercultural competence has been identified as a critical capability in a number of studies focusing on overseas effectiveness of international sojourners, international business adaptation and job performance, international student adjustment, international transfer of technology and information, international study abroad, and inter-ethnic relations within nations.
>
> https://idiinventory.com/products/the-intercultural-development-inventory-idi/

Another program in MCE, Educational Leadership and Policy Studies (ELPS), has used the IDI for several years. ELPS' students take the IDI in their first quarter of their program, and again in the last quarter. The ELPS program uses the aggregated results of the IDI to identify possible program-level efforts that might help students move ahead in their development. The LIS Program plans to use the aggregated results in a similar way.

Individual students and faculty submit their responses to the IDI questions via an online tool. A trained IDI results interpreter meets with each student or faculty member to discuss the individual's results, and to help identify actions that the person can take to further develop her/his own intercultural competency. Dr. Ellen Miller Brown, ELPS Clinical Assistant Professor, was the trained interpreter who analyzed results and met with each person.

I.1.3 Improvements to the program based on analysis of assessment data;

Section *I.6* in this chapter provides descriptions of specific actions taken based on analysis of assessment data. LIS program meetings are the primary venue for LIS faculty to review assessment data and make decisions based upon that review. Email is sometime used for discussion, but programmatic decisions are made in meetings.

I.1.4 *Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.*

The current LIS Program mission, vision, and goals statement is available in the LIS Student Handbook and provided here:

Library & Information Science Program – Mission, Vision, Goals

The LIS Program cultivates the knowledge and skills needed to prepare librarians and information professionals to manage and evaluate information effectively, to take leadership roles in information settings, to effectively manage organizational and technological change, and to assist diverse information users in effectively accessing and utilizing information for personal, public, and organizational decision making and problem solving. This high-quality professional education informs relevant, ethical, and effective practice in a rapidly changing multicultural, multiethnic, and multilingual society. Students will be engaged in a student-centered learning environment that focuses on both practice and theory-based principles that prepare them to be critical consumers of research and reflective practitioners. They will participate in scholarly and community-based research, building professional relationships and modeling the behaviors needed to effectively provide service to their communities, meet the needs of underserved groups, and provide library and information services in a rapidly changing technological and global society.

Program Goals

It is the goal of the LIS Program to prepare graduates to serve in public, academic, school, or specialized libraries and information settings, as well as in business and corporate settings where the effective management of information is crucial. To this end, the LIS Program:.

- Prepares graduates to effectively serve a diversity of consumers of information.
- Prepares students to be reflective practitioners and critical consumers of research.
- Provides the skills that graduates will need to adapt to and effectively manage change in community and global settings.
- Instills in LIS graduates an understanding of and commitment to the high ethical standards of the Library and Information Science profession.

Program Outcomes

Program outcomes are measured by student papers and projects assigned throughout their course of study, as well as by student interaction with faculty and colleagues, professional performance in the Culminating Internship, and the Portfolio. MLIS graduates are prepared to:

1. Defend LIS professional ethics and values.
2. Justify the importance of intellectual freedom in a variety of information access situations.

3. Characterize the attributes and value of teaching, service, research, and professional development to the advancement of the profession and personal career plans.
4. Characterize historical, current, and emerging aspects of information organizations and information producers.
5. Distinguish and apply multiple and emerging approaches to the organization of information.
6. Analyze the interaction of individual characteristics and social factors with information environments. Identify, evaluate, synthesize, and disseminate information for a variety of communities and users. Demonstrate the interaction between information users and information resources and how to improve that interaction.
7. Apply current management and leadership theories and practices in the creation, administration, and assessment of services.
8. Demonstrate competency with current information technologies.
9. Demonstrate professional communication skills, work behaviors, and respect for diversity.
10. Critique and construct library, archive, and information science research.

The Student Handbook is available in Appendix Rand online at:

http://morgridge.du.edu/wp-content/uploads/2017/06/LIS-handbook-2017-2018-6-7-17-Final.pdf.

The current program MVG statement is consistent with the DU statement:

UNIVERSITY OF DENVER VISION, VALUES, MISSION, AND GOALS

Vision
The University of Denver will be a great private University dedicated to the public good.

Values
In all that we do, we strive for excellence, innovation, engagement, integrity, and inclusiveness.

Mission
The mission of the University of Denver is to promote learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought, and generating knowledge. Our active partnerships with local and global communities contribute to a sustainable common good.

Goals
Community - We will create a diverse, ethical, and intellectually vibrant campus community to provide a challenging and liberating learning environment.

Learning - We will provide an outstanding educational experience that empowers students to integrate and apply knowledge from across the disciplines and imagine new possibilities for themselves, their communities, and the world.

Scholarship - We will invigorate research and scholarship across the University to address important scientific, sociopolitical, and cultural questions of the new century.

Strategic Plan Development

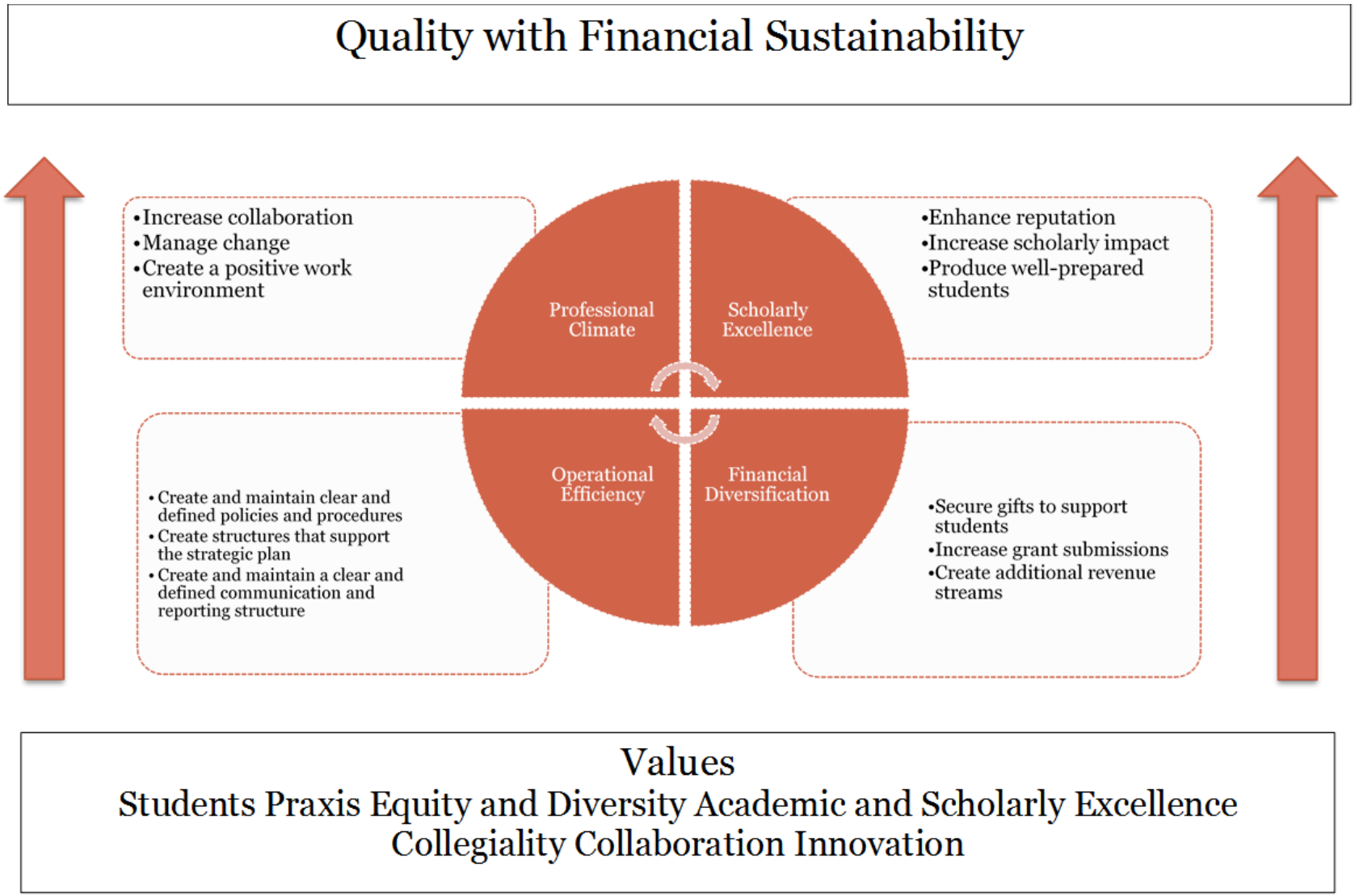
The LIS Program Strategic Plan, together with all program and department strategic plans in MCE, is consistent with the values of the parent institution, and is supported by university administration. The first phase of developing the current strategic plan was to identify the areas of emphasis for the college. Image 2 depicts the areas of emphasis, our college vision, and our college values. Each department, program, and administrative unit within MCE used this framework to develop its own strategic plan.

Appendix D contains the MCE Strategic Plan and Appendix E contains the complete LIS Strategic Plan. In the LIS plan document are the goals, objectives, activities, measures, assignment of responsibility, and progress toward achieving the objectives and goals. The Strategic Priorities, Goals, and Objectives for the LIS Program are provided here in Table 6 to convey a sense of the strategic planning approach.

Table 6 LIS Program Goals and Objectives

Strategic Priority	Goal	Objective
Scholarly Excellence	Goal 1: Enhance Reputation	Objective 1: LIS will increase student participation in regional, national, and international conferences and publications.
		Objective 2: LIS will participate in the regional, national, and international professional and scholarly community.
	Goal 2: Increase scholarly impact	Objective 1: LIS tenure-track faculty will publish in high-impact journals and obtain grant funding and contracts.
	Goal 3: Produce well-prepared students	Objective 1: LIS will be successful in retaining accreditation as a result of the comprehensive review process.
		Objective 2: LIS will develop and implement learning experiences that meet the needs of the profession and of students.
		Objective 3: LIS will investigate and implement mechanisms for improving students' cultural competency.
Professional Climate	Goal 1: Create a positive work environment	Objective 1: LIS will connect with faculty and staff in other programs and departments to better understand their priorities, and to convey LIS's perspectives.
		Objective 2: LIS will celebrate faculty and student accomplishments.
	Goal 2: Increase collaboration	Objective 1: LIS will expand its research and teaching connections.
	Goal 3: Manage change.	Objective 1: LIS program administration responsibilities will reflect priorities and needs of students, and capacity of faculty.
Financial Diversification	Goal 1: Secure gifts to support students	Objective 1: Additional funding for LIS students will be acquired.
	Goal 2: Increase grant applications.	Objective 1: Each tenure track faculty member will be involved with at least one internal or external grant application as PIs, and/or CO-PIs
	Goal 3: Create additional revenue streams.	Objective 1: Develop new curricular areas to meet the needs of untapped areas of the profession.
		Objective 2: Develop tailored professional development for university and community partners.
Operational Efficiency	Goal 1: Create and maintain clear and defined policies and procedures.	Objective 1: LIS will develop an organizational system that allows for administrative functioning between quarters and during summer.
		Objective 2: LIS will develop digital and web-based forms for students to use for coursework plans, independent study requests, and other common request forms.

Image 2. Morgridge College of Education Strategic Plan (2015-2018) Framework



This current strategic plan was developed without the benefit of an overarching university-level strategic plan. The University of Denver's new strategic plan is titled "DU Impact 2025," (Appendix L and online at http://imagine.du.edu/du-impact-2025) and was approved by the DU Board of Regents in January 2016. All units—academic, administrative, service—are using DU Impact 2025 to guide strategic planning.

Four interrelated transformative directions are the foundation of DU Impact 2025:

1. Students Learning and Leading in a Diverse and Global 21st Century
2. Discovery and Design in an Age of Collaboration
3. Engagement and Empowerment in Denver and the Rocky Mountain West
4. One DU: A diverse, inclusive, engaged and sustainable community that works independently and together toward this common vision.

I.*2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:*

Student Learning Outcomes (SLO) are measured using student papers and projects assigned in required courses throughout their course of study, as well as by student interaction with faculty and colleagues, through the annual student review process, performance in the Culminating Internship or Capstone, and the Portfolio. A mapping of the DU LIS SLOs to the components of *Standard I.2* is found in Table 7.

Table 7 Mapping of Student Learning Outcomes to Standard I.2

Standard I.2	**DU LIS Student Learning Outcomes**
I.2.1 The essential character of the field of library and information studies;	Characterize historical, current, and emerging aspects of information organizations and information producers.
I.2.2 The philosophy, principles, and ethics of the field;	Defend LIS professional ethics and values. Justify the importance of intellectual freedom in a variety of information access situations. Characterize the attributes and values of teaching, service, research, and professional development to the advancement of the profession and personal career plans.
I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;	Distinguish and apply multiple and emerging approaches to the organization of information. Apply current management and leadership theories and practices in the creation, administration, and assessment of services. Demonstrate competency with current information technologies. Demonstrate professional communication skills, work behaviors, and respect for diversity.
I.2.4 The importance of research to the advancement of the field's knowledge base;	Critique and construct library, archive, and information science research.
I.2.5 The symbiotic relationship of library and information studies with other fields;	Analyze the interaction of individual characteristics and social factors with information environments. Identify, evaluate, synthesize, and disseminate information for a variety of communities and users. Demonstrate the interaction between information users and information resources, and how to improve that interaction.
I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;	Analyze the interaction of individual characteristics and social factors with information environments. Identify, evaluate, synthesize, and disseminate information for a variety of communities and users. Demonstrate the interaction between information users and information resources, and how to improve that interaction.

I.3 Program goals and objectives incorporate the value of teaching and service to the field.

The LIS Strategic Plan (Appendix D) includes several goals that incorporate the value of teaching and service to the field. Specifically,

S1 Scholarly Excellence, Goal 1 Enhance Reputation

- Objective 2: LIS will participate in the regional, national, and international professional and scholarly community.

S1 Scholarly Excellence, Goal 3 Produce Well-prepared Students

- Objective 2: LIS will develop and implement curricular and learning experiences that meet the needs of the profession and of students.

S2 Professional Climate Goal 2 Increase Collaboration

- Objective 1: LIS will expand its research and teaching connections.

I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

Appendix D is the LIS Strategic Plan which includes a Progress column describing the status of goals and objectives. Data describing attainment of SLOs comes from a variety of sources, and those sources depend upon the SLO. Appendix F presents all of the results of data collection for the SLOs. For the purpose of illustration, a section of Appendix F is provided in Table 8. Note that the column headings—Outstanding, Adequate, Emerging, Inadequate, and Can't Assess—include data from assignments, exams, Portfolio reviews, Culminating Internship Field Mentor evaluations, and classroom instructor surveys. Columns labeled Example Provided and No Example or Expressed Need for Support are used to present data from the ASR essays. No Example or Expressed Need for Support means that either the student didn't provide an example of the relevant attribute in the ASR Essay, or within the essay the student expressed desire for improving their performance relevant to that attribute. For example, Time Management is a skill that a student might express a desire to acquire or improve upon.

Table 8 Excerpt from Appendix F: Results of SLO Assessment

SLO 1	Defend LIS professional ethics and values.							
	Source	Outstanding	Adequate	Emerging	Inadequate	Can't Assess	Example Provided	No Example or Expressed Need for Support
2011-12	Comprehensive Exam Foundation Question		94%	2%	2%			
2011-12	LIS 4020 Copyright Tutorial		100%					
2012-13	Annual Student Review (ASR) Essay "Leadership"						98%	2%
2012-13	ASR Essay "Ethical Responsibility"						95%	5%
2012-13	ASR "Professional Demeanor"						100%	
2012-13	LIS 4000 Competencies and Ethics Assignment	21%	49%	19%	11%			
2012-13	LIS 4000 Ranganathan Reflection Essay	24%	57%	24%	9%			
2012-13	LIS 4000 Final Exam Values Prompt	26%	60%	7%	7%			
2013-14	ASR Essay "Leadership"						90%	10%
2013-14	ASR Essay "Ethical Responsibility"						100%	
2013-14	ASR "Professional Demeanor"						100%	
2013-14	LIS 4000 Final Exam Values Prompt	35%	65%	27%	4%			
2013-14	LIS 4000 Professional Values & Path Essay	51%	37%	10%	2%			
2014-15	ASR Essay "Leadership"						96%	4%
2014-15	ASR Essay "Ethical Responsibility"						98%	2%
2014-15	ASR "Professional Demeanor"						100%	
2014-15	LIS 4000 Mentor Experience Essay	61%	24%	15%				

The dispositions students address in their ASR essays were identified by consulting other programs in MCE, such as Child, Family, and School Psychology, to understand how dispositions are used in their evaluation of students. A review of the LIS professional literature provided some guidance, although dispositional assessment in LIS education does not appear to be common. LIS practice, however, does express a need for professionals to have these skills, which we confirmed by reviewing professional journal articles and job announcements. One example is found in the recently approved YALSA *Teen Services Competencies for Library Staff.* In Section III Dispositions, the following statement is made:

> Professional dispositions are the ongoing beliefs, values, and commitments that affect library staff's work for/with teens, their families and the community, and that impact their own professional growth. Dispositions cut across all the core content areas and the competencies which follow later in this document. (YALSA 2017, p. 3)

Dispositions for the ASR Essay were chosen with input from the LIS Advisory Board. The categories are:

1. Dependability
2. Time management and work organization
3. Respect for human diversity
4. Communication
5. Technology
6. Interpersonal effectiveness
7. Adaptability and flexibility
8. Leadership**No table of figures entries found.**
9. Lifelong learning
10. Ethical responsibility
11. Professional demeanor

The Culminating Internship (formerly Practicum) Field Mentor Evaluation is also used to evaluate students' development of many of the dispositions and skills included in the ASR Essay, such as Communication. Overall, LIS students are evaluated quite favorably. While the range of scores from the Culminating Internship Field Mentor Evaluations is limited, some

patterns provide direction for program changes. In the following Table 9 is a summary of the evaluation scores provided by Field Mentors.

Table 9 Summary of Culminating Internship Field Mentor Evaluations of Students

Culminating Internship Field Mentor Evaluation	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Accepts professional responsibility to learn.	4.8	4.8	4.6	4.7	4.5	4.8	4.8
Completes assignments in a professional manner.	4.7	4.7	4.6	4.6	4.4	4.5	4.6
Honors schedules, appointments, and deadlines.	4.4	4.2	4.5	4.5	4.4	4.7	4.8
Demonstrates professional knowledge and behavior.	4.6	4.7	4.6	4.6	4.3	4.6	4.6
Remains open to feedback and evaluation.	4.8	4.8	4.6	4.5	4.6	4.8	4.7
Organizes, plans, and completes work efficiently.	4.7	4.5	4.5	4.7	4.3	4.7	4.6
Recognizes personal strengths.	**4.2**	**4.3**	**4.2**	**4.3**	**4.3**	**4.4**	**4.3**
Recognizes areas for improvement.	**4.4**	**4.4**	**4.3**	**4.4**	**4.3**	**4.5**	**4.3**
Demonstrates initiative and resourcefulness.	4.8	4.7	4.7	4.8	4.7	4.6	4.5
Maintains ethical behavior.	4.8	4.9	4.8	4.6	4.7	4.7	4.7
Communicates clearly in writing and speaking.	4.7	4.6	4.5	4.6	4.5	4.6	4.6
Works cooperatively with other staff members.	4.9	4.7	4.7	4.7	4.7	4.8	4.7

Two items, appearing in boldface type in the table, tend to have results that are consistently relatively low compared to the other items in the evaluation: Recognizes personal strengths and Recognizes areas for improvement. Program responses to these issues are described in the I.1.3 section.

Table 8 Excerpt from Appendix F Results of SLO Assessment provides an illustration of one of the issues of our assessment process that we need to address, and that is the issue of all students appearing to be above average. In particular, data from the ASR Essays provide an unrealistic picture of 99% or 100% of students providing an example of an attribute, such as Professional Demeanor. It may be the case that all of our students perceive themselves to have a Professional Demeanor. However, if dispositional assessment is to be meaningful for students, and useful to the program, we need to develop a more precise approach to

measurement. One result of the ASR Essay is that students anecdotally report greater comfort with self-reflection in general.

Continuing Students Survey

This survey was last conducted by the college in 2013. Only 18.3% (20 of 109) of continuing LIS students responded to this survey. The survey results are organized in the following categories: Program Faculty; Communication and Atmosphere within Program; Curriculum and Teaching within Program; and Development of Skills and Opportunities. The highest level of dissatisfaction with the program is in the Curriculum and Teaching within Program category. Course availability and sequencing of courses are frustrating for students, and there is mention of the limitations of a small program, particularly when the college minimum enrollment for a class is 8 students. One theme that emerges in the 2013 survey is students' interest in broadening exposure to other cultures and opportunities for service learning.

Analysis of the college-wide data resulted in the following recommendations:

1. Improved advising.
2. Collaboration across the disciplines.
3. Clarification of the GA position process.
4. Increased funding for graduate students.
5. Increased community involvement via site assignments.
6. Improved communication of program/course changes.
7. Solicit/consider student feedback (esp. regarding proposed changes).

LIS Program responses to student recommendations are discussed in section I.1.3.

Intercultural Development Inventory Results

The aggregated results were presented to the LIS faculty by Dr. Miller Brown at a program meeting in May 2017. These results, presented in Appendix K, indicate that the LIS students and faculty primarily have a Minimization orientation. The IDI definition of Minimization

is “An orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences.” The next orientation level above Minimization is Acceptance “An orientation that recognizes and appreciates patterns of cultural difference and commonality in one’s own and other cultures.” Therefore, the implications of the aggregated IDI results include the LIS Program should consider providing opportunities for students and faculty to learn about and experience cultural differences and commonalities through programs and class work that guides development of an understanding of such differences and commonalities. For example, the program is considering moving the special topics course, LIS 4700 Privilege and Equity, into the permanent curriculum.

