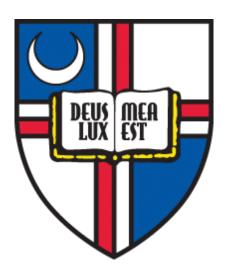**Plan for the Program Presentation**

Submitted to the
American Library Association
Committee on Accreditation

for the
Spring 2016 Comprehensive Review

by
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Department of Library and Information Science
The Catholic University of America
April 5, 2015

Glossary of Abbreviated Terms Used in the
Plan for the Program Presentation

ASC	Accreditation Steering Committee
ALA	American Library Association
AP3	Accreditation Process, Policies and Procedures (3rd ed.)
COA	Committee on Accreditation
CUA	The Catholic University of America
ERP	External Review Panel
LIS	Department of Library and Information Science
MSLIS	Master of Library and Information Science
OA	Office of Accreditation
SAS	School of Arts and Sciences
SC	Standards Committees
SLIS	School of Library and Information Science
Standards	2008 Standards for Accreditation of Master's Programs in Library and Information Studies

Introduction

The Catholic University of America's Department of Library and Information Science (LIS) presents this *Plan for the Program Presentation* for reaccreditation of the LIS Master of Science in Library and Information Science (MSLIS). LIS looks forward to the accreditation process and the invitation to demonstrate its compliance with the Committee on Accreditation's (COA) 2008 Standards for Accreditation of Master's Programs in Library and Information Studies (Standards). We particularly value the guidance that has and will continue to be provided by the American Library Association's (ALA) Office of Accreditation (OA) and the External Review Panel (ERP), chaired by Dr. Rachel Applegate.

In preparation for this comprehensive review, we have devoted considerable attention to systematic planning, including refining and strengthening our planning/assessment cycle and outcomes assessment plan and their associated activities involving data collection and analysis and the application of assessment results to continuous program improvement. Broad-based, ongoing constituent engagement is a critical component of our systematic planning processes and our *Program Presentation* will show how our constituents provide us with valuable feedback and input that we use to measure our successes, identify areas in need of attention, and chart our future. Our community, comprised of devoted and exceptional students, faculty, staff, alumni, campus partners, and the Washington, DC metropolitan area professional community, are integral to LIS's success.

The Catholic University of America has a long history of serving the field of library and information science, with its first library science courses taught in 1911 by members of the University's library staff and librarians from the D.C. Public Library. We draw strength from our location in the nation's capital. LIS has and continues to build strong partnerships with the metropolitan area professional community and other campus. We will demonstrate how our students and faculty benefit from the constellation of library and information centers in the area and, in turn, how we respond to our professional community's needs by educating information professionals who exhibit leadership and foresight in building the future of the information professions.

The symbiotic partnerships with our professional community are also evident in our campus relations. As addressed in LIS's 2014 Biennial Narrative Report, we transitioned from the School of Library and Information Science to a Department within the School of Arts & Sciences (SAS). LIS's new intellectual home in SAS and physical home in the Columbus School of Law have proven to be a effective fit for LIS within our University's campus community, as evidenced by the exceptional facilities provided by the Law School and the interdisciplinary focus of SAS. Moreover, LIS is aligned with the vision, mission, values, and strategic plans of the University and SAS. Working within this context, LIS is inspired to continue promoting our institutional mission and contributing to our academic community, which we will demonstrate through the accomplishments we have made thus far in meeting the initiatives outlined in our 2012-2022 strategic plan. The Department embraces its role within the School and University and its responsibility to advance the mission of the University.

In this Plan we will describe our progress to date, detail how we will continue our comprehensive review efforts, and list evidence in support of the 2008 Standards that will

ensure a robust *Program Presentation*. The evidence has been identified to demonstrate that we are meeting the 2008 Standards and illustrate our progress in accomplishing our goals and objectives since our last visit in 2009. The evidence will also demonstrate that we have the necessary processes in place to make effective progress in aligning our program with the 2015 Standards. Throughout the *Program Presentation* we will demonstrate our commitment to continually improving our program through a systematic, collaborative process that engages our constituencies.

We look forward to working with and receiving guidance from our constituents, the ERP, and the OA throughout this reaccreditation process as we evaluate our efforts, celebrate our accomplishments, identify opportunities to improve, and build LIS's future together.

On behalf of the faculty, staff, students and alumni of The Catholic University of America's Department of Library and Information Science, the LIS Chair, Bill Kules, respectfully submits this *Plan for the Program Presentation*.

Bill Kules, Ph.D.

Associate Professor and Chair

Department of Library and Information Science

Process for the Preparation of the *Program Presentation*

This *Plan for the Program Presentation* outlines the preparation process that The Catholic University of America's (CUA) Department of Library and Information Science (LIS) will undertake to ensure that the comprehensive review for the development of the *Program Presentation* is completed in an efficient and timely manner. The Plan is the result of a collaborative effort involving the LIS full-time faculty, the LIS Chair, and LIS administrative and graduate staff. This document will address the following components of the preparation and review process:

- Accreditation committee structure, including charges, membership, and assignments for information gathering and accreditation document development

- Constituent involvement and communication strategies

- Proposed timeline for preparing the draft *Program Presentation* for submission four months before the site visit and the final *Program Presentation* six weeks before the site visit

- Proposed layout of the *Program Presentation*

- Documentation used to support the *Program Presentation*

- Sources of evidence used in preparing and presenting the *Program Presentation* in support of each Standard.

LIS is approaching the preparation for reaccreditation as a collective effort, involving input from a broad base of constituents, including LIS faculty, staff, students, and alumni, as well as a range of other constituent groups, such as practicum hosts, employers of LIS graduates, representatives from local professional associations, and practitioners. Input will inform all aspects of the self-evaluation process, culminating in the final *Program Presentation* to be submitted on February 22, 2016.

As recommended in the Accreditation Process, Policies and Procedures (AP3) (3rd ed.) Handbook, LIS is approaching the comprehensive review process as part of a continuous, systematic self-evaluation, assessment, and improvement process, with the final *Program Presentation* serving as a summarization of outcomes of this process and presented within the context of the 2008 Standards for Accreditation of Master's Programs in Library and Information Studies (Standards). Also as recommended, the *Program Presentation* will identify the Department's plans and goals for future development, assessment, evaluation, and continuous improvement.

Accreditation Committees and Document Development

LIS has developed an Accreditation Steering Committee and six Standards Committees to fully address all aspects of the accreditation process. The *Program Presentation* is being prepared in a collaborative manner, with feedback and input from the various constituents that this program seeks to serve – students, faculty, staff, alumni, employers, the University, and broader professional community.

Accreditation Steering Committee

An Accreditation Steering Committee (ASC) has been established to plan and oversee the development of the *Program Presentation* as recommended in AP3 (section II.5). It advises the Standards Committees on matters relating to the completion of the *Program Presentation*. The ASC is chaired by the LIS Department Chair, Dr. Bill Kules, who has appointed the other committee members in consultation with the full-time faculty. Given that LIS is an academic unit within the CUA School of Art and Sciences (SAS), the chair of the ASC will regularly brief Dr. Claudia Bornholdt, SAS Interim Dean, and Very Reverend Mark Morozowich, Interim Provost, on the comprehensive review process.

The ASC is charged with the following responsibilities:

- Coordinate the work of the six Standards Committees with regard to the content and timelines for completing the *Program Presentation*;
- Provide guidance for communication with stakeholders and suggest methods for gathering feedback and input during the accreditation review process;
- Consult with the LIS Advisory Board on the development of the *Program Presentation* and oversee the feedback and input of the program's constituents;
- Review draft versions of the Plan and the *Program Presentation* before final approval by the LIS Chair.

