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

Revised Plan for Removal of Conditional Status
March 1, 2013

I. Context

Queens College is one of 24 colleges and institutes 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 roughly one quarter of its 8 million residents. Our students are among the 19 million residents of the New York Metropolitan Area.

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 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. Since then, the GSLIS has focused its attention on taking the steps necessary for removal of Conditional Status, particularly with regard to improving its planning and assessment processes. 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

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

In October 2012 we submitted a *Plan for the Removal of Conditional Status* that addressed our work towards a "systematic planning process including its implementation that addresses the *Standards*", and which emphasized "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. It also addressed progress on issues 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.

The October 1, 2012 document described the first months of our work towards the development of a continuous and systematic assessment and planning process for the Graduate School of Library and Information Studies. It included changes and additions to our processes in which we addressed concerns or deficiencies specifically mentioned and a short term plan of the first steps towards implementation of such changes as expressed in a timeline. It described processes as enacted or yet to be acted upon at that point in time – September 2012 - and ideas for the future.

In November 2012, a letter from the Committee requested we revise our Plan for the Removal of Conditional Accreditation. *This* revised plan, which follows below, refocuses and sculpts our originally proposed efforts. It alters or lays aside some current and proposed efforts and clarifies others, as parts of a long term "cohesive planning process" which can be sustained.

III. Areas of Concern: The development of "a systematic planning process including its implementation that addresses the *Standards* ", the "need for comprehensive planning processes that assure constituent input", and a sustainable "cohesive planning process".

Re: Meeting with the Committee in Dallas on January 21, 2012, the letter from the Committee dated January 23, 2012, and the letter from the Committee dated November 17, 2012:

In a letter sent by the Committee in January 2012**,** we were asked to develop a plan which would **include "progress made since the comprehensive review visit and a detailed timeline for coming into compliance with the *Standards*." On October 1, 2012,** we submitted a plan which 1) listed the progress made since the comprehensive review visit as well as plans for its continuance and 2) followed with a detailed short term timeline which addressed "*Standards*".

This letter further requested that we develop a **"systematic planning process including its implementation that addresses the *Standards*"**

At a meeting with members of the Committee on January 21, 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**

In a plan for the removal of conditional statues which we submitted on October 1, we focused on the progress achieved since the comprehensive review and on future efforts for assessment and planning.

In November 2012 we received a letter from the Committee requesting that we submit a revised Plan showing a "cohesive planning process" and addressing issues of sustainability.

Assessment and Planning Cycle Calendar

The Committee on Accreditation expressed a concern that our plan be sustainable. Since that concern was expressed, the faculty has held a retreat and three meetings at which we discussed how we would proceed, given our faculty and its abilities and resources. We have been assured by the College Administration that resources for carrying out this plan are being made available to us. We have developed a few focused strategies for assessment and planning. Here is the calendar for their deployment.

	Standard	Activity	Purpose	Responsible Unit	Decisions Made/ Use of Results
August	I, II	Review of prior year's assessment data	Identify problem areas;	Curriculum Committee	Adjust curricula and assignments
September	I.	Review/reaffirmation/revision of program goals and objectives at Fall faculty retreat [Appendix A]	Assess achievement of objectives and progress toward goals, recommend program adjustments	Initiated by Planning and Assessment Committee	Distribution to students, alums, Advisory Board
October	I,II, III, IV,V	Competitive analysis of program offerings relative to internal stakeholders' needs and to both online and nearby LIS programs	Plan and forecast course availability for coming year; plan for continuing education needs	Chair	Refer to Curriculum Committee, Planning committee. Plan for future faculty; adjust course rotation
November	II, IV	Indirect assessment of program outcomes through external stakeholder surveys	Gather graduate, alumni and employers assessment of program outcomes	Planning and Assessment Committee	Results forwarded to Curriculum Committee for recommended action

December	II	Faculty self-assessment	Align teaching and activities	Faculty	Results forwarded to Chair
January					
February	I,II, III, IV,V,VI	Create and revise strategic planning document; five year scope	Align planning efforts with Queens College strategic plan [Appendix B], where possible	Faculty	Results posted to all GSLIS listservs for review for feedback by internal and external stakeholders, results forwarded to all committees
March	I,II, III, IV,V,VI	Create sliding two year implementation plan	Incorporate short term plans into budget, course offerings, continuing education	Chair and all committee chairs	Results forwarded to all committees for recommended actions, then posted publicly on listservs and website
April	I,II, IV.	Assessment of learning outcomes of core courses Core course exam outcomes assessed [Appendix C]	Determine readiness of students to continue their work; identify areas in core courses needing revision/redesign	Faculty at Retreat devoted to core course alignment	Results forwarded to Curriculum Committee and to core course coordinators for any needed action
May	III	Indirect assessment of faculty teaching	Student surveys	Planning & Assessment Committee	Results forwarded to Chair
June	I, II	Revise ePortfolio matrix [Appendix D]	Gather stakeholder input for revisions, as needed	Planning and Assessment Committee	Referred to Faculty for further action OR posting of revised goals and objectives
July	I,II	Adjust syllabi content	Incorporate results of course and program assessment into coming AY syllabi	Faculty	New syllabi deployed as needed; core course syllabi adjusted

