STANDARDS SECTION

I. Mission, Goals, and Objectives

I.1 A school's mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

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University Context

The University of Illinois, founded in 1867 under the Land Grant Colleges Act, is a state-supported land-grant institution serving the people of Illinois through a commitment to excellence in teaching, research, public service and economic development. There are now three campuses: Urbana-Champaign, Chicago, and Springfield. The Urbana-Champaign campus has a student body of 43,862 (Fall 2010) of whom 11,118 (25.5%) are graduate students (including all GSLIS graduate students) and 1134 (2.6%) are professional students enrolled in the Colleges of Law and Veterinary Medicine. UIUC is “dedicated to building upon its tradition of excellence in education, research, public engagement and economic development. The almost 3,000 faculty members discover and create new knowledge….The campus’ outstanding academic programs, extraordinary resources and bountiful opportunities attract top-caliber students” (University of Illinois 2011 Pocket Facts, p. 2). The Graduate College has jurisdiction over all programs leading to advanced degrees. The responsibility for initiating, developing, and administering degree programs is delegated to the departments and other academic units. The Graduate College provides supporting services as well as general supervision to these degree-granting units.

In the welcome statement on Interim Vice President and Chancellor Robert Easter’s web page, he observes that “an Illinois education prepares our graduates for the rigors and opportunities of life in the global community of the 21st century….Our rich heritage of innovative education, life-changing research, and individual service inspires us to explore new frontiers of knowledge in pursuit of our mission to improve the human condition” (http://oc.illinois.edu/). UIUC is an institutional context that values and has high expectations of graduate professional education.

The University of Illinois at Urbana-Champaign completed its self-study for reaccreditation in 2009 (http://www.reaccreditation.illinois.edu/). As part of that effort each unit contributed its Unit Plan for Assessing and Improving Student Learning in Degree Programs (http://www.ete.illinois.edu/outcomes/pdfs/unitassess/gsls08.pdf).

GSLIS Mission

Consistent with the UIUC mission, the School’s mission (updated by the GSLIS faculty at a faculty retreat in August 2009) states the following:

People use information for analysis, inquiry, collaboration, and play—and in so doing, change the world. The Graduate School of Library and Information Science is dedicated to shaping the future of information through research, education, and engagement, both public and professional. Our mission is to lead the way in understanding the use of information in science, culture, society, commerce, and the diverse activities of our daily lives.

The University context and GSLIS mission statements guide the ongoing development and delivery of our degree programs, including the MS in library and information science. The mission reflects GSLIS’ identification as an iSchool, with membership in the iSchools organization ([http://www.ischools.org/site/about/](http://www.ischools.org/site/about/)). Dean John Unsworth has been a leader in the iCaucus Steering Committee, serving as Coordinator from 2008-2010.

**Planning Process**

Since 2005 GSLIS strategic planning has taken place in the context of a strategic planning process that has encompassed all three campuses of the University of Illinois. The fundamental intent of this process was "to combine academic excellence with an unprecedented commitment to innovation, quality, and service so that each campus and support organization is the best among its peers and is recognized as such" ([http://www.uillinois.edu/strategicplan/index.cfm](http://www.uillinois.edu/strategicplan/index.cfm)). The University community worked from March 2005 through June 2006 to develop strategic plans for the University as a whole (Stage 1); for the three University campuses, University Administration, University of Illinois Alumni Association, and University of Illinois Foundation (Stage 2); and for each school, college, and major administrative unit (Stage 3). The UIUC Strategic Plan identified five broad strategic goals, each with several associated initiatives and progress indicators ([http://strategicplan.illinois.edu/planning_process.html](http://strategicplan.illinois.edu/planning_process.html)): I. Leadership for the 21st Century; II. Academic Excellence; III. Breakthrough Knowledge and Innovation; IV. Transformative Learning Environment; V. Access to the Illinois Experience. The GSLIS Unit Strategic Plan ([http://www.lis.illinois.edu/sites/default/files/attachments/page/4447/GSLIS_StrategicPlan.5-10-06.pdf](http://www.lis.illinois.edu/sites/default/files/attachments/page/4447/GSLIS_StrategicPlan.5-10-06.pdf)) identified five top priorities:

1. Participating as an equal partner in the Illinois Informatics Initiative and in informatics components of other strategic research initiatives
2. Recruiting and retaining excellent faculty and students, including those from underrepresented groups
3. Maintaining leadership in digital libraries and in literature and librarianship for youth
4. Consolidating strength in social/community informatics
5. Building strength in information history, economics, and policy

As explained in the Special Area of Emphasis of this Program Presentation on IMLS grants (pp. 94-115), GSLIS has leveraged this external funding to strengthen LIS education and especially the MS program. There is a close alignment between the GSLIS Unit Strategic Plan and the goals and outcomes of these grants. Most involved collaborations with colleagues at other institutions and organizations, providing valuable input to our own planning processes as outlined in the profile of each grant project in the Special Area of Emphasis. The relevance of grants received to each of the strategic planning priorities is noted here:

1. **Participating as an equal partner in the Illinois Informatics Initiative and in informatics components of other strategic research initiatives**
   - Data Curation Education Program
   - Extending Data Curation in the Humanities
   - DCERC: Data Curation Education in Research Centers
2. Recruiting and retaining excellent faculty and students, including those from underrepresented groups
   - Project Athena
   - LIS Access Midwest Program
   - LAMP II: Brightening the Path to Library & Information Science Scholarship
3. Maintaining leadership in digital libraries and in literature and librarianship for youth
   - DLEP Digital Library Education Program
   - Sharing Success: Educating Professional Leaders in School and Public Youth Services
   - Mix IT Up! Youth Advocacy Librarianship
4. Consolidating strength in social/community informatics
   - Community Informatics Corps: The Next Generation
   - YCI: Youth Community Informatics
   - Chicago Community Informatics: Places, Uses & Resources
5. Building strength in information history, economics, and policy
   - Information in Society: Preparing Future Faculty

In addition grants supported innovations in online education (WISE; WISE+: Leveraging the Power of the Network to Increase the Diversity of LIS Curriculum) and innovations in education for academic librarianship (Librarians Serving Community Based Higher Education: Preparing the Next Generation of Community College Librarians; Field Strength: Enhancing Collaboration in LIS Education through Field Experience)

The campus tracks metrics on an annual basis to gauge progress in achieving these strategic goals (http://strategicplan.illinois.edu/collegeunit_metrics.html). In addition, the Campus Profile includes a Strategic Profile of indicators that are monitored on an ongoing basis to gauge unit performance (http://www.dmi.illinois.edu/cp/strategic.aspx). GSLIS (G) and campus (C) metrics related to each of the GSLIS goals are the following:

1. Participate as equal partner in Illinois Informatics Initiative
   - # of joint/cluster hires through I3/IACAT (G)
   - Enrollments in IT minor, bioinformatics masters, and other I3 programs (G)
   - Collaborations across units (G)

2. Recruit and retain excellent faculty and students, including those from underrepresented groups
   - Faculty hire and retention (G)
   - LAMP student participation (G)
   - Capital campaign progress toward goals for chairs, professorships, fellowships (G)
   - % underrepresented faculty & staff (C)
   - % underrepresented students (C)
   - Retention and graduation rates (C)

3. Maintain leadership in digital libraries and youth literature and services
   - Enrollments in digital library program (G)
   - Development of a youth literature advanced degree (G)
   - Enrollment in K-12 school media certification program (G)
   - % of faculty who are PI’s (C)
   - Sponsored research expenditures per faculty FTE (C)

4. Consolidate strength in social/community informatics
   - Service-learning courses generated through CII (G)
   - External funds generated through CII (G)
   - # of faculty and students across campus involved in CII courses or research projects (G)
   - # of communities and community residents involved in CII courses or projects (G)
5. **Build strength in information history, economics and policy**
   - Faculty hires in these areas (G)
   - Doctoral students working in these areas (G)
   - Publications in these areas (G)
   - Externally funded research in these areas (G)

In addition to making annual reports to campus administration on the state of the school and progress on achieving goals in the strategic plan, GSLIS makes an effort to communicate progress broadly, publishing annual reports that are mailed to alumni, donors, and other friends for their information and feedback ([http://www.lis.illinois.edu/newsroom/publications/annual-reports](http://www.lis.illinois.edu/newsroom/publications/annual-reports)).