Accreditation Steering Committee Membership

Chair: **Dr. Bill Kules,** LIS Associate Professor and Department Chair

Members: **Dr. Ingrid Hsieh-Yee,** LIS Ordinary Professor
David Shumaker, LIS Clinical Associate Professor

LIS Advisory Board Membership

Chair: **Dr. Bill Kules,** LIS Associate Professor and Department Chair

Members: **Danna Bell,** Immediate Past-President of the Society of American Archivists and Educational Outreach Specialist, Library of Congress
Steve Connaghan, LIS Alumni and University Librarian, CUA Libraries
Jack Dale, LIS Student and Senior Spanish Linguist, Leidos
Marie Kaddell, Immediate Past-President of the Special Libraries Association's DC Chapter and Senior Information Professional Consultant, LexisNexis
Martin Kalfatovic, LIS Alumni and Associate Director, Digital Services Division and Program Director, Biodiversity Heritage Library, Smithsonian Libraries
James King, LIS Alumni and Chief, Information Resources and Services Branch, National Institutes of Health
David Mao, LIS Alumni and Deputy Librarian of Congress, Library of Congress
Kirsten Mentzer, LIS Student and Electronic Resources Assistant Graduate Library Preprofessional, CUA Libraries
Cristina Ramirez, LIS Alumni and Adjunct Faculty, and Library Community Services Manager, Richmond Public Library

Dr. Sue Yeon Syn, LIS Assistant Professor
Amanda Wilson, LIS Adjunct Faculty, Immediate Past-President of the District of Columbia Library Association, and Director, National Transportation Library, U.S. Department of Transportation

The LIS administrative and graduate staff, where appropriate, provides support to the ASC and the Advisory Board in fulfilling their responsibilities.

Standards Committees

Standards Committees (SC) for each of the six standards have also been formed and report to the ASC. The SCs will provide evidence to demonstrate the Department's compliance with the six standards, use that evidence to "analyze challenges, strengths, and weaknesses of the program" (AP3, section II.1) with respect to each of the Standards, and draft the six chapters for the *Program Presentation*.

Each of the SCs are co-chaired by two full-time LIS faculty. The SC co-chairs are charged with the following responsibilities for their assigned Standard:

- Identify sources of evidence and data to support the *Program Presentation*'s narrative statements;

- Analyze the evidence to develop and write the SC's assigned chapter in consultation with the ASC and, where appropriate, the other SC co-chairs and LIS Advisory Board;

- Solicit feedback and input throughout the development of the committee's chapter of the *Program Presentation* from committee members; and

- Identify opportunities for the continuous development and improvement of the program.

The SCs membership is comprised of LIS full-time and adjunct faculty, staff, students, alumni, practitioners, and other constituencies, where appropriate. The SC members are charged with the following responsibilities for their assigned Standard:

- Analyze the sources of evidence used to demonstrate compliance with the Standards;

- Review chapter drafts of the *Program Presentation* and provide feedback and input to inform developments to the chapters; and

- Articulates where and how LIS can strengthen, refine, and improve.

Standard Committee I - Mission, Goals and Objectives Membership

Co-chairs: **Dr. Ingrid Hsieh-Yee,** LIS Ordinary Professor
Dr. Bill Kules, LIS Associate Professor and Department Chair

Members: **Dr. Youngok Choi,** LIS Associate Professor
Dr. James J. Greene, Vice Provost and Dean of Graduate Studies, The Catholic University of America
Ana Elisa de Campos Salles, LIS Alumni Board President and Adult and Teen Librarian DC Public Library
Elizabeth Lieutenant, LIS Student and LIS Graduate Assistant
David Mao, LIS Alumni and Deputy Librarian of Congress, Library of Congress

Standard Committee II - Curriculum Membership

Co-chairs: **Dr. Renate Chancellor,** LIS Assistant Professor
Dr. Youngok Choi, LIS Associate Professor

Members: **Dr. Ingrid Hsieh-Yee,** LIS Ordinary Professor
Keegan Johnson, LIS Student
Dr. Sung Un Kim, LIS Assistant Professor
James King LIS Alumni and Chief, Information Resources and Services Branch, National Institutes of Health
Karen King, LIS Adjunct Instructor and Director, Darden Camp Business Library, University of Virginia
Dr. Bill Kules, LIS Associate Professor and Department Chair
Kera Manion, LIS Alumni
David Shumaker, LIS Clinical Associate Professor
Dr. Sue Yeon Syn, LIS Assistant Professor
Dr. Jane Zhang, LIS Assistant Professor

Standard Committee III - Faculty Membership

Co-chairs: **David Shumaker,** LIS Clinical Associate Professor
Dr Jane Zhang, LIS Assistant Professor

Members: **Jim Gillispie,** LIS Adjunct Instructor and Head, Access Services, and GIS and Data Services, Sheridan Libraries, Johns Hopkins University
Ran Hock, LIS Adjunct Instructor and author
Dr. Bill Kules, LIS Associate Professor and Department Chair

Standard Committee IV - Students Membership

Co-chairs: **Dr. Ingrid Hsieh-Yee,** LIS Ordinary Professor
Dr. Sung Un Kim, LIS Assistant Professor

Members: **Chris Corrigan,** LIS Alumni Board Past-President and Digital Reference Librarian, Library of Congress, National Library Service for the Blind and Physically Handicapped
Louise Gray, LIS Program Coordinator
Sam Russell, LIS Student and Graduate Library Preprofessional, CUA Libraries
Dr. Sue Yeon Syn, LIS Assistant Professor

Standard Committee V - Administration and Financial Support Membership

Co-chairs: **Dr. Youngok Choi,** LIS Associate Professor
Dr. Bill Kules, LIS Associate Professor and Department Chair

Members: **Dr. Ingrid Hsieh-Yee,** LIS Ordinary Professor
Larry Roeder, LIS Alumni and LIS Accreditation Data Manager

Standard Committee VI - Physical Resources and Facilities Membership

Co-chairs: **David Shumaker,** LIS Clinical Associate Professor
Dr. Sue Yeon Syn, LIS Assistant Professor

Members: Steve Connaghan, LIS Alumni and University Librarian, CUA Libraries
Madeline Davis, LIS Student and LIS Computer Lab Assistant
Thad Garret, LIS Alumni and Instruction and Marketing Librarian, CUA Libraries
Matthew McNally, CIO, CUA Technology Services
Margaret Pooley, LIS Alumni and LIS Academic Systems Manager
Joan Weeks, LIS Adjunct Instructor

The LIS Accreditation Data Manager, Larry Roeder, provides primary support to the SC co-chairs in locating, organizing, and presenting sources of evidence, with additional support provided by LIS administrative and graduate staff, where appropriate.

Program Presentation Document Development

As described above, each of the SC co-chairs is responsible for the development of their Standards chapter, reporting to the ASC. The ASC Chair, Dr. Bill Kules, LIS Accreditation Data Manager, Larry Roeder, LIS Graduate Assistant, Elizabeth Lieutenant, and a contracted editor will organize, edit, and proofread all narrative sections of the *Program Presentation*. The LIS Accreditation Data Manager holds primary responsibility for the collection of supporting materials and sources of evidence and their assembly.

The complete first draft, including appendices, of the *Program Presentation*, will be delivered on December 6, 2015 to the Director of the OA and the Chair of the ERP. Following a conference call with the Chair of the ERP and the Director of the OA the ASC will oversee preparation of the final *Program Presentation*. The final *Program Presentation* will be delivered to the OA and the ERP members by February 22, 2016.

