

# I. MISSION, GOALS, AND OBJECTIVES

## Table of Contents

Introduction.....	2
Vision, Mission, Goals and Objectives .....	3
Vision of the School.....	3
Mission of the School.....	4
Goals of the School .....	4
Instructional Objectives of Master’s Program .....	5
Planning and Assessment Processes .....	6
Linking Planning and Assessment – Overview.....	6
Planning at the University, College, and School.....	6
College Strategic Plan .....	6
Assessment at the University, College, and School .....	7
School’s Evaluation Processes .....	8
Strategic Plan for School in College and University Context .....	10
Assessment of School’s Mission, Goals and Objectives Statements .....	10
Recommendation .....	13
Supporting Documents (list).....	14

# I. MISSION, GOALS, AND OBJECTIVES

## Introduction

The University of Kentucky is the Commonwealth's premier research university and the only public university in the state that has a statewide mission. The university is a land-grant institution, and is designated a Research I University by the Carnegie Foundation. As stated in the University's VISION, MISSION, VALUES STATEMENT, incorporated in the 2003-2006 Strategic Plan, *The Dream and the Challenge*:<sup>1</sup>

The University of Kentucky is a public, research-extensive, land grant university dedicated to enriching peoples' lives through excellence in teaching, research and service.

The University of Kentucky:

- Facilitates learning, informed by scholarship and research.
- Expands knowledge through research, scholarship and creative activity.
- Serves a global community by disseminating, sharing and applying knowledge.

The University, as the flagship institution, plays a critical leadership role for the commonwealth by promoting human and economic development that improves lives within Kentucky's borders and beyond. The University models a diverse community characterized by fairness and social justice.

The values of the University guide our decisions and behavior. Our core values are:

- Integrity
- Academic excellence and freedom
- Mutual respect and human dignity
- Diversity of thought, culture, gender, and ethnicity
- Personal and institutional responsibility and accountability
- Shared governance
- A sense of community
- Sensitivity to work-life concerns
- Civic responsibility

The three basic functions of the University of Kentucky (instruction, research and service) represent the cornerstones of the mission and goal statements of the School of Library and Information Science. These statements are effectively communicated to both prospective and current students, accrediting bodies, employers, and all others who are interested in the programs and activities of the school, through the school's *Bulletin*, which is revised annually.<sup>2</sup>

---

<sup>1</sup> <http://www.uky.edu/Home/2003-06StrategicPlan/plan.html>

<sup>2</sup> School of Library and Information Science *Bulletin* 2003-2004.

## **Vision, Mission, Goals and Objectives**

The work of the mission, goals, and objectives study team began in April 2003 with the team's review of the COA standards and supporting documents. During the spring, the team identified and reviewed the statements of more than 20 information-related professional organizations, regarding general and specialized educational principles, or important professional competencies for information professionals.<sup>3</sup> During the summer of 2003, the study team collected information that was needed to support the work of the team. In addition, the team analyzed the school's mission, goals, and objectives statements and compared them with the COA standards, and the educational statements of the professional organizations, to determine if the school's statements needed to be revised.

The 22 organizations and professional associations included in Source Document 5 (Statements of Professional Organizations Regarding Education in Library and Information Studies) identify many professional competencies that are appropriate for information professionals in different environments. Some of the competencies focus on the needs of information professionals in general (e.g., *COA Standards for Accreditation of Master's Programs in Library and Information Studies*, etc.), others on the needs of information professionals in different types of libraries or information organizations (e.g., *ASRL Competencies for Research Librarians*, etc.), and still others on the needs of information professionals functioning in particular roles within an information agency or organization (e.g., *RUSA Professional Competencies for Reference and User Services Librarians*, etc.). The competencies that the study team identified vary greatly, from exceptionally general to highly specific. Based on our review of the professional statements, the collective professional knowledge of our faculty, students and alumni, and our understanding of our educational programs in the context of a research university, we have identified 10 goals and 12 instructional objectives for the school. These goals and instructional objectives are defined at a level that allows us to identify the most important things that we wish to accomplish, and they provide a basis for efficient and effective planning and evaluation within the school. In particular, our instructional objectives address the instructional needs of all of the students enrolled in our master's degree program in library and information studies.

