

PLAN FOR THE SELF-STUDY

Submitted to the American Library Association  
Committee on Accreditation  
for the  
Fall 2017 Comprehensive Review

by

Department Of Information and Library Science

School of Information Sciences

College of Business Administration And Information Sciences

Clarion University

*October, 2016*

**Glossary of Abbreviated Terms Used in the  
*Plan for The Self-Study***

ALA	American Library Association
AP3	Accreditation, Process, Policies and Procedures
COA	Committee on Accreditation
COBAIS	College of Business Administration and Information Sciences
ERP	External Review Panel
ILS	Information and Library Science
MSLS	Master of Science in Library Science
PASSHE	Pennsylvania State System of Higher Education
RCM	Responsibility Centered Management
Standards	2015 Standards for the Accreditation of Master's Programs in Library and Information Studies

## INTRODUCTION

The Department of Information and Library Science at Clarion University presents this *Plan for the Self-Study* for reaccreditation of the Master of Science in Library Science (MSLS). We began the process of preparing for this comprehensive review shortly after the conclusion of our last review in 2010. During this period, we have had time to reflect on our processes and have worked through several models to strengthen and improve our systematic planning and our methods of assessment and data collection.

This *Plan for the Self-Study* describes our timeline for the process, those involved in the different parts of the process, and the list of evidence in support of the 2015 Standards. The evidence selected is presently being housed in our learning management system (LMS) Desire 2 Learn (D2L) while we build the accreditation website that will be linked from the department's home page.

We look forward to working with our constituents, the Office of Accreditation, and the External Review Panel as we prepare for the comprehensive visit and prepare our self-study.

## EXPLANATION OF PROCESS

This Plan for the Self-Study is the result of collaboration by all faculty members, the department chair, and the administrative staff.

An Accreditation Advisory Committee has been established to guide the development of the Self-Study. The Accreditation Advisory Committee is made up of the following members:

- Faculty: Dr. Linda Lillard (Department Chairperson), Dr. William Buchanan, Dr. James Maccaferri, Dr. Marilyn Harhai, Dr. Janice Krueger, Dr. Rhonda Clark, Dr. YooJin Ha, and Dr. Simon Ariteguieta-Trillos.
- Staff: Mrs. Wenda Strickenberger
- Advisor employers:
- Dean of the University Libraries, Dr. Terry Latour
- Alumni Representative: Elizabeth Cromer
- Presidents of the Library Student Organizations: Amber Morgan-Opitz and Tonya Shaffer

A Working Committee will report to the Accreditation Advisory Committee. The Working Committee is made up of the chair/program director, the seven other full-time faculty, the administrative staff, and graduate assistants. Each standard has been assigned to a committee of the whole with each chapter being led by a member of the faculty as indicated below. All full time faculty members in the Department are tenured. The assignments are as follows:

Standard I: Systematic Planning  
 Dr. Linda Lillard (Information and Library Science Department Chairperson)

Standard II: Curriculum  
 Dr. William Buchanan (Professor)

Standard III: Faculty  
 Dr. YooJin Ha (Associate Professor)

Standard IV: Students  
 Dr. Rhonda Clark (Associate Professor)

Standard V: Administration, Finances, and Resources  
 Dr. Linda Lillard (Information and Library Science Department Chairperson)

**Timeline for Preparation of the Self-Study**

The timeline for preparation of the Self-Study is as follows:

**CLARION MSLS Accreditation**

**Self-Study Timeline**

**September 10, 2016**

<b>Date</b>	<b>Action</b>
Feb. 10, 2018	COA meeting, Midwinter, Clarion appears before Committee
October 31, 2017	Draft ERP report received by Clarion and Office of Accreditation
October 10-11, 2017	ERP site visit
August 29, 2017	Self-Study completed and sent to COA
June 30, 2017	Conference call (Clarion-OA) to discuss draft self-study. Resulting comments to consultants
June 13, 2017	Draft self-study sent to OA
May 30, 2017	Editor receives comments on final draft from faculty, Provost, stakeholders, and consultants
May 15, 2017	Draft copies of each chapter and all appendices must be sent to editor and consultants
May 1, 2017	Draft copies of each chapter and all appendices must be sent to editor and consultants
April 15, 2017	Comments from consultants due back

	on preliminary chapters
April 1, 2017	Preliminary chapters shared among all faculty and consultants
Feb. through April 2017	Chapters written and appendices prepared
January 15, 2017	Chapter 1: Systematic Planning draft due to consultants
Winter 2016/2017 (Dec 2016-Jan 2017)	Second strategic planning retreat to clearly articulate systematic planning process
Oct. through Dec. 2016	Data collection
October 11, 2016	Self-study plan due at OA
Sept. 30, 2016	Plan for self-study sent to faculty, Dean, stakeholders, and consultants
September 2016	Identify specific data needed to be collected for self-study and indicate who will accomplish this and how it will be done

### **Layout of the Self-Study**

The Self-Study will follow the 2015 ALA Standards for Accreditation of Master's Programs in Library and Information Studies. This review will be the Department's first under the 2015 standards.