Constituent Group Involvement and Communication Strategies

The Department will base its reaccreditation communication and engagement strategy on the guiding principles of transparency and collaboration. In alignment with the Standards, which state "effective broad-based, systematic planning requires engagement of the program's constituents and thorough and open documentation of those activities that constitute planning," open communication and consultation with constituents and stakeholders is integral to the Department's systematic planning activities, of which its comprehensive reaccreditation review is a major component. Throughout the self-study and evaluation process leading up to the submission of the *Program Presentation* and the ERP site visit, the Department will solicit feedback, input, and guidance from its constituents and stakeholders, which include:

- LIS students
- LIS faculty and adjunct instructors
- LIS alumni, including the LIS Alumni Board
- Members of the CUA academic community
- Employers and practicum supervisors
- Practitioners from the Washington, DC metropolitan area

- Representatives from professional associations, including, but not limited to:
  - The District of Columbia Library Association (DCLA)
  - The Special Libraries Association; Washington, DC Chapter (DC/SLA)

Transparency in this process will be maintained through regular news updates posted to the LIS website, meetings, and reports to constituent groups via the LIS listservs. LIS has also created an online reaccreditation portal on the Department's website where all interested parties may access non-confidential information and documentation relating to the reaccreditation process. This resource will be promoted by a series of email messages to the LIS community, comprised of its constituents and stakeholders.

Other forms of engagement with students, alumni, employers, and other stakeholders will also be undertaken by members of the SCs, who will work together with the Department's constituent groups to gather feedback and input relevant to the comprehensive review. The ASC and SCs will draw on a range of perspectives as part of their information-gathering efforts for the comprehensive review. Potential data collection methods for gathering input include surveys, focus groups, and regular consultation with LIS's constituencies, including public information sessions in the spring and fall of 2015 that will enable in-person and online participation.

Timeline for Preparing the *Program Presentation*, 2013-2016

The timeline for preparation of the Program Presentation is as follows:

2013   Activities

September
- LIS full-time faculty annual retreat. An external consultant facilitates a strategic planning session, which includes review and discussion of the LIS mission, vision, goals, program objectives, and strategic plan.
- Following the retreat, the ALA reaccreditation process is on the agenda of the monthly LIS full-time faculty meetings.
- LIS Chair assigns members to the Accreditation Steering Committee and co-chairs to each of the Standards Committees.

2014   Activities

January – March
- Standards Committee co-chairs identifies key sources of evidence needed for their respective Standard and establishes schedules for acquiring and analyzing evidence.

March
- Begin discussion of methods to involve constituent groups in reaccreditation process and development of instruments for data collection from constituents (surveys, focus group, meetings, etc).

June
- Distribute invitations to the Standards Committee members, inclusive of student, adjunct faculty, staff, alumni, employer, and

University representatives.

August	• Standards Committee co-chairs compile detailed lists of evidence needed for their respective chapters.
August – September	• The LIS Chair, faculty, and graduate staff review the LIS planning and assessment documents and frameworks and refine and strengthen its systematic planning process through the development of the LIS Annual Planning/Assessment Cycle and Curriculum Review Process and Annual Outcomes Assessment plans.
September	• Larry Roeder begins working part-time as the LIS Accreditation Data Manager, through August 2016. • LIS faculty and administrative staff annual retreat. An external consultant facilitates a strategic planning session, which includes review and discussion of the reaccreditation process. • The Accreditation Steering Committee is convened to review the progress of the Standards Committee co-chairs.
October	• LIS formally adopts the LIS Annual Planning/Assessment Cycle and Curriculum Review Process and Annual Outcomes Assessment plans.
November	• Standards Committees co-chairs submit detailed chapter outlines to the Accreditation Steering Committee. • The LIS Advisory Board, inclusive of student, full-time and adjunct faculty, alumni, employer, and University representatives, is reestablished to provide formal feedback, input, and guidance to the LIS program, including its reaccreditation process.
November – April	• Standards Committees co-chairs begin to review evidence and develop their *Program Presentation* chapters in preparation for initial meetings with their committee members.

2015   Activities

January – April	• Ongoing meetings and discussions of the Accreditation Steering Committee members, Standards Committee co-chairs, and staff to prepare for the submission of the Plan by April 5, 2015.
January	• Creation of Planning/Assessment Committee, comprised of LIS faculty and staff, and Capstone Review Committee, comprised of LIS faculty, the CUA SAS Associate Dean, and an LIS alumna.
February – early March	• Draft *Plan for the Program Presentation* is reviewed and revised following feedback and input provided by the Accreditation Steering Committee members and Standards Committee co-

chairs.

- A reaccreditation web page is published on the LIS website to keep members of LIS's academic and professional communities, as well as other interested parties, informed about the reaccreditation process.

- Reaccreditation process is announced to members of LIS's academic and professional communities via the LIS website, LIS listservs, and 7th Annual Bridging the Spectrum Symposium.

March 10
- First Public Forum is held for all constituents to provide an update on the reaccreditation process, the state of the Department, and to initiate input and participation by constituents in the reaccreditation process.

March
- Draft *Plan for the Program Presentation* is distributed to the LIS Advisory Board and Standards Committee members and posted to the LIS accreditation web page, with announcements via the LIS listservs, for review, feedback, and input from LIS students, alumni, and other constituents.

- The Accreditation Steering Committee and LIS staff finalize the *Plan for the Program Presentation* before submission, applying feedback and input provided by constituents, as appropriate.

April 1
- Accreditation Steering Committee meets with each of the Standards Committees co-chairs to provide feedback, input, and guidance on their chapter outlines and review committee's plans.

April 5
- ***Plan for the Program Presentation* is submitted via email to the OA Director and ERP Chair.**

April 19
approximate
- **Consultation with the OA Director and ERP Chair to review the *Plan for the Program Presentation*.**

April – November 2015
- The Standards Committees continue to gather and analyze evidence, develop their draft chapters and meet to review and revise.

- Meetings and discussions with members of the University's Administration, the Provost, the Acting and Associate Deans of the SAS, and the LIS Chair regularly include briefing on the reaccreditation process.

- Regular meetings of the Accreditation Steering Committee to discuss the progress of the *Program Presentation*, review chapter drafts, and provide guidance to the Standards Committees.

- Ongoing discussion about the reaccreditation process and regular updates at full-time faculty meetings, with brief presentations

from Standards Committee co-chairs and committee members representing the program's constituents (as appropriate).

- Ongoing discussion about the reaccreditation process and regular updates at LIS Alumni Board meetings, with brief presentations from LIS Chair and Alumni Board members serving as Standards Committee members.

- The LIS Chair meets once each semester with the Association of Graduate Library and Information Science Students (AGLISS), to solicit feedback and input on the LIS program and to invite input and participation by students in the reaccreditation process.

- The student representatives on the CUA LIS Standards Committees and Advisory Board regularly provide the Accreditation Steering Committee and their Standards Committees co-chairs reports of their open meetings with students to engage them in the reaccreditation process.

