

Standard I: Systematic Planning

Standard I: Mission and Goals Achieved Through Systematic Planning

I.1 The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. Elements of systematic planning include:

I.1.1 Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes;

I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes;

I.1.3 Improvements to the program based on analysis of assessment data;

I.1.4 Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.

Clarion University Department of Information and Library Science Vision:

Information for Life.

Mission:

The department prepares students for proactive engagement in the information professions.

Program Goal:

The goal of the department is to educate students in accessing, evaluating, managing, communicating, creating and adapting the information environment for changing user groups.

The work of the Department of Information and Library Science at Clarion University of PA flows from vision, mission, and strategic planning directives of the department, university, and system. Immediately following the last accreditation visit, the department

undertook a series of task force initiatives focused on departmental planning. All department members participated in intensive work throughout the spring and fall of 2011 to develop our overriding vision of providing students “information for life,” a vision vetted through the planning process repeatedly over the last seven years. The department adopted the “Information for Life” vision in the fall of 2011 and reaffirmed it as the continued vision for the department in the current planning cycle 2016-18. University planning documents and discussions served as a model for the shortened, targeted phrase, intended to capture a sense of purpose and opportunity for our students as consumers of information and as those who would interpret, represent, and teach information literacy skills to future library and information center patrons. Student constituents who were consulted at planning meetings to discuss a possible change in the vision expressed a clear preference for this short and apt expression of our vision. The departmental program goal defines our focus on educating students who are prepared to work successfully in a variety of library and information settings. They are prepared to anticipate the rapidly changing information environment and to be effective communicators and leaders in these settings. The primary focus of the department lies in educating strong information professionals.

During the period of task force planning, task force groups evaluated program offerings through a data-driven process of examining program offerings at other ALA programs, job needs for students, goals of current students, and current faculty expertise. This work generated new, directed coursework in areas of departmental strength. Additionally, continuous planning generated a focused, data-driven assessment mechanism for student learning objectives. While core courses had been mapped to the ALA learning competencies in the past, the department adopted an assessment survey to collect indirect data for assessment of the effectiveness of the core in achieving these competencies. Further, responding to external, system-wide requirements for program capstone, the department in 2012 adopted two options for achievement of the capstone requirement that also met the mission of the department for proactive engagement in the profession. Students could choose from an on-site, formal apprenticeship of 135 hours and defined learning objectives or they could undertake a research project that investigated applied aspects of librarianship. In both cases, a final paper is used by the department to conduct a formal, direct assessment of student learning objectives.

Table I.1 Student Capstone Choice

| Year | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|----------------|-----------|-----------|-----------|-----------|
| Apprenticeship | 36 (75%) | 77 (71%) | 92 (72%) | 89 (71%) |
| Research Paper | 12 (25%) | 32 (29%) | 35 (28%) | 37 (29%) |
| Total | 48 | 109 | 127 | 126 |

As can be seen in Table I.1, the majority of the students choose the apprenticeship option. DILS students are located all over the country, so students locate sites that they think would make a good apprenticeship location and then talk with agency administration. If the library or information agency is agreeable, then students, in collaboration with the person who will be the site supervisor come up with a set of workable objectives for the apprenticeship. These objectives are then submitted to the department apprenticeship supervisor who approves them or asks for revision. When the objectives are acceptable, then students complete formalized paperwork (Internship Affiliation Agreement), which is signed by the site supervisor and then sent to the university for signatures by the apprenticeship advisor, the DILS chair, and the dean. The paperwork is then submitted to the registrar who then places the student into the apprenticeship class. In addition to working at the site for 135 hours, students are required to make weekly journal style postings to the class discussion board and write a final reflective paper. Requirements of the reflective paper are that students describe the work of the apprenticeship, how they met the ALA core competencies and how they met the MSLS program learning objectives. Students are also asked to address which courses were most beneficial to them in their apprenticeship work, and what types of courses would have helped that DILS did not offer. Site supervisors also fill out an evaluation form. In the process of completing this self-study, the DILS apprenticeship supervisor realized that the site supervisors are a greater source of data for the program than is presently being gathered from them and that this part of the apprenticeship will be redesigned.

The department responded to a university-wide restructuring of academic units during the period of time since the last accreditation visit. Formerly, the College of Education and Human Services had been the home of the Department of Library Science, but, in 2012, university leadership decided to redefine the role of several academic units in the university context, leading to the disbanding of the college. Economic realities at Clarion University and the whole of the state system in the state of Pennsylvania dictate a tightening of the budget across the university. Administrative restructuring resulted in part as a response to budgetary needs, but the restructuring provided the department a unique opportunity to research and recommend its best administrative home. Department members used a structured process to investigate the best fit in terms of our departmental mission and goals. Ultimately a synergy with the College of Business Administration and Information Sciences appealed to department faculty as providing potential for development of innovative programs and continued autonomy to direct departmental curricular and fiscal affairs to achieve departmental goals. After a series of meetings with university leadership, the department was placed into the restructured College of Business Administration and Information Sciences. The department enjoys

strong support of the Dr. Phil Frese, Academic Dean of the College and Dr. Dave Hartley, Associate Dean, who value the contributions of the department in the college and support the department’s planning process. Dr. Frese and Dr. Hartley attend sessions at the fall and spring planning retreats, as well as some departmental meetings.

The department fits into a university environment that is defined as student-centered, public education. The planning cycles for university-wide strategic visioning include the full university population, as well as a variety of constituents in the community. Members of the DILS actively took part in a series of discussions for visioning and drafting of strategic goals during the most recent planning cycle. These discussions highlighted areas of growth and influence from the department to the university level and from university goals back to department planning. The following table demonstrates planning cycles in the university setting:

Table I.2 University Planning Cycles

| Planning Document | Cycle | Current Cycle | Departmental Role |
|---|-----------|---------------|---|
| System Level | | | |
| Pennsylvania’s State System of Higher Education Strategic Plan 2020 | Five Year | 2020 | Specific objectives correlate to university, college, and departmental |
| University Level | | | |
| Clarion University Mission, Vision, And Core Values | | | Values, such as high-impact practices, are communicated to the department for inclusion in planning and curriculum. |
| Clarion University Academic Strategic Plan | Five Year | 2015-20 | Faculty were involved in multiple constituent meetings to provide input and direction from the perspective of the department. http://tinyurl.com/zvlgcot |
| Clarion University Strategic Equity Diversity Plan | Five Year | 2013-18 | Two department members (Dr. Krueger and Dr. Clark) served on the Diversity Strategic Plan Task Force and wrote major sections of the planning rationale. http://tinyurl.com/hbeyv76 |