The Self-Study will contain the following chapters:

Introduction

Five chapters, one for each of the 2015 Standards

Conclusion

Appendices

The final document will be submitted in print format to the OA and the ERP and will also be available in electronic format in accordance with the instructions outlined in AP3 Fourth Edition.

### **Documentation**

Access to all of the documents that will be used as evidence in the Self-Study will be available on site either in paper format, electronic format, or online.

Much of the information needed for the Self-Study is readily available as a result of the ongoing reporting practices of the Department. The biennial narratives and

statistical reports submitted to COA, correspondence with COA and the annual Department reports submitted to the Dean of the College of Business Administration and Information Sciences including annual assessments of learning outcomes will serve as primary sources.

The student entrance and exit surveys administered in the introductory course, LS 504 and the capstone experience (either LS 570 Internship or LS 600 Research Paper), minutes of the full-time faculty meetings, minutes of the curriculum committee meetings, minutes of the search committee meetings, minutes of the planning meetings and planning retreats, and minutes of the scholarship committee meetings are evidence of ongoing review.

In addition to the sources mentioned above, the working committee will consider the sources of evidence listed in Section II.7.4 of *Accreditation, Process, Policies, and Procedures* (2015) in the development of the Standard's evidence list.

## **SOURCES OF EVIDENCE**

Standard I: 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.***

**Sources of evidence:**

1. MSLS survey entrance and exit
2. Entry and exit survey
3. Alumni survey
4. Employer survey

5. External advisory committee minutes
6. Strategic plan 2016
7. Previous strategic plans –all of them-
8. Strategic timeline
9. Alignment program goals, ALA competencies, courses and assessment
10. Clarion University mission, vision and academic plan
11. Department of Information and Library Science mission, vision, goals and objectives statements
12. Planning retreat minutes
13. Courses syllabi
14. Department website
15. Faculty meeting minutes
16. Graduate catalog online
17. University website

***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.***

**Sources of evidence:**

1. MSLS survey entrance and exit
2. Entry and exit survey
3. Alumni survey
4. Employer survey
5. External advisory committee minutes
6. Strategic plan 2016
7. Previous strategic plans –all of them-

8. Strategic timeline
9. Alignment program goals, ALA competencies, courses and assessment
10. Clarion University mission, vision and academic plan
11. Department of Information and Library Science mission, vision, goals and objectives statements
12. Planning retreat minutes
13. Courses syllabi
14. Department website
15. Faculty meeting minutes
16. Graduate catalog online
17. University website

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

**Sources of evidence:**

1. MSLS survey entrance and exit
2. Entry and exit survey
3. Alumni survey
4. Employer survey
5. External advisory committee minutes
6. Strategic plan 2016
7. Previous strategic plans –all of them-
8. Strategic timeline
9. Alignment program goals, ALA competencies, courses and assessment
10. Clarion University mission, vision and academic plan
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15. Faculty meeting minutes
16. Graduate catalog online
17. University website

***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 (see note), and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.***

***I.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.***

**Sources of evidence:**

1. MSLS survey entrance and exit
2. Entry and exit survey
3. Alumni survey
4. Employer survey
5. External advisory committee minutes
6. Strategic plan 2016
7. Previous strategic plans –all of them-
8. Strategic timeline
9. Alignment program goals, ALA competencies, courses and assessment
10. Clarion University mission, vision and academic plan
11. Department of Information and Library Science mission, vision, goals and objectives statements
12. Planning retreat minutes
13. Courses syllabi
14. Department website
15. Faculty meeting minutes
16. Graduate catalog online
17. University website

***I.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.***

**Sources of evidence:**

1. MSLS survey entrance and exit
2. Entry and exit survey
3. Alumni survey
4. Employer survey
5. External advisory committee minutes
6. Strategic plan 2016
7. Previous strategic plans –all of them-
8. Strategic timeline
9. Alignment program goals, ALA competencies, courses and assessment
10. Clarion University mission, vision and academic plan
11. Department of Information and Library Science mission, vision, goals and objectives statements
12. Planning retreat minutes
13. Courses syllabi
14. Department website
15. Faculty meeting minutes
16. Graduate catalog online
17. University website