Based on its analysis of the existing vision, mission, goals, and objectives statements, the study team recommended four editorial changes in the vision, mission and goal statements. In addition, one editorial and one substantive change were recommended in the instructional objectives statements. An instructional objective that had been deleted four year ago was reinstated: Be familiar with the primary areas of library and information science and understand their interrelationships with other disciplines. These recommendations were considered, and adopted, by the school council at its September 12, 2003, meeting. The school's statements of vision, mission, goals and instructional objectives follow:

### **Vision of the School**

The School of Library and Information Science aspires to become a school that is recognized nationally and internationally for excellence in teaching, research and scholarship, and professional service, and a resource for the development of information services and technologies in libraries and information centers of the commonwealth and the nation.

---

<sup>3</sup> The statements are among the supporting documents for this segment of the *Program Presentation*.

## **Mission of the School**

The mission of the school is to extend and enhance the quality of information service in a culturally diverse, technological, and global society by:

- Educating persons for professional positions in information institutions and settings, and advanced study;
- Advancing the state of knowledge of information studies through research and development;
- Providing assistance in the development of information services and technologies and professional leadership in areas that pertain to information in contemporary society.

## **Goals of the School**

An assessment of the extent to which the identified goals and instructional objectives are accomplished may be found in the indicated sections of this *Program Presentation* that are cited in the following:

1. To provide a strong and flexible educational program that is accessible and responsive to the immediate and long-range needs of students, the profession, and those the profession serves. (Curriculum)
2. To attract and admit a diverse student body whose members give evidence of possessing qualities requisite for academic achievement and significant contribution to the profession. (Students)
3. To provide an educational environment that fosters effective teaching and learning and the professional development of our students. (Physical Resources and Facilities)
4. To produce competent information professionals who can facilitate the flow of information in a rapidly changing society. (Curriculum)
5. To contribute to the advancement of theory and practice through systematic and continuing research and publication. (Faculty)
6. To provide continuing education opportunities that assist information professionals in maintaining their professional competence, and responding effectively to the information needs of the clients they serve. (Faculty)
7. To contribute to professional practice and the activities of professional organizations through continuing professional service. (Faculty)
8. To recruit, develop, support and retain faculty and staff that possess the qualities requisite for significant contribution to the school and to the profession. (Faculty)
9. To develop and maintain collaborative relationships with individuals and units within the college and university to further the mission of the school. (Administration and Financial Support; Curriculum; Faculty)
10. To develop and maintain a program of financial and other support that will supplement the financial support provided by the university in order to advance the school's mission. (Administration and Financial Support)

## **Instructional Objectives of the Master's Program**

Generally, there are two types of instructional objectives relating to the master's program in library and information science. Instructional objectives of the first type are defined here and speak to the general knowledge, skills, attitudes and competencies that are expected of all graduates of the master's program in library and information science. Instructional objectives of the second type are course-specific and may be found in the syllabi of the individual classes.

A discussion of the extent to which these instructional objectives are accomplished in the master's program may be found below in the *Program Presentation's* section on Curriculum.

Upon completion of the master's program in library and information science, graduates will:

1. Understand the processes associated with the production, distribution, organization, preservation, retrieval and use of information in society.
2. Understand the general principles, values and ethical standards underlying the provision of information services in a variety of settings.
3. Recognize the responsibilities of the library and information profession in a culturally diverse, technological, and global society.
4. Critically analyze and evaluate professional issues and problems in an appropriate operational or historical context.
5. Be familiar with information policies and information-related laws that influence the delivery and use of information resources throughout society.
6. Understand the nature of information, information needs, information seeking behavior and information use in society.
7. Be able to develop, manage and effectively use information systems, sources and services to serve clients.
8. Understand, and effectively use, information technology.
9. Understand the role of research in the profession, and be able to interpret and apply research results in practice.
10. Be familiar with the functions of management in organizations, and be able to apply management concepts and methods in effective problem-solving and decision-making.
11. Demonstrate effective oral and written communication.
12. Be familiar with the primary areas of library and information science and understand their interrelationships with other disciplines.

## **Planning and Assessment Processes**

### **Linking Planning and Assessment – Overview**

The strategic planning process is the means by which school charts its future and measures its progress towards each of its goals, ultimately informing how the school allocates and leverages its resources to move forward. The faculty, staff, students, and other constituencies have a voice in creating this road map.

