

Appendix B: Annual Planning and Activities Calendar (with notes) 2016-2017

Strategic Planning

SI is engaged in focused strategic planning efforts in addition to its ongoing planning activities. The purpose for this type of planning is to review existing strategic assumptions, assess outcomes, make course corrections, and decide on future directions. Our most recent planning initiative began at the School in the fall semester of 2015 and in the spring of 2017, the Library and Information Science faculty reviewed and updated strategic planning goals to ensure that objectives are in place for the 2023 Accreditation cycle. The table below provides a summary of the strategic planning and outcomes assessment components of the current planning cycle.

Strategic Planning Activities

Planning Activities	Participants	Methods	Status
Edit/rewrite mission, goals, objectives, student learning outcomes, and strategic initiatives	Faculty committees with student representation	Small-group process	Fall 2015
Review curriculum and program	Faculty, adjunct faculty Advisory Council, alumni (including employers), and students	Focus groups	Fall 2015 and spring 2016
Set priorities for programmatic change	Faculty committees at spring faculty retreat with student representation	Small-group process	Spring 2016
Consensus and confirmation of priorities	Faculty Council and Advisory Council	Small-group process	Spring 2016
Review and update program planning decisions	Faculty Council	Small-group process	Fall 2016
<ul style="list-style-type: none"> • Review drafts of mission, goals, objectives, and strategic initiatives • Propose edits, deletions, and additions 	Faculty, adjunct faculty, Advisory Council, alumni (including employers), and students	Online Survey I with selected and constructed response options	Spring 2017 Faculty Retreat
<ul style="list-style-type: none"> • Review student learning outcomes • Propose edits, deletions, and additions 	Faculty, adjunct faculty, Advisory Council, alumni (including employers), and students	Online Survey II with selected and constructed response options	Spring 2017 Faculty Retreat
<ul style="list-style-type: none"> • Assess needs for programmatic change 	Faculty, adjunct faculty, Advisory Council, alumni (including employers), and students	Online Survey III with selected and constructed response options	Spring 2017 Faculty Retreat

<ul style="list-style-type: none"> Propose changes in direction and new directions 			
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Current Calendar

2016		
Month	Activity	Date or Status
September - November	<p>Outline of Fall Faculty Meeting Activities and Actions</p> <p>Reviews:</p> <ul style="list-style-type: none"> a. results of summer exit surveys; alumni and employer surveys, including site supervisor surveys from supervised fieldwork b. results of summer comprehensive examination(s) or ePortfolio feedback c. assess student learning outcomes d. status of committee actions from previous planning and assessment e. status of assessment activities and methodologies f. Review progress on strategic initiatives <p>Actions:</p> <ul style="list-style-type: none"> a. Review students and stakeholder perceptions from survey; organize themes; inform future direction; b. Discussed results and submitted to university assessment system; c. track and update as needed; ensure alignment with USF mission and goals d. E-portfolio guidelines revised and posted for students and faculty; Review of other programs' core curriculum; discuss comprehensive review of core and curriculum; e. Plan for changes/course corrections as needed in planning and assessment activities/methodology/schedule; f. Review strategic initiatives agreed earlier in year 	<p>Meetings on Sept. 14, 2016, October 12, 2016 and November 30, 2016;</p>
August / September	<p>New Student Advising and Expectations Survey Administered</p> <p>Changes in Org Knowledge (core) discussed, approved for further action</p> <p>Admission and enrollment management (new sections, adjuncts,)</p>	<p>Survey administered August 28, 2016. Results discussed at LIS Faculty Meeting on Nov. 30, 2016.</p>
October	<p>Fall semester comprehensive examination</p> <p>Discuss College strategic areas of emphasis</p> <p>Course proposal process changes (per Graduate Council) Advising and e-portfolio process</p>	<p>Oct. 4-17, 2016 *longer due to hurricane. Reviewed results with faculty</p> <p>Oct. Faculty meeting</p>