***I.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.***

**Sources of evidence:**

1. MSLS survey entrance and exit
2. Entry and exit survey
3. Alumni survey
4. Employer survey
5. External advisory committee minutes
6. Strategic plan 2016
7. Previous strategic plans –all of them-
8. Strategic timeline
9. Alignment program goals, ALA competencies, courses and assessment
10. Clarion University mission, vision and academic plan
11. Department of Information and Library Science mission, vision, goals and objectives statements
12. Planning retreat minutes
13. Courses syllabi
14. Department website
15. Faculty meeting minutes
16. Graduate catalog online
17. University website

**Standard II: Curriculum**

***II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.***

**Sources of evidence:**

1. Procedures for implementing curricular change
2. CCPS paper work for the following courses LS505, LS535, LS536, LS541, LS542, LS545, LS546, LS547, LS548, LS563. Revisions of existing courses, such as LS550, LS556, LS557, LS558, LS570, and LS600
3. Paperwork for concentrations
4. Courses syllabi
5. Faculty retreat minutes
6. Full course descriptions
7. Examples of graduates in proven leadership
8. Competency Index for the library field compiled by WebJunction
9. Employer survey 2012
10. Minutes of curriculum committee
11. CCPS proposals

12. Curriculum minutes
13. Alumni survey
14. Advisory Board minutes

**II.2 *The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.***

***The curriculum:***

**II.2.1 *Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;***

**II.2.2 *Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;***

**II.2.3 *Integrates technology and the theories that underpin its design, application, and use;***

**II.2.4 *Responds to the needs of a diverse and global society, including the needs of underserved groups;***

**II.2.5 *Provides direction for future development of a rapidly changing field;***

**II.2.6 *Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.***

**Sources of evidence:**

1. Procedures for implementing curricular change
2. CCPS paper work for the following courses LS505, LS535, LS536, LS541, LS542, LS545, LS546, LS547, LS548, LS563. Revisions of existing courses, such as LS550, LS556, LS557, LS558, LS570, and LS600
3. Paperwork for concentrations
4. Courses syllabi
5. Faculty retreat minutes
6. Full course descriptions
7. Examples of graduates in proven leadership
8. Competency Index for the library field compiled by WebJunction
9. Employer survey 2012
10. Minutes of curriculum committee
11. CCPS proposals
12. Curriculum minutes
13. Alumni survey
14. Advisory Board minutes
15. Alignment of program goals, ALA competencies, courses and MSLS assessment

## 16. Curriculum review documents

***II.3 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.***

### **Sources of evidence:**

1. Procedures for implementing curricular change
2. CCPS paper work
3. Courses syllabi
4. Faculty retreat minutes
5. Full course descriptions
6. Examples of graduates in proven leadership
7. Competency Index for the library field compiled by WebJunction
8. Employer feedback
9. Minutes of curriculum committee
10. Curriculum minutes
11. Alumni survey
12. Advisory Board minutes
13. Alignment of program goals, ALA competencies, courses and MSLS assessment
14. Curriculum review documents
15. Concentrations/career paths
16. Graduate catalog
17. Cooperative degree programs

***II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.***

### **Sources of evidence:**

1. Procedures for implementing curricular change
2. CCPS paper work
3. Courses syllabi
4. Faculty retreat minutes
5. Full course descriptions
6. Examples of graduates in proven leadership
7. Competency Index for the library field compiled by WebJunction
8. Employer feedback
9. Minutes of curriculum committee

10. Curriculum minutes
11. Alumni survey
12. Advisory Board minutes
13. Alignment of program goals, ALA competencies, courses and MSLS assessment
14. Curriculum review documents
15. Concentrations/career paths
16. Graduate catalog
17. Cooperative degree programs

**II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.**

**Sources of evidence:**

1. Procedures for implementing curricular change
2. CCPS paper work
3. Courses syllabi
4. Faculty retreat minutes
5. Full course descriptions
6. Examples of graduates in proven leadership
7. Competency Index for the library field compiled by WebJunction
8. Employer feedback
9. Minutes of curriculum committee
10. Curriculum minutes
11. Alumni survey
12. Advisory Board minutes
13. Alignment of program goals, ALA competencies, courses and assessment
14. Alignment of program goals, ALA competencies, courses and MSLS assessment
15. Curriculum review documents
16. Concentrations/career paths
17. Graduate catalog
18. Cooperative degree programs

