

SELF STUDY
FOR THE COMMITTEE ON ACCREDITATION
THE AMERICAN LIBRARY ASSOCIATION

CLARION UNIVERSITY
COLLEGE OF BUSINESS ADMINISTRATION AND INFORMATION SCIENCES
SCHOOL OF INFORMATION SCIENCES
DEPARTMENT OF INFORMATION AND LIBRARY SCIENCE

Master of Science in Library Science
Master of Science Library Science School Library Media

February 19, 2018

Unit Organized and Maintained for the Purpose of Graduate Education in Library and Information Studies:

Department of Information and Library Science

Required Information:

Degree Programs Being Presented for Accreditation by the COA:

Master of Science in Library Science (MSLS)

Master of Science in Library Science: School Library Media (MSLS)

Other Programs:

Bachelor of Science in Liberal Studies: Library and Information Studies
Concentration

Post Master's Certificate of Advanced Studies

Parent Institution:

Clarion University

Chief Executive Officer, Clarion University:

Mr. Peter Fackler, Interim President

Chief Academic Officer, Clarion University:

Dr. Todd Pfannestiel, Interim Provost

Principle Administrator, College of Business Administration and Information Sciences:

Dr. Philip Frese, Dean

Principle Administrator, Master of Science in Library Science:

Dr. Linda L. Lillard, Professor and Chair

Department of Information and Library Science:

Regional Accrediting Agency and Status:

Middle States Commission on Higher Education (MSCHE)

Last Reaffirmed: November 16, 2017

Title and Version of Standards Addressed In the Self Study:

Standards for Accreditation of Master's Programs in Library and Information Studies, 2015

CONTENTS

Glossary of Terminology and Abbreviations	4
List of Tables	7
List of Figures	10
List of Appendices	11
Introduction	12
Standard I: Systematic Planning	21
Standard II: Curriculum	57
Standard III: Faculty	105
Standard IV: Students	144
Standard V: Administration, Finances, and Resources	176
Conclusion	214

Glossary of Terminology and Abbreviations

AACSB	Association for the Advancement of Collegiate Schools of Business
ACRL	Association of College and Research Libraries
AFSCME	American Federation of State County and Municipal Employees
AIIM	Association for Information and Image Management
ALA	American Library Association
ALISE	Association for Library and Information Science Education
AP3	<i>Accreditation, Process, Policies and Procedures</i>
ARMA	American Records Management Association
APSCUF	Association of Pennsylvania State College and University Faculties
ARSL	Association of Rural and Small Libraries
ASIST	American Society for Information Science and Technology
BS	Bachelor of Science
BSEd	Bachelor of Science in Education
BSLs-LS	Bachelor of Science in Liberal Studies, Library and Information Studies
CAEP	Council for the Accreditation of Educator Preparation
CAS	Certificate of Advanced Studies
CBA	Collective Bargaining Agreement
CCPS	Committee on Courses and Programs of Study
CEHS	College of Education and Human Services
CIS	Computer Information Science
CFG	Community Fellows Grant
COA	Committee on Accreditation

COBA	College of Business Administration
COBAIS	College of Business Administration and Information Sciences
CSIL	<i>Current Studies in Librarianship</i>
CV	Curriculum Vitae
D2L	Desire 2 Learn
DILS	Department of Information and Library Science
EdD	Doctor of Education
ERP	External Review Panel
FTE	Full Time Equivalent
ILS	Information and Library Science
IRB	Institutional Review Board
ISLAC	Institutional and Student Learning Assessment Committee
JD	Juris Doctor
LTC	Learning Technology Center
MA	Master of Arts
MIS	Master of Information Science
MLS	Master of Library Science
MSLS	Master of Science in Library Science
PA	Pennsylvania
PaLA	Pennsylvania Library Association
PASSHE	Pennsylvania State System of Higher Education
PDE	Pennsylvania Department of Education
PEC	President's Executive Council

PhD	Doctor of Philosophy
PSLA	Pennsylvania School Library Association
QM	Quality Matters
RCM	Responsibility Centered Management
RUSA	Reference and User Services Association
SAA	Society of American Archivists
SLA	Special Library Association
Standards	<i>2015 Standards for the Accreditation of Master's Programs in Library and Information Studies</i>
TOCC	Teaching Online Certification Course
UAB	University Activities Board
UTAC	University Technology Advisory Committee
UWFP	University Wide Faculty Professional Development
UWPC	University Wide Promotion Committee

List of Tables

Introduction

Intro.1 University Enrollments 2010-2016

Standard I: Systematic Planning

I.1 DILS Schedule for Annual Planning Process

I.2 DILS Committee Structure

I.3 Constituent and Stakeholder: Services and Involvement in the Systematic Strategic Planning Process, Program Planning, Implementation and Assessment

I.4 University Planning Cycles

I.5 Mapping Department Learning Objectives to ALA Core Competencies

I.6 Student Learning Assessment

I.7 Multi-Subject Learning Survey Content

I.8 Timeline Analysis of Data

I.9 Stakeholder Engagement in Assessment

I.10 Full Time Equivalent Faculty

I.11

I.12 Cycle of Decision Processes – DILS Planning

Standard II: Curriculum

II.1 Program Mapping

II.2 Realignment to the MSLS

II.3 Reference Course Enrollment 2014-2016

II.4 Curriculum Changes 2011-2017

II.5 Exit Survey Items 11 and 12 with Responses

- II.6 Exit Survey Item 14 with Responses
- II.7 Exit Survey Items 9 and 10 with Responses
- II.8 Entrance Survey Items 11 and 12 with Responses

Standard III: Faculty

- III.1 Full Time Faculty Changes 2010-2018
- III.2 Full Time Faculty Education, Teaching Areas and Research Specialties
- III.3 Proportion of Required Courses Taught by Full Time Faculty
- III.4 Use of Part Time and Full Time Faculty
- III.5 Summary Accomplishments: Tenure, Promotion, Sabbatical Awards
- III.6 Clarion University Minority Population
- III.7 Student Responses to Faculty Effectiveness
- III.8 Faculty Membership in Professional Organizations 2010-2017
- III.9 Scholarly Activities of Full Time Faculty 2010-2017
- III.10 Faculty Internal Grant Awards 2010-2017
- III.11 DILS Faculty Service and Interactions with Other University Units 2010-2017

Standard IV: Students

- IV.1 Enrollments 2011-2017 (ALA Trend Summary)
- IV.2 Percentage breakdown of ethnicity 2011-2017
- IV.3 Top Five States of Student Origin 2011-2017
- IV.4 Exit Survey Student Responses Question 21
- IV.5 Exit Survey Student Responses Question 22
- IV.6 Exit Survey Student Responses Question 23
- IV.7 Exit Survey Student Responses Question 10

- IV.8 Student Achievement Assessment Data
 - IV.9 Evidence to Ground Decision Making Process
 - IV.10 Assessment and Achievement Recommendations: Actions and Decisions
 - IV.11 MSLS Items
 - IV.12 MSLS Responses on Information Resources
 - IV.13 MSLS Responses on Organization of Information
 - IV.14 MSLS Responses on Information Technology
 - IV.15 Assessment of LS 570 Capstone Reflection Paper 2015-2016
 - IV.16 Apprenticeship Areas
 - IV.17 Assessment of LS 600 Artifacts 2015-2016
- Standard V: Administration, Finances, and Resources
- V.1 Income from Parent Institution
 - V.2 Internal Funding Received by Faculty
 - V.3 Number of Full Time Librarians
 - V.4 Physical vs. Digital Library Holdings
 - V.5 Library Budget 2011-2017
 - V.6 Exit Survey Resource Question 24

List of Figures

Introduction

Intro.1 Enrollment Trends 2010-2017

Intro.2 COBAIS Enrollment by Major as of Fall 2017

Standard III: Faculty

III.1 Faculty Effectiveness Data from Alumni Survey

Standard V: Administration, Finances and Resources

V.1 COBAIS Organizational Chart

V.2 Student Capstone Choices

Appendices

Appendix III.1. Full-time Faculty CVs

Appendix III.2. Part-time Faculty CVs

Introduction

Clarion University of Pennsylvania's Department of Information and Library Science (DILS) is committed to preparing students for proactive engagement in the information professions by educating students in accessing, evaluating, managing, communicating, creating and adapting the information environment for changing user groups. DILS offers the 36-credit hour Master of Science in Library Science (MSLS) and the MSLS School Library Media accredited by the American Library Association (ALA) and the Bachelor of Science in Liberal Studies with an emphasis in Library Science (BSLS-LS) degree. DILS also offers a post-master's Certificate of Advanced Studies (CAS) in Information and Library Science that consists of 12 credit hours. The MSLS is made up of six (6) core courses that focus on an introduction to the profession, organization of information, information sources and services, technology, and administration and management. There is also a capstone course in the core required by the Pennsylvania State System of Higher Education (PASSHE) for which students may choose an apprenticeship or a research paper. The remainder of the 36 credits may be chosen by students from a wide variety of electives that are offered to allow students to construct a coherent program of study in a specific area of their choice. A link on the program's website [Careers and Internships](#) details several recommended courses of study that students can follow to develop depth in the areas of information technology, government librarianship or agencies, technical services, academic librarianship, public librarianship, youth services in public libraries, and school library certification. DILS also has an official concentration in Local and Archival Studies. In partnership with two other universities in the PASSHE system, DILS offers several cooperative programs: the MSLS/Juris Doctor with the Widener School of Law and the MSLS/MA in Applied History with Shippensburg University. Each program allows 6 credits from the other program to be applied to the degree. For example, 6 credits from the Widener JD apply toward the MSLS and 6 credits from the MSLS apply toward the JD. Clarion's MSLS program has had continued accreditation from ALA since its initial accreditation in 1973/74. The department and its programs at both the graduate and undergraduate levels have been major contributors to the university's success. It is the second largest department on campus after the Department of Education.

As of fall of 2017, DILS has 339 graduate students and 71 undergraduate students enrolled in the program with 8 full time faculty members and six (6) part time faculty (this number varies with need). The university student population stands at approximately 5,400 with an FTE of approximately 4,400. This is down somewhat from the last self-study document which reported the student population as "slightly more than seven thousand;" this downward trend in student numbers reflects the fact that the university is a predominantly residential institution which draws most of its students from northwestern Pennsylvania, an area of declining population in which it competes with two other state-owned universities (Slippery Rock University and Edinboro University) for a declining number of traditional students.

It is important to understand Clarion's progression from its founding in 1867 as a seminary through transitions into a normal school, a teacher's college, a college, and

effective July 1, 1983, a state university. A comprehensive multi-purpose university committed to teaching excellence, Clarion offers a broad range of undergraduate programs and master's programs in the following areas: accountancy, applied data analytics, biology, business administration (with two concentrations), education (with six concentrations), information and library science, mass media arts and journalism, nursing, rehabilitative sciences, special education (with two concentrations), and speech language pathology. The Doctor of Nursing Practice was recently inaugurated in partnership with Edinboro University. The university is also investigating the development of other professional doctorates. The university holds twenty-nine program accreditations – the most of any PASSHE university – a fact of which the university and its staff and faculty are justifiably proud. Clarion University is committed to seeking excellence in all areas of higher education within its mission and to provide an environment that challenges students to develop their talents, to expand their intellectual capacities and interests, to nurture their creative abilities, and to develop a lifelong respect and enthusiasm for learning. The university is dedicated to helping students see in themselves what they may become, assisting them with an opportunity to develop the knowledge, skills, and attitudes required for entrance into a variety of careers, and for participation in a free society as enlightened citizens capable of making wise and responsible choices.

To prepare its students to meet the challenges of the twenty-first century, the university seeks to admit, retain, and graduate students who are qualified and motivated, and to recruit, retain, and support highly qualified and dedicated faculty and staff. The university seeks diversity in its staff, faculty, and student body and values this diversity as providing richness in the learning process. The state-of-the-art library building – in which the department is located – and the adjacent bell tower serve as the focal point of the campus, placing library science – as it should be – at the heart of the university.

Faculty members at the university are committed to excellence in teaching and to continuous intellectual and professional development. Faculty at PASSHE institutions are unionized and represented by the Association of Pennsylvania State College and University Faculties (APSCUF), one of ten collective bargaining units on campus. The APSCUF collective bargaining agreement requires faculty to:

- Stay current in their academic disciplines through continuing scholarly activity
- Confer with and advise students and advisees
- Evaluate fairly and promptly student achievement
- Participate in deliberations which contribute to the growth and development of the students and university
- Accept reasonable duties assigned within their fields of competence
- Attempt honestly and in good conscience to preserve and defend the goals of the university.

For the first time in the history of the system, university, and faculty union, the administration and the faculty bargaining unit reached an impasse in negotiations in the

fall of 2016 and the faculty went out on strike. The strike lasted for only three days but resulted in a satisfactory settlement of a new contract.

In the period following the last review by the Committee on Accreditation the department has made significant and innovative strides both in its ALA-accredited MSLS program as well as in programs that support and feed the MSLS degree. Since the last accreditation review the department has worked with its constituencies to review and revise its curricula, with particular emphasis on the teaching/research strengths of its faculty. In response to leadership from PASSHE, the department has moved from a 36-credit hour only MSLS degree to a degree that incorporates a required capstone of either an apprenticeship or a research project. Details of these innovations are in the curriculum chapter. The department has also drawn on the strength of its new faculty to develop curricula that support innovations in such areas of archives and social media, all of which are, again, discussed in the curriculum chapter.

At the time of the last accreditation review the department had both face-to-face, fully online, and blended degree options. Because of student demand, the face-to-face degree option has been dropped so that the MSLS degree is available only online. The department continues to offer on-site employment for both graduate and undergraduate students who desire an on-campus experience, even though the actual coursework is fully online. Like the MSLS, the undergraduate degree option (BS in Liberal Studies with a Concentration in Library Science), is also fully online and has proved very popular. Most students who enter this program are interested in completing their undergraduate degrees (typically from remote locations) with the goal of eventually entering the department's online MSLS program; consequently, it has become an important feeder program for the MSLS program.

As seen in Figure Intro.1 below, though enrollment is down since the last visit, reaching a high of 509 in 2011 and a low of 325 in 2015, it is beginning to rebound and has increased since the low in 2015. It has also remained relatively steady since 2014.

