

Appendix 2: Planning and Assessment

Implementation for GSLIS Program Goals

Ongoing assessment of the achievement of our objectives and therefore the attainment of our goals is at the core of our planning process. For each of our goals we use multiple methods of measuring objectives, employing a variety of qualitative and quantitative approaches in order to obtain multiple sources of evidence. This section describes how we measure each of our objectives.

For each of the Objectives, we present: Assessment questions; how the objective is measured (what are the Direct and Indirect indicators of successful achievement of the objective); how and when the assessment of the objective takes place (what is the responsible unit for assessment of objective, methods used, and with what frequency); and results of the assessment expressed in terms of action outcomes. For each of the objectives associated with each goal, we describe Assessment questions, Achievement Indicators; Assessment cycle; and Action outcomes.

Goal 1

Objective 1.1 GSLIS will update its Master Plan for 2014-2018

Achievement indicator:

- A draft of the master Plan will be completed by the end of fall 2014 semester.

Responsible unit:

- GSLIS Planning Committee

Objective 1.2 GSLIS is reviewing its organizational structure including faculty committee responsibilities

Achievement indicator:

- Standing faculty committees are aligned with GSLIS goals and ALA standards.

- Ad hoc committees are formed as necessary.

Responsible unit:

- GSLIS Planning Committee

Action Outcome:

- Creation of GSLIS Professional Development Committee in fall 2013

Objective 1.3 GSLIS continues to develop means of obtaining stakeholder input.

Achievement indicator:

- New methods of obtaining stakeholder feedback will be instituted by summer 2014, including online surveys and other web based methods of interaction with stakeholders.
- Advisory board membership increases by summer 2014.

Responsible unit:

- Planning and Assessment Committees

Goal 2: Program of Study Goals (Curriculum)

Introduction

As noted in the Progress Report, our early analysis of the syllabus matrices in conjunction with ALA Core Competencies and COA standards suggested the need to revise or delete two SLOs, to rephrase several in more directly measurable terms, and to add two SLOs in areas previously overlooked. Table 1 compares the 2012 SLOs with the current SLOs, revised in early 2014. The order of the 2014 SLOs G & H was flipped to better correspond to the order of the ALA Core Competencies, but are listed here in the original 2012 order to clarify the changes made. Specifically, the 2012 SLO G was completely removed and replaced with the 2014 SLO H (Core Competency 8). The 2012 SLO H was revised to ensure the inclusion of key elements from ALA Core Competency 7

(now 2014 SLO G). Each revised SLO is annotated in Table 1. with the corresponding Core Competency(ies)

Objective 2.1. Program and course requirements in the GSLIS are designed to ensure that graduates have met the following Student Learning Outcomes (SLOs), which state that graduates will have the ability to:

Table 1. Comparison of Changes to Student Learning Outcomes, 2012 to 2014

Student Learning Outcomes, adopted 2012	Student Learning Outcomes, Revised and adopted January 2014
<p>A. Facilitate access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval, evaluation, interpretation, dissemination, synthesis, preservation and use</p>	<p>A. Assist users in gaining access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval, by demonstrating that they can:</p> <p>1) Identify, acquire, create, organize, process, store and provide access to information in all its forms for libraries, cultural institutions and other information organizations in a global environment (CC 3)</p> <p>2) Identify, retrieve, evaluate and use general and specialized resources to address current and future information needs and provide related services to diverse user communities (CC 2, 5)</p>
<p>B. Demonstrate the importance of the philosophy, principles, values, and ethics of the library and information professions, including the value of teaching, research and service to the advancement of the field</p>	<p>B. Articulate the role and importance of ethics, values, and advocacy within the legal and historical frameworks underlying the practice of librarianship and the information professions (CC 1)</p>
<p>C. Apply the appropriate practices and policies of established Library and Information Science professional standards in various specializations</p>	<p>C. Apply the appropriate practices and policies of established Library and Information Science professional standards in various specializations (CC 1)</p>
<p>D. Communicate the importance of research to the field's knowledge base, as well as the importance of contributions of Library and Information Science to other disciplines, and of other disciplines to</p>	<p>D. Find, analyze, assess, apply, and conduct research in Library and Information Science and other disciplines in response to gaps in knowledge and practice (CC 6)</p>