April 10	• The Accreditation Steering Committee presents a reaccreditation progress report to the LIS Advisory Board.
April 18	• The Accreditation Steering Committee presents a reaccreditation progress report to the full faculty (full-time and adjunct) at the Spring Full Faculty Meeting.
May	• LIS faculty formally adopts the LIS Catholic Mission Statement after feedback and input obtained from the LIS Alumni Board, LIS Advisory Board, and adjunct faculty is applied, as appropriate, to the Statement.
June	• A *Program Presentation* editor is contracted through February 2016 to aid with assembly, alignment, revisions, and formatting of the *Program Presentation*.
	• Standards Committees submit the first full draft of their chapters to the Accreditation Steering Committee. Chapters are integrated as Version 1 of the *Program Presentation*.
	• Version 1 of the *Program Presentation* is distributed to the LIS Advisory Board and posted to the LIS accreditation web page, with announcements via the LIS listservs, for review, feedback, and input from LIS students, alumni, and other constituents.
July	• Accreditation Steering Committee provides feedback to Standards Committees on version 1 of the *Program Presentation*.
August	• Version 1 of the *Program Presentation* is revised by each Standards Committee based on feedback from the Accreditation Steering Committee, LIS Advisory Board and constituents.
	• Standards Committees submit the second full draft of their

	chapters to the Accreditation Steering Committee. Chapters are integrated as Version 2 of the *Program Presentation*.
September	• Version 2 of the *Program Presentation* is distributed to the LIS Advisory Board and posted to the LIS accreditation web page, with announcements via the LIS listservs, for review, feedback, and input from LIS students, alumni, and other constituents.
	• LIS full-time faculty and staff annual retreat. An external consultant facilitates annual strategic planning session, based on the recommendations from the Planning and Assessment committee.
	• LIS faculty and staff special half-day meeting, to focus on the reaccreditation process and progress of the respective sections for the draft *Program Presentation*.
	• Second Public Forum is held for all constituent groups to provide an update on the reaccreditation process, and to solicit continued input and participation by constituents in the reaccreditation process.
October	• The Accreditation Steering Committee presents a reaccreditation progress report to the full faculty (full-time and adjuncts) at the Fall Full Faculty Meeting.
	• Schedule for ERP visit is arranged, with appointments set for ERP to meet with administrators, faculty, students, and constituent groups.
	• Version 2 of the *Program Presentation* is revised by each Standards Committee based on feedback from the Accreditation Steering Committee, LIS Advisory Board and constituents.
	• Standards Committees submit the third full draft of their chapters to the Accreditation Steering Committee. Chapters are integrated as the Draft *Program Presentation*.
November	• Draft *Program Presentation* is reviewed by the Accreditation Steering Committee, LIS Advisory Board, and SAS Dean.
	• The Accreditation Steering Committee prepares the Draft *Program Presentation* for submission to the OA Direction and the ERP Chair.
December 6	• **The Draft *Program Presentation* is submitted to the OA Director and the ERP Chair.**
	• The Draft *Program Presentation* is distributed to the LIS Advisory Board and posted to the LIS accreditation web page, with announcements via the LIS listservs, for review, feedback, and input from LIS students, alumni, and other constituents.

| December 27 *approximate* | • Consultation with the OA Director and ERP Chair to review the Draft *Program Presentation*. |

2016 Activities

January	• The Draft *Program Presentation* is revised by each Standards Committee based on feedback from the OA Director and ERP Chair, as well as the Accreditation Steering Committee, LIS Advisory Board and constituents.
	• Standards Committees submit their final chapters to the Accreditation Steering Committee. Chapters are integrated as the final *Program Presentation*.
	• Confirm faculty, student, and constituent group appointments for ERP visit.
February	• The Accreditation Steering Committee oversees final preparation of the *Program Presentation* for printing and submission to the OA Director and the ERP.
	• Prepare all on-site materials for the April 4-5 ERP visit.
February 22	• **Final *Program Presentation* is submitted to the OA and to each member of the ERP. Copies are also distributed to constituents directly involved in the reaccreditation process.**
Late February	• Third Public Forum is held for all constituent groups to provide an update on the reaccreditation process, and to solicit continued input and participation by constituents in the reaccreditation process.
April 4-5	• **ERP visits CUA LIS.**

Proposed Layout of the *Program Presentation*

The *Program Presentation* will follow the 2008 ALA Standards for Accreditation of Master's Programs in Library and Information Studies. This review will be the Department's first under the 2008 Standards.

We anticipate that the *Program Presentation* will include the following chapters:

- An introductory chapter containing an overview of LIS, its historical and institutional contexts, a description of the reaccreditation planning process, and a current plan for program development;

- Six chapters dedicated to addressing each of the 2008 Standards;

- A concluding chapter summarizing the LIS's main strengths and areas in need of refinement and strengthening and plans and goals for future development, self-evaluation, assessment, and improvement;
- Appendices containing supporting materials.

The final document will be submitted in print format to the ERP and OA and will also be available in electronic format in accordance with the instructions outlined in AP3 (section II.6.6).

Documentation

The Department engages in ongoing internal and external reviews to maintain its standards of quality, identify areas that require particular attention for continuous program planning, development, and improvement, and ensure it is responsive to the needs of the various constituents it seeks to serve. These pre-existing sources of evidence will be consulted by the SCs in preparation of the narrative statements that will form the body of the *Program Presentation*. Primary sources of evidence will include the Biennial Narrative and Annual Statistical Reports submitted to the COA, correspondence with the COA, and the Department's Annual Reports submitted to the Dean of SAS and Reports to CUA's Office of Planning, Institutional Research, including Annual Key Assessments of learning outcomes.

Additional sources of data that will be used as part of LIS's comprehensive review include:

- Student Course Evaluations, a summative evaluation of all MSLIS courses, which includes questions about the effectiveness of curriculum, teaching, and learning outcomes;
- Surveys of students (including surveys to incoming, current, and graduating students, as well as surveys of students enrolled in online courses);
- Surveys of alumni and employers, completed in preparation for the comprehensive review;
- Minutes of the full-time faculty meetings and full faculty meetings, which document of ongoing review and adoption of curriculum and policy changes;
- Minutes of the Curriculum Committee meetings, which document ongoing review and changes in curriculum;
- Minutes of faculty and staff retreats (for strategic planning), which document ongoing evaluation and review of LIS's mission, goals, objectives, and strategic plan goals and objectives.

Additional data collection methods, such as proposed focus groups, meetings, and consultations, and the resulting sources of evidence, will also provide source material for the reaccreditation review process.

All of the documents that will be used as evidence of standards compliance in the *Program Presentation* will be available on-site in print and/or electronic format. The majority, with the exception of sample course materials and confidential materials, will be provided in electronic

format as appendices to the *Program Presentation*. Non-confidential material will be available on the LIS website.

In addition to the aforementioned sources of evidence, the SC co-chairs will consider the sources of evidence listed in section II.6.4, of the COA's AP3, in the development of their Standard's evidence list.

Sources of Evidence

Standard I. Mission, Goals, and Objectives

I.1 *A school's mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.*

Sources of Evidence:

- Statements of the CUA LIS vision, values, mission, goals, program objectives, and professional competencies.

- Documentation of faculty retreats and meetings that included the review of LIS's vision, values, mission, goals, program objectives, SLIS professional competencies, and the development of LIS's strategic plan (including attendees, agendas, minutes, and outcomes).

- Description of the constituent groups that LIS serves, including students, faculty, staff, alumni, employers, and other constituencies.

- Organizational chart of the governance process at LIS and documentation of LIS's governance bodies and their role of in LIS's systematic and strategic planning process (including their structure, responsibilities, memberships, and, where applicable, meeting agendas and minutes).

- LIS's Annual Planning/Assessment Cycle and Annual Outcomes Assessment Plans, which demonstrates how LIS's systematic planning process gathers assessment and evaluation data from a broad range of LIS constituents and applies the results to continuous program development and improvement.

- LIS's Annual Working Plans, which document plans for events and activities undertaken by LIS faculty and staff.

- LIS Strategic Plan, matched with the Strategic Plans of the School of Arts & Sciences and the University.

- Ex Corde Ecclesiae, the apostolic constitution of the Supreme Pontiff, John Paul II on Catholic universities, and a description of its relationship to the University's and LIS's Strategic Plans.