November	Florida Association for Media in Education Conference Employer feedback	Oct. 19-21, 2016 (data for inclusion for review next semester)
November	USF/SACS Annual Planning and Assessment Report ALISE Statistical Survey	Submitted Dec. 15, 2016 Submitted Dec. 1, 2016
December	Fall semester exit survey of graduating students Submitted 2016 assessment results to USF	Administered Oct. 17, 2016 complete
2017		
Month	Activity	Status
Early Spring	Contact and communications with New Advisory Council Administer New Student, Mid-Program, Alumni, and Employer Surveys	New Student Survey administered January 15, 2017. Mid-program survey administered Feb. 22, 2017 Alumni and Employer Surveys administered January 11, 2017.
January	Review and rework SI Advisory Council membership Annual review process clarified; new faculty advised Survey of Director performance administered by College Enrollment and admissions updates. Alumni Survey	Advisory Council members contacted in January 2017. Vacancies identified.; Director survey and annual review. Alumni Survey administered January 11, 2017
February	Spring semester comprehensive examination Continue discussion on strategic plan and supporting activities for coming year Survey data reviewed in new system; further analysis by faculty to be discussed at future meeting Tools for curriculum review discussed, including curricular map updates Review of 2016 assessment goals with USF assessment	Feb. 7-14, 2017; faculty meeting discussed strategic planning; review of system for reviewing evidence; tools/processes for curriculum review discussed
February/March	Annual faculty review underway Director survey results given to Faculty Affairs committee	Faculty Reviews Feb. 6, 2017
April	Spring semester exit survey of graduating students	Graduate Exit Surveys scheduled for February 14-March 14, 2017 (after completion of Comprehensive Examination and ePortfolio submission)
May	Florida Library Association Conference Employer and Alumni feedback	May 10-12, 2017

Spring	Spring Faculty Meetings	Faculty Meetings February 8, 2017 - LIS February 22, 2017 – entire SI faculty April 19, 2017 – entire faculty April 19, 2017 - LIS
	Reviews: <ol style="list-style-type: none"> results of fall and spring exit surveys and mid-program surveys of current students results of fall and spring comprehensive examination(s) or ePortfolio feedback status of USF/SACS reporting obligations status of committee actions from previous planning and assessment referrals status of teaching, research, service outcomes, assessment activities, and methodologies assess student learning outcomes (core-course audit, elective-course audit, self-report narratives) 	Actions: <ol style="list-style-type: none"> refer student perception issues on exit survey to appropriate committees refer student performance issues on comprehensive exam to Curriculum Committee track and update as needed; ensure alignment with USF mission and goals follow up as dictated by circumstances to ensure responsive application of assessment data for program improvement plan changes/course corrections as needed in planning and assessment activities/methodology/schedule
June / July	<i>Library Journal</i> Placement and Salaries Survey	June 22, 2017
July-December	Review and revisions of Student Learning Outcomes by course	Fall 2017
August	Fall Faculty Meetings Reviews: <ol style="list-style-type: none"> results of summer exit surveys; alumni and employer surveys, including site supervisor surveys from supervised fieldwork results of summer comprehensive examination(s) or ePortfolio feedback assess student learning outcomes status of committee actions from previous planning and assessment referrals status of assessment activities and methodologies Review progress on strategic initiatives. Actions: <ol style="list-style-type: none"> refer student perception issues on exit survey to appropriate committee refer student performance issues on comprehensive exam to Curriculum Committee track and update as needed; ensure alignment with USF mission and goals 	Faculty Meetings October 3, 2017 - LIS October 12, 2017 – all faculty

	follow up as dictated by circumstances to ensure responsive application of assessment data for program improvement	
September – December	ALISE Statistical Survey (Survey delayed due to change in location for ALISE Survey administration to Old Dominion)	February 15, 2018
October	Fall semester comprehensive examination	October 10-18, 2017
November	Florida Association for Media in Education Conference Employer feedback	October 18, 2017 - October 20, 2017
November	USF/SACS Annual Planning and Assessment Report	Dec. 15, 2017
December	Fall semester exit survey of graduating students	October 18-November 18, 2017 (after completion of Comprehensive Examination and ePortfolio submission)

Appendix C: Systematic Planning Process Example – MLIS Program Culminating Assessment