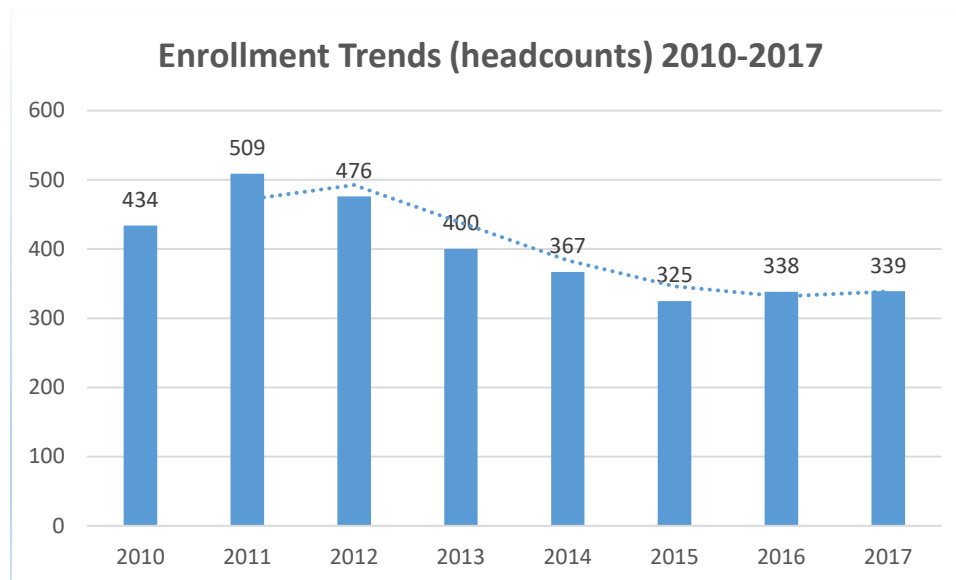


Figure Intro.1. MSLS Student Enrollment Trends 2010-2017

Compared to the rest of the university and the College of Business Administration and Information Sciences, DILS programs (graduate and undergraduate) have strong enrollment, putting the department in an enviable position on a campus where many other degree programs are struggling to remain viable due to the university's overall decline in student enrollment. As a result, the department is looking forward to the development of new programs, the maintenance and strengthening of its existing programs, and a bright and strong future.

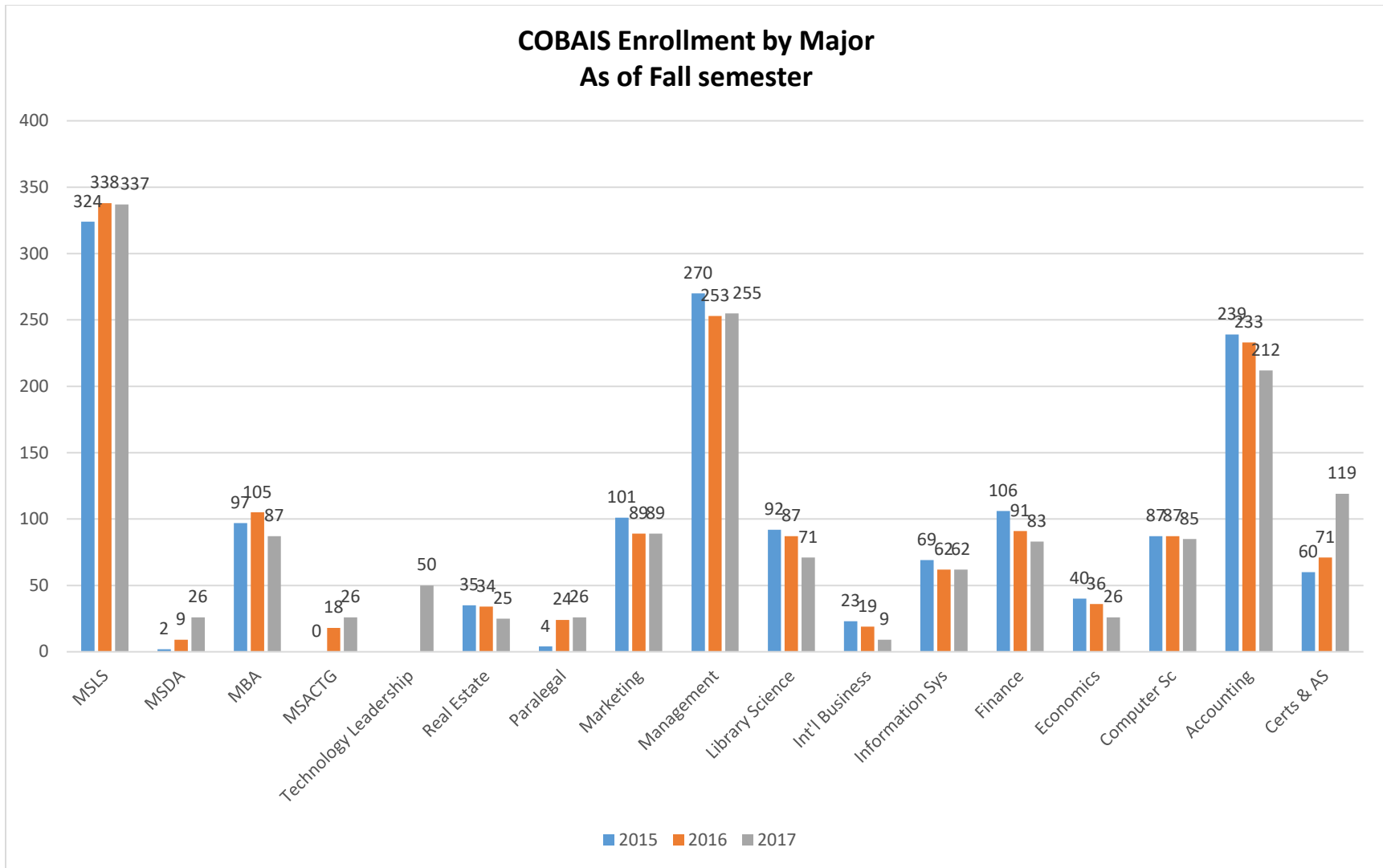


Figure Intro.2 COBAIS Enrollment by Major as of Fall 2017

Table Intro.1 University enrollments 2010-2016

Year	Total University Enrollment	Total Graduate Enrollment	Total MSLS Enrollment	MSLS % of Total University Enrollment	MSLS % of Total of Graduate Enrollment
2010	7315	1090	435	5.94%	39.9%
2011	6991	1096	508	7.26%	46.4%
2012	6520	996	475	7.28%	47.6%
2013	6080	881	400	6.57%	45.4%
2014	5712	779	367	6.42%	47.1%
2015	5368	683	325	6.05%	49.0%
2016	5224	894	339	6.47%	37.8%

Layout of the Self Study

The Self Study follows the 2015 Standards. The document is being submitted in print format and will also be available in electronic format. Documents used as evidence in the Program Presentation are available either on-site or as appendices in the electronic version. The program presentation and many of the appendices will be available on the Department of Information and Library Science web site.

The Self Study covers the academic years of 2010 through 2017 and describes and provides evidence of how the Program meets the American Library Association's 2015 Standards for Accreditation.

University and Program Changes

Many changes have taken place since the 2010 ERP visit. With the dissolution of the College of Education and Human Services, the Department of Library Science moved to the College of Business and Information Sciences (COBAIS). With this move, the Department was housed within the School of Information Sciences created within the college along with the Department of Computer Information Science, and the name of the department was changed to Department of Information and Library Science (DILS). A search for a new university president is underway, as is the search for a new provost. Interims are serving in both positions at the present time. The BSED in Library Science is in moratorium.

Finances

The State of Pennsylvania faces budget constraints every year and support from the state for the universities in the PASSHE system continues to decrease. Much of our planning efforts are focused on being an integral part to the mission of the University as we build new courses and programs to enhance Clarion's new

emphasis on health related programs. Our undergraduate degree (BSLS-Library Science) enhances our program and provides a pathway into the MSLS degree with the newly added accelerated bachelors to masters feature. DILS believes this option will be instrumental in recruiting students to the MSLS program, especially from Clarion undergraduate majors other than our own.

Preparation of the Self-Study

The preparation of this self-study began at the Spring 2016 planning retreat. At that time it was decided that even though DILS works as a Committee of the whole for planning purposes, a committee would be formed to cover each of the five standards and that one faculty member would be the lead for each standard. First of all, an Accreditation Advisory Committee was established to guide the development of the Self-Study. The Accreditation Advisory Committee was made up of the following members:

- Faculty: Dr. Linda Lillard (Department Chairperson), Dr. William Buchanan, Dr. James Maccaferri, Dr. Marilyn Harhai, Dr. Janice Krueger, Dr. Rhonda Clark, Dr. YooJin Ha, and Dr. Simon Aristeguieta-Trillos.
- Staff: Mrs. Wenda Strickenberger
- Dean of the University Libraries, Dr. Terry Latour
- Alumni Representative: Elizabeth Cromer
- Presidents of the Library Student Organizations: Amber Morgan-Opitz and Tonya Shaffer

Smaller working committees were formed that reported back to the Accreditation Advisory Committee. The Working Committees were made up of the chair/program director, the seven other full-time faculty, the administrative staff, and graduate assistants. Each standard was assigned to a committee and each committee was led by a member of the faculty as indicated below. All full time faculty members in the Department are tenured. The assignments are as follows:

Standard I: Systematic Planning

Dr. Linda Lillard (Professor and Department Chair, Lead), Dr. Rhonda Clark (Associate Professor, Lead), Dr. Simon Aristeguieta-Trillos (Assistant Professor), Dr. David Hartley, (Associate Dean, COBAIS), Dr. Pamela Gent (Associate Vice President for Academic Affairs), Amber Morgan-Opitz, (Graduate Student)

Standard II: Curriculum

Dr. William Buchanan (Professor, Lead), Dr. Janice Krueger (Associate Professor), Mary Buchanan (Assistant Professor of Library Services), Tonya Shaffer, (Graduate Student)

Standard III: Faculty

Dr. YooJin Ha (Associate Professor, Lead), Dr. Linda Lillard (Professor and Department Chair), Dr. Raymond Feroz (APSCUF President), Alison Lashinsky (Graduate Student)

Standard IV: Students

Dr. Rhonda Clark (Associate Professor, Lead), Dr. Simon Aristeguieta-Trillos (Assistant Professor), Linda Cheresnowski (Assistant Professor, Library Services), Amber Morgan-Opitz (Graduate Student)

Standard V: Administration, Finances, and Resources

Dr. Linda Lillard (Professor and Department Chair, Lead), Dr. William Buchanan (Professor), Dr. David Hartley (Associate Dean, COBAIS), Dr. Terry Latour (Dean of Libraries), Alison Lashinsky (Graduate Student).

Dr. Harhai and Dr. Krueger began the process by providing a brief outline of each chapter for the self-study including links to some of the resources that would be cited in the chapters. Standard leads picked up from there and constructed each chapter and the corresponding links and appendices. These groups worked through summer 2016 and fall 2016 until preparations began for a strike by the Association of Pennsylvania State College and University Faculty (APSCUF) union. The strike resulted from the lack of ability to reach a contract agreement after working without a contract for several years. At this time, because of the loss of the ability to focus on the self study because of strike involvement and the after effects, DILS asked for and received a one semester delay in the External Review Panel (ERP) visit. Consequently, the visit scheduled for Fall of 2017 was rescheduled to Spring of 2018.

With renewed vigor, initial drafts of the self study were completed in early spring 2017. Other faculty members on each committee served as the second reader and then each chapter was brought to available members of the Accreditation Advisory Committee for comment. Weekly meetings took place throughout March, April and May 2017 where available members of the Accreditation Advisory Committee examined each chapter in depth and provided input. Chapters were edited based on these comments and then each chapter was sent to the consultant team of Dr. Daniel O'Connor and Dr. Philip Mulvaney, both of whom served on the Committee on Accreditation (COA) and who were hired to advise DILS through re-accreditation process.

The Standards Committees worked throughout the summer of 2017 to incorporate the recommendations of the consultants and an updated complete draft was presented to the consultants and the accreditation advisory board on September 29. The available members of the Accreditation Advisory Board met on October 12 to consider the recommendations of the consultants and the Standards Committees developed another draft based on these comments. This

draft was placed on the website so that constituents can access and provide feedback. Drs. Lillard, Ha, and Aristeguieta-Trillos also provided a link to the website to the Pennsylvania Library Association Conference held October 15-18, 2017, so that current students, alumni, and employers could be directed to the document and provide feedback. All collected feedback was incorporated into the final draft due to the ERP and the Office of Accreditation on December 11, 2017.

Standard I: Systematic Planning

Standard I: Mission and Goals Achieved Through Systematic Planning

I.1 The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve.

The Clarion DILS faculty systematically develop and assess ongoing planning goals. It is useful to understand the various levels of planning in four "tiers."

1. Vision:

Information for Life.

At the very broadest level sits the vision of the department- Information for Life- which can be understood as creating, teaching, mentoring, and researching to educate students who are both grounded in the needs of the present, but sufficiently visionary to fuel future information innovation.

- This vision guides the more concrete application, which is the DILS' mission:

2. Mission:

The department prepares students for proactive engagement in the information professions.

Through effective mentoring, teaching, collaborative scholarship, high-impact classroom assignments, and many other methods, DILS faculty focus on a primary mission of student preparation.

- This mission is further defined in the department's Program Goal:

3. Program Goal:

The goal of the department is to educate students in accessing, evaluating, managing, communicating, creating and adapting the information environment for changing user groups.

The department maintains one primary goal – that of educating students not only to understand and access information effectively, but to become adept

information professionals, capable of adapting to new environments and information settings.

- This program goal is evaluated through assessment of student learning competencies.
- This program goal is achieved through a series of strategic plan goals outlined in the plan linked below.

4. [Strategic Plan: 2015-18](#)

The department chose to form the current strategic plan around the revised ALA standards, in order to strengthen the fundamental aspects of overall department planning:

I.1.1 Continuous review and revision of the program’s vision, mission, goals, objectives, and student learning outcomes

DILS follows a calendar of review and revision of the program’s vision, mission, goals, objectives, and student learning outcomes during the fall and spring retreats. Ongoing planning occurs in DILS committee work. Evidence of this continuous review can be found in each standard. Table I.1 shows the schedule of the DILS annual planning activities.