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| | | | http://tinyurl.com/jko49ev |
| Clarion University 2014-15 Action Plan (?) | 2 year | 2014-15 | The department of Library Science MSLS program is listed as a “program of distinction.” https://cs.cweb.clarion.edu/PAL/clarion-action-plan-2014-2015.pdf |
| Department Level | | | |
| Vision, Mission, Goals | 3 year | 2015-18 | Developed in planning meetings. |
| Strategic Plan | 3 year | 2015-18 | Developed and reviewed at retreats and in carried out through continuous actions in specific committees. |
| Student Learning Objectives | Ongoing | ongoing | Objectives coordinate to ALA standards and are routinely assessed. |

The Planning Cycle – Inputs and Responses

Planning at the departmental level is maintained through a constantly revolving pattern of inputs, deliberations, and decisions. The decision-making process is one that is dynamic, allowing for a series of inputs into the planning process, but with consistent rules about how decisions are to be made. Inputs may be internal, originating within the department by faculty, students, or committees, or they may be external, originating from the broader university or system level, from community stakeholders, or mandated shifts articulated from the accrediting body at ALA. Inputs into the decision-making cycle often come in the form of recommendations, requests, or as cyclical data evaluation, such as the mandated evaluation of assessment data at fall and spring retreats. Below are examples of inputs into the decision-making cycle:

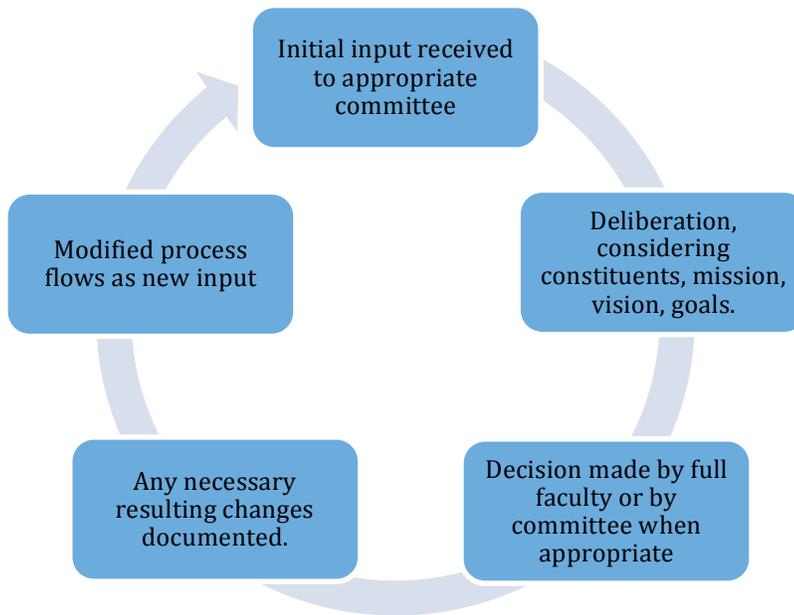
Internal – from faculty - such as recommendations for changes in curriculum based on faculty expertise and emerging research areas

Internal – from the planning process – such as analysis of data on student learning objectives that indicates the need for more technology in our courses

External – such as PASSHE-wide changes in rules governing the number of credits needed for a certificate of advanced study

External – such as a dean’s request for new initiatives in areas of health science informatics.

In each case, the cycle of planning allows for departmental and constituent responses:



The committee structure itself is mandated by the planning, cyclical process at Clarion and by union-specified duties for these committees. Certain committees, such as the evaluation and promotions committees, are clearly defined in the APSCUF contract between faculty and administration. There are specific rules about the makeup of the committee and the timing for decisions. Other committees exist at the discretion of the department. At each fall planning retreat, committees are established in the manner allowed by the union contract. In some cases, the Chair of the department may appoint a chair and, in other cases, the committee elects a chair. It is important to remember that the full-time faculty are few in number, therefore in many cases the full faculty sit on committees. Additionally, all committees are reconstituted annually at the fall retreat. Each committee has a student member appointed by the faculty.

Table I.3 Committee Structure

| Committee Name | Leadership selection method | Constitution of Committee | Committee responsibilities |
|-------------------------|--|--------------------------------|---|
| Planning and Assessment | Leadership appointed by Chair for department and to represent department at university-wide assessment committee | Any full-time member may serve | Lead strategic planning process at fall and winter retreat. Pull assessment data from surveys and artifacts; analyzes and presents data at retreats |
| Curriculum | Appointed by Chair | Any full-time member may serve | Oversee development of new courses or curricular |

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|------------|---|--|---|
| | | | changes. |
| Students | Appointed by chair | Typically, two or three persons self-select, but more may serve | Oversee decisions on student scholarships annually; recommend department actions for student professional organizations |
| Evaluation | Elected by faculty | Elected by faculty – 3 members FT faculty, either tenured or untenured | Conduct evaluation on both full-time and part-time faculty |
| Promotion | Elected by faculty in years where a department member is applying for promotion | Elected by faculty – 3 members FT faculty, tenured | Write the department promotion letter for any member applying for promotion. |
| Search | Elected by faculty | All faculty members, but chair cannot vote | Run searches for full-time hires; maintain the part-time pool according to university three-year cycles |

Faculty meetings typically take place one to two times a month on campus. Times for departmental meetings are established at the beginning of each year, such as Tuesdays 10 to noon. If a department meeting is not called for that time slot, often other committees will take the time period. Meetings are to be called with a reasonable amount of lead time, usually at least one week in advance, with the expectation that in any given week, the designated time slot may be utilized for department meetings. Additional times are often required during the busy work times for the search committee or curriculum committee. Faculty members are technically “off contract” in the summer, therefore work is completed during the academic year.