The school actively responds to assessment and feedback from its constituencies. The results of assessment are used as a focus for annual planning retreats, where the faculty assesses the school's goals, activities in support of them, and measurable outcomes. In addition, these are tracked, regularly up-dated, and discussed during monthly faculty meetings. The use of planning and assessment, including how it is connected to the university's strategic plan, is submitted to the university central planning and assessment office.

### **Planning at the University, College, and School**

The planning, budgeting, and assessment cycle is detailed in the university's regulations (ARII-1.0-6), which articulate how department and college planning and assessment tie with the university's. Institutional plans and resource-allocation are aligned with the university strategic plan.

The Board of Trustees adopted the 1998-2003 university strategic plan in 1998. Covering a five-year period, it identified four goals: scholarship, leadership, stewardship, and university community, which have guided the planning and assessment activities. There are also 37 strategic indicators used as measures of accomplishment of the goals. The school's planning and assessment have been tied to this plan.

The university's recently adopted 2003-2006 Strategic Plan, *The Dream and the Challenge*, will guide the actions of the university for the next three years. The three-year period was selected so that the university could be flexible and respond to the demands of a rapidly changing environment and a more diverse and interdependent global society. Moreover, the number of key indicators has been substantially reduced from the number in the previous plan. As part of this planning process, the university's mission, vision, and value statements were reviewed and revised. Similarly, during the fall of 2003, the school revised its mission statement to correspond more directly to the University's revised mission statement.

### **College Strategic Plan**

The college strategic plan is revised annually and submitted to the university's Office of Institutional Research, Planning and Effectiveness.<sup>4</sup> The strategic plan is written in alignment with the university strategic plan, *The Dream and the Challenge*,<sup>5</sup> and the indicators outlined therein.

---

<sup>4</sup> <http://www.uky.edu/OPIE/>

<sup>5</sup> <http://www.uky.edu/Home/2003-06StrategicPlan/plan.html>

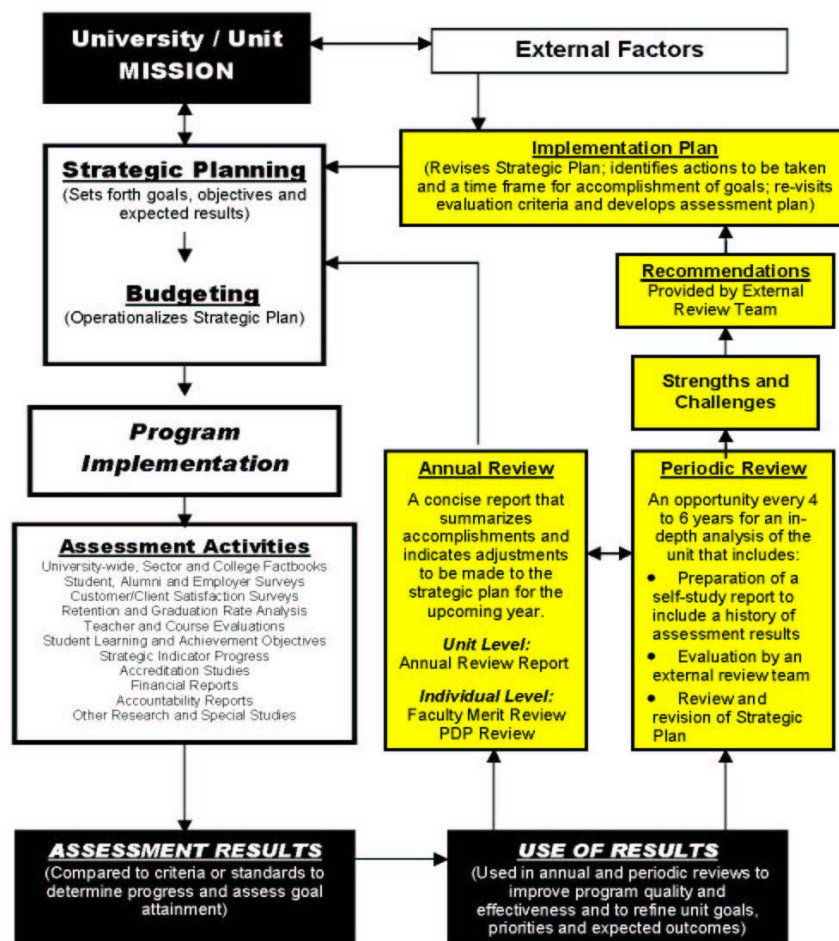
At certain times, the dean has appointed a college committee to address issues relevant to strategic planning in the college. For instance, recently a special committee was organized to help revise this year's strategic plan to ensure it is in concordance with the major revisions in the university plan. This committee solicited feedback from the entire college faculty during a special college assembly. The final version of the college strategic plan is available for review upon request. It can be viewed at at

