Department: School of Information

Program: Master of Library and Information Science (MLIS). The MLIS is a graduate only program with 75% of its students in special session and 25% in regular session. It is delivered 100% online. The MLIS degree is 43 units.

- The MLIS includes the Teacher Librarian credential (TL). TL students apply to the MLIS and if they have completed the required TL classes (which are MLIS classes) they can stop at 31 units and apply solely for the TL (provided they already possess a valid California Professional Clear Credential, Basic Skill Authorization, and English Language Learner Authorization). Many go on and complete the MLIS (by adding 12 more units).

The assessment process for TL is therefore the assessment process followed for MLIS.

College: CPGE

Program Website: http://ischool.sjsu.edu
Please note: All assessment information is on our Program Performance page. https://ischool.sjsu.edu/mlis-program-performance

Link to Program Learning Outcomes (PLOs) on program website: https://ischool.sjsu.edu/mlis-program-learning-outcomes

Program Accreditation (if any): American Library Association (ALA) – until 2021

Contact Person and Email: Dr. Sandy Hirsh (Sandy.Hirsh@sjsu.edu); Dr. Linda Main (Linda.Main@sjsu.edu)

Date of Report: March 2020
Part A

1. List of Program Learning Outcomes (PLOs)
Please see: https://ischool.sjsu.edu/mlis-program-learning-outcomes

Rubrics that describe how students can demonstrate learning:

2. Map of PLOs to University Learning Goals (ULGs)
Please see: PLOs Mapped to ULGs

3. Alignment – Matrix of PLOs to Courses
The MLIS program has 16 units of required courses and 27 units of electives. All students must take the following three (core) classes: INFO 200 (Information Communities), INFO 202 (Information Retrieval System Design), INFO 204 (Information Professions). All program learning outcomes are initially addressed by the time a student completes these three required core classes. See syllabi for INFO 200, 202, 204.

Students then select their electives from a wide choice depending on which career pathway they are following (they can also “mix and match” classes among career pathways). The electives reinforce the program learning outcomes (competencies) already addressed in the core classes.

- As instructors plan their classes and develop their syllabi, they determine which Core Competencies (Program Learning Outcomes) their classes address, and this information appears on each course syllabus. Multiple sections of a single course share the same Core Competencies (Program Learning Outcomes), agreed upon by the course instructors, with guidance from the assigned full-time faculty members who provide leadership for specific course clusters. Each course cluster encompasses a group of related courses under the leadership of three to five full-time faculty members with expertise in these areas. The course clusters and associated full-time faculty leads, as well as a list of all courses in each cluster, are available online.

- In addition to defined Core Competencies (Program Learning Outcomes), each course has specific Course Learning Outcomes (CLOs). Each assignment is linked to the specific Course Learning Outcome(s) it fulfills, and this information is indicated on each course syllabus. All sections of a single course share common Course Learning Outcomes, although individual instructors have the freedom to meet those objectives through their own assignments and class activities. To help instructors establish CLOs for their courses, link CLOs to assignments, and indicate those links on their syllabi, we developed a tutorial that guides instructors through this process.

- If an instructor is developing a new course or wants to change the CLOs or Core Competencies (Program Learning Outcomes) for a current course, the instructor submits the proposed Core Competencies and CLOs to the co-chairs of the School’s Curriculum and Program Development Committee for review via a restricted online form. The Curriculum and Program Development
Committee co-chairs examine the proposed assignments and Course Learning Outcomes to be sure they fulfill the chosen competencies.

- These connections between Core Competencies (Program Learning Outcomes), Course Learning Outcomes, and course assignments are publicly available on our syllabi. In addition, students can easily view the Core Competencies (Program Learning Outcomes) and CLOs for each course by using this database. To use the database, click on a specific course; then a topic if it is a course with multiple topics; the Core Competencies (PLOs) and CLOs for the course will be displayed.