**Stewarding Excellence @ Illinois**

In early 2010, faced with unprecedented fiscal challenges, the University of Illinois at Urbana-Champaign launched a new initiative “Stewarding Excellence @ Illinois.” As explained by Interim Chancellor Easter and Interim Provost Wheeler, “We must now make plans based on our best, if necessarily imperfect, knowledge of financial realities we will face in academic year 2010-11 and beyond. In other words, we must continue the strategic planning process with special intensity. Strategic actions taken over the next several months will have a powerful impact on our capacity to sustain our mission as the land grant university of the State of Illinois and our stature as one of the great research universities of the world…. To ensure that we best position our campus for the future, we must take a critical look at all aspects of our operations. We must re-examine a range of structures that reach from campus administration and the large structures that organize the academic enterprise of Illinois to the small units assembled years ago to meet particular needs” ([http://oc.illinois.edu/budget/about.html](http://oc.illinois.edu/budget/about.html)). Several project teams were formed, including one charged with Academic Unit Reviews, focused on independent colleges and schools with fewer than 40 faculty members (GSLIS, Labor and Employment Relations, Media, Social Work). The team was asked “to explore structural and organizational changes, including possible consolidations, to realize budgetary savings while at the same time preserving and even enhancing the intellectual and academic mission of the units” ([http://oc.illinois.edu/budget/unit_reviews_charge.pdf](http://oc.illinois.edu/budget/unit_reviews_charge.pdf)). Under the leadership of Dean John Unsworth, GSLIS was successful in preserving its autonomy at the conclusion of the review process, as well as communicating the importance of GSLIS to the future of UIUC. As noted by Dean Unsworth, “We mean to contribute to the future of Illinois, just as we’ve contributed in substantial ways to its past 113 years. GSLIS is in the University of Illinois’s DNA, at this point: it is one of four colleges that has existed in its original organizational form since the nineteenth century, and it was the second professional school to be established on this campus, after Law. It was the presence of a library education program that allowed Illinois to build its great library, by having access to a steady supply of great librarians. In the twenty-first century, when our greatest challenges are at the intersection of people, information, and technology, we can provide a similar benefit to the campus as a whole.” Throughout the several months during which GSLIS was under review, GSLIS maintained a web page to keep GSLIS students, faculty, staff, alumni, and friends informed about the University’s response to current financial challenges and how related decisions impact GSLIS ([http://www.lis.illinois.edu/about-gslis/stewarding-excellence](http://www.lis.illinois.edu/about-gslis/stewarding-excellence)). Alumni advocacy was a significant factor in demonstrating the broad support for GSLIS, conviction regarding the quality of its MS program, and the importance of continuing autonomy to maintain the high standing of the School.

**Additional ongoing planning processes**

GSLIS full-time faculty hold half- or full-day retreats prior to the start of each fall and spring semester to engage in extended discussion of topics relevant to the future of the School’s academic
programs. In fall 2009 the retreat focused on updating the School’s mission statement and in fall 2010 the retreat focused on review of the goals and objectives for the MS program. Beginning in fall 2003, Dean Unsworth initiated monthly meetings of the faculty (“faculty diets”) at his home to foster regular discussion of issues critical to strategic planning for the School. These meetings have provided a forum to involve all categories of faculty (full-time, emeritus, adjunct) and key administrative staff in shaping future directions.

In addition to faculty and staff, other constituents are also engaged in providing input to planning. MS students have representatives who participate in both the Curriculum Committee and faculty business meetings and also meet regularly with the Dean (see IV.5.2). Bimonthly meetings of a corporate roundtable include representatives involved in information-related work at a range of corporations (http://www.lis.illinois.edu/about-gslis/corp/programs/crt). As part of the Brilliant Futures fund-raising campaign for the University of Illinois (http://brilliantfutures.illinois.edu/), a GSLIS Campaign Advisory Board made up of alumni and friends of the School provides input on priorities for use of funds raised as part of the campaign (see V.8). The Library School Alumni Association Board meets quarterly, with time to discuss developments in GSLIS with the Dean, the Assistant Dean for Advancement & Alumni Relations, and the student representatives to the Board. In addition the Dean meets with groups of alumni around the state, as in the November 20, 2010 meeting with the recently established Central Illinois GSLIS Grads group (http://www.lis.illinois.edu/events/2010/11/20/central-illinois-gslis-grads-invite).