Stage	Methods	Participants	Timeline	From Evidence to Action
<p>Problem is identified: Comprehensive Examination may not be the most effective way of assessing students’ mastery of program level learning outcomes</p>	<p>Best practices in professional community; faculty input and student feedback;</p>	<p>Faculty</p>	<p>2012 – issue raised in faculty meeting 12/11/2012</p>	<p>Committee formed to research alternatives for culminating assessment.</p>
<p>Faculty gather additional information regarding alternatives. E-Portfolio determined most effective alternative for USF MLIS program.</p>	<p>Professional literature review</p>	<p>Faculty / students</p>	<p>Portfolio Guidelines Document 06/13/2013</p>	<p>Portfolio Guidelines Document approved by faculty. Next step is to gather feedback from students, alumni, employers and advisory council via informal and formal meetings and surveys.</p>
<p>Information/feedback discussed with constituent groups.</p>	<p>Presentations made to constituent groups. Feedback collected and integrated into planning process.</p>	<p>Advisory Council, Students, Employers, Alumni</p>	<ul style="list-style-type: none"> • Advisory Council Report 12/11/2013 • Student graduate assistants volunteer for portfolio pilots 2014 • Student feedback provided on Exit Surveys 2014, 2015, 2016 • Focus Groups with Employers and Alumni at conferences (FAME, TBLC) 	<ul style="list-style-type: none"> • Ex. Student comments “ Comps should be at least two weeks, so that students have a chance to think. One week is not long enough for the scope of this research project. Even better, assess in the last semester the strengths and weaknesses of each candidate for graduation, and focus a research project on areas of weakness. The current comps structure is an exercise in speed-reading, speed-learning and speed-writing, but is it

				<p>really a valid measurement tool, by itself? ”</p> <ul style="list-style-type: none"> • Feedback from constituent groups incorporated and Portfolio Guidelines Document revised. • October 1, 2014 met with Dr. Kevin Jones, Assistant Director for Program Evaluation and Policy Analysis, Office of Institutional Effectiveness, Academic Planning and Review, to discuss transition from comprehensive examination to e-portfolio. Suggestions incorporated into procedures.
E-Portfolio policies, procedures, guidelines refined	Feedback from constituents used to refine policies and procedures	Advisory Council, Students, Employers, Alumni	<ul style="list-style-type: none"> • Advisory Council Report 9/14/2014 • Portfolios presented in LIS 5020 beginning fall 2014 in Orientation. Informal feedback gathered and reported to planning committee. • Focus Groups with Employers and Alumni at conferences (FAME, TBLC) 	<ul style="list-style-type: none"> • Student feedback provided on Exit Surveys 2015, 2016, “... I feel that the COMPS are not necessary to graduate. I work 40 hours a week, 10 hours on the road to get to work a week, classes that I've registered for and then to have the short time allowed for COMPS is crazy.” • Feedback from constituent groups incorporated and Portfolio policies and

			<ul style="list-style-type: none"> • Student feedback provided on Exit Surveys 2015, 2016,” • Advisory Council Meeting Minutes 9/24/2015 noted strong support of e-Portfolio procedures and processes • Advisory Council Meeting Minutes 1/15/16 	<p>procedures continue to be refined.</p> <ul style="list-style-type: none"> • Catalog copy changes submitted 3/2015 originally for 2015-2016 year, but delays in Graduate School postponed implementation until 2016-2017 year. In the meantime, as voluntary pilot testing of portfolios continues, policies and procedures continue to be fine-tuned. • Student Exit Survey 2016 comment regarding e-Portfolio “The e-portfolio portion in order to graduate should be more closely monitored as this should be exceptional work...”
<p>E-portfolio added to USF Graduate Catalog for implementation in 2016-2017 issue. Portfolio is required for students entering program in Fall 2016. New students enrolled prior may choose Portfolio or Comprehensive Examination.</p>	<p>As students transition to Portfolios, feedback from constituents used to refine processes.</p>	<p>Faculty and students</p>	<ul style="list-style-type: none"> • Training for faculty advisors provided in Canvas Fall 2016 • Portfolios presented in New Student Orientation 2016. Informal feedback gathered and reported to planning committee. • Portfolio evaluation questions addressed 	<ul style="list-style-type: none"> • Spring 2017 testing and implementation of formal grading rubric with select faculty.

