

Graduate School of Library and Information Studies
Queens College, City University of New York

**Plan for Removal of Conditional Status
October 1, 2012**

I. Context

Queens College is one of 22 colleges which comprise the City University of New York, one of the four largest university systems in the United States. Queens College is situated in the Borough of Queens, one of five boroughs comprising New York City, with a population of 2.2 million people. The Queens College Graduate School of Library and Information Studies (GSLIS) is a Department within the College's Division of Social Sciences. GSLIS therefore operates within the plans, goals, and objectives of the College. Internally, the Director of the GSLIS holds the title of "Department Chair".

A detailed and extensive review of the operations of the Graduate School of Library and Information Studies and its interaction with the ALA Committee on Accreditation (COA) led to a designation of Conditional Status for the program. Over the past Academic Year, GSLIS has dedicated its attention to taking the steps necessary for removal of Conditional Status, particularly with regard to improving its planning and assessment processes. As we explain in this document, we are actively working to come into compliance with expectations expressed by the Committee in its Standards and in its communications with us. Through our actions to date, we have already made significant progress toward these goals, and we anticipate even greater improvement as we implement the steps we identify below.

The plan presented here is the work of the full-time faculty of the GSLIS and includes input from our students, adjunct faculty, alumni, and other stakeholders who have helped to shape and to articulate our plan.

II. Intent

This Plan for the Removal of Conditional Status addresses our work on a "systematic planning process including its implementation that addresses the *Standards*", which includes "progress made since the comprehensive review visit and a detailed timeline for coming into compliance with the Standards (*ALA Accreditation Process, and Procedures (AP3)*, Section 1.7.8)" -- as specifically requested in the letter received from Committee on Accreditation, dated January 23, 2012. This plan also includes concerns

raised by the *External Review Panel Report*, and at the meeting held with the Committee on January 21, 2012. At that meeting in Dallas, two items in particular were noted:

- 1) the need for comprehensive planning processes that assure constituent input, and
- 2) the need to gather and utilize Student Learning Outcome data in the review and adaptation of the School's program.

As a direct result, this plan articulates our progress towards the development of a continuous and systematic planning process for the Graduate School of Library and Information Studies, including a) changes and additions to our processes made in terms of policy, procedure, and implementation of such changes and additions to date which address concerns or deficiencies specifically mentioned and b) plans for further implementation. This will be followed by a timeline which sets processes as enacted or yet to be acted upon in context and articulates their continuance in the future.

III. Conceptual Overlay

A developing conceptual overlay, labeled "Planning for Adaptation," is being deployed (see Appendix H). The stages of the process currently include:

A. Inputs

- Environmental scans
- Collecting Student Learning Outcomes data
- Obtaining stakeholder consultation and advice from students, adjuncts, alumni, employers, and friends

B. Discussion and consideration

- Compiling and analyzing collected information on key issues
- Planning and assessment discussions, studies, recommendations
- Reports considered by appropriate committees and the faculty
- Decisions reported to entire GSLIS faculty and stakeholders

C. Activities

- "Planning Forum" sessions with stakeholders scheduled during each of eight monthly "Curriculum Spaces" during the Academic Year. "Curriculum Spaces" are regularly scheduled times set aside for student activities and events.
- Focus Task Groups (faculty and stakeholders) formed and anticipated and utilized for specific issue and idea exploration
- Activities prioritized and matched to Program goals
- Direct and indirect measures analyzed

D. Process Review

- Report on Scanning at planning meetings

- Stakeholder recommendations
 - Actions and follow-through; responsibility determined
 - Report on progress in our newsletter the *GSLIS Gazette*, our Listservs, our Facebook page, our CUNY Commons page, our QC website, and other outlets
- E. Ongoing Plan Assessment and Adaptation
- Work reviewed, assessed, renewed or cancelled as appropriate
 - Assessment workshop each Spring
 - Planning workshop each Fall
 - Feedback utilized for program change
 - Planning cycle adapted

IV. Areas of Concern: As expressed at the meeting with the Committee in Dallas on January 21, 2012, and in the letter from the Committee January 23, 2012

In a letter received from the Committee, we were asked to develop *this* plan which would include **“progress made since the comprehensive review visit and a detailed timeline for coming into compliance with the *Standards*.”** What follows is a plan which 1) lists the progress made since the comprehensive review visit as well as plans for its continuance and 2) follows with a detailed timeline for coming into compliance with the *“Standards”*.

