

*Accreditation Process, Policies, and Procedures,*

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

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

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

II.7.4 Examples of evidence that might be used to indicate compliance with the 2015 *Standards for Accreditation*

This list provides examples of some of the evidence that is typically needed; it is not exhaustive. The examples are presented for the purpose of stimulating thought regarding the evidence a school will choose to support its demonstration of compliance with the standards. It is also likely that each school will have forms of evidence unique to its own mission, program, and institution.

The strongest evidence to support compliance with the standards will be based on data collected over time, indicative of participation of the program's constituents, and suggestive of decisions

- Brief descriptions of experiential opportunities
- Descriptions of the curriculum development planning and review processes, including the people involved; examples of systematic planning process
- Sample student plans of study
- Representative samples of student work, including papers, presentations, projects, portfolios, and capstone results
- Student and/or employer assessment of internship or practicum experiences
- Results of student follow-up surveys regarding the effectiveness of the educational experiences
- Evidence of the rate and types of employment of program graduates

- Description of student advising procedures
- Progression and graduation data
- Descriptions of student organizations and activities
- Sample student plans of study
- Table of direct and indirect measures used to evaluate student learning outcomes
- Table of direct and indirect measures used to evaluate individual student learning
- Examples of how the evaluation of student learning is used to improve the program

V. Administration, Finances, and Resources

- Organizational charts for the program, the school/college of which the program is a part, and the institution as a whole
- Description of relationships of program and school/college to the institution with regard to autonomy, support and resources
- Minutes of meetings of faculty, committees, advisory boards and other relevant groups that provide evidence of administrative structures, decisions made, and plans promulgated by the program
- Descriptions of ol/colleñ

- Descriptions of technology resources: support services, computer labs and equipment, faculty and staff computing equipment, network resources
- Information on technology support for distance education students and faculty
- Description of institutional facilities available to faculty, students, and staff
- Descriptions of faculty, staff and student use of the facilities available for technology, instructional, and continuing education related to teaching and learning in the program
- Information on how resources such as libraries, technology support, and instructional support are evaluated and how participants contribute to such assessments

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#### II.7.5 Synthesis and overview

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

#### II.7.6 Format requirements

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

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

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

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

*And*

Separate file(s) containing the appendices with:

- A table of contents for the appendices, listing document name, file name, and brief description, e.g., Appendix A, appendix\_a.doc/xls/pdf, etc., SLIS Committee Structure.
- Appendices may be combined in one file or provided as separate files in a folder labeled