The first year of using the IDI, we also conducted a survey of LIS students to be able to gauge how they responded to the experience of the IDI, as well as their ideas for the program to help students in this area. An anonymous survey was conducted in April 2017. Results indicate that students found it difficult to address the issues identified in their meetings with Dr. Miller-Brown, primarily because of a lack of available time, as well as difficulty identifying opportunities. These results also point to the LIS program providing opportunities throughout the year for students to address intercultural issues, and to encourage students throughout the year to pursue opportunities. Therefore, we need to develop a structure for students to further develop their understanding of other cultures. This current academic year is the second of using the IDI. In the Spring 2018 Quarter, the program will consider its use in future years

1.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program’s success in achieving its mission, goals and objectives.

Program goals and objectives are evaluated and program improvement needs are identified with the participation of our constituents. As described in *Table 2 Data Collection and*

Evaluation Constituents and Cycles, the program is engaged with all of its constituent groups on a regular basis for the purposes of assessment and planning.

Data are provided in several appendices:

Appendix D LIS Strategic Plan. This document includes a "Progress" column that provides information about the status of completing the objectives and activities.

Appendix F SLO Data. This data provides all of the results of assessing student learning outcomes during the time span of this comprehensive review.

Appendix I LIS Focus Groups and Surveys Results. This report includes raw data and an analysis of the data from focus groups and surveys of students, alumni, adjuncts, and employers.

Appendix J 2012-13 Student Survey. Results from a college-wide student survey in 2012-13 are provided in this report.

Appendix K Aggregated Results of IDI for the LIS Program. A trained interpreter of the Intercultural Development Inventory results produced this report of the collective results from LIS students and faculty, along with recommendations for actions to improve intercultural competence.

Additional data, such as the publication record of LIS faculty, are found in other *Standards* chapters. Minutes of the LIS Program, Advisory Board, Student Advisory Board, and Student Town Hall meetings will be available onsite.

1.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

2013 Survey

In Section 1.1.2., the LIS-program specific results and the college wide results are presented. Results specific to LIS include more variety and quantity of course offerings, and the related issue of providing course sequences that address students' interests. The LIS Program

response to this concern is a review of our course rotation. The course rotation provides students with information about the intended scheduled of classes—core and electives—during a two-year cycle. The previous course rotation plan was insufficient. For example, many electives were listed as “TBD” rather than “once every two years in the Autumn Quarter.” Currently, Dr. Shimelis Assefa is leading the program’s effort to review the past three years of course schedules, including class enrollments. Dr. Assefa will also lead the development of a revised course rotation.

Results from the 2012-13 Student Survey have also been addressed, either by the program or the college. *Improved advising* has been addressed by the LIS Program instituting an advising schedule to help students stay on track with their degree requirements, and receive career guidance from their faculty advisor. The advising schedule is found in Appendix M. This advising schedule has been in place for several years. However, LIS faculty have noticed that some students need more structure than the existing schedule provides. For example, in very general terms, the existing guidelines indicate when a student should meet with the faculty advisor to make sure that all requirements have been/will be met for degree completion. The proposed guidelines go into much more detail, identifying the specific documents, such as the application for graduation, an updated coursework plan—that the student needs to produce. Guidelines for faculty are included, which is a new feature. The proposed Advising Guidelines and Advising Tracking Document were reviewed by LIS students. The LIS faculty will begin using these guidelines in the 2018-19 academic year.. These proposed documents are found in Appendix N.

Collaboration across the disciplines has been addressed through research projects with faculty in other MCE programs. Mary Stansbury is working with Cynthia Hazel in the Child, Family, and School Psychology Program and an LIS student is assisting with this research. Several LIS students have been hired as Graduate Research Assistants in the Marsico Institute for Early Learning and Literacy. Within the RMIS Department, Duan Zhang and Mary Stansbury

have collaborated in an early literacy research project through the Colorado State Library. Students continue to express interest in finding research opportunities within LIS and with other disciplines. This issue is addressed in the current Strategic Plan, and it's likely to be included in the next plan.

Clarification of GA position process has been addressed by the college with the development of a Graduate Assistant Handbook. *Increased funding for graduate students* has also been addressed by the college and will be discussed in *Standard IV* and *V.* Initiation of the LIS Student Advisory Board and the LIS Student Town Hall Meetings has enabled the program to address the finding that students want to be more involved in discussions and decisions related to program changes (*Solicit student feedback*).

Student Learning Outcomes (SLO) Assessment

Results of Student Learning Outcomes (SLO) assessment have been addressed in several ways. In some cases, changes to core course assignments have been made in order to provide more targeted learning experiences. For example, for *SLO 2 Justify the importance of intellectual freedom* … an assignment has been added to the LIS 4000 Foundations course that is focused on intellectual freedom. Previously, the LIS 4000 Final Exam Intellectual Freedom prompt was the source of data assessing SLO 2.

The required RMS course, RMS 4900 Educational Research and Measurement, is one source of evidence for assessing *SLO 10 Critique and construct library, archive and information science research.* However, because LIS faculty have not been sufficiently engaged in the development of the RMS project used as evidence, assessing this outcome is primarily accomplished through the LIS 4000 Literature Review assignment. The lack of engagement is not due to any resistance on the part of the RMS program. LIS faculty recognize that the program needs to be more proactive in this matter.

Results of the Culminating Internship Field Mentor evaluation suggest that LIS students may not be comfortable or familiar with recognizing personal strengths, and recognizing areas

for improvement. However, this result is somewhat contradictory to the results of the ASR. The revised Culminating Internship Field Mentor evaluation form has revised the items pertaining to recognizing personal strengths and areas for improvement.

Responses to Focus Groups and Survey Results, and Student Town Hall Meetings

In addition to changes in assignments and other sources used for assessment evidence, the program has initiated a review of all of the required courses in response to the Intercultural Development Inventory, the overall assessment of our SLOs, and in response to the results of the focus groups and surveys of constituents.

An additional example of how the program has responded to assessment results is a change in status for the (currently) Special Topics: Privilege and Equity course. This class has been taught twice as a Special Topic and students have requested more content related to social justice. These requests have been provided in the Student Town Hall meetings and in the focus group and surveys. A proposal to move this class into a permanent course is moving through the curriculum approval process at this time. In the Autumn 2017 Student Town Hall meeting, students asked for more 1 and 2 credit courses. Two such classes have been added to the Winter 2018 schedule (Career Development, 2 credits; and Writing for Publication, 1 credit).

Students' concerns about teaching quality have been expressed in a variety of ways. The RMIS Department Chair and other senior faculty in the college known for their effective teaching have been asked to provide an evaluation of the LIS faculty (on an individual basis) through class observations and review of syllabi. Nick Cutforth began a systematic observation process in Autumn 2017, visiting one faculty member and providing written feedback. These visits are continuing with other LIS faculty in winter and spring 2018.

Also in response to students' concerns about teaching quality is the implementation of a syllabus review process. In the past, a syllabus was collected during the term in which the class was taught. The LIS faculty have decided to implement a new policy which requires syllabi to be

submitted to the Program Head at least two weeks prior to the beginning of the academic term. All LIS permanent faculty will be involved in reviewing these syllabi and providing feedback.

Summary of Standard I

DU LIS employs a wide variety of data collection mechanisms and assessment measures to support its planning and program improvement. In addition to the variety of data, the program collects data from a number of sources and through a range of direct and indirect measures. For the last comprehensive accreditation review in 2011, the only source of student learning assessment data was the Comprehensive Exam, which was primarily graded on a pass/fail scale. The Comprehensive Exam results did not provide any insight into the needs of constituents, areas in which the program needs to improve, or any of the other aspects of continuous improvement. Since 2011, the Student Portfolio, designated course-related artifacts, Annual Student Review, Classroom Instructor Surveys, and the LIS Program Strategic Plan have been developed and utilized to collect assessment data, including data specific to the Student Learning Outcomes. This expansion of assessment processes has provided a much deeper and more useful understanding of the effectiveness of student learning and program quality.

The current assessment approach has been fully in place since 2014. Now that the program has experienced the use of all of the data collection measures, as well as the decision making that flows from assessment, we recognize that we need to refine our assessment efforts. We need to develop more precise and pertinent rubrics for evaluating the Student Portfolio and the Annual Student Review Essays. Program faculty should collaborate on identifying course assignments that provide insight and guidance for program improvement. This collaboration should include the refinement of rubrics for evaluating the course assignments. The Culminating Internship Evaluation instrument needs to be revised with the input of Field Mentors.

As MCE and all college units develop their strategic plans for implementation in 2018, measures of program effectiveness will also be developed. Under the existing Strategic Plan, LIS has been successful in reaching many of its goals. Now that Strategic Plans are part of the organizational culture, it is likely that the next version(s) of plans will be even more useful to continuous improvement.

Results of surveys and focus groups indicate that we need to improve the quality of classroom teaching, engage students in more faculty research, advise students more effectively, and examine the curriculum for ways to provide more timely content. The newly implemented syllabi review process should help with some of these issues. We also need to orient our adjuncts to the use of tools such as Canvas, grading practices, and other aspects of teaching.

Standard II

Summary of Curricular Changes and Activities

Since the last comprehensive review the most significant changes and activities include:

- Transitioned from comprehensive exams to using assignments from core courses and other sources for assessment data.
- Creation of the Research Data Management concentration
- Revision of the Teacher Librarian concentration to comply with Colorado Department of Education requirements.
- Reduced the number of credits for the LIS required courses from 4 to 3.
- Reducing the number of required courses from 10 courses to 7 and reorganizing content in the required courses
- Creation of course sequences for digital librarianship and archives
- Piloted a year-long internship with University Libraries and Archives

Overview of the MLIS Degree

The DU MLIS degree is a 58 quarter credit program. The required courses cover the core principles and practices of the profession, and electives develop expertise in one or more practice areas. Each student is assigned a faculty advisor, and the two work together to identify courses, field work, professional service, research, and other learning and development opportunities to meet the career needs of the student.

Electives are broadly grouped[4] into the following practice areas:

- Academic libraries
  - Administration, assessment, collections, digital technologies, instruction, information literacy, outreach, reference sources
- Archives
  - Administration, collections, materials, content organization, digital technologies
- Digital libraries and digitization

[4] Some electives serve multiple practice areas, such as digital technologies, and outreach.

        - Administration, collections, materials, content organization, digital technologies
    - Information technology
        - Content creation, information architecture, usability
    - Research data management
        - Data curation, data visualization, scholarly communication, database management, scripting, and RMS courses in statistics and research methods
    - Public libraries
        - Administration, collections, outreach, reference sources, services and materials for specific populations
    - School libraries
        - Administration, materials, services and materials to specific populations, 21st Century Learning

Special topics courses are offered in most quarters. Special topics courses are on topics that the program is considering bringing in to the regular curriculum, or, there is a topic that is particularly timely due to external events. These electives address a wide variety of topics, such as leadership, career development, and advocacy. The independent study option allows students to work one-on-one with a faculty member to pursue a topic of the student's interest. Students may pursue fieldwork outside of the Culminating Internship framework, and can elect to conduct the fieldwork through a credit-bearing option.

Degree Requirements

MLIS required courses total 22 credits (23 credits for Teacher Librarians). Students use electives to fulfill the remaining credit hour requirement for the degree.

Required courses for the MLIS with their learning outcomes are:

- **LIS 4000 Foundations of Library, Archival, and Information Science** (3 hrs.)
  An overview of the theoretical and conceptual foundations of library, archival, and information sciences and an introduction to the information professions, including principles, values, professional organizations, publications, current and future challenges.
- **LIS 4010 Organization of Information** (3 hrs.)

This course introduces basic concepts in the theoretical, practical, and technological aspects of information organization. It provides an overview of the methodologies for organizing and representing information resources in the library, archives, and museum settings.

- **LIS 4015 User and Access Services** (3 hrs)
  Overview of human information processing and user services in the changing information environment and different communities of practice. This course introduces the concepts of user information needs, seeking, and processing as a foundation for understanding users and designing user-centered information services. The course examines both traditional reference and current/emerging information services in different settings and populations. Course also introduces the concepts of information literacy, user education, and assessment of information services..
- **LIS 4040 Management of Information Organizations** (3 hrs)
  An introduction to current theory and practice of management in information organizations through the study of organizations, communications, decision making, planning, leadership, human resources and budgeting.
- **LIS 4050 Library and Information Technologies** (3 hrs)
  A foundation course on the applications of information and communications technology in libraries and information agencies. Integrated library systems and the acquisition, evaluation, and implementation of library automation solutions, including electronic resource management systems are explored. The course further introduces database design, Internet technology, web services, cloud computing, computer networks, telecommunications, and computer security. Hardware, software, and other productivity tools and utilities from organizations such as OCLC, Amazon, and Google are discussed.
- **LIS 4910 Culminating Internship** (3 hrs) OR LIS 4911 Elementary Culminating Internship (2 hrs) and LIS 4912 Secondary Culminating Internship (2 hrs)
  This course is designed to supplement the classroom experience by giving students practical experience working in a library or information agency. Various options are available to students depending on their areas of interest and specialization. Opportunities for experience include fields of medicine, law, art, public, and academic libraries. It is the students responsibility to select a practicum site and a field supervisor, who must be approved by LIS faculty. One hundred hours of service over a 10-week quarter are required. The student, faculty, and field supervisor will determine specific requirements for the final

paper or report. Students must notify the LIS academic advisor one quarter before enrolling in Culminating Internship.

- **LIS 4901 Capstone** (3 hrs) An option to replace the LIS 4910 Culminating Internship. \ Students in this course will design and complete a project to demonstrate the ability to integrate and synthesize their masters course work and apply their knowledge to a topic. The class meets with an instructor regularly over the nine-week summer quarter. The instructor monitors and guides the students to ensure that they complete the phases of the project in accordance with the proposed timeline and goals. Evaluation will be based on individual performance, with respect to the quality and professionalism of the research, the management of the project, and analytical and writing skills.
- **RMS 4900 Educational Research and Measurement** (4 hrs.)
  This course is intended for Master's degree students in the College of Education. Quantitative research designs, empirical methods of data collection and interpretation, and measurement issues in research are examined.

Culminating Internship (formerly titled Practicum)

The Culminating Internship experience is 100 minimum hours of supervised opportunity that provides academic credit and experiential learning. This applied experience prepares students to begin entry- and mid-level positions within libraries and archives. Most students in the MLIS Program will complete a Culminating Internship, even those with library or archives experience. Until the current academic year, Dr. Clara Sitter was the LIS faculty supervisor. As of Autumn 2017, Dr. Mary Stansbury is the LIS faculty supervisor. The LIS faculty supervisor gives students regular individual feedback on the student's practical experience in the work setting, discusses the student's progress with Culminating Internship Field Mentors. There are also 3 group meetings of students taking the Culminating Internship in a given quarter, which provide an opportunity for them to share their experiences. Enrollment in the Culminating Internship requires that the student has completed all core courses and a minimum of 38 quarter hours. Most students take the Culminating Internship during the last one or two quarters before graduation. Students identify a site with guidance from the faculty supervisor, and approval from the Field mentor. The work schedule, on-site experiences, and project work are

negotiated by the student, faculty supervisor, and the Field Mentor.

The Culminating Internship Handbook is available on the LIS website at http://morgridge.du.edu/w-content/uploads/2017/06/Internship-Handbook-2017-2018.pdf

Culminating Internship requirements for Teacher Librarians call for a two-credit practicum in a setting serving primary school-aged students and a two-credit practicum in a setting serving secondary school-aged students, for a total of 160 hours minimum across both types of sites.

During 2016-17, six students participated in a one-year Culminating Internship in collaboration with University Libraries. The one-quarter (ten week) Culminating Internship is limiting for students and hosting organizations because of the amount of time it takes to orient a student and for the student to be able to contribute to the organization. The one-year pilot was in University Libraries' Research Services and Archives. Six students participated—4 in Research Services, 2 in Archives—under the supervision of LIS Affiliate Faculty Carrie Forbes and Kate Crowe. LIS courses were scheduled to coincide with the field experiences of the students; for example, the LIS 4702 Academic Libraries course and LIS 4700 Assessment course. Students were able to participate in extensive training for their roles, and the Affiliate Faculty were able to give students substantial projects and supervision. All of the students expressed satisfaction with the fieldwork experience but also identified some of the difficulties of the year-long experience. All of the students work in part-time or even full-time positions and arranging work schedules was challenging at times. Three students are participating in the one-year experience in 2017-18. The program will evaluate the efficacy of the year-long format for future years. A year-long internship in the DU libraries is manageable because of the close collaboration we have with library faculty. However, it may not be realistic to broaden a year-long experience into other settings.

Capstone Option

Effective in 2010-11 the Capstone Course, LIS 4901, is an option for those students who have substantial library or archives experience at a supervisory level and who expect to continue their professional path in the same or similar organization. The Capstone course is also a suitable option for those students who expect to conduct research in their professional career, such as those in academic libraries. The range of possible Capstone projects is extensive and is an individual choice. However, all Capstone projects require a substantive, original effort which will involve collection of data in some form. Some recent examples of Capstone topics are: public librarians' perceptions of serving New Americans; and, an analysis of license agreements for digital content. A student who chooses the Capstone Course in consultation with the academic advisor may elect to also complete an internship. The Capstone Handbook is available on the LIS website.

Course descriptions for all LIS courses are in Appendix O. Descriptions for RMIS courses part of the Research Data Management concentration, and descriptions of the CFSP courses listed in the Early Childhood Librarianship Specialization Guidesheet are in Appendix R. A Coursework Plan form is in Appendix Q, and all specialization guidesheets are in the LIS Student Handbook, Appendix R.

Changes to Degree Requirements

In 2011, the program reconfigured the required course content as presented in Table 10.

Table 10 Reconfiguration of Required Course Content

Former Required Courses	**New Required Courses**
LIS 4000 Users and Access (3 credits)	LIS 4015 User and Access Services (3 credits)
LIS 4020 Professional Principles and Ethical Issues (3 credits)	LIS 4000 Foundations of Library, Archival, and Information Science (3 credits)
LIS 4030 Information Environment (3 credits)	LIS 4000 Foundations of Library, Archival, and Information Science (4 credits)
LIS 4010 Organization of Information (3 credits)	LIS 4010 Organization of Information (3 credits)
LIS 4011 Information Access and Retrieval (3 credits)	LIS 4050 Library and Information Technologies (3 credits)
LIS 4040 Management of Information Organizations (3 credits)	LIS 4040 Management of Information Organizations (3 credits)
LIS 4060 Reference (3 credits)	No longer required
LIS 4070 Cataloging and Classification (3 credits)	No longer required
LIS 4901 Capstone (3 credits)	No change (3 credits)
LIS 4910/11/12 Practicum (4 credits)	(3 credits)

When the required courses went from three credits to four, the Program was told that the additional one credit could be presented through online discussions, or additional meetings. Taking this approach, the traditional class meeting times of two hours and twenty minutes could be retained. However, in 2017, the former Associate Dean of the college told the program that this approach was inconsistent with college and university policy. Therefore, the program elected to reduce the required course credits to three, effective Autumn 2017. For financial aid purposes, students need to be full-time taking eight credit hours. This change means that first year students need to take three classes in their first quarter, rather than the two when required courses were four credits. The second year students have been affected by the change because of the reduction in hours for the Culminating Internship and the Capstone.

At the Autumn 2017 Student Town Hall meeting, some of the second year students asked if the program could schedule additional one and two credit classes in the Winter and

Spring Quarters so that they would not have to take on more credits than are needed for the degree. The program added a two credit Special Topics class on career development, and a one credit Special Topics class on writing for publication.

Changes to Courses

Appendix S presents course changes since the last comprehensive review. Reasons for these changes include revision of the required courses, addition of the Research Data Management concentration, reconfiguring content in the archives area, initiating new courses in the digital libraries area, and deactivating several electives from the law librarianship area and the knowledge management area. In recent years, we have not seen enough students interested in these courses to offer them on a regular basis.

II.1 *The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.*

A detailed description of the overall planning process for the LIS Program is found in *Standard I*. Data pertaining to the curriculum are gathered in a variety of ways including through the Student Portfolio, the Annual Student Review process, and student evaluation data from Culminating Internship Field Mentors. Surveys and focus groups of students, alumni, and employers are structured with the learning outcomes clearly present in the questions (Appendix I). In addition, informal interactions with the LIS Program faculty and administration provide qualitative data related to the curriculum. The goals and objectives of the Program, as well as learning outcomes, are aligned with the ALA *Core Competences* and for specializations such as archives and public library youth services, the competency or education guidelines of relevant professional associations (see section II.4).

Curriculum decisions are made through discussion within program meetings and curriculum retreats. When major curricular changes are considered, the LIS Advisory Board and

students are asked for input. Although individual course content is continuously evaluated by the Program faculty on an as-needed basis, a thorough review of the entire curriculum is not a frequent occurrence. The LIS Program is currently reviewing its required courses with the expectation that curriculum changes will be identified and planned by the end of AY 2017-18. Preparing for this comprehensive review has highlighted curriculum-related needs, such as reviewing syllabi each term.

Due to the size of the Program, the faculty sits as a Curriculum Committee of the whole. The LIS faculty has the autonomy[5] to determine the curriculum and curriculum changes. Changes in course titles, course numbers, course descriptions and the like are submitted to the Department Chair, and then which are then submitted to the Department Chair and Associate Dean's Office for approval, the Dean, and on to the Associate Provost for Graduate Studies for official adoption. This office will review the documentation and, if necessary, consult with the Program or College to ascertain that University policies are being met. If the curricular changes are substantial, the changes may be brought to the Graduate Studies Council[6] for discussion and approval. Examples of this category of curriculum change would be establishing a new degree Program or certificate, or, substantially revising degree requirements. University transmittal forms are located on the Graduate Studies website at: http://www.du.edu/learn/graduates/studentresources.html. The DU Graduate Policies and Procedures handbook is found here: http://www.du.edu/media/documents/graduates/10-11policy.pdf.

II.2 The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources

[5] Within the parameters of the DU and MCE policies.
[6] MCE elects one faculty member to represent the College on this council. The MCE Associate Dean is also a standing member.

Course descriptions provide evidence of the breadth and depth of knowledge addressed in our classes. Learning outcomes for courses also provide evidence of meeting this standard. Course descriptions and learning outcomes for the required courses are provided in here and in Appendix T. Learning outcomes for electives are in syllabi and will be available onsite .