Student Learning Outcomes, adopted 2012	Student Learning Outcomes, Revised and adopted January 2014
librarianship and information studies [Removed/revised]	
E. Contribute to a diverse, global society—including the role of addressing the needs of underserved groups--through exemplary Library and Information Science practice and research	E. Contribute to a diverse, global society—including the role of addressing the needs of underserved groups--through exemplary Library and Information Science practice and research (CC 1 & 6)
F. Nurture, promote, and teach the many literacies (print, computer, visual, information) needed for participating in a rapidly changing society	F. Identify, evaluate and implement current and emerging technologies and services to meet the evolving information needs of diverse user communities in an increasingly interconnected environment (CC 4)
G. Engage library and information services stakeholders in program development and innovation [Removed]	H. Explain and apply principles of effective management and leadership in the library and related information institutions (CC 8)
H. Articulate and promote the importance of lifelong learning and professional development in enabling growth, leadership, and innovation in the LIS field	G. Demonstrate understanding of the importance of continuing professional development in LIS; articulate and apply principles, theories and measures underlying the role of the library in supporting lifelong learning within the community (CC 7)

Objective 2.1 Student Learning Outcomes A-H

Assessment Questions:

Assessment of our SLOs takes place at multiple levels of analysis. At the **curricular** level, we ask: How well do our existing courses address the SLOs, as a whole and in terms of individual SLOs; in other words where is there overlap and where are there gaps? At the **student** level, we ask: how well do students achieve the SLOs, or how do we know that graduates of the GSLIS are demonstrating the abilities specified in the SLOs? At the **program** level, how do

we assess the relative proportion of students demonstrating varying levels of achievement at the end of the program of study? In combination, these data provide indicators of program strengths and weaknesses, and suggest needed improvements/actions to be taken in planning, process, implementation, curriculum, methods of assessment, professional development and required infrastructure/resources.

Achievement Indicators 1 and 2

- Are all SLOs addressed in the four core courses (LBSCI 700, 701, 702, 703)?
- Do all core courses address at least one SLO?

Responsible Unit:

- GSLIS Curriculum Committee

Method(s) used:

- Collection and review of syllabi matrices for core courses

Assessment cycle:

- Semester and annual evaluations

Action outcomes:

- Consultation and recommendations for revisions in course syllabi and/or SLOs, as needed.

Example of action outcomes in Fall 2013:

Review of course matrices identified two SLOs that were not represented in most of the core course matrices, and were determined not to apply to student learning. Further examination of ALA Core Competencies revealed that two core competencies were not represented in the SLOs. After discussion by the Curriculum Committee and the full faculty, including student representatives, these two SLOs were removed, and SLOs were revised, with two new SLOs replacing those that more properly related to faculty and departmental outcomes, not SLOs.

Achievement Indicator 3:

- Course-based embedded assessment of assignments/exams

Responsible Unit:

- GSLIS Curriculum Committee

Method(s) used:

This method uses student performance data that students already deposit in their ePortfolios, as discussed in the Progress Report pages 6-7. It takes a second look at artifacts deposited in course matrices to determine the extent to which students have met specified student learning outcomes. The method will not be applied to every course offered each semester. Rather, it will be applied to specific sets of courses—e.g. selected technology courses, administration and management courses, advanced reference courses—that are deemed to be relevant in that year’s program assessment plan.

Assessment cycle:

- Annual

Action outcomes:

- Consultation and recommendations for revisions in course syllabi and/or SLOs, as needed.

Objective 2.2 Stakeholder input plays a role in curriculum assessment.

Assessment Questions:

Recent graduates:

- What were the most important things you learned at the QC GSLIS?
- What could we have done to make your education more meaningful/valuable?
- What skills did you learn at QC GSLIS that help you in your current position?

Employers, Adjunct Faculty, Experienced LIS Professionals:

- What are the strengths and weakness you are seeing in new employees?

- What skill sets would you like to see in new employees?
- How can we better prepare our students to meet the needs of 21st century information professionals?

Achievement Indicators:

Target achievement is the revision/removal and/or addition of at least one course (and/or assignments) annually, in conjunction with the priorities of the GSLIS Timeline

Methods Used:

- Online survey of Advisory Board members.
- Survey to be based on above questions and responses from Advisory Board focus groups in Spring 2010.