This letter further requests that we develop a **“systematic planning process including its implementation that addresses the *Standards*”**

At a meeting with members of the Committee on January 23, 2012, these two issues were raised:

- **A need for comprehensive planning processes that assure constituent input**
- **A need to gather and utilize Student Learning Outcome data in the review and adaptation of the School’s program**

The following sections address each issue in turn, focusing on the progress achieved since the comprehensive review and on future plans.

A) Regarding the development of “a systematic planning process including its implementation that addresses the *Standards* “ and the “need for comprehensive planning processes that assure constituent input”

Progress Since Our Comprehensive Review

1. **We held an all day workshop to consider GSLIS's mission, goals and objectives on March 30, 2012.** Attending this workshop were all full-time faculty, adjunct faculty, retired faculty, students, alumni, employers of our alumni, and other interested stakeholders.
2. **We revised GSLIS's mission, goals and objectives with input from faculty, students, alumni, and other stakeholders.** Building upon the workshop in March, we used an iterative process at our April 2012 faculty meeting. We continued, via email exchange, to produce a revised vision and mission which led to subsequent reconsideration and clarification at a faculty meeting in August 2012. The revised Mission, Goals and Objectives have been published in the current Queens College Graduate Bulletin and will appear shortly on our website. The text may be found in Appendix A.
3. **A "Planning Forum" about "Future Strategies", open to all stakeholders, was conducted in September, and seven more fora have been planned for the current Academic Year.** Announcements of this event were posted to our listserv and our website. We have instituted a cycle of eight "planning fora" each Academic Year, as a regular part of our planning and assessment efforts.
4. **We held two Continuing Education planning meetings during June 2012.** Additional meetings with other entities on campus are currently scheduled. This initiative was prompted by a recent alumni survey which indicated that over 64% of our graduates believe the GSLIS should offer continuing education and professional development courses.
5. **The Planning and Assessment Committee identified key issues for the Department's Strategic Plan.** In addition to its regularly scheduled meetings during the past Academic Year, the Planning and Assessment Committee held two meetings devoted specifically to identifying and articulating strategic issues for current and future consideration.
6. Building on the work of the Planning and Assessment Committee and the intensive work to revise GSLIS's missions, goals, and objectives, **the faculty began work on updating our strategic planning document** (formerly referred to as the GSLIS "Master Plan") and has developed plans to incorporate evidence from various planning activities being developed or currently underway into a final draft to share with stakeholders.
7. **We conducted a Survey of Recent Graduates.** Results from the current survey have been summarized and will be incorporated as input in the planning process.
8. **In anticipation of how the survey will be used in the planning process, we modified our Survey of Recent Graduates questionnaire.** We expanded the number and range of questions and **plan to administer the new survey in the current Academic Year.**

Processes Now in Place or Under Development

The following ongoing and continuous planning and assessment processes have been formalized, enhanced and/or regularized to comply with COA specific concerns and implementation schedules have been set:

1. **Eight “planning fora”, open to all stakeholders, will be held each Academic Year, four in each semester.** Several will have topics which repeat annually. Some will be set aside for new or special topics.
2. **Program mission, goals, and objectives will be presented to stakeholders at the October “Planning Forum” each year.**
3. **Surveys of recent graduates will be conducted at the end of each semester using the new version of the questionnaire.** [These surveys are distinct from Alumni Surveys in that they queried new graduates every June.
4. **The December “Planning Forum” every year will address the results of these surveys and results will be used to aid in planning course rotation.**
5. **Alumni Surveys are an ongoing process within the GSLIS and will continue to be used** to assess whether our program is addressing the needs of our students and plan continuing education activities. Alumni Surveys will be administered annually in electronic format with notices on the Alumni Listserv (GLIS-AL) and our website.
6. In addition to providing feedback on the Alumni Surveys, **GSLIS alumni will be invited to return to GSLIS to participate in “Planning Fora” give presentations, and conduct talks and workshops.** We anticipate that a number of our alumni will participate, given that the majority reside within the New York metropolitan area. In addition, alumni will be encouraged to raise issues to be posted to the Alumni Listserv.
7. Our Alumni, Employer, and Community **Advisory Board will continue to meet.** This body comprises a variety of GSLIS stakeholders who offer diverse perspectives regarding current and future directions for the GSLIS. Members of the Advisory Board participated in our March 30, 2012 workshop on revising our vision, mission, and goals. Members will be invited to participate in the “planning fora” mentioned above. A list of current members appears in Appendix D.
8. **Input and feedback from the activities listed above will be collected regularly and used in planning processes.** This includes surveys, discussion notes from workshops, planning fora, special events, and regularly scheduled faculty and committee meetings.
9. **Electronic archiving of minutes in a central location accessible to all faculty (Drop Box) has been reinitiated.** At the end of each semester, in May and December, the archive will be reviewed for planning information

B) Regarding the need to gather and utilize Student Learning Outcome data in the review and adaptation of the School's program, as discussed at the January 21, 2012 meeting with the Committee:

Since our comprehensive review, and, in addition to our continuing processes listed in our Program Presentation, much of our work has been focused on addressing the "Introduction" to the *Standards*; in particular :

- the "successful use of [educational] processes and resources to achieve established objectives expressed as student learning outcomes"
- the "obligation to use the results of their evaluations for broad-based continuous program planning, assessment, development and improvement "

Progress Since Our Comprehensive Review

The following **planning processes regarding student learning outcomes** have been undertaken since our comprehensive review:

1. **A retreat was held in August 2012**, at which we examined how our student learning outcomes inform department goals and objectives. Two inventories were developed during this workshop; a *Planning and Assessment Inventory* (Appendix B), upon which the timelines which follow this narrative were built, and an *Assessment Plan Inventory* (Appendix C), which provides a program level view. Expanding upon the latter, we developed the *Course Goals and Objectives Inventory for Assessment* (Appendix G). **Program objectives were aligned with student learning outcomes in**
 - a. all five required courses
 - b. courses required for Library Media Specialist certification in New York State
 - c. courses leading to certificates in September 2012.Students and stakeholders will review and provide input in the November 2012 Planning Forum.
2. During the 2011-2012 Academic Year, **assignments for all required courses, all Library Media Specialist courses, as well as electives regularly taught by full-time faculty were linked to course objectives**
3. A **Student Learning Outcomes Assessment Review workshop** was held in May 2012. **Faculty reviewed our learning outcomes and developed measurable goals in one or more of their courses.** After receiving the workshop leader's follow-up report containing findings and recommendations for further activity, the faculty voted to adopt the Student Learning Outcomes Assessment Review (SLOAR) plan for gathering and utilizing learning outcomes. The facilitator's analysis of workshop results may be found in Appendix E.
4. In August 2012 **the faculty voted to make ePortfolios mandatory for all students**, beginning in February 2013 with required courses and by September

2013 in all courses. This follows upon the recent successful completion of a pilot project for Library Media Specialist (LMS) program students in which all LMS students have been required to create an ePortfolio with a learning matrix.

5. In August and September 2012, **the faculty created *Course Goals and Objectives Inventory for Assessment*** (Appendix G), a graphic organizer aligning each required course and its requisite assignments with the “Standards”, our GSLIS Goals and Objectives and each course's Student Learning Outcomes **Our aim is to facilitate the identification of target student outcomes, assessment, and actions to be taken.** The 2012 version will be available on posters publicly displayed at the GSLIS for stakeholders to review and provide feedback during planning fora.
6. In order to ensure that all experimental or new courses fit the GSLIS Goals and Objectives and align assignments to both program and course learning outcomes, **the Curriculum Committee has created a new course adoption form that must be completed before the course will be offered** (Appendix I).

