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

ACS	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	The 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	The 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 and illustrious 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 being the only library and information science program based in the nation's information capital. LIS has and will continue to establish and hold its strong partnerships with the metropolitan area professional community and other campus units that characterized our inception. 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 relationships we hold 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 natural fit for LIS within our University's campus community, as evidenced by the exceptional new facilities provided by the Law School and 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, without reservation, 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 is submitted at the appropriate time. The evidence we will provide has been identified through analysis and reflection to demonstrate that we are committed to meeting and exceeding the 2008 Standards and illustrate how we have made progress in improving LIS and its planning processes since our last visit in 2009. Furthermore, the evidence we will provide will also demonstrate that we have the necessary processes in place to make effective and expedient progress in aligning our program with the 2015 Standards for Accreditation of Master's Programs in Library and Information Studies upon our reaccreditation through a commitment to continually improving our program through a collaborative process that engages our constituencies.

The Program Presentation will be a demonstration of our alignment with the ALA's expectations, as expressed in the 2008 Standards for Accreditation of Master's Programs in Library and Information Studies, to serve the field of library and information studies through our delivery of a quality education program. With the developments and improvements LIS has initiated since its transition to a Department, the privilege to undergo our comprehensive review by the COA and ERP comes at an opportune time for us. 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, develop strategies to improve, and build LIS's future together.

On behalf of the LIS faculty, staff, students, alumni, the Catholic University of America academic community, and the Washington, DC metropolitan area information profession community, 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). LIS will take a future-oriented approach throughout the process of preparing the Program Presentation and will focus on 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 guide the development of the Program Presentation and to advise 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 Acting Dean, and Dr. Laura Mayhall, SAS Associate Dean, on the comprehensive review process.

The ASC is charged with the following responsibilities:

- Review the LIS mission, goals, and MSLIS program objectives;
- Suggest methods for gathering feedback and input from constituents the program seeks to serve;
- Coordinates the work of the six Standards Committees with regard to the content and interim deadlines for completing the Program Presentation;
- 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 primary support to the ASC 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 address the Department's compliance with the six standards, draft the six chapters for the Program Presentation, and analyze sources of evidence used to demonstrate compliance with the six standards.

Each of the SCs are co-chaired by two full-time LIS faculty. Due to the relatively small size of the LIS faculty, the preparation work for each of the six Standards will benefit from the collaboration and input from the ASC and whole of the SC co-chairs, where appropriate.

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;
- Develop and write the SC's assigned chapter in consultation and communication 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
- Plan for needed improvements by identifying future activities, methods, and timelines for continuous development and improvement.

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 Professaor
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 Computer Lab Manager and 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 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 regarding the draft Program Presentation, the ASC Chair, LIS Data Manager, LIS Graduate Assistant, and a contracted editor will proceed to finalize the Program Presentation, in consultation with the ASC, LIS Advisory Board, and SCs. 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