- Students can also search for courses that address each Core Competency (Program Learning Outcome) using this online tool, which displays a list of courses that support each Core Competency (Program Learning Outcome). To use the tool, select any Core Competency (program learning outcome) and then view all courses that support the competency.

For alignment of PLOs to courses please see: https://ischoolapps.sjsu.edu/slo-core/core.php

For alignment of courses to CLOs and PLOs (core competencies) please see: https://ischoolapps.sjsu.edu/slo-core/mlis.php

4. Planning for Assessment

Overall Planning for Assessment

The faculty conducts a systematic review of the whole curriculum on a three-year cycle. In the first year, we review the required courses of INFO 200, INFO 202, INFO 203, INFO 204, INFO 285. In the second year, we review the culminating experience and program learning outcomes and INFO 289: e-Portfolio. In the third year, we review the Career Pathways. As part of this review, the faculty members involved explore whether the current courses are appropriate, whether the prerequisites are fitting, and whether changes are needed in course descriptions. The faculty members involved also explore whether new courses may be needed, based on their own professional experience as well as feedback from our Program Advisory Committees (composed of practitioners).

The table below provides an overview of our curriculum review cycle during our current accreditation period.

<table>
<thead>
<tr>
<th>Curriculum Component</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Accreditation Period: Review #1</td>
<td></td>
</tr>
<tr>
<td>Culminating Experience</td>
<td>Fall 2014–Spring 2015</td>
</tr>
</tbody>
</table>
Individual Program Learning Outcomes Assessment Planning

In addition to the assessment of different areas of the curriculum each semester or academic year, we collect data on individual program outcomes, discuss the results, and make changes.

Please see: Review and Measurement of Individual Program Learning Outcomes; and the accompanying reports. (Scroll down to: Assessment of Individual Program Learning Outcomes Reports MLIS. The latest is for Spring 2020).

Direct links:
- https://ischool.sjsu.edu/mlis-program-performance#program

5. Student Experience

a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.?

The PLOs are on our web site: https://ischool.sjsu.edu/mlis-program-learning-outcomes

b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate.

Our Core and Course Cluster Coordination model, our Program Advisory Committees, and our formal curriculum review process constitute a significant component of the School’s approach to curriculum planning and assessment. However, the School also evaluates the program based on
the perspectives of students, employers, alumni, and other constituents, as well as students’ achievements and subsequent accomplishments. The School uses various tools to assess student satisfaction and learning outcomes. We then use data from these assessment tools to inform our curriculum and program development decisions. These tools include:

- Student Opinion of Teaching Effectiveness (SOTE) surveys
- Student Exit Surveys
- Alumni surveys (discussed in Part B: Assessment Data and Results) (Note: Alt (or Command) plus left arrow will return you to this page after checking out the link).
- Employer surveys (discussed in Part B: Assessment Data and Results)
- Internship Site Supervisors (discussed in Part B: Assessment Data and Results)

SOTE Surveys

At the end of each semester, students are asked to complete a Student Opinion of Teaching Effectiveness (SOTE) online survey for each course in which they are enrolled. These surveys focus on the effectiveness of instruction in individual courses.

SOTE results are sent directly to the SJSU Office of Institutional Research. Results are tabulated and returned to the School for analysis and action. The Director reviews these results and uses them as part of the Director’s annual review of part-time faculty.

The Director has also prepared a summary presentation for faculty of common issues she sees when reviewing student SOTES.

Our faculty review the anonymous SOTE surveys completed by students in their courses, and in response, they often modify their courses. Some examples of changes made by instructors in response to feedback from students in SOTES follow:

- I continually refine reading lists to ensure that they are as relevant as possible. I also note when older readings are included that offer historical perspectives, so that students understand their importance to course concepts. I give assignment details further in advance so that all students are able to better manage their time. And I plan to implement a suggestion offered when I last taught to include an additional Zoom session on copyright issues pertaining to media in libraries so that students have another opportunity to interact and ask questions about this complex issue.

- For my INFO 248 cataloging class, I have made video demonstrations with screen sharing of all the major assignments, in response to requests or comments in SOTES about wanting more information on how to complete assignments.