Since the 2004 reaccreditation review, GSLIS has initiated periodic surveys of MS program graduates. The initial survey of 2004 graduates was completed in summer 2005. Subsequent surveys have covered alumni graduating May 2006-August 2007, December 2007-2008, and 2009. Responses provide data on positions held post-graduation and feedback on preparation to meet professional goals, adequacy of academic advising, adequacy of information technology support services, adequacy of library services, and other aspects of the MS program. As noted in IV.4.1, feedback from alumni surveys led to creating the position of Advising Coordinator to enhance advising support for MS students.

In spring 2011, while this Program Presentation was being prepared, Dean Unsworth called a GSLIS Town Hall meeting as a venue where the strategic direction of the School was discussed as well as providing an opportunity to ask questions. As a result of those discussions, Dean Unsworth scheduled a series of in-depth discussions facilitated by Tracie Hall, founder of Goodseed Consulting Group. The goal for each session was to identify opportunities for and challenges to inclusion, voice, agency, and community within the GSLIS context. The series of discussions concluded with a second GSLIS Town Hall that resulted in six work teams committed to continuing to address issues raised during both town halls. These teams include faculty, students (MS, CAS, PhD), alumni, and staff. Topics and facilitators include: 1. Faculty roles and responsibilities (Dean John Unsworth); 2. The student experience (faculty member Jon Gant); 3. GSLIS structures (student orientation, grievance policies, faculty/staff/student communications) (Associate Dean for Academic Programs Linda Smith); 4. Curriculum (faculty members Kathryn La Barre and Michael Twidale and doctoral student Safiya Noble); 5. Cultural competency/literacy (faculty member Carol Tilley and doctoral student Claire Gross); 6. Critical theory (faculty member Kate McDowell). [Noble and Gross are graduates of the MS program.] A shared Moodle space is being maintained to make available meeting minutes and associated documents to the GSLIS community (https://courses.lis.illinois.edu/course/view.php?id=1320).

Review and revision of the strategic plan

The 2006 UIUC and GSLIS Strategic Plans have shaped goals and priorities for the past five years, further developed by the ongoing planning processes and grant projects outlined above. With new leadership soon to be in place at the campus level and active discussion of possible new strategic directions within GSLIS, the upcoming faculty retreat in August will be focused on starting a process to
produce either an update to or a replacement for the five-year-old strategic plan. The metrics listed on pp. 7-8 have contributed to ongoing, systematic planning by prioritizing finding ways to increase interdisciplinary activity, improve faculty diversity and strengthen certain subject areas, increase enrollment of students from underrepresented groups and in certain specialties, raise private funds with targeted goals, increase student involvement in service learning, and increase funded research activity.

1.1.2 Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

Program objectives (updated by the faculty in August 2010) are clearly stated in the MS degree program overview:

GSLIS graduates understand both the theory and the practice of library and information science (LIS): they have studied the foundations and principal ideas of the discipline, and they have been introduced to the values and expectations of the profession. We foster critical thinking about the literature of LIS and related fields, and we encourage high standards of professionalism and service. Our graduates are prepared to develop and evaluate resources and programs, and to understand the needs of many different kinds of users. Students who have completed our program are equipped to anticipate social and technological changes, and to promote change that advances the profession, improves technology, and encourages positive social transformation.

Consistent with our institutional context which values “its tradition of excellence in education, research, public engagement and economic development” and GSLIS’ dedication “to shaping the future of information through research, education, and engagement, both public and professional” by fulfilling its mission to “lead the way in understanding the use of information in science, culture, society, commerce, and the diverse activities of our daily lives,” the program objectives articulate high expectations for the graduates of the MS program.

The preparation of the Program Presentation has provided an opportunity to involve many individuals in review and comment on drafts of the document, reinforcing connections to a range of constituents. In early July 2011 the draft program presentation was made available on the GSLIS web site. An e-mail was distributed inviting comments from faculty (both full-time and part-time), students, staff, colleagues in the University Library, and the more than 4000 alumni who receive our electronic eUpdate newsletters (many of whom also employ graduates of our program). Responses were received from all of these stakeholder groups and guided some additions to the draft, while also affirming the overall document as a “thorough and cogent” presentation of the program, as one alumna characterized it.