Table I.1 DILS Schedule for annual planning process

Schedule for Systematic Annual Planning Process			
Time Frame		Topic	Detailed in standard
F A L L	Fall Retreat- held at beginning of the fall semester	Review our planning documents	1
		Creation of committees	1,2,3,4,5
		Contractual work	2,3
		Curriculum work	2
		Assessment	1,2,4,5
T E R M	Monthly faculty meetings	Curriculum, Students, Planning, Search, Administration	1,2,3,4,5
	Fall Conferences	Interact with constituents at Pennsylvania Library Assoc. and Association of Rural & Small Libraries	1,4
	Fall Advisory Board Meeting	Consultation	1,2,3,4,5

S P R I N G	Spring Retreat- held at beginning of the spring semester	Review our planning documents	1
		Curriculum work	2
		Assessment	1,2,4,5
T E R M	Monthly faculty meetings	Curriculum, Students, Planning, Search, Administration	1,2,3,4,5
	Spring Conferences	Interact with constituents at ALISE, ALA-Midwinter, and Pennsylvania School Librarians Association	1,4
	Summer Conferences	Interact with constituents at ALA Annual	
	Ongoing surveys	Entrance, Exit, MSLS, Alumni, Employer	1,2,3,4,5

The strategic planning review cycle since the last accreditation visit:

Initial Task Force Planning: The work of the Department of Information and Library Science at Clarion University of PA flows from vision, mission, and strategic planning directives of the department, university and system. Immediately following the last accreditation visit, the department undertook a series of task force initiatives focused on departmental planning. All department members participated in intensive work throughout the spring and fall of 2011 to develop our overriding vision of providing students “information for life,” a vision vetted through the planning process repeatedly over the last seven years. The department adopted the “Information for Life” vision in the fall of 2011 and reaffirmed it as the continued vision for the department in the current planning cycle 2016-18. University planning documents and discussions served as a model for the shortened, targeted phrase, intended to capture a sense of purpose and opportunity for our students as consumers of information and as those who would interpret, represent and teach information literacy skills to future library and information center patrons. Student constituents who were consulted at planning meetings to discuss a possible change in the vision articulated a clear preference for this short and apt expression of our vision. The departmental program goal defines our focus on educating students who are prepared to work successfully in a variety of library and information settings. They are prepared to anticipate the rapidly changing information environment and to be effective communicators and leaders in these settings. The primary focus of the department lies in educating strong information professionals.

During the period of task force planning, task force groups evaluated program offerings through a data-driven process of examining program offerings at other ALA programs, job needs for students, goals of current students and current faculty expertise. This work generated new, directed coursework in areas of departmental strength. Additionally, continuous planning generated a focused,

data-driven assessment mechanism for student learning objectives. While core courses had been mapped to the ALA learning competencies in the past, the department adopted an assessment survey to collect indirect data for assessment of the effectiveness of the core in achieving these competencies.

Two cycles of Strategic Planning:

The department typically follows a three-year cycle for strategic planning. Since the last accreditation visit, the department engaged in two strategic planning cycles. The first resulting plan provided guidance to improve very specific elements of departmental function, such as advising:

[Strategic plan 2012-2015](#)

[Strategic plan timeline 2012-2015](#)

The results and evaluation of goal completion occurred during the fall 2015 and spring 2016 planning retreats. The ongoing work of the department committees resulted in completion of strategic goals and tasks. The visioning process, however, for the subsequent planning cycle resulted in the adoption of a planning model, with broader strategic goals oriented around the current ALA standards. These objectives are reviewed at bi-annual planning meetings, as well as in the work of relevant departmental committees, such as the meetings of the search committee and curriculum committee. These goals were first adopted in January of 2016 at the spring departmental planning retreat and have been revisited and considered at each subsequent fall and spring retreat. The full 2015-2018 Strategic Plan with both goals and objectives, can be found [here](#).

The Planning Cycle – Inputs and Responses

Planning at the departmental level is maintained through a constantly revolving pattern of inputs, deliberations, and decisions. The decision-making process is one that is dynamic, allowing for a series of inputs into the planning process, but with consistent rules about how decisions are to be made. Inputs may be internal, originating within the department by faculty, students, or committees, or they may be external, originating from the broader university or system level, from community stakeholders, or mandated shifts articulated from the accrediting body at ALA. Inputs into the decision-making cycle often come in the form of recommendations, requests, or as cyclical data evaluation, such as the mandated evaluation of assessment data at fall and spring retreats. Below are examples of inputs into the decision-making cycle:

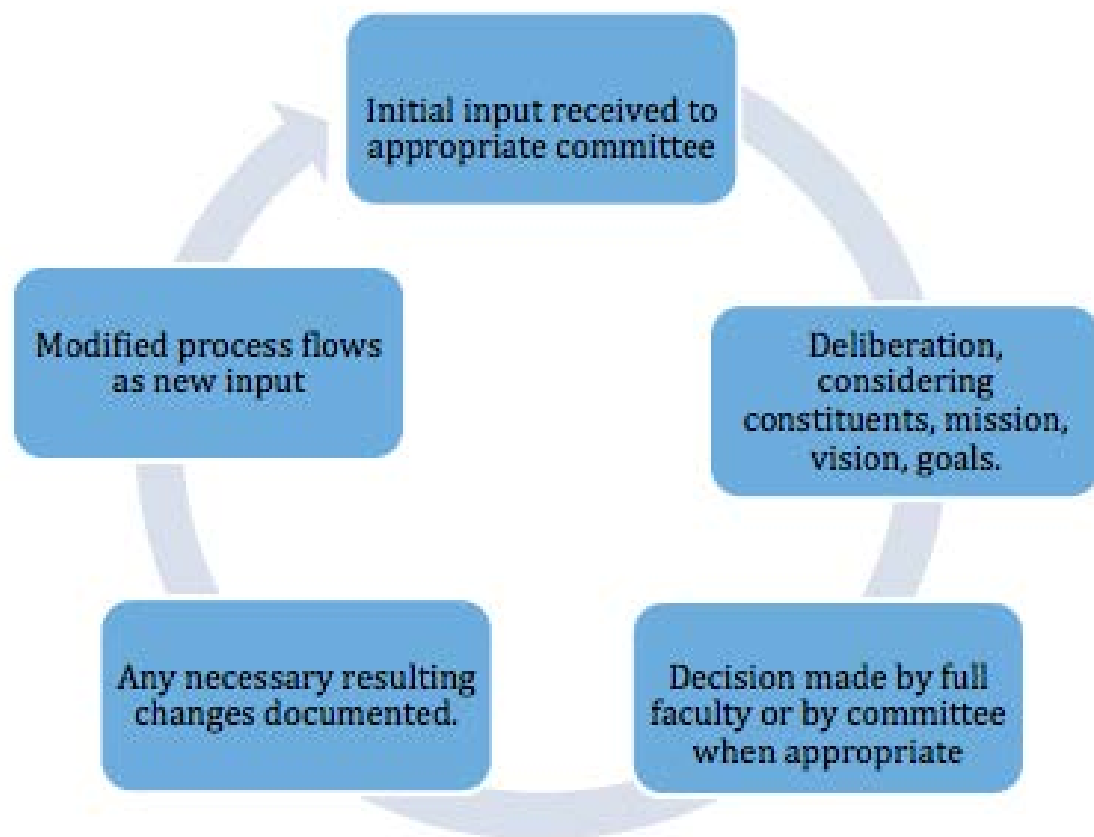
Internal – from faculty - such as recommendations for changes in curriculum based on faculty expertise and emerging research areas

Internal – from the planning process – such as analysis of data on student learning objectives that indicates the need for more technology in our courses

External – such as PASSHE-wide changes in rules governing the number of credits needed for a certificate of advanced study

External – such as a dean’s request for new initiatives in areas of health science informatics.

In each case, the cycle of planning allows for departmental and constituent responses:



The committee structure itself is mandated by the planning, cyclical process at Clarion and by union-specified duties for these committees. Certain committees, such as the evaluation and promotion committees, are clearly defined in the APSCUF contract between faculty and administration. There are specific rules

about the makeup of the committee and the timing for decisions. Other committees exist at the discretion of the department. At each fall planning retreat, committees are established in the manner allowed by the union contract. In some cases, the Chair of the department may appoint a chair and, in other cases, the committee elects a chair. It is important to remember that the full-time faculty are few in number, therefore in many cases the full faculty sit on committees. Additionally, all committees are reconstituted annually at the fall retreat. Each committee has a student member appointed by the faculty. Table I.2 details the committee leadership selection, constitution, and responsibilities.

Table I.2 DILS Committee structure

DILS Committee Structure			
Committee Name	Leadership selection method	Constitution of Committee	Committee responsibilities
Planning and Assessment	Leadership appointed by Chair for department and to represent department at university-wide assessment committee	Any full-time member may serve	Lead strategic planning process at fall and winter retreat. Pull assessment data from surveys and artifacts; analyzes and presents data at retreats
Curriculum	Appointed by Chair	Any full-time member may serve	Oversee development of new courses or curricular changes.
Students	Appointed by chair	Typically, two or three persons self-select, but more may serve	Oversee decisions on student scholarships annually; recommend department actions for student professional organizations
Evaluation	Elected by faculty	Elected by faculty – 3 members FT faculty, either tenured or untenured	Conduct evaluation on both full-time and part-time faculty

Promotion	Elected by faculty in years where a department member is applying for promotion	Elected by faculty – 3 members FT faculty, tenured	Write the department promotion letter for any member applying for promotion.
Search	Elected by faculty	All faculty members, but chair cannot vote	Run searches for full-time hires; maintain the part-time pool according to university three-year cycles

Faculty meetings typically take place one to two times a month on campus. Times for departmental meetings are established at the beginning of each year, such as Tuesdays 10 to noon. If a department meeting is not called for that time slot, often other committees will take the time period. Meetings are to be called with a reasonable amount of lead time, usually at least one week in advance, with the expectation that in any given week, the designated time slot may be utilized for department meetings. Additional times are often required during the busy work times for the search committee or curriculum committee. Faculty members are technically “off contract” in the summer, therefore work is completed during the academic year.

The strategic planning process plays a role in the day-to-day decision-making cycle by providing the overall vision and goals for the department. Committee decisions on curriculum, hiring, and assessment are made only after considering to what degree these decisions meet our departmental goals.

I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes;
I.1.3 Improvements to the program based on analysis of assessment data.

In this section, a detailed analysis of each of the five 2016-18 strategic plan goals, demonstrates assessment and a continuous improvement cycle.

The five strategic plan goals categories are:

- Systematic planning
- Curriculum
- Faculty
- Students
- Administration, finances, and Resources

1. Systematic Planning:
DILS will achieve program goals, objectives, and student learning outcomes through a systematic, data-driven, needs-based planning process.

DILS, in the current planning cycle, invokes more intentionality in showing the relationship between data and the eventual programmatic decisions. For example, during the January 2016 and the Fall 2016 faculty retreats, aggregated data was presented by the assessment committee, then data was reviewed, analyzed and discussed by the faculty during the meeting. It is important to point out that the DILS has established a systematic procedure to administer, capture and analyze data from the following constituencies: students, alumni, and employers. For current students, the cycle begins with two surveys: the entrance survey and the MSLS (Multi-subject learning survey) survey; both are administered while the students are beginning the program and taking LS504; and two surveys exit and MSLS while the students are completing the capstone course either LS570 apprenticeship in librarianship or LS600 research in librarianship. Another piece of data that is captured during the capstone experience is either a reflection/evaluative paper (LS570) or a research paper (LS600). By using surveys and artifacts, the assessment effort collects indirect and direct evidence. For alumni and employers two ongoing online surveys are offered during the academic year. The results typically reiterate student composition and often address points allowing for continuous improvement, for example in curriculum. Preliminary analysis of initial [Multi-subject Learning Survey \(MSLS\)](#) and exit [Multi-subject Learning Survey \(MSLS\)](#) results, generally reaffirm the overall core content of the curriculum with regard to competencies and learning outcomes. Nonetheless, all survey data and emerging trends in the field indicate areas for revision or addition. As subsequently discussed in section II. Curriculum, course revisions, new course development, and concentration areas have occurred.

Also, enrollment and registration data was presented and examined which led to the following recommendations and actions:

1. Development of an organic, or flexible, strategic plan that would allow for updating areas that had been achieved and modifying/creating new areas before the next three-year cycle had initiated.
2. Emphasis on better and clearer use of advising to choose courses for students that would enable them to best achieve departmental learning objectives. Since many students come to the department

with previous work experience in the information field, areas of weakness and strength can vary significantly.

3. Reduction of concentrations.
4. Development of new bibliographic courses.

2. Curriculum

DILS will provide a curriculum that grows out of an organic planning process, in order to meet the changing needs of our constituency.

Departmental discussions about curriculum demonstrated a concern over the rapidly changing field and job opportunities. In line with the first strategic goal, data on student preferences, interests, and job aspirations, as well as data from employers should be used to constantly monitor the state of the field and to support new curriculum. Feedback from alumni, students, and the Advisory Board indicates the need to remain current, flexible, and valid in course offerings. At the same time, the faculty felt strongly that research expertise is vital in maintaining integrity in the program. The action to inventory and analyze current needs is ongoing. For example, in the fall retreat of 2016, numbers of students who were taking the advanced reference courses were analyzed, as were the numbers of students who were choosing from the concentrations in the department. Further, the topics of internships that are negotiated by students, advisors, the department chair, and site supervisors can give some indication of our student employment goals. Information on the internship foci from the previous year were presented. As noted above, as a result of the data presented, the “bibliography” courses for the department were restructured and streamlined. In addition, the development of concentrations, undertaken in 2011 and 2012 with significant input from stakeholders (discussed in depth in the Curriculum chapter), were reduced after several years of data as to the numbers of students interested in pursuing these areas. The number of concentrations were reduced, so more resources and course work could be provided to support the two concentrations that were viable and most preferred by students: Reference and User Services; Local and Archival Studies.

3. Faculty

DILS will recruit and retain a qualified, diverse faculty, capable of meeting the department’s goals, objectives, and learning outcomes.

DILS recognizes the changing nature of the information field and the need to recruit faculty who are able to provide leadership in transitioning the department and its goals successfully. In line with university planning documents, the department emphasizes diversity and quality with regard to faculty. DILS faculty understand the importance of continued

development of faculty and resources to support a highly-qualified teaching and research body. The need for faculty support in professional development is being discussed as well in order to support emerging technological and conceptual shifts that our curriculum is continuing to address.

4. Students

DILS will recruit, admit, educate, support, guide, and graduate diverse, capable students for careers in the information society.

The heart of Clarion's program lies in student success. Discussions about continued student support in a changing information environment have centered on creation of a professional mindset for our students. Because now 100% of our graduate student learning is provided in the online environment, the department is placing a renewed emphasis on developing support programs for students.

5. Administration, Finances, and Resources

DILS will receive administrative, financial, and other support commensurate with that provided to other units within the university and sufficient to allow it to meet its goals and objectives.

DILS has recently moved to the College of Business Administration and Information Sciences. In this transition, department leadership and our stakeholders maintained the need to support the department throughout the transition in a way that was commensurate with other units. Continued discussions about our role and place in the department are conducted with college-level administrators in our planning retreats, as well as through communication of the department chair to the chairs of the other college departments in their regular chair meetings. Through continued strategic reflection upon administrative and financial goals, DILS is able to communicate the priorities of departmental support to the college.

I.1.4 Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.