2013	**Activities**
September	• LIS ***faculty*** annual retreat. An ***external consultant*** facilitated a strategic planning session, which included review and discussion of the LIS mission, vision, goals, program objectives, and strategic plan. • Following the retreat, the ALA reaccreditation process has been on the agenda of the monthly LIS ***full-time faculty*** meetings. • ***LIS Chair*** assigned members to the ***Accreditation Steering Committee*** and ***co-chairs*** to each of the ***Standards Committees***.
2014	**Activities**
January – March	• ***Standards Committee co-chairs*** identified key sources of evidence needed for their respective Standard and established schedules for acquiring and analyzing evidence.
March	• Began 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	• Invitations to the ***Standards Committee members***, inclusive of ***student, adjunct faculty, staff, alumni, employer, and University representatives***, are distributed.
August	• ***Standards Committee co-chairs*** compiled detailed lists of evidence needed for their respective chapters.
August – September	• The ***LIS Chair, faculty, and graduate staff*** reviewed the LIS planning and assessment documents and frameworks and refined and strengthened 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*** is hired to work part-time as the LIS Accreditation Data Manager. • LIS ***faculty and administrative staff*** annual retreat. An ***external consultant*** facilitated a strategic planning session, which included review and discussion of the reaccreditation process. • The ***Accreditation Steering Committee*** was convened to review the progress of the ***Standards Committee co-chairs***.
November	• LIS adopts the LIS Annual Planning/Assessment Cycle and Curriculum Review Process and Annual Outcomes Assessment plans. • ***Standards Committees co-chairs*** submitted 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***, was reestablished to provide formal feedback, input, and guidance to the LIS program, including its reaccreditation process.
November – February	• ***Standards Committees co-chairs*** began 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*** held to prepare for the submission of the Plan by April 5, 2014.
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 was 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 announced to ***members of LIS's academic and professional communities*** via the LIS website, LIS listservs, and 7th Annual Bridging the Spectrum Symposium. • 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***.
March 10	• A public information session 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	• The ***Accreditation Steering Committee and LIS staff*** finalizes the Plan for the Program Presentation before submission, applying feedback and input provided by constituents, as appropriate. • ***Standards Committees*** meet to review their chapter outlines. • ***Accreditation Steering Committee*** provides feedback, input, and guidance to the ***Standards Committees co-chairs*** on their chapter outlines.
April 5	• **Plan for the Program Presentation submitted via email to the OA Director and ERP Chair.**
April 19 ***approximate***	• **Consultation with the OA Director and ERP Chair reviewing the Plan for the Program Presentation.**
March – November 2015	• Meetings and discussions with members of the ***University Administration, the Acting and Associate Deans of the SAS, and the LIS Chair*** regularly include briefings 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 ***student representatives on the CUA LIS Accreditation Committees and Advisory Board*** regularly provide the ***Accreditation Steering Committee*** and their ***Standards Committees co-chairs*** reports of their open meetings with students to solicit their feedback and input into the reaccreditation process and the LIS program's overall development. • The ***Standards Committees*** write their Program Presentation chapters, developing and revising throughout based on the feedback, input, and guidance of the ***Accreditation Steering Committee, LIS Advisory Board, and their Committee members***. • The ***Standards Committees***, with assistance from ***LIS staff***, continue to identify and gather information, data, and other relevant evidence pertinent to their assigned accreditation Standard.
Week of April 6th	• The ***Accreditation Steering Committee*** presents a reaccreditation progress report to the ***LIS Advisory Board.***
Week of April 13th	• A student forum, open to ***all students*** and the ***Accreditation Steering Committee***, is held to solicit feedback and input on the LIS program and to invite input and participation by students in the reaccreditation process.
April 18	• The ***Accreditation Steering Committee*** presents a reaccreditation progress report to the ***full faculty*** at the spring full faculty meeting.
April – July	• ***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. • Invitation for focus group participants disseminated to ***AY2014-15 graduates, practicum students, and practicum supervisors (includes alumni and employers)***. Three focus group sessions are held; one each for ***recent graduates, practicum students, and practicum supervisors***, respectively. • Data from focus groups and surveys of current students, alumni, employers, and practicum students and supervisors analyzed as part of LIS's Annual Planning/Assessment Cycle and compiled for inclusion in the Program Presentation.
June	• A ***Program Presentation editor*** is contracted to aid with assembly, alignment, revisions, and formatting of the Program Presentation.

June 15	• ***Standards Committees*** submit the first full draft of their chapters to the ***Accreditation Steering Committee***.
July – November	• The ***Standards Committees*** continue to develop and revise their chapters based on the feedback, input, and guidance of the ***Accreditation Steering Committee, LIS Advisory Board, their Committee members***, applying the feedback from ***constituents*** as appropriate. • Schedule for ERP visit is arranged, with appointments set for ERP to meet with ***faculty, students, and constituent groups***.
July	• First draft of 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***. • A student forum, open to ***all students*** and the ***Accreditation Steering Committee***, is held to solicit feedback and input on the LIS program and to solicit continued input and participation by students in the reaccreditation process.
August	• First draft of the Program Presentation is revised by each ***Standards Committee*** following a meeting of the ***Accreditation Steering Committee*** and ***LIS Advisory Board***.
September	• ***LIS faculty and staff annual retreat***. An ***external consultant*** facilitates a strategic planning session, based on the recommendations from the Planning and Assessment committee. • ***LIS faculty*** special half-day meeting, to focus on the reaccreditation process and progress of the respective sections for the draft Program Presentation.
September 15	• ***Standards Committees*** submit the second full draft of their chapters to the ***Accreditation Steering Committee***.
October	• Second draft of 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***. • A public information session 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. • The ***Accreditation Steering Committee*** presents a reaccreditation progress report to the ***full faculty*** at the Fall full faculty meeting.
November	• A student forum, open to ***all students*** and the ***Accreditation Steering Committee***, is held to solicit feedback and input on the LIS program and to solicit continued input and participation by