Processes Now in Place or Under Development

The following ongoing and continuous processes have been instituted and an implementation schedule is either in place or being developed:

1. By May 2013 **all courses will have assignments mapped to course learning objectives.** Additionally, by January 2013, **all core courses and all electives regularly taught by full-time faculty will have added the program objectives to the syllabi.**
2. Beginning with the September 2013 semester, **ePortfolios will be mandatory for all students and will include a learning matrix which specifically incorporates program objectives.** An implementation plan for this new requirement may be found in Appendix J. The faculty will use the output from ePortfolios for outcomes assessment and planning.
3. **It was decided at a faculty meeting in August 2012 that we will administer specially designed diagnostic tests in each of our four core courses** to be read jointly by various faculty members and used for assessment purposes. The target date for implementation is May 2013.
4. **By May 2013, all courses will be included in the *Course Goals and Objectives Inventory for Assessment*.** The Inventory will be updated every September.
5. **Program objectives will be realigned with desired student learning outcomes by faculty in August and September every year,** with students and stakeholders providing input annually at a “Planning Forum”.
6. **Every spring, the faculty will align both their course objectives and the learning outcomes in their courses with the program objectives.** Required

courses and courses taught by multiple instructors will be aligned by the course coordinator for that course, in cooperation with all the instructors who teach that course.

V. Specific Points of Concern relating to planning processes which were expressed in the *External Review Panel Report*

This section covers specific issues or areas of concern mentioned in the External Review Panel Report and *not covered* in Sections I - IV above.

- 1) *“A stand-alone GSLIS Master Plan has not yet been drafted though the GSLIS has contributed detailed yearly implementation plans and annual reports to the QC Strategic Plan 2008-20013 . . . no discussion of a new strategic plan . . . assessment of the status of goals announced in the new strategic plan . . . no coordinated effort to increase hybrid distance learning course offerings . . . though doing so has been identified as an important goal of the QC administration.”*

The “GSLIS Master Plan”, as it was called, cannot be a stand-alone document. It must be governed by -- or at least aligned with -- the CUNY Master Plan and the Queens College Strategic Plan. The new CUNY Master Plan has been released within the last few weeks. Early drafts of the Queens College Strategic Plan were released in Spring 2012; its final version is expected within the next two or three weeks. Changes in the College Administration, including the Chief Operating Officer and the Dean of Social Sciences (the Academic Unit in which we are situated), suggest some possible changes in emphasis at Queens College. A copy of the current draft of the Queens College Strategic Plan may be found in Appendix F.

Since QC’s strategic goals will change as a result of its new Strategic Plan, it was decided that assessment of implementation of the previous GSLIS strategic plan, referred to “GSLIS Master Plan”, would yield very little benefit. Instead, the faculty decided to move forward with a new strategic planning document. In developing this new planning document, GSLIS is incorporating the constituent input and Student Learning Outcome information we are now collecting through our newly adopted practices and policies.

In August 2012, the faculty worked on a preliminary draft of the new GSLIS’ strategic planning document. Work on this will resume when the new Queens College Strategic Plan is finalized. Going forward, we will present our strategic planning document draft to the GSLIS community for input and revision.

It is our intention that this strategic planning document will be accompanied by an Implementation Plan that is updated annually, so that going forward we will be able to assess and report on the status of goals laid out in the planning document. Assessment

of Student Learning Outcomes will play a key role in evaluation of the success of implementation.