Responsible Units:

- GSLIS Curriculum and Assessment Committees
- Student leadership
- Advisory Board

Assessment cycle:

- Annual

Action Outcomes:

- Add/revise/and/or remove course(s) from curriculum;
- Add/remove/revise course assignments;
- Revise SLOs;
- Refer results to Planning Committee for further action as appropriate.

Objective 2.3. GSLIS is expanding online and hybrid learning opportunities

Assessment Questions:

- Do students/potential students exhibit a preference for online/hybrid/face-to-face courses?

- Which courses are best suited to which delivery mode?
- To what extent will participation in the WISE Consortium benefit our students (<http://www.wiseeducation.org/>)?

Achievement Indicators:

Target achievement is the introduction of at least one online and/or hybrid course annually. Participation in the WISE Consortium. Student satisfaction with the availability of alternate course delivery options.

Methods Used:

- Online survey of current students.
- Tracking of applicant inquiries regarding the availability of online/hybrid courses (both in initial inquiries and in Admissions interviews).
- Faculty interest in the development/delivery of online/hybrid instruction.

Assessment cycle:

- Annual (applicant inquiries; faculty interest);
- Biennial (Online survey)

Action Outcomes:

- Introduction of at least one online and/or hybrid course annually;
- Successful enrollment in WISE Consortium

Example of one action outcome:

Development of online version of LBSCI 729 Metadata for Digital Resources in Spring 2014; LBSCI 729 scheduled and delivered in online mode in Fall 2014.

Goal 3: Faculty

Assessment Questions:

- To what extent do our faculty represent diverse personal and professional backgrounds?

- Compared to other comparable institutions, how do faculty compare in terms of productivity; global presence; professional recognition?
- How well are faculty needs understood and addressed?

OBJECTIVES 3.1 – 3.3 ; 3.6

Achievement Indicators:

Target achievement is one peer reviewed publication or creative production annually; participation in professional activity (including publication) on national and international levels.

Methods Used:

- Professional Evaluation Interview;
- Annual review of faculty CVs

Responsible Unit:

- Personnel and Budget Committee

Assessment Cycle:

- Annual

Action Outcomes:

- Advising and recommendations for modifications in teaching/research activities

Examples of action outcome:

- Third year pre-tenure review;
- Encouraged increased productivity in peer review venues.

OBJECTIVE 3.11; 3.6; 3.10

Achievement Indicators:

- Target achievement is annual faculty professional evaluation interview; ongoing recommendations for use of professional resources ;
- Faculty utilization of these resources and improvement of shortcomings. identified in follow up needs assessment inventory;

Methods Used:

- Faculty self-assessment surveys to determine professional needs;
- PEI and CV analysis; student evaluations;
- Peer observations.

Responsible Unit:

- Professional Development Committee;
- Personnel & Budget Committee;

Assessment Cycle:

- Annual

Action Outcomes:

- None to report yet

OBJECTIVE 3.5; 3.9

Achievement Indicators:

- Target achievement is successful recruitment of diverse applicant pool when hiring for faculty positions;
- Retention of diverse faculty hires.

Methods Used:

- Search strategy recruitment plan to advertise faculty positions as widely as possible; mentorship protocol;
- Cross-cultural communication workshop for full faculty.

Responsible Unit:

- Ad hoc Faculty Search Committee;
- Personnel & Budget Committee;
- Professional Development Committee

Assessment Cycle:

- As needed

Action Outcomes:

Possible outcome is identifying language problems for faculty hires for whom English is a second language and providing appropriate support; developing a community climate within the GSLIS that embraces and supports diversity among colleagues.

OBJECTIVE 3.4

Achievement Indicators:

Target achievement is increased travel support to enable faculty to attend one national and one international venue per year; commitment from QC administration to sustain this support.

Methods Used:

Comparative assessment of travel support across departments and divisions within QC and across comparable institutions in order to justify funding.

Responsible Unit:

- Personnel & Budget Committee;
- Planning Committee

Assessment cycle:

- Annual

Action Outcomes:

- Faculty seek opportunities for national and international professional exposure.