	students in the reaccreditation process. • Second draft Program Presentation is reviewed before and revised following a meeting of the ***Accreditation Steering Committee, LIS Advisory Board, and SAS Dean***. • The ***Standards Committees*** finalize their draft chapters based on the feedback, input, and guidance of the ***Accreditation Steering Committee, LIS Advisory Board, their Committee members***, applying the feedback from ***constituents*** as appropriate.
December 6	• **Draft of the Program Presentation submitted to the OA Director and the ERP Chair.**
December 27 ***approximate***	• **Consultation with the OA Director and ERP Chair reviewing the draft of the Program Presentation.**
December – January	• The ***Accreditation Steering*** and ***Standards Committees*** prepare the final Program Presentation, taking into account any recommendations provided by the ***OA and ERP***, if needed.
2016	**Activities**
January	• Confirm ***faculty, student, and constituent group*** appointments for ERP visit.
January - February	• Prepare all on-site materials for the April 4-5 ERP visit.
Early February	• Finalize Program Presentation for submission.
February 22	• **Final Program Presentation submitted to the OA and to each member of the ERP. Copies also distributed to constituents directly involved in the reaccreditation process.**
April 4-5	• ***ERP*** visit to 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.

Each of the six chapters comprising the main body of the Program Presentation will be structured to provide a brief introductory description of the Standard and its relationship to the School's mission, vision, goals, and objectives, evidence of compliance with the Standard and selected outcomes, and future planning initiatives indicating specific actions and set timelines to ensure continued development, improvement, and compliance with the Standards.

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, and Student Learning Outcomes Assessment.

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 practica participants (including practicum supervisors, representing alumni and employers, and practicum students);
- 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 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.

- Statements of the vision, values, mission, goals, program objectives, and professional competencies of LIS.
- 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).
- A description of the constituent groups that LIS serves, including students, faculty, staff, alumni, employers, and other constituencies.
- A description 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.
- The LIS Strategic Plan, matched with the Strategic Plans of the School of Arts & Sciences and the University.

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

- Map program objectives, competencies, and required program elements (core courses & comps) to ALA standards I.2.1-I.2.09
- Map program objectives and competencies to ALA core competencies
- The LIS Outcomes Assessment Map, which matches the LIS program objectives with elements of the curriculum and other programmatic offerings.
- 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, the student chapter of ALA)
- 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.

- 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 University's Catholic mission (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.

- Background discussion on goals and objectives, and competencies that the program has established
- Mapping of competencies and objectives, and curriculum structures
- Description on roles and activities of the curriculum committee, full-faculty meetings, and the LIS advisory board in relation to the systematic planning process
- Discussion on 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
- Discussion on the learning outcomes assessment planning and review results. Evidence includes the learning outcomes assessment planning document and key assessment reports
- Description on various surveys conducting regularly to gather feedback from students, alumni, and employers
- Discussion on how the curriculum addresses theories and practices in core courses and other electives.
- Discussion on 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
- Discussion on the comprehensive examination format change and how the change was made. Evidence will include comprehensive examination 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.

- 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
- Discussion on curriculum review process ensuring how courses address core areas among Standard II.2
- Discussion on new courses added to address areas in Standard II.2
- A list of course description and sample course products

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.