<http://www.uky.edu/CIS/strategicplan.html>

### Assessment at the University, College, and School

The 1998-2003 strategic plan established assessment as an on-going process through which the university and its units monitor the effectiveness of programs in support of the university plans, as well as each unit's plan. The explicit use of assessment results must be demonstrated by inclusion in subsequent planning revisions and used to facilitate resource allocations and budgeting decisions. Progress on goals and objectives is reported in annual reports to the university. Figure 1 outlines the process.

**Figure 1. Institutional Effectiveness at the University of Kentucky**  
 (Source: Administrative Regulations II-1.0-6 and II-1.5-2)



## School's Evaluation Processes

The school's evaluation processes include the following activities:

### **Evaluation of School:**

- Survey of graduating students, every semester
- Survey of alumni, alternate years
- Survey of employers, alternate years
- University of Kentucky review, every seven years to coincide with COA review
- American Library Association, COA review, every seven years

### **Evaluation of Students:**

- Evaluation of student in-class performance
- Final examination, required of all students during last semester

### **Evaluation of Faculty:**

- Annual review (for non-tenured faculty)
- Biennial review (tenured faculty are evaluated the first year of the biennium and have the option of applying that evaluation to second year of the biennium)
- Two- and four-year reviews of progress of non-tenured assistant professors toward meeting expectations for promotion and tenure
- Six-year review of assistant professors for promotion and tenure
- Post-tenure review (process under consideration at university)

### **Evaluation of Classes:**

- All classes are evaluated by students using one of two standard university-originated instruments

### **Evaluation of Administrator:**

- School director is evaluated every four years to coincide with period of appointment

The school's assessment activities for folding assessment outcomes back into program planning currently include the following mechanisms for systematic assessment and constituency input:

**Students** – Student input into planning and assessment is essential to determining how well the school is achieving its goals. Students provide such input by attending faculty meetings, participating on standing committees, completing student course evaluations, and providing informal feedback to the director and faculty. (The results of the student course evaluations are provided in summary form in the student section, and the complete files are available on-site and on the university's website.) In addition, the dean also held an informal meeting with students when preparing an evaluation of the director in preparation for recommending reappointment.

**Surveys: student, alumni, and employers** – After successful completion of the final examination for the master's degree, students respond to a graduating-student survey. Formatted to correspond to the school's goals and objectives, students are asked to assess their program, providing information regarding learning outcomes, faculty and advising, and facilities and student services. In fall 2003, the school began a program to survey employer satisfaction with graduates on an every-other-year schedule following the example we have used to survey public school principals since 1998. Analysis of the data from these surveys and indications of how this information is used in planning are included where appropriate in other parts of this report.

**Advisory council** – Communication and planning with the school constituency is both formal and informal. The school currently has a nine-member advisory council consisting of senior administrators in agencies that are major employers of our graduates and who serve staggered three-year terms. After a period of inactivity, the council met in fall 2002, at which time members were brought up to date on activities in the school. They reviewed the school's strategic plan and discussed facilities needs, the latest efforts in distance learning, and plans for minority student recruiting. In addition, they were briefed on the continuing accreditation process, its schedule, and their role in it. The advisory council reviewed the draft of the *Program Presentation* and provided very helpful input used to prepare the final draft.

**University program reviews** – The program review is the principal vehicle for assessment within the university, providing a systematic examination of the program's missions, goals, objectives, resources, and processes and outcomes. University program reviews are normally conducted every five years, with the exception of the director, who must be reviewed for re-appointment every four years. The review schedule of the School of Library and Information Science has been allowed to coincide with the accreditation review, and the external review panel's report will be the major portion of the internal review process. The last internal review of the school was conducted in 1997 and is available on-site

## Strategic Plan for the School in the Context of the College and University

Similar to the college, and other units in the college, the school revises its strategic plan annually. The *Working Plan for 1999-2004* has been revised to ensure alignment with the university's strategic indicators, and it guides the school's planning and assessment activities.