The strategic planning process plays a role in the day-to-day decision-making cycle by providing the overall vision and goals for the department. Committee decisions on curriculum, hiring, and assessment are made only after considering to what degree these decisions meet our departmental goals. The department typically follows a three-year cycle for strategic planning. Since the last accreditation visit, the department engaged in two strategic planning cycles. The first resulting plan provided guidance to improve very specific elements of departmental function, such as advising:

[Strategic Plan 2012 2015.doc](#)

[Strategic Plan Timeline.xlsx](#)

The results and evaluation of goal completion occurred during the fall 2015 and spring 2016 planning retreats (link to chart). The ongoing work of the department committees resulted in completion of strategic goals and tasks. The visioning process, however, for the subsequent planning cycle resulted in the adoption of a more organic planning model, with broader strategic goals which are reviewed at bi-annual planning meetings, as well as in the work of relevant departmental committees, such as search and curriculum. These goals were first adopted in January of 2016 at the spring departmental planning retreat and have been revisited and considered at each subsequent fall and spring retreat.

The current departmental mission and program goals were created in the fall of 2015. The current strategic plan reflects an ongoing effort to strengthen the basic structure of departmental work. In the current planning cycle, five objectives were chosen as an outgrowth of a planning process into a more organic planning process. The nature of the goals are broad, yet focused on integral aspects of successful departmental functions and on key constituents.

1. Systematic planning:

DILS will achieve program goals, objectives, and student learning outcomes through a systematic, data-driven, needs-based planning process.

DILS, in the current planning cycle, invokes more intentionality in showing the relationship between data and the eventual programmatic decisions. For example, during the January 2016 and the Fall 2016 faculty retreats, aggregated data was presented by the assessment committee, then data was reviewed, analyzed and discussed by the faculty during the meeting. It is important to point out that the DILS has established a systematic procedure to administer, capture and analyze data from the following constituencies: students, alumni, and employers. For current students, the cycle begins with two surveys: the entrance survey and the MSLS (Multi-subject learning survey) survey; both are administered while the students are beginning the program and taking LS504; and two surveys exit and MSLS while the students are completing the capstone course either LS570 apprenticeship in librarianship or LS600 research in librarianship. Another piece of data that is captured during the capstone experience is either a reflection/evaluative paper (LS570) or a research paper (LS600). By using surveys and artifacts, the assessment effort collects indirect and direct evidence. For alumni and employers two ongoing online surveys are offered during the academic year. The results typically reiterate student composition and often address points allowing for continuous improvement, for example in curriculum. Preliminary

analysis of initial **MSLS** (described in section II.4) and **final MSLS** survey results, generally reaffirm the overall core content of the curriculum with regard to competencies and learning outcomes. Nonetheless, all survey data and emerging trends in the field indicate areas for revision or addition. As subsequently discussed in section II. Curriculum, course revisions, new course development, and concentration areas have occurred.

Also, enrollment and registration data was presented and examined which led to the following recommendations and actions:

1. Development of an organic strategic plan that would allow for updating areas that had been achieved and modifying/creating new areas before the next three-year cycle had initiated.
2. Emphasis on better and clearer use of advising to choose courses for students that would enable them to best achieve departmental learning objectives. Since many students come to the department with previous work experience in the information field, areas of weakness and strength can vary significantly.
3. Reduction of concentrations.
4. Development of new bibliographic courses.

2. Curriculum

DILS will provide a curriculum that grows out of an organic planning process, in order to meet the changing needs of our constituency.

Departmental discussions about curriculum demonstrated a concern over the rapidly changing field and job opportunities. In line with the first strategic goal, data on student preferences, interests, and job aspirations, as well as data from employers should be used to constantly monitor the state of the field and to support new curriculum. Feedback from alumni, students, and the Advisory Board indicates the need to remain current, flexible, and valid in course offerings. At the same time, the faculty felt strongly that research expertise is vital in maintaining integrity in the program. The action to inventory and analyze current needs is ongoing. For example, in the fall retreat of 2016, numbers of students who were taking the advanced reference courses were analyzed, as were the numbers of students who were choosing from the concentrations in the department. Further, the topics of internships that are negotiated by students, advisors, the department chair, and site supervisors can give some indication of our student employment goals. Information on the internship foci from the previous year were presented. As noted above, as a result of the data presented, the “bibliography” courses for the department were restructured and streamlined. In addition, the

development of concentrations, undertaken in 2011 and 2012 with significant input from stakeholders (discussed in depth in the Curriculum chapter), were reduced after several years of data as to the numbers of students interested in pursuing these areas. The number of concentrations were reduced, so more resources and course work could be provided to support the two concentrations that were viable and most preferred by students: Reference and User Services; Local and Archival Studies.

3. Faculty

DILS will recruit and retain a qualified, diverse faculty, capable of meeting the department's goals, objectives, and learning outcomes.

DILS recognizes the changing nature of the information field and the need to recruit faculty who are able to provide leadership in transitioning the department and its goals successfully. In line with university planning documents, the department emphasizes diversity and quality with regard to faculty. DILS faculty understand the importance of continued development of faculty and resources to support a highly-qualified teaching and research body. The need for faculty support in professional development is being discussed as well in order to support emerging technological and conceptual shifts that our curriculum is continuing to address.

4. Students

DILS will recruit, admit, educate, support, guide, and graduate diverse, capable students for careers in the information society.

The heart of Clarion's program lies in student success. Discussions about continued student support in a changing information environment have centered on creation of a professional mindset for our students. Because now 100% of our graduate student learning is provided in the online environment, the department is placing a renewed emphasis on developing support programs for students.

5. Administration, Finances, and Resources

DILS will receive administrative, financial, and other support commensurate with that provided to other units within the university and sufficient to allow it to meet its goals and objectives.

DILS has recently moved to the College of Business Administration and Information Sciences. In this transition, department leadership and our stakeholders maintained the need to support the department throughout the transition in a way that was commensurate with other units. Continued discussions about our role and place in the

department are conducted with college-level administrators in our planning retreats, as well as through communication of the department chair to the chairs of the other college departments in their regular chair meetings. Through continued strategic reflection upon administrative and financial goals, DILS is able to communicate the priorities of departmental support to the college.

The full strategic plan with objectives and actions can be found here (link):

Constituents and Stakeholders:

Clarion University of Pennsylvania operates within the Pennsylvania State System of Higher Education. It is a public institution with a mission to serve the citizens of Pennsylvania, historically those in the immediate region. DILS maintains strong ties to area libraries, many of which are led by Clarion MSLS graduates. Additionally, DILS has a history of reaching beyond the local area through its development of distance and virtual education. With the shift to predominantly online education over the past eight years, the geographic base of constituents has necessarily broadened, but the nature of the constituents served by the department remains constant.