LIS 4000 FOUNDATIONS OF LIBRARY, ARCHIVAL, AND INFORMATION SCIENCE

LEARNING OUTCOMES, GOALS & OBJECTIVES

1. Identify, describe, and apply theories and concepts to various Library, Archival, and Information Science (LAIS) situations**.**
2. Analyze the nature and application of LAIS professional principles and values**.**
3. Identify and describe the major professional organizations and professional and scholarly publications in LAIS**.**
4. Analyze challenges to the LAIS field**.**

LIS 4010 ORGANIZATION OF INFORMATION

LEARNING OUTCOMES, GOALS & OBJECTIVES

As a result of successfully completing this course, the student will be able to:

1. Identify the types of machine readable records produced, acquired, and maintained in libraries and other information agencies
2. Demonstrate the skills of selected methods of describing information resources and packages
3. Explain and analyze critically the techniques and resources used to describe information
4. Understand the concepts and problems of information organizations
5. Describe the strengths and weaknesses of online public access catalogs and information retrieval systems
6. Incorporate conceptual tools, a code of rules, and information technologies into multiple processes to organize information
7. Gain adequate insight of the tools, methods, and standards of information organization

LIS 4015 USER AND ACCESS SERVICES

LEARNING OUTCOMES

This class will provide an introduction to the foundation of library and information science and archives as it relates to information users. Upon satisfactory completion of the course, students will be able to:

1. Identify user information needs, information seeking, and information processing.
2. Differentiate information seeking behavior of diverse users.

3. Develop interpersonal communication skills to increase effectiveness in response to patrons' information needs specifically applied to the reference interview.
4. Identify, plan, design, and evaluate library and information services such as reference, readers' advisory, interlibrary loan, programming, bibliography preparation and outreach.
5. Design strategies for teaching information literacy competencies incorporating instructional design principles.
6. Understand and experience the collaborative process.
7. Identify reference information and exhibit excellent communication skills when participating in the reference interview and when providing appropriate responses to reference inquiries.
8. Develop bibliographies, resource lists for instructional units, and other documents as appropriate for meeting the educational needs of the students and teachers.

LIS 4040 MANAGEMENT OF INFORMATION ORGANIZATIONS

LEARNING OUTCOMES

1. Identify, describe and analyze current organization theories and their application in LIS organizations' environments.
2. Demonstrate an understanding of creating effective organizational messages in a variety of forms.
3. Prepare a project plan that incorporates considerations of timeline, resources, task identification and communication needs.
4. Demonstrate an ability to work effectively in a task-oriented team environment.
5. Demonstrate an understanding of key concepts in management including the areas of human resources, finance and budgeting, planning and leadership.
6. Describe and discuss the competencies and leadership characteristics that are expected by LIS organizations.

LIS 4050 LIBRARY AND INFORMATION TECHNOLOGIES

LEARNING OUTCOMES

Upon satisfactory completion of the course, students will be able to:

1. Create technology plan for acquiring library automation systems.
2. Demonstrate proficiency in using integrated library systems and how it works.
3. Identify emerging trends in e-resource management, cloud computing, and
4. web services.
5. Design and implement databases using database management systems.
6. Explore computer security and identify vulnerabilities.
7. Discuss the principles of computer networks and network management.
8. Review library hardware, software, productivity tools and utilities.

LIS 4901 CAPSTONE

LEARNING OUTCOMES

Following completion of the Capstone, you are expected to be able to:

1. on the issue/problem to see whether a convincing analysis/answer has already been found.

2. look critically at how other thinkers have defined the issue/problem;
3. decide from your critical assessment of their attempts how you can best define the issue/ problem;
4. evaluate the evidence other researchers may have already presented on the issue/problem to see whether a convincing analysis/answer has already been found.
5. define the further questions that need to be addressed and decide which of these questions you can feasibly address in a small-scale study;
6. define how you can gather data (or undertake some kind of inquiry) that will allow you to address those questions, again bearing in mind your limitations (time, access). You will need to justify your approach as the most appropriate one in the circumstances
7. define how you are going to analyze your material/data in order to be able to address your research questions, and justify this approach to analysis;
8. draw from your analysis the significant conclusions in answer to your research questions and relate your discussion of these back to your original problem or;
9. discuss the limitations of your study in order to define its validity and use your discussion of limitations to explore your original approach to the "problem" further (e.g. specifying further research which could be undertaken);
10. (optionally) use your conclusions to specify some kind of output, e.g. policy or operational recommendations; and
11. present your results in a form suitable to the topic and present your work to your Faculty Supervisor and Second Faculty Reader through a session open to the public.

LIS 4910 CULMINATING INTERNSHIP

LEARNING OUTCOMES

As a result of successfully completing this course, the student will be able to:

1. Demonstrate the ability to effectively interpret and apply theory under the supervision of a practicing librarian or information professional.
2. Identify their professional strengths and weaknesses and their areas of interest as they participate in the duties and responsibilities of library and information professionals.
3. Develop and clarify professional goals.
4. Contribute in a positive way to the operations of a library or information agency.
5. Meet the individual goals and objectives identified before beginning the Culminating Internship experience.

Learning outcomes are found in syllabi for all courses, which will be available onsite.

Table 10 indicates the connection between LIS required courses and electives and the curriculum areas specified in Standard II.2.

Table 11 LIS Courses Mapped to Standard II.2

Information and Knowledge Creation	**LIS 4000 Foundations of LAIS**; LIS 4135 Scholarly Communication; **RMS 4900 Educational Research and Measurement LIS 4901 Capstone**
Communication	**LIS 4040 Management**; LIS 4210 Data Visualization; LIS 4135 Scholarly Communication; LIS 4610 Alternative Careers
Identification, Selection, Acquisition	LIS 4321 Collection Management; LIS 4810 Digital Libraries; LIS 4820 Digitization; LIS 4508 Early Childhood Materials and Services; LIS 4510 Children's Materials and Services; LIS 4520 Young Adult Materials and Services; LIS 4350 Adult Materials and Services
Organization and Description	**LIS 4010 Organization of Information**; LIS 4070 Cataloging and Classification; LIS 4805 Records Management; LIS 4404 Metadata; LIS 4800 Introduction to Archives; LIS 4806 Advanced Archives; LIS 4810 Digital Libraries
Storage and Retrieval	**LIS 4050 Library and Information Technologies**; LIS 4370 Database Searching; LIS 4235 Scripting for Large Databases; LIS 4209 Information Architecture; LIS 4850 Digital Preservation
Preservation and Curation	LIS 4220 Data Curation; LIS 4800 Introduction to Archives; LIS 4850 Digital Preservation
Analysis, Interpretation, Evaluation, Synthesis	**LIS 4000 Foundations**; **LIS 4901 Capston**e; LIS 4700 Assessment; LIS 4330 Instruction; RMS 4900 Educational Research and Measurement
Dissemination	LIS 4135 Scholarly Communication; LIS 4206 Web Content Management; LIS 4700 Writing for Publication
Use and Users	**LIS 4015 User and Access Services**; LIS 4320 Outreach; LIS 4352 Gov Publications; Instruction LIS 4321 Collection Management; LIS 4810 Digital Libraries; LIS 4508 Early Childhood Materials and Services; LIS 4510 Children's Materials and Services; LIS 4520 Young Adult Materials and Services; LIS 4350 Adult Materials and Services
Management of Human and Information Resources	**LIS 4040 Management of Information Organizations**; LIS 4800 Introduction to Archives; LIS 4702 Type of Library: Public; Academic; Special; LIS 4321 Collection Management

II.2.1 *Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;*

This component of the *Standards* is addressed through leadership development, LIS research, and practice components of the curriculum. In terms of professional development, the Annual Student Review Essay includes leadership for second year students to address. In LIS 4000 Foundations, LIS 4040 Management, LIS 4910/11/12 Culminating Internship, students

consider the nature and expectations of the profession, including assuming leadership roles in organizations and professional service. In the LIS 4040 Management of Information Organizations, students study the connections between leadership and management. The student chapters of LIS professional organizations provide many opportunities to develop leadership skills, as well as interact with professionals who are already outstanding leaders.

Mentoring Program

Through the Student Town Hall meetings, advising sessions, and the surveys and focus groups students expressed a desire for stronger and more obvious connections to practitioners. Therefore, in Autumn 2015 we initiated a mentoring program for first year students. Practitioner mentors in a variety of organizations from the region, and occasionally beyond, are recruited and matched with first year students. Ideally, the match is based upon the student's practice area interest. Some students may have not decided upon a practice area direction by the time they start the program or even in their first year. It is an informal program in that there is not a set list of topics for students to address with their mentor. We do suggest that students consider asking their mentor about what courses and learning experiences they need to prepare for practice, how their mentor navigated graduate school, the path the mentor is taking as a professional, and other issues that the student wants to discuss.

Student Research and Publications

Several students have been successful in publishing articles, book chapters, conference papers, and posters while in the program. Some recent examples include Aurelia Mandani who is using her Capstone Project—an exploration of public librarians' views on serving New Americans—as the basis of her recently accepted program at the ALA Annual Conference 2018. Another example is Brittany Hamilton, whose revised version of her LIS 4000 literature review was accepted as a chapter in the forthcoming (June 2018) monograph *Pushing the Margins: Women of Color and Intersectionality in LIS,* Library Juice Press, edited by Rose L Chou and Annie Pho. Additional examples will be provided onsite.

II.2.2 *Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;*

To demonstrate the typical approach to syllabi and the emphasis classes on an evolving body of knowledge, Appendix U contains three syllabi as examples; syllabi for all courses will be available onsite. The program has implemented a new syllabus review process which requires instructors to submit their syllabus to the Program Head at least two weeks prior to the relevant quarter. Incorporation of basic and applied research from relevant fields will be assessed. In the RMS 4900 Education Research and Measurement required[7] course, students acquire their own research skills needed to investigate problems or questions in LIS by learning about research design, basic quantitative analysis techniques. In the RMS 4900 course, students are required to develop a research proposal. These research skills are essential for being assertive in providing services. Some examples of these RMS projects will be available onsite. In addition, many classes incorporate practice-based projects which often push students to go beyond a mere reporting of what is currently done in the profession and to suggest innovative solutions or approaches to LIS practice. One example is the Digital Exhibits project in the LIS 4810 Digital Libraries class; several of the students' projects have been accepted into the Digital Public Library of America. In LIS 4330 Library Instruction, students create an instruction program, including an assessment component.

II.2.3 *Integrates technology and the theories that underpin its design, application, and use*

In addition to the required course LIS 4050 Library and Information Technologies, other courses that directly integrate technology are:

- LIS 4110 Teaching and Learning with Technology
- LIS 4206 Web Content Management
- LIS 4208 Usability

[7] If a student has previous graduate level research methods coursework, the student may request a waiver of RMS 4900, which is a basic level course. However, the student will still need to take at least one RMS course. The RMS 4941 Introduction to Qualitative Research Methods course is one option

- LIS 4209 Information Architecture
- LIS 4210 Data Visualization
- LIS 4220 Data Curation
- LIS 4230 Database Management Systems
- LIS 4235 Scripting for Large Databases
- LIS 4370 Database Searching
- LIS 4810 Digital Libraries
- LIS 4820 Digitization

Survey and focus group results indicate that the program needs to review the LIS 4050 Library and Information Technologies course content. Some students come to the program with more exposure to and knowledge of information technologies than other students. One possibility might be a system of testing out of the LIS 4050 class.

II.2.4 *Responds to the needs of a diverse and global society, including the needs of underserved groups;*

The LIS 4015 User and Access Services required course provides an introduction to serving the needs of a diverse and global society. In LIS 4015, students create a user group profile which requires analysis and integration of literature from LIS and other disciplines. LIS 4320 Outreach includes a community analysis component assignment which requires students to use U.S. Census data, regional or local population-related reports, and other sources that support description of a community. The materials and services classes incorporate service to diverse groups.

LIS 4700 Privilege and Equity, which is proposed to be moved from the special topics category into the permanent curriculum for the next academic year, is another example of how the program helps students learn how to respond to needs of diverse groups. In Autumn 2017, students in this class started a blog: https://socialjusticelibrarians.blog/ and a social justice handbook for LIS students and practitioners.

II.2.5 *Provides direction for future development of a rapidly changing field;*

The program provides direction for the field through its regular curriculum and special topics courses. In the regular curriculum, three examples of providing direction are: 1) Early Childhood Librarianship; 2) Digital Libraries; and, 3) Research Data Management. DU LIS was the first program in the country to have an Early Childhood Librarianship specialization and dedicated coursework. In addition to the LIS courses (including the LIS 4508 Early Childhood Materials and Services), Child, Family, and School Psychology classes are listed as recommended electives. This interdisciplinary framework mirrors the need for children's librarians who understand aspects of child development as well as library collections and services. Courses in the digital libraries area were developed in the last four years by Krystyna Matusiak to address the concepts and practices that are emerging within this part of the field. Most recently, the Research Data Management (RDM) concentration and corresponding new courses were developed to prepare librarians to work with researchers to collect and curate research data. The LIS RDM coursework differs from the relatively common data science programs in the U.S. because of the emphasis we place on research methods as well as data management.

In LIS 4040 Management of Information Organizations, a grant proposal is the major project for the class. Grant proposals provide the experience of identifying a need, planning a project, including resources (financial, personnel, facilities, etc.), evaluation, and communication. In the past two years, the IMLS National Leadership Grants (NLG) guidelines have been used, including the proposal evaluation criteria. Projects that are innovative and have the potential for serving a widespread need are critical aspects of IMLS-funded projects. Similarly, the proposal submitted by students must also be for projects that are innovative as well as broadly useful to the field. LIS students are encouraged to take RMS 4954 Grant Writing, another example of providing direction for the field.

Special Topics (LIS 4700) courses also provide evidence of meeting this standard. Some of the courses in this category:

- Privilege and Equity
- Leadership
- Community Research
- Library as Publisher
- Writing for Publication
- Digital Humanities (to be taught in Spring 2018)

II.2.6 *Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.;*

The Annual Student Review essay includes the "Lifelong Learning" attribute for second year students. The advising process also includes discussions with the faculty advisor to consider career plans, including professional association service. The LIS 4000 Foundations class had a professional values and path assignment that is no longer part of the course requirements. However, and following refinement of the SLO assessment approach, this assignment, or one like it, may be brought back into this course, which is taken by first year students.

II.3 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

The program has several mechanisms and procedures in place to assist development of an individualized and coherent program of study. Specifically: our practices and policies related to student advising, the options students have for coursework within and outside the program, and the opportunities students have for fieldwork.

Advising

All students are assigned a faculty advisor for academic and career questions and guidance, and all faculty are available for informal career advising. The primary document used for advising is the Coursework Plan (Appendix Q). The schedule of advising meetings and tasks is found in the Student Handbook and in Appendix R. We've used this advising structure for

several years. In the results of the surveys and focus groups (Appendix I), there is evidence the advising structure could be improved upon. Additional description of the advising process that is in place and the approach that is being proposed is found in the *Standard IV* chapter.

Coursework Options

Students take 22-23 credits of required courses, leaving 35-36 credits for electives. The program has two concentrations, Teacher Librarian and Research Data Management, which require specific electives. If a student is not following the requirements of a concentration, electives are chosen in consultation with the faculty advisor. We've created specialization guidesheets to help students and faculty develop a coursework plan. Concentrations are formerly approved[8] and require a student to take specific electives in order for the concentration to appear in the student's academic record. LIS has two concentrations: Teacher Librarian, and Research Data Management. Specializations are informal groupings of electives the faculty have identified as useful to specific practice areas.

Teacher Librarian Concentration

The DU Teacher Librarian Program is approved by the Colorado Department of Education (CDE). This concentration prepares students to work with children and young adults in K-12 school libraries. Colorado endorsement as a Teacher Librarian requires applicants to have a valid teaching credential. Recommendation for endorsement as a Teacher Librarian is made by the DU LIS Program, but endorsement is granted by the State upon the student's taking and passing the *Place Exam*. Dr. Mary Stansbury of the LIS faculty is the primary contact for this specialization. In addition to the MLIS required classes, an additional 14 hours of required coursework for the Teacher Librarian Concentration are:

- LIS 4321 Collection Management (3 hrs.)
- LIS 4510 Children's Materials and Services (3 hrs.)
- LIS 4520 Young Adult Materials and Service (3 hrs.)

[8] Approval process includes program, department, college, and university levels.

- LIS 4700 School Libraries (2 hrs)
- One additional literature or literacy class, e.g., LIS 4508 Early Childhood Materials and Services, or LIS 4350 Adult Materials and Services.

Students pursuing the Teacher Librarian concentration work with their academic advisor to select additional electives to complete the 58 credit minimum for the MLIS. In April of 2017, several programs in MCE were reviewed by the Colorado Department of Education (CDE) for compliance with state standards related to preparation of teachers and, in the case of the LIS Program, teacher-librarians (the term preferred by the state). The LIS Teacher-Librarian concentration had been approved by CDE in 2015. However, because new competency guidelines were developed in 2016, the program had to submit materials to reflect compliance with the new guidelines. All programs in MCE were approved by CDE. The documentation LIS submitted to CDE will be available on-site for the ERP.

Research Data Management Concentration

The MLIS Concentration in Research Data Management (RDM) responds to the emerging need for well-trained information professionals in the digital environment. The concentration prepares professionals to support the research data lifecycle in the areas of scholarly communication, open access, copyright advice, and research data management, providing bridging coursework in information science and research methods and statistics. It prepares information professionals to manage research data at academic libraries, research service centers, research centers, government agencies, and non-profit organizations. LIS faculty worked with RMS faculty to identify existing courses and develop new ones to create this concentration. The objectives of the Research Data Management concentration are to:

- Address the needs of the emerging field of research data management;
- Train information professionals to work with researchers and data management plans and data lifecycles;
- Prepare library information science professionals with strong training in research methods; and

- Equip library and information science, and research methods professionals with the skills to manage and query large datasets; and,
- Obtain a knowledgebase of standards and best practices in data management and archiving.

Including courses required for the MLIS, courses required for this concentration are:

- LIS 4000 Foundations of LAIS
- LIS 4010 Organization of Information
- LIS 4015 User and Access Services
- LIS 4040 Management of Information Organizations
- LIS 4050 Library and Information Technologies
- LIS 4135 Scholarly Communication
- LIS 4310 Data Visualization
- LIS 4220 Data Curation
- LIS 4230 Database Management Systems
- LIS 4235 Scripting for Large Databases
- LIS 4901 or 4910 Capstone or Culminating Internship
- RMS 4910 Introductory Statistics
- RMS 4930 Empirical Research
- RMS 4931 Survey Design and Analysis
- RMS 4941 Introduction to Qualitative Research
- And LIS or RMS electives

Students who are not in the RDM concentration are able to take these electives. For example, in Autumn 2017, LIS 4135 Scholarly Communication and LIS 4310 Data Visualization included students from the LIS, RMS, and other MCE programs.

Specialization Guidesheets

Specialization Guidesheets help students identify electives the faculty have chosen as useful for popular practice areas. Guidesheets have been developed for the following practice areas:

- Academic Libraries
- Archives and Special Collections
- Digital Libraries
- Early Childhood Librarianship
- Information Technology
- Public Libraries
- Records Management
- Special Libraries
- Web Services Librarians
- Youth Services Librarians

The Early Childhood Librarianship Guidesheet is provided here as an example:

Library and Information Science Program Specialization Guidesheet[9]

Early Childhood Librarianship

Librarians who work with babies, toddlers, young children and their families and caregivers in early childhood centers, pre-schools, and public libraries may focus their studies in early childhood librarianship. The LIS Program at the University of Denver offers the first MLIS degree designed to increase the knowledge and skills of public librarians, early childhood educators, families, and caregivers in order to encourage the development of young children's early literacy skills. Early childhood librarians provide one of a child's first opportunities to interact with books. Primarily a public library interest, early childhood services typically include provide preschool story times, lapsits for babies, toddler story times, family programming, and outreach services to child care centers and preschools.

Core Requirements

LIS 4000 Foundations of Library, Archival, and Information Sciences (3 qtr. hrs.)
LIS 4010 Organization of Information (3 qtr. hrs.)
LIS 4015 User and Access Services (3 qtr. hrs.)
LIS 4040 Management of Information Organizations (3 qtr. hrs.) *Prerequisite: LIS 4000 or Instructor Approval*
LIS 4050 Library and Information Technologies (3 qtr. hrs.)
RMS 4900 Educational Research and Measurement (4 qtr. hrs.)

Culminating Experience (choose one course)

LIS 4901 Capstone (3 qtr. hrs.) *Prerequisite: Minimum of 45 quarter hours including ALL core courses & proposal approved by Academic advisor & Faculty permission.*
LIS 4910 Culminating Internship (3 qtr. hrs.) *Prerequisite: Minimum of 38 quarter hours of LIS graduate coursework, including ALL core courses.*

Recommended Courses (Prerequisites may apply.)

CFSP 4308 🗝 Early Academic Competencies (3 qtr. hrs.)
CFSP 4310 🗝 Infant Development (3 qtr. Hrs.)
LIS 4060 Reference (3 qtr. hrs.)
LIS 4321 🗝 Collection Management (3 qtr. hrs.)
LIS 4508 🗝 Early Childhood Materials & Services (3 qtr. hrs.)
LIS 4510 🗝 Children's Materials & Services (3 qtr. hrs.)
LIS 4520 Young Adult Materials & Services (3 qtr. hrs.)
LIS 4511 Storytelling (2 qtr. hrs.)

🗝 Key electives

NOTE: See also Guidesheets for Youth Services Librarianship and Teacher-Librarian Concentration.

[9] The Guidesheet is intended to assist students in course selection with consultation from the faculty advisor.

Electives in Other Programs

Students may choose electives within the Morgridge College of Education or other graduate programs at the University of Denver[10]. Students must secure faculty advisor approval for any elective outside of those in MCE. Examples of other areas in which LIS students have taken electives include: Research Methods and Statistics; Child, Family, and School Psychology; Higher Education; Curriculum and Instruction; Museum Studies (in the Anthropology Department); Social Work; and the DU Publishing Institute which is administered by the Department of English.

Transfer Credit

Transfer credits may be applied to the MLIS if the following conditions are met: 1) the request for transfer occurs in the first quarter of the student's enrollment in the Program; 2) the LIS faculty advisor and Department Chair approve the applicability of the coursework; 3) the coursework is no more than five years old; 4) coursework has not been applied to another degree; and, 5) coursework is at the graduate level. Students are limited to a maximum of ten transfer credits.