2) *"Despite stating their objectives in terms of student learning outcomes, no data of student outcomes assessment was provided."*

The faculty attended an all day workshop on Student Outcomes Assessment in May 2012. This workshop aided operationalization of our Student Learning Outcomes. Consequently, **syllabi were analyzed and modified to match course objectives to Student Learning Outcomes.** In addition, **systematic data were collected on Student Learning Outcomes using review of syllabi for content, student ePortfolios, and Surveys of Recent Graduates.** Plans were made to continue these avenues of data collection and assessment while also adding a **diagnostic test for use in four of our core courses.** Going forward, another all-day workshop on assessment is planned for Spring 2013 semester.

VI. In consideration of the "Standards" Introduction

This section **summarizes the items above** relative to the approaches to planning specified in the Introduction to the *Standards*, an excerpt of which follows below. **We address our work regarding each of the four approaches listed here.**

"Systematic planning is an ongoing, active, broad-based approach to (a) continuous review and revision of a program's vision, mission, goals, objectives, and learning outcomes; (b) assessment of attainment of goals, objectives, and learning outcomes; (c) realignment and redesign of core activities in response to the results of assessment; and (d) communication of planning policies, programs, and processes, assessment activities, and results of assessment to program constituents. Effective broad-based, systematic planning requires engagement of the program's constituents and thorough and open documentation of those activities that constitute planning."

In addition to our continuing processes listed in our Program Presentation, since our comprehensive review, we have addressed the four approaches specified above, are addressing them, or are working on these processes as follows:

- 1. Regarding "a) continuous review and revision of a program's vision, mission, goals, objectives, and learning outcomes"**
 - New GSLIS vision, mission, goals, and objectives have been put in place.
 - Institution of planning fora open to all stakeholders held eight times a year, during the monthly Curriculum Space, for ongoing discussion and input regarding these issues

- Faculty retreats held twice a year to examine topics pertinent to GSLIS
- Special retreats open to all stakeholders
- Alumni, Employer, Community Advisory Board meetings
- New strategic planning document, aligned with College and University strategic plans, is under construction and will be completed within 3 months from the time that Queens College completes its strategic plan.
- An annual implementation plan will be created each December thereafter, covering the following Academic Year.

2. Regarding “b) assessment of attainment of goals, objectives, and learning outcomes”

- Student Learning Outcomes Assessment Review (SLOAR) as described earlier in this document
- Special retreat on August 24, 2012, to examine how our student learning outcomes support department goals and objectives
- *GSLIS Course Goals and Objectives Inventory for Assessment* as described earlier in this document
- ePortfolio Learning Matrix as described earlier in this document
- Ongoing contribution to QC Education Unit Technology Enhancing Academic Management System (TEAMS). Assessment of assignments targeted by the Education Unit are submitted for every LMS student in the Fall and Spring terms to the TEAMS data system
- Core-wide assessment of learning via specially designed final exam that will be standard for all sections of each different core class

3. Regarding “c) Realignment and redesign of core activities in response to the results of assessment”

- Ongoing review of core activities in Curriculum Committee in response to the assessments noted directly above which will result in course redesign or change as needed.

4. Regarding “d) Communication of planning policies, programs, and processes, assessment activities, and results of assessment to program constituents.”

- Special retreats open to all stakeholders
- Alumni, Employer, Community Advisory Board meetings
- Institution of planning fora open to all stakeholders held four times a semester during the monthly Curriculum Space
- Plan to conduct regular adjunct information sessions at least once a semester

VII. Timeline and Task Schedule

What follows is a **detailed timeline**, which includes actions taken since the Program Presentation dated October 2011, and a **task schedule of activities** currently under way, ongoing, and new activities planned.