Additionally, DILS engages in continuous planning activities through ongoing faculty meetings and through systematic interaction with the Advisory Board, Alumni, Clarion University officials, employers, faculty and adjuncts, libraries and other instances of information centers, staff and students. The faculty has traditionally operated on a three-year planning cycle for strategic planning. Planning for specific areas, such as curriculum may originate from departmental strategic objectives or from a variety of factors that initiate change, including, but not limited to:

- College-wide or university-wide strategic goals that translate into new initiatives and areas of focus
- PASSHE-wide policies
- Employment data
- Assessment data

As part of the broad-based and systematic planning process, the department holds a one to two-day planning retreat, during which a review of collected data for decision-making is undertaken. Administrators, students, and other stakeholders play a role in these planning events, during which faculty review the program's overall strategic plan for possible revisions to its stated mission, vision, goals, and learning outcomes. Additional meetings are held throughout the academic year to handle general administrative and operational matters, curriculum revisions, student affairs, and items

that arise from the administrative and academic council meetings. Student learning outcomes are checked for alignment with the ALA competencies, curriculum, and assessments.

Members of the program’s stakeholder groups serve an important role in shaping the direction of the MSLS program at Clarion University.

The table below shows the methods and areas of involvement. This systematic approach offers the opportunity to enrich, supplement and enhance the Master of Science in Library Science at Clarion University of Pennsylvania.

Table I.4. Constituent and Stakeholder: Services and involvement in program planning, implementation and assessment

| | Constituent Connections | Interaction in Assessment as Stakeholders | Involvement in Departmental Work |
|---|--|--|--|
| S T U D E N T S | DILS provides students both theory and practice in their educational experience at Clarion. From foundational core courses to a capstone internship or research experience, students move from basic theory to applied practice | <ul style="list-style-type: none"> ● Surveys: entrance and exit ● MSLS entrance and exit ● Capstone artifacts ● Coursework evaluations ● Final exams ● Students evaluations ● Face to face communication ● Participation in faculty meetings ● Participation in committee meetings ● Student organizations ● Advising | <ul style="list-style-type: none"> ● Assessment of learning outcomes ● Capstone: research and apprenticeship ● Evaluation of teaching ● Job placement support ● Curriculum ● Planning ● Student Affairs |
| F A C U L T Y & A D | Faculty research and teaching objectives are supported through ongoing curriculum planning and professional development. Support of adjuncts who are working professionals in the field provides connectivity to ongoing trends. | <ul style="list-style-type: none"> ● Faculty meetings ● Department committee meetings ● Retreat – twice a year ● Phone conversations ● Email communication ● Through formal mentorship of adjunct faculty | <ul style="list-style-type: none"> ● Planning ● Assessment ● Curricula ● Search - recruitment ● Evaluation ● Advising ● Course offerings and schedules ● Development of new courses |

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| J U N C T S | | | |
| C L A R I O N U N I V E R S I T Y | <p>With our MSLS program noted as a “program of distinction,” DILS provides a graduate experience valued by the university. The department provides information literacy coursework to the broader undergraduate population.</p> | <p>Staff:</p> <ul style="list-style-type: none"> ● Face to face communication ● Phone conversations ● Email communication ● Meetings ● Clarion Univ. Officials, such as administration, APSCUF, ● Face to face meetings ● Committee meetings ● Task force work ● Presidential Commission work | <p>Staff:</p> <ul style="list-style-type: none"> ● Recruitment ● Enrollment ● Graduations ● Support for faculty ● Communication with students, alumni, Clarion University stakeholders, employers and libraries <p>Clarion Officials:</p> <ul style="list-style-type: none"> ● New initiatives ● Library collection and holdings ● Program assessment ● Student life ● Online access ● Web development ● Curriculum ● Leadership |
| A L U M N I | <p>DILS students often retain a strong bond with Clarion University faculty and reach out to them frequently for letters of reference, professional advice, and to “give back” to the upcoming graduate students.</p> | <ul style="list-style-type: none"> ● Alumni survey - ongoing ● Meeting at regional and national conferences | <ul style="list-style-type: none"> ● Curriculum ● Student preparedness ● Job market |
| A D V I S | | <ul style="list-style-type: none"> ● Planning ● Assessment ● Curricula ● Search - recruitment ● Evaluation | <ul style="list-style-type: none"> ● Curriculum ● Planning ● New directions and programs ● Trends |

| | | | |
|--|---|---|--|
| O R Y B O A R D | | <ul style="list-style-type: none"> • Advising • Course offerings and schedules • Development of new courses | |
| F I E L D P R O F E S S I O N A L S | <p>DILS faculty frequently provide programming and education through presentations at conferences, through the organization of regional conferences, through speaking at district library events, and through integrated projects with local libraries, archives, and historical societies.</p> | <p>Internship supervisors at libraries (public, school, academic and special libraries) and other cultural heritage institutions.</p> <ul style="list-style-type: none"> • Structured feedback via formal student evaluations • Collegial interactions with faculty • Phone conversations • Email communication • Apprenticeship evaluations | <p>Internship supervisors at libraries (public, school, academic and special libraries) and other cultural heritage institutions.</p> <ul style="list-style-type: none"> • Feedback on curriculum, assessment of student work • |
| E M P L O Y E R S | <p>By developing a graduate program strong in both theory and practice, our graduates consistently arrive at their employment ready to perform their job duties with accuracy and ingenuity.</p> | <ul style="list-style-type: none"> • Employer survey – ongoing • Meeting at regional and national conferences • Phone conversations • Email communication | <ul style="list-style-type: none"> • Assessment of program graduates • Apprenticeship • Skills needs – curriculum • Job market • Assessment of program graduates • Job market • Assessment of learning outcomes |
| P U B L I | <p>DILS faculty carry out numerous applied projects in areas of local collection development, reference services, literacy training</p> | | |

| | | | |
|--|--|--|--|
| C | and programming, that reach to the general public. | | |
| T H E F I E L D | DILS faculty participate in research and scholarship that enriches the wider field of Library and Information Science. | | |