- Statement of the University's mission, aims, and goals.

- Statements of LIS's support and advancement of the mission of The Catholic University of America and documentation pertaining to the development of these Statements.
- Documentation pertaining to LIS's re-organization from a School to a Department in 2013 (including University reports, meeting minutes, and public announcements).
- Organizational charts and description of academic structure for the University, the School of Arts & Sciences, and LIS

I.2 *Program objectives are stated in terms of student learning outcomes to be achieved and reflect*

> **I.2.1** *the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management*
>
> **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 value of teaching and service to the advancement of the field*
>
> **I.2.5** *the importance of research to the advancement of the field's knowledge base*
>
> **I.2.6** *the importance of contributions of library and information studies to other fields of knowledge*
>
> **I.2.7** *the importance of contributions of other fields of knowledge to library and information studies*
>
> **I.2.8** *the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups*
>
> **I.2.9** *the role of library and information services in a rapidly changing technological society*
>
> **I.2.10** *the needs of the constituencies that a program seeks to serve.*

Sources of Evidence:

- Course learning outcomes matched with Standards I.2.1 to I.2.10 and with the MSLIS program objectives.
- LIS Outcomes Assessment Map, which matches the LIS program objectives with elements of the curriculum, other program offerings, and assessment activities.
- Samples of student work from the core curriculum, practicum, and comprehensive exam.
- Description of the role of LIS students organizations and LIS student representatives serving on LIS boards and committees (e.g. the Association of Graduate Library and

Information Science Students, which serves as the student chapter of ALA, the LIS Advisory Board student representatives, etc)

- List of student research assistant and faculty co-presentations and co-publications.

- List of student presentations at the Annual LIS "Bridging the Spectrum" Symposium.

- List of independent study topics undertaken by students.

- List of public presentations, lectures, colloquia, and workshops sponsored by LIS or presented by LIS faculty or students outside the Department.

- Curricula Vitae of all faculty, including both full time and part time / adjunct faculty.

I.3 *Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.*

Sources of Evidence:

- LIS's assessment reports, which measure LIS's progress in achieving its program objectives. These reports include the analysis and evaluation of assessment data gathered from the program's constituents using multiple direct and indirect methods including, but not limited to:
    - Surveys of students (current, practicum, and exiting), alumni, employers, and practicum supervisors,
    - Core course and comprehensive exam rubric scores,
    - Course grades and pass/fail rates on the comprehensive exam,
    - Course evaluation data,
    - Reports of focus groups and engagement sessions with current students, recent graduates, and practicum students and supervisors.

- Documentation of LIS's progress in achieving of its strategic plan and program goals and objectives, and milestones for future program development.

- Documentation of faculty retreats and meetings that included the review of LIS's vision, values, mission, goals, program objectives, SLIS professional competencies, and strategic plan (including attendees, agendas, minutes, and outcomes).

- Documentation of LIS Advisory Board meetings that included the review of LIS's vision, values, mission, goals, program objectives, SLIS professional competencies, and strategic plan (including attendees, agendas, minutes, and outcomes).

- Documentation of meetings that included the review LIS's Statements of support and advancement of the mission of The Catholic University of America (including attendees, agendas, minutes, and outcomes).

- Documentation of meetings with the program's constituents and the LIS Chair and faculty at LIS events, as well as any communication pertinent to LIS's reaccreditation process, which include an opportunity for LIS's constituencies to provide feedback on and input into the development of the LIS program.

Standard II. Curriculum

II.1 *The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.*

Sources of Evidence:

- Goals and objectives, and competencies that the program has established
- Mapping of competencies and objectives, course learning objectives
- Description on roles and activities of the curriculum committee, full-faculty meetings, and the LIS advisory board in relation to the systematic planning process
- Curriculum review process of core courses, mid-level courses, and electives. Evidence includes review process and guidelines documenting and addressing stakeholder involvement, a new course development procedure, and curriculum review reports from the curriculum review process
- Description of how the curriculum addresses theories and practices in core courses and other electives, course syllabi and list of courses.

- Description of various educational experiences via curriculum including students' research activities, independent studies, practicums, students' participation in the department's annual symposium, colloquia, summer institutes, workshops, and comprehensive examination

- Learning outcomes assessment plan and review results. Evidence includes the learning outcomes assessment plan documents and key assessment reports.
- Description of various surveys conducting regularly to gather feedback from students, alumni, and employers
- Description of the comprehensive examination format change. Report of comprehensive examination survey data and review results.

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

Sources of Evidence:

- Description of the curriculum structure (a numbering structure) along the line of competencies in information organization, professional identities, resources and services, management, and technologies.
- Description of course of study's structure within 6 competencies to ensure that each course of study exposes students to each area.
- Curriculum review process documents.
- List of new courses
- List of course description and sample course products
- Course syllabi

II.3 *The curriculum*

II.3.1 *fosters development of library and information professionals who will assume an assertive role in providing services*

II.3.2 *emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields*

II.3.3 *integrates the theory, application, and use of technology*

II.3.4 *responds to the needs of a diverse society including the needs of underserved groups*

II.3.5 *responds to the needs of a rapidly changing technological and global society*

II.3.6 *provides direction for future development of the field*

II.3.7 *promotes commitment to continuous professional growth.*

Sources of Evidence:

- Description of the construct of each sub-standard with respect to the curriculum structure addressing six competencies, curriculum changes and updates, courses added and deleted, course description and topics addressed, and other activities available for students, the fields, and the communities.

- Course descriptions and samples of student course products.
- Description of changes in the curriculum since the last accreditation review
- Description on new courses added and course updates to address needs of a changing technological and global society.
- List of students' research activities.
- List of technology tools.

- Reports of survey results.

II.4 *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 development of the*

competencies necessary for productive careers. 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:

- Courses of study
- Joint-degree programs
- List of Practicum sites
- List of independent study topics and examples of works completed by students
- Documentation of advising procedures including checklists for courses of study
- Course catalogs, course schedules and LIS 2 year plan
- Graduate Library Pre-professional (GLP) opportunities and the GLP's who participated in.

II.5 *When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.*

Sources of Evidence:

- AALL Guidelines for Graduate Programs in Law Librarianship
- AASL Standards for Initial Programs for School Library Media Specialists
- ACRL Standards and Guidelines
- ALA Core Competencies for Librarianship
- ALISE Information Ethics in Library and Information Science Education
- ARLIS Core Competencies for Art Information Professionals
- ASIST Educational Guidelines
- Federal Librarians Competencies
- MLA Competencies for Lifelong Learning and Professional Success
- SAA Guidelines for a Graduate Program in Archival Studies
- SLA Competencies for Information Professionals
- Catholic University's Department of Library and Information Science Competencies
- Documentation of the mapping of CUA's LIS competencies to ALA competencies
- Documentation of the mapping of CUA's LIS program objectives to LIS competencies
- Listing of practicum sites and descriptions of practicum experience from students and site supervisors
- Examples of course products including: student papers, projects, presentations, etc.

II.6 *The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.*

Sources of Evidence:

- Description of St. Charles Borromeo Catholic School in Arlington, Virginia and listing of courses held
- Description of Loudoun County facility and listing of courses held
- List of courses held at the Library of Congress
- Course evaluation results comparing curriculum quality of on-campus, off-campus, and online courses (as part of LIS's Online Weekend & Learning (OWL) and Blended learning formats).
- Description of Online Weekend & Learning (OWL) and Blended learning formats that included Blackboard instruction and additional tools used to teach online formats; including Adobe Connect, *i*spring, Jing, etc.
- List of workshops on pedagogy and technology use
- Full-faculty meeting notes and dates of scheduled meetings
- Description of reviews of courses; including core courses, SLM, Law Librarianship, etc.