Course Scheduling

LIS 3-credit classes are offered once a week for two hours and twenty minutes. We schedule classes to start at either 4:00 pm or 7:00 pm, Mondays through Thursdays to accommodate students who work during the day. Occasionally, a class will be held on Saturday mornings.

Typically, the required courses are scheduled in the following rotation:

[10] Excluding graduate level courses from University College.

Table 12 Schedule of Rotation of LIS Required Courses

Autumn Quarters	LIS 4000 Foundations LIS 4015 User and Access Services	Two sections of each
Winter Quarters	LIS 4010 Organization of Information LIS 4040 Management of Information LIS 4050 Library and Information Technologies LIS 4910/11/12 Culminating Internship	One section of each
Spring Quarters	LIS 4010 Organization of Information LIS 4040 Management of Information LIS 4910/11/12 Culminating Internship	One section of LIS 4010, LIS 4040, and LIS 4050. Two sections of LIS 4910/11/12
Summer Quarters	LIS 4910/11/12 Culminating Internship	As needed

Electives Rotation

As mentioned, a revised rotation of electives is being developed. The rotation that was in place was incomplete and not reflective of the needs of students. The program is committed to providing students with the course schedule for an entire academic year by the end of the Spring Quarter of the previous academic year. Occasionally, the schedule may be changed because of changing work schedules of adjuncts and low enrolled classes.

Low enrolled classes

It can be challenging to provide a course rotation that is100% reliable. The minimum class enrollment is 8 students, and the college is quite strict about applying this policy. If a course has fewer than 8 students, and is scheduled to be taught by an adjunct, the adjunct may be offered the option of being paid on a per-student basis. Some of our adjuncts have graciously used this option. For full-time faculty, a cancelled course will have an impact on faculty work load. The college expects that the faculty member will pick up another (already scheduled) course either in the relevant term or a future term. This has meant that LIS faculty have found themselves teaching classes that are not part of their typical portfolio. One example is the LIS 4070 Cataloging & Classification class in Fall 2015. The enrollment was less than 8,

the adjunct wasn't able to teach for the per-student stipend; therefore, Shimelis Assefa taught this elective—one he had never taught before, and had to prepare on short notice.

Fieldwork

In addition to the LIS 4910/11/12 Culminating Internship, many students will conduct an internship or project work. Information about internships, typically sent directly to a faculty member, is disseminated through the student listserv. Examples of these listings will be available onsite. Every autumn, the program hosts the Showcase of Opportunities, an event that brings students and practitioners together for the purpose of providing information about internships and project work, and to recruit students for these opportunities. Appendix V is the 2017 listing of organizations participating in this event, and brief descriptions of the available fieldwork positions.

Following is a list of sites hosting Culminating Internship students in the last three years.

Table 13 Sites Hosting Culminating Internships 2013-2016

AnyThink	Public library
Auraria Library (serves U. Colorado-Denver, Metro State U., Denver Community Coll.)	Academic library
Aurora Public Library	Public library
Boulder Public Library	Public library
Bureau of Land Management Library	Special library
Campus Middle School	School library
Children's Hospital Colorado	Medical library
Clyfford Still Museum Archives	Archives
Colorado Academy	School library
Colorado Department of Transportation (archives)	Archives
Colorado Historical Society	Archives
Colorado Library Consortium	Consortium
Colorado State Archives	Archives
Colorado State Library, Development	State library; public libraries
Cory Elementary	School library
Davis Graham & Stubbs LLP - Records Department	Records management
Denver Academy	School library
Denver Botanic Gardens Library	Special library and archives
Denver Museum of Nature and Science	Special library and archives
Denver Public Library	Public library
Douglas County Libraries: Philip S. Miller Branch	Public library
Finromation Management Specialists	Records management
Front Range Community College	Academic library
Iliff School of Theology Library	Academic library
Jefferson County Public Library Belmar Branch	Public library
Johns Manville	Records management
Johnson & Wales University	Academic library
National Snow and Ice Data Center	Special library
San Juan del Sur Biblioteca Publica Y Movil	Public library
SM Energy	Special library
St. Mary's Academy Lower School Library	School library
University of Colorado Anshutz Medical Center Library	Academic medical library
University of Colorado Boulder - William M. White Business Library	Academic library
University of Colorado Boulder – Norlin	Academic library
University of Denver Libraries	Academic
University of Denver Westminster Law Library	Academic law library
University of Vienna [Austria]	Academic library
USDA National Wildlife Research Center	Special library
Westview Middle School	School library
Wyoming State Archives	Archives

II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.

Appendix W presents LIS required and elective courses mapped to key professional competency statements. In addition to ALA Core Competences, the competency statements from Association of Library Services to Children, Reference and User Services Association, and the Young Adult Library Services Association are included. Guidelines from other organizations are also consulted when reviewing the curriculum; examples include American Society for Information Science and Technology, Society of American Archivists, and Special Libraries Association.

If pertinent, courses will also incorporate guidelines into the course description and course learning outcomes. One example is the LIS 4508 Early Childhood Materials and Services course. The description is:

> LIS 4508 Early Childhood Materials and Services.This course prepares librarians to work with infants, toddlers and preschoolers, from birth to age five, and their parents and caregivers, in libraries and pre-school settings. Topics include child development, picture books, materials selection, collection development (print and non-print), programming, story time techniques and promotion. Skills for incorporating early literacy information into early childhood programs and services using “Every Child Ready to Read” methods are introduced and appropriate materials to teach and model the skills are emphasized. Students practice story time techniques and methods for engaging children and adults in pre-literacy skills.

II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.

Student Portfolio

As described in Standard I and earlier in this chapter, the program uses results of the student portfolio as the primary source of evidence to assess student achievements. Now that the Portfolio has been in place for several years, it is a good time to evaluate the Portfolio itself. For this task, we will ask students and alumni for their feedback and suggestions for improving the Portfolio’s structure and content. Once this phase is complete and revisions are identified, the faculty will develop a rubric that provides more detail for program improvement.

Annual Student Review

Similar to the Portfolio, it is a good time to review the usefulness and efficiency of the ASR approach. The self-reflection essays have provided indications of dispositions and skills that our students may need more support and opportunities to develop. In several professional competency statements, self-reflection and self-knowledge are included as essential to our profession.

Advisory Board

We present our program assessment results to the Advisory Board for their review, and for their suggestions to the program for improvement based upon the results and their professional expertise. We also ask the Advisory Board to provide feedback on substantive curriculum proposals. For example, the Advisory Board was asked to review the proposal for the Research Data Management concentration; their feedback was very positive.

Findings from Surveys and Focus Groups

Some of the findings of the surveys and focus groups with students, alumni, and adjuncts indicate that the program needs to conduct a thorough review of the curriculum. In particular, some of the required courses were mentioned as being irrelevant and containing too much theory and not enough practice. Integration of technology into coursework also needs to be reviewed and improved upon.

Current Students' Perceptions of Course Availability, Relevance, and Rigor

In terms of coursework, the average rating for each question was between 2.53 and 3.00 (scale of 1 to 4 with 1 being low, 4 being high), indicating a medium level of satisfaction. The highest average rating (3.00) was for preparation for entry-level practice in my profession, while the lowest average rating (2.53) was for availability of courses. This lower average rating for course availability was also reflected in the open comments submitted by participants, with such statements as "Offer more classes within concentration areas" and "Offer a greater variety of courses." See Table 14.

Table 14 Current Students' Perceptions of Course Availability, Relevance, and Rigor

Item	N	Mean	SD
Availability of courses	47	2.53	.69
Relevance of courses	47	2.96	.83
Sequencing of courses	47	2.64	.71
Rigor of courses	47	2.94	.76
Balance of theoretical, research, legal, ethical, and practical content	47	2.94	.76
Preparation for entry-level practice in my profession	46	3.0	.84
Preparation to lead in my profession	46	2.85	.89
Integration of technology	46	2.67	.85
Preparation to support the needs of a diverse and global society	47	2.64	.85

Current Students' Perceptions of Preparation in Knowledge Areas

The following chart indicates the average ratings given by respondents to questions related to how well the program prepared them in specific knowledge areas compared to other similarly trained students that they know. For each knowledge area, participants were asked to rate how well the program prepared them on a scale of 1 (not at all well) to 4 (very well). Thirty-nine respondents completed this section.

There was a wide range of average ratings from 2.59 to 3.49. The knowledge area that showed the lowest average rating (2.59) was how well the program prepared them to incorporate theoretical principles of human cognition into your interactions with the public. While open comments did not directly relate to this knowledge, there were comments directly related to the knowledge area that received the second lowest average rating (2.72): apply knowledge of technology and information systems to the design and operation of local systems. Technology was frequently referred to in the open comments as an area that needed more emphasis. One student referred to the teaching of technology as "a bit outdated" and felt that "current or more pressing technology problems" were not being addressed. Another student referred to a "disturbing lack of technology classes in the program." These comments appear to indicate that students do not feel well-prepared to apply knowledge of technology.

The knowledge area that received the highest average preparation rating (3.49) was include professional principles and ethical issues pertaining to information and information services in the development of information policies and procedures. This indicates that the students who completed this section of the survey feel well prepared by the program to apply professional principles to the ethical issues they may encounter. This aligned well with the average rating of 3.44 that respondents gave for their preparation to model and demonstrate ethical conduct. Students also indicated feeling well-prepared to demonstrate familiarity with and knowledge of the literature of the library and information science disciplines. This aligned well with the average rating of 3.44 that respondents gave for their preparation to model and demonstrate ethical conduct. Students also felt well prepared (3.33) to incorporate theoretical principles of information seeking behavior into their interactions with the public, and interact appropriately with colleagues and co-workers. See Table 15.

Table 15 Current Students' Perceptions of Preparation in Knowledge Area

Knowledge Area	*M*	*SD*
Incorporate theoretical principles of human cognition into your interactions with the public.	2.59	0.91
Incorporate theoretical principles of information seeking behavior into your interactions with the public.	3.33	0.53
Interact appropriately with colleagues and co-workers.	3.33	0.62
Include professional principles and ethical issues pertaining to information and information services in the development of information policies and procedures.	3.49	0.64
Model and demonstrate ethical conduct.	3.44	0.68
Exhibit knowledge of the importance of historical, social, cultural, economic, political, and policy roles and issues related to information environments.	3.26	0.79
Demonstrate technological competence in identifying and using existing and emerging information resources and tools.	2.82	0.79
Apply knowledge of technology and information systems to the design and operation of local systems.	2.72	0.83
Integrate information technologies and resources into effective services that meet the specific needs of diverse information users.	2.77	0.78
Demonstrate familiarity with and knowledge of the literature of the library and information science disciplines.	3.49	0.56
Manage information and human resources, agencies, and libraries to provide high-quality information services to a diversity of consumers of information.	3.00	0.83

Table 16 Alumni Perceptions of Course Availability, Relevance, and Rigor

Item	*N*	*M*	*SD*
Availability of courses	107	2.94	0.80
Relevance of course	106	2.95	0.82
Sequencing of courses	107	3.07	0.79
Rigor of courses	107	2.57	0.93
Balance of theoretical, research, legal and ethical, and practical content	107	2.70	0.94
Preparation for entry-level practice in my professions	104	2.84	0.86

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Additional Assessment Evidence: Comprehensive Exam

The Comprehensive Exam was a MLIS degree requirement for students admitted before the 2010-11 year. Typically, the exam was taken in the last or next to last quarter of study. The exam was scheduled for a Friday or Saturday for a five-hour time block. The exam had two sections. The first section addressed foundational concepts, such as intellectual freedom, user-centeredness, management, and professionalism. Students chose two questions from at least three options. The second section addressed various specialization areas. Students chose one question from this set of questions. When a student registered for the exam, the concentration or specialization was provided. While grading was anonymous, the Academic Services Associate (ASA) monitored which students registered for the exam. Post-exam, the ASA matched the student to the exam to determine if the appropriate question was answered, based upon the student's Course Work Plan. For example, a student who took the Archives series of courses answered an archives question.

LIS faculty took turns with the primary grading responsibilities. Specialization area question responses were reviewed by the appropriate faculty member. Exams were graded as Pass with Honors; Pass; and, Fail. During each round of exams, 10% of exams could have been awarded an "Honors" distinction, if warranted. If the faculty grading an exam felt that one or more responses was insufficient, the faculty advisor notified the student with information

about remediation. In situations such as this, faculty identified a reasonable alternative, such as an extensive literature review on a topic aligned with the inadequate responses. Faculty assessed the alternative exam response and determined if the student provided sufficient evidence for a Pass. In the last three years of the exam, 2-5% of students taking the exam needed remediation. All but one student was successful and was required to retake the entire exam in the following quarter. Exams will be available for on-site review.

II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

Evidence of decision making processes faculty use to improve the curriculum based upon evaluation data can be found in the faculty meeting minutes, which will be available onsite. Data are provided in appendices to this Self-Study. An addition process that is required by the university is the annual program assessment, which relies upon data and evaluation related to the student learning outcomes.

DU Annual Program Assessment

All academic programs submit an annual assessment report to the DU Office for Academic Assessment, a unit of the Office for Teaching and Learning. Appendix X contains the report submitted in December 2016, and the feedback the program has received. The remaining LIS program reports will be available onsite. The format of these annual reports has changed slightly during the last few years, but the purpose has remained constant: assessing academic achievements to improve program quality. SLOs are the basis for program assessment and data are reported through the report, as are any program changes based upon the data. Some of the LIS reports contain more detailed information than others. The feedback received on our report submitted in 2016 (for the 2015-16 academic year) is positive and supportive of the program's efforts to streamline the process. The current Director of the Office for Academic Assessment, Dr. Christina Paguyo came to DU in late 2016. Dr. Paguyo has developed

workshops and seminars for DU faculty to help deepen faculty understanding of assessment, and to support programs in creating meaningful assessment measures. Mary Stansbury was selected as an Assessment Fellow for the 2017-18 year. Assessment Fellows attend workshops that go deeply into program assessment principles and practices. After a year of training, Assessment Fellows will be available for consultation to academic programs throughout DU. The Office for Academic Assessment's website is: http://otl.du.edu/program-assessment/

II.7 The program demonstrates how the results *of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.*

DU LIS has made changes to the curriculum and other aspects of the learning experience in response to data collected in the Annual Student Review process, the Student Portfolio, the focus groups and surveys, Culminating Internship Field Mentor evaluations, end of term course evaluations (described further in *Standard III*, the Student Town Hall Meetings, and the LIS Advisory Board Meetings. Changes made in response to data from these sources, or a lack of data, include:

- Replaced the Comprehensive Exam with the Student Portfolio to collect data more specific to Student Learning Outcomes and useful to program improvement.
- Continued review of curriculum areas that need greater emphasis on the integration of technology into various services.
- Developed students' ability to self-reflect and identify strengths and weaknesses within a work setting with the Annual Student Review Essay.
- Established a systematic process for reviewing syllabi before a class is developed and taught.

Summary of Standard II

We collect a fair amount of data, and recognize we need to refine the sources of evidence and the processes we use to collect the data. The curriculum changes made since the

last review have been based upon data, as well as college policy (reduction of credits from 4 to 3). The results from the Student Portfolio and Annual Student Review process are more useful than the former Comprehensive Exam. However, the results are not as precise as they need to be to give the program the direction it needs to improve the program. The LIS program has become accustomed to the assessment processes and practices; however, there is also a need to refine the processes so that faculty are able to collect and analyze data efficiently and effectively. Content changes tend to be intertwined and affected by administrative policies, another area of program delivery that will be discussed later in this Self-Study.

Standard III Faculty

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

There are four full-time tenure-track faculty in the program; 3 have tenure and the rank of Associate Professor. Appendix Y contains the CVs of full-time faculty. All full-time LIS faculty qualify for appointment to the DU graduate faculty. Other categories are Affiliate Faculty and adjunct faculty. Affiliate Faculty members are University Libraries and Office of Teaching and Learning faculty and staff who frequently teach for the program and frequently supervise culminating internships. Affiliate Faculty attend LIS program meetings as convenient, contribute to curriculum review and development, and serve as faculty advisors to student organizations. Adjunct faculty come from a wide array of practice areas and complement the expertise of the full-time faculty. Affiliate Faculty and Adjunct Faculty CVs will be available onsite.

The current full-time faculty are:

- Shimelis Assefa, Associate Professor
- Krystyna Matusiak, Associate Professor
- Peter Organisciak, Assistant Professor
- Mary Stansbury, Associate Professor

The current Affiliate Faculty are:

- Christopher Brown, Professor, Reference Librarian, University Libraries
- Katherine Crowe, Associate Professor, Curator, University Libraries
- Erin Elzi, Assistant Professor, Cataloging and Metadata Librarian, University Libraries
- Carrie Forbes, Associate Professor, Associate Dean for Student Services, University Libraries
- Alex Martinez, Senior Educational Web Developer, Office for Teaching and Learning

CVs for the full-time faculty are in Appendix Y; CVs for Affiliate Faculty will be available onsite.

The ratio of LIS full-time faculty to students is approximately 1:20, which is comparable to other programs in the college. In addition, the LIS program does not have a Ed.D. or Ph.D. program, which means that the faculty are not supervising dissertations, although faculty do serve on dissertation committees on occasion. Some of the faculty in the college supervise as many as 15 dissertations at any given time, which is not factored into their load. Therefore, while the number of LIS faculty is low, the dissertation service demands are less than other tenure-track faculty in the college.

Former Faculty

Since the last comprehensive review, four faculty members have left DU LIS (Table 16.). Clara Sitter retired in July 2017 after serving for almost twenty years. Xiao Hu and Heather Ryan left for other opportunities. Denise Anthony was advised by the then MCE Associate Dean to not apply for tenure and promotion because of concerns about her publication record. Dr. Anthony relinquished her tenure line and accepted a non-tenure line (Lecturer) for the Autumn Quarter of 2012. She then left DU to accept a lecturer position at UNC Chapel-Hill. Since 2012, in recognition of the college's responsibility to provide sufficient support for untenured faculty, MCE has implemented a faculty mentoring program and a mid-tenure review process that is formative. In addition, the faculty annual review process has become more attuned to the developmental needs of all faculty.

Table 17 Former Faculty

Name	Degree Held at Hire	Date Hired	Position at Hire	Date Left	Last Position Held	Reason for Leaving
Clara Sitter	PhD	9/1998	Assistant Clinical Professor	7/2017	Clinical Professor	Retirement
Denise Anthony	MLIS*	9/2006	Assistant Professor	12/2012	Lecturer	Accepted lecturer position at UNC Chapel Hill
Xiao Hu	PhD	9/2010	Assistant Professor	7/2012	Assistant Professor	Accepted faculty position in Hong Kong
Heather Ryan	PhD	March 2015**	Assistant Professor	8/2016	Assistant Professor	Accepted staff position as Director of Archives at CU Boulder

*Denise Anthony was hired before completing her PhD from U. Michigan. She completed her PhD in 2007.

Adjunct Faculty

Appendix Z contains information about all adjunct faculty who have taught for DU LIS since the last comprehensive review. These practitioners have expertise in a wide variety of areas and greatly extend the range of the program curriculum. As noted in the focus groups and surveys, adjunct faculty are, for the most part, viewed quite positively by students.

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

Program Service

Mary Stansbury is the Head of the LIS Program but all LIS faculty assist with some program administration responsibilities. Appendix AA provides this information, and, for comparison purposes, the responsibilities of the RMS faculty are included. As Appendix AA indicates, the tenured faculty in LIS are responsible for most of the program service. Our newest faculty member is intentionally being protected from being assigned too many service obligations.

Teaching, research, and service are clearly valued by the program, college, and university. Evidence of the priority placed on these areas of responsibility include the Appointment, Promotion, and Tenure (APT) criteria and policies, the award of merit pay increases based upon the same three categories, availability of internal funding in support of scholarship, and the recognition given to faculty for their accomplishments in internal and external publications.

Appointment, Promotion, and Tenure

DU and MCE Appointment, Promotion, and Tenure (APT) criteria and guidelines provide evidence of the priority placed on teaching, research, and service. All of the MCE programs have faculty in tenure lines and in non-tenure lines; therefore, policies and guidelines are in

place for both categories of position. DU policies and procedures related to promotion and tenure will be available onsite, the MCE policy for faculty in tenure lines is in Appendix AB, and procedures are described in Appendix AC. MCE policy and procedures for non-tenure line faculty are in Appendix AD. MCE policies are aligned with DU polices[11], but also incorporate concepts that are specific to MCE. Service to the public—community-based research for example—is included in the definition and criteria for research. For all MCE programs, contributing expertise to communities is highly valued.

Mid-tenure Review takes place during the faculty member's third year of appointment. The MCE APT Committee reviews the materials and provides formative feedback for the purpose of strengthening the faculty member's record of teaching, research, and service. Mid-tenure review mirrors the promotion and tenure review process and criteria used in the sixth year of appointment for Assistant Professors, and after the seventh year for Associate Professors' promotion to Professor. Exceptions may be made to the timing of the Mid-tenure review, and promotion and tenure review for faculty who have joined MCE having been a faculty member at a prior institution. See Appendix AM for Mid-tenure review guidelines.

Since 2010, Shimelis Assefa and Krystyna Matusiak have been promoted to Associate Professor with tenure. Both of these promotions indicate the success of the LIS faculty in teaching, research, and service. Peter Organisciak is in his first year as an Assistant Professor, following a two-year post-doctoral research position with the HathiTrust Research Center. The focus of his research is non-consumptive access and tools for research over the 15 million book HathiTrust collection. Dr. Organisciak already has several peer-reviewed publications and presentations, additional evidence of his success as a scholar very early in his career. The posting for his position is found in Appendix AE.

[11] DU Appointment, Promotion, and Tenure Policy is available at https://www.du.edu/facsen/media/documents/apt_jan16_2015.pdf

Faculty newly appointed to a position in MCE are given start-up funding in support of their research. The amount and expectations associated with the funding are negotiated with the Dean as part of the job offer process. MCE faculty have used start-up funds in a variety of ways, including the purchase of technology to support research and travel funds. New faculty are also given two course buyouts within their first three years (until mid-tenure review). These buyouts are intended to provide additional time for research and writing. RMIS faculty are also provided with a graduate research assistant (GRA) for 5 hours a week; untenured faculty are given twice the amount of GRA time as tenured faculty.