A more detailed discussion of the role of each major stakeholder group can provide insight into the highly integrated manner in which these processes occur:

Advisory Board: The Advisory Board provides guidance, advice and expertise on planning, assessing, developing and strengthening the MSLS program. The board offers insight on new trends in the professional field from several perspectives: academic, professional and industry. Until, Fall, 2017, annual meetings of the advisory board consisting of members of our constituent groups of employers and potential employers, part-time faculty, alumni, current students, and full-time faculty were used to provide expert and strategic guidance. Because the DILS program is online and Clarion University is in a relatively remote location, it was difficult to schedule face-to-face meetings of this board; consequently, a face-to-face meeting was arranged during the midwinter ALISE/ALA conferences. Realizing that about half of the full-time faculty did not attend these conferences and not all board members attended these conferences every year, the DILS changed the process to a telephone conference meeting in 2016. Feedback from board members indicated that they found it difficult to participate and make their thoughts known because of time constraints and difficulty being heard. In the fall 2016 planning retreat, the faculty noted this problem and also noted that Advisory Board guidance was needed more than once a year due to rapid changes in the profession and at the university. At that time, an Advisory Board Listserv was set up in order to allow the DILS to seek constant and ongoing advice from the Board.

Alumni: The Department of Information and Library Science engages alumni by an ongoing survey offered online and by face-to-face interaction at regional and national conferences. Alumni offer a crucial perspective due to the deep knowledge and understanding of the program and the workplace. Relevant areas of involvement are

curriculum development, student preparedness and the job market. Alumni in particular areas, such as the local and archival cohort, are also a part of an extended network for Clarion University students. These students offer guidance to their student peers by offering to place them in internships, providing professional guidance, and by serving as a resource for those entering the field. (see local and archival cohort alumni wall of fame page)

Clarion University academic leadership: The DILS is in constant communication and dialog with Clarion University officials. The leadership of the President, the Provost and the Dean provides academic guidance to achieve the mission of the University to deliver excellence in education. DILS actively participates in other university instances such as Graduate Council, Committee on Courses and Programs of Study (CCPS), Faculty Senate, APSCUF committees, Presidential Commissions, taskforce work, and teaching constituents. DILS faculty interacted extensively in these university-level groups, providing and receiving recommendations and suggestions in order to continue servicing the student community, assessing student learning, and offering the resources for the online environment.

Employers: DILS captures employers feedback by an ongoing survey deployed online. The survey is complemented by face-to-face, phone and email interaction. Employers offer information and insight about the job market conditions and the skill toolset necessary in the workplace to successfully develop and advance a career in the information field. Employers offer many opportunities for DILS students to complete the apprenticeship capstone.

Faculty and adjuncts: Faculty is in charge of advancing the mission and fulfilling the vision of DILS and of Clarion University. Faculty plans and assesses the MSLS program. It also participates in departmental committees such as curriculum, search, evaluation, tenure and promotion. Faculty also provides leadership in college-wide and university committees. DILS faculty meets weekly and held two retreats at the beginning of the fall and spring.

Libraries: Libraries and other information institutions of the region interact regularly with DILS. As a result of this synergy a very close relationship has evolved between DILS and these important community partners, resulting in assessment of program graduates, job offers and apprenticeships which enrich the learning experience of MSLS students.

Staff: DILS is pleased to have a secretary who contributes in the following areas: recruitment, enrollment, graduations, communication with students and other stakeholders. The staff as described in Chapter V play a role in the process.

Students: DILS gathers data and information from students using the following tools: Multi-subject learning survey (MSLS), entrance and exit survey and capstone artifacts. Other indicators and evidence are coursework evaluations, final exams, student's evaluations and advising. There is also student participation in faculty meeting, retreats and departmental committees.

The Planning Cycle in the Larger University and System Context

The program's mission and vision are the driving forces behind long range planning. The department is committed to the education and preparation of professionals for successful careers in the library and information marketplace. This overarching commitment is evident in the stated mission and vision statements of the department, and is in keeping with the institution's dedication to professional education:

Clarion University Mission Statement

The Clarion University academic community promotes teaching, learning, and scholarship in a comprehensive liberal arts and professional environment in order to build the skills, knowledge, and dispositions necessary to elevate the life satisfactions of its students.

Clarion University Vision Statement

The Clarion University academic community will intentionally develop the blend of liberal arts and professional programs and degrees, with an emphasis upon high impact practices, to become an institution of "academic best fit" for prospective students from diverse backgrounds and interests.

Clarion University Mission, Vision, and Academic Plan 2015-2020

Clarion University's Master of Information and Library Science program participates in planning and assessment that flow from the University level through to the department level. Levels of planning can be seen in the following chart:

Standard I.2: Learning Outcomes

I.2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

I.2.1 The essential character of the field of library and information studies; I.2.2 The philosophy, principles, and ethics of the field;

I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;

I.2.4 The importance of research to the advancement of the field's knowledge base;

I.2.5 The symbiotic relationship of library and information studies with other fields;

I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

I.2.7 The role of library and information services in a rapidly changing technological society;

I.2.8 The needs of the constituencies that the program seeks to serve.

Objectives/Competencies

To meet the program goal, the following student competencies have been developed. These competencies are intended to serve as a guide to faculty, students, and employers regarding the knowledge, skills and attitudes that the department expects of all of its M.S.L.S. graduates. Each student will necessarily develop additional capabilities in their chosen specialization. Infused in these competencies is the department's conviction, as reflected in its curriculum, that the nature and role of information in society, the appropriate use of technology in the provision of library services, and the profession's commitment to intellectual freedom are fundamental to librarianship.

The learning objectives were developed by the faculty in 2011 and are assessed and reviewed yearly at the fall and spring retreats. The learning objectives reflect ALA Core competences in Librarianship adopted in 2009 defining the basic skills and knowledge a graduate from an ALA accredited school must possess.