- Here are a few changes I made to my classes based on student feedback comments in SOTES:
  - Shortened lecture recordings.
  - Added small exercises to prepare students for major group projects.
  - Added weekly announcements as reminder of current tasks and upcoming dues.
The most significant addition I made last year was adding an audio interview with the head of the Pikes Peak Library District (where I live) and his colleague from Eastern Europe on how they navigate intercultural challenges in their system. They are especially involved with homeless. Students have appreciated expanding their sense of cultures to include even the homeless, not just recent immigrants and it has helped bridge the gap in the course between intercultural communication and LIS.

Recording longer lectures (~40 minutes) this summer for my Fall 2020 section of INFO 220. I had been operating under the current conventional wisdom that students prefer shorter video recordings and my Fall 2019 lectures kept to ~15-20 minutes, but from SOTES, I learned that there is a preference for longer recordings. I will offer both the "short" version and the "long" version for each unit.

The comments can also let one know when an assignment doesn't seem relevant any longer, which happened in INFO 265 (Materials for Teens). A few semesters ago, I changed the assignment that just evaluated websites to one that asked students to develop a lesson plan to teach teens about fake news and evaluating online resources. This new assignment was more demanding but garnered very positive feedback, since it was practical - the lesson plan was something a student can use on the job, especially if they work at a high school. The SOTES motivated the change to the old assignment, and then validated that this new "Fake News" assignment was useful.

Additional examples of how faculty modified courses in response to SOTE feedback include:

- Improved navigation of the course site.
- Adjusted flow of assignments.
- Increased frequency of feedback provided to students regarding their performance.
- Modified assignments to include group work, presentations, and/or screencasts.
- Increased use of collaborative authoring tools to share material with classmates.
- Revised course readings.
- Incorporated new technology tools into assignments, so students are introduced to emerging technology and required to explore the technology.

**Student Exit Surveys**
A few weeks after each semester ends, the School solicits feedback from new graduates through an exit survey. The surveys allow us to assess student satisfaction with the School's curriculum, career resources, advising, and administrative support, and to identify areas in need of improvement. The surveys also provide us with input regarding student involvement in professional associations and other
extracurricular activities, such as the School of Information *Student Research Journal* and the *Library 2.0 Worldwide Virtual Conference* series.

Exit survey results are used to guide program development decisions. We publish a summary of survey results on our website.

For direct links please see:

https://ischool.sjsu.edu/mlis-student-experience

https://ischool.sjsu.edu/mlis-program-performance#exit-survey
Part B

6 and 7. **Assessment Data and Results; and Analysis**

Please see below: *Note: Alt (or Command) plus left arrow will return you to this page after checking out the following links).*

- Assessment of Individual Program Learning Outcomes
- Survey Reports Trends
- Internship Supervisor Surveys
- Employer Surveys
- Alumni Surveys
- Retention Results

**Assessing Individual Program Learning Outcomes (Core Competencies)**

We continue to analyze the data presented by students via the e-Portfolio (INFO 289). The goal of the e-Portfolio is to provide a program-based assessment to ensure that each student demonstrates mastery of all program learning outcomes (core competencies) for the degree before graduation. It is a class in which faculty do not teach (though evaluate and help). Students present essays with supporting evidence to show that they understand and can meet the competencies (program learning outcomes); and also show their ability to synthesize and present themselves and their knowledge. Here is an example of an e-Portfolio illustrating how a student addresses core competencies (PLOs).

The faculty feel that our model of checking how many revisions were needed for a statement of competency still serves us well and will continue to serve us well.

The goal is still to have 90% or better of INFO 289 students who need no or only one revision to a Statement of Competency (PLO), the essay in which they demonstrate achievement of a specific PLO guided by rubrics.

**Data Collection**

As part of our curriculum review process we conducted an extensive review of our core competencies (Program Learning Outcomes) in Spring and Summer 2018. We reworked some of the language in the core competencies (PLOs) and also amalgamated two competencies (PLOs).