### Assessment of the School's Mission, Goals and Objectives Statements

*I.1. A school's mission and program goals are pursued, and its program objectives achieved, through implementation of a broad-based 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.*<sup>6</sup>

Within the school, the planning committee typically provides the primary focus for large-scale strategic planning and evaluation activities. The planning committee (consisting of two faculty members and one student) advises the school council, which is the primary decision-making body of the school, regarding planning issues. The planning committee is responsible for (1) defining planning objectives that will increase the effectiveness of the school; (2) recommending strategies for accomplishing defined planning objectives to the school council; (3) identifying major problems and/or opportunities affecting school performance; (4) monitoring and evaluating the extent to which the school achieves its mission, goals and objectives.<sup>7</sup> Because of the small size of the faculty (10 members), important planning activities frequently occur within the framework of the school council.

As expected by the COA standards, the active participation of the constituency that a program seeks to serve is accomplished in several ways. The school council, the curriculum committee, and the planning committee all have student members who represent the views of the students in important school issues. The director of the school has an advisory council of nine prominent information professionals, including alumni of the school, who periodically meet to discuss significant issues facing the school and its program. About one-third of all classes taught in the master's program are taught by professionals who serve as part-time instructors for the school; these men and women, some of whom are alumni of our master's program, possess broad professional experience that they share with students. All students are given the opportunity to provide feedback and advice regarding the master's program, through recurring surveys of graduating students and through standard course evaluations. The Library and Information Science Student Organization (LISSO) provides additional student participation in program development.

Based on our analysis, we have concluded that the mission, goals, and objectives of the school are consistent with the mission, goals and objectives of the University of Kentucky, as stated in the university's 2003-2006 strategic plan. We also believe that our mission, goals, and objectives statements provide a clear and concise expression of what the school seeks to accomplish overall, and it fosters the development of a quality master's program in library and information science, by guiding curriculum development and delivery of our instructional programs.

---

<sup>6</sup> Portions of the COA 1992 *Standards* are incorporated throughout the six segments of the *Program Presentation* which address the standards. Each portion is identified by its standard and section designation, e.g., I-1.

<sup>7</sup> University of Kentucky School of Library and Information Science, *Operating Rules and Procedures of the Faculty*, September 2001.

*I.2. Program objectives are stated in terms of educational results to be achieved and reflect COA Standards 1.2.*

*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 (see Instructional Objectives 1, 5, 6, 7, 8, 10)*

*I.2.2 the philosophy, principles, and ethics of the field (see Instructional Objective 2)*

*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 (see Goals 1, 3, 4, 6) and service (see Goals 6, 7) to the advancement of the field.*

*I.2.5 the importance of research to the advancement of the field's knowledge base (see Goal 5, and Instructional Objective 9)*

*I.2.6 the importance of contributions of library and information studies to other fields of knowledge (see Instructional Objective 12)*

*I.2.7 the importance of contributions of other fields of knowledge to library and information studies (see Instructional Objective 12)*

*I.2.8 the role of library and information services (see Instructional Objectives 1, 3, 5)*

*I.2.9 the role of library and information services in a rapidly changing technological and global society (see Goal 4, and Instructional Objective 3)*

*I.2.10 the needs of constituencies that a program seeks to serve (see Instructional Objective 6).*

*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.<sup>4</sup>*

In the context of this *Program Presentation*, the discussion of the degree to which the school attains its goals and objectives is distributed throughout the document. Section I (Mission, Goals, and Objectives) describes the organization and management of planning and assessment processes within the school. Sections II (Curriculum), III (Faculty), IV (Students), V (Administrative and Financial Support), and VI (Physical Resources and Facilities) examine planning and assessment within the framework of the section topics.

The school council, the primary decision-making body of the school, is responsible for the process by which the mission, goals and objectives of the school are reviewed and revised. Recommendations regarding the mission, goals and objectives can originate from anywhere within or outside the school, and those recommendations are forwarded to the school council for consideration and action. Most often, recommendations to revise our mission, goals and objectives statements occur at well-defined times, when the school is involved with one of its many evaluations (e.g., the periodic Committee on Accreditation review, the regular school-initiated strategic plan review, the periodic university review, the regular evaluations of the school by its graduates or the employers of its graduates), or when the school is considering some change in the organization or its programs that clearly affects our statements of mission, goals and objectives (e.g., a curriculum review, a decision to develop a new academic program, a change in university or college priorities). Less frequently, recommendations for changing our mission, goals and objectives statements can be traced to a single individual or a group of individuals (student, faculty, administrator, administrative advisory board, etc.). Sometimes the recommended changes are editorial (to clarify or expand existing statements) and other times the recommended changes are substantive (to add new goals or objectives, to delete existing goals or objectives, or to substantively change existing goals or objectives).