TIMELINE: ACTIONS TAKEN SINCE OCTOBER 2011 PROGRAM PRESENTATION

(Newly instituted plans, practices, and procedures in bold letters)

Date	Standard	Activities
10/2011	I,II II III III, V	<ul style="list-style-type: none"> • Course revisions: activities and assignments aligned with course objectives • New courses proposed and reviewed • Faculty observations and evaluation (except full professors) • College - level faculty review
11/2011	I,II II,IV IV	<ul style="list-style-type: none"> • Course revisions: activities and assignments aligned with course objectives • Alumni survey • Interview and evaluate incoming applicants for Spring Semester
12/2011	I, II IV II, IV II,III,IV II	<ul style="list-style-type: none"> • Course revisions: activities and assignments aligned with course objectives • Interview and evaluate incoming applicants for Spring Semester • Students evaluate courses and professors • Check requirements for graduation • Submit TEAMS to QC Education Unit (for LMS)
1/2012	IV I,II,II,IV,V,VI	<ul style="list-style-type: none"> • Interview and evaluate incoming applicants for Spring Semester • Begin work on new strategic planning document
2/2012	II	<ul style="list-style-type: none"> • Course review and revisions
3/2012	I II	<ul style="list-style-type: none"> • Faculty, Advisory Board and Stakeholder Workshop: Visions, Mission, Goals and Objectives • Course review and revisions • GSLIS Gazette published (GSLIS newsletter)
4/2012	I II IV	<ul style="list-style-type: none"> • Revision of Mission, Goals and Objectives continues • Course review and revisions • Interview and evaluate incoming applicants for Fall Semester
5/2012	I, II, IV I, II,IV V IV II,III,IV IV IV II	<ul style="list-style-type: none"> • Faculty Workshop: Student Learning Outcomes Review • SLOAR methodology employed on all required courses • Review of Department Chair/Director • Interview and evaluate incoming applicants for Fall Semester • Students evaluate courses and professors • Check requirements for graduation • Faculty Self Review (PEI) and interviews with Chair • Submit TEAMS to QC Education Unit (for LMS)
6/2012	IV IV	<ul style="list-style-type: none"> • Survey of Graduates, Academic Year 2011-2012 • Interview and evaluate incoming applicants for Fall Semester

	II III IV I,II,II,IV,V	<ul style="list-style-type: none"> Required course coordinators review course content with instructors Alumni Listserv created Two strategic planning meetings held Two Continuing Education planning meetings held
7/2012	IV I,II,IV,V I,II,II,IV,V,VI	<ul style="list-style-type: none"> Interview and evaluate incoming applicants for Fall Semester GSLIS segment of College Bulletin updated Group work on new strategic planning document
8/2012	IV I I,II,III,IV I,II,III,IV II,IV I,II,III,IV	<ul style="list-style-type: none"> Interview and evaluate incoming applicants for Fall Semester Goals and Objectives 2012 finalized Compiled Planning/Assessment Inventory Created Assessment Plan Inventory [program level] End of e-Portfolio Pilot; Begin e-Portfolio Implementation in all courses Workshop: Planning and Assessment
9/2012	I,IV I, II,III,IV,V,VI II II I,II,IV II	<ul style="list-style-type: none"> First "Planning Forum" held with stakeholders Creation and review of planning document and timeline Course review and revision cycle begins again (AY 2012-2013) Course Goals and Objectives Inventory for Assessment completed for required courses Special faculty planning meeting New course submission form instituted

TASK SCHEDULE TIMELINE

(Newly instituted plans, practices and procedures in bold letters)

Date	Standard	Activities
10/2012	I,II II II III III,V II,III,IV I,II,III,IV VI I,II	<ul style="list-style-type: none"> Course revisions: activities and assignments aligned with course objectives New courses proposed and reviewed Review course content of certificate Faculty observations and evaluation (except full professors) College-level faculty review Course Rotation review Resume work on Strategic Planning document Review technology needs relative to GSLIS objectives and course objectives Planning forum with stakeholders
11/2012	I,II II,IV IV I	<ul style="list-style-type: none"> Course revisions: activities and assignments aligned with course objectives and GSLIS objectives in all courses. New cycle begins Alumni survey Interview and evaluate incoming applicants for Spring Semester Planning Forum with stakeholders
12/2012	I, II IV II, IV II,IV II,II,IV,VI	<ul style="list-style-type: none"> Course revisions: activities and assignments aligned with course objectives Interview and evaluate incoming applicants for Spring Semester Students evaluate courses and professors Check requirements for graduation Planning Forum with stakeholders