Goal 4: Communities

Assessment Questions:

- How well is GSLIS serving the education needs of the larger CUNY, Queens and NYC communities?
- How is the school improving its outreach educational activities to these communities?
- How well is the school maintaining communication with these constituencies?

Objectives 4.1-4.3

Achievement Indicators:

Target achievement is regular participation of our faculty at METRO workshops and at LACUNY; development of continuing education courses that are relevant to constituencies; development of fully online courses by summer 2014; fuller development of the GSLIS website as a place for interactive exchange with constituencies.

Methods Used:

- Needs assessment survey or focus groups with target population to determine continuing education needs;
- Prototype analysis of website redesign.

Responsible Unit:

- Adhoc External Communications Committee;
- Assessment Committee;

Assessment Cycle:

- Ongoing

Action Outcomes:

- Spring 2013 first fully online course developed

Goal 5: Students

Practices and documentations related with Goal 5:

- Policies and Procedures for GSLIS Admission, including (1) Requirements for Matriculation; (2) Acceptance for Matriculation with Conditions; (3) Continuous Matriculation; and (4) Non-matriculated status.
- During policy for graduation (i.e., 4 years) and its extension.
- Policies of transfer of credits.
- Student awards. Support provided to students for travelling to professional events.
- Departmental requirement of student advisement and student study plans.
- Advisement of students based on student status, specialty, concentration and certificates: Graduate Advisor for Admissions, Graduate Advisor for Continuing Students, Advisor for Library Media Specialist, certificate coordinators, core course coordinators.
- Student organizations and activity reports.
- Student representatives in various departmental committees and faculty meeting
- Rotation class schedule

Assessment question:

- Do our policies and procedures successfully recruit good and diversified students?
- Have we provided sufficient and necessary services to different kinds of students and student activities?

- What is a normal graduation timeline for a student? Are students graduated in a smooth manner? Are there alert mechanisms to identify potentially “problematic” students for helpful intervention? What are the interventions?
- Do students reach out to the faculty and department when they encounter problem? How do we solve those problems?

Method used:

- Analysis of statistic data of our student population to look for:
 - Diversity of students in terms of variation in ethnicity, residences and academic background;
 - Possible trends (e.g., number of students with incomplete grade, change of number of students enrolled in a particular area, average length for degree completion, etc.)
- Conduct student surveys. Collect student opinions using electronic suggestion box in the department web site.
- Conduct survey or interview with student representatives from student organization and activities.
- Examine student participation in departmental committee meetings.
- Random sampling check on whether students follow through their study plans.
- Exit interview when student graduates

Achievement Indicators:

- The diversity of our students is similar to the diversity of the communities.
- High level of student satisfaction with our services as indicated in our surveys and interviews.
- Student representation of GSLIS faculty committees.
- Majority of graduates have followed a coherent plan of study, and report high satisfaction with advising services.

Responsible unit:

- Graduate Advisor for Library Media Specialist, Graduate Advisor for Admissions, Graduate Advisor for Continuing Students

Assessment Cycle:

At the end of each Spring and Fall semesters.

Action Outcomes:

Plan of Study form used more consistently in advisement; course rotation schedule updated

Goal 6: Institutional Environment

Practices and documentations related with Goal 6:

- Policies, procedures and availability of funds for research, professional development, travel, leaves with pay.
- Policies and procedures about faculty participation in self-governance in different levels of the parent institutes.
- Technology support: computer labs and equipment, network resources
- Institutional facilities available to faculty

Assessment questions:

- What is the participation level of our faculty in Queens College committees and in CUNY committees?
- How adequate are our computer lab sand our computers (hardware as well as software) upgraded?
- Is IT support for our research, our teaching and for student learning adequate?

Method used:

- Individual faculty (evaluation) reports at the end of academic year
- Faculty survey

Responsible Unit:

- GSLIS Planning Committee
- IT support staff

Assessment Cycle:

- At the end of each Spring and Fall semesters.