- Core competencies (Program Learning Outcomes) A, C, K, M, O were updated for clarity and to reflect current practice in the field and changes made in courses.
- Competencies I and J were amalgamated into a new J.
- Rubrics were also updated.

We implemented the changes to be effective for e-Portfolio submissions starting in Fall 2019.

**Faculty Discussion**

- We decided to compare data gathered in Fall 2018 (original competencies (PLOs)) with data gathered in Fall 2019 (for the same competencies but with the revisions in place). The Fall 2018 and Fall 2019 data sets gathered both covered Comps I, J, K, L, O.
• We had also gathered data in Spring 2019 and will use that to compare with data gathered for the same competencies (but with revisions in place) in Spring 2020—and report in the March 2021 assessment report. The Spring 2019 data covered Comps: ABCDEFGHMN. We will gather for the same comps in Spring 2020.

• By March 2021, we will have compared all core competency (PLO) submissions using the “old” and the revised competencies (PLOs).

• In addition, as part of the core course review, all core competencies (PLOs) are now covered by the three required courses (INFO 200, INFO 202, INFO 204). See Competencies and Core Course Artifacts Mapping below. The competencies (PLOs) are reinforced in electives.

• We will monitor to see if the above changes lead to an improvement in the number of satisfactory competency submissions in the e-portfolio. We expect to see even better results in comp (PLO) submissions in the e-Portfolio in the next few semesters as students move through classes.

Results

• Faculty were very pleased to see a big improvement in the number of first-time successful submissions in comp (PLO) J (which had been merged with comp (PLO) I and reworded). See Table below: Fall 2018 and Fall 2019 Data Comparison.

• They also felt the clarity added to the wording of COMP (PLO) O helped increase the percent of those who needed zero revisions. The following also helped.
  
  o Comp O focuses on an understanding of global perspectives on information practices and in addition to clarifying language we have added information for students about relevant opportunities from other American Library Association accredited programs. Our students can transfer these classes to their degree at SJSU. See: https://docs.google.com/document/d/1rO6mWNrOZNCizdCLPF9PQhGOXVLD-XLJ_hYQ2UsP1Mk/edit
## Fall 2018 and Fall 2019 Data Comparison

<table>
<thead>
<tr>
<th>PLO</th>
<th>F2018 Results</th>
<th>F2019 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>89% of submissions needed zero revisions</td>
<td>I merged with J</td>
</tr>
<tr>
<td></td>
<td>9% of submissions needed one revision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2% of submissions needed two revisions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLO</th>
<th>F2018 Results</th>
<th>F2019 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>J</td>
<td>93% of submissions needed zero revisions</td>
<td>98% of submissions needed zero revisions</td>
</tr>
<tr>
<td></td>
<td>6% of submissions needed one revision</td>
<td>1% of submissions needed one revision</td>
</tr>
<tr>
<td></td>
<td>1% of submissions needed two revisions</td>
<td>1% of submissions needed two revisions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLO</th>
<th>F2018 Results</th>
<th>F2019 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>97% of submissions needed zero revisions</td>
<td>97% of submissions needed zero revisions</td>
</tr>
<tr>
<td></td>
<td>3% of submissions needed one revision</td>
<td>3% of submissions needed one revision</td>
</tr>
<tr>
<td></td>
<td>0% of submissions needed two revisions</td>
<td>0% of submissions needed two revisions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLO</th>
<th>F2018 Results</th>
<th>F2019 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>97% of submissions needed zero revisions</td>
<td>97% of submissions needed zero revisions</td>
</tr>
<tr>
<td></td>
<td>2% of submissions needed one revision</td>
<td>3% of submissions needed one revision</td>
</tr>
<tr>
<td></td>
<td>1% of submissions needed two revisions</td>
<td>0% of submissions needed two revisions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLO</th>
<th>F2018 Results</th>
<th>F2019 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>97% of submissions needed zero revisions</td>
<td>99% of submissions needed zero revisions</td>
</tr>
<tr>
<td></td>
<td>2% of submissions needed one revision</td>
<td>0% of submissions needed one revision</td>
</tr>
<tr>
<td></td>
<td>1% of submissions needed two revisions</td>
<td>1% of submissions needed two revisions</td>
</tr>
</tbody>
</table>
As discussed above we will compare Spring 2019 (original comps (PLOs)) and Spring 2020 (revised comps) data for the March 2021 report.