Merit Award Process

The basis for merit for faculty members of any rank or series is based on a combination of scholarship, teaching, service, and administration as appropriate. Flexible guidelines take into account the various responsibilities of each faculty member. The department chairs' recommendations as well as the Dean's impressions are factored into merit decisions.

The varied responsibilities of each faculty member are considered as some faculty, depending on tenure status and rank, are evaluated on 2 (e.g., teaching and service), some on 3 (e.g., scholarship, teaching, and service), and some on 4 (e.g., scholarship, teaching, service, and administration) general areas. Faculty are awarded a percentage of their salary according to their performance in these areas. After the initial amount is awarded, the Dean uses a sorting process to group faculty according to a variety of factors including but not limited to rank, department, program, gender, and ethnicity in attempts to ensure that there are no unintended biases. If biases appear, further investigations are made and adjustments to merit are made if necessary. The amount awarded to all faculty members is then totaled and subtracted from the merit pool that is provided by the University. Remaining funds are then distributed according to additional factors associated with the performance of the individual faculty member. When bonus and incentive pools are available, the Dean requests these funds. The Dean writes a

short justification for individual faculty for these additional funds and if approved these funds are included in the merit. Guidelines are provided by the Provost's Office for bonus and incentive pools. Merit is based on the data provided by the individual faculty member, the letter from the department chair, and the impressions of the Dean.

Areas of Responsibility Considered for Merit

Scholarship includes publications, creative projects, presentations, and sponsored research. Teaching includes the individual's reflections, peer teaching reviews, as well as how the faculty member performed on his/her teaching evaluations compared to department, college, and university averages and over time. Service includes both internal, external, and national/international service. Citizenship is also taken into account. This includes collegial behavior and attendance and participation in college and university activities.

Internal Funding

There are several internal sources of funding to support research. Internal to MCE is the Flowback Fund. When a MCE faculty member receives grant funding that covers indirect costs, a percentage of that indirect goes directly to the faculty member receiving the grant. Another percentage goes to MCE for distribution by the Dean. As is typical of most universities, the largest percentage of indirect goes to the university level Office of Research and Sponsored Programs. Dean Riley has elected to set aside a portion of the college's percentage of flowback for an internal award process. Twice a year, the MCE Flowback Committee solicits proposals and awards funding. A Flowback Grant is intended to be used to initiate a research project that has the potential for future funding from external sources. The award amounts vary from project to project, but are typically in the $3,000 to $8,000 range. Most faculty use the funding for student support and/or data collection. Krystyna Matusiak and Shimelis Assefa received the MCE Flowback grant for their project on everyday life information seeking practices of immigrants.

Community engaged research and service are also supported by the DU Center for Community Engagement and Service Learning (CCESL). Mary Stansbury and Shimelis Assefa were awarded funding by CCESL for research into the information seeking behaviors of New Americans for the purpose of school choice decisions. Shimelis Assefa and Krystyna Matusiak received a MCE Flowback grant for a similar project. The University also offers Professional Research Opportunities for Faculty (Prof) grants to support an increase in scholarly or creative activity by the faculty. Those internal grants are up to $20,000 for one investigator; $30, 000 for two or more investigators. Krystyna Matusiak received the PROF grant in 2015 for the project: "Exploring the Use of Large-Scale Digital Libraries for Teaching and Learning in Higher Education." Appendix AF describes the DU internal funding programs.

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

Office for Diversity Inclusion; MCE Inclusive Excellence Committee

Related to this standard, the DU Office for Diversity Inclusion (ODI) provides guidance for faculty searches: https://www.du.edu/diversity-inclusion/faculty/hiring.html. When a faculty search is initiated, a staff member from ODI will meet with the members of the search committee to present and discuss recruitment and interviewing practices that are inclusive. Appendix AG ODI Faculty Search Materials is the PowerPoint presentation that the ODI uses in its initial meeting with a faculty search committee. ODI also has created a Canvas course addressing recruitment of faculty of color. ODI's annual report is available here: https://www.du.edu/diversity-inclusion/media/documents/odi_annualreport_15-16_final_web.pdf. The DU Faculty of Color Association (FOCA) is a volunteer group that provides support and community: https://www.du.edu/diversity-inclusion/faculty/foca.html. Several reports and policy statements related to creating an inclusive climate can be found at:

https://www.du.edu/about/our-leadership/chancellor/news-updates/state-inclusive-excellence.html.

Within MCE, the faculty-staff Inclusive Excellence Committee organizes programs and social events to "create a cohesive set of opportunities that support members of the Morgridge College of Education to be more comfortable discussing issues of diversity and inclusiveness, committing to them and acting on them." Additional information about the committee can be found at the DU Portfolio site: https://portfolio.du.edu/morgridgeIE

Faculty Mentoring Program

MCE has a formal faculty mentoring program for all tenure-track faculty. The objectives of this program are:

- Support the professional and scholarly development of new faculty
- Guide and advise new faculty on various facets of their discipline, college, and university, in order to help them succeed as a scholar, teacher, and colleague, thereby achieving promotion and tenure.
- Create a dynamic mentoring culture in the college which recognizes the importance of faculty-to-faculty guidance and assistance in the academy.

The faculty mentor is assigned for the period of time from hire to the third year mid-tenure review for tenure track faculty, or mid-promotion review for non-tenure track faculty. After the mid-tenure/mid-promotion review, an ongoing, informal relationship between the faculty mentor and mentee is encouraged but not required. Each new faculty member and her/his mentor creates a Mentoring Plan that clarifies understandings of what is expected over the course of the relationship. This plan may vary considerably, but it should specify the general areas to be addressed and the time commitment. The signed and dated mentoring plan is submitted to the new faculty member's department chair for review and feedback. The mentoring plan is then forwarded to the Associate Dean for final approval. A senior faculty member may be a mentor to a new faculty member in the same department but, and again due

to the size of the program, LIS faculty have been mentored by senior faculty in other programs and departments. Peter Organisciak is our only untenured faculty member; his mentor is Dr. Cynthia Hazel, Professor and Chair of the Teaching and Learning Sciences Department. Additional details about the mentoring program are in Appendix AH.

Additional Activities to Support Retention

In addition to the mentoring program, new faculty meet with the Department Chair, Associate Dean, and Dean on a regular basis—individually and in group meetings with other new faculty—to discuss progress and concerns, and to identify sources of support if needed. The annual faculty evaluation process, discussed in *Standard III.8*, is another venue for discussion. The RMIS Department is a very collegial group, and day-to-day there are conversations in the hallways, offices, coffee room, and outside of the building about work and non-work topics. In 2017-18, RMIS has three new untenured faculty: one in LIS, two in RMS.

RMIS Writing Day

Once a quarter, the RMIS faculty dedicate themselves to a writing project. The day begins with a meeting of the faculty to discuss each person's writing goals for the day. Some examples are journal articles, revisions to submissions, chapter proposals, etc. Faculty then go to their offices and spend the morning writing. At lunchtime, the group reconvenes to share progress updates. The afternoon is also devoted to writing. RMIS Writing Day ends with a gathering at a local restaurant. Faculty enjoy and benefit from Writing Day, and several manuscripts and grant proposals have resulted. The comradery and support from colleagues is motivating and rewarding.

Researching New Heights

Another example of the commitment of RMIS to nurturing a collegial climate for faculty and students is the monthly Researching New Heights event. The third Saturday of each month (weather permitting), students and faculty participate in a hike in one of the many metro, state,

and national parks in the region. Social events such as the hikes provide opportunities for the RMIS family to get to know each other outside of the office. Colorado is known for its outdoor activities, and hiking together is an example of connecting to the state culture as well as the RMIS culture. This sort of bonding is an important component of successful retention of faculty and students.

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

Specialization areas for the current full-time faculty are listed below.

	Specializations
Shimelis Assefa	Information technology, information seeking behavior, digital content management
Krystyna Matusiak	Academic libraries, digital collections, digitization, digital preservation, organization of information
Peter Organisciak	Large-scale text analysis, data mining, crowdsourcing, information retrieval
Mary Stansbury	Foundations, management

There are gaps in areas of coverage in electives, although some of these gaps are due to work load maximums rather than expertise. Mary Stansbury has taught the Outreach and the Reference course but, now that she has taken on the Culminating Internship, it's not likely she'll be able to teach either in the future. Since the 2014-15 academic year, of the 85 electives taught, 27 were taught by full-time faculty, which is approximately 32%/ Appendix AI contains data on courses, enrollment, instructor, and faculty status for the academic years 2011-12 through 2016-17.

Participation in Organizations

LIS faculty are very active in several regional, national, and international professional and scholarly organizations. Appendix AJ provides the details of this activity. LIS faculty hold or have held leadership positions in ALA, ASIS&T, ALISE, and Colorado Association of Libraries (CAL). Shimelis Assefa and Krystyna Matusiak has served as leaders of ASIST SIG III and SIG VIS. Krystyna Matusiak has been active in the International Federation of Library Associations (IFLA). She currently serves a second term as a Secretary of the IFLA Library Theory and Research Section. Mary Stansbury and Krystyna Matusiak have served as grant proposal reviewers. Dr. Stansbury has reviewed proposals for IMLS and the National Czech Science Foundation, Dr. Matusiak has reviewed proposals for NEH. In recognition of her service to the profession, Mary Stansbury was named Colorado Librarian of the Year in 2015 by the Colorado Association of Libraries.

III.5 For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.

The next two tables provide evidence of LIS faculty contributions to scholarship. The first, Table 18. provides a count of publications, presentations, reports, and grant proposals that the LIS faculty produced during the review period. The second table provides the contributions made as journal review board members or as reviewers. The LIS faculty recognize that, as a group, the scholarly contributions need to increase. Krystyna Matusiak has produced a very high number of peer-reviewed publications, and Peter Organisciak's publications and presentations before he came to DU are good indicator of his potential scholarly contributions. For example, as a doctoral student, and during his post doctoral research position with HathiTrust, he published four articles in peer reviewed journals, had eleven papers in conference proceedings, eight presentations at conferences all over the world, and had nine posters or short papers, also at conferences all over the world.

Of note is the number of citations to the work of some faculty. Mary Stansbury, co-author of the monograph *Virtual Inequailty: Beyond the Digital Divide* (2003) has been cited 964 times and, even though the data and monograph are quite dated, continues to be cited at this time. Her co-authored article on consumer health information on the web in JASIS&T (2010) has been cited 83 times. Krystyna Matusiak's work has been cited 266 times, and Peter Organisciak's work has already been cited 224 times (as per Google Scholar).

In collaboration with Dr. Duan Zhang, RMS Associate Professor, Mary Stansbury served as research consultant to the Colorado State Library for its Supporting Parents through Early Literacy in Libraries (SPELL) project. Data were collected through focus groups and surveys in communities in urban, metropolitan, and rural settings. Low income families were asked for their perspective on barriers to coming to the public library, and who did they look to for advice in helping their children learn to read. A key finding was fines for overdue or damaged books prevented low income families from going to the library because, with young children, the likelihood of an item being damaged or lost is perceived as high. Many libraries in the state and in the country have eliminated fines in whole or part to encourage use of the library.

Table 18 Scholarly Contributions

	Books	Book Chapters	Book Chapters in Press	Peer Reviewed Journal Articles	Invited Journal Articles	Technical Reports	Peer Reviewed National and International Conference Papers and Presentations	Invited National and International Conference Papers and Presentations	Invited State and Regional Conference Papers and Presentations	Grant Funded Projects – PI	Grant Funded Projects – Co-PI	Grant Funded Projects-- Participant
Denise Anthony, until 6/2013												
Shimelis Assefa		2		4	1		6	5	4		4	1
Xiao Hu, 9/2010-6/2012				5	1			6		1	1	1
Krystyna Matusiak, 9/2011 - present	1	1	1	9	1		18	7	1	1	1	
Heather Ryan, 3/2014 – 8/2015					3		11	5	2	1		
Clara Sitter, until 7/2017 (retired)									2			1
Mary Stansbury				2	1	1		2	3	2	3	1
Totals	1	3	1	20	7	1	35	25	12	4	10	4

Table 19 Faculty Contributions as Reviewers and Editors

Journal	Role	Name
Open Information Science	Editor	Matusiak
Library Review (Przeglad Biblioteczny)	Editorial Board Member	Matusiak
Information Science Issues (Zagadnienia Informacji Naukowej)	Editorial Board Member	Matusiak
Electronic Library	Reviewer	Matusiak
IEEE Transaction on Education	Reviewer	Matusiak
Journal of the Association for Information Science and Technology	Reviewer	Assefa, Matusiak, Stansbury
Journal of Librarianship and Information Science	Reviewer	Matusiak
Collaborative Librarianship	Editorial Board	Assefa
Sage Open	Reviewer	Assefa, Mastusiak
International Journal for Information Science	Reviewer	Assefa
Library and Information Science Research	Reviewer	Stansbury
Scientometrics	Reviewer	Assefa

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

Evidence in support of this standard has been presented in other sections of this chapter. In addition to those documents, the following Table 20 provides the list of LIS faculty and the institution from which the PhD was awarded.

Table 20 Institutions Awarding PhD to LIS Faculty

Name	PhD	Year of PhD	Hire	Rank at Hire	Current Rank
Shimelis Assefa	U. North Texas	2007	1/2008	Assistant Professor	Associate Professor with Tenure
Krystyna Matusiak	U. Wisconsin-Milwaukee	2010	9/2011	Assistant Professor	Associate Professor with Tenure
Peter Organisciak	U. Illinois Urbana-Champaign	2015	9/2017	Assistant Professor	Assistant Professor
Mary Stansbury	Texas Woman's U.	1997	1/2008	Associate Professor with Tenure	Associate Professor with Tenure

Diversity of Backgrounds and Relevant Experience

LIS faculty have experience in academic libraries, research, and in LIS education at other institutions. Following is a list of the LIS faculty and their respective practice, research, and/or LIS education backgrounds. Additional information is found in the faculty CVs.

Shimelis Assefa	Digital Projects Team Member, Willis Library, U. of North Texas Technical Support, Central Public Library, Dallas, TX Various positions at Addis Ababa (Ethiopia) University Library system, including Head of Medical Library, National Medical Library of Ethiopia	2003 – 2004 2002 – 2004 1993 – 2001
Krystyna Matusiak	Various positions at U. Wisconsin-Milwaukee Libraries, including Digitization Unit Head, Digital Collection Librarian, and Reference/Collection Management Librarian	1999 -- 2011
Peter Organisciak	Post-doctoral Research Associate, Hathi Trust Research Center	2015 – 2017
Mary Stansbury	Faculty positions at Kent State University School of Library and Information Science Elementary School Librarian, Plano Texas	1994 – 2008 1993-1994

Contributions to Academic Planning and Assessment

All LIS faculty contribute to the development of the strategic plan. While the next MCE Strategic Plan is in very early stages, LIS faculty have met with the consultants who are facilitating the plan's development. Student assessment is the responsibility of all LIS faculty. Faculty review their advisees' annual student review materials and portfolio. In a group meeting, faculty discuss each student's progress and provide additional insight as classroom instructors. In program and department meetings and retreats, assessment results are discussed and action plans developed. See also Appendix AA RMIS Service Responsibilities.

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

Teaching Load

LIS tenure line faculty teach 18-20 quarter credits per academic year. Typically, this means six classes a year. Each LIS faculty member is assigned at least one required course; each required course is scheduled for two sections a year, sometimes in the same quarter. Non-tenure line faculty teach at least 24 credits a year, which is eight classes. This load is the same as for all other programs in the college. If a faculty member has grant funding that includes a course buyout, an adjunct is hired to teach the class. Untenured faculty are automatically given two course buyouts in their first three years. Occasionally, significant administrative responsibilities warrant a course buyout or a stipend for summer tasks.

III.8 Procedures are established for systematic evaluation of all faculty

Annual Review

At the beginning of each academic year, the annual evaluations of faculty are initiated. The primary sources of evidence are the previous academic year's teaching accomplishments, research productivity, and service activities. Activity Insight (AI) is a web-based tool used by all DU faculty. AI serves as a repository for faculty documents, such as the CV, syllabi, and course evaluation scores. In addition to these documents, faculty submit a statement addressing progress and innovations in teaching, research, and service. Goals for the following academic year are also submitted, and support needed to attain those goals is included. Faculty have the option of including documents such as course assignments to demonstrate innovation, or preprints of journal articles, conference presentations, and the like.

The Department Chair reviews the AI content for each faculty member. Next the chair consults with the Head of the LIS Program for additional feedback on the faculty member's performance, and to contribute to the letter used as documentation of the review. Then the Chair meets with each faculty member and shares a draft of the review letter. Review letters

summarize the accomplishments and concerns for each of the areas of responsibility[12]. Scholarly productivity and course evaluation scores for an individual faculty member are compared to the productivity and scores of the department. Each review concludes with a statement indicating the faculty member has met, exceeded, or is below the expectations of the department and college. Discussion about the successes and concerns in this meeting might lead to revision of the review letter. The faculty member indicates receipt of the letter with a signature, but may also submit a rejoinder to the letter if desired. The letter goes to the Dean who reviews every faculty member in the college based upon the Department Chair's review and examination of the AI content.

In May 2017, the DU Faculty Senate approved a Faculty Development Policy (Appendix AK). This policy is the response to a request from the DU Board of Trustees to investigate post-tenure review. The first phase of this investigation produced a summary of these practices and created a recommendation to Faculty Senate for the next steps in the process. Mary Stansbury served on this task force. The task force recommended a faculty development approach, rather than a post-tenure review process that focuses on being punitive rather than supportive. This recommendation was accepted, leading to the next phase which was policy development.

DU's Faculty Development Policy is based upon the philosophy that both faculty members and academic units can benefit when faculty members engage in professional development activities (both inside and outside the University) to meet teaching, research, and service expectations. Prior to this policy taking effect, professional development was expected to be an ongoing activity of faculty members yet was not sufficiently supported and funded across campus as an opportunity available to all faculty members. The present policies and procedures are intended to support the expansion of financial resources for professional development beyond the existing support for attendance at disciplinary conferences. Provost

[12] Program administration is considered a component of service.

Gregg Kvistaad has distributed funds to each college to support faculty development. This year is the first year of policy implementation; therefore, the success or lack of success of the policy is yet to be determined.

The policy also addresses the situation of a faculty member consistently performing below expectations. Within the policy are the steps that must be followed in such situations. Typically, there are very few faculty who perform consistently below expectations across the university; however, in such a case the university has policy in place to ensure that all faculty are contributing at appropriate levels. During this academic year, each department is developing its definitions and criteria for the concepts of "above expectations," "meets expectations," and "below expectations."

Student Evaluations of Teaching

Students evaluate all faculty at the end of each quarter through an online course evaluation questionnaire. The primary purpose of these evaluations is to gather student perceptions that can help to improve instructors' teaching effectiveness. Faculty members also use these evaluations as part of their mid-tenure, tenure, and promotion review packages. Completed student evaluation forms are analyzed and average scores for instructors and courses are posted on the University website each quarter. The Deans, Department Chairs, and Program Coordinators/Head of Program also review the evaluations each term to try to remedy any problems as quickly as possible, should they arise. Due to a recent policy change at the university level, access to the aggregated evaluation scores is limited to Department Chairs. However, the RMIS Department Chair and LIS Head of Program discuss the results after the chair has reviewed the online report.

Questions used on the DU online course evaluation instrument are found in *Table* 20 *DU Online Course Evaluation Questions*. The last two questions are considered the most important, primarily for gauging a faculty member's score in relation to other faculty in the department,

college, and university.

- Question 13. Overall, this is an effective instructor.
- Question 14. Overall, this is an excellent course.

These two questions are important and stable indicators of students' satisfaction with an instructor and a course. In Appendix AL provides the mean response to these questions sorted by course number, term, and instructor.

Table 21 DU Course Evaluation Questions

1. The instructor was well prepared.
2. The instructor was well organized.
3. The instructor seemed knowledgeable about the subject matter.
4. The instructor was enthusiastic about teaching.
5. The instructor was readily available outside of the class for instruction.
6. The instructor communicated the subject matter clearly.
7. Grades were assigned fairly.
8. The instructor contributed to my knowledge/understanding of the subject.
9. I found this course challenging.
10. Use of technology was effective for this course.
11. I used technology to enhance my learning.
12. I learned a great deal in this course.
13. Overall, this is an effective instructor.
14. Overall, this is an excellent course.

1 Strongly Disagree (SD)	2 Disagree (D)	3 Disagree more than agree (DM)
4 Agree more than disagree (AM)	5 Agree (A)	6 Strongly agree (SA)

There are some interesting differences between the scores for core courses and elective courses. Somewhat expected, the percentage of core courses that are scored on the high end of the "effective instructor" question and the "excellent course" question are both lower than for elective courses, no matter who is teaching the core.

Table 22 Effective Instructor Scores

	Effective Instructor Score Between 1.0 and 3.9	Effective Instructor Score Between 4.0 and 4.9	Effective Instructor Score Between 5.0 and 6.0
FT Faculty	18.6%	33.7%	48.8%
PT Faculty	4.3%	15.1%	80.6%
Core Courses	11.5%	34.4%	54.0%
Electives	6.3%	15.5%	78.2%

Table 23 Excellent Course Scores

	Excellent Course Score Between 1.0 and 3.9	Excellent Course Score Between 4.0 and 4.9	Excellent Course Score Between 5.0 and 6.0
FT Faculty	16.3%	22.1%	62.8%
PT Faculty	5.4%	14.0%	80.6%
Core Courses	19.7%	23.0%	57.5%
Electives	5.2%	15.3%	80.0%

The overall low scores for full-time faculty are being examined in greater depth by LIS faculty as part of the project to improve teaching. Dr. Krystyna Matusiak has consistently high evaluation scores, and her instructional expertise will be extremely helpful. The LIS faculty who have a pattern of low scores work with the Department Chair to develop and implement strategies to improve. The inconsistent (and typically low) return rate of the course evaluation scores is an issue that the program and college need to address. Some institutions have mechanisms in place to encourage students to complete online evaluations, such as withholding a class grade until the evaluation is submitted. That approach may not be mechanically possible at DU; however, other incentives are being explored.

Peer Observations of Teaching

LIS faculty have asked faculty in other programs, such as RMS or Curriculum and Instruction, to observe their teaching and provide suggestions for improvement, and this has been done informally in the past. however, the department faculty have determined that RMIS needs to take a systematic approach to peer observations. This approach is being developed this year with the department chair visiting faculty members' classes on at least one occasion and providing a written observation summary. In *Standard V* is a description of the extensive services and programs the DU Office for Teaching and Learning provides to help faculty improve their teaching.

MCE Faculty Pilot of New Teaching Evaluation Model

Beginning in 2015-16, MCE faculty volunteered to serve on a college-wide committee to explore course evaluation options that yield results that are more useful to identifying teaching skills that need improvement. A model was developed and the MCE faculty approved a pilot of the model for 2017-18. As part of this pilot year, each program and department will develop a list of evidence that could be used for evaluating teaching effectiveness within that practice area. Appendix AN is a graphic depiction of this new model. A complete description will be available onsite.

III.9 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.

III.10 The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.

The faculty annual review process provides evidence of the success of faculty in attaining individual goals and the goals of the program. Sample review letters will be provided onsite for the ERP. The current Strategic Plan (Appendix D.) also provides evidence of faculty contributions to the program's improvement and success.

Since 2011, two faculty have attained tenure and promotion to Associate Professor, which is one indicator of the use of faculty evaluation. The implementation of the MCE Mid-tenure review process provides untenured faculty with concrete formative guidance with the aim of their successful achievement of tenure and promotion. Teaching effectiveness is being addressed with more systematic peer observations and feedback. In terms of scholarly productivity, Shimelis Assefa and Mary Stansbury have action plans to increase their publication output. Annual review letters include details about all faculty's performance, areas needing improvement, and suggested action plans for improvement. As mentioned in section III.8, DU is implementing a systematic process for providing faculty with the resources and support they need to be successful and contribute throughout their career. Appendix AM contains the Mid-tenure Review Guidelines for MCE.

In the focus groups and surveys, there are several comments about the program needing additional faculty lines, in addition to specific comments about the relevancy of some faculty's expertise. Regarding the number of faculty, the faculty to student ratio is comparable to other programs in the college, and LIS does not have a PhD program which would increase demand on time and effort. As faculty retire, the relevancy of content and practice expertise should abate. Our latest addition to the program is already an outstanding scholar and has expertise in an area that is currently of great importance to the field. The administrative responsibilities of faculty are comparable to faculty in other MCE programs.

If the LIS program elects to contract with 2U to develop an online program, the number of LIS faculty will increase. The MCE Dean has assured the program that additional faculty lines will be created, although at this time the number of lines is not determined. Additional full-time faculty in the program will likely enhance the research, teaching, and service responsibilities of the program.

Standard IV

Overview

DU LIS students are intellectually and professionally engaged in the program and in the profession itself. The level of energy and passion students devote to their DU LIS experience is inspiring to the faculty and is noted by professionals in the region and beyond. As a face-to-face only program, faculty have many opportunities for and commitment to guiding and supporting students individually in academic and professional matters. The cost of attendance at DU is extremely high, even with the financial aid MCE distributes to students, and students do have options, such as online programs. LIS faculty believe that students choose DU LIS because of the personalized approach the program takes to helping them find their professional path. This approach begins with an in-person interview day and continues through graduation.

IV.1 The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the program's mission and program goals and objectives.

Recruitment and Retention

The MCE has increased its efforts to provide resources and services to attract, recruit, and retain domestic students of color. As an example, the Morgridge Office of Admissions (MOA) attends the California Forum for Diversity in Graduate Education two times each year. Typically, 10-15% of LIS applicants are people of color. However, it is also the case that some students do not indicate their race or ethnicity in their application materials.

LIS faculty have attended REFORMA Colorado events to indicate the program's commitment to serving diverse communities. Informal conversations with attendees, with follow-up emails, have not yet yielded any applicants or students from the REFORMA events. Potential applicants—those who have requested more information about the LIS program—are invited to

attend the MCE Students of Color Reception in the spring. MCE students from several programs participate in the panel, providing their perspectives on the DU and MCE climate for students of color. Regardless of the challenges, LIS needs to work harder at recruiting a diverse student population.

During the last seven years, the program has retained 100% of LIS students of color. The retention rate overall is 96%. Reasons given for leaving the program include family (such as ill health of a parent), change in employment, cost of the program, and a desire to move back home. Typically, when the LIS faculty advisor is told by the student of the intent to withdraw, the advisor talks with the student to determine the reason, and if the situation appears to be a temporary one, find ways for the student to remain in the program. For example, a student may elect to apply for a stop-out, which means the financial aid for the student will be available upon returning to the program. If the student is ill, a medical stop-out is also an option, and financial aid is also held until return.

Students matriculating in Autumn 2017 are from sixteen different states, and three are international students. Of the first year students, 45% are from outside of Colorado, which does indicate geographical diversity. Following is a list of the states and countries represented:

Arizona	New York	Brazil
California	Oregon	Nigeria
Colorado	Pennsylvania	United States
Georgia	Tennessee	
Idaho	Texas	
Illinois	Utah	
Indiana	Wisconsin	
Michigan	Virginia	

Age-related data are found in Table 23.

Table 24 Current LIS Students' Age-related Data

Age in Years	Frequency
23-25	13
26-29	16
30-39	15
40-59	4

The average age of LIS students is 29 years. Currently, there are 66 students identifying as female, and 15 identifying as male.

Areas of Interest

Some students enter the program with a clear idea of the professional path they wish to pursue; others are not certain, or want to exploree several paths. Even those who enter with a clear idea of a path may change their minds. From year to year, the percentage of students interested in a particular area will fluctuate; however, placement data does indicate a general pattern. Public and academic libraries are where over 50% of graduates find employment. The percentage of graduates finding employment in archives is relatively low, which is more likely a result of job availability than level of interest. In addition, some graduates may be in the archives of an academic library. The following table provides placement data for graduates in the years 2011-2016.

Table 25 Placement of LIS Graduates

	2011	2012	2013	2014	2015	2016
Academic	12.5%	11.4%	12.5%	16.7%	22.2%	28.0%
Archives	5.0%	6.8%	8.3%	2.4%	11.1%	8.0%
IT	6.3%	2.3%	10.4%	4.8%	6.7%	12.0%
Law	3.8%	2.3%	4.2%	7.1%	2.2%	8.0%
Medical	3.8%	0.0%	0.0%	0.0%	4.4%	0.0%
Other	11.3%	11.4%	10.4%	9.5%	11.1%	8.0%
Public	25.0%	43.2%	29.2%	35.7%	20.0%	24.0%
School	7.5%	2.3%	4.2%	4.8%	2.2%	0.0%
Special	15.0%	4.5%	10.4%	7.1%	2.2%	4.0%
Unknown	10.0%	15.9%	10.4%	11.9%	17.8%	8.0%

Student Orientation

LIS conducts a new student orientation event on the Friday morning before classes start in the Autumn Quarter. New students are not required to attend, however, typically only one or two new students are not able to attend. MCE and DU also have programs and information sessions scheduled for the same day, not conflicting with LIS's orientation. Students are introduced to the Department Chair, the Academic Services Associate, the LIS Faculty, and to each other. Expectations of students, such as class attendance and advising, are described. Canvas, the Annual Review process and the Portfolio are explained and demonstrated, as are the Coursework Plan and the Guidesheets. Student and professional organization representatives provide a brief introduction to their group's purpose and encourage membership. For the most recent orientation, the following organizations were represented: Association of Records Managers and Administrators, Colorado Association of Law Librarians, Colorado Association of Libraries, and REFORMA Colorado. Student organizations were represented as well. These organizations are: American Library Association, Association for Information Science & Technology, Society of American Archivists, Special Library Association. University Libraries sends a representative to describe library services and job opportunities.

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

The MCE website is found at: http://morgridge.du.edu/, the program section of this website: http://morgridge.du.edu/programs/library-and-information-science/. The Student Handbook, Capstone Handbook, Culminating Internship Handbook, Coursework Plan, and commonly used forms, such as requests for transfer credit. Within the Student Handbook is

information about degree requirements, LIS faculty and staff, academic policies, the Student Portfolio, the Annual Student Review, professional and student organizations, and advising procedures. Appendix R. Admission requirements are found here: http://morgridge.du.edu/wp-content/uploads/2017/11/MLIS_18-19.pdf

Financial aid information is found here: http://morgridge.du.edu/financial-aid/.

The Academic Services Associate, Karen LeVelle, and the Head of the Program, Mary Stansbury, are responsible for updating the information and documents on the website. The DU Registrar's Office requests changes in curriculum-related information in the Spring Quarter for the following academic year. MCE staff are responsible for updating college-level information, such as financial aid and college policies. The MCE Marketing and Admissions Departments are responsible for keeping the program recruitment, college and alumni news, and contact information up-to-date.

Krystyna Matusiak is responsible for developing the LIS section of the RMIS Department portfolio site, which has been developed and is publicly available. This site includes handbooks, and more curriculum-related information such as course syllabi. Assessment data will be provided through the portfolio.

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

All applicants must have earned a bachelor's degree from an accredited institution. In the case of international students, the Office for Internationalization reviews transcripts to determine if the undergraduate preparation is sufficient. Applicants may be considered if the

undergraduate degree is not yet completed, with the proviso that the degree must be completed before matriculation.

Application Materials

All applicants are required to submit the following items:

- Transcripts from all institutions of higher education attended
- Personal Statement
- Two letters of recommendation
- Resume
- Contact information
- Reporting of any felony conviction
- For international students, TOEFL scores

Application materials are submitted via an online tool that is administered by the DU Graduate Studies Office. Applicants are categorized as complete or incomplete; complete applications are released to the MCE Office of Admissions (MOA) and program faculty. LIS faculty review the application materials using the rubric found in Table 25. The components and criteria used for evaluating applicants represent factors such as career goals, writing quality, recommendation letters, experience working with communities, families, children, students, information technology, or archives, diversity contributions, research and publication, and match to the interests and expectations of the program and profession.

Every application file is reviewed by at least two LIS faculty, who determine if an applicant should be invited for an interview. Interviews are conducted in person at DU, via Skype, or by telephone. Skype and telephone interviews are scheduled through MOA, in consultation with the LIS faculty member designated as the admissions coordinator. For the 2018 admissions cycle, that person is Shimelis Assefa.

Table 26 MLIS Rating Form for 2017 Admission and Financial Aid Decisions

Candidate name and ID: _____

Reviewers: ___1)**_____**(date) _____ 2) _____ (date) _____

Previous Academic Record	Institution: Major: Year of completion: 4.0 – 3.6 = 3 pts. 3.5 – 3.1 = 2 pts. 3.0 < = 1 pt.	If more than one degree, list details:	**Points: _____**	**TOEFL Score:**

A. **Experience:** *Rated on both type and length. Examples of personal and/or work experiences working with communities, families, children, students, information technology, or archives.*

3= Student has a **minimum of 1-year** of personal **and** work experiences	2 = Student has **6-months to 1-year** of personal **and/or** work experiences	1= Student has **3-months to 6-months** of personal **and/or** work experiences	0 = Student has **less than 3-months** of personal **and/or** work experiences	**Total = _____**

B. **Recommendation Letters:** *Rated based on a student's likelihood to excel within the domains of* ***academia*** *and* ***community work****. Evidence includes personal and/or professional attributes and skills. List source of letters and position of reference.*

3 = **Strong** evidence of ability to excel	2 = **Moderate** evidence of ability to excel	1 = **Unclear** evidence of ability to excel	0 = **Little to no** evidence of ability to excel	**Total = _____**
Recommendation(s) from DU LIS Alum:	Name: _____			

C. **Career Goals:** *Rated in regard to how well a student articulates* ***personal and professional goals*** *and links them to the MLIS.*

3 = Goals are **clearly** articulated and linked to the degree program selected.	2 = Goals are **less clearly** articulated and linked to the degree program selected.	1 = Goals are **unclear** and **not well** linked the degree program selected.	0 = Goals are **not articulated and/or not linked** to the degree program selected.	**Total = _____**

D. **Writing:** *Rated on content, structure, and mechanics. Content may refer to focus of topic, organization, and/or progression of narrative. Structure may refer to the organization of narrative and paraphrasing and transitioning statements. Mechanics include sentence structure, spelling, punctuation, et.*

3 = Content is clear, structure is strong, little to no mechanical errors.	2 = Content is generally clear, structure is adequate, few to some mechanical errors.	1 = Content and structure are adequate, some to many mechanical errors.	0 = Content and structure is weak, significant number of mechanical errors.	**Total: _____**

E. **Match** to interests and expectations of program and profession**.**

3 = Match is strongly evident.	2 = Match is evident.	1 = Match is somewhat evident.	0 = Match is not evident.	**Total: _____**

F. **Research and Publications:** *Rated on prior experiences in areas.* ***A point is assigned to each category when there is evidence of experience(s).***

1= **Research:** Evidence of experience with research projects in academic and/or community settings.	1 = **Publications:** Evidence of professional publications (i.e., journal articles, newsletters, fact sheets, etc.)	1 = **Presentations:** Evidence of presentations at the state and/or national levels only.	****** sum points for total***	**Total: _____**

G. **Diversity Contribution:** *Scores are made in regard to a student's background experiences across the below domains and are determined based upon the applicant's personal statement, and demographic information.*

Fluency of second language	CLD Experiences	Cultural Experiences	Other
Beginner Intermediate Advanced	First generation college ESL	Community Engagement Equity or Advocacy Work	

Invite for Interview: Yes No

Preinterview Score: _____Interview Score:._____ Total Score: _____

Comments

The on-campus interview day is typically scheduled in early March and is coordinated by the MOA. If an applicant requests an in-person interview but cannot travel to Denver on the scheduled day, LIS faculty accommodate the request. Interview Day includes campus tours, a panel session with current students (faculty are absent for this session), a meeting with all LIS faculty, a financial aid information session, DU services information, and the interview itself.

A two-person team interviews each applicant; one member of the team is a LIS faculty member, the second is either a current student, LIS Affiliate Faculty, or LIS adjunct faculty. Interview questions have been developed to reflect the priorities of the program, with an emphasis on serving communities, working in a group setting, and self-awareness. These questions are presented in the following list. Follow-up prompts are listed below the relevant question.

1. Why do you want to pursue an MLIS degree at the University of Denver?
    - Are there certain areas of the field or populations you wish to serve?
2. What do you think are the impacts of information and communication technologies on the information professions?
    - What are the impacts on the communities the profession serves?
3. What experiences have you had that helped prepare you for the MLIS graduate degree program?
    - When you have experienced difficulty with an academic assignment or topic, how have you asked for help?
4. What do you feel are some important current issues in the field of LIS?
5. Tell us about a time you worked in a team environment or on a group project. Was the team successful? Why or why not?
6. How might you handle a disagreement between yourself and another group member?
7. What does the word diversity mean to you?
8. Tell us about a time you experienced working or serving a diverse community.
9. What are some ways that you think LIS professionals can address the needs of a diverse community?
10. What are you questions for us [interviewers]?

Most interviews take 20-25 minutes, with a 5 to10 minute time slot for the interview team to discuss the applicant. Interviewers record their comments and scores for each response (maximum of 2 points per response) on a paper form, one per each applicant. Scores and comments are shared with the other team member. The LIS faculty member of the team collects the forms, which are given to the LIS faculty admissions coordinator. Skype and phone interviews have been completed before Interview Day.

Typically, on the Monday following Interview Day, the LIS faculty meet to discuss each applicant. Based upon the scores given for the application materials and the interview, applicants are ranked. Rankings are used in awarding financial aid from the college. In recent years, the program has denied admission to just a few applicants, primarily because of the enrollment target set by the Dean for each MCE program and the relatively small pool of applicants. However, the Morgridge Office of Admissions has contracted with an outside firm to provide lists of potential applicants, gleaned from web searches, GRE lists, and other sources. This effort was launched last year, and has increased the size of the applicant pool for all programs in the College.

If an applicant has a low undergraduate GPA, but all other aspects of the applicant are acceptable, the program may decide to admit this applicant conditionally. Conditions are that the student must make a B or better in the first six hours of coursework, and that only six hours can be taken in the first quarter. Conditional admits are rare, with most years not having any conditional admits.

LIS faculty make admission recommendations, with the formal admission made by the DU Graduate Studies Office. Before the LIS faculty recommendations are sent to Graduate Studies, the MCE office of financial aid provides the merit aid amount awarded to each applicant so that this information can be included in the admission notification. During the years of this

comprehensive review, there have not been any instances of DU Graduate Studies overturning a LIS faculty recommendation.

The MOA monitors the applicant's acceptance of the admission recommendation, and keeps track of the applicant's submission of a deposit. LIS faculty may be asked to contact applicants who have been accepted but not yet committed to attending for the purpose of answering any additional questions the applicant may have. The following table presents data about the number of applicants, admits, withdrawals, denials, deferrals, and deposits for the years covered by this comprehensive review.

Table 27 Applications and Admissions Data

MLIS	2011	2012	2013	2014	2015	2016	2017
Completed applications	104	74	80	70	86	59	81
Admits	97	63	74	67	86	56	76
Withdrawals	52	30	26	29	30	9	20
Denials	3	0	5	3	0	3	2
Deferrals	n/a	n/a	2	5	1	0	3
Deposits	45	33	42	33	54	30	49

Financial Aid

All admitted students are awarded merit aid, which is called Dean's Scholarship. The baseline amount is set for all admitted students, with additional funding from LIS endowed scholarships awarded to the top ranked applicants in consultation with the LIS faculty coordinator. For the 2017-18 admissions cycle, a baseline of $25,000 over two years was awarded. Tuition for graduate credits in MCE is $1,320 per hour. For the 58 credit MLIS, tuition alone is $76,530. The baseline financial aid award is approximately one-third of the tuition for the degree. As previously mentioned, the cost of attending DU is the most significant barrier for potential students.

Graduate Assistantships (GA) are awarded through a competitive process typically in the summer, requiring a statement of interest and expertise. In the past two years, the LIS program has had 1.5 FTE for GA positions. The practice has been to award GA positions at the .25 level. This level of award means that the student works for five hours per week during the academic year. The GA award is equivalent to the baseline financial aid award plus a stipend. Additional GA positions may be funded through grants, either in LIS or another MCE program. For example, the Marsico Institute for Early Learning and Literacy has hired several LIS students as GAs for their grant funded projects. These positions also require an application process.

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

As described in *Standard II*, LIS has an advising structure that helps students make curriculum and career choices that match their individual needs. The current advising checklist and timeline is provided here:

LIS Advising Checklist for Students
Student Expectations and Preparation

Students are responsible for scheduling and attending meetings with their advisor. Failure to meet at scheduled times may result in a delay in graduation. For every advising meeting, (after the first one) students should bring a copy of the Coursework Plan and an informal transcript.

- **1st Quarter**—*Purpose:* Prepare Coursework Plan; transfer credits (if necessary); general advising. *Preparation:* Transcript and course description for courses to be transferred to LIS program.
  - _____ (date completed)

- **1st/2nd Quarter interim** — *Purpose:* Grade check; general advising as needed. *Preparation:* Students bring a copy of the Coursework Plan and an informal transcript.
  - _____ (date completed)

- **3rd Quarter (24-28 hours)** — *Purpose:* Annual review; general advising; plan/ideas for Culminating Experience; set dates for completion of the degree. *Preparation:* Students bring a copy of the Coursework Plan and an informal transcript; forms for Application for Graduation, and Culminating Experience as appropriate.
  - _____ (date completed)

- **5th Quarter (40-45 hours)** — *Purpose:* Discussion of Culminating Activity (Culminating Internship or Capstone); Graduation application; general advising. *Preparation:* Students bring a copy of the Coursework Plan and an informal transcript; forms for Application for Graduation, & Culminating Experience as appropriate.
    - _____ (date completed)

- **Last Quarter**— *Purpose:* Final check before graduation; clear incompletes (if necessary); Culminating Activity completed; general advising. *Preparation:* Students bring a copy of the Coursework Plan and an informal transcript; forms for Application for Graduation, & Culminating Activity as appropriate; contact information post-graduation, placement services.
    - _____ date completed)

If students miss a quarter of continuous enrollment, other than summer, they should inform their advisor and complete any necessary paperwork.

Student_____ Advisor _____

The Coursework Plan is a document filed with Graduate Studies in the student's first quarter in the program. Most students will need to make changes during their time in the program; changes in interest, work schedule, and course availability are common reasons for needing to make changes. Graduate Studies uses the coursework plan to populate the online resource used for advising. This tool—Veritas—is available through the password protected PioneerWeb. Students and faculty advisors can access the student's record to ensure that the DU record of coursework is accurate. When a student applies for graduation, Graduate Studies will consult Veritas to confirm that the student's actual coursework matches the Coursework Plan on file. The Coursework Plan is provided below, example completed Coursework Plans will be available onsite.

Also mentioned in *Standard II* are some of the options a student can use to create a learning experience that meets individual goals. Independent Studies, Directed Studies, Service Learning, and (non-Culminating) Internships are some examples. Some students take graduate-level courses in programs within MCE and in other colleges. For example, students interested in archives sometimes take Museum Studies classes in the Anthropology Department in the College of Arts, Humanities, and Social Sciences. It can be challenging for some students to

take every course they wish to take if the course is experiencing low demand. While there may be little the program can do to prevent any class from being cancelled, the program is making the decision to cancel a class much sooner than in the past. Students are then able to register for a different course.

Assessment data described in *Standard I* and *Standard II* provide the faculty advisor with evidence to assist the student if additional support is needed. In addition, the advising meetings are used to help students connect with practitioners and become involved professionally. For example, one of Mary Stansbury's advisees expressed interest in becoming involved in library advocacy work. Dr. Stansbury contacted the co-chair of the Colorado Association of Libraries (CAL) Legislative Committee to introduce the student and request assistance with getting the student connected to this effort. The result of that introduction is the LIS student is now the coordinator of the CAL Lobby Day. The Showcase of Opportunities is just one example of how the program helps students develop their networks (see Appendix V). Guest speakers in classes provide another opportunity for students to connect. The student organizations develop and sponsor programs that involve practitioners and alumni. The Practitioner Mentor program is another example of how the program provides opportunities for students to develop their understanding of the profession, as well as form another connection in their professional network.

Library and Information Science Program Coursework Plan

Student _____ ID# _____

Student Email _____ Student Advisor _____
Anticipated Graduation Date: Quarter _____ Year _____

LIS CORE and REQUIRED COURSES—28 quarter hours	**Credit Hours**	**Quarter to Enroll**	**Quarter Enrolled**	**Grade Earned**
LIS 4000 Foundations of Library, Archival, & Info Sciences	3			
LIS 4010 Organization of Information	3			
LIS 4015 User and Access Services	3			
LIS 4040 Management in Information Organizations	3			
LIS 4050 Library & Information Technologies	3			
RMS 4900 Education Research and Measurement	4			
LIS 4910 CI–or- LIS 4901 Capstone	3			
TOTAL	**22**			
ELECTIVES—30 quarter hours				
	36			
TOTAL HOURS (MINIMUM 58 REQUIRED FOR MLIS)	**58**			
Non-Academic Requirements:		**Quarter**	**Date Passed**	
Portfolio				

Grade Requirement:
A satisfactory quality of achievement with a grade point average of B (3.0) or better is required by the LIS Program in graduate coursework counted toward the degree. The average is determined on the basis of the University's grading system. **Credits carrying a "B-" or below will not be accepted by the LIS program as meeting degree requirements**.

_____ _____ _____ _____
Student Date Advisor Date

Note: Degree plan approval is not binding unless it meets the requirements of the Handbook under which the student was accepted. Independent Study and transfers from other institutions require separate written approval.
Handbook Year: 2017-18 Total Hours 58

IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:

IV.5.1 *Participate in the formulation, modification, and implementation of policies affecting academic and student affairs*

Students participate in the formulation, modification, and implementation of policies through the faculty advisor, Student Town Halls, and the Student Advisory Board, and a student volunteer attends the LIS Program meetings. One example of this participation is the recent change in policy related to the Culminating Internship. Previously, students were not allowed to complete a Culminating Internship at their place of work or be paid for their CI hours. This meant that a student working for the Denver Public Library (DPL) system at the Central Library in the children's services area couldn't complete a CI at any branch within the DPL system. This policy was in place to avoid a student having a dual relationship with their supervisor and to ensure that the student's and internship site's CI goals were being addressed, rather than only the internship site's goals. At a Student Town Hall meeting, one of the questions asked was about this policy. The faculty talked with the Counseling Psychology (CP) program, an MCE program that has extensive student fieldwork, to understand its policies. The CP approach is to let students be paid if the host site has the resources to do so, and to conduct fieldwork at their place of employment. The faculty coordinator of fieldwork works closely with the host site to ensure that the student's internship experience is distinct from their regular responsibilities. The LIS faculty decided to adopt a policy similar to the CP program, and allow students to be paid for their CI time, as well as conduct the CI at their place of employment.

Another example is the addition of a one-credit course and a two-credit course in the Winter Quarter because of questions raised at the Autumn 2017 Student Town Hall. This particular example also shows how the program needs to more systematically and consistently solicit student input. When the LIS program reduced the core course credits from 4 to 3, students were informed through an email to the student listserv of the change rather than asked

for their feedback. Even though the program was told to do this by the MCE Associate Dean, the students should have been consulted before the changes were made.

The LIS faculty are considering revised advising guidelines and advising timeline (Appendix N). Students were asked for their feedback on these proposed guidelines through a questionnaire distributed electronically. Responses have been quite positive, particularly because of the greater detail and intentional incorporation of discussion of LIS, MCE, and DU academic policies.

IV.5.2 *Participate in research*

As described in Standard III, some students have participated in faculty research and conducted their own research. Some comments from the focus groups and surveys indicate that some students feel the opportunities to work with faculty on their research are limited and elusive. The LIS faculty need to develop a more overt approach to announcing research opportunities. To support student-led research, the one-credit course LIS 4700 Writing for Publication in Winter 2017 is intended to help students identify research questions, modify previous work to fit particular venues, or to create a writing plan for the first few years of their careers.

IV.5.3 *Receive academic and career advisement and consultation;*

Placement assistance is available through the DU Career and Professional Development Center (CPDC) (https://career.du.edu/) which provides one-on-one assistance to students, as well as group classes in-person and online. CPDC staff are frequently invited to speak to the LIS 4000 Foundations class and at student professional organization events. The scope of services and resources can be found here: https://career.du.edu/resources/.

IV.5.4 *Receive support services as needed;*

In addition to the regular academic and career advising students receive from faculty, mentors, and the DU Career and Professional Development Office, services to students include writing support, counseling, medical care, disability support, and international student support.

Counseling and Medical Services

Located in Ruffatto Hall, the MCE Counseling and Educational Services Clinic provides counseling and assessment services to the general public and the DU community. This clinic is staffed by full-time clinical faculty and graduate students in the Counseling Psychology, and the Child, Family, and School Psychology programs. Fees at the clinic are set using a sliding scale. http://morgridge.du.edu/counseling-educational-services-clinic/.

The Student Counseling and Health Center is located at the Ritchie Wellness Center, and is staffed by physicians, physician assistants, nurse practitioners, nurses, psychologists, psychiatrists, and social workers. All University of Denver students, part-time or full-time, undergraduate or graduate, can use the services of the Health & Counseling Center. https://www.du.edu/health-and-counseling-center/.

Counseling services include:

- Counseling/Psychotherapy (individual, couples, group) 12 session model for students
- Psychological testing (e.g., for learning disabilities and attention deficit disorder)
- Crisis intervention and emergency services (24 hours/day, 7 days/week)
- Psychiatric consultation (medication management)
- Referral services

Disability Services

The Disability Services Program (DSP) is also located in Ruffatto Hall and provides a wide range of accommodations, including:

- Test accommodations (examples: extended time, minimal distraction)

- Alternate format texts & materials
- Course substitutions
- Classroom changes
- Early registration
- Note takers
- Sign language/oral interpreters
- Referrals to other services and programs

DSP staff are also available for answering questions from faculty about accommodation practices. A DSP student handbook is available at https://www.du.edu/studentlife/disability-services/media/documents/student-handbook-17-18pdf.pdf, and more information is found at https://www.du.edu/studentlife/disability-services/.

International Students

International Student and Scholar Services (ISSS) is one of four units within the Office of Internationalization. Located in the International House, ISSS provides the following services to international students and scholars on campus:

- Immigration and cultural adjustment advising
- Issuance of immigration documents, authorizations, and certification letters
- Advocacy for international student and scholar issues on campus
- Orientation, employment, and travel workshops
- Sponsorship of international student organizations
- Cultural and social activities

Pioneers CARE

The Pioneers CARE reporting system is a process to submit information about a student who may be experiencing a challenging situation and needs help to connect to the appropriate resources. Each report is reviewed by staff members and then assigned to a Case Manager to outreach to the student and develop a support plan. This report activates the appropriate University protocol to support both the individual and the campus community in maintaining their safety, health and well-being. https://www.du.edu/studentlife/studentsupport/pioneers_care/

The Crisis Assessment Risk Evaluation (CARE) Behavioral Intervention Team is the advisory group for services to students in crisis, and includes representatives of Campus Safety, Academic Affairs, Office of Graduate Studies, and Student Affairs. The Red Folder contains information for faculty and staff to quickly find the appropriate program or office for a variety of student concerns: https://www.du.edu/studentlife/studentsupport/pioneers_care/emergency-guide.html.

IV.5.5 *Form student organizations*;

IV.5.6. *Participate in professional organizations*

Students are encouraged to begin participating in professional organizations as soon as they enter the program. In spite of the program's small size, several organizations are active. Organizations typically meet during the 30-minute break between the 4:00 pm and the 7:00 pm classes and on weekends. The groups are:

- American Library Association Student Chapter
- American Society for Information Science and Technology Student Chapter
- Society of American Archivists Student Chapter
- Special Libraries Association Student Group of Rocky Mountain SLA
- Library and Information Science Student and Alumni Association (LISSAA)

  An umbrella organization that provides coordination of student organization events, and sponsors events of general interest, such as workshops for resume writing, mock interviews. All students and alumni are automatically members of this organization.

The officers of these groups communicate regularly to develop collaborative events, and to avoid scheduling events that conflict. Typical events are tours of libraries and archives, speakers from practice, job hunting skills, and social gatherings. In recognition of its outstanding programs and events, the ASIS&T Student Chapter was named Student Chapter of the Year in 2013. The Student Advisory Board is comprised of the presidents of each of the DU LIS student organizations.

Within MCE, the College of Education Student Association (COESA) serves a coordinating function, as well as represents the student organizations to MCE administration. Because of the array of programs in MCE, and at the request of the DU Graduate Student Association, COESA was formed to serve as the single point of contact between university-level graduate student events and funding, and MCE. Funding for professional or research travel is also administered by COESA through an application process. Two current LIS students are on the COESA board.

Occasionally, and in the spirit and practice of professional collaboration, events will be co-sponsored by the DU ALA Student Chapter and the Emporia State ALA Student Chapter. Emporia State delivers a weekend and online program to the Denver area, and many practitioners, Culminating Internship field mentors, and employers are either DU LIS graduates or Emporia State graduates. Events that have been co-sponsored include a career panel and mock interview event.

Student organizations and individual students share information via Facebook pages, a Canvas site, and through the libschool-l listserv. There have been some students who have expressed concern with using Facebook to share information because not all students have a Facebook account. Other tools, such as Slack, are being considered as alternatives to Facebook.

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

The Annual Student Review and the Portfolio are the primary mechanisms for evaluation; however, neither of those include concepts related to academic policies and administration. The focus groups and survey did include these areas, and the findings indicate

that students would like to have more choice in class content and more consistent advising from faculty. Several examples of changes triggered by these findings have been provided in other sections of this Self-Study. Staff and students are not involved in the evaluation process of individual student learning. Students are involved in evaluation of the student learning experience and administrative policies through meetings and focus groups and surveys.

IV.7 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.

Description of the program's explicit, document evidence of ongoing decision-making processes and the data used to support those processes is found in *Standard I.* Decision-making takes place in Program meetings and Advisory Board Meetings. Minutes from these meetings provide evidence of the decision-making processes based upon data from direct and indirect measures. In addition to the direct and indirect measures of Student Learning Outcomes, the LIS Strategic Plan addresses the student learning experience in several goals, objectives, and activities and identifies these goals, objectives, activities, and progress made to date. Appendix D contains the LIS Strategic Plan details, including progress made toward attainment of objectives.

IV.8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future

DU LIS receives feedback from students formally and informally, one-on-one and in groups. Examples of changes made in the program based upon data and feedback from students include:

- Content of goals, objectives, activities, and measures used in the existing LIS Strategic Plan, and for development of the future strategic plan, e.g., providing more opportunities for students to participate in research.

- Additions to the LIS course schedule.
- Revisions to advising guidelines (in progress).
- Development and implementation of peer review of teaching effectiveness.
- Comprehensive review of the components and evaluation of the Portfolio (in progress).
- Use of the Intercultural Development Inventory to enrich students' exposure to and understanding of other cultures.

Standard V

V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

LIS Program's Autonomy

LIS has autonomy over its curriculum and admissions decisions, and the MLIS is distinct from all other master's program in MCE and DU. In addition to admission decisions being under the purview of LIS faculty, the components of the application package are also determined by the LIS faculty. LIS faculty advise LIS students and this is another example of the distinct identity of the program.

Recommendation of a candidate for hire as a faculty member is made by the LIS program faculty and the RMIS department chair. However, and as for all programs in MCE, the MCE Dean makes the final decision on all faculty hires, and negotiates salary and start-up funding. Allocation of financial resources is managed by the RMIS Department Chair in consultation with the LIS Head of Program and faculty. Evaluation of faculty, as described in *Standard III*, is a responsibility of the RMIS Department Chair in consultation with the LIS Head of Program.

The administrative infrastructure that supports LIS is primarily shared among all of the MCE academic programs. One exception is the dedicated academic services staff position. Karen LeVelle is the Academic Services Associate (ASA) for the RMIS Department and provides support for LIS and RMS students and faculty.

Academic Programs and Units in Morgridge College of Education

There are five academic departments in MCE; two of the departments include more than one program. In the table below is a listing of the departments, associated academic programs,

and the number of faculty in each program. Department Chairs are included in the faculty count for their home program.

Table 28 MCE Academic Departments and Programs

Department	Chair	Programs	Number of Faculty
Counseling Psychology	Assoc.Professor Jesse Owen	• Counseling Psychology	• 8 full-time faculty; 1 joint appointment with Higher Education
Educational Leadership and Policy Studies	Assoc. Professor Susan Korach	• • Educational Leadership and Policy Studies	• 5 full-time faculty; 3 part-time faculty
Higher Education	Assoc. Professor Ryan Gildersleeve	• Higher Education	• 6 full-time faculty; 1 joint appointment with Counseling Psychology; 2 administrators with faculty lines in Higher Education
Research Methods and Information Science	Professor Nick Cutforth	• Research Methods and Statistics • Library and Information Science	• RMS: 4 full-time faculty including 1 joint appointment with Curriculum and Instruction • LIS: 4 full-time faculty
Teaching and Learning Sciences	Professor Cynthia Hazel	• Child, Family, and School Psychology (CFSP) • Curriculum and Instruction (CUI) • Early Childhood Special Education (ECSE)	• CFSP: 7 full-time faculty; 1 administrator in a faculty line • CUI 8 full-time faculty, 2 are endowed professor position with primarily research responsibilities • ECSE faculty are from the CFSP faculty

There are several other units in MCE that do not provide support services to academic programs per se. These are:

Counseling and Educational Services Clinic	Provides counseling and educational assessment services to the general public and the DU community
Fisher Early Learning Center	Early childhood education for infants to age 5
Institute for the Development of Gifted Education	Research institute
Kennedy Institute for Educational Success	Research institute
Marsico Institute for Early Learning and Literacy	Research institute
Ricks Center for Gifted Children	K-8 school

Administrative Infrastructure

The administrative infrastructure is primarily at the college level, with the exception of academic services support. In addition, one of the staff members of the MCE Office of

Admissions is dedicated to the RMIS Department. Nick Cutforth is Department Chair and has held this position for three years. Mary Stansbury is Head of the LIS Program, a position with responsibilities identified in Appendix AA. All Department Chairs in MCE have autonomy over the departmental budget. Funding for LIS-specific needs comes from the RMIS Department budget, following requests for approval from the Department Chair. Marketing-related expenses are either covered by the MCE Marketing and Communication Department or are shared by the RMIS Department and the Marketing Department. Student financial aid funding from the college (i.e., Dean's Scholarship, endowed scholarships) is managed at the college level; however, the Budget and Financial Aid office, the Dean, the Department Chair, and the Head of the LIS Program will discuss and negotiate the amount for the base financial aid awards, typically on an annual basis.

Other shared services for the college include technology support for classrooms, faculty, student labs, and facilities. Human resource functions, such as recruitment for positions and the hiring process, are supported at the college level; benefits are managed at the university level. Table 26 provides brief descriptions of MCE administrative offices. Additional details will be available onsite.

Table 29 MCE Administrative Offices and Services

MCE Administrative Office	Responsibilities
MCE Office of Admissions (MOA) One staff member, Rachel Riley, is dedicated to RMIS. Jodi Dye, Director of MOA	• Identify opportunities and venues for recruiting applicants • Create messages for recruiting • Coordinate with academic programs to maintain a current understanding of the programs' scope and strengths • Interact with potential applicants to encourage completion of submitting materials • Provide information about the programs • Interact with DU Graduate Studies to monitor the application document workflow • Organize interview days • Coordinate Skype and phone interviews • Interact with admitted students to encourage submitting a deposit
Academic Services Associates (ASA) Karen LeVelle ASA for RMIS	• Provide administrative support for department chairs and program heads, including managing required data for DU Registrar's office and Graduate Studies, e.g., course schedules, graduate bulletin details, etc. • Respond to students' questions and assist with clarification of department and university policies • Track submission of advising-related documents, such as the Coursework Plan and assist faculty in all advising-related tasks and questions • Assist programs with events such as Showcase of Opportunities • Contribute to discussions and decision-making related to program and department policies and procedures
Alumni, Career, and Community Services Position currently open	• Work with all MCE programs to identify ways to connect and serve alumni, including organizing events • Work with programs to identify professional development programming opportunities and community engagement opportunities • Serve as the contact with the DU Office of Alumni Relations
Budget and Planning Dan Delatorre, Assistant Dean of Budget and Finance Kaitlin Davies, Grants Specialist and Accounting Clerk Sean Montoya, Finance and HR Coordinator Alana Phanichpatom, Finance Manager, Schools, Grants, and Institutes	• Develop budget for MCE, departments, institutes, and schools in coordination with chairs, directors, and Dean • Analyze revenue and expenditures • Provide administrative support for recruitment and hiring for staff and faculty positions • Work with the Office of Research and Sponsored Programs for grants-accounting and reporting • Interact with university level budget and planning offices
Dean's Office Karen Riley, Dean and Professor Mark Engberg, Associate Dean and Professor Tamera Trueblood, Executive Assistant to the Dean	• Facilitates planning and development of departments, programs, institutes, and schools including resource allocation, policy development, and procedures • Represents the college to external and internal constituents • Engages with faculty, staff, and students to gather feedback and insight • Provides support and guidance for untenured and new faculty

	• Evaluation of faculty and staff, including allocation of merit pay • Coordinates college-wide events
Financial Aid James Banman, Director of Financial Aid	• Works with department chairs, program heads, and deans to identify the level of award for students • Engages with the university financial aid office • Responds to students' and faculty questions about financial aid
Grants Director Position currently open	• Works with faculty to identify sources of funding, research or training projects, and develop proposals • Engages with the university Office of Research and Sponsored Programs
Institutional Effectiveness Position currently open	• Supports all programs with assessment-related tasks, including data collection and analysis for accreditation purposes
Marketing and Communication Lori Westermann, Director of Marketing and Communication Jordan Kellerman, Marketing Specialist Cristin Colvin, Website Admin Asst	• Develops messages for a variety of channels to describe faculty, student, and alumni accomplishments, and MCE projects and events • Works with programs and the MOA to develop promotional content for recruitment • Engages with the university Marketing and Communications Department
Technology and Operations Joshua Davies, Technology Specialist and Website Administrator Damian Macias, Technology Specialist Eric Mareck, Building Manager	• Works with programs, faculty, and staff to identify technology needs and find solutions • Provides day-to-day technology support for classrooms, faculty, and student labs • Provides IT instruction for faculty, staff, and students • Manages the operations of Ruffatto Hall, including space reservations

V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution

Faculty Involvement

The LIS faculty have been elected or appointed to several college and university advisory and/or policy-making bodies. *Table 28* provides this information for the current LIS faculty. Following the table are descriptions of some of the committees

Table 30 LIS Faculty Involvement at University and College Levels

Shimelis Assefa	DU Institutional Review Board, 2015 – present
	DU Learning Management System Group, 2014-15
	DU Faculty Senate, 2012-2015
	DU International Advisory Board, 2009-2011
	LIS ASIS&T Faculty Advisor, 2011-present
Krystyna Matusiak	DU Research and Performance Summit, poster judge, 2016
	DU Global Friends Program, mentor, 2015-16
	DU Faculty Advisory Group for Interdisciplinary Center for Data Analysis and Information Visualization, 2013-14
	DU Academic Technology Incubator, member, 2012-13
	DU Search Committee for Statistician Position at Center for Data Analysis and Information Visualization, Winter 2014
	MCE Search Committee member for tenure-track position in Counseling Psychology, Fall 2015-Winter 2016
	MCE Grant Flowback Committee, 2013 – present
	MCE Library Liaison, 2012-present
	MCE Search Committee member for Director of Institutional Effectiveness, Fall 2012
	LIS, ALA Student Chapter Faculty Advisor
	LIS, Student International Interests Group, Faculty Advisor
Peter Organisciak	DU University Libraries Task Force on Research Data Management, 2017 -
Mary Stansbury	DU Faculty Senate member, 2016-18
	DU Graduate Council member, 2009-2014
	DU Graduate Academic Concerns Committee, 2010 – present
	Renew DU Interdisciplinary Incubator, member, 2012
	DU University Technology Services Research Project and Prioritization Review Team, 2012-13
	DU Task Force on Penrose Library Collection, 2011
	MCE Appointment, Promotions, and Tenure Committee, 2009-2012
	MCE Associate Dean Search Committee, 2017
	MCE Counseling Psychology Clinical Faculty Search Committee, 2017
	MCE Data Science Task Force, 2017
	MCE Faculty Executive Committee, 2014-17
	MCE Faculty Governance Bylaws Committee, 2016-present
	MCE Strategic Plan Organizing Committee, 2014
	LIS Social Justice Interest Group, Faculty Advisor

Student Involvement

LIS students participate in the MCE student advisory group, COESA. Currently, two LIS students are on the COESA Board. The goals of COESA are listed below:

- Represent students in all policy-making activities affecting student interests.
- Provide students studying in the Morgridge College of Education (MCE) an opportunity to engage in collegial and social relationships with faculty, peers, and experts in the field.

- Encourage and promote professional, intellectual, and social interaction between students, faculty, and staff.
- Support student research.
- Represent the Morgridge College of Education on the Graduate Student Association Council.
- Manage and distribute monies received through the Graduate Student Association Council.
- Promote community within the Morgridge College of Education.
- Augment the graduate experience for students in the Morgridge College of Education.

The Graduate Student Associations Council is comprised of a delegate from each of the college's student group. Graduate Student Government (GSG) is the umbrella council that represents all the Graduate Student Associations (GSAs) at the University of Denver. COESA is the GSA for the Morgridge College of Education, and the direct link between MCE students and GSG.

Staff Involvement

At the university level, staff can serve on the DU Staff Advisory Council (SAC). The mission of the staff advisory council is to create "one DU" by uniting and supporting staff through advocacy and collaboration. The SAC lobbies to get policies and procedures implemented that directly affect all staff members' morale, interests, working conditions and professional development. At the MCE level, staff do not have a formal committee that is advisory to the college, however, on a regular basis the Dean, Associate Dean, and Department Chairs solicit feedback and advice from staff.

V.3 The administrative head of the program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

Nick Cutforth is the chair of the Research Methods and Information Science Department, his CV is included in Appendix Y. Mary Stansbury was appointed as Head of the LIS Program in

February 2017. This appointment is in response to the concerns expressed by COA regarding the identity of the program. Dr. Cutforth has title, salary, status, and authority comparable to other department heads in MCE. DU does not have a standard approach to the roles and responsibilities of department chairs. While there is not another position in MCE that uses the Head of Program title, there are faculty in other programs who are coordinators of programs. For example, the Educational Leadership and Policy Studies program has a faculty coordinator of its online Ed.D. program. Mary Stansbury receives a summer stipend, although no course releases for the administrative responsibilities. Nick Cutforth receives a stipend and teaches a reduced course load during the regular academic year. Department Chair stipends reflect the size (number of faculty, number of students) of the department; therefore, not all Department Chairs receive the identical dollar amount.

Mary Stansbury served in several leadership roles in LIS and in the RMIS Department. She was the LIS Program Coordinator from 2008 until 2012. From 2012-14, she served as Department Chair of Research Methods and Information Science. Dr Clara Sitter was named Lead Faculty of LIS in 2014 and served in that position through Spring 2016. The former Lead Faculty member's responsibilities were nearly identical to the current responsibilities for the Head of the Program, with the exception of evaluating faculty because Dr. Sitter was a non-tenure track line, and the rest of the LIS faculty are in tenure track lines.

Mary Stansbury has served in a variety of leadership positions in the LIS profession, including as a member and then chair of ALA-COA. During her time on COA, the *Standards for Accreditation* 2015 were developed and approved through the ALA governance process. She has also served on several External Review Panels. Mary attends the ALISE Conference every year, which provides teaching, LIS professional preparation, and program administration insight from other LIS educators. Her research in early literacy is an example of how she keeps up with developments in the field.

V.4 The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

The LIS faculty is collaborative, and work closely together on many tasks including administrative ones. The atmosphere of collegiality in LIS is not a new condition. Perhaps due in part to the small size, faculty are committed to working productively to improve the program, research, and nurture students. Nick Cutforth has established the RMIS Writing Day, described in *Standard III*. He is an excellent mentor to all faculty and is able to solve complex problems with fairness and integrity. Nick and the LIS faculty encourage LIS students' participation in RMIS Research Day, The most recent program for this event is in Appendix AP.

V.5 The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.

Karen LeVelle is the Academic Services Associate (ASA) for the RMIS Department. She supports the faculty and the administrative needs of the LIS Program and the RMS Program. Some examples include the processing of curriculum change proposals, updating graduate catalog information, monitoring students' progress toward degree completion, assisting with any student-related request or approval such as independent studies, transfer credits, graduation, and requirement waivers. Ms. LeVelle is evaluated annually by the Department Chair, with input from the LIS Program Head. As described earlier in this chapter technology support staff, financial aid, admissions, and marketing departments serve the college. No program has dedicated staff in these areas.

V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.

The LIS Program budget is a component of the RMIS Department budget. Funds are used for participating in conference exhibits, producing special documents such as the Self-Study, and providing travel support above the minimum provided by the college. Revenue comes to the college, and while it is possible to determine the amount of revenue LIS courses generate, the accounting of revenue and expenses does not clearly delineate LIS-only revenue—other than for grants, donations, and endowments. If the LIS Program has a need for funding, a request is made to the Department Chair. That request includes the purpose, the rationale for needing the funds, and an indication of how that request connects to the LIS strategic plan.

V.7 Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Salary data are confidential but will be available on site.

V.8 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

In addition to the MCE Flowback Committee, other sources of DU funds for research, such as PROF grants and Center for Community Engagement and Service Learning grants, are described in *Standard II.* Also described in *Standard II* is the newly adopted Faculty Professional Development Policy. All college deans have funding to support a faculty member's professional development if that professional development is related to a documented area of concern. A faculty member can request funding for professional development outside of this

process from the Department Chair. Every faculty member in the college receives $2,000 a year for professional travel; requests for additional travel money can be made of the Department Chair.

Faculty can apply for sabbatical every seven years. Guidelines for sabbaticals are found in Appendix AQ. The length of the sabbatical can be one quarter, two quarters, or three quarters. Salary during the sabbatical is dependent upon the length of time away. Shimelis Assefa and Mary Stansbury have received sabbaticals; Krystyna Matusiak has recently applied for a sabbatical.

DU complies with the Family Medical Leave Act of 1993. Categories of paid leave include parental leave, bereavement leave, discretionary leave, and jury duty leave. For more information about leaves with pay consult: https://www.du.edu/human-resources/employee-support/leaves.html

Financial Aid

The Dean's Scholarship is awarded to all MCE students. The level of award varies from program to program; the variance is typically linked to a need to increase enrollment or the length of the program. LIS also has an endowed scholarship, the Dimchevsky Scholarship, and awards funds donated to the LIS Gift Fund. In 2015, an alum of the first DU LIS program donated $500,000 for LIS student scholarships. The donor did not want to establish an endowment because she preferred to see an immediate effect on students. The donation was divided equally among all first year students. It is MCE policy to include student support in any grant proposal—internal or external—that is submitted. For more information about financial aid see http://morgridge.du.edu/financial-aid/ The MCE Request for Supplemental Financial Aid for emergency situations is contained within that website.

V.9 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.

Ruffatto Hall

Morgridge College of Education moved into Katherine A. Ruffatto Hall (KRH) in June, 2010. Ruffatto Hall islocated at 1999 E. Evans Avenue at the corner of High St. and E. Evans Ave. It is a 73,568-square-foot building that houses the MCE administration, staff, and faculty, and provides classrooms, computer labs, and study areas for students. The building is located on the western edge of campus, close to a light rail station and bus stops, and there are parking facilities for faculty, students, and staff adjacent to the building, making it readily accessible. All of the other buildings and services on the University of Denver's 125 acre campus are within a 20 minute walk of the building. DU Transportation Services operates a wheelchair accessible van that is available to everyone in the DU community by request between 8:00 a.m. and 2 a.m. A floor plan of Ruffatto Hall is available in Appendix AR.

The only MCE units not in Ruffatto Hall are the Fisher Early Learning Center, which is across High Street, and the Ricks Center for Gifted Children which is located two blocks away on Evans Ave. Fisher and Ricks, as accredited Infant-P and P-8 schools, need appropriate space and equipment for their students.

The LIS faculty offices are situated in the west wing of the 2nd floor, together with a conference room and a central area for student workers. The RMS faculty offices are also in the west wing of the 2nd floor. A kitchen for faculty, staff, and student use is available on each floor, as is a room with a photocopier, office supplies, and faculty mailslots.

There are nine classrooms in Ruffatto Hall with mobile furniture that allows for various configurations to meet the needs of a particular class. In addition to the classrooms, there are 14 meeting and conference rooms, three with video conferencing, and numerous spaces

throughout the building equipped with chairs, tables, whiteboards, moveable white boards, plasma screens, and/or network connections for collaborative work. Appendix AS KRH Room Details provides more information about the spaces in KRH.

The learning technologies available in Ruffatto Hall are extensive and used in a variety of ways to address the learning and teaching needs of MCE. All of the classrooms in Ruffatto Hall are equipped with a computer, projector and projection screen, Smartboards or Promethean Boards, and 2 input panels with audio, video (composite) and Ethernet connections. Six of the classrooms also have a 42" LCD monitor. A Crestron controller in each classroom allows projection to any or all of these monitors, screens, or boards. A master controller monitors data from all rooms and can capture and record output from Smartboards and video cameras (the cameras can also be controlled through this system) and send it to any other technology enabled room in the building. For faculty and staff in MCE, training sessions for use of the learning technologies are held by the Technology Support staff. Some of these training sessions have been conducted by the vendors, others by the DU Office for Teaching and Learning, and others by MCE faculty and staff.

Ethernet connections are available in classrooms, offices, and study/collaboration areas. Wireless internet is also available throughout the building. A computer laboratory with 19 PCs loaded with software such as, but not limited to, Microsoft Office, NVivO, SPSS, Sony Vegas, and Adobe CS4 Production Premium is available to students on the second floor. There are also two Mac computers as well as a scanning station and printer. Multimedia equipment, such as video cameras, tripods, and audio recorders, are also available for use by students, faculty, and staff.

Technology for Faculty

Every faculty member is on a computer refresh schedule, currently it is every five years. A laptop or desktop, PC or Mac can be specified by the faculty member, as well as software

such as SPSS and Microsoft Office. DU is a Microsoft Office campus, the standard desktop applications are also provided through the Office web portal. Additional monitors and a docking station are provided to faculty, if requested. New faculty may include additional hardware and software as part of their start-up package. Every faculty office has an Ethernet outlet, and wireless service is available throughout the campus, including in KRH.

For remote access, faculty, staff, and students use eduroam, which is an international roaming service for users in research and higher education. It provides researchers, teachers and students secure network access when visiting an institution other than their own. Every faculty member is given access and space on the MCE shared drive. An individual faculty member can keep their files private; programs and departments also use the shared drive for accessing administrative documents. There are two cubicle stations for LIS student workers and graduate assistants. The desktop computers at these stations are not on a refresh schedule.

Information Technology Services (IT): *https://www.du.edu/it/*

IT is a university-level unit. IT supports the infrastructure that connects DU communities and provides DU faculty, staff, and students access to the most updated technologies available. IT provides general DU software and training on that software, access to the Internet, and email to students, staff and faculty at DU. The IT Support Services department includes the Computing Help Desk, the Help Center Lab in Anderson Academic Commons, the Mobile Computing/Computer Service Center and Computer Training and Support. Customer service is the primary mission of IT Support Services. The Help Desk provides phone, email, and on-site faculty/staff support and serves as the front line for solving Internet access issues and problems with software systems that are in general use across the campus community. The IT website contains extensive information and guidance for using software and hardware. The Help Desk personnel also make office calls to faculty and staff to provide on-site computer support with any operational, software, hardware, or logistical issue related to computing at DU.

IT Support Services, working with the Department of Human Resources, offers more than 750 online courses for students, faculty, and staff. Courses cover basic and advanced topics for a variety of software applications supported by UTS, for example, Adobe and Macromedia products, Microsoft Office products, Crystal Reports, Oracle, and SQL Server. There are also face-to-face sessions provided for faculty and staff on the Exchange email system and to departments and units on the DU website content management system. The IT building houses a physically secure main data center with access to power and cooling to support continued growth for several years. IT is also responsible for the telephone service and equipment.

Office for Teaching and Learning (OTL) http://otl.du.edu/

The OTL is located in Anderson Academic Commons and provides support to faculty and teaching staff at the University of Denver for the development of classes and, in particular, the use of technology and software in the classroom. They conduct training sessions on using Canvas, as well as other online tools such as Portfolio and CourseMedia. OTL also provides support through faculty learning communities and web-based resources. The LIS Program faculty will use some of the support and resources to help improve teaching effectiveness.

Some of these services and resources are:

Inclusive Teaching Portal – provides resources and consultation for faculty wanting to create an inclusive learning experience.

Course Design Institute – brings faculty together to engage in guided discussions, hands-on workshops and working sessions to design or redesign a course.

OTL's mini-grants program, OneNewThing (ONT) – for development of one strategy, tool, or activity at a time to improve teaching; $500 stipend.

Faculty Learning Communities (FLCs) – informal cross-disciplinary groups, facilitated and run by faculty members, that meet regularly to explore teaching topics in depth. Current FLCs are exploring Teaching International Students; Scholarship of Teaching and Learning

(SoTL) Research Group; New Advances in College Pedagogy; and Hybrid Learning Community.

Peer Classroom Visit Program – provides a mutually-supportive opportunity for self-reflection and sharing of good practice. Through observing each other and discussing teaching informally, this program allows faculty members an opportunity to reflect upon, enhance, and celebrate their teaching.

Teaching Consultation – provides faculty with specific techniques for improving teaching effectiveness that are tailored to the faculty member, the course(s), and the students.

Instructional Design Support – provides consultation services and training for a faculty member or a program to create a course or curriculum that meets the desired student learning outcomes.

Technology Development and Consultation – provides one-on-one consultation services with staff to choose an optimal approach to integrating technology into a course

Student-Faculty Partnership Program –students and faculty members work together as partners in exploring how to create more engaging, inclusive, learning-rich environments for every student. Each week, students visit and observe their faculty partner's class, and then they and their faculty partners meet to discuss their respective observations and insights.

Campus Safety and Emergency Preparedness

The Department of Campus Safety's Office of Emergency Preparedness develops, communicates, and trains the DU community on the University's emergency policies, strategies, plans, and procedures. Staff works closely with departments and offices to design, train, and exercise emergency response and business continuity plans. This office educates students, faculty, and staff on mitigation, preparedness, response, and recovery strategies. The office assesses the University's preparedness for natural, epidemic, and human caused emergencies while working collaboratively with representatives from the City and County of Denver and other local, regional, state, and federal agencies on emergency planning.

Campus Safety is staffed 24 hours a day year-round by trained professionals employed to serve the University community. Emergency notifications/alerts are designed to notify via email, phone, voice mail, text message, and PDA in the event of an emergency on campus. Participation in the Emergency Notification system is voluntary at this time. Throughout the DU campus, there are Emergency Phones accessible inside and outside of most buildings and in commons areas. These phones are online 24 hours a day.

V.10 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the program.

In addition to the description of Ruffatto Hall in *Standard V.9*, faculty can request additional space in support of research. For example, one of the RMS faculty members has a dedicated computer (not Internet connected) in a secure space for her research that relies upon educational records, which need to remain confidential. Another example of this standard is the Academic Services Associate's private office.

V.11 Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

Information resources and services are addressed in *Standard VI.2.* Two other services, the University Writing Program and Digital Media Services, will be described here. Library resources and staff are discussed in *Standard V.12.*

University Writing Program https://www.du.edu/writing/

The Writing Center, located in the Shopneck Family Writing Center in Anderson Academic Commons, promotes and supports effective student writing by providing consultations to undergraduates, graduate students, staff, and faculty. The Center is staffed by trained students and offers scheduled and drop-in consultations, workshops, and additional services. Consultations for students are free and are scheduled for 45 minutes. If a student visits the

Writing Center and would like to notify their instructor, an email will be sent to the faculty member. https://www.du.edu/writing/writingcenter/

Digital Media Center

The Digital Media Center (DMC) at the Anderson Academic Commons is managed by Digital Media Services. The DMC is a self-service, post-production studio and is open to students, faculty, staff, and alumni. DMC Staff are available during scheduled hours and by appointment to assist with any media needs. DMC at the Anderson Academic Commons creates access to commercial software that would otherwise not be available. The center features fourteen 27-inch Mac LED-backlit computers equipped with cameras and the necessary audio equipment for production. Media production kits are also available to members of the DU community for borrowing.

V.12 The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

University Libraries https://library.du.edu

University Libraries is the administrative unit that manages library collections, services, and instruction. Anderson Academic Commons (AAC), is the building that houses University Libraries, the Writing Center, the Math Center, Digital Media Services, and a University Technology Services support desk. Anderson Academic Commons, opened in March 2013, is the product of an extensive fund raising and renovation effort led by former Dean Nancy Allen. A floor plan of AAC is in Appendix AT. There are 30 group study rooms, extensive open space, carrels, over 120 PCs and Macs, and a Faculty Reading Room. For a virtual tour and map of Anderson Academic Commons: https://library.du.edu/maps/index.html. AAC is open the following days and times: Monday – Thursday, 7:00 am until 2:00 pm; Friday – 7:00 am – 10:00

pm; Saturday, 9:00 am – 10:00 pm. During xxam week and the week prior, the building is open 24 hours.

The University of Denver has two libraries: Anderson Academic Commons, with the Music Library branch in the Lamont School of Music, and the Westminster Law Library in the Sturm College of Law. Both have missions to support teaching and learning on campus through collections, research instruction, and services. The University Libraries build collections cooperatively with a third library nearby, Taylor Library at the Iliff School of Theology, with whom DU shares campus facilities and has an academic partnership. (Since 1981, the Iliff School of Theology and University of Denver have offered a joint PhD Program in Religious and Theological Studies.) University Libraries has over 6,000,000 bibliographic records in its library catalog, reflecting holdings in print, electronic, microforms, video and archival formats, leading to books, serials, music, scores, videos, DVDs, government documents and more. Westminster Law Library holds over 400,000 volumes, tangible and online. Table 29 provides more details about the collection.

University Libraries is a member of the Colorado Alliance of Research Libraries, a group of academic and public libraries that negotiates with publishers and online vendors to share in the costs of expensive databases. As a result of such cooperation, DU is able to join in on some serial packages and go alone on those that are only of interest to us. The academic community has access to the full text of nearly 3,000,000 online books, serial publications, digital government publications, and digital repository objects. DU libraries participate in Prospector, a unified catalog of academic, public and special libraries. Through Prospector, materials not owned by DU or which are already checked out can be delivered and ready for pick up at the library in three to five business days.

Table 31 University Libraries' Holdings

Holding Type	2011-12	2012-13	2013-14	2014-15	2015-16
Books	1,163,392	1,178,784	1,191,620	1,203,085	1,589,321
Periodicals	254,867	262,522	269,859	279,712	283,416
Federal Publications	851,659	851,981	852,066	852,130	853,622
Microfilm	59,203	59,221	59,228	59,443	59,452
Microfiche	1,061,891	1,061,899	1,061,899	1,061,908	1,061,908
Cartographic	321	351	357	364	602
Sound/Video Material	24,425	26,217	28,033	29,975	30,841
Electronic Discs/CD-ROMS	7,617	7,631	7,636	7,639	7,776
Total Tangible Holdings	3,423,375	3,448,606	3,470,698	3,494,256	3,886,938
Online Books	1,176,419	1,373,874	1,514,906	1,719,109	1,826,653
Online Serials	103,788	120,618	152,326	112,272	127,576
Online Federal Publications	644,177	656,433	665,619	717,063	725,931
Online Digital Repository Materials	33,848	38,748	40,537	39,489	41,914
Total Online Holdings*	1,958,232	2,189,673	2,373,388	2,587,933	2,722,074
*Excludes Hathi Trust Access					

Dean Michael Levine-Clark is a longstanding supporter of the LIS Program, serving on its Program Advisory Board. Many LIS students are employed by University Libraries, and many of the library faculty serve as adjuncts (*Standard III)*, Culminating Internship supervisors (*Standard II)*, and as informal mentors for students interested in all service areas of academic libraries and digital collections. Many of the librarians are well-regarded in the LIS professions for their research and practice innovations. For example, Michael Levine-Clark is a digital collections management expert, Carrie Forbes is well known for her work in instruction and assessment, and Chris Brown is known for his work with government documents collections in paper and digital form.

University Libraries' instruction focuses on information literacy beginning with access to online library resources, many of which are licensed to the University through the library.

Training in how to use these online resources is available to all members of the DU community through one-on-one meetings with library faculty members, through tutorials available on the University Libraries website, and through collaboration with academic programs. Computers are available in Anderson Academic Commons for members of the University community. There are network jacks to use with personal laptop computers and wireless coverage throughout the building.

Materials and Services in Support of LIS

Appendix AU lists the University Libraries' resources that are typically useful to LIS students and faculty. Bridget Farrell serves as the liaison to the LIS Program, and to MCE. LIS is the only program in MCE with a dedicated librarian. Ms. Farrell has her MLIS from U. Kentucky; before coming to DU she was a reference and instruction librarian at Auburn U. The LibGuide for LIS is found here: http://libguides.du.edu/lis. LIS Students are encouraged to take some of the classes offered by the library. One-on-one research consultations can be scheduled with Research Center librarians. An online reference question form is also available. University Libraries hires LIS students for a variety of positions, including access services, research services, and technical services.

Library Faculty Support of LIS

In *Standard II* there is a description of the LIS Affiliate Faculty role. In addition to contributing their professional expertise in program meetings, they also contribute to this accreditation review effort, as mentors and role models to students, and as adjunct instructors. One example of going above and beyond this minimum contribution is the time and effort Carrie Forbes, University Libraries' Associate Dean, devoted to the initial stages of LIS curriculum review. University Libraries is an essential part of the LIS teaching and learning experience. The current Affiliate Faculty from University Libraries are:

- Christopher Brown, Professor, Reference Librarian, University Libraries
- Katherine Crowe, Associate Professor, Curator, University Libraries

- Erin Elzi, Assistant Professor, Cataloging and Metadata Librarian, University Libraries
- Carrie Forbes, Associate Professor, Associate Dean for Student Services, University Libraries

V. 15 The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.

V. 16 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.

Deans and Department Chairs are evaluated annually, although the results are not shared with department faculty. The Provost evaluates the Dean, and the MCE Dean evaluates the Associate and Assistant Deans and the Department Chairs. Issues or concerns are addressed as they emerge, typically with discussion at program or department meetings if the issue is pertinent to all faculty. DU LIS does not have a systematic evaluation of administration, financials, and resources but recognizes that the program needs to incorporate such evaluation into the rest of its program assessment efforts.

Synthesis and Overview

The culture and practice of assessment within the LIS Program is much stronger than in 2011 for the last comprehensive review. Developing and implementing evaluation mechanisms is an evolutionary process. Just as program improvements are made based upon assessment data and analysis, the mechanisms themselves are revised to provide more useful data. The data collected and analyzed on a regular basis and for this comprehensive review tell us that we need to continue to improve teaching quality, increase scholarly productivity, review the curriculum for general issues such as class rotations and for technology-related content. While our administrative structure may be somewhat different than that of other, much larger, programs, we have the autonomy to make decisions about our students and curriculum, and considerable influence on personnel-related matters. We do not have a systematic approach to evaluation and planning for much of the administrative-related standards. However, this absence is not unique to LIS.

Our students and alumni are remarkably vibrant and inspiring, as are the practitioners we rely upon for teaching and mentoring our students. The addition of the Research Data Management concentration is a wonderful blend of the strengths of LIS and the Research Methods, while addressing a need of academic libraries and research centers. Our digital libraries and archives courses, and the early childhood librarianship electives, give students a depth and breadth of expertise that are also in demand in libraries and archives. We help students develop academically, professionally, and personally as evidenced by the Annual Student Review process, the Intercultural Development Inventory, and the many opportunities to become professionally active.

Overall, we meet the *Standards* and there is ample evidence of the approach we use to assessing student learning outcomes and attainment of program goals and objectives. The decision we've made based upon our evaluation and planning processes have improved the quality of the learning and working experience.