Constituents and Stakeholders: Clarion University of Pennsylvania operates within the Pennsylvania State System of Higher Education. It is a public institution with a mission to serve the citizens of Pennsylvania, historically those in the immediate region. DILS maintains strong ties to area libraries, many of which are led by Clarion MSLS graduates. Additionally, DILS has a history of

reaching beyond the local area through its development of distance and virtual education. With the shift to predominantly online education over the past eight years, the geographic base of constituents has necessarily broadened, but the nature of the constituents served by the department remains constant.

Additionally, DILS engages in continuous planning activities through ongoing faculty meetings and through systematic interaction with the Advisory Board, Alumni, Clarion University officials, employers, faculty and adjuncts, libraries and other instances of information centers, staff and students. The faculty has traditionally operated on a three-year planning cycle for strategic planning. Planning for specific areas, such as curriculum may originate from departmental strategic objectives or from a variety of factors that initiate change, including, but not limited to:

- College-wide or university-wide strategic goals that translate into new initiatives and areas of focus
- PASSHE-wide policies
- Employment data
- Assessment data

As part of the broad-based and systematic planning process, the department holds a one to two-day planning retreat, during which a review of collected data for decision-making is undertaken. Administrators, students, and other stakeholders play a role in these planning events, during which faculty review the program's overall strategic plan for possible revisions to its stated mission, vision, goals, and learning outcomes. Additional meetings are held throughout the academic year to handle general administrative and operational matters, curriculum revisions, student affairs, and items that arise from the administrative and academic council meetings. Student learning outcomes are checked for alignment with the ALA competencies, curriculum, and assessments.

Members of the program's stakeholder groups serve an important role in shaping the direction of the MSLS program at Clarion University.

Table I.3 shows how the constituents and stakeholders are involved in the planning process.

Table I.3. Constituent and stakeholder: Services and involvement in the systematic strategic planning process, program planning, implementation and assessment

	Constituent Connections	Interaction in Assessment and Planning as Stakeholders	Data incorporated into the planning process
S T U D E N T S	<ul style="list-style-type: none"> • DILS provides students both theory and practice in their educational experience at Clarion. From foundational core courses to a capstone internship or research experience, students move from basic theory to applied practice 	<ul style="list-style-type: none"> • Surveys: entrance and exit • MSLS entrance and exit • Capstone artifacts • Coursework evaluations • Final exams • Students evaluations • Face to face communication • Participation in faculty meetings • Participation in committee meetings • Student organizations • Advising 	<ul style="list-style-type: none"> • Assessment of learning outcomes • Capstone: research and apprenticeship • Job placement support • Curriculum • Planning • Student Affairs
F A C U L T Y	<ul style="list-style-type: none"> • Faculty research and teaching objectives are supported through ongoing curriculum planning and professional development. • Support of adjuncts who are working professionals in the 	<ul style="list-style-type: none"> • Faculty meetings • Department committee meetings • Retreat – twice a year • Phone conversations • Email communication • Through formal mentorship of 	<ul style="list-style-type: none"> • Planning • Assessment • Curriculum • Search - recruitment • Evaluation • Advising • Course offerings and schedules • Development of new courses

	field provides connectivity to ongoing trends.	adjunct faculty	
U N I V E R S I T Y	<ul style="list-style-type: none"> • With our MSLS program noted as a “program of distinction,” DILS provides a graduate experience valued by the university. The department provides information literacy coursework to the broader undergraduate population. 	<p>Staff:</p> <ul style="list-style-type: none"> • Face to face communication • Phone conversations • Email communication • Meetings <p>Clarion Univ. Officials, such as administration, APSCUF:</p> <ul style="list-style-type: none"> • Face to face meetings • Committee meetings • Task force work • Presidential Commission work 	<p>Staff:</p> <ul style="list-style-type: none"> • Recruitment • Enrollment • Graduations • Support for faculty • Communication with students, alumni, Clarion University stakeholders, employers and libraries <p>Clarion Officials:</p> <ul style="list-style-type: none"> • New initiatives • Library collection and holdings • Program assessment • Student life • Online access • Web development • Curriculum • Leadership
A L U M N I	<ul style="list-style-type: none"> • DILS students often retain a strong bond with Clarion University faculty and reach out to them frequently for letters of reference, professional advice, and to “give back” to the upcoming graduate students. 	<ul style="list-style-type: none"> • Alumni survey - ongoing • Meeting at regional and national conferences 	<ul style="list-style-type: none"> • Curriculum • Student preparedness • Job market

A D V I S O R Y B O A R D	<ul style="list-style-type: none"> • Advisory board members are selected for their insights into specific curricular and programmatic initiatives. • Many advisory board members are known leaders nationally or regionally in programmatic strength areas. 	<ul style="list-style-type: none"> • Planning • Assessment • Curricula • Search - recruitment • Evaluation • Advising • Course offerings and schedules • Development of new courses 	<ul style="list-style-type: none"> • Curriculum • Planning • New directions and programs • Trends
E M P L O Y E R S	<ul style="list-style-type: none"> • By developing a graduate program strong in both theory and practice, our graduates consistently arrive at their employment ready to perform their job duties with accuracy and ingenuity. 	<ul style="list-style-type: none"> • Employer survey – ongoing • Meeting at regional and national conferences • Phone conversations • Email communication 	<ul style="list-style-type: none"> • Assessment of program graduates • Apprenticeship • Skills needs – curriculum • Job market • Assessment of program graduates • Job market • Assessment of learning outcomes
T H E F I	<ul style="list-style-type: none"> • DILS faculty frequently provide programming and education through presentations at conferences, through the organization of regional conferences, 	<p>Internship supervisors at libraries (public, school, academic and special libraries) and other cultural heritage institutions.</p> <ul style="list-style-type: none"> • Structured feedback via formal student evaluations 	<p>Internship supervisors at libraries (public, school, academic and special libraries) and other cultural heritage institutions.</p> <ul style="list-style-type: none"> • Feedback on curriculum, assessment of student work

E L D	through speaking at district library events, and through integrated projects with local libraries, archives, and historical societies.	<ul style="list-style-type: none"> ● Collegial interactions with faculty ● Phone conversations ● Email communication ● Apprenticeship evaluations 	
P U B L I C	<ul style="list-style-type: none"> ● DILS faculty carry out numerous applied projects in areas of local collection development, reference services, literacy training and programming, that reach to the general public. 		

A more detailed discussion of the role of each major stakeholder group can provide insight into the highly integrated manner in which these processes occur:

Advisory Board: The Advisory Board provides guidance, advice and expertise on planning, assessing, developing and strengthening the MSLS program. The board offers insight on new trends in the professional field from several perspectives: academic, professional and industry. Until, Fall, 2017, annual meetings of the advisory board consisting of members of our constituent groups of employers and potential employers, part-time faculty, alumni, current students, and full-time faculty were used to provide expert and strategic guidance. Because the DILS program is online and Clarion University is in a relatively remote location, it was difficult to schedule face-to-face meetings of this board; consequently, a face-to-face meeting was arranged during the midwinter ALISE/ALA conferences. Realizing that about half of the full-time faculty did not attend these conferences and not all board members attended these conferences every year, the DILS changed the process to a telephone conference meeting in 2016. Feedback from board members indicated that they found it difficult to participate and make their thoughts known because of time constraints and difficulty being heard. In the fall 2016 planning retreat, the faculty noted this problem and also noted that Advisory Board guidance was

needed more than once a year due to rapid changes in the profession and at the university. At that time, an Advisory Board Listserv was set up in order to allow the DILS to seek constant and ongoing advice from the Board.

Alumni: The Department of Information and Library Science engages alumni by an ongoing survey offered online and by face-to-face interaction at regional and national conferences. Alumni offer a crucial perspective due to the deep knowledge and understanding of the program and the workplace. Relevant areas of involvement are curriculum development, student preparedness and the job market. Alumni in particular areas, such as the local and archival cohort, are also a part of an extended network for Clarion University students. These students offer guidance to their student peers by offering to place them in internships, providing professional guidance, and by serving as a resource for those entering the field. (see local and archival cohort alumni wall of fame page)

Clarion University academic leadership: The DILS is in constant communication and dialog with Clarion University officials. The leadership of the President, the Provost and the Dean provides academic guidance to achieve the mission of the University to deliver excellence in education. DILS actively participates in other university instances such as Graduate Council, Committee on Courses and Programs of Study (CCPS), Faculty Senate, APSCUF committees, Presidential Commissions, taskforce work, and teaching constituents. DILS faculty interacted extensively in these university-level groups, providing and receiving recommendations and suggestions in order to continue servicing the student community, assessing student learning, and offering the resources for the online environment.

Employers: DILS captures employers feedback by an ongoing survey deployed online. The survey is complemented by face-to-face, phone and email interaction. Employers offer information and insight about the job market conditions and the skill toolset necessary in the workplace to successfully develop and advance a career in the information field. Employers offer many opportunities for DILS students to complete the apprenticeship capstone.

Faculty and adjuncts: Faculty is in charge of advancing the mission and fulfilling the vision of DILS and of Clarion University. Faculty plans and assesses the MSLS program. It also participates in departmental committees such as curriculum, search, evaluation, tenure and promotion. Faculty also provides leadership in college-wide and university committees. DILS faculty meets weekly and held retreats at the beginning of the fall and spring.

Libraries: Libraries and other information institutions of the region interact regularly with DILS. As a result of this synergy a very close relationship has evolved between DILS and these important community partners, resulting in assessment of program graduates, job offers and apprenticeships which enrich the learning experience of MSLS students.

Staff: DILS is pleased to have a secretary who contributes in the following areas: recruitment, enrollment, graduation, communication with students and other stakeholders. The staff, as described in Chapter V, play a role in the process.

Students: DILS gathers data and information from students using the following tools: Multi-subject learning survey, entrance and exit survey and capstone artifacts. Other indicators and evidence are coursework evaluations, final exams, student's evaluations and advising. There is also student participation in faculty meeting, retreats and departmental committees.

The Planning Cycle in the Larger University and System Context:

The program's mission and vision are the driving forces behind long range planning. The department is committed to the education and preparation of professionals for successful careers in the library and information marketplace. This overarching commitment is evident in the stated mission and vision statements of the department, and is in keeping with the institution's dedication to professional education:

Clarion University Mission Statement

The Clarion University academic community promotes teaching, learning, and scholarship in a comprehensive liberal arts and professional environment in order to build the skills, knowledge, and dispositions necessary to elevate the life satisfactions of its students.

Clarion University Vision Statement

The Clarion University academic community will intentionally develop the blend of liberal arts and professional programs and degrees, with an emphasis upon high impact practices, to become an institution of "academic best fit" for prospective students from diverse backgrounds and interests.

[Clarion University Mission, Vision, core values and academic strategic plan 2015-2020](#)

Clarion University's Master of Information and Library Science program participates in planning and assessment that flow from the University level through to the department level.

The department fits into a university environment that is defined as student-centered, public education. The planning cycles for university-wide strategic visioning include the full university population, as well as a variety of constituents in the community. Members of the DILS actively took part in a series of discussions for visioning and drafting of strategic goals during the most recent planning cycle. These discussions highlighted areas of growth and influence from the department to the university level and from university goals back to

department planning. Table 1.4 demonstrates planning cycles in the university setting:

Table 1.4 University planning cycles

Planning Document	Cycle	Current Cycle	Departmental Role
System Level			
Pennsylvania's State System of Higher Education Strategic Plan 2020	Five Year	2020	Specific objectives correlate to university, college, and departmental
University Level			
Clarion University Mission, Vision, And Core Values			Values, such as high-impact practices, are communicated to the department for inclusion in planning and curriculum.
Clarion University Academic Strategic Plan	Five Year	2015-20	Faculty were involved in multiple constituent meetings to provide input and direction from the perspective of the department. Academic strategic plan 2015-2020
Clarion University Strategic Equity Diversity Plan	Five Year	2013-18	Two department members (Dr. Krueger and Dr. Clark) served on the Diversity Strategic Plan Task Force and wrote major sections of the planning rationale. A strategic equity diversity plan 2013-2018 Strategic equity diversity plan goals

Clarion University 2014-15 Action Plan	2 year	2014-15	The department of Library Science MSLS program is listed as a “program of distinction.” 2014-2015 Action plan
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Standard I.2: Learning Outcomes

I.2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

I.2.1 The essential character of the field of library and information studies;

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 importance of research to the advancement of the field's knowledge base;

I.2.5 The symbiotic relationship of library and information studies with other fields;

I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

I.2.7 The role of library and information services in a rapidly changing technological society;

I.2.8 The needs of the constituencies that the program seeks to serve.

Objectives/Competencies

To meet the program goal, the following student competencies have been developed. These competencies are intended to serve as a guide to faculty, students, and employers regarding the knowledge, skills and attitudes that the department expects of all of its MSLS graduates. Each student will necessarily develop additional capabilities in their chosen specialization. Infused in these competencies is the department's conviction, as reflected in its curriculum, that the nature and role of information in society, the appropriate use of technology in the provision of library services, and the profession's commitment to intellectual freedom are fundamental to librarianship.

The learning objectives were developed by the faculty in 2011 and are assessed and reviewed yearly at the fall and spring retreats. The learning objectives reflect

ALA Core competences in Librarianship adopted in 2009 defining the basic skills and knowledge a graduate from an ALA accredited school must possess.

American Library Association Core Competencies

1. Foundations of the profession
2. Information resources
3. Organization of recorded knowledge and information
4. Technological knowledge and skill
5. Reference and user services
6. Research
7. Continuing education and lifelong learning
8. Administration and management

Clarion University, Department of Information and Library Sciences learning objectives:

1. Demonstrate knowledge of the information profession by relating foundational principles, philosophy, and ethics to contemporary issues, by identifying key, on-going interdisciplinary developments in the field, and by analyzing current practices for future implications of the profession.
2. Create, select, acquire, manage, and maintain the information environment by analyzing how users seek out information.
3. Demonstrate and be able to explain the principles of organizing recorded information by exploring both past and present theories of organizing and representing recorded information and by understanding and applying the standards of organizing recorded information in libraries and information centers.
4. Identify, explain, use and critically evaluate both current and emerging information technologies in libraries and information centers.
5. Provide information services to a diverse community by analyzing, synthesizing, and disseminating traditional and emerging information resources, by developing communication and interpersonal skills for determining the information needs of all users, by creatively utilizing techniques and tools to address information needs, and by advocating for underserved audiences.
6. Demonstrate an understanding of research by identifying the fundamental characteristics of quantitative and qualitative research and by analyzing the value of research literature in the library and information field.
7. Develop a commitment to continuing education by participating in local, regional, and national professional development opportunities.
8. Demonstrate the principles and practices of administration and management by recognizing the appropriate methods to continually measure and ensure the quality and value of personnel, services, the information environment, and physical spaces, by developing and evaluating the budget and additional sources of funding (i.e. grants) in alignment with short and long range goals and objectives, and by evaluating

the advantages and disadvantages of establishing networks with libraries, consortia, community organizations, government officials, and other professional bodies, i.e. schools.