***II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.***

**Sources of evidence**

1. Procedures for implementing curricular change
2. CCPS paper work
3. Courses syllabi
4. Faculty retreat minutes
5. Full course descriptions
6. Examples of graduates in proven leadership
7. Competency Index for the library field compiled by WebJunction
8. Employer feedback
9. Minutes of curriculum committee
10. Curriculum minutes
11. Alumni survey
12. Advisory Board minutes
13. Alignment of program goals, ALA competencies, courses and assessment
14. Alignment of program goals, ALA competencies, courses and MSLS assessment
15. Curriculum review documents
16. Concentrations/career paths
17. Graduate catalog
18. Cooperative degree programs

***II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.***

**Sources of evidence:**

1. Procedures for implementing curricular change
2. CCPS paper work
3. Courses syllabi
4. Faculty retreat minutes
5. Full course descriptions
6. Examples of graduates in proven leadership
7. Competency Index for the library field compiled by WebJunction
8. Employer feedback
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14. Alignment of program goals, ALA competencies, courses and MSLS assessment
15. Curriculum review documents
16. Concentrations/career paths
17. Graduate catalog
18. Cooperative degree programs

**Standard III: Faculty**

**III.1 *The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program.***

**Sources of evidence:**

1. Faculty CVs
2. Full-time faculty by year
3. Temporary faculty appointments by course (start Fall 2010)
4. Temporary faculty appointments by name (start Fall 2010)
5. Temporary faculty appointments by term (start Fall 2010)
6. APSCUF Faculty CBA
7. Guidelines for tenure and promotion
8. Filling job vacancies
9. Equal employment opportunity
10. Class schedules
11. Strategic equity diversity plan

**III.2 *The program demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of excellence in teaching, research, and service; and through provision of a stimulating learning and research environment.***

**Sources of evidence:**

1. Faculty CVs
2. Full-time faculty by year
3. Temporary faculty appointments by course (start Fall 2010)
4. Temporary faculty appointments by name (start Fall 2010)
5. Temporary faculty appointments by term (start Fall 2010)
6. APSCUF Faculty CBA
7. Guidelines for tenure and promotion
8. Filling job vacancies
9. Equal employment opportunity
10. Class schedules
11. Strategic equity diversity plan
12. Appointment and promotion table

13. Search committee minutes
14. Record of part time faculty mentoring
15. Professional development workshops, activities, and grants
16. Graduate assistant support

***III.3 The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.***

**Sources of evidence:**

1. Faculty CVs
2. Full-time faculty by year
3. Temporary faculty appointments by course (start Fall 2010)
4. Temporary faculty appointments by name (start Fall 2010)
5. Temporary faculty appointments by term (start Fall 2010)
6. APSCUF Faculty CBA
7. Guidelines for tenure and promotion
8. Filling job vacancies
9. Equal employment opportunity
10. Class schedules
11. Strategic equity diversity plan
12. Appointment and promotion table
13. Search committee minutes
14. Record of part time faculty mentoring
15. Professional development workshops, activities, and grants
16. Graduate assistant support

***III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.***

**Sources of evidence:**

1. Faculty CVs
2. Full-time faculty by year
3. Temporary faculty appointments by course (start Fall 2010)
4. Temporary faculty appointments by name (start Fall 2010)
5. Temporary faculty appointments by term (start Fall 2010)
6. APSCUF Faculty CBA
7. Guidelines for tenure and promotion
8. Filling job vacancies
9. Equal employment opportunity
10. Class schedules

11. Strategic equity diversity plan
12. Appointment and promotion table
13. Search committee minutes
14. Record of part time faculty mentoring
15. Professional development workshops, activities, and grants
16. Graduate assistant support

**III.5** *For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.*

**Sources of evidence:**

1. Faculty CVs
2. Full-time faculty by year
3. Temporary faculty appointments by course (start Fall 2010)
4. Temporary faculty appointments by name (start Fall 2010)
5. Temporary faculty appointments by term (start Fall 2010)
6. APSCUF Faculty CBA
7. Guidelines for tenure and promotion
8. Filling job vacancies
9. Equal employment opportunity
10. Class schedules
11. Strategic equity diversity plan
12. Appointment and promotion table
13. Search committee minutes
14. Record of part time faculty mentoring
15. Professional development workshops, activities, and grants
16. Graduate assistant support