II.7 *The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.*

Sources of Evidence:

- Documentation of alumni survey
- Reports of comps evaluation
- LIS outcomes assessment plan and a curriculum review plan from 2015.
- Description and documented process of curriculum review
- Documentation of employer survey
- Practicum supervisors' evaluation
- LIS Advisory Board meeting minutes
- Full-faculty meeting minutes
- Faculty Retreat agenda and minutes
- Documentation of student exit survey
- Documentation of OWL and Blended Learning course evaluations
- Curriculum committee minutes

Standard III. Faculty

III.1 *The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution*

and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. 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 a program.

Sources of Evidence:

- Tables 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 of all faculty, including both full time and part time / adjunct faculty

- Full-time faculty annual "Out of Classroom Activity Reports" that document their scholarship, service, curriculum development, and student engagement outside of regular teaching duties

- Department annual reports that include teaching, research and service activity information for each full time faculty member

- Course schedules, Fall 2009 to Fall 2015

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

Sources of Evidence:
- LIS Department Strategic Plan, matched with the Strategic Plans of the School of Arts & Sciences and the University.
- Department annual reports
- Faculty Handbook's criteria and procedures for appointments and promotions
- Documentation from the University's policies and procedures regarding faculty search procedures and new faculty orientation
- Documentation of funding and employment of student research assistants for full time faculty
- List of grants, teaching releases, and Sabbatical leaves granted, Fall 2009 to Fall 2015
- List of campus resources for instructional support and development
- List of awards won by faculty since LIS's last accreditation

III.3 *The school 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:
- List of the current LIS faculty, both full-time and part-time, and their backgrounds emphasizing dimensions of diversity

- Faculty Handbook's published and accessible personnel policies and procedures
- University Equal Employment Opportunity policies
- Documentation of the School of Arts and Sciences Committee on Academic Promotions regarding the hiring and promotion process
- University statement on nondiscrimination in hiring
- Documentation of processes undertaken for faculty hiring actions by the Department, Fall 2009 to Fall 2015

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

Sources of Evidence:
- Tables 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 of all faculty, including both full time and part time / adjunct faculty
- Full-time faculty annual "Out of Classroom Activity Reports" that document their scholarship, service, curriculum development, and student engagement outside of regular teaching duties
- Faculty goals & objectives statements for their development in research and scholarship and how this process results in an annual review of faculty toward improving his/her success as a faculty member
- Quantitative summary of course evaluations
- Summary of results of student surveys regarding teaching effectiveness
- List of faculty innovations and exemplary performance in teaching
- List of faculty advising and mentoring of students organizations
- List of student research assistant and faculty co-presentations and co-publications
- List of student presentations at the Annual LIS "Bridging the Spectrum" Symposium
- Description and documentation of LIS's Blended Learning committee (including its structure, responsibilities, memberships, and, where applicable, meeting agendas and minutes)

III.5 *For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.*

Sources of Evidence:
- Tables of full time faculty with names, status, teaching load, courses taught, delivery mode, research areas, and service engagement

- Full-time faculty annual "Out of Classroom Activity Reports" that document their scholarship, service, curriculum development, and student engagement outside of regular teaching duties

- Faculty goals & objectives statements for their development in research and scholarship and how this process results in an annual review of faculty toward improving his/her success as a faculty member

- Department annual reports that include publication and other scholarly activity information for each faculty member

- Curricula Vitae of all faculty, including both full time and part time / adjunct faculty

- Representative sample of faculty publications

- Summary data of faculty publications, scholarly presentations, and research funding for LIS as a whole

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. These characteristics apply to faculty regardless of forms or locations of delivery of programs.*

Sources of Evidence:

- Tables of all faculty (full time, part time, shared, and adjunct) with their educational background, and showing teaching assignments for on-campus, blended, online, and off-campus courses

- Curricula Vitae of all faculty, including both full time and part time / adjunct faculty

- Documentation of regular faculty activities related to academic planning and assessment, including annual retreats of the full time faculty; Semiannual meetings of the full faculty (full time and part-time / adjunct); Curriculum Committee and faculty committee assignments

- Documentation of the intellectual environment nurtured by the faculty to enhance the accomplishment of program objectives, including materials related to colloquia and the annual symposium, independent study topics, and student advising procedures and forms

- Documentation of faculty interactions with other disciplines and liaison with the field, including a list of interdisciplinary publications and professional activities, leadership or editorial roles in professional organizations, conferences, and professional journals

- List of new LIS course proposals with descriptions

III.7 *Faculty assignments relate to the needs of a program and to the competencies and interests 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:

- A review of the current workload of the Department faculty and Arts & Sciences faculty; and documentation of the School of Arts & Sciences workload policy
- List of faculty academic interest areas and assignments for teaching
- List of faculty service assignments at the Department, School, and University levels as well as in professional and scholarly organizations
- List of faculty assignments for student academic advising, and documents on student advising procedures and advising forms
- Course plans and schedules, Fall 2009 to Fall 2015, showing the allocation of faculty teaching assignments, including independent study courses
- List of faculty course releases and sabbatical leaves taken
- Information from student surveys and reports, relating to quality of teaching and advising
- Course evaluation results comparing instruction quality by semester

III.8 *Procedures are established for systematic evaluation of 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:

- Documentation of the School of Arts & Sciences Committee on Appointments and Promotions regarding terms of reference, membership, and procedures, and faculty hiring and promotion process
- Documentation of University procedure for course evaluations; and quantitative summary of course evaluations results, including courses taught by adjunct faculty
- Faculty appointment, promotion, and reappointment forms of the University
- University Faculty Handbook, including sections that govern CUA faculty tenure and promotion actions
- Criteria and procedures for faculty review by the LIS Chair and the School of Arts and Sciences Committee on Academic Promotions
- Reports of current student, exiting student, and alumni survey and results related to faculty
- Reports of LIS Chair engagement sessions with current students and recent graduates

Standard IV. Students

IV.1 *The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school 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 school's mission and program goals and objectives.*

Sources of Evidence:

- LIS Vision, Mission, Goals and Objectives
- Master's degree program overview
- The LIS Academic Policy Handbook
- Recruitment plans & activities (e.g., conference exhibitions, online sessions, open house events, etc.)
- Admissions policies for The Catholic University of America
- Admissions policies of the School of Arts & Sciences
- List of financial aid recipients: Spectrum scholarships, Rovelstad scholarships, Kortendick scholarships, Beta Phi Mu scholarships, SLM tuition benefit, IMLS grant for CHIM, etc.
- Job placement data: exit survey, alumni association data, Library Journal data, etc.
- LIS forms and policies
- Enrollment and demographic characteristics of master's students
- Enrollment and demographic characteristics of non-degree program students
- Ethnic background of students who received IMLS support--the SLM program and the CHIM program
- Various program brochures or posters
- Frequency of online and on-site information sessions

IV.2 *Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements 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 school demonstrates that it has procedures to support these policies.*

Sources of Evidence:

- The Graduate Announcements
- All courses of study

- Information on OWL programs and blended courses
- Latest two-year plan of course offerings
- University policy on grading
- University policy on academic honesty
- School of Arts & Sciences' policy and procedure on academic honesty
- Student comprehensive examination documents and orientation session webcasts
- Core course evaluation rubric
- Information on programs launched after 2009 - e.g., CHIM, HIT, OWL, 4+1, etc.
- Schedule of Classes
- LIS Course Catalog
- Admissions policies for The Catholic University of America
- Admissions policies of the School of Arts & Sciences
- Admissions policies of the Department of Library and Information Science
- List of financial aid recipients: Spectrum scholarships, Rovelstad scholarships, Kortendick scholarships, Beta Phi Mu scholarships, SLM tuition benefit, IMLS grant for CHIM, etc.
- twitter
- Technology resources
- Listserv instruction
- Efforts that have been made to improve the LIS Website since 2009
- Different purposes of each social networking site (e.g., Facebook, LinkedIn, Twitter, YouTube, RSS, etc.)