American Library Association Core Competencies

1. Foundations of the profession
2. Information resources
3. Organization of recorded knowledge and information
4. Technological knowledge and skill

5. Reference and user services
6. Research
7. Continuing education and lifelong learning
8. Administration and management

Clarion University, Department of Information and Library Sciences learning objectives:

1. Demonstrate knowledge of the information profession by relating foundational principles, philosophy, and ethics to contemporary issues, by identifying key, on-going interdisciplinary developments in the field, and by analyzing current practices for future implications of the profession.
2. Create, select, acquire, manage, and maintain the information environment by analyzing how users seek out information.
3. Demonstrate and be able to explain the principles of organizing recorded information by exploring both past and present theories of organizing and representing recorded information and by understanding and applying the standards of organizing recorded information in libraries and information centers.
4. Identify, explain, use and critically evaluate both current and emerging information technologies in libraries and information centers.
5. Provide information services to a diverse community by analyzing, synthesizing, and disseminating traditional and emerging information resources, by developing communication and interpersonal skills for determining the information needs of all users, by creatively utilizing techniques and tools to address information needs, and by advocating for underserved audiences.
6. Demonstrate an understanding of research by identifying the fundamental characteristics of quantitative and qualitative research and by analyzing the value of research literature in the library and information field.
7. Develop a commitment to continuing education by participating in local, regional, and national professional development opportunities.
8. Demonstrate the principles and practices of administration and management by recognizing the appropriate methods to continually measure and ensure the quality and value of personnel, services, the information environment, and physical spaces, by developing and evaluating the budget and additional sources of funding (i.e. grants) in alignment with short and long range goals and objectives, and by evaluating the advantages and disadvantages of establishing networks with libraries, consortia, community organizations, government officials, and other professional bodies, i.e. schools.

The M.S.L.S. program is designed to achieve the program objectives and outcomes that in turn form the basis for outcomes assessment. The program objectives address the outcomes found in the Standards for Accreditation of Master’s Programs in Library and Information Studies 2015. The table below presents the mapping of the program objectives to the Standard I outcomes, ALA competencies, courses and the assessment process. This map shows that the M.S.L.S. program objectives are in alignment with Standard I outcomes, Clarion University learning outcomes and ALA Core Competencies. This table also indicates how and in which course the learning objectives are assessed.

The following **Clarion University-wide learning outcomes** were recommended by the General Education Council and faculty Senate and approved by the University President in 2014.

1. Students will mature in their understanding of the creative, natural, social and cultural forces that shape the world.
2. Students will develop intellectual inquiry and problem-solving skills, leading to praxis.
3. Students will commit to personal and professional ethical responsibility.
4. Students will integrate and apply their learning across general and specialized fields.

Table I.5 Mapping Department Learning Objectives/Clarion University/ALA core competencies

| Clarion University Department of Information and Library Science learning objectives | Clarion University Learning outcomes | ALA Core competency | Course | Indirect/direct assessment | Standard 1 Outcomes |
|---|---|----------------------------|---------------|---|----------------------------------|
| 1. Demonstrate knowledge of the information profession by relating foundational principles, philosophy, and ethics to | 1 | 1 | LS504 | <ul style="list-style-type: none"> ● MSLS FP ● Reflection paper-LS570 ● Site supervisor assessment-LS570 | 1.2.1 1.2.2 1.2.3 1.2.5 |

| | | | | | |
|---|---|---|------------------|---|-------------------------|
| contemporary issues, by identifying key, on-going interdisciplinary developments in the field, and by analyzing current practices for future implications of the profession. | | | | | |
| 2. Create, select, acquire, manage, and maintain the information environment by analyzing how users seek out information. | 4 | 2 | LS 500 LS 504 | <ul style="list-style-type: none"> • MSLS IR • Reflection paper-LS570 • Site supervisor assessment-LS570 | I.2.1 I.2.2 I.2.3 |
| 3. Demonstrate and be able to explain the principles of organizing recorded information by exploring both past and present theories of organizing and representing recorded information and by understanding and applying the standards of organizing recorded information in libraries and information | 4 | 3 | LS505, LS502 | <ul style="list-style-type: none"> • MSLS OI • Reflection paper-LS570 • Site supervisor assessment-LS570 | I.2.1 I.2.2 I.2.3 |

| | | | | | |
|---|---|---|-------|--|-------|
| centers. | | | | | |
| 4. Identify, explain, use and critically evaluate both current and emerging information technologies in libraries and information centers. | 2 | 4 | LS573 | <ul style="list-style-type: none"> • MSLS IT • Research paper-LS600 | I.2.7 |
| 5. Provide information services to a diverse community by analyzing, synthesizing, and disseminating traditional and emerging information resources, by developing communication and interpersonal skills for determining the information needs of all users, by creatively utilizing techniques and tools to address information needs, and by advocating for underserved audiences. | 4 | 5 | LS500 | <ul style="list-style-type: none"> • MSLS Ref • Reflection paper-LS570 • Site supervisor assessment-LS570 | I.2.6 |

| | | | | | |
|---|---|---|------------------|---|-------|
| 6. Demonstrate an understanding of research by identifying the fundamental characteristics of quantitative and qualitative research and by analyzing the value of research literature in the library and information field. | 2 | 6 | LS 504 LS 500 | <ul style="list-style-type: none"> • MSLS Res • Research paper-LS600 | I.2.4 |
| 7. Develop a commitment to continuing education by participating in local, regional, and national professional development opportunities. | 3 | 7 | LS504 | <ul style="list-style-type: none"> • MSLS LL | I.2.8 |
| 8. Demonstrate the principles and practices of administration and management by recognizing the appropriate methods to continually measure and ensure the quality and value of personnel, services, the information environment, and physical | 3 | 8 | LS532, LS534 | <ul style="list-style-type: none"> • MSLS FP, Admin, Ref • Reflection paper-LS570 • Site supervisor assessment-LS570 | I.2.6 |

| | | | | | |
|---|--|--|--|--|--|
| spaces, by developing and evaluating the budget and additional sources of funding (i.e. grants) in alignment with short and long range goals and objectives, and by evaluating the advantages and disadvantages of establishing networks with libraries, consortia, community organizations, government officials, and other professional bodies, i.e. schools. | | | | | |
|---|--|--|--|--|--|

These areas are reflected in the tables with the alignment of the program's strategic goals, ALA competencies, core courses, accreditation standards, and assessment process. As noted in the description of the MSLS instrument, numerous professional association competency sets are addressed. The capstone courses can also focus on these areas through research and experiential learning. The table in II.2 demonstrates how the curriculum relates to these areas.

