<div align="center">**Year Narrative Report**

School/Department of Library and Information Studies

XYZ University</div>

INTRODUCTION

Following the Midwinter [year] ALA accreditation meeting , "…the program leading to the Master of Library Science offered by the [Institution Name]…" was re-accredited for seven years. This report is the third narrative report following that action. There have been a number of changes since [Month Year], the date of the previous biennial narrative report. These include:

- The leadership structure has been stabilized. [Name], who was serving as Interim President at the time of the last report, was named President of the university this year after a nationwide search. [Name], who had served as Interim Provost after the departure of [Name], was named Provost and Vice President of Academic Affairs. This team is leading the university through difficult budgetary adjustments and is implementing a strategic planning effort in coordination with a system-wide strategic planning process being implemented by the new university chancellor, Name.

- The leadership of the College of … and the Department of… has remained stable during the period, with [Name] continuing as Dean and [Name] remaining as chair of the Department.

- The Department hired one new full-time professor, [Name], who began in September 2008.

- Associate Professor [Name] was promoted and granted continuing appointment. (At XYZ University, this is synonymous with "tenure.")

- The College of… has continued to coalesce as an administrative entity, with emphasis placed on building a stronger research community. This effort is being spearheaded by Dean [Name]. More detailed information about this activity, and how it relates to the ALA-accredited Masters program, is provided below.

INFORMATION REQUESTED BY ALA

In the ALA's letter of [Month Day, Year], the ALA Committee on Accreditation requested updated information about the status of two open faculty lines. This information was provided and accepted on [Month Day, Year]. In preparation for the ALA site visit in [Date], the Department… developed and submitted the Plan for Program Presentation on [Date]. This was discussed with Karen O'Brien and [ERP chair], on [Date[. We are currently preparing the Program Presentation, due to ALA in [date].

I Mission, Goals and Objectives

In a departmental strategic planning meeting held on [Month Day, Year], the faculty of the Department of… reviewed the goals and objectives included in the most recent accreditation report to ensure they were aligned with ALA and university standards, were congruent with our MLS program intentions, and were amenable to use in student-centered outcome assessment activities. For the most part the existing goals and objectives met these standards, but minor changes were made to the wording of certain items to better align them with outcomes-based assessment. The revised goals and objectives were approved on [Date].

They are as follows:

Goals/ Objectives (Revised and Approved by faculty via email vote on [Date])
1. Demonstrate a sense of professional identity by applying the concepts and principles of library and information sciences and related disciplines.
2. Know the history of the information professions and understand the changing roles of information professionals in a global environment.
3. Create, select, acquire, organize, describe, manage, preserve, retrieve, and disseminate

information using relevant theories and practices.
4. Assess information needs of diverse and underserved populations and provide resources and instruction to meet those needs.
5. Recognize the crucial role of users in the development and delivery of user-centered information systems and services.
6. Formulate, interpret, and implement information policy including issues of privacy, equity, intellectual property, and intellectual freedom.
7. Promote and demonstrate the use of ethical standards in the creation, management, and use of information.
8. Conduct and apply research to develop, maintain, and evaluate information content and assess information services.
9. Understand, implement and use appropriate technologies in the delivery of information content and services.
10. Apply management principles to the creation, administration, and promotion of information organizations and systems.
11. Understand the information environment and build collaborative relationships to strengthen library and information services and literacy.

Subsequent to approval of the revised goals and objectives, the faculty reviewed the evaluation documents related to the required internship (which is viewed as the capstone experience for the program) and revised the evaluation instrument to better align it with the goals and objectives. This was completed on [Date], and implemented for the Summer [Year] session.

At the College… level, faculty and staff have been actively involved in discussions and planning activities to define the college's areas of future focus and expansion. This has occurred through four venues: 1) College-wide Title discussions that bring together faculty from all departments to discuss research and teaching opportunities, and by extension help set future directions; 2) twice monthly discussions between the Chair and the Dean of the College: 3) twice monthly administrative meetings including the Dean, all College department chairs, college-level support staff and other parties affected by administrative decisions at the college and university levels; and 4) Department faculty meetings and individual sessions among faculty, the Dean and the Chair of the Department.

II Curriculum

During the last two years, the program has undertaken several activities to assess curricular offerings and adjust our curriculum based on student feedback. Assessment activities have included:

- A survey of current students undertaken in [Date] asking why students chose to attend the [U Name] MLS program and their perceptions of current offerings and schedules.

- A university-funded research project in [Date] undertaken by a graduate student in cooperation with the Chair and Assistant Dean to determine best practices in student-based outcomes assessment, with the goal of incorporating these practices into the program's curriculum.

- A student survey in cooperation with the [Name] student association in [Date] asking for student feedback on course offerings, and requesting ideas for new topic and skill courses.

- Regular semester-end student evaluations of each class that were shared with all instructors and used by the Chair and Dean as tools for individual discussions with faculty about teaching practices.

- Changes in course assessment tools based on the information from the assessment research. This effort began with changes to the Internship assessment document and is being expanded to core courses in [Term] and [Term]

- Discussion during the [Term] faculty retreat and [Term] faculty meetings about program tracks, course offerings, and core course requirements. The most recent discussions have focused on changes to technology courses and requirements to

bring them into line with the changing technology skills of incoming students and the needs of the profession.

These assessment activities have resulted both in changes to classroom practices and the offering of new survey courses in areas of emerging importance. At the classroom level, School and Program evaluation documents have led to some shifts in offerings within classes, including more hands-on practice in skills. In addition, faculty have taken advantage of course offerings by the university's Institute… to improve classroom skills, develop greater proficiency in online class tools like Blackboard, and learn new methods of pedagogy.

More specifically, the program has offered several new topic courses during the last two years that have been requested and well received by students. New topics include: ….

III Faculty

During the last two years, the number of faculty in the department has stayed relatively stable. One new faculty member, Name, was added to our full time faculty during the period. Professor [Name's] research expertise is in digital archives and the relationship between archives and national memory. She also has experience as an academic librarian, having managed…

[Continue to address each Standard per the Biennial Narrative Report Instructions: Content, http://www.ala.org/accreditedprograms/resourcesforprogramadministrators/reqreporting.]

IV. Students

V. Administration and Financial Support

VI. Physical Resources and Facilities

SUMMARY

The Department of… [MLS] program remains the core focus of our department's activities and has been able to provide a degree program and graduates whose skills are valued by employers and consumers in public, academic and special libraries; archives; IT units and school systems. While the difficult economic climate has impacted our programs and offerings, we have been able to effectively manage our offerings and activities in ways that have continued to move our department and program forward while linking it to other offerings in the college, university, broader academic community and professions we support and help shape.