IV.3 *Standards for admission are applied consistently. Students admitted to a 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 a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.*

Sources of Evidence:
- Admissions policies for The Catholic University of America
- Admissions policies of the School of Arts & Sciences
- Admissions policies of the Department of Library and Information Science
- Sample Admissions Folder

IV.4 *Students 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. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.*

Sources of Evidence:

- Faculty Advising Handbook
- Faculty and staff assistance for SLM students' certification process
- Courses of study
- Tracking sheets for the courses of study
- Career services resources from LIS
- Career services and resources from the university
- Disability Support Services
- Center for Academic Success
- Writing Center
- Career Services Office
- Course evaluation instrument
- Comprehensive examination rubric
- Survey results from blended/OWL courses
- Exit surveys
- University support for Awards & scholarships students received from professional associations
- Names of Student of the Year recipients (2010-2014)

IV.5 *The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.*

Sources of Evidence:

- Student practicum documents
- List of practicums
- Information about LIS colloquium
- Information about LIS annual symposium
- Information about Stone Lecture
- Information about summer institute

- Activities of student organizations
- AGLISS activities
- Alumni Board Meeting Minutes
- Online education support for students (blended & OWL)
- Learning opportunities outside of LIS – NDSA, NDSR, CRRA, etc.
- Student participation in professional associations
- Facilities

IV.6 *The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a 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:

- Student achievement evaluation via course evaluations and exit survey
- Curriculum changes due to systematic evaluation of curriculum and administrative policies
- Comprehensive examination format change and the self-analysis findings
- Survey of students on course offerings
- Student and Alumni Surveys and results
- Web page survey
- List of committees with student participation
- Comprehensive examination evaluation rubric
- Comps pass rate
- Annual institutional assessment reports
- Student surveys on career interest

Standard V. Administration and Finance

V.1 *The school is an integral yet distinctive academic unit within the institution. 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 school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.*

Sources of Evidence:

- Documentation of LIS's re-organization from a School to a Department in 2013 (including University reports, meeting minutes, and public announcements)

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- Organizational charts and description of academic structure for the University, the School of Arts & Sciences, and LIS
- LIS Strategic Plan, matched with the Strategic Plans of the School of Arts & Sciences and the University
- Description of the role, activities, and reporting relationships of the Chair of LIS at the Department, School, and University levels, including the role of the Dean of the School of Arts & Sciences in relation to the Department
- Documentation of the role of the University's Academic Senates in governing LIS faculty and students
- Organizational chart of the governance process at CUA, documentation of LIS's governance bodies at the University, School, and Department levels, and their roles in LIS's administrative and financial planning process (including their structure, responsibilities, memberships, and, where applicable, meeting agendas and minutes)
- Documentation of policies, procedures, and handbooks governing LIS's autonomy in developing academic and faculty policies and procedures
- Documentation of student admissions to LIS and the CUA Graduate Studies, including policies, procedures, and criteria
- List of CUA's academic and administrative support of LIS, including Technology Services, Financial Aid Office, Student Service Office, amongst others

V.2 *The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The school's 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.*

Sources of Evidence:
- Documentation of the role of the University's Academic Senate and LIS's faculty roles within the Senate
- List of committees or advisory bodies within the School of Arts & Sciences and the University on which LIS faculty and administrative staff have served
- Terms of reference and eligibility for service on committees or advisory bodies from the faculty and staff handbooks
- Documentation of LIS's role within the Council on Teacher Education at the University, including its organization and structure
- List of LIS students representatives and officers serving in the University's Graduate Student Association (GSA) and their roles within the GSA
- List of LIS student representatives participating in committees or advisory bodies within the School of Arts & Sciences and other campus organizations

- List of department interaction and collaboration within the School of Arts & Sciences and University, including joint degree programs and interdisciplinary research and coursework

V.3 *The executive officer of a 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 executive officer 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. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's 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:

- Organizational chart of the School of Arts & Sciences
- Curriculum Vitae of the current Chair of LIS
- Curriculum Vitae of the previous Deans of SLIS
- Table of the Deans of SLIS and Chair of LIS since LIS's last reaccreditation cycle, their years of service for LIS as a School and Department, and salaries with rank and experience
- Description of the appointment process, responsibilities and administrative activities of the Chair of LIS from the faculty handbook
- List of the Chair's participation in the administration of the School of Arts & Sciences and the University
- Documentation of the Chair's leadership in LIS's systematic planning, constituent engagement, financial and administrative planning, and governance activities
- List of activities in which the Chair supports the socialization of students into the field, including events and activities held at LIS, support of student conference attendance, teaching, advising, and practica coordination, amongst others
- Description of the Chair's engagement with students, student organizations, LIS student representatives, and LIS Alumni Board

V.4 *The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.*

Sources of Evidence:

- Organizational chart of LIS faculty, administrative and student staff, and research assistants
- Position descriptions and required qualifications of the LIS administrative and student staff and research assistants
- List of LIS students employed by LIS since the previous accreditation review
- Documentation of policies and procedures governing LIS's governance process
- Description and documentation of the role of LIS's governance bodies in the Department's decision making processes and the evaluation of these processes (including their structure, responsibilities, memberships, and, where applicable, meeting agendas and minutes)

V.5 *The parent institution provides continuing financial support sufficient to develop and maintain 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 school's program of teaching, research, and service.*

Sources of Evidence:

- LIS's financial planning and budget documents, including budget proposals and strategic planning funding requests submitted to the University
- Policies governing LIS's budget and a chart of LIS's annual budget and approval process
- Table of LIS's annual budget and operating expenses as a School and Department and actual expenditures for the LIS program
- List of financial gifts, donations, and bequests received by LIS
- Table of aggregate salaries for the faculty, administrative staff, and student staff (administrative and research) of LIS
- The School of Arts & Sciences and University's budget planning documents
- LIS's budget for 2016 fiscal year

V.6 *Compensation for a program's executive officer, 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:

- Compensation policies from the faculty and staff handbooks
- Table of faculty salaries with rank and experience
- Table of administrative and student staff (administrative and research) salaries

- Table of ALISE statistical data showing LIS's rank and relative competitiveness in faculty compensation and benefits in comparison to other ALA-accredited programs within other peer institutions

V.7 *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:

- Policies on financial support for research, professional development, travel, summer semester compensation, sabbatical, and other types of leave from the faculty handbook

- List of faculty granted sabbatical and other leaves with pay

- Criteria for eligibility for faculty research and professional development travel support provided by LIS and the School of Arts & Sciences and list of funds awarded to LIS faculty

- Criteria for eligibility for the University's Grants-in-Aid program and list of funds awarded to LIS faculty

- Documentation of Department and University sources of LIS student tuition support, policies and procedures for funding allocations, and criteria for eligibility, including special tuition rates and agreements

- Table of aggregate LIS student financial aid provided by the Department and the University since its last reaccreditation cycle

- List of additional forms of financial support to students, including the CUA Libraries' Graduate Library Preprofessional program and the LIS's student staff and research assistantships

- Documentation of policies and procedures governing the Graduate Student Association's financial disbursements to the Association of Graduate Library and Information Science Students (AGLISS) and AGLISS's budget and aid to LIS students and student organizations