The M.S.L.S. program employs eight full-time faculty members and a group of part-time adjunct faculty members to educate students in these areas. The average number of part time faculty members hired from 2011-2017 is 9 per year and the following table shows the full time equivalent.

Table I.6 Full-time equivalent faculty

| | |
|--------------------------|-----------------------|
| Academic Year (including | FTE Part-Time Faculty |
|--------------------------|-----------------------|

| | |
|---------------|-----|
| summer terms) | |
| 2016–2017 | .83 |
| 2015–2016 | 1.5 |
| 2014–2015 | 3 |
| 2013–2014 | 3 |
| 2012–2013 | 1.3 |
| 2011–2012 | 2.3 |

Table I.6 shows that the proportion of courses taught by part-time faculty is in a downward trend since 2014-2015.

Faculty members have subject expertise and robust professional experience in various areas of the library and information profession. The faculty come from diverse backgrounds and have the expertise to cover all the core courses in addition to courses in their particular areas of specialization and experience. Part-time adjunct faculty members are chosen for their experience and are highly regarded practitioners from libraries and archives all across the country. Details on the qualifications, experience, and specializations of the full-time and part-time adjunct faculty members is presented in Chapter III: Faculty.

Standard I.3: Value of Teaching and Service Incorporated in Goals and Objectives

I.3 Program goals and objectives incorporate the value of teaching and service to the field

The value of teaching and service to the field is incorporated in the MSLS program goal:

The goal of the department is to educate students in accessing, evaluating, managing, communicating, creating and adapting the information environment for changing user groups.

The following program outcomes/competencies cover the value of teaching and service:

- Create, select, acquire, manage, and maintain the information environment by analyzing how users seek out information.

- Provide information services to a diverse community by analyzing, synthesizing, and disseminating traditional and emerging information resources, by developing communication and interpersonal skills for determining the information needs of all users, by creatively utilizing techniques and tools to address information needs, and by advocating for underserved audiences.
- Develop a commitment to continuing education by participating in local, regional, and national professional development opportunities.

In addition, as III.3 indicates, the faculty are dedicated to the education of library and information professionals. Through coursework and faculty example, students learn the value of teaching, the importance of information literacy, and the need for readers' advisory for their future service communities. Examples of proven leadership and service are indicated by the testimonials on the [department web page](#) and recognized leaders in section II.2.6.

Standard I.4: Program Evaluation

I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

1.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

The department seeks input from a variety of sources, such as students, alumni, employers, part-time faculty, external advisers, and the professional literature. This input can be gathered through surveys, on campus department meetings, meetings arranged at professional conferences, or virtual meetings. Traditionally, the department holds extended faculty meetings at the beginning of each academic year or semester to review items listed in section I.1. Subsequent meetings are held throughout the academic year and the work can be divided into specific categories: planning, curriculum, student affairs, faculty evaluation, tenure, promotion and search in accordance with the CBA.

The vision, mission, goal and objectives/competencies of DILS are published online on the department website ([link](#)). Students, faculty, employers, and other stakeholders are informed of the website. DILS uses several listservs to reach students, [adjunct faculty](#), and alumni and publicize changes or revisions of the program's website. The vision,

mission, goal, objectives/competencies are the basis of continuous discussions in the following venues:

1. Semester retreats (beginning of each semester)
2. Full faculty meetings (at least monthly, but as needed)
3. LIS Advisory Board listserv
4. LIS Student and Alumni listservs
5. Committee Meetings

In continuing efforts to measure student learning, the faculty of the DILS developed several indirect assessments: an entrance survey, a multi-subject learning survey, and an exit survey in (year). The entrance survey and the multi-subject learning survey are taken by students in the introductory course, LS 504 and the exit survey and the multi-subject learning survey is taken again in the capstone experience course, LS 600 or LS 570. In (year) direct assessments were added to the assessment plan: the capstone research paper/project in LS 600 and the site supervisor assessment and the student reflection paper from the capstone apprenticeship course LS 570.

Key measures and data collection includes:

Program objectives/competencies: Faculty assess student satisfaction of program objectives/competencies in required courses. Analysis of these data is presented at the faculty retreats, which are held at the beginning of the fall and spring terms.

Course grades: Faculty assign course grades based on evidence of student competencies and achievement of course objectives

Annual university assessment reports: DILS analyzes student learning in core courses, surveys, and capstone assessments to prepare an annual assessment report required by the university.

Surveys of current students: (beginning of program), graduating students (capstone), alumni (ongoing), and employers (ongoing): Feedback from these stakeholders helps DILS evaluate the program offerings and operations.

Feedback from DILS Advisory Board: Faculty meets on an annual basis to discuss planning, curricula, and new directions.

Apprenticeship evaluations: Site supervisors evaluate student performance in the apprenticeship and students analyze their experience in the reflection paper. Faculty is in the process of discussing the creation of surveys for both the students and the apprenticeship supervisors that will aid in identifying areas for improvement. Students also record a weekly diary of their apprenticeship experiences and share with each other in the discussion forum for the apprenticeship class.

Admission statistics: Academic and demographic data on applications and admitted students are reviewed (annually?) to ensure admitted students have sufficient preparation and ability to complete a graduate program.

Graduation rates: This data is reviewed periodically to ensure students complete the program within a reasonable timeframe.

Teaching evaluations: By rule of the Collective Bargaining Agreement, student and peer teaching evaluations are not required of tenured faculty. All faculty in the department are tenured at this time.

Review of sample student work products: The faculty share student products from their courses regularly to assess student learning and their ability to perform in the field. (should we do this?)

Table I.7 Student Learning Assessment

| Indirect assessment | Direct assessment | Other evidence |
|--|--|--|
| Entrance survey, deployed LS504, D2L | Reflection paper, capstone LS570 | <ul style="list-style-type: none"> · Scholarships · Awards · Successful completion of course curricula · Stakeholders interaction at regional and national conferences |
| Multi-subject learning survey (MSLS), deployed LS504, D2L | Research paper/project, capstone LS600 | |
| Exit survey, deployed in capstone, either LS570 or LS600, D2L | Site supervisor assessment, capstone LS570 | |
| Multi-subject learning survey (MSLS), deployed in capstone, either LS570 or LS600, D2L | Coursework evaluations, grades | |

Description of the Multi-Subject Learning survey (MSLS)

The assessment instrument MSLS was developed by two faculty members of the DILS and first published in 2015; and later in 2016 (Harhai & Krueger, 2015; 2016). The table below shows the instrument categories and the number of items survey in each one. For more information on this instrument see:

Harhai, M. K., & Krueger, J. M. (2015). Developing competency-based assessment for library professionals. *Pennsylvania Libraries: Research & Practice*, 3(1), 1-15. , and Harhai, M. K., & Krueger, J. M. (2016). Competency-based professional development, *Journal of Library Administration*, 56:8, 939-956.