There are four primary sources from which we will draw our data for direct program assessment: a) ePortfolios and their matrices, b) _course only_ evaluation questions in the College's course evaluation data, c) core course evaluative exam results, and the d) tables of learning outcomes relative to objectives in syllabi. Below are steps taken or in progress towards collecting and developing the data and details of where they fit into the planning cycle:

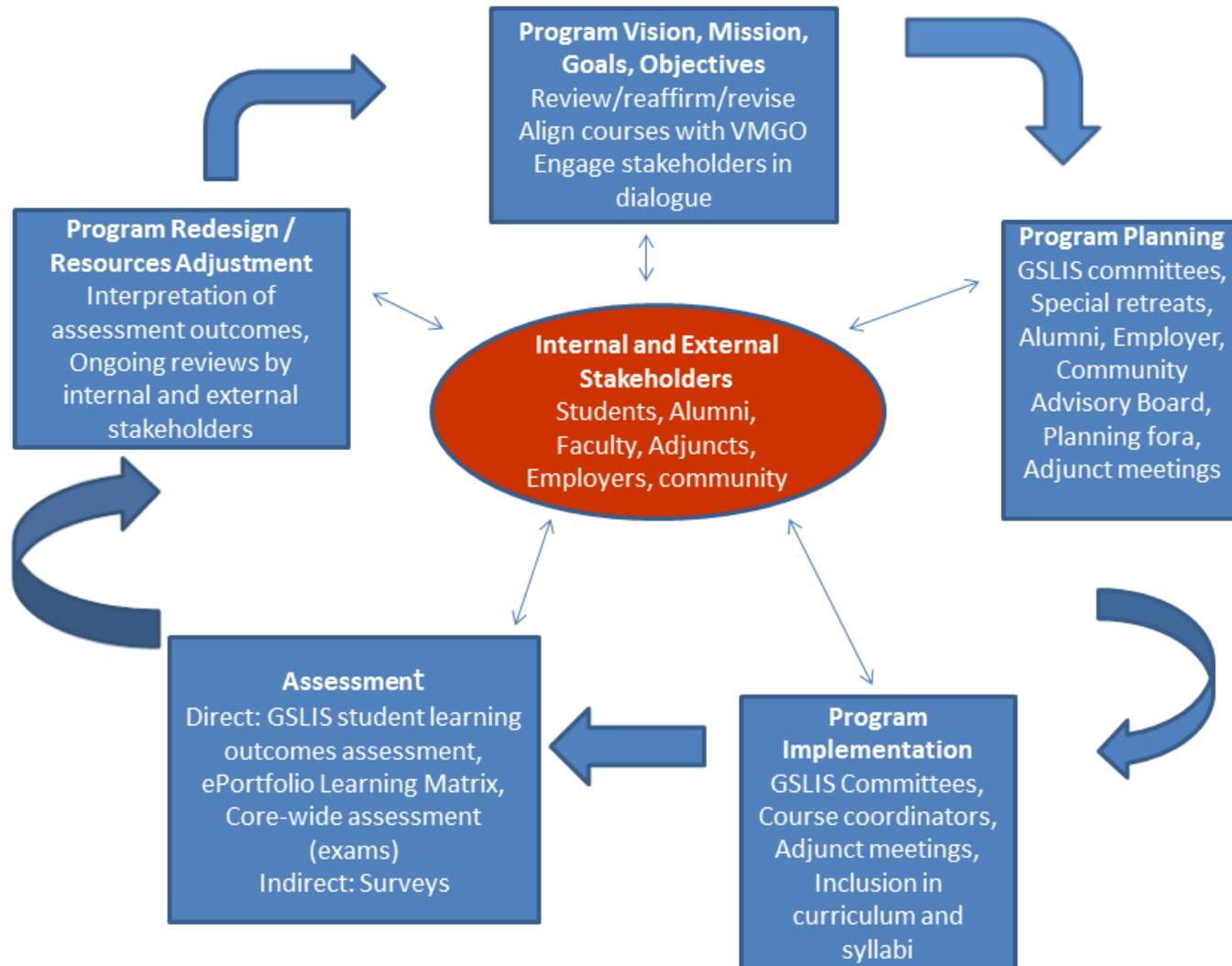| ACTIVITY/PROCESS	PLANNING CYCLE DETAILS
We constructed a _Planning and Assessment Inventory_ (Appendix E) and an _Assessment Plan Inventory_ (Appendix F).	Planning forum attendees discuss objectives >> feedback conveyed to faculty >> summaries of discussions posted to website >> faculty review and revise as appropriate AND deploy to syllabus design, where appropriate >> results interpreted
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.	Students evaluate relevance of assignments to objectives >> feedback is assessed and interpreted >> results sent to core coordinators and other faculty as appropriate >> changes are made to syllabi
A Student Learning Outcomes Assessment Review workshop was held in May 2012. Faculty reviewed our course objectives stated as measurable student learning outcomes as they pertain to/support program goals. We then described the assessment we use to establish student competency for that particular goal.	Review and interpret learning outcomes assessment data every May at retreat >> Issues discussed posted on all listservs [faculty, adjuncts, students] >> planning forum(s) are held to discuss results >> Results input to program revisions or redesign
ePortfolios are now mandatory for all students, beginning in February 2013 with required courses and by September 2013 in all courses. The ePortfolio Learning Matrix has program objectives along one axis and course titles along the other axis. Students deposit each assignment in a particular course in the cell associated with the program objective it supports thus giving a picture of which program objectives are addressed the most/least across all GSLIS courses offered.	Faculty evaluate students' ePortfolios >> Data is aggregated from grids for course evaluation/revision >> Data is _also_ aggregated for program objectives assessment >> Results discussed at a forum and posted to all listservs [faculty, adjuncts, students] for discussion.