Sources of evidence:
Campus Profile (http://www.dmi.illinois.edu/cp)
GSLIS Annual Reports (http://www.lis.illinois.edu/newsroom/publications/annual-reports)
GSLIS Mission and Strategic Plan (http://www.lis.illinois.edu/about-gslis/overview)
Strategic Planning at Illinois (http://strategicplan.illinois.edu/)
Stewarding Excellence @ Illinois (http://oc.illinois.edu/budget/)
Alumni surveys [will be made available to the External Review Panel via NetFiles]

I.2 Program objectives are stated in terms of student learning outcomes and reflect:

I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection,
acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management;

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 value of teaching and service to the advancement of the field;

I.2.5 the importance of research to the advancement of the field's knowledge base;

I.2.6 the importance of contributions of library and information studies to other fields of knowledge;

I.2.7 the importance of contributions of other fields of knowledge to library and information studies;

I.2.8 the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

I.2.9 the role of library and information services in a rapidly changing technological society;

I.2.10 the needs of the constituencies that a program seeks to serve.

Discussion of Standard II [see section starting on p. 15] offers a detailed analysis of the MS program, how each student designs his or her program of study, and how learning outcomes are assessed. The statement of program objectives given above in I.1.2 can be parsed and mapped to the scope of Standard I.2 as follows:

| **GSLIS graduates understand both the theory and the practice of library and information science (LIS): they have studied the foundations and principal ideas of the discipline, and they have been introduced to the values and expectations of the profession.** | I.2.1, I.2.2, I.2.3 |
| We foster critical thinking about the literature of LIS and related fields, and we encourage high standards of professionalism and service. | I.2.4, I.2.5, I.2.6, I.2.7 |
| **Our graduates are prepared to develop and evaluate resources and programs, and to understand the needs of many different kinds of users. Students who have completed our program are equipped to anticipate social and technological changes, and to promote change that advances the profession, improves technology, and encourages positive social transformation.** | I.2.8, I.2.9, I.2.10 |
These objectives focus on learning outcomes at the program level. Thus we are particularly attentive to: 1) site supervisor assessments of performance in practicums and internships; 2) results of alumni surveys that report on employment (position type, organization type) and students’ self-assessment of adequacy of preparation; 3) feedback from employers of our students; 4) accomplishments of alumni such as those recognized by the Library School Alumni Association Leadership Award which goes to someone who has graduated in the past ten years (http://www.lis.illinois.edu/people/alumni/lsaa/awards#leadership) and the appearance of Illinois alumni among Library Journal’s “Movers & Shakers”; and 5) rankings of the program that are shaped in part by the accomplishments of our graduates (in the most recent U.S. News & World Report rankings for library and information studies, we remain ranked at #1 tied with the University of North Carolina-Chapel Hill) (http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-library-information-science-programs). In areas of specialization, Illinois ranks #2 in digital librarianship and #1 in services for children and youth, consistent with the goals of our strategic plan to maintain leadership in those areas.

*Source of evidence:*
Master of Science Degree Program Overview
(http://www.lis.illinois.edu/academics/programs/ms)

I.3 Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

**I.3.1 Within the context of these Standards each program is judged on the degree to which it attains its objectives.**

The GSLIS program seeks to provide a foundation for continuous learning and career accomplishment. Success in achieving outcomes with a longer time horizon, such as promoting “change that advances the profession, improves technology, and encourages positive social transformation” can only be fully assessed over a multi-year time period. We thus especially value opportunities to gauge our alumni’s career progress, particularly if that can be benchmarked against that of alumni from other schools. UIUC had the opportunity to participate in the WILIS (Workforce Issues in Library & Information Science) 2 surveys (http://www.wilis.unc.edu/index.html) and received the comparative data report in December 2010 (included in full in this Program Presentation as Appendix E). Some comparisons worth noting:

(p. 13, Figure 9) How well did your program prepare you for your first job?
Very well/well: Illinois (38%/38% = 76%) vs. All programs (25%/37% = 62%)

(p. 16, Figure 14) Professional activities since graduation—in every category a higher percentage of Illinois graduates reported participation compared to respondents from all programs. The widest differences were for the categories of: Helped to organize or volunteered at a professional meeting/conference (47% vs. 35%); Held office in a professional association (29% vs. 17%); Had one or more papers accepted for publication as sole author (16% vs. 10%).

(p. 33 Figure 41) The program provided me with skills I can apply on the job
Strongly agree: Illinois (51%) vs. All programs (37%)
While these results demonstrate positive assessments of many dimensions of learning outcomes, the report is also useful in highlighting areas that may be deserving of more emphasis in the curriculum, such as leadership skills or knowledge.