The MSLS program is designed to achieve the program objectives and outcomes that in turn form the basis for outcomes assessment. The program objectives address the outcomes found in the Standards for Accreditation of Master’s Programs in Library and Information Studies 2015. Table I.5 below presents the mapping of the program objectives to the Standard I outcomes, ALA competencies, courses and the assessment process. This map shows that the MSLS program objectives are in alignment with Standard I outcomes, Clarion University learning outcomes and ALA Core Competencies. This table also indicates how and in which course the learning objectives are assessed.

The following Clarion University-wide learning outcomes were recommended by the General Education Council and faculty Senate and approved by the University President in 2014.

1. Students will mature in their understanding of the creative, natural, social and cultural forces that shape the world.
2. Students will develop intellectual inquiry and problem-solving skills, leading to praxis.
3. Students will commit to personal and professional ethical responsibility.
4. Students will integrate and apply their learning across general and specialized fields.

Table I.5 demonstrates the mapping of departmental learning objectives with the ALA core competencies and the Clarion University learning outcomes:

Table I.5 Mapping department learning objectives/Clarion University/ALA

Clarion University Department of Information and Library Science learning objectives	Clarion University Learning outcomes	ALA Core competency	Course	Indirect /direct assessment	Standard 1 Outcomes
1. Demonstrate knowledge of the information profession by relating foundational principles, philosophy, and ethics to	1	1	LS504	MSLS FP Reflection paper-LS570 Site supervisor	1.2.1 1.2.2 1.2.3 1.2.5

contemporary issues, by identifying key, on-going interdisciplinary developments in the field, and by analyzing current practices for future implications of the profession.				assessment-LS570	
2. Create, select, acquire, manage, and maintain the information environment by analyzing how users seek out information.	4	2	LS 500 LS 504	MSLS IR Reflection paper-LS570 Site supervisor assessment-LS570	I.2.1 I.2.2 I.2.3
3. Demonstrate and be able to explain the principles of organizing recorded information by exploring both past and present theories of organizing and representing recorded information and by understanding and applying the standards of organizing recorded information in libraries and information centers.	4	3	LS505, LS502	MSLS OI Reflection paper-LS570 Site supervisor assessment-LS570	I.2.1 I.2.2 I.2.3
4. Identify, explain, use and critically evaluate both current and emerging information technologies in libraries	2	4	LS573	MSLS IT Research paper-LS600	I.2.7

and information centers.					
5. Provide information services to a diverse community by analyzing, synthesizing, and disseminating traditional and emerging information resources, by developing communication and interpersonal skills for determining the information needs of all users, by creatively utilizing techniques and tools to address information needs, and by advocating for underserved audiences.	4	5	LS500	MSLS Ref Reflection paper-LS570 Site supervisor assessment-LS570	I.2.6
6. Demonstrate an understanding of research by identifying the fundamental characteristics of quantitative and qualitative research and by analyzing the value of research literature in the library and information field.	2	6	LS 504 LS 500	MSLS Res Research paper-LS600	I.2.4
7. Develop a commitment to continuing education by	3	7	LS504	MSLS LL	I.2.8

participating in local, regional, and national professional development opportunities.					
8. Demonstrate the principles and practices of administration and management by recognizing the appropriate methods to continually measure and ensure the quality and value of personnel, services, the information environment, and physical spaces, by developing and evaluating the budget and additional sources of funding (i.e. grants) in alignment with short and long range goals and objectives, and by evaluating the advantages and disadvantages of establishing networks with libraries, consortia, community organizations, government officials, and other professional bodies, i.e. schools.	3	8	LS532, LS534	MSLS FP, Admin, Ref Reflection paper-LS570 Site supervisor assessment-LS570	I.2.6

These areas are reflected in the tables with the alignment of the program's strategic goals, ALA competencies, core courses, accreditation standards, and

assessment process. As noted in the description of the MSLS instrument, numerous professional association competency sets are addressed. The capstone courses can also focus on these areas through research and experiential learning. The table in II.2 demonstrates how the curriculum relates to these areas.

In continuing efforts to measure student learning, the faculty of DILS developed several indirect assessments: an entrance survey, a multi-subject learning survey, and an exit survey. The entrance survey and the multi-subject learning survey are taken by students in the introductory course, LS 504 and the exit survey and the multi-subject learning survey is taken again in the capstone experience course, LS 600 or LS 570. In 2013 direct assessments were added to the assessment plan: the capstone research paper/project in LS 600 and the site supervisor assessment and the student reflection paper from the capstone apprenticeship course LS 570.

Key measures and data collection includes:

Program objectives/competencies: Faculty assess student satisfaction of program objectives/competencies in required courses. Analysis of these data is presented at the faculty retreats, which are held at the beginning of the fall and spring terms.

Course grades: Faculty assign course grades based on evidence of student competencies and achievement of course objectives

Annual university assessment reports: DILS analyzes student learning in core courses, surveys, and capstone assessments to prepare an annual assessment report required by the university.

Surveys of current students: (beginning of program), graduating students (capstone), alumni (ongoing), and employers (ongoing): Feedback from these stakeholders helps DILS evaluate the program offerings and operations.

Feedback from DILS Advisory Board: Faculty meets on an annual basis to discuss planning, curricula, and new directions.

Apprenticeship evaluations: Site supervisors evaluate student performance in the apprenticeship and students analyze their experience in the reflection paper. Faculty is in the process of discussing the creation of surveys for both the students and the apprenticeship supervisors that will aid in identifying areas for improvement. Students also record a weekly diary of their apprenticeship experiences and share with each other in the discussion forum for the apprenticeship class.

Admission statistics: Academic and demographic data on applications and admitted students are reviewed to ensure admitted students have sufficient preparation and ability to complete a graduate program.

Graduation rates: This data is reviewed periodically to ensure students complete the program within a reasonable timeframe.

Teaching evaluations: By rule of the Collective Bargaining Agreement, student and peer teaching evaluations are not required of tenured faculty. All faculty in the department are tenured at this time.

In Table I.6, evidence of student learning assessments is provided.

Table I.6 Student learning assessments

Indirect assessment	Direct assessment	Other evidence
Entrance survey, deployed LS504, D2L	Reflection paper, capstone LS570	<ul style="list-style-type: none"> · Scholarships · Awards · Successful completion of course curricula · Stakeholders interaction at regional and national conferences
Multi-subject learning survey (MSLS), deployed LS504, D2L	Research paper/project, capstone LS600	
Exit survey, deployed in capstone, either LS570 or LS600, D2L	Site supervisor assessment, capstone LS570	
Multi-subject learning survey (MSLS), deployed in capstone, either LS570 or LS600, D2L	Coursework evaluations, grades	

Description of the Multi-Subject Learning survey(MSLS)

The multi-subject learning survey assessment instrument was developed by two faculty members of the DILS and first published in 2015; and later in 2016

(Harhai & Krueger, 2015; 2016). Table I.7 below shows the instrument categories and the number of items survey in each one. For more information on this instrument see:

Harhai, M. K., & Krueger, J. M. (2015). Developing competency-based assessment for library professionals. *Pennsylvania Libraries: Research & Practice*, 3(1), 1-15 and

Harhai, M. K., & Krueger, J. M. (2016). Competency-based professional development, *Journal of Library Administration*, 56:8, 939-956.

Table I.7 Multi-Subject Learning survey content

Category	
1. Foundational principles of librarianship (FP)	9 items
2. Information resources (IR)	3 items
3. Organization of information (OI)	3 items
4. Information technology (IT)	3 items
5. Reference (Ref)	7 items
6. Research (Res)	2 items
7. Lifelong learning (LL)	3 items
8. Administration (Admin)	5 items

Example of Multi-Subject Learning survey comparison results for the academic year 2012-2013, 2013-2014, 2014-2015, 2015-2016 for the following learning objectives (for full results go to [Clarion University LIS accreditation](#))

Assessment Reflection paper, capstone LS570

Provides an advanced pre-professional experience through work in a cooperating library or information center. Students are expected to apply and evaluate the

theory and practice learned in the classroom; prepare an evaluative paper, and be observed and evaluated by the site supervisor. Accreditation assessments administered.

The reflection paper is based on the capstone LS570 apprenticeship; data from the reflection paper, feedback from employers and alumni indicates that this experience is vital for the professional development of the DILS graduate students. There are recorded instances where DILS students are offered jobs after the apprenticeship is over and the academic program has concluded. For more information go to [Clarion University LIS accreditation](#)

Assessment of the research paper/project, capstone LS600

Intended as a capstone experience for students in the Masters of Science in Library Science program. Provides the opportunity to pursue a research project related to the student's area of specialization or interest and which is based on research strategies developed in LS550. For more information go to [Clarion University LIS accreditation](#)

The Assessment Review Calendar

DILS promotes systematic assessment and data review through the development of a fixed cycle. The department assessment committee conducts the review and presents data at the next faculty retreat.

Table I.8 Timeline Analysis of Data

Assessment	Fall	Spring
Entrance survey	X	
Exit survey	X	
Multi-subject learning survey (MSLS)	X	
Reflection paper, capstone LS570	X	
Site supervisor assessment, capstone LS570	X	
Research paper/project, capstone LS 600 - Research in Librarianship		X

Alumni survey		X
Employer survey		X

Decisions made resulting from the assessment data review are noted in department minutes and implemented through the work of committees. Table I.9 notes the roles of stakeholders in this decision-making framework.

Table I.9 Stakeholder engagement in assessment

Item and Responsible Parties	Stakeholder Input
Review of Vision, Mission, Goals, Objectives/Competencies (biannual at semester retreat)	Alumni Survey: PALA conference, PSLA conference; Facebook page
Biennial Report to COA (chair with faculty input)	Biannual review of Vision, Mission, Goals and Objectives/Competencies
Clarion University Annual Assessment Report/University management	See ISLAC below Standard 1.5.
Employers	LS570 Internship evaluations, on-going employer survey
Alumni	Alumni survey
Students	Students surveys, personal interactions and advising
Advisory Board	Annual meeting
Adjunct faculty	Professional mentoring, peer-evaluations

The MSLS program employs eight full-time faculty members and a group of part-time adjunct faculty members to educate students in these areas. The average number of part time faculty members hired from 2011-2017 is 9 per year and

Table I.10 shows the full time equivalent and shows that the proportion of courses taught by part-time faculty is in a downward trend since 2014-2015.

Table I.10 Full-time equivalent faculty

Academic Year (including summer terms)	FTE Part-Time Faculty
2016–2017	.83
2015–2016	1.5
2014–2015	3
2013–2014	3
2012–2013	1.3
2011–2012	2.3

Faculty members have subject expertise and robust professional experience in various areas of the library and information profession. The faculty come from diverse backgrounds and have the expertise to cover all the core courses in addition to courses in their particular areas of specialization and experience. Part-time adjunct faculty members are chosen for their experience and are highly regarded practitioners from libraries and archives all across the country. Details on the qualifications, experience, and specializations of the full-time and part-time adjunct faculty members is presented in Chapter III: Faculty.

Standard I.3: Value of Teaching and Service Incorporated in Goals and Objectives

I.3 Program goals and objectives incorporate the value of teaching and service to the field

The value of teaching and service to the field is incorporated in the MSLS program goal:

The goal of the department is to educate students in accessing, evaluating, managing, communicating, creating and adapting the information environment for changing user groups.

The following program outcomes/competencies cover the value of teaching and service:

- Create, select, acquire, manage, and maintain the information environment by analyzing how users seek out information.

- Provide information services to a diverse community by analyzing, synthesizing, and disseminating traditional and emerging information resources, by developing communication and interpersonal skills for determining the information needs of all users, by creatively utilizing techniques and tools to address information needs, and by advocating for underserved audiences.
- Develop a commitment to continuing education by participating in local, regional, and national professional development opportunities.

In addition, as III.3 indicates, the faculty are dedicated to the education of library and information professionals. Through coursework and faculty example, students learn the value of teaching, the importance of information literacy, and the need for readers' advisory for their future service communities. Examples of proven leadership and service are indicated by the testimonials on the [department web page](#) and recognized leaders in section II.2.6.

Standard I.4: Program Evaluation

I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

Beginning in the fall of 2014, the Institutional and Student Learning Assessment Committee (ISLAC) has mandated university-wide program review. The purpose of ISLAC is to help advance a sustainable culture of assessment at Clarion University that is both valued and supported across all divisions. In addressing this charge, the committee has worked to ensure that:

1. Clarion University has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and strategic directions and its compliance with institutional accreditation standards;
2. Clarion University's assessment of student learning demonstrates that students have knowledge, skills, and competencies consistent with the goals of the Pennsylvania State System of Higher Education (PASSHE) and of the university.

One of ISLAC's most important undertakings in the past two years has been to formalize program assessment at the University. During the 2015-2016 Academic Year, 85% of the programs at Clarion participated in the annual assessment process.

This assessment data is being used to make programmatic changes and to improve student learning across the curriculum. Part of the program assessment

process is focused on aligning program outcomes with the University-wide outcomes. (Information taken from [Assessment & Improvement](#)).

DILS is in the initial stages of evaluating input from ISLAC for the academic years 2015-17. See [I.10](#), [I.11](#), [I.12](#), and [I.13](#) for MSLS program assessment for the years 2015-2016 and 2016-2017.

1.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

The department also has systematically sought input on program effectiveness from a variety of sources, such as students, alumni, employers, part-time faculty, external advisers, and the professional literature. This input is gathered through surveys, at campus departmental meetings, interactions arranged at professional conferences, or through virtual meetings. Traditionally, the department holds extended faculty meetings at the beginning of each academic year or semester to review items listed in section I.1. Subsequent meetings are held throughout the academic year and the work can be divided into specific categories: planning, curriculum, student affairs, faculty evaluation, tenure, promotion and search in accordance with the CBA.

Evidence of constituency data collection includes:

- Entrance Survey (students)
- Exit Survey (students)
- MSLS (students)
- AdHoc surveys (students)
- Minutes of meetings documenting input from students, adjuncts, alumni, and Advisory Board members
- Alumni survey
- Employer survey
- Minutes from focus groups at conferences

The vision, mission, goal and objectives/competencies of DILS are published online on the department [website](#). Students, faculty, employers, and other stakeholders are informed of the website. DILS uses several listservs to reach students, [adjunct faculty](#), and alumni and publicize changes or revisions of the program's website. The vision, mission, goal, objectives/competencies are the basis of continuous discussions in the following venues:

1. Semester retreats
2. Full faculty meetings (at least monthly, but as needed)
3. ILS Advisory Board listserv
4. ILS Student and Alumni listservs
5. Committee Meetings

Standard I.5: Evidence of Decision Making

1.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals and objectives.

