II.7.4 Examples of evidence that might be used to indicate compliance with the 2015 Standards for Accreditation

This list provides examples of some of the evidence that is typically needed; it is not exhaustive. The examples are presented for the purpose of stimulating thought regarding the evidence a school will choose to support its demonstration of compliance with the standards. It is also likely that each school will have forms of evidence unique to its own mission, program, and institution.

I. Systematic Planning

- Publicly available statements of program mission, goals, and objectives
- Explanation and/or graphic describing the program’s planning process.
- Program’s written strategic or long-range plan
- Explanation with examples of how data is used in the planning process to improve the program
- List with descriptions of constituents that the program serves
- Examples of how planning policies are communicated to program constituents
- Examples of how program goals are consistent with parent institution values and culture
- Statements of institutional mission, goals, objectives and strategic planning
- Map, list, and/or statements of program-level objectives expressed as student learning outcomes, with attention to Standards 1.2.1 through 1.2.8
- Table or chart that identifies the direct and indirect measures used to assess program-level student learning outcomes; include both quantitative and qualitative measures
- Statements on the relationship between program goals and objectives and the value of teaching and service to the field
- Examples of how data are used in decision-making to improve the program, including examples for any specialized concentrations that are part of the ALA-accredited program (Standards 1.2.3)*
- Examples of data that is used in the evaluation of the program’s success in achieving its mission, goals, and objectives
- Examples of how evaluation results are systematically used for program improvement
- Examples of how program constituents are involved in program evaluation.

* Effective beginning with program reviews with visits in fall 2018.

II. Curriculum

- Syllabi for all active courses
- Table of course numbers and descriptions, including locations and/or forms of delivery
- Table of course rotation schedule, spanning the years since the last review through what is planned for the future
- Table of areas of concentration/career pathways with required and elective courses
- Brief descriptions of experiential opportunities
- Descriptions of the curriculum development planning and review processes, including the people involved; examples of systematic planning process
- Sample student plans of study
- Representative samples of student work, including papers, presentations, projects, portfolios, and capstone results
- Student and/or employer assessment of internship or practicum experiences

From AP3, fourth edition, 2015 (Updated: May 2017)
• Results of student follow-up surveys regarding the effectiveness of the educational experiences
• Evidence of the rate and types of employment of program graduates
• Documentation of the use of relevant knowledge and competency statements in the development and review of the curriculum
• Table of courses and educational opportunities mapped to relevant elements in Standard II
• Examples of the data used to make decisions about the curriculum
• Examples of how the evaluation of the curriculum is used to improve the program

III. Faculty
• Curricula vitae for all faculty (tenured/tenure-track and non-tenure track) engaged in the ALA Accredited Program
• Table of all faculty (full time, part time, shared, and adjunct) with names, status (tenure and non-tenure track, percent of appointment, etc.), teaching load, courses taught, delivery mode, research areas, and service engagement indicating contributions to program objectives
• Faculty personnel and governance policies and procedures and the institution’s and the school’s policies on recruitment and retention of a diverse faculty; specific data reflecting implementation of the policies would be appropriate
• The school’s faculty evaluation policy, data reflecting its implementation, and data reflecting the use of the results of evaluations with a chart indicating examples of rewarding faculty who demonstrate excellence in teaching, research and service, including evidence of active participation of faculty in relevant organizations
• Materials relating to faculty development opportunities
• Descriptions and representative samples of faculty research and other scholarly activities
• Evidence of the decision making process by providing the supporting data relating to the evaluation of the faculty and how the results are systematically used for program improvement and planning

IV. Students
• The program’s policies for recruiting, admission, placement, and retention of students
• The program’s policies on recruiting and retaining a diverse student body
• Data reflecting implementation and evaluation of above policies
• Examples of materials used in student recruitment
• Policies and procedures for waiving any admission standard or prerequisite
• Financial aid policy and data reflecting assistance made available
• Description of student advising procedures
• Progression and graduation data
• Descriptions of student organizations and activities
• Sample student plans of study
• Table of direct and indirect measures used to evaluate student learning outcomes
• Table of direct and indirect measures used to evaluate individual student learning
• Examples of how the evaluation of student learning is used to improve the program

From AP3, fourth edition, 2015 (Updated: May 2017)
V. Administration, Finances, and Resources

- Organizational charts for the program, the school/college of which the program is a part, and the institution as a whole
- Description of relationships of program and school/college to the institution with regard to autonomy, support and resources
- Minutes of meetings of faculty, committees, advisory boards and other relevant groups that provide evidence of administrative structures, decisions made, and plans promulgated by the program
- Descriptions of institution-wide opportunities for faculty, staff, and student participation
- Lists of faculty, staff, and student appointment/election to school, collegiate, and university administrative and academic entities
- Materials and data on the school’s financial structure: budgets, budget analyses, and data reflecting the use of the analyses for decision making
- Information on availability of funds for research, professional development, travel, leaves with pay, and student financial aid
- Criteria used to award professional development, travel, leaves, and other forms of funding to individual faculty, staff and students
- Comparative data on budgets and funding over 5 to 10 years to show trajectories of support
- Information on administrative personnel: demographics, salaries, curricula vitae, and other data compared to similar units in the institution
- The school’s evaluation policy for administrative personnel, data reflecting its implementation, and data reflecting the use of the results of evaluations
- Maps, floor plans or descriptions of physical facilities, including off-campus and satellite facilities
- Description of ADA compliance for all facilities where the program holds face-to-face instruction, student professional organization meetings, in-person orientations, and program social events
- Information on the library that supports the school and program: assessment of library services, budget, collections, services, usage data
- Information on library support and access to materials, user instruction, and other resources for distance education students and faculty
- Descriptions of technology resources: support services, computer labs and equipment, faculty and staff computing equipment, network resources
- Information on technology support for distance education students and faculty
- Description of institutional facilities available to faculty, students, and staff
- Descriptions of faculty, staff and student use of the facilities available for technology, instructional, and continuing education related to teaching and learning in the program
- Information on how resources such as libraries, technology support, and instructional support are evaluated and how participants contribute to such assessments

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