WILIS data identify current job setting of the respondents (p. 12, Figure 8) and demonstrate that GSLIS graduates find work in many different sectors. Academic libraries dominate (43%), followed by public libraries (19%). But the remaining respondents are spread over a wide range of other categories, including school library media centers, non-profit organizations, government agencies, law libraries, health libraries, government libraries, corporate libraries, technology company, museum, library vendor, library cooperative, information industry, and computer industry. Building and maintaining strong connections with alumni is key to getting feedback needed to continuously improve our MS program and to involve alumni in the education of the next “generation” of MS students. In this regard, the WILIS data on “In what ways are you still connected to your program?” (p. 20, Figure 20) are especially interesting. Only 5% (compared to 11% for all programs) indicate no connection to the program. Various forms of connection are identified, including giving back by making donations (16% for Illinois vs. 8% for all programs).

GSLIS has also worked hard to ensure that we achieve excellence in online as well as on-campus modes of delivery. In Fall 2006, the Committee on Extended Education and External Degrees of the Graduate College undertook its second five-year evaluation of the LEEP online MS degree program, surveying full-time and adjunct faculty and current students and alumni. The evaluation report is included in full as Appendix F. The summary assessment of the outcome of that review was that LEEP is “an outstanding program.” Specifically: “The School’s innovative use of LEEP tools to extend access to both campus and online students to the high quality education offered by the School is impressive….LEEP is a ‘model program’ and the committee extends it for another five years with enthusiasm.” GSLIS administrators paid particular attention to statements related to learning outcomes. Student/alumni respondents were asked to respond to the open-ended question “What impact has the program had on your work-related performance?” Frequent responses were categorized as “increased knowledge/skills/abilities”; “am applying learning in current job/position”; “have a better understanding of the field.”

In 2002, GSLIS conducted a two-day LEEP retreat for faculty and students to develop a model for best practices in online education. Support from the Provost’s Initiative on Teaching Advancement (http://www.provost.illinois.edu/committees/tab/pita.html) enabled us to schedule a second retreat, August 20-21, 2008, at Allerton Park & Retreat Center that involved almost 50 participants (GSLIS full-time faculty, adjunct faculty, doctoral students, administrative staff, and instructional designers) in an intensive discussion of online pedagogy. Adjunct faculty traveled from as far away as California and Texas to participate. Session facilitators for the retreat represented all categories of participants. Activities prior to the retreat included a LEEP student survey to identify examples of good online pedagogy as well as areas in need of improvement, from the perspective of students enrolled in online courses. Session topics covered: the changing profile of students enrolling in online courses, troubleshooting unexpected situations in online courses, course and syllabus design using the Moodle course management system, strategies incorporating new technology into online teaching, goals and strategies for effective teaching and learning, and three breakout sessions on pedagogical subjects: integrating a variety of course activities, assessment and feedback, and preparing students for successful careers in the field. The face-to-face nature of the retreat allowed LEEP a much-needed venue for sharing best practices in online pedagogy and understanding the common obstacles that confront each instructor. Feedback from participants on the retreat was overwhelmingly positive. An online community in Moodle was created in the spirit of sharing the outcomes of the retreat and continuing dialogue among faculty and other LEEP retreat participants, in order to foster enhanced pedagogical communication and maintain the connections into the future.
1.3.2 In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

As noted in 1.1, GSLIS operates in an environment that expects continuous planning and program improvement. Data gathered, formally and informally, from students, faculty, employers, alumni, and campus colleagues and administrators informs the ongoing evaluation of program goals and objectives. The use of electronic communication and the geographic reach of our online program allows many more voices to contribute to this process. The discussion of the remaining standards provides more specific examples of data gathering, analysis, and use for this purpose.

During the period since GSLIS was last reviewed in 2004, work on the many IMLS grants has reinforced the importance of outcomes-based evaluation (http://www.shapingoutcomes.org/). As already noted, many of those grants involved not only students, faculty, and staff, but also constituents from the work settings for which students are being prepared, whether community organizations, organizations involved in data curation, digital libraries, or community college and other academic libraries. These advisors and collaborators have helped us shape specific program goals and objectives in the context of the overall objectives articulated for the MS program.