While student evaluation of courses and faculty have heretofore been used exclusively for faculty evaluation, it is possible to collect aggregate data about the courses and the level of expectations.	Responses to course evaluation questions from student surveys is assessed and interpreted >> results sent to core coordinators and other faculty as appropriate >> changes are made to syllabi
All courses must contain tables [Appendix G] which align assignments to both program and course learning outcomes. [The Curriculum Committee has created a new course template for existing courses and adoption form for new courses]	Syllabi sent to Curriculum Committee >> Table data aggregated and achievement of program objectives is assessed >> Results to all faculty for redesign. [At a glance, the tables collectively will show whether there are program objectives that may need additional attention at the course level]
Evaluative exams will be administered in all core courses. Implementation begins May 2013	Data will be collected for student evaluation first by course instructor, then by other instructors >> results assessed and interpreted relative to both individual course objectives and program objectives

Ongoing Processes and Activities and Their Integration into Proposed Planning Cycle

Ongoing and continuous processes and activities are being formalized, enhanced and/or regularized to comply with COA specific concerns and implementation cycles have been set. Other efforts discussed in our previous plan have been modified or curtailed.

ACTIVITY/PROCESS	PLANNING CYCLE DETAILS
All faculty meetings will have a planning component: All committee reports will either include action items to be voted upon at the faculty meeting or the report would be brought forward at the meeting for development of action items.	Feedback from public planning discussions [planning fora] >> advisory committee members, alum, etc. >>Committee planning >> faculty meeting >> Change, enactment, or proposal for further action
Overall: Six "planning fora", open to all stakeholders, will be held each Academic Year, three in each semester. Several will have topics which repeat annually [outcomes data, review of objectives, course wish lists, etc.] Some will be set aside for new or special topics, as they arise.	Outcomes or new issue >> Each forum's feedback to GSLIS committees >> Evaluation of feedback >> Action items from committees to faculty for decisions >> Change, enactment >> Review of changes in future forum OR proposal for further action
Our Students, Alumni, Employer, and Community Advisory Board will advise through listserv, small focus group meetings, conducting or attending fora	Issues raised by Internal Stakeholders and External Stakeholders brought to committees and/or become the subject of planning forum
Alumni Surveys and surveys of recent graduates will continue to be administered in May/June each year	Results sent to Planning and Assessment committee AND alumni AND students >> Recommendations or action items from committee to faculty for decisions AND to stakeholders >> Change, enactment, or proposal for further action

Assessment and Planning Cycle

Program Vision, Mission, Goals, Objectives
Review/reaffirm/revise
Align courses with VMGO
Engage stakeholders in dialogue

Program Planning
GSLIS committees, Special retreats, Alumni, Employer, Community Advisory Board, Planning fora, Adjunct meetings

Internal and External Stakeholders
Students, Alumni, Faculty, Adjuncts, Employers, community

Program Redesign / Resources Adjustment
Interpretation of assessment outcomes, Ongoing reviews by internal and external stakeholders

Program Implementation
GSLIS Committees, Course coordinators, Adjunct meetings, Inclusion in curriculum and syllabi

Assessment
Direct: GSLIS student learning outcomes assessment, ePortfolio Learning Matrix, Core-wide assessment (exams)
Indirect: Surveys

Table of Appendices

A. Revised Vision, Mission, Goals and Objectives – September 2012
B. Queens College Strategic Plan: Current Draft
C. Core Course Evaluation Exam: FAQs
D. ePortfolio Implementation Plan
E. Revised Planning and Assessment Inventory
F. Revised Assessment Plan Inventory [program level]
G. Sample table from core courses