Survey Reports Trends

We also analyzed trends in exit survey reports: 2011-2019. We found:

Consistent Over the Years

- Majority female (males range from a high of 21% to a low of 8%).
- Highest percentage age group is 26-30.
- Since question first asked in 2018, half identified as first generation graduate students.
- Since question first asked in 218, 2% identified as military (active duty or veteran).
- Of all the extracurricular activities listed, highest % are involved in professional association conferences.
- MLIS program strengths: Curriculum, Flexibility, Online Learning Environment, Cost.
- Majority are pleased with their educational experience (88% and above. 93% in Fall 2019).
- Majority would recommend the MLIS program to others (89% and above. 97% in Fall 2019).
- Students from a country other than the U.S. have slightly increased.
- Students from states other than California have increased (used to be about 80+% and is now about 50% CA / 50% other states).
- Students are moving through the program faster now than in earlier years. 71% are completing the program in 3 or fewer years.
- More students working full time. From 2011 – 2014, full time employment ranged from 48% to 53%. From 2015 – 2019 full time employment ranged from 56% to 64%. Fall 2019 83% working in their last semester.

Internship Supervisor Surveys

Another group that provides beneficial feedback regarding our curriculum is our internship supervisors. We regularly rely on their input to improve these physical and virtual structured field experiences, which are one of the elective choices available to our MLIS students. At the end of each semester, we invite all internship supervisors to complete an online survey of their interns(s). The following traits and skills were identified.

Key Intern Traits and Skills

Traits

- Adaptability, flexibility, and versatility
- Self-starters, ability to work independently
- Maturity and poise
- Confidence level
- Willingness to try new things
• Professionalism
• Positive attitude
• Pragmatism
• Strong work ethic
• Collegiality
• Embraces challenges
• Willingness to learn and apply innovative methods to tackle complex issues
• Passion for discrete subjects or collections &
• Aptitude to convey that passion to diverse communities/constituents
• Receptivity to and integration of supervisor and coworker feedback (could also be cited as skill)

Skills, Overall

• Organizational: including goal-setting, project execution, and time management
• Leverages opportunities for learning and community engagement
• Collaboration and team-building
• Technical proficiency and comfort with new technologies
• Implementing, executing, and training others to use new technologies
• Consistent application of professional knowledge to wide range of applications, regardless of internship site context
• Data extraction and synthesis
• Fluency with born digital technologies and collections
• Communication: including oral, digital, and written

Skills, Context-Specific

• Academic: approachability; knowledge of academic databases and learning resources; programmatic initiation and support; rapport with students, faculty, and coworkers
• Public libraries: excellent customer service skills; instinctual reference interview methods; programming initiation and support
• Technical services: navigation and integration of complex data sets; mastery of diverse tech
• Archives: research skills; passion for subject area/collection focus; application of varied archival concepts and practices to diverse collections and purposes

Employer Surveys

We have conducted two recent surveys of employers (2016 and 2019) who have hired our alumni. We built the employer survey database by asking our alumni to submit their supervisors’ contact information via a web form. We also sent an email to potential employers of our alumni, such as our internship supervisors, and asked them to fill out the web form if they employed our alumni. In addition, we promoted the survey through email lists.

Survey results enable us to assess the strengths of SJSU iSchool graduates as perceived by employers and also to assess areas in which we need to strengthen the curriculum.

• Areas of strength are identified as technology, outreach, research, communication, and organization.
One employer noted: “They are all very good at collaboration and teamwork. The ones that struggle in these areas interestingly graduated from other programs.”

