AP3, II.6.4 - Examples of evidence that might be used to indicate compliance with the 2008 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. Mission, Goals, and Objectives

- Publicly available statements of program mission, goals, and objectives
- Publicly available statements of program-level student learning outcomes
- Publicly available results of assessment of student learning outcomes
- Publicly available statements of institutional mission, goals, objectives, and strategic planning
- Program-level strategic planning documents mapped to school, college, and university planning processes
- Materials relating to implementation of the strategic planning process
- Description of the constituents that the program serves
- Statements of the knowledge, competencies, and professional ethics imparted to students and the means by which the program measures and revises these outcomes
- Statements that explain the relationship of the school’s and program’s goals to those of the institution
- Chart of the organizational structure from the institutional to program level
- Committee structure with membership; notes or minutes of meetings

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 and review processes, including the people involved
- 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
- 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.

III. Faculty

- Table of all faculty (full time, part time, shared, and adjunct) with names, status, teaching load, courses taught, delivery mode, research areas, and service engagement
- Curricula vitae for all faculty
- The institution’s and the school’s policies on recruitment and retention of a diverse faculty, and data reflecting implementation of the policies

From AP3, third edition, 2012
http://www.ala.org/accreditedprograms/standards/ap3/programpresentation/format
• Faculty personnel and governance policies and procedures
• The school’s faculty evaluation policy, data reflecting its implementation, and data reflecting the use of the results of evaluations
• Materials relating to faculty development opportunities
• Descriptions and representative samples of faculty research and other scholarly activities

IV. Students
• The school’s policies for recruiting, admission, placement, and retention of students
• Data reflecting implementation of above policies
• 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 support for distance learning students
• Description of student advising procedures
• Progression and graduation data
• Descriptions of student organizations and activities
• Sample student plans of study

V. Administration and Financial Support
• Materials and data on the school’s financial structure: budgets, budget analysis, and data reflecting the use of the analysis
• Organizational charts for the program, the school/college of which the program is a part, and the institution
• Description of relationship of school and program to the institution with regard to autonomy, support and resources
• Minutes of meetings: faculty, committee, advisory, etc.
• Information on availability of funds for research, professional development, travel, leaves with pay, and student financial aid
• 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
• Descriptions of institution-wide opportunities for faculty, staff, and student participation

VI. Physical Resources and Facilities
• Facilities map or floor plans, including satellite facilities
• Description of ADA compliance for all relevant facilities
• Information on the library that supports the school and program: budget, collections, service, usage data
• Information on library support and access to materials 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

From AP3, third edition, 2012
http://www.ala.org/accreditedprograms/standards/ap3/programpresentation/format