The school's current statements of vision, mission, goals and objectives reflect three major sets of editorial and substantive changes that have occurred since the COA review in 1997:

**1999/2000 (part of an administrative review of mission and goal statements):**

- Added a vision statement.
- Restructured and restated the mission statements.
- Editorial changes in three goals.
- Added three new goals:
  1. To recruit, develop, support and retain faculty and staff that possess the qualities requisite for significant contribution to the School and to the profession.
  2. To develop and maintain collaborative relationships with individuals and units within the College and University to further the mission of the School.
  3. To develop and maintain a program of financial and other support that will supplement the financial support provided by the University in order to advance the School's mission.

**2000/2001 (school review of instructional objectives during major curriculum review):**

- Editorial changes in nine instructional objectives.
- Added three new instructional objectives:
  1. Be familiar with information policies and information-related laws that influence the delivery and use of information resources throughout society.
  2. Understand the nature of information, information needs, information seeking behavior and information use in society.
  3. Demonstrate effective oral and written communication.
- Dropped one instructional objective:

Be familiar with the primary areas of library and information science and understand their interrelationships with other disciplines. (This instructional objective was deleted in 2000/2001 and reinstated in September 2003.)

**In 2003 (School review of mission, goals and objectives during COA self-study):**

- Editorial changes in four vision, mission and goal statements.
- Editorial changes in one instructional objective.
- Added one new instructional objective:

Be familiar with the primary areas of library and information science and understand their interrelationships with other disciplines.

As regards the participation of all stakeholders in the process of developing our mission, goals and objectives statements, the school council includes student and staff representatives, as well as faculty and administrators; the school has an advisory council consisting of prominent information professionals who employ our graduates and some of whom are alumni of the school; committees and work groups in the school frequently include student participants; graduating students complete a survey that is intended to provide the school with important feedback about the program and its accomplishments; in alternate years alumni and employers of our graduates are surveyed to seek their input regarding the preparation and capabilities of our graduates that they have hired. In short, the school uses numerous strategies to encourage all stakeholders to participate in the continual evaluation of our mission, goals and objectives.

We believe that the vision, mission, goals, and objectives statements of the school respond well to the expectations of the University of Kentucky, the needs of the various constituencies we serve (including students, faculty, staff, alumni, and employers), the education-related statements included in the COA Standards, and the statements of relevant professional organizations. Our vision, mission, goals, and objectives statements effectively describe what the school seeks to accomplish as an institution of higher education, and they provide an effective basis for the development and management of the teaching, research, and service programs of the school.

**Recommendation**

Ensure the goals and instructional objectives are clearly linked to unit planning and evaluation activities, by stating questions about goals and objectives as they are expressed in the school's formal statements.

## Supporting Documents for I. Mission, Goals and Objectives

University of Kentucky. *Vision, Mission, Values Statement*, Adopted by the University Board of Trustees, April 1, 2003. <http://www.uky.edu/Home/2003-06StrategicPlan/plan.html>

University of Kentucky. *Strategic Plan, 2003-2006*. Adopted by the University Board of Trustees, June 24, 2003. <http://www.uky.edu/Home/2003-06StrategicPlan/plan.html>

School of Library and Information Science. *Bulletin, 2003-2004*. 2003.

American Library Association. Committee on Accreditation. *Standards for Accreditation of Master's Programs in Library and Information Studies, 1992*.

[http://www.ala.org/Content/NavigationMenu/Our\\_Association/Offices/Accreditation1/standards4/standards.htm](http://www.ala.org/Content/NavigationMenu/Our_Association/Offices/Accreditation1/standards4/standards.htm)

Statements of Professional Organizations Regarding Education in Library and Information Studies. August 19, 2003.

University of Kentucky. School of Library and Information Science. *Operating Rules and Procedures of the Faculty*. September 2001.

College of Communication and Information Studies. *Annual Review Report for UK Strategic Plan, 2002-2003*. 2002.

School of Library and Information Science. *Strategic Plan: A Working Plan for 1999-2004*. August 2002, 11pp.