**III.6** *The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.*

*The combined education and experience of the faculty is demonstrated through the variety in degree granting institutions, areas of scholarship and participation in varied professional organizations.*

**Sources of evidence:**

1. Faculty CVs
2. Full-time faculty by year
3. Temporary faculty appointments by course (start Fall 2010)
4. Temporary faculty appointments by name (start Fall 2010)
5. Temporary faculty appointments by term (start Fall 2010)
6. APSCUF Faculty CBA
7. Guidelines for tenure and promotion
8. Filling job vacancies
9. Equal employment opportunity
10. Class schedules
11. Strategic equity diversity plan
12. Appointment and promotion table
13. Search committee minutes
14. Record of part time faculty mentoring
15. Professional development workshops, activities, and grants
16. Graduate assistant support

***III.7 Faculty assignments relate to the needs of the program and to the competencies of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.***

**Sources of evidence:**

1. Faculty CVs
2. Full-time faculty by year
3. Temporary faculty appointments by course (start Fall 2010)
4. Temporary faculty appointments by name (start Fall 2010)
5. Temporary faculty appointments by term (start Fall 2010)
6. APSCUF Faculty CBA
7. Guidelines for tenure and promotion
8. Filling job vacancies
9. Equal employment opportunity
10. Class schedules
11. Strategic equity diversity plan
12. Appointment and promotion table
13. Search committee minutes
14. Record of part time faculty mentoring
15. Professional development workshops, activities, and grants
16. Graduate assistant support

***III.8 Procedures are established for systematic evaluation of all faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and***

*service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.*

**Sources of evidence:**

1. CBA

**III.9** *The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.*

**Sources of evidence:**

1. CBA

**I**

**II.10** *The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.*

**Sources of evidence:**

1. CBA

#### **Standard IV: Students**

**IV.1** *The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the program's mission and program goals and objectives.*

**Sources of evidence:**

1. Admissions
2. Clarion Brand Manual
3. Clarion online
4. Graduate programs
5. Road scholars tour
6. Admissions library science
7. Associate Director of Transfer, adult and graduate admissions
8. Clarion online contact information
9. Graduate admissions catalog

10. Graduate student orientation
11. Academic support
12. Online orientation
13. Six week attendance memo
14. Six week attendance follow up registrar
15. SOAR - Student orientation, acclimation and retention
16. Financial aid office
17. Graduate assistantship information
18. Scholarship search tool
19. Career services
20. CUMentor
21. Graduate catalog
22. Resources for Current Online Students
23. Student rights handbook
24. Matriculation letters –getting started, chair welcome letter, tip and reminders
25. University policy for course syllabi
26. Strategic equity diversity plan 2013-2018
27. Employee directory
28. Graduate admissions requirements
29. Advising materials

***IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The program demonstrates that it has procedures to support these policies.***

**Sources of evidence:**

1. Department website
2. University website
3. Graduate catalog

***IV.3 Standards for admission are applied consistently. Students admitted to the program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess***

*sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.*

**Sources of evidence:**

1. Student files

***IV.4 Students construct a coherent plan of study that allows individual needs, goals, and aspirations to be met within the context of requirements established by the program. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.***

**Sources of evidence:**

1. Graduate programs
2. Clarion online contact information
3. Graduate catalog
4. graduate student orientation
5. Academic support
6. Online orientation
7. Six week attendance memo
8. Six week attendance follow up registrar
9. SOAR - Student orientation, acclimation and retention
10. Career services
11. CUMentor
12. Resources for Current Online Students
13. Student rights handbook
14. Matriculation letters –getting started, chair welcome letter, tip and reminders
15. University policy for course syllabi
16. Advising materials
17. Office of Disability Services

***IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:***

***IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;***

***IV.5.2 Participate in research;***

***IV.5.3 Receive academic and career advisement and consultation;***

***IV.5.4 Receive support services as needed;***

***IV.5.5 Form student organizations;***

***IV.5.6 Participate in professional organizations***

**Sources of evidence:**

1. Graduate programs
2. Clarion online contact information
3. Graduate catalog
4. graduate student orientation
5. Academic support
6. Online orientation
7. Six week attendance memo
8. Six week attendance follow up registrar
9. SOAR - Student orientation, acclimation and retention
10. Career services
11. CUMentor
12. Resources for Current Online Students
13. Student rights handbook
14. Matriculation letters –getting started, chair welcome letter, tip and reminders
15. University policy for course syllabi
16. Advising materials
17. Office of Disability Services
18. Committee minutes
19. Capstone research
20. Graduate Research Seminar
21. Student organization
22. CSIL