- List of sources of financial aid for LIS student conference attendance and their criteria for eligibility, including the Department, GSA, and AGLISS

V.8 *The school's systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.*

Sources of Evidence:

- LIS Strategic Plan, matched with the Strategic Plans of the School of Arts & Sciences and the University

- Description and documentation of the role of LIS's governance bodies in the Department's review of administrative and financial affairs (including their structure, responsibilities, memberships, and, where applicable, meeting agendas and minutes)
- Documentation of LIS faculty and staff retreats and meetings that included the development and review of LIS's Strategic Plan (including attendees, agendas, minutes, and outcomes)
- Documentation of the Department, School, and University's administrative and financial review process
- Agendas of meetings with the Chair and the Deans of the School of Arts & Science & the University's administration
- LIS's Annual Planning/Assessment Cycle, which demonstrates how LIS's systematic planning process measures its progress in achieving its strategic plan goals and objectives and applies the results to continuous program development and improvement
- The University's Program Review Plan and LIS's key assessment reports
- LIS's Annual Working Plans, which document administrative events and activities undertaken by LIS faculty and staff
- Department Annual Reports
- Reports of current and exiting student and alumni surveys and results related to LIS's administration and financial affairs
- Reports of focus groups and engagement sessions with current students and recent graduates

Standard VI. Physical Resources and Facilities

VI.1 *A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.*

Sources of Evidence:
- Space inventories and floor plans of LIS office, meeting rooms, common or study space, and computing lab space in the Columbus School of Law, including descriptions, locations, and use
- Documentation of LIS's Information Commons and computer lab in the Columbus School of Law, including usage data, visitor help requests, and list of events, workshops, and courses
- Inventory of other space available on campus
- Inventory of Columbus School of Law space available to LIS students, faculty and staff, including cafeteria, study space, lockers, kitchen facilities

VI.2 *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 school's program, regardless of the forms or locations of delivery.*

Sources of Evidence:

- Documentation of campus classrooms, including space inventories and floor plans showing descriptions, including inclusion of information technology capabilities and other characteristics, and locations of classrooms on campus

- Documentation of campus computer labs and facilities

- Campus map identifying other spaces available on campus

- Space inventories and floor plans of LIS office, meeting rooms, common or study space, and computing lab space in the Columbus School of Law, including descriptions, locations, and use

- Documentation of LIS's Information Commons and computer lab in the Columbus School of Law, including usage data, visitor help requests, and list of events, workshops, and courses

- Inventory of Columbus School of Law space available to LIS students, faculty and staff, including cafeteria, study space, lockers, kitchen facilities

- Documentation of campus-wide and LIS facility accessibility

- Inventory of off-campus space where classes have been held regularly, including the Library of Congress and other locations

- Inventories of information technology for research and teaching installed in classrooms and portable resources

- Documentation of faculty and staff standard computing configuration and hardware and software available to support specialized requirements

- CUA Technology Services plans for classroom space technology support

- LIS lecture and colloquia webcasting capabilities and usage data

- Pertinent results of student and exit surveys regarding space and facilities

VI.3 *Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.*

Sources of Evidence:

- CUA Libraries documents and reports that include a physical description of resources and facilities, accessibility information, in-person and distance services, physical and digital collections, technology resources, and Lynda computer training

- Documentation of the Washington Research Library Consortium, including services, facilities, and benefits
- Documentation of the University's computing facilities and resources, including lab descriptions and hours, technology support for distance services, remote access to resources and services for faculty and students, and inventory of computing hardware and software
- List of CUA's support facilities and services, including Disability Support Services, Writing Center, Career Services, and the Center for Academic Success

VI.4 *The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.*

Sources of Evidence:
- CUA Libraries documents and reports that include a physical description of staffing and services, in-person and distance services, physical and digital collections, technology services, and a budget summary for relevant staffing and services
- Documentation of the Washington Research Library Consortium, including services, facilities, and benefits
- Documentation of the University's Information technology staffing and services, including an organizational description of University Technology Services operation, campus computing labs and similar facilities, including descriptions and hours of service, and remote access and distance learning for faculty and students
- Documentation of campus-wide facilities and technology support for accessibility and ADA compliance
- LIS's Lab and Information Commons documents and reports that include staffing and services, web content, email, and social media management capabilities, and events and training programs
- Reports of news, current, and exiting student surveys and results related to department technology support staffing and services and the CUA Libraries
- List of University support services and staffing for campus physical facilities
- Documentation of the Columbus School of Law's facilities staffing and services

VI.5 *The school's systematic planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.*

Sources of Evidence:

- LIS's Technology Acquisition Policy
- The University's Master Plan
- The University's Strategic Plan

Appendix: LIS Vision, Mission, Goals, Objectives, and Strategic Initiatives

Vision

LIS transforms the role of libraries and information in society, globally and locally, through excellence in teaching, scholarship and service by engaging with the rich resources of our region and beyond for the betterment of humanity.

Mission

Library and information Science (LIS) provides professional education and supports lifelong learning in the tradition of The Catholic University of America. We produce innovative leaders with professional values informed by the CUA core values of reason, faith and service and the LIS values of collaboration, community, innovation and excellence. Our education is characterized by a strong grounding in the theory and practice of the LIS field, engagement with the rich cultural and human resources of the Washington metropolitan area, and the creative use of information technology. LIS is committed to applying the principles of library and information science towards the betterment of the individual, communities and society.

Goals

We Achieve Our Mission By

- Educating highly competent, ethical librarians and other information professionals.
- Exploring and integrating innovative technology to enrich teaching, foster scholarship and advance professional practice.
- Strengthening the school by engaging in ongoing dialog to anticipate the changing needs of individuals, the community and global society.
- Advancing the frontiers of knowledge and practice in LIS.
- Serving the field, the community, the region and the world.

LIS Program Objectives

The LIS MSLS program develops graduates who:

- Are skilled in organizing, disseminating, managing and preserving information;
- Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;
- Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;
- Are capable of serving information seekers in a global society;
- Appreciate education and service as integral to the role of the information professional in society;
- Interpret and apply research results from library and information science and related fields;

- Articulate the economic, political, cultural and social importance of the information profession;
- Are dedicated to professional growth, continuous learning and applying new knowledge to improve information systems and services to meet the needs of information users in society.

Department Strategic Goals and Initiatives: 2015-2016

Strategic Goal 1. Promote the Distinctive Catholic Culture of the University

- Support increased awareness of and commitment to the university's Catholic academic identity across the curriculum.

- Support the Catholic Intellectual Tradition through distinctive programs.

- Promote interdisciplinary collaboration among faculty on issues of relevance to mission and Catholic identity.

- Recruit and appoint Catholics so that those committed to the witness of the faith constitute a majority of the faculty.

- Continue to promote the Church's core values of service to others.

Strategic Goal 2. Strengthen Academic Excellence

- Create a marketing program aimed at undergraduate students;

- Complete ALA self-study and accreditation review.

- Evaluate a plan to attain additional accreditations;

- Ensure that diversity is reflected in student body;

- Evolve a plan in all academic units to enhance external measure of reputation;

- Ensure objective evaluation of faculty productivity and impact; Incentivize research productivity;

Strategic Goal 3. Enhance Student Collegiate Experience

- Create a community between alumni and students.

- Utilize staff and alumni resources for student mentoring.

- Promote students' professional development activities.

Strategic Goal 4. Improve the Experience of Work

- Evaluate the diversity objectives and strategies outlined in the LIS Diversity Action Plan.

- Utilize faculty, staff, and adjunct talent to forge mentoring relationships.