Achievement Indicators:

- Number of QC committee and CUNY committee our faculty are members.
- Number of lab assistants
- Number of labs
- Computer programs update frequency

Action Outcomes:

- Faculty computer upgrades on a three year cycle.
- Expand computer lab space for GSLIS in Rosenthal Library, spring 2014

Syllabi Matrix: Program Objectives (2013 Fall)

Course Number	Assignment	GSLIS Program Objectives							
		A	B	C	D	E	F	G	H
700	Weekly readings; Class discussions; Final Exam;	X					X		
700	Technology Labs; Technology Assignments; Final Website Project; Quizzes ;	X					X		
700	Technology Labs; Technology Assignments; Final Website Project;						X		
700	Technology Labs; Technology Assignments; ePortfolio;	X					X		
700	ePortfolio; Presentation;						X		X
701	Readings, GLISANN, class participation, quizzes	X	X	X	X	X	X		X
701	Annotated bibliography, research paper, presentation	X		X	X	X	X		X
701	Readings, GLISANN, class participation,	X	X	X	X	X	X		X

Course Number	Assignment	GSLIS Program Objectives							
		A	B	C	D	E	F	G	H
	quizzes								
701	Readings, GLISANN, class participation, quizzes	X	X	X		X	X		X
701	Annotated bibliography, research paper, presentation	X	X	X		X	X		X
701	SIBL/Schartzman Library visit and brief paper	X	X	X			X		X
702	Examination of reference materials Resource Evaluation Assignment Fact Checking Assignment	X							
702	Weekly readings Examination of reference materials Resource Evaluation Assignment Searching Exercise	X							
702	Controlled Vocabulary Assignment Find Similar Book Exercise	X		X			X		
702	Weekly readings Controlled Vocabulary Assignment Instruction Assignment Find Similar Book Exercise Fact Checking Assignment	X		X			X		
702	Instruction Assignment Resource Evaluation Exercise		X	X		X	X		
703	Catalog Records Creation;	X	X	X	X	X			
705	Readings, Class participation	X	X	X	X	X		X	X
705	Précis writing, innovation paper	X	X	X	X				X
705	Case studies, class participation, midterm examination	X	X	X	X			X	X
705	Case studies, class participation	X	X	X	X	X	X	X	X
705	Précis writing, innovation paper, presentation	X	X	X	X		X	X	X
709	# 1-6	X	X		X	X			
709	#6	X				X			
709	#8, 9	X	X		X	X			
709	#2		X		X				
730	Presentation				X		X		
730	Site Visits	X	X	X	X	X	X	X	
730	Practicums	X	X	X	X	X	X	X	
730	Finding Aid	X	X	X		X	X	X	
730	Research	X	X						

Course Number	Assignment	GSLIS Program Objectives							
		A	B	C	D	E	F	G	H
736	Readings, Class Lecture/Discussion Organization Profile, Records Retention Schedule	X		X	X			X	
736	Readings, Class Lecture/Discussion Records Retention Schedule	X	X	X	X			X	
736	Readings, Class Lecture/Discussion Records Retention Schedule	X	X	X	X			X	
736	Readings, Class Lecture/Discussion, Records Retention Schedule	X	X	X	X			X	
736	Readings, Class Lecture/Discussion	X	X	X	X			X	
736	Readings, Class Lecture/Discussion	X	X	X	X			X	X
736	Readings, Class Lecture/Discussion, Records Retention Schedule Vendor Product Summary/Presentation	X	X	X	X			X	
736	Readings, Class Lecture/Discussion, Vendor Product Summary/Presentation	X	X	X	X			X	
736	Class Lecture/Discussion, Records Retention Schedule Vendor Product Summary/Presentation	X	X	X	X			X	X
740	Projects and Essays	X	X		X				X
740	Demonstrated in online Discussions, Projects, and Essays		X		X				X
740	Demonstrated in online Discussions		X		X				X
740	Expected in discussions but more particularly in Projects			X	X				X
740	Demonstrated in class exercises				X		X		X
753	Readings, class participation, Midterm paper	X	X	X	X	X	X		X
753	Readings, class participation, online & in- class exercises, Final Project	X	X	X	X	X	X		X
753	Readings, class participation, Midterm paper	X	X	X	X	X	X		X
753	Readings, class participation, online & in- class exercises, Midterm paper, Final Project	X	X	X	X	X	X		X
753	Readings, class participation, online activities, Final Project	X	X	X	X	X	X		X
753	Readings, class participation, Final Project	X	X	X	X	X	X		X
757	Readings, Class Participation; Case Study	X	X	X	X	X	X	X	X