Table I.8 Multi-Subject Learning Survey Content

| Category | |
|--|---------|
| 1. Foundational principles of librarianship (FP) | 9 items |
| 2. Information resources (IR) | 3 items |
| 3. Organization of information (OI) | 3 items |
| 4. Information technology (IT) | 3 items |
| 5. Reference (Ref) | 7 items |
| 6. Research (Res) | 2 items |
| 7. Lifelong learning (LL) | 3 items |
| 8. Administration (Admin) | 5 items |

Example of Multi-Subject Learning survey (MSLS) comparison results for the academic year 2012-2013, 2013-2014, 2014-2015, 2015-2016 for the following learning objectives (for full results go to <http://www.clarion.edu/academics/colleges-and-schools/college-of-business-administration-and-information-sciences/library-science/accreditation/index.html>).

Assessment Reflection paper, capstone LS570

Provides an advanced pre-professional experience through work in a cooperating library or information center. Students are expected to apply and evaluate the theory and practice learned in the classroom; prepare an evaluative paper, and be observed and evaluated by the site supervisor. Accreditation assessments administered.

The reflection paper is based on the capstone LS570 apprenticeship; data from the reflection paper, feedback from employers and alumni indicates that this experience is vital for the professional development of the DILS graduate students. There are recorded instances where DILS students are offered jobs after the apprenticeship is over and the academic program has concluded. For more information go to <http://www.clarion.edu/academics/colleges-and-schools/college-of-business-administration-and-information-sciences/library-science/accreditation/index.html>

Assessment of the research paper/project, capstone LS600

Intended as a capstone experience for students in the Masters of Science in Library Science program. Provides the opportunity to pursue a research project related to the student's area of specialization or interest and which is based on research strategies developed in LS550. For more information go to

<http://www.clarion.edu/academics/colleges-and-schools/college-of-business-administration-and-information-sciences/library-science/accreditation/index.html>

The Assessment Review Calendar

DILS promotes systematic assessment and data review through the development of a fixed cycle. The department assessment committee conducts the review and presents data at the next faculty retreat.

Table I.9 Timeline Analysis of Data

| Assessment | Fall | Spring | Summer | Schedule defined |
|---|------|--------|--------|------------------|
| Entrance survey | X | | | |
| Exit survey | X | | | |
| Multi-subject learning survey (MSLS) | X | | | |
| Reflection paper, capstone LS570 | X | | | |
| Site supervisor assessment, capstone LS570 | X | | | |
| Research paper/project, capstone LS 600 - Research in Librarianship | | X | | |
| Alumni survey | | X | | |
| Employer survey | | X | | |

Decisions made resulting from the assessment data review are noted in department minutes and implemented through the work of committees.

Table I.10 Stakeholder Engagement in Assessment

| Item and Responsible Parties | Stakeholder Input |
|--|--|
| Review of Vision, Mission, Goals, Objectives/Competencies (biannual at semester retreat) | Alumni Survey: PALA conference, PSLA conference; Facebook page |
| Biennial Report to COA (chair with faculty input) | Biannual review of Vision, Mission, Goals and |

| | Objectives/Competencies |
|---|--|
| Clarion University Annual Assessment Report/University management | See ISLAC below Standard 1.5. |
| Employers | LS570 Internship evaluations, on-going employer survey |
| Alumni | Alumni survey |
| Students | Students surveys, personal interactions and advising |
| Advisory Board | Annual meeting |
| Adjunct faculty | Professional mentoring, peer-evaluations |

Standard I.5: Evidence of Decision Making

1.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals and objectives.

The Department of Information and Library Science at Clarion University actively participates in ISLAC (The institutional and student learning assessment committee). The purpose of ISLAC is to help advance a sustainable culture of assessment at Clarion University that is both valued and supported across all divisions. In addressing this charge, the committee works to ensure that:

1. Clarion University has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and strategic directions and its compliance with institutional accreditation standards;
2. Clarion University's assessment of student learning demonstrates that students have knowledge, skills, and competencies consistent with the goals of the Pennsylvania State System of Higher Education (PASSHE) and of the university.

One of ISLAC's most important undertakings in the past two years has been to formalize program assessment at the University. During the 2015-2016 Academic Year, 85% of the programs at Clarion participated in the annual assessment process.

This assessment data is being used to make programmatic changes and to improve student learning across the curriculum. Part of the program assessment process is

focused on aligning program outcomes with the University-wide outcomes. (information taken from Assessment & Improvement, <http://www.clarion.edu/about-clarion/leadership/office-of-the-president/initiatives/pai/assessment-and-improvement.html>)

See appendices ## and ## for MSLS program assessment for the years 2015-2016 and 2016-2017.

Standard I.6: Evaluation Results Used for Improvement and Planning

1.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

The purpose behind department meetings and communication with all constituencies is to use the evaluation results for continuous improvement. Specific actions are addressed in this and subsequent sections discussing each standard. The department continually responds to all input gathered from the various groups that compose its constituencies as well as to emerging trends in the field obtained through professional conferences and the literature.

Examples of data-driven changes to program since the last accreditation visit:

- Creation and continued use of internship and research course as capstone experiences.
- Development and modification of program concentrations.
- Emphasis on better and clearer use of advising to choose courses for students that would enable them to best obtain departmental learning objectives.
- Creation of new undergraduate courses to avoid repetition for those students entering the new bachelor's to master's program.
- Development of the local and archival cohort student group for online activities centered on a specific professional interest
- Development of graduate courses in line with trending market needs, such as health information and genealogy/family history reference services.

Plans for the Future

DLIS has been refining the assessment process to incorporate additional measurements of student and program success. At the present time, new surveys to be administered to students in the capstone courses and to the Apprenticeship supervisors

are in the developmental stages in order to collect data which will help to establish new directions in the program.