- 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.
- Description of changes in the curriculum since the last accreditation review
- Discussion of course topics under competencies addressing each construct. Particular courses and student activities will be provided as evidence
- Description on new courses added and course updates to address needs of a changing technological and global society
- Description on various technology tools and use in teaching and learning process
- Description on student work or involvement in technology projects
- Discussion on course topics and student projects addressing information services and access for needs of diverse and underserved groups
- Description on course assignments and students' participation in conferences to highlight their research activities
- Discussion on students' activities and coursework demonstrating leadership in information service provision, digital information preservation, and promotion of information access and use

- Description on courses and student activities addressing diversity and diverse information needs
- Description on the survey results addressing the professional growth among the students, alumni, and other stakeholders

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.

- Description of courses of study
- Description of joint-degree programs
- List of Practicum sites and documentation of students who have taken practicums
- List of independent study topics and examples of works completed by students
- Examples of fieldwork that have been completed in courses
- Documentation of advising procedures
- Advising sheets for courses of study
- Lists of all course descriptions
- List of course schedules
- Description of LIS's two year plan
- Listing of Graduate Library Pre-professional (GLP) opportunities and the GLP's who participated

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.

- Description of the AALL Guidelines for Graduate Programs in Law Librarianship
- Description of the AASL Standards for Initial Programs for School Library Media Specialists
- Description of ACRL Standards and Guidelines
- Description of the ALA Core Competencies for Librarianship
- Description of the ALISE Information Ethics in Library and Information Science Education
- Description of the ARLIS Core Competencies for Art Information Professionals
- Description of the ASIST Educational Guidelines
- Description of the Federal Librarians Competencies

- Description of the MLA Competencies for Lifelong Learning and Professional Success
- Description of the SAA Guidelines for a Graduate Program in Archival Studies
- Description of the SLA Competencies for Information Professionals
- Description of the 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.

- 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
- Listing of courses held at the Library of Congress
- Descriptions 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.
- Listing 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.

- Results and analysis of the alumni survey
- Results and analysis of comps evaluation
- Descriptions of course evaluations
- Description and documented process of the Curriculum review
- Results and analysis of employer survey
- Descriptions of practicum Supervisors' reports
- Descriptions of specialized advisory committees reviews of the (Law Librarianship Program, School Library Media and Cultural Heritage Information Management (LLP, SLM, CHIM)
- Results and analysis of the student exit survey
- Outcomes assessment activities and documentation of future planning.

- Results and analysis of the OWL and blended learning course evaluations
- Curriculum Committee minutes
- Results and analysis of student, alumni and employer surveys
- Descriptions of core course review plan; CUA's LIS strategic plan and Learning outcomes assessment plan

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.

- Table of all faculty (full time, part time, shared, and adjunct) with names, status, teaching load, courses taught, delivery mode, research areas, and service engagement
- Curricula Vitae of all faculty, including both full time and part time / adjunct faculty
- Faculty activity reports: known as "Out of Classroom Activity Reports", these are annual reports submitted by full time faculty 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 faculty member
- Course schedules, Fall 2009 to Fall 2015, and course plans, showing the allocation of faculty teaching assignments

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.

- The LIS Department Strategic Plan, matched with the Strategic Plan of the University.
- 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
- Record of Sabbatical leaves granted, Fall 2009 to Fall 2015

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.

- A listing of the current LIS faculty, both full-time and part-time, and their backgrounds emphasizing multicultural, multiethnic, and multilingual dimensions of diversity
- Faculty Handbook, showing published, accessible personnel policies and procedures
- Documentation of the School of Arts and Sciences Committee on Academic Promotions regarding the hiring and promotion process
- University Equal Employment Opportunity policies
- University statement on nondiscrimination in hiring
- Summaries 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.