	I, II,III,IV I,II,III,IV,VI II	<ul style="list-style-type: none"> • Design assessments for program objectives • Review and self-assessment of faculty committees • Submit TEAMS to QC Education Unit (for LMS)
1/2013	I IV II,IV I,II,II,IV,V,VI III	<ul style="list-style-type: none"> • Review Vision, Mission, Goals, and Objectives updated • Interview and evaluate incoming applicants for Spring Semester • Survey of Recent Graduates (Fall semester) • Begin work on new strategic planning document. New cycle begins • Conduct information session for adjuncts
2/2013	II II,IV II,IV I,II,III,IV,V,VI II,III,IV	<ul style="list-style-type: none"> • Course review and revisions • Planning Forum with stakeholders • ePortfolio Implementation begins • Planning document 2013 created • Advisory Board meeting
3/2013	II II,III,IV III,IV I,III,IV,V, VI VI	<ul style="list-style-type: none"> • Course review and revisions • Course Rotation review • Planning Forum with stakeholders • GSLIS publications reviewed, excluding Bulletin contents • Technology needs request prepared
4/2013	II IV I,II,IV I,II I,II,III,IV	<ul style="list-style-type: none"> • Certificate review • Interview and evaluate incoming applicants for Fall Semester • Planning Forum with stakeholders • Faculty planning workshop • GSLIS Gazette published (GSLIS newsletter)
5/2013	V IV II,III,IV IV III II,IV I,II,IV	<ul style="list-style-type: none"> • Review of Department Chair/Director • Interview and evaluate incoming applicants for Fall Semester • Students evaluate courses and professors • Check requirements for graduation • Faculty Self Review (PEI) and interviews with Chair • Course-wide diagnostic exams in four core courses reviewed and assessed • Planning Forum with stakeholders • Submit TEAMS to QC Education Unit (for LMS)
6/2013	IV IV II	<ul style="list-style-type: none"> • Survey of Recent Graduates (spring semester) • Interview and evaluate incoming applicants for Fall Semester • Required course coordinators review course content with instructors
7/2013	IV I,II,IV,V I,II,II,IV,V,VI	<ul style="list-style-type: none"> • Interview and evaluate incoming applicants for Fall Semester • GSLIS segment of College Bulletin review and update • Strategic planning document reviewed and amended
8/2013	VI IV I I,II,III,IV I,II,III,IV II,IV I,II,IV	<ul style="list-style-type: none"> • Planning for facilities upgrades • Interview and evaluate incoming applicants for Fall Semester • GSLIS Goals and Objectives 2013-2014 finalized • Compiled Planning/Assessment Inventory updated. New cycle begins • Assessment Plan Inventory [program level] updated. New cycle begins • e-Portfolio Implementation first semester assessment
9/2013	I, II,III, IV,V,VI I,II,IV II II	<ul style="list-style-type: none"> • Update and review of planning document and timelines • Course review and revision cycle begins again (AY 2013-2014) • Special Faculty Planning meeting • New course submission form evaluated

I, II,IV,V,VI I,II I,II, I,II II,IV	<ul style="list-style-type: none"> • GSLIS objectives table complete for ALL courses • Planning Forum with stakeholders • Assessment Workshop • All courses have activities and assignments aligned with course objectives and GSLIS objectives. New cycle begins • ePortfolios required of all students
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Table of Appendices

- A. Revised Vision, Mission, Goals and Objectives – September 2012
- B. Planning and Assessment Inventory – August 2012
- C. Assessment Plan Inventory [program level] - August 2012
- D. Advisory Board Members
- E. Student Learning Outcomes Assessment Review Findings May 2012
- F. Queens College Strategic Plan DRAFT
- G. Course Goals and Objectives Inventory for Assessment, September 2012
- H. Planning for Adaptation: The Process
- I. Curriculum Committee Course Submission Form
- J. ePortfolio Implementation Plan