At the university level, program evaluations are overseen by the systematic work of ISLAC, which provides key assessment data for CAEP and other accrediting bodies of Clarion University's programs. University structures provides assistance to developing teaching excellence, a key component of program objective attainment, through the Learning Technologies Center required online course development programs, frequent program offerings on technology, teaching methods, and instructional designed for online teaching. Additionally faculty may participate in Quality Matters (QM) trainings to better develop course design. Success with CAEP and other accreditations speak to the success of ISLAC efforts at beginning program evaluation at Clarion.

At the department level, key decision-making for success of the program goal, strategic objectives, and outcomes operates in departmental committee structures for:

- 1) Strategic planning cycles: Each fall and spring the full faculty, as well as invited constituents, review current strategic initiatives, as well as establish and review ongoing methods of attainment of these goals. The current strategic cycle ends in 2018.
- 2) Development of curriculum that supports program objectives. Decisions on curriculum are initiated at the department level through the regular meetings of the Curriculum Committee. This committee initiates new curriculum directions from appropriate internal and external inputs, such as growth in faculty expertise sectors and requests for programs by university leadership that depend upon field-wide market and growth analyses. Curricular changes are evaluated against current goals and objectives; they conversely feed into new discussion of appropriate goals for future years. Once the Curriculum Committee recommends new courses or programs to the regular faculty, decisions are documented in the minutes of regular faculty meetings. Clarion University has a strict cycle of curriculum review by the APSCUF Committee on Courses and Programs of Study (CCPS). Once approval is achieved at CCPS, the Faculty Senate must review and approve the proposal, as well as the President of the University. Some programmatic changes require system approval as well. Table I.11 shows the planning cycle for overall strategic planning in the university, as well as the departmental planning cycle.

Table I.11 University and departmental annual planning cycles

	Dates	Goals	Participants	Results	Data
Overall Strategic Planning Cycles	Fall and Spring every year	Reassess and align vision, mission, goals, and objectives	All department faculty, dean, associate dean, student representatives, and management	2016-2018 Strategic Plan	<ul style="list-style-type: none"> • Entrance/Exit surveys • MSLS • Capstone artifacts • Alumni survey • Employer survey • Program statistics • Advisory board input • University ISLAC program review
Department Committee Planning Processes	1-4 times per semester, depending on committee need	Assess internal and external requests for change against current Mission, Vision, Program goals, and Strategic Plan, as well as data presented	Faculty, student representatives, advisory board members, alumni and representatives.	Curricular, hiring, programmatic, student services changes	<ul style="list-style-type: none"> • Competitor analysis • Job ad analysis • Literature review • Faculty utilization • University scorecards • Support services reports • Budget information

Standard I.6: Evaluation Results Used for Improvement and Planning

1.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

The purpose behind department meetings and communication with all constituencies is to use the evaluation results for continuous improvement. Specific actions are addressed in this and subsequent sections discussing each standard. The department continually responds to all input gathered from the various groups that compose its constituencies as well as to emerging trends in the field obtained through professional conferences and the literature.

Examples of data-driven changes to program since the last accreditation visit:

- Creation and continued use of internship and research course as capstone experiences.
- Development and modification of program concentrations.
- Emphasis on better and clearer use of advising to choose courses for students that would enable them to best obtain departmental learning objectives.
- Creation of new undergraduate courses to avoid repetition for those students entering the new bachelor's to master's program.
- Development of the local and archival cohort student group for online activities centered on a specific professional interest
- Development of graduate courses in line with trending market needs, such as health information and genealogy/family history reference services.

Plans for the Future

DLIS has been refining the assessment process to incorporate additional measurements of student and program success. At the present time, new surveys to be administered to students in the capstone courses and to the Apprenticeship supervisors are in the developmental stages in order to collect data, which will help to establish new directions in the program. During the process of the self-study, it became evident that

- 1) Since the last accreditation visit, a robust and growing model for assessment had been established successfully and,
- 2) Efforts to evaluate and inform that model from constituent feedback and routine departmental work should be more regular and more clearly documented. The following assessment calendar is under consideration for an improved model to use data from assessment to enact documented changes in curriculum, teaching, faculty development and other departmental policies.

Table I.12 provides a cycle of decision processes model that is under consideration.

Cycle of Decision Processes DILS- Planning						
Fall/Spring Planning Retreat			Stakeholder Review	Review of Stakeholder Responses	Actions and Documentation of Decisions	
Information Reviewed	Who Conducts Review?	Outcomes				
Planning: <ul style="list-style-type: none"> • Vision, Mission • Strategic Goals Annual data: <ul style="list-style-type: none"> • Surveys • Management input • Constituents present at meeting 	<ul style="list-style-type: none"> • Full-time faculty • Student members of department committees 	<ul style="list-style-type: none"> • Document of resulting recommendations for change or confirmation of status quo 	<ul style="list-style-type: none"> • Constituents review via list-serv and/or email • Responses collected from list-serv postings and email 	<ul style="list-style-type: none"> • Work is continued in appropriate committee meetings 	<ul style="list-style-type: none"> • Paperwork prepared for any actions by faculty • Decisions posted to website by staff 	
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> Notes from meeting sent to stakeholders by September/February 10. </div>			<div style="border: 1px solid black; padding: 5px; width: fit-content;"> Responses emailed by end of September /February </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> Responses recorded by end of October / March </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> Forms and website updated by end of November/ April </div>	
AUG./JAN.			SEPT./FEB.	OCT./MAR.	NOV./APR	

Standard II: Curriculum

Shortly after the last accreditation visit and before the restructuring of university colleges and departments, the DILS faculty, in discussion with the Dean of COEHS made the decision to offer the MSLS program online only since student enrollment favored online delivery rather than on site. Enrollment in onsite classes in Clarion and at the distance sites in Harrisburg and Philadelphia had dropped below what was necessary for a class to “make” and the students were enrolling in the online sections instead. This type of decision is typically made without additional constituent involvement because the students were speaking to us with their enrollment trends. The MSLS program continues to include an array of graduate courses designed to provide each student with a coherent program of study. While the DILS faculty has always been committed to a strong generalist program, two dual degree programs (MSLS/JD, Widener School of Law, and MSLS/MA in Applied History, Shippensburg University) are offered along with different areas of focus. A brief overview of the curriculum paths to the MSLS is presented followed by a discussion addressing the elements of the curriculum standard.

Students are required to take six core and six elective courses for a total of thirty-six credits and have a maximum of six years to complete the program. The core courses for the degree are: LS500: Information Sources and Services, LS504: Introduction to the Information Professions, LS505: Organization of Information, LS573: Integrated Technologies in Libraries, LS 534: Administration and Management of Libraries, and a capstone course, either LS570: Apprenticeship in Information Agencies, or LS600: Research in Librarianship. Students take six electives from the remaining courses to complete the degree and are able to transfer 6 to 9 credits (see [MSLS check sheet](#)). More specific programs of study are evident with the concentrations, such as the one for School Library Media (see [MSLS library media check sheet](#)) and the one for Local and Archival Studies (see [MSLS local and archival studies](#)). Students can plan their course of study by using these itemized listings (called check sheets) or by consulting their academic requirements in the student information system, [MyClarion](#). Preparation for various career paths, such as adult or children services, can also be achieved through consultation with faculty advisers.

Many students begin in the undergraduate online BS in Liberal Studies, concentration in Library and Information Studies degree and then apply and enroll in the MSLS program upon graduation. This is designed for students whose life situations prevent them from attending classes on site, such as working adults and stay at home parents with small children. The program is popular and enrolls approximately 100 students per semester from across the United States, though some students on the Clarion campus opt to take the program as well. At one time the undergraduate classes were offered both online and on campus but this is when the BSED/Library Science degree (presently in moratorium) was being offered. At that time, there were enough students to offer

on campus and online sections. When the number of students in the BSED dwindled and the degree was placed in moratorium, there were only enough students for one section of undergraduate classes, which had to be offered online since the majority of the BS in Liberal Studies, Library and Information Studies Concentration were online students. At the present time, then, the on-campus BS in Liberal Studies, Library and Information Studies students take their library and information studies classes online and the rest of their classes on campus.

Students who complete the BS degree in Liberal Studies, Library and Information Studies concentration are interested in entering the MSLS program upon completion. Originally, many of the courses drew from existing courses in the BS in Education program for students studying to become credentialed as school librarians at the undergraduate level. Consequently, many of the courses were undergraduate versions of courses in the graduate curriculum. Feedback from students upon entering the graduate program indicated a degree of repetitiveness with these courses. Therefore, the BS in Liberal Studies, concentration in Library and Information Studies curriculum was redesigned so as not to duplicate required coursework at the graduate level. Additionally, the Accelerated Bachelors to Masters Program was approved by PASSHE as a means for moving students from undergraduate to graduate programs and is available when students reach their junior year. Students with a 3.0 GPA are permitted to enroll in twelve graduate credits while completing their undergraduate degrees. These courses garner credit toward their undergraduate degrees and then allow them to begin with 12 graduate credits completed when they move into the graduate program. The 12 credits the students take as undergraduates are regular MSLS graduate courses from the DILS program. This is both an accelerated beginning and a tuition savings for these students.

The Clarion academic year is organized, for the most part, in two fifteen-week semesters (fall and spring) and a winter intersession between the two semesters. More recently, the administration has also introduced seven-week sessions during the academic year, allowing department chairs to select courses for this structure. Summer courses are typically divided into three sessions. Summer 1 is a three-week period, while summers 2 and 3 last for five weeks. Department chairs can also arrange courses during the summer using the seven-week structure. The DILS faculty regularly offer seven or fifteen-week courses in fall and spring and can teach in winter, summer 2, and summer 3 sessions as desired. On occasion, summer 1 is also utilized for capstone course scheduling. The [course cycle](#) and [course descriptions](#) allow students to plan their programs of study. Course descriptions and curricular actions for all graduate course offerings are available in the following [graduate course descriptions](#).

Standard II.1: Curriculum Based on Goals and Objectives

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.

The curriculum aligns with goals and objectives identified through the department's ongoing planning and with the competencies identified by ALA. The department strives to incorporate the major theories, principles, and current and emerging practices in the field through the core and elective courses. Faculty instills leadership qualities, skills, and knowledge through a combination of coursework, guidance of student organizations, and modeling of research and service. Students are taught how to design, conduct, and disseminate research and how to sustain lifelong learning through professional development. Students are exposed to the profession in theory and in practice through coursework, field trips, experiential opportunities (such as internships, and field experiences), and by communicating with working professionals.

The following tables describe the alignment used in mapping the program's strategic goals and learning outcomes, ALA competencies, core courses, and assessment processes. Table II.1 reflects the program mapping created shortly after the 2010 accreditation visit. Prior to 2008, DILS considered ways that it could assess learning outcomes. When the portfolio approach was considered, administration would not allow the work of assessing the portfolios to take place without credits being attached which would mean the credit hours for the degree would have to be increased. The portfolio idea was then abandoned and so the assessment process was linked to the existing core courses and specific assignments were identified to gauge student achievement of learning outcomes.

Table II.1 Program Mapping (Created 2/2011 revised: 03/28/16; 04/12/17)

Outcomes	ALA Competencies	Competency #, Course & Assessment	Number of Results: Above, Meets, Below	Actions
<p>Demonstrate knowledge of the information profession by relating foundational principles, philosophy, and ethics to contemporary issues, by identifying key, on-going interdisciplinary developments in the field, and by analyzing current practices for future implications of the profession</p>	<p>1A. The ethics, values, and foundational principles of the library and information profession. (LS504)</p> <hr/> <p>1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience). (LS504)</p> <hr/>	<p>1A.-1K, 7A.-7B., LS504, Organization research paper</p>	<p>Spring 2011: A= 22; M= 1, B=4; Fall 2011: A=51; M=14; B=6; Spring 2012: A=37; M=24; B=1</p>	<p>Initiate pre/post MSLS survey Fall 2012 for all competencies</p>

	<p>1C. The history of libraries and librarianship. (LS504)</p> <hr/> <p>1D. The history of human communication and its impact on libraries. (LS504)</p> <hr/> <p>1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies. (LS504)</p> <hr/> <p>1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library</p>			
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	<p>and information profession. (LS504)</p> <hr/> <p>1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property. (LS504)</p> <hr/> <p>1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services. (LS504)</p> <hr/>	<p>1K: PRAXIS exams</p>		
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	<p>1J. Effective communication techniques (verbal and written). (LS504, 532, 534, 573)</p> <hr/> <p>1K. Certification and/or licensure requirements of specialized areas of the profession. (LS504)</p> <hr/> <p>7A. The necessity of continuing professional development of practitioners in libraries and other information agencies. (LS504)</p> <hr/> <p>7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of</p>			
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	<p>quality service and the use of</p> <p>lifelong learning in the promotion of library services. (LS504)</p>			
<p>Create, select, acquire, manage, and maintain the information environment by analyzing how users seek out information</p>	<p>2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition. (LS501; 504)</p> <hr/> <p>2B. Concepts, issues, and methods related to the acquisition and disposition of</p> <p>resources, including evaluation, selection, purchasing, processing, storing, and deselection. (LS500, 501)</p> <hr/>	<p>2A-2D: LS501: Selection Assignment</p>	<p>Spring 2011: A=17; M=4; B=4; Spring 2012: A=44; M=8; B=2</p>	

	<p>2C. Concepts, issues, and methods related to the management of various collections. (LS501, 532, 534)</p> <hr/> <p>2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation. (LS501, 532, 534)</p>			
<p>Demonstrate and be able to explain the principles of organizing recorded information by exploring both past and present theories of organizing and representing recorded information and by understanding and applying the</p>	<p>3A. The principles involved in the organization and representation of recorded knowledge and information. (LS502)</p> <hr/> <p>3B. The developmental, descriptive, and evaluative</p>	<p>3A-3C: LS502: Cataloging Assignment</p>	<p>Fall 2011: A=27; M=41; B=2; Spring 2012: A=18; M=12; B-1</p>	

standards of organizing recorded information in libraries and information centers	<p>skills needed to organize recorded knowledge and information resources. (LS502)</p> <hr/> <p>3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information. (LS502)</p>			
Identify, explain, use and critically evaluate both current and emerging information technologies in libraries and information centers	<p>4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies. (LS573)</p>	4A-4D: LS573: Product Review	Fall 2011: A=64; M=40; B=8	

