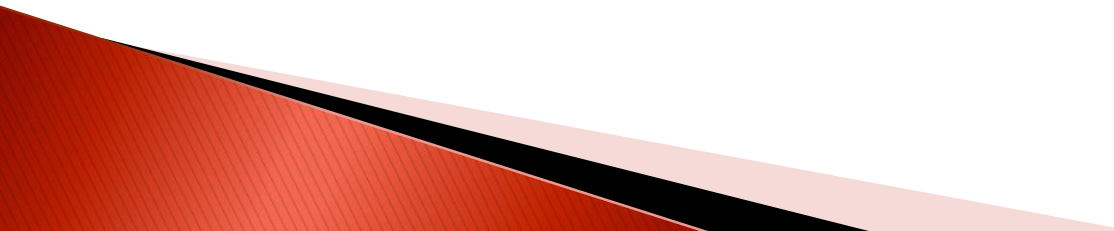


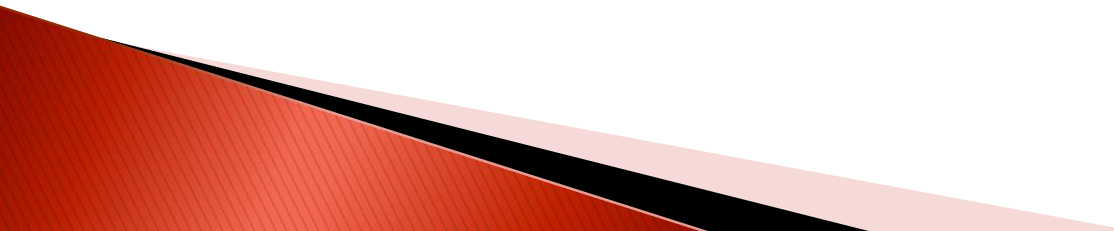
# MLIS Advisory Board Meeting

Department of Library and Information Studies  
Dewar College of Education & Human Services  
Valdosta State University  
May 28, 2015

# University Update

- ▶ New interim president starting July 1, 2015
  - ▶ Enrollment-based university budget
  - ▶ Undergraduate enrollment challenges
  - ▶ Pathways Program articulation agreements with 13 technical colleges
  - ▶ Neighbor state undergrad tuition agreements
    - Alabama
    - Florida
    - South Carolina
  - ▶ Graduate enrollment strong and growing
- 

# ALA Accreditation

- ▶ January 2014: MLIS program granted continuing accreditation status
  - ▶ January 2015: ALA COA Standards for Accreditation revised
  - ▶ April 2015: MLIS program 2014 biennial report accepted
  - ▶ Dec. 2016 & 2018: biennial reports due, aligned to newly revised standards
  - ▶ Fall 2020: next comprehensive review visit scheduled
- 

# Department Head Search

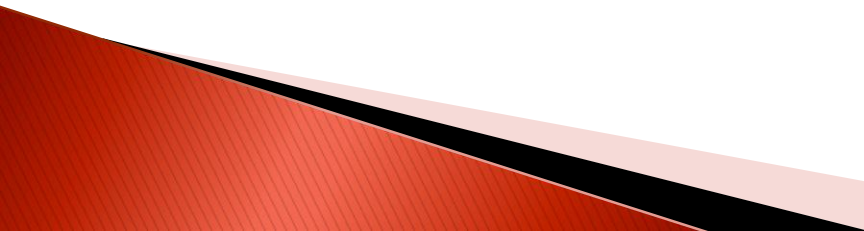
- ▶ Two candidates interviewed in late April
- ▶ Offer made and accepted in late May
- ▶ I look forward to continuing to serve the Department of Library and Information Studies.



# VSU MLIS Program Strengths

- ▶ Student-focused
- ▶ Small class sizes
- ▶ Caring faculty
- ▶ 100% online after orientation
- ▶ Integrates theory and practice in teaching and research
- ▶ Strong ties to information professionals in Georgia
  - Guest speakers
  - Supervised fieldwork and volunteer opportunities
- ▶ Competitive eTuition rate (same for all states)

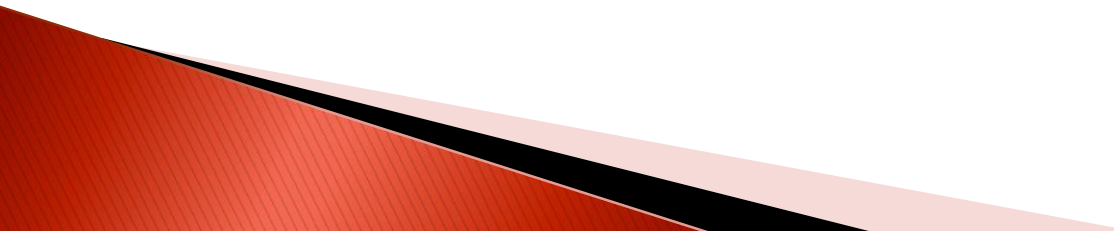
# MLIS Curriculum Overview

- ▶ 39 credits / 13 courses, non-thesis
  - ▶ Focus on preparation for academic, public and special library and information center work
  - ▶ Academic advisors work closely with students to develop customized programs of study
  - ▶ Six required “core” courses
    - Foundations of Library and Information Science
    - Information Sources and Services
    - Management of Libraries and Information Centers
    - Organization of Information
    - Research Methods
    - Capstone
    - Plus a choice between two Collection Development electives
- 

# Optional Tracks

- ▶ Cataloging and Classification
- ▶ Library Management
- ▶ Reference Sources and Services
- ▶ Technology
- ▶ Youth Services
- ▶ Dual program of study for MLIS and concurrent Media Specialist Certification (Georgia)
- ▶ Health Sciences Librarianship
  - Will be delisted effective Fall 2016 due to lack of interest
- ▶ Advising supports unpublished concentrations in Archives preparation and Special Libraries preparation

# Curriculum Revisions

- ▶ Youth Services Track revisions effective 2012–13 academic year
  - ▶ Cataloging and Classification Track revisions effective 2013–2014 academic year
  - ▶ Technology Track revisions effective 2016–2017 academic year
  - ▶ MLIS 7100 Information Sources and Services review scheduled – Fall 2015
- 



# Alumni Career Outcomes

- ▶ Total number of MLIS grads: 494
  - employment status known: 464
- ▶ Employed in LIS professional positions
  - 243 = 49.19%
- ▶ Employed in LIS paraprofessional positions:
  - 130 = 26.3%
- ▶ Employed in non-LIS positions: 68 = 13.7%
- ▶ Unemployed when last contacted: 29 = 5.8%

# Alumni Employment Detail

80.38% of grads whose status is known are employed in LIS settings

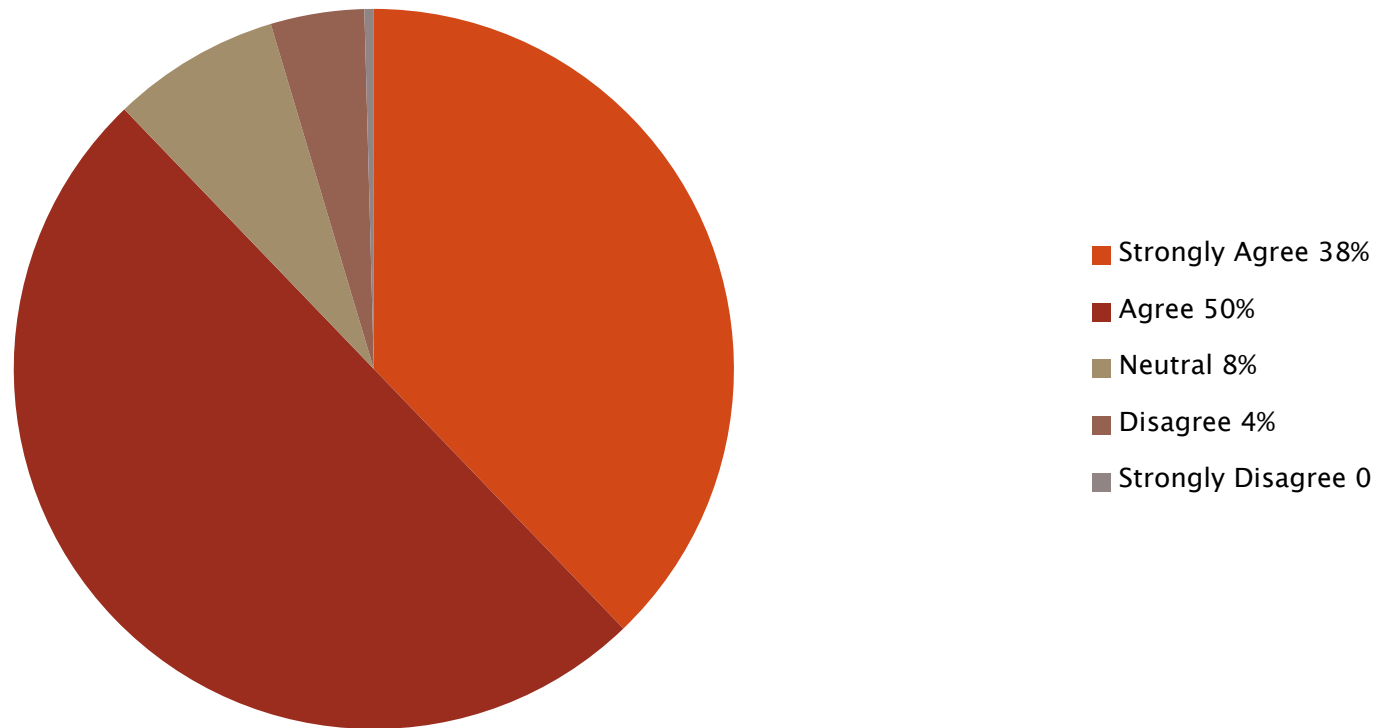
- Academic libraries: 37%
- Public libraries: 28%
- Special libraries: 6%
- School media center/school administrator: 3.88%
  - 14 professional, 5 paraprofessional
  - 5 graduated with dual MLIS/SMS certification
- Other: for-profit sector (8), archives or rare books (8), LIS education (2/2), Independent school libraries (5).

# Stakeholder Contributions

- ▶ Stakeholder Input timelines
  - Graduating student survey in last semester
  - Alumni survey two years after graduation
  - Employer survey every three years
  - Survey of students who left without graduating
- ▶ Data is both quantitative and qualitative and gives us the statistics just cited as well as the satisfaction ratings that follow

# Graduating Students 2013–14

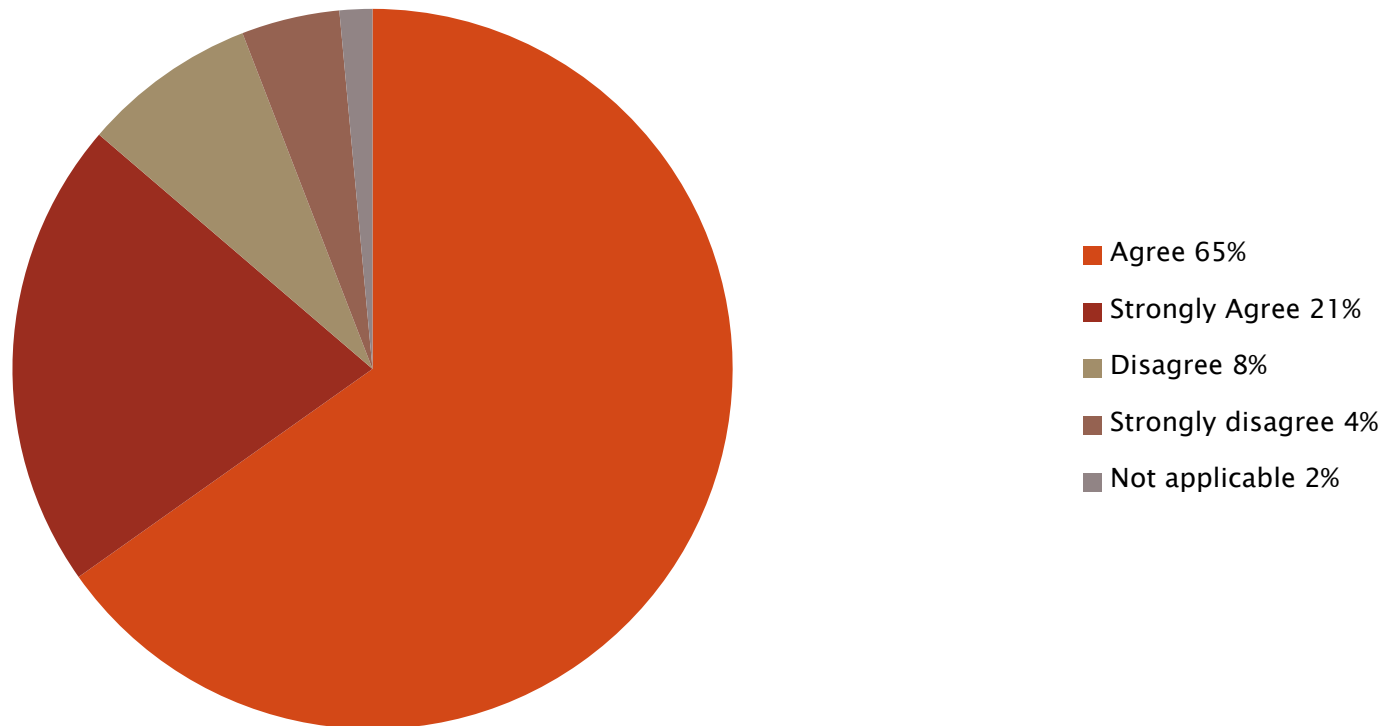
**MLIS Graduating Students AY 13–14 Perceptions of  
preparedness for professional work  $n=40$**



**88% agree they are prepared for professional work**

# Alumni two years after graduation

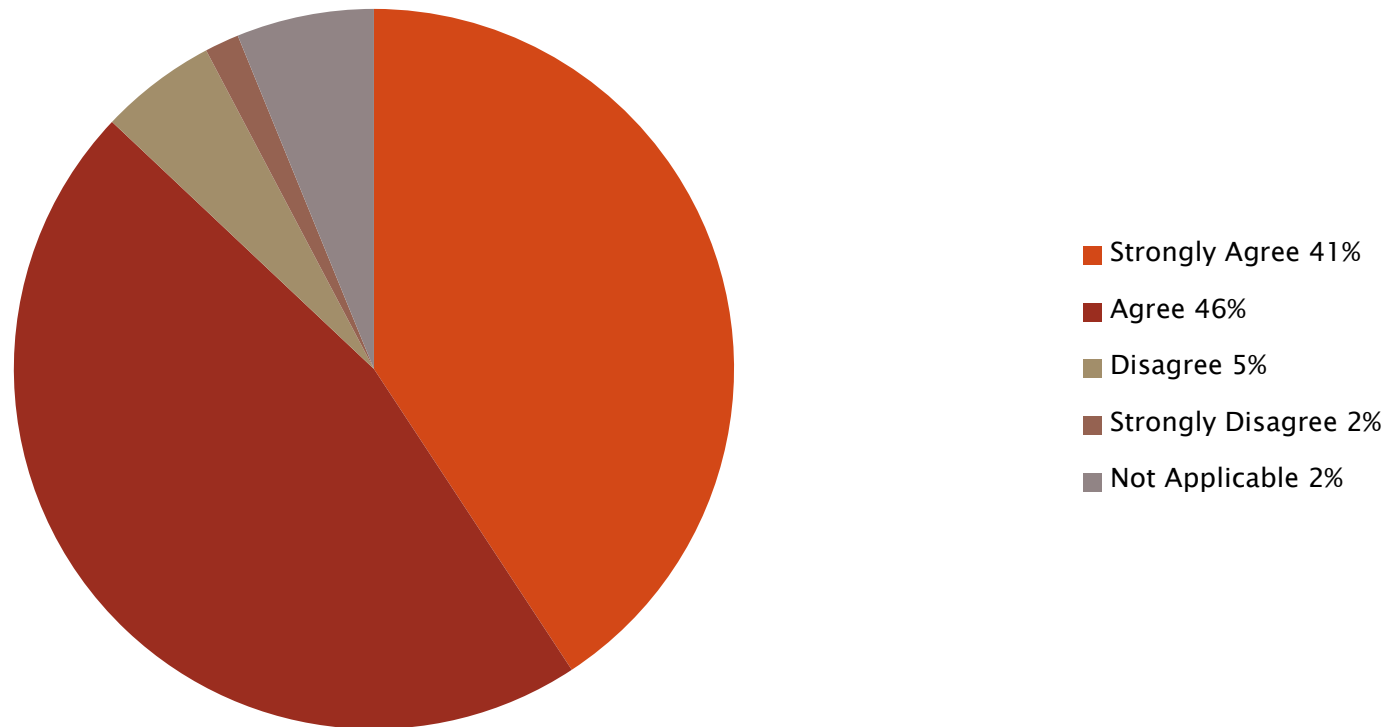
## MLIS 2012 Graduates' Perceptions of Preparedness for Professional Work $n=33$



Data collected in Spring 2014, 76% agree they are prepared for professional work

# Employer Perceptions

**MLIS Graduates 2010–13: Employer Perceptions of Preparedness for Professional Work  $n=58$**



Data collected in Spring 2014, 87% agree graduates are prepared for professional work.

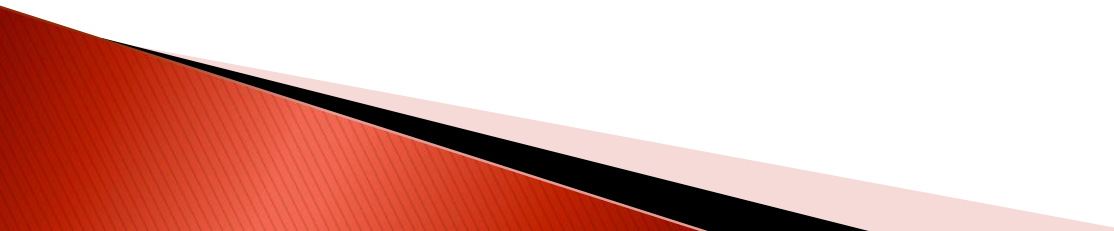
# Current Students and Admissions Trends

- ▶ 265 active students:
  - 177 in state, 88 around US
- ▶ Admissions trends

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Fall 2015
Acceptances	37	41	40	54	2	44	71	70
Denials	22	15	26	34	0	18	30	46
TOTAL # COMPLETE APPLICATIONS	59	56	66, out of state = 14	88, out of state = 22	2 (reinstated)	62, out of state = 20	101, out of state = 25	116, out of state = 58

- Number actually enrolled will be lower than acceptances

# Departmental Challenges

- ▶ Increasing demand for program
  - ▶ Limited resources
  - ▶ Identifying and engaging part-time instructors
  - ▶ Complying with university and accreditor planning, tracking, and reporting requirements
  - ▶ Time and funding for research initiatives
- 



# The Advisory Board

- ▶ Represents the MLIS program's constituents
  - Employers
  - Alumni
  - Practitioners
  - Faculty
  - Association and State leaders
  - Students

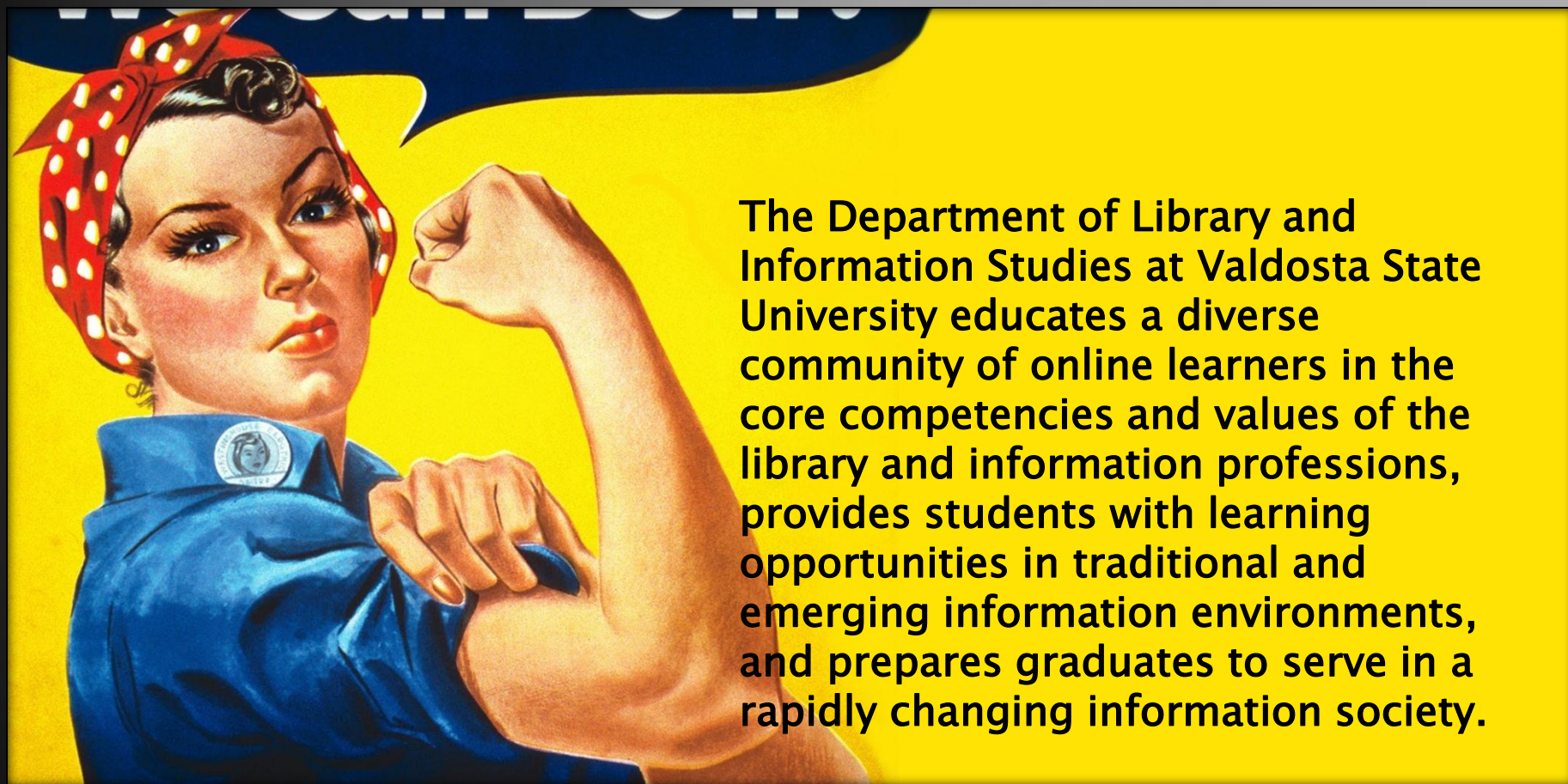
# Role of the Advisory Board

## ▶ Collectively

- Meet twice per year: at GaCOMO and online
- Review, comment, and guide program mission, goals, objectives, outcomes
- Participate in continuing accreditation compliance by above

## ▶ Individually

- Specialized consultations with the department in your areas of expertise as needed
- ▶ Help insure each stakeholder group is adequately represented as we move forward



The Department of Library and Information Studies at Valdosta State University educates a diverse community of online learners in the core competencies and values of the library and information professions, provides students with learning opportunities in traditional and emerging information environments, and prepares graduates to serve in a rapidly changing information society.

**We Can Do This!!**