- Table of all faculty (full time, part time, shared, and adjunct) with names, status, teaching load, courses taught, delivery mode, research areas, and service engagement
- Curricula Vitae of all faculty, including both full time and part time / adjunct faculty
- Faculty activity reports: known as "Out of Classroom Activity Reports", these are annual reports submitted by full time faculty 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
- Sample CUA faculty contract
- Quantitative summary of course evaluations conducted by the University
- List of practicum/ intern organizations
- Summary of examples of faculty innovations and exemplary performance in teaching
- Summary of LIS Department new course proposals, with descriptions
- Summary of faculty advising and mentoring of students organizations
- Summary of student research assistant and faculty co-presentations and co-publications
- Summary of student presentations at the Annual LIS "Bridging the Spectrum" Symposium
- Summary of Independent study courses undertaken by students, and faculty advising of independent studies

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

- Table of all faculty (full time, part time, shared, and adjunct) with names, status, teaching load, courses taught, delivery mode, research areas, and service engagement

- Faculty activity reports: known as “Out of Classroom Activity Reports”, these are annual reports submitted by full time faculty 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

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.

- Table of all faculty (full time, part time, shared, and adjunct) with names, status, teaching load, courses taught, delivery mode, research areas, and service engagement
- Curricula Vitae 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 course co-chair assignments
- Documentation of the intellectual environment nurtured by the faculty to enhance the accomplishment of program objectives, including materials related to departmental colloquia and the annual symposium; Independent study topics; and Student advising procedures and forms

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.

- Table of all faculty (full time, part time, shared, and adjunct) with names, status, teaching load, courses taught, delivery mode, research areas, and service engagement
- Information from student surveys and reports, relating to quality of instruction
- Summary of faculty course releases and sabbatical leaves taken

- Overview of faculty service assignments at the Department, School, and University levels as well as in professional and scholarly organizations
- Overview of faculty assignments for student academic advising, and documents on student advising procedures and advising forms
- A review of the current workload of the Department faculty and Arts & Sciences faculty; and documentation of the School of Arts & Sciences workload policy
- Course schedules, Fall 2009 to Fall 2015, and course plans, showing the allocation of faculty teaching assignments

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.

- 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 evaluation; and quantitative summary of course evaluations conducted by the University
- Faculty appointment, promotion, and reappointment forms of the University
- University Faculty Handbook, including sections that govern CUA faculty tenure and promotion actions

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.

- 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 the number and names of financial aid recipients: Spectrum scholarships, Rovelstad 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
- Kinds of 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.

- 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 that were launched after 2009 - e.g., CHIM, HIT, OWL, 4+1, etc.
- The Schedule of Classes
- The LIS Course Catalog
- Admissions policies of the School of Arts & Sciences
- List of the number and names of financial aid recipients: Spectrum scholarships, Rovelstad 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.

- 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.

- Faculty Advising Handbook
- Faculty and staff assistance for SLM students' certification process
- Tracking sheets for the courses of study
- Career services resources from LIS
- Career services and resources from the university
- Career path information sheets
- Disability Support Services
- Center for Academic Success
- Writing Center
- Career Services Office
- Course evaluation instrument
- Comprehensive examination rubric
- Summary of survey results from blended/OWL courses
- 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.

- 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
- Facilities
- Online education support for students (blended & OWL)
- Learning opportunities outside of LIS – NDSA, NDSR, CRRA, etc.
- Student participation in professional associations

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.

- Student achievement evaluation via course evaluations and exit survey
- Curriculum changes
- Curriculum changes because of student input
- 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.

- 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
- The 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 and the role of the Dean of the School of Arts & Sciences in relation to the Department
- Description of the University's Academic Senate and its role in governing LIS faculty and students
- A description 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
- Description 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.

- Description 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
- The University's faculty and staff handbooks
- Description 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

- Description 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.

- 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 and criteria for the selection and appointment of the Chair of LIS
- Description of the responsibilities and administrative activities of the Chair of LIS within the Department, as outlined in the University's faculty handbook
- Description 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
- Description of all the 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.

- 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
- Resumes of the current LIS administrative staff
- 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.

- 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 for the previous three fiscal years
- List of financial gifts, donations, and bequests received by LIS since its last reaccreditation cycle
- 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.

- 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.

- The University's faculty handbook and its policies on financial support for research, professional development, travel, summer semester compensation, sabbatical, and other types of leave
- Description and 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
- Description and criteria for eligibility for the University's Grants-in-Aid program and list of funds awarded to LIS faculty
- Documentation of 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
- Description 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.

- The 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 departmental retreats and meetings that included the development and review of LIS's budget documents and 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
- Evaluations of the Chair, faculty, and staff of LIS.
- LIS's Annual Planning/Assessment Cycle, 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 administrative events and activities undertaken by LIS faculty and staff.
- LIS's assessment reports, which include the analysis and evaluation of assessment data gathered from surveys of students (current, practicum, and exiting), alumni, employers, and practicum supervisors.
- Reports of focus groups and engagement sessions with current students, recent graduates, and practicum students and supervisors.

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.

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.

- Inventories of CUA campus physical facilities, including:
    - Inventories of campus classrooms
        - Space inventories and floor plans showing descriptions, including inclusion of information technology capabilities and other characteristics, and locations of classrooms on campus
        - Summary of computer labs and facilities available on campus
        - Campus map
    - Department spaces
        - Space inventories and floor plans showing descriptions, locations and use of LIS office space
        - Description of LIS meeting rooms, common or study space, and labs

- Space inventories and floor plans showing location LIS meeting rooms, common or study space, and computing labs
- Description of the Information Commons, including usage data about list of events in the Information Commons and data on help requests by visitors to the Commons
- Description LIS department computer lab in Columbus School of Law building, including usage data about basic computer skills workshops and courses

  - Summary of other space available on campus
    - Facilities available to LIS students, faculty and staff in the Law School building, such as cafeteria, study space, lockers, kitchen facilities
  - Summary of the accessibility of campus-wide and departmental facilities
- Inventory of off-campus space
  - Description of space available at the Library of Congress, and other locations where off-campus classes have been held regularly
- Inventories of technological facilities
  - Descriptions of information technology installed in classrooms and portable resources
  - Descriptions of information technology for available for research and teaching
  - Documentation of plans for CUA classroom space technology support by CUA Technology Services
  - Description of capabilities for webcasting of lectures and colloquia, and data on their use
  - Faculty and staff standard computing configuration, and availability of hardware and software to support specialized requirements
- Pertinent results of student and alumni 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.

- Library services and resources, including:
  - Physical description of library resources and facilities, including accessibility
  - Description of in-person and distance library services
  - Description of physical and digital library collections
  - Description of the Washington Research Library Consortium, including services, facilities, and benefits
  - Description of library technology resources
  - Lynda computer training collection for self-paced training classes on a wide range of computer and project management skills

- Campus computing facilities and resources, including:
    - Campus lab descriptions and hours
    - Description of technology support for distance services for faculty and students, that is, remote access to University resources and services
    - Inventory of computing hardware and software
- Description of other CUA support facilities and services, such as 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.

- Library staffing and services, including:
    - Physical description of University Library staffing and services
    - Description of in-person and distance library services
    - Descriptions of physical and digital library collections
    - Description of the Washington Research Library Consortium including services, facilities, and benefits provided
    - Description of technology services offered by the University Library
    - An overview of the library budget for relevant staffing and services
- Information technology staffing and services, including:
    - Organizational description of University Technology Services operation
    - Description of services and staffing provided at campus computing labs and similar facilities, including descriptions and hours of service
    - Description of services and staffing for remote access and distance learning for faculty and students
    - Available reports of accessibility testing for information technology support
- LIS Department support staffing and services for technology, including:
    - Summary of staffing and services provided in the LIS Information Commons and computer lab
    - LIS Department web content, email, and social media management capabilities
    - Summary of lab and Information Commons events, including training programs
    - Data from the LIS student survey related to department technology support staffing and services
- Other administrative and instructional support services, including:
    - Description of University support services and staffing for campus physical facilities
    - Law School 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.

- LIS Department Technology Acquisition Policy
- LIS Department Strategic Plan
- Description of LIS Department processes for stakeholder involvement in facilities evaluation and planning
- CUA Master Plan (sections related to facilities)
- CUA Strategic Plan (sections related to facilities)

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.