Course Number	Assignment	GSLIS Program Objectives							
		A	B	C	D	E	F	G	H
757	Readings, Class Participation; Case Study	X	X	X	X	X	X	X	X
757	Readings, Class Participation; Tech Review Sheet, Case Study	X	X	X	X	X	X	X	X
757	Case Study	X	X	X	X	X	X	X	X
757	Readings, Class participation; Tech Review Sheet, CONTENTdm Project, Metadata & Quality Control,	X	X	X	X	X	X	X	X
757	Readings, Class participation; Tech Review Sheet, CONTENTdm Project, Metadata & Quality Control,	X	X	X	X	X	X	X	X
757	Readings, Class participation; Tech Review Sheet, CONTENTdm Project, Metadata & Quality Control,	X	X	X	X	X	X	X	X
761	Weekly readings, responses and class discussion				X	X			X
761	Standards/Curriculum/ Collaboration Assignment ePortfolio assignment Weekly readings, responses and class discussion	X	X				X		
761	Field Paper Grant Writing Assignment Weekly readings, responses and class discussion			X	X			X	
761	Standards/Curriculum/ Collaboration Assignment Weekly readings, responses and class discussion	X		X		X			
761	Standards/Curriculum/ Collaboration Assignment Weekly readings, responses and class discussion					X	X		
765	Weekly readings, response papers and class discussions				X	X			
765	Community and Policy paper Weekly readings, response papers and class discussions	X					X	X	
765	Field Paper assignment Weekly readings, response papers and class discussions	X		X		X			

Course Number	Assignment	GSLIS Program Objectives							
		A	B	C	D	E	F	G	H
765	Multi-Resource Assignment Weekly readings, response papers and class discussion		X				X		
765	Outstanding non-fiction assignment Community and Policy Paper Weekly readings, response papers and class discussions				X		X		
773	Weekly Readings, Topic Paper		X						X
773	Weekly Readings Program for Young Children Program for School-age Children Outreach Assignment Pathfinder			X			X	X	
773	Weekly Readings Program for Young Children Program for School-age Children Outreach Assignment Pathfinder			X			X	X	
773	Weekly Reading, Topic Paper		X						
773	Weekly Reading, Outreach Assignment			X		X		X	
775	Review of a library book or A/V collection selection source.		X	X		X	X	X	X
775	Review of a section of a library collection.		X	X		X	X	X	X
775	Select/discuss current issue		X			X		X	
775	Prepare an annotated bibliography of 20 sources.			X		X		X	
775	Select and discuss a cultural poem.		X			X	X	X	
778	Analysis and Synthesis Paper Midterm Exam	X	X		X		X		
778	Analysis and Synthesis Paper Midterm Exam		X	X			X		
778	Midterm Exam Class Participation						X		
778	Bibliographic Lesson Plan Group Presentation Midterm Exam Final Project		X		X		X		
778	Midterm Exam Class Participation				X				
778	Bibliographic Lesson Plan Group Presentation Midterm Exam Final Project		X		X		X		

Course Number	Assignment	GSLIS Program Objectives							
		A	B	C	D	E	F	G	H
778	Analysis and Synthesis Paper Group Presentation Midterm Exam Class Participation	X					X		
778	Bibliographic Lesson Plan Lab Session 3 Final Project	X	X			X	X		
778	Lab Session 3 Final Project	X				X	X		
778	Bibliographic Lesson Plan Group Presentation Lab 1 Lab 2 Midterm Exam		X				X		
786	Graded Worksheets 1-5,	X	X	X					
786	Graded Worksheets 1-5,	X		X					
786	Framework exercise, Graded Worksheets 1-5			X					
786	Discussion Boards 1 – 3 Company and Industry Profile	X					X		
786	Individual Company and Industry Presentation, Framework Group Presentation	X					X		
786	All discussion Boards, Framework assignment		X	X	X		X		
795	On-site performance; Online Journal reflection entries;	X	X	X		X	X	X	
795	On-site performance; Online Journal reflection entries;						X		
795	On-site performance; Online Journal reflection entries; in-class activities & participation;								X
795	In-class activities & participation; online discussions; ePortfolio;								X