	<hr/> <hr/> <p>4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications. (LS573)</p> <hr/> <hr/> <p>4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services. (LS 573)</p> <hr/> <hr/> <p>4D. The principles and techniques necessary to</p>			
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	<p>identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements. (LS573)</p>			
<p>Provide information services to a diverse community by analyzing, synthesizing, and disseminating traditional and emerging information resources, by developing communication and interpersonal skills for determining the information needs of all users, by creatively utilizing techniques and tools to address information needs, and by advocating for</p>	<p>5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups. (LS500)</p> <hr/> <p>5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups. (LS500)</p>	<p>5A-5G; 7C-7D: LS500: Question Sets</p>	<p>Spring 2011: A=29; M=16; B=6; Fall 2011: A=145; M=44; B=6; Spring 2012: A=39; M=0; B=0</p>	

underserved audiences.	<hr/> <p>5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information. (LS500)</p> <hr/> <p>5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy. (LS500)</p> <hr/> <p>5E. The principles and methods of advocacy used to reach specific audiences promote and</p>			
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	<p>explain concepts and services. (LS500)</p> <hr/> <p>5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences. (LS500)</p> <hr/> <p>5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development. (LS500)</p> <hr/> <p>7C. Learning theories, instructional methods, and</p>			
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	<p>achievement measures; and their application in libraries and other information agencies. (LS500, 532)</p> <hr/> <p>7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information. (LS500, 532)</p>			
<p>Demonstrate an understanding of research by identifying the fundamental characteristics of quantitative and qualitative research and by analyzing the value of research</p>	<p>6A. The fundamentals of quantitative and qualitative research methods. (LS504, 550)</p> <hr/> <p>6B. The central research findings and research</p>	<p>6A-C: LS550: Research Proposal; exams</p>	<p>Spring 2011: A=21; M=1; B=1; Spring 2012: A=106; M=24; B=22; Summer 2012: A=45; B=28; C=1</p>	<p>Revised LS550</p>

<p>literature in the library and information field</p>	<p>literature of the field. (LS504, 550)</p> <hr/> <p>6C. The principles and methods used to assess the actual and potential value of new research. (LS504, 550)</p>			
<p>Develop a commitment to continuing education by participating in local, regional, and national professional development opportunities</p>	<p>7A. The necessity of continuing professional development of practitioners in libraries and other information agencies. (LS500, 504, 532, 534, 573)</p> <hr/> <p>7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of</p>	<p>7A, 7B: LS504: Organization Research paper</p>	<p>Spring 2011: A= 22; M= 1, B=4; Fall 2011: A=51; M=14; B=6; Spring 2012: A=37; M=24; B=1</p>	

	<p>quality service and the use of</p> <p>lifelong learning in the promotion of library services. (LS500, 504, 532, 534)</p>			
<p>Demonstrate the principles and practices of administration and management by recognizing the appropriate methods to continually measure and ensure the quality and value of personnel, services, the information environment, and physical spaces, by developing and evaluating the budget and additional sources of funding (i.e. grants) in alignment with short</p>	<p>1I. The techniques used to analyze complex problems and create appropriate solutions. (LS550, 534)</p> <hr/> <p>8A. The principles of planning and budgeting in libraries and other information agencies. (LS532, 534)</p> <hr/> <p>8B. The principles of effective personnel practices and human resource development. (LS532, 534)</p>	<p>1I: LS550: Research Proposal; exams</p> <p>8A-8E: LS534: Case Study</p>	<p>Spring 2011: A=21; M=1; B=1; Spring 2012: A=106; M=24; B=22; Summer 2012: A=45; B=28; C=1</p> <p>Spring 2011: A=12; M=6; B=1; Fall 2011: A=52; M=8; B=5</p>	

<p>and long range goals and objectives, and by evaluating the advantages and disadvantages of establishing networks with libraries, consortia, community organizations, government officials, and other professional bodies, i.e. schools</p>	<hr/> <p>8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes. (LS532, 534)</p> <hr/> <p>8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served. (LS532, 534)</p> <hr/> <p>8E. The concepts behind, issues relating to, and methods for, principled,</p>			
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	transformational leadership. (LS532, 534)			
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The assessment results clearly revealed that most students performed at or above expected levels and achieved all learning outcomes, which was not generally surprising given the admissions criteria. Upon reviewing these results and, considering changes to the core courses along with the addition of a capstone course, the faculty considered a new assessment approach.

Prior to 2008, the Department wanted to find a way to assess whether students were meeting the learning outcomes for the program. At that time, the faculty thought a portfolio approach, one that is used by many schools, would be a good option. Administration would not agree to this method because there really needed to be a course with credits attached to the portfolio and the Department did not want to increase the credits for the degree. In searching for another way to assess the learning outcomes, the Multi-Subject Learning Survey was developed by Dr. Harhai to ascertain achievement of specific competencies more effectively (see [Multi-Subject Learning Survey](#)). A significant component of the development of the MSLS assessment plan was the use of the WebJunction document which aligns numerous professional association competency sets within the [WebJunction Competency Index](#). The use of the *Competency Index for the Library Field* (Gutsche & Hough, 2014) incorporated expert practitioner input, feedback from leaders in the profession, and numerous professional association competency sets into the MSLS instrument. The faculty reviewed the survey instrument and made the decision to use it. (see [Harhai & Krueger, 2015](#)). When the PASSHE required a capstone experience for all programs, DILS decided that the LS 570 Internship course (now named Apprenticeship) would serve as one capstone choice while the other would be a research paper (LS 600) as an option for students who did not have enough free time to put in the 135 hours required for the Apprenticeship. The LS 600 requires a research paper and the LS 570 requires a reflective paper. The Multi-Subject Learning Survey along with the capstone course papers serve as final program assessment at the present time. In the process of writing this self study, DILS faculty realized that our final assessments are more self assessments on the part of the student and are considering adding a portfolio element to both capstone classes so that the faculty has a way of assessing how they believe students have met program learning outcomes based on their class work.

Table II.2 shows the realignment of the new core courses to the MSLS. The final aggregate data set for the MSLS exit survey is only presented in this table. Responses at the competent, very strong, or expert levels on the [accreditation](#) are totaled in the Above (A) category, responses for the competent level are placed in the Meets (M) category, and responses for the weak, very weak, or no ability levels are combined in the Below (B) category. Data from previous years of both the pre- and post-survey administration and the capstone courses are available on the DILS [accreditation](#) web page. Data are gathered from surveys administered to students in LS504 when commencing the program and the capstone courses, either LS570 or LS600, when completing the program. Class size can range from 20-35 students per section. The annual MSLS exit survey

data were analyzed and used in this table. A comparison of entrance MSLS survey responses to existing MSLS survey responses has not been completed.

Table II.2 Realignment to the MSLS (revised 8/28/12; 03/28/16; 04/12/17)

Outcomes	ALA Competencies	Corresponding MSLS survey question	Number of Results: Above, Meets, Below (Exit Survey)	Actions
<p>Demonstrate knowledge of the information profession by relating foundational principles, philosophy, and ethics to contemporary issues, by identifying key, on-going interdisciplinary developments in the field, and by analyzing current practices for future implications of the profession</p>	<p>1A. The ethics, values, and foundational principles of the library and information profession. (LS504)</p> <hr/>	<p>FP1, IT17, ADM35</p>	<p>FP1: A=68; M=77, B=13; IT17: A=97, M=58, B=3; ADM35: A=136, M=20, B=2</p>	<p>Subsequent course development; more focused advising</p>
	<hr/>	<p>FP2</p>	<p>A=109, M=49, B=0</p>	
	<p>1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience). (LS504)</p> <hr/>	<p>FP3</p>	<p>A=103, M=53, B=2</p>	
	<hr/>	<p>FP3</p>	<p>A=103, M=53, B=2</p>	
	<p>1C. The history of libraries and librarianship. (LS504)</p> <hr/>	<p>FP4</p>	<p>A=103, M=53, B=2</p>	
<hr/> <p>1D. The history of human communication and its impact on libraries. (LS504)</p>	<p>FP5</p>	<p>A=141, M=17, B=0</p> <p>A=144, M=14, B=0</p>		

	<hr/> <p>1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies. (LS504)</p> <hr/> <p>1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession. (LS504)</p> <hr/> <p>1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and</p>	<p>FP6</p> <p>FP7</p> <p>FP9, REF21</p> <p>1K: PRAXIS exams FP4</p> <p>LL28</p> <p>FP7, LL28</p>	<p>A=65, M=77, B=16</p> <p>A=118, M=37, B=3</p> <p>FP9: A=129, M=29, B=0 REF21: A=141, M=16, B=1</p> <p>FP4: A=141, M=17, B=0</p> <p>A=147, M=11, B=0</p> <p>FP7: A=118, M=37, B=3</p>	
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	<p>intellectual property. (LS504)</p> <hr/> <p>1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services. (LS504)</p> <hr/> <p>1J. Effective communication techniques (verbal and written). (LS504, 532, 534, 573)</p> <hr/> <p>1K. Certification and/or licensure requirements of specialized areas of the profession. (LS504)</p> <hr/> <p>7A. The necessity of continuing professional development of practitioners in libraries and other information agencies. (LS504)</p> <hr/>		<p>LL28: A=147, M=11, B=0</p>	
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	7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services. (LS504)			
Create, select, acquire, manage, and maintain the information environment by analyzing how users seek out information	2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition. (LS504)	IR10, IR11	IR10: A=94, M=53, B=11 IR11: A=98, M=44, B=16	
	2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection. (LS500)	IR12	A=92, M=50, B=16	
	2C. Concepts, issues, and methods related to the	IR10, IR11, IR12	IR10: A=94, M=53, B=11 IR11: A=98, M=44, B=16 IR12: A=92, M=50, B=16	

	<p>management of various collections. (LS532, 534)</p> <hr/> <p>2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation. (LS532, 534)</p>		A=92, M=50, B=16	
<p>Demonstrate and be able to explain the principles of organizing recorded information by exploring both past and present theories of organizing and representing recorded information and by understanding and applying the standards of organizing recorded information in libraries and information centers</p>	<p>3A. The principles involved in the organization and representation of recorded knowledge and information. (LS502/LS505)</p> <hr/>	<p>OI13, OI14, OI15</p>	<p>OI13: A=47, M=76, B=35 OI14: A=76, M=66, B=16 OI15: A=81, M=71, B=6</p>	
	<p>3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources. (LS502/LS505)</p> <hr/>	<p>OI13</p>	<p>A=47, M=76, B=35</p>	
	<p>3C. The systems of cataloging, metadata,</p>	<p>OI13, OI15</p>	<p>OI13: A=47, M=76, B=35 OI15: A=81, M=71, B=6</p>	

	indexing, and classification standards and methods used to organize recorded knowledge and information. (LS502/LS505)			
Identify, explain, use and critically evaluate both current and emerging information technologies in libraries and information centers	4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies. (LS573)	IT16, IT18	IT16: A=102, M=51, B=5 IT18: A=103, M=48, B=7	
	_____	IT17		
	4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications. (LS573)	IT16	IT17: A=97, M=58, B=3	
	_____	IT16, IT18	IT16: A=102, M=51, B=5	
_____	4C. The methods of assessing and evaluating the specifications, efficacy, and cost		IT16: A=102, M=51, B=5	

	<p>efficiency of technology-based products and services. (LS 573)</p> <hr/> <p>4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements. (LS573)</p>		IT18: A=103, M=48, B=7	
<p>Provide information services to a diverse community by analyzing, synthesizing, and disseminating traditional and emerging information resources, by developing communication and interpersonal skills for determining the information needs of all users, by creatively utilizing techniques and tools</p>	<p>5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups. (LS500)</p> <hr/> <p>5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for</p>	<p>REF19</p> <p>REF20</p> <p>REF20, REF23, REF24</p>	<p>A=111, M=40, B=7</p> <p>A=214, M=46, B=9</p> <p>REF20: A=214, M=46, B=9 REF23: A=90, M=60, B=8</p>	

<p>to address information needs, and by advocating for underserved audiences.</p>	<p>use by individuals of all ages and groups. (LS500)</p> <hr/> <p>5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information. (LS500)</p> <hr/> <p>5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy. (LS500)</p> <hr/> <p>5E. The principles and methods of advocacy used to reach specific audiences promote and explain concepts and services. (LS500)</p> <hr/>	<p>REF20, REF22, LL29</p> <p>REF23, REF24</p> <p>REF23, REF25</p> <p>REF25</p> <p>LL30</p>	<p>REF24: A=116, M=40, B=2</p> <p>REF20: A=214, M=46, B=9 REF22: A=129, M=27, B=2 LL29: A=122, M=30, B=6</p> <p>REF23: A=90, M=60, B=8 REF24: A=116, M=40, B=2</p> <p>REF23: A=90, M=60, B=8 REF25: A=66, M=73, B=18</p> <p>REF25: A=66, M=73, B=18</p>	
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	<p>5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences. (LS500)</p> <hr/> <p>5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development. (LS500)</p> <hr/> <p>7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies. (LS500, 532)</p> <hr/> <p>7D. The principles related to the teaching and</p>	<p>LL29, LL30</p>	<p>A=76, M=61, B=21</p> <p>LL29: A=122, M=30, B=6 LL30: A=76, M=61, B=21</p>	
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	learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information. (LS500, 532)			
Demonstrate an understanding of research by identifying the fundamental characteristics of quantitative and qualitative research and by analyzing the value of research literature in the library and information field	6A. The fundamentals of quantitative and qualitative research methods. (LS504)	R26	A=65, M=68, B=25	
	6B. The central research findings and research literature of the field. (LS504)	R27	A=115, M=38, B=5	
	6C. The principles and methods used to assess the actual and potential value of new research. (LS504)	R27	A=115, M=38, B=5	
Develop a commitment to continuing education by participating in local, regional, and national professional development opportunities	7A. The necessity of continuing professional development of practitioners in libraries and other information agencies. (LS500, 504, 532, 534, 573)	LL28 FP7, LL28	A=147, M=11, B=0 FP7: A=118, M=37, B=3	

	<hr/> <p>7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services. (LS500, 504, 532, 534)</p>		LL28: A=147, M=11, B=0	
Demonstrate the principles and practices of administration and management by recognizing the appropriate methods to continually measure and ensure the quality and value of personnel, services, the information environment, and physical spaces, by developing and evaluating the budget and additional	<p>1I. The techniques used to analyze complex problems and create appropriate solutions. (LS534)</p> <hr/> <p>8A. The principles of planning and budgeting in libraries and other information agencies. (LS532, 534)</p> <hr/> <p>8B. The principles of effective personnel practices and human resource development. (LS532, 534)</p>	<p>FP8</p> <p>ADM31</p> <p>ADM32</p> <p>REF25, ADM33</p> <p>ADM34</p>	<p>A=137, M=19, B=2</p> <p>A=42, M=76, B=4</p> <p>A=90, M=59, B=9</p> <p>REF25: A=66, M=73, B=18 ADM33: A=86, M=57, B=15</p>	

<p>sources of funding (i.e. grants) in alignment with short and long range goals and objectives, and by evaluating the advantages and disadvantages of establishing networks with libraries, consortia, community organizations, government officials, and other professional bodies, i.e. schools</p>	<hr/> <p>8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes. (LS532, 534)</p> <hr/> <p>8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served. (LS532, 534)</p> <hr/> <p>8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership. (LS532, 534)</p>	<p>ADM31-ADM35</p>	<p>A=96, M=57, B=5</p> <p>All ADM responses: A=450, M=269, B=35</p>	
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The faculty in DILS routinely evaluates the skills sets students need to meet program learning outcomes. Updates and changes are made to close the loop on each instance of curriculum assessment. The impact of new courses and advances in this discipline as well as basic curriculum management are considered. The department curriculum committee considers changes proposed by faculty, formulated from discussions with the External Advisory Committee, part-time temporary faculty, students, or alumni. Faculty also considers revisions stemming from developments in librarianship documented in the literature and through professional meetings and conferences. The faculty review professional job advertisements periodically for current employment trends. All faculty members are encouraged to participate in this process and are free to submit any course or program proposal for review. These new course submissions are usually based on a particular faculty member's expertise. In the consideration of the new health related courses, college administration assured DILS faculty that when new programming in this area was developed, a request for a new faculty hire with expertise in that area would be submitted. Furthermore, student internship papers are read closely to look for trends in the types of work students are doing in the internship and whether DILS have courses that cover these areas. Students are also asked to address what courses helped them the most in their internship and what types of courses would have helped them in the internship that DILS did not have. Once changes are agreed to by vote of the faculty and are approved by the dean, the changes and revisions are submitted to the university-wide Committee on Courses and Programs of Study (CCPS), an APSCUF committee contractually established as the principal body recommending curricular change. A full description of this process is available within the [Provost's web page](#).