**Alumni Surveys**

We collect data from alumni through our annual alumni survey; the most recent was sent in May 2019. This online survey gives our alumni the opportunity to reflect on their LIS education after they have been in the field. Here is a [link](https://ischool.sjsu.edu/mlis-program-performance#alumni) to the most recent input.

Direct link: [https://ischool.sjsu.edu/mlis-program-performance#alumni](https://ischool.sjsu.edu/mlis-program-performance#alumni)

**Retention results**

Every year, we measure student success so we can make changes in the curriculum. We also work closely with Program Advisory Committees to ensure that the curriculum is relevant and connected to the job market.

We monitor retention at three points - after INFO 203, making a B in core classes (which is required), and successfully completing the culminating e-Portfolio. **Please see:** [http://ischool.sjsu.edu/about/mlis-program-performance#retention](http://ischool.sjsu.edu/about/mlis-program-performance#retention)

The data shows that the statistics remain fairly constant, so we feel that the changes we make in the curriculum are appropriate – and, as an accredited program, it is important to balance retention with standards.

Students are also completing the program faster. See: [Program Completion Time](http://ischool.sjsu.edu/about/mlis-program-performance#retention)

We worked with the staff at the Student Data Warehouse to pull graduation and retention rates for all students in our program – regular (RS) and special (SS) session.

Our 1-year retention rates have consistently averaged 80% for both MLIS RS and SS since Fall 2015, with the highest 1-year retention rate of 86% for MLIS RS occurring in Fall 2015 and the highest 1-year retention rate of 88% for MLIS SS occurring in Fall 2017. Our 2-year retention rate has averaged 72% in MLIS RS and 75% in MLIS SS between Fall 2015 to Fall 2017.

In terms of MLIS graduation rates, as of December 2019, 49% graduated in 3 years in MLIS SS and 39% graduated in 3 years in MLIS RS. For both MLIS RS and SS, the graduation rate increases to 63% (RS) and 60% (SS) within 3.5 years. Note that some may not finish the degree.

**Please note:** The staff at the Student Data Warehouse did not know how to factor in the variable length of masters degrees. The standard against which we all seem to be measured is a 30-unit degree (the MLIS is 43 units).

8. **Proposed changes and goals (if any)**

Our main goal for next year is: Prepare for and achieve a full 7-year re-accreditation of the MLIS degree by the American Library Association
Part C

9. Program Learning Outcomes

What are your proposed closing-the-loop action items and completion dates?

<table>
<thead>
<tr>
<th>Proposed Changes and Goals (From 2019 Report)</th>
<th>Status Update (what’s being done and results observed)</th>
<th>Date reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention and Graduation</td>
<td>See above. We are making progress. It is important to remember that this is not a 30-unit master’s degree but a <strong>43-unit program</strong>. Many of our students are working. In Fall 2019, 83% were working.</td>
<td>March 2020 -ongoing</td>
</tr>
<tr>
<td>Increasing the number of students taking internships.</td>
<td>We have not made any progress on this –despite an extensive campaign. Many students are already working in the field so have extensive experience (they just need to get the degree to advance); and currently there is a good job market in our field. Students are graduating and going into jobs –and often feel that skill-based coursework is more useful than an internship. We have tried to demonstrate the value of an internship but it is difficult as students are getting jobs without an internship. We will report on this again next year. We may give up on this. The number taking internships is likely to stay at the same level unless the job market starts to decline.</td>
<td>March 2020</td>
</tr>
<tr>
<td>Culminating Experience</td>
<td>This was completed and was implemented in Fall 2019 -see above</td>
<td>March 2020</td>
</tr>
</tbody>
</table>

10. Program planning action items (only program planning items to be entered here)

DIRECT WEB LINK to our program’s latest action plan: http://www.sjsu.edu/gup/ugs/faculty/programrecords/CPGE/Libraryinfo/index.html

ACTION PLAN FROM PROGRAM REVIEW AND PLANNING

San Jose State University

College of Health and Human Sciences - College of Professional and Global Education

Information School
January 23, 2015

1. In the next program plan, provide a single summative statement describing the overall program. Include a unifying plan and a discussion of how the separate programs create synergies for students and faculty. This document should be separate from the individual plans.
2. Work with the dean on investigating hiring two tenure track faculty in core areas that are growing and/or losing faculty due to retirement.
3. Investigate low graduation rates in relation to college and university norms. Determine alternate ways to report data in a more disaggregated format, e.g. full time vs part time grad rates, number of units required to complete degree, etc.
4. Improve low third year retention rates bringing them in alignment with college and university norms
5. Continue efforts with faculty to discuss and change as necessary the curriculum of the MARA program and address the needs of the different types of students in the program. Students already working in the field would like the curriculum to have more hands-on components, especially involving specific software applications. Students not yet working in the field are more receptive to discussions of theory.
6. Increase participating in SJSU- and CSU-wide recruitment events to attract additional qualified students.
7. Find solutions regarding the federal mandate on Reciprocal State Agreements. Work with CIES to help facilitate this process.
8. Investigate the creation of additional certificates (may be stackable) to meet industry needs.
9. Next Program Review should begin around completion of the next professional accreditation review or Fall 2020.

Describe the action items and the status in the table below.

<table>
<thead>
<tr>
<th>Action item description</th>
<th>Status Update (what’s being done and results observed)</th>
<th>Date reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In the next program plan, provide a single summative statement describing the overall program.</td>
<td>This will be provided in the next program plan.</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>2. Hire tenure track faculty in core areas.</td>
<td>We hired an assistant professor in 2016 with a focus on information retrieval; and two assistant professors in 2018 (with an emphasis on leadership and management and one with an emphasis on diversity). We are hiring another tenure track assistant professor who will start in Fall 2020</td>
<td>2016-2020</td>
</tr>
</tbody>
</table>
with an emphasis on digital archives/information retrieval. We have also hired a full time temp (renewable) lecturer with a focus on information retrieval.

| 3. Investigate low graduation rates. | We continue to make progress – although we wonder if the University might adjust its standards depending on the number of units in the master’s degree? [See above] | 2020 |
| 4. Improve low third year retention rates | We are continuing to work on this. However, our students take a fully online master’s program because they have busy lives; most have jobs (often full time) and families. Also, our master’s degree is 43 units. However time to completion of degree is improving: [https://ischool.sjsu.edu/sites/main/files/file-attachments/page-8.pdf?1579882227](https://ischool.sjsu.edu/sites/main/files/file-attachments/page-8.pdf?1579882227) | 2020 |
| 5. MARA Curriculum | Reported in the MARA assessment plan. | 2020 |
| 6. Increase participating in SJSU- and CSU- wide recruitment events. | The School has participated in graduate recruitment events held on campus by GAPE; also in the virtual recruitment fair organized by the CSU. The School has advertised in the Spartan Daily. In addition, we have signage at the following CSU campuses: Long Beach, Northridge and East Bay provided by The Gotcha Group: [https://thegotchagroup.com/](https://thegotchagroup.com/) | 2019-2020 |
| 7. Find solutions regarding the federal mandate on Reciprocal State Agreements. | We work closely with the College of Professional and Global Education on state authorization. By Spring 2020, we are authorized in all but Washington DC (most authorizations have to be renewed annually): [http://www.sjsu.edu/extend/state-auth/](http://www.sjsu.edu/extend/state-auth/) | 2020 |
| 8. Investigate additional certificates. | There has been a move away from certificates in our field. This does not seem a good direction for the school. We brought up a new MS in Informatics degree – launched in Fall 2019. [https://ischool.sjsu.edu/ms-informatics](https://ischool.sjsu.edu/ms-informatics). We are exploring an undergraduate degree. | 2020 |
| 9. Next Program Planning Review. | After re-accreditation by the American Library Association (ALA). | Fall 2021 |