II.7 Organization and format of the Self-Study

The Self-Study should be organized as follows:

- Title page: Self-Study, institution name, department and/or school name, name of the degree program being considered for accreditation, name of the degree that appears on the diploma, and date of submission of document;
- Required basic information about the program and its context (See section II.7.1);
- Table of contents;
- Glossary of terminology and abbreviations;
- List of tables and figures;
- Index of appendices; include document titles and file names;
- Concise explanation and supporting evidence of compliance with each of the standards in order (see sections II.7.2, II.7.3, and II.7.4);
- Synthesis and overview (see section II.7.5)

II.7.1 Required information

One copy of the Declaration form, signed by the chief academic officer (CAO) of the institution and the CAO of the master's program in library and information studies, must be submitted to the Office for Accreditation along with the Self-Study. The Office sends the Declaration form to the Program Head upon receipt of the draft Self-Study.

List the following on a single page and place it immediately following the title page:

- The full name of the unit organized and maintained by the institution for the purpose of graduate education in library and information studies. This unit is referred to in the Introduction to the *Standards* as the "school of library and information studies";
- The name and a brief description of the degree program(s) being presented for accreditation by the COA;
- The name and current title of the dean of the school, and, if applicable, the chair of the LIS program;
- The full name of the institution, with names and titles of the chief executive officer (CEO) and the CAO, including the institutional administrator to whom the dean of the school reports;
- The name of the institutional accrediting agency that accredits the institution;
- The current status of the institution with regard to institutional accreditation;
- The title and version of the *Standards* addressed in the Self-Study (i.e., *Standards for Accreditation of Master's Programs in Library and Information Studies*, 2015).

II.7.2 Addressing the *Standards for Accreditation*

The *Standards* recognize and foster the individuality of institutions, schools, and programs and the many ways to identify programmatic excellence in library and information studies. At the same time, the *Standards* "identify the indispensable components of library and information studies programs" (*Standards*, Introduction). Thus, every Self-Study must address the common characteristics of LIS programs as described in the *Standards* in light of the mission, goals, and objectives of the institution, school, and program.

The COA requires that the Self-Study address compliance with each standard and its elements in order. The COA does not, however, require that all self-studies be alike. The document must be concise yet complete and include narrative statements that are supported by clearly identifiable evidence and data.

Because individuals who are not completely familiar with the program, school, and institution will evaluate the program, the document should present information in such a manner so that readers external to the program are able to identify the relevant information and evidence when evaluating the Self-Study against the *Standards*. The document should include descriptions and analysis of the program and areas of strength, challenge, and change. Statements on future activities belong at the end of each Standards chapter or at the end of the Self-Study.

The Self-Study must demonstrate the ongoing planning, evaluation, and assessment used by the school and program to ensure continued compliance with the *Standards*. The document must provide evidence that the program is meeting the mission, goals, and objectives of the program, school, and institution. The relationship between the mission, goals, and objectives of the program should be related to those of the school and the institution.

II.7.3 Presenting evidence

The Self-Study must contain analysis and evidence that demonstrates compliance with the *Standards*. The program should give careful consideration to the kinds of evidence to include in the Self-Study. Section II.7.4 provides examples of some of the evidence 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. The items in section II.7.4 represent areas:

- That the program will want to address in its Self-Study;
- That the ERP frequently inquires about and has expectations of receiving answers;
- About which the Committee on Accreditation frequently has questions.

Not all evidence need be present in the Self-Study. Evidence such as samples of student records*, student projects, meeting minutes, and/or faculty publications may be made available on site to the members of the ERP. Other evidence, such as syllabi, curriculum vitae, institutional policies, faculty handbooks, and admissions criteria, should be made available in electronic format as appendices. In all cases, it should be clearly stated where the information is presented: in the text of the document, in appendices, or on site. The Self-Study should be carefully edited so that evidence appears in one primary location with cross-references at other points as appropriate.

* Note regarding confidentiality of records from the Family Education Rights and Privacy Act (FERPA), Section 99.35(b)(1), Redisclosure of education records by Federal and State officials: "The final regulations also allow State and Federal officials to redisclose education records under other exceptions listed in § 99.31(a), including disclosures to an accrediting agency."

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.

The strongest evidence to support compliance with the standards will be based on data collected over time, indicative of participation of the program's constituents, and suggestive of decisions that are based on the data collected. The use of tabular summaries for presentation of the evidence is suggested since tables are consistently organized, convenient to read, and easier for the reader to interpret than lengthy descriptive text.

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 I.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
- 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

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
- Documentation that leadership ensures opportunities for student involvement in the field such that each can graduate prepared for employment
- 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
- Documentation that leadership ensures student health and safety
- 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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II.7.5 Synthesis and overview

The final section of the Self-Study synthesizes the principal character, strengths, limitations, and challenges of the school and program. This summary concisely reiterates the evidence for compliance with the *Standards*. It may also describe unique features, and the culture and context of the program, school, or institution in order to improve understanding of the program.

II.7.6 Format requirements

The Self-Study should be prepared in accordance with a recognized style manual. In alignment with ALA practices, the COA recommends *The Chicago Manual of Style*, although the program is free to choose a different style manual as long as it is followed consistently throughout.

The draft Self-Study and the final Self-Study should be prepared electronically as follows:

File containing the Self-Study (no appendices) with:

- Table of contents
- Numbered pages
- Margins and font selection that follow the guidelines of the chosen style manual

And

Separate file(s) containing the appendices with:

- A table of contents for the appendices, listing document name, file name, and brief description, e.g., Appendix A, appendix_a.doc/xls/pdf, etc., SLIS Committee Structure.
- Appendices may be combined in one file or provided as separate files in a folder labeled "Appendices." If appendices are combined in one file, the table of contents listings must hyperlink to the corresponding appendices.
- Electronic file names should be concise and indicative of the content of the document, e.g., appendix_a. doc/xls/pdf, etc., self study.doc/pdf, etc.

Instructions regarding electronic submission of the draft Self-Study and the final Self-Study are sent to the program approximately three months before the due dates.

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