***IV.6 The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.***

**Sources of evidence:**

1. Department minutes
2. Advisory Board minutes
3. ALISE Statistical Report

***IV.7 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.***

**Sources of evidence:**

1. Department minutes
2. MSLS
3. Capstone

***IV.8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.***

**Sources of evidence:**

1. Department minutes
2. Strategic plan
3. CCPS Proposals

**Standard V: Administration, Finance, and Facilities**

***V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.***

**Sources of evidence:**

1. RCM Manual
2. Organizational Chart
3. University budget information

***V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.***

**Sources of evidence:**

1. Faculty CVs
2. Full-time faculty by year
3. Temporary faculty appointments by course (start Fall 2010)
4. Temporary faculty appointments by name (start Fall 2010)
5. Temporary faculty appointments by term (start Fall 2010)
6. APSCUF Faculty CBA
7. Guidelines for tenure and promotion
8. Filling job vacancies
9. Equal employment opportunity
10. Class schedules
11. Faculty senate
12. APSCUF leadership and committees
13. University technology advisory committee
14. Institutional review board
15. Graduate research conferences
16. Students Affairs
17. RCM Manual
18. Graduate council
19. Students organizations ALA, SLA, PSLA, SAA
20. AFSCME CBA
21. CBA for faculty
22. CBA for staff
23. University-wide faculty development grant
24. Sabbatical guidelines
25. University travel reimbursement information
26. Computing services
27. Learning technology center

***V.3 The administrative head of the program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.***

**Sources of evidence:**

1. CV
2. CBA

***V.4 The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.***

**Sources of evidence:**

1. CV
2. CBA
3. Department minutes
4. Student organizations

***V.5 The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.***

**Sources of evidence:**

1. Department minutes
2. AFSCME CBA
3. Job description

***V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.***

**Sources of evidence:**

1. Budget

***V.7 Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.***

**Sources of evidence:**

1. CBA

***V.8 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.***

**Sources of evidence:**

1. Students Affairs
2. RCM Manual
3. Student research grants
4. Students organizations ALA, SLA, PSLA, SAA
5. AFSCME CBA
6. CBA for faculty
7. CBA for staff
8. University-wide faculty development grant
9. Sabbatical guidelines
10. University travel reimbursement information
11. Office of financial aid
12. Learning technology center
13. Clarion online
14. Library support for online students

***V.9 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.***

**Sources of evidence:**

1. Learning technology center
2. Clarion online
3. Library support for online students
4. Computing services
5. Online Writing Center
6. Courseware support

***V.10 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the program.***

**Sources of evidence:**

1. Department office suite
2. University Library
3. LTC
4. Classrooms

***V.11 Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer***

*and other information technologies, accommodations for independent study, and media production facilities.*

**Sources of evidence:**

1. Learning technology center
2. Clarion online
3. Library support for online students
4. Computing services
5. Online Writing Center
6. Courseware support

**V.12** *The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.*

**Sources of evidence:**

1. Learning technology center staff
2. Clarion online
3. Library support for online students
4. Computing services staff
5. Online Writing Center staff
6. Courseware support
7. Office of disability support services

**V.13** *The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.*

**Sources of evidence:**

1. Learning technology center
2. Clarion online
3. Library support for online students
4. Computing services
5. Online Writing Center
6. Courseware support
7. Department minutes
8. UTAC

***V.14 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.***

**Sources of evidence:**

1. Department minutes
2. CoBAIS chairs' meeting minutes

***V.15 The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.***

**Sources of evidence:**

1. Planning minutes

## **Appendix: ILS Vision, Mission, Goals, and Objectives/Competencies**

The Department is an academic department in the School of Information Sciences, College of Business Administration and Information Sciences (COBAIS) at Clarion University, one of 14 universities in the Pennsylvania State System of Higher Education (PASSHE).

### **Vision**

Information for Life

### **Mission**

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

### **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.

### **Objectives/Competencies**

To meet the goals, 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 which 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.

### **CLARION GRADUATES WILL:**

- 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.
- Create, select, acquire, manage, and maintain the information environment by analyzing how users seek out information.
- 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.
- Identify, explain, use and critically evaluate both current and emerging information technologies in libraries and information centers.
  - 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.
  - 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.
  - Develop a commitment to continuing education by participating in local, regional, and national professional development opportunities.
  - 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.