Since the last COA accreditation visit in 2010 there have been a number of changes in the curriculum and its delivery; perhaps the most noticeable change was the decision in 2012 to move the entire MSLS program to online delivery, a decision driven primarily by student preference. Up until fall 2012 students had the option of taking their core classes face-to-face on campus, taking all courses online, or blending the two options. Earlier distance education had included face-to-face programs in both Harrisburg and Philadelphia. However, with the introduction of a fully online MSLS option both of these sites declined in enrollment and were eventually removed. When the first week of fall 2012 classes began, it became clear that student preferences were strongly in favor of the fully online MSLS option and against residential courses on campus also: Only four students were enrolled for on-campus classes that semester. In consultation with university administration and with the four students, the decision was made to move the four students into online classes, even though they would remain on campus and fulfill their work assignments as graduate assistants in the department. Despite this situation, the department's enrollment has remained strong with approximately 400 students enrolling for classes each semester. There were many reasons identified for the choice of students to take online classes rather than face-to-face classes, but the major driver was the desire to not have to disrupt their employment and home lives to move to Clarion for the duration of the MSLS program.

In addition to the change in curriculum delivery, many new courses have been introduced and many existing course revised, all in response to the above-described planning and review process for curriculum. Some new courses resulting from this process during the period are LS505, LS506, LS535, LS536, LS541, LS542, LS544, LS545, LS546, LS547, LS548, LS580, LS592. Revisions of existing courses, such as LS501, LS502, LS587, LS550, LS570, and LS600 are also implemented with this same process. Special topics courses also are submitted to CCPS for final approval. Topics included during this period address records management, applications of social media, information management, cultural heritage informatics, assessing the impact of scientific literature, evaluation of library services and systems. linked data, award winning titles, and youth services.

As a part of the ongoing review of its MSLS curriculum the faculty undertook a review of the courses that populated the cataloging/metadata subset of its curriculum in 2013-2014. This subset had historically been represented in the core curriculum by LS502, Cataloging and Classification, which focused primarily on the tools and theory of original cataloging and classification, with an overview of the broader field of the organization of information. Based on feedback from students, alumni, employers, and other stakeholders, it became apparent that while LS502 was still relevant to students seeking careers in cataloging and classification, because of its narrow focus it was less appropriate for the general MSLS student who needed a broad grounding in the theory of information organization and the various forms of information representation that were grounded in that theory. Following a survey of all ALA accredited graduate program in the United States, the faculty found that only Clarion and one other program still had cataloging and classification courses in the core requirements; most programs had replaced this requirement with a broader course in the organization of information. As a result, a new course was created: LS505, Organization of Information. This course was placed in the core curriculum as a requirement for graduation, with LS502 moving to the elective curriculum. LS502 was redesigned to deemphasize information theory, which is now provided to students via the new LS505.

A second cataloging/classification course – LS552, Advanced Cataloging and Classification – was deleted from the curriculum for two reasons: even though it continued to be offered annually it was almost always cancelled due to under enrollment and with the redesign of LS502 that course could accommodate much of the content that historically had been offered in LS552. Additional review of the metadata sequence was undertaken by the curriculum committee in 2016. The committee's charge at that time was the sequencing and content for LS505, Organization of Information, LS536, Metadata for Cultural Heritage Collections, LS502, Cataloging and Classification, and LS575, Digital Libraries. The committee's review included analysis of the course descriptions, discussions with faculty in those specialties including Dr. Clark, Dr. Ha, Dr. Maccaferri, and Ms. Gueguen. Ms. Gueguen is a member of the DILS adjunct faculty and is the Data Services Coordinator for the Digital Public Library of America. This review resulted in minor revisions to the courses.

The reference subset of the department's curriculum is anchored by LS500, Information Sources and Services, which is in the core curriculum and required for graduation. Historically, the program has included a suite of courses designed to enable students interested in careers in reference librarianship to develop specialties in disciplinary areas such as the humanities, the sciences, the social sciences, etc. These courses include LS556, Resources in the Sciences, Technology, and Medicine; LS557, Resources in the Social Sciences; LS558, Resources in the Humanities; LS562, Government Information and Librarianship; and LS591, Business Reference Sources and Services. These courses continued to be offered annually; however, for the past several years, they were seriously under enrolled to the point that they were cancelled in most cases (see Table 2.3). The one exception is LS591, which is dual-listed with an undergraduate version of the course and, consequently, continues to have higher enrollment. In working with the DILS consultants on the issue of curriculum the faculty learned that this is not a problem unique to Clarion; indeed, other library schools have seen a serious decline in student interest in these types of courses. In response to this situation the faculty made the decision to eliminate all of these courses with the exception of LS591 and replace them with a new course in Advanced Reference Librarianship, which will emphasize advanced skills and knowledge in the areas of reference interviewing and sources. When demand dictates, disciplinary bibliography can continue to be offered via the agency of LS576, Special Topics. Finally, a summary of the course additions, deletions, and revisions from 2011-2017 is presented in Table II.4.

Table II.3 Reference course enrollment 2014-2016

Course	2014	2015	2016
LS556	18	13	23
LS557	22	Cancelled	Cancelled
LS558	Cancelled	10	Cancelled
LS562	14	7	13

Table II.4 Curriculum changes 2011 - 2017

Courses added	Courses removed	Courses revised
505	537	501
506	546	502
535	552	504
536	555	536
541	556	550
542	557	570
543	558	572
544	562	573
545	563	575
546	569	576
547	581	582
548	590	587

549		588
563		589
592		591
593		600
601		

While core courses are offered each semester, electives are not offered as frequently, and scheduling can vary. Class schedules for all sessions over the past five academic years demonstrate how the electives are distributed.

2012-2013:

Fall: LS529, LS535, LS540, LS545, LS557, LS562, LS587, LS591

Winter: LS576

Spring: LS536, LS541, LS550, LS552, LS556, LS569, LS574, LS575, LS583, LS588

Summer: LS501, LS537, LS550, LS558, LS568, LS572, LS577, LS580, LS582, LS589, LS590

2013-2014:

Fall: LS529, LS535, LS540, LS542, LS545, LS547, LS550, LS557, LS583, LS587, LS589, LS591

Winter: LS572, LS576

Spring: LS536, LS541, LS546, LS550, LS552, LS556, LS569, LS574, LS575, LS577, LS588

Summer: LS501, LS543, LS549, LS550, LS558, LS562, LS568, LS577, LS580, LS582, LS583, LS589, LS590

2014-2015:

Fall: LS502, LS529, LS535, LS540, LS542, LS545, LS547, LS557, LS583, LS587, LS589, LS591

Winter: LS576, LS580

Spring: LS502, LS536, LS541, LS546, LS550, LS552, LS556, LS574, LS575, LS577, LS578, LS588

Summer: LS501, LS529, LS543, LS549, LS550, LS558, LS562, LS563, LS568, LS572, LS577, LS580, LS582, LS583, LS589, LS590

2015-2016:

Fall: LS502, LS529, LS535, LS40, LS542, LS545, LS547, LS550, LS563, LS579, LS583, LS587, LS589

Winter: LS576

Spring: LS502, LS541, LS546, LS550, LS556, LS574, LS575, LS577, LS578, LS588

Summer: LS501, LS502, LS543, LS549, LS550, LS568, LS572, LS574, LS577, LS580, LS583, LS589

2016-2017:

Fall: LS535, LS540, LS542, LS545, LS550, LS563, LS547, LS579, LS583, LS589, LS591

Winter: LS549, LS576, LS580

Spring: LS501, LS529, LS536, LS541, LS550, LS574, LS575, LS577, LS578, LS588

Summer: LS501, LS540, LS543, LS550, LS568, LS572, LS577, LS580, LS583, LS587, LS589, LS590

Certain electives, such as 577 and 583, are offered more frequently since students eagerly enroll in them and they are in demand. Other electives, such as 574 and 575, are typically offered during the spring semester. Although, the course cycle posted on the department web page was followed in the past, a necessary revision to the course cycle is now in process that will remove deleted courses and add those recently created.

Standard II.2: Core Competencies

II.2 The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis,

interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.

As referenced at the beginning of this chapter, each student completes six required courses and six electives. Both sets of courses, core and elective, give students a strong foundation in library science regarding the history and origins of the profession, classical and current resources used in the profession, established and emerging practices for locating, selecting, and organizing materials in various formats, and valuable services offered by libraries. The alignment of courses according to the key curricular areas of this standard are more specifically demonstrated in the listing below (see complete [graduate course descriptions](#)).

- Information and knowledge creation: LS500, LS506, LS550, LS568, LS574, LS591, LS593, LS600
- Communication: All courses
- Identification, selection, and acquisition: LS500, LS501, LS506, LS549, LS574, LS577, LS582, LS583, LS589, LS591, LS593
- Organization and description: LS502, LS505, LS536, LS575, LS587
- Storage and retrieval: LS502, LS505, LS536, LS541, LS542, LS573, LS574, LS575
- Preservation and curation: LS535, LS575, LS582, LS588, LS570
- Analysis, interpretation, evaluation, synthesis, and dissemination: LS504, LS544, LS550, LS600
- Use and users: LS529, LS540, LS542, LS543, LS570, LS577, LS578, LS579, LS580, LS583, LS589, LS591, LS592
- Management of human and information resources: LS532, LS534, LS535, LS547, LS548, LS570, LS572, LS582

II.2.1 The curriculum fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;

The faculty are concerned with instilling in MSLS students the qualities, skills, knowledge, and dispositions for effective leadership and service in the profession. The background, history, and the interdisciplinary nature of librarianship are heavily discussed in LS504, Introduction to the Information Professions. Students learn about the diverse service components of the profession through the various assignments and activities of the course and appreciate how libraries can positively influence a community whether large or small, urban, or rural. The necessary leadership and management principles needed to position the library as a strong and essential component of a public, special, or academic community are developed and emphasized in both management classes, LS532, Management of Library Media Centers and LS534, Administration and Management of Libraries. Effective leadership responsibilities are further examined in LS547, Leadership for Libraries and Information Centers. Collections and services for a variety of community populations are advocated and

explored in many courses, such as LS500, LS501, LS506, LS 540, LS543, LS577, LS578, LS579, LS583, and LS592. Additionally, marketing and advertising mechanisms for all types of library services are analyzed and developed in LS 580, Library Marketing and the Community. Students also learn leadership and advocacy skills through participation in the student chapter of the American Library Association. It is an exciting outgrowth of our move to an entirely online educational model that we encourage and facilitate involvement by our students in local and regional library associations which support their careers.

II.2.2 The curriculum emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

The findings of basic and applied research are specifically addressed in LS504, LS550, and LS600. Applicable research, however, can be examined in any core or elective course, such as LS502, LS505, LS529, LS541, LS543, LS574, LS575, LS573, LS577, etc. Special topics courses also examine relevant research as it pertains to the specific topic addressed in the course. The capstone courses are directed toward the use of research in an applied setting. LS570 encourages students to review current research relative to their career goals as related to their internship placement. LS600 encourages students to use skills developed in LS550 to conduct research aimed at creating new knowledge in their fields of interest.

II.2.3 Integrates technology and the theories that underpin its design, application, and use;

Technology and its application permeate the curriculum. Within D2L courseware instructors can link web-based materials, upload documents and other materials, deliver lectures using presentation software, such as Blackboard Collaborate or Mediasite, produce blogs and wikis, and maintain assignments and grades. Students are often required to record presentations using Collaborate or another program of their choosing, such as YouTube.

The theory, application, and use of technology directed at various library operations are evident in courses addressing the organization and preservation of information, such as LS 502, LS 505, LS536, LS541, and LS 575, online retrieval of information, such as LS500, LS506, LS 574, creation of digital collections, such as LS 575, and integrated library systems and technologies, such as LS542, LS 573, and LS589. Access to related application programs for students to acquire hands-on experiences, especially OCLC Connexion, Library of Congress Cataloger's Desktop, OCLC WebDewey, and ARBAOnline, is arranged. Students also have access to sandbox programs for LibGuides and the Sirsi/EOS International integrated library system. Freely available programs, such as Koha (open source) or LibraryWorld (free thirty-day trial), can also be introduced in relevant courses. Students are surveyed concerning the use of technology in the exit survey (see Table II.5).

Table II.5 Exit survey items 11 and 12 with responses

The curriculum provided me with knowledge of current technology (e.g., wikis, blogs, conferencing software).	Strongly Agree: 44.5%	Agree: 45.3%
The curriculum provided a “hands-on” opportunity to learn current technology (e.g., ILS, digital repositories, web pages).	Strongly Agree: 35.2%	Agree: 49.2%

II.2.4 The curriculum responds to the needs of a diverse and global society, including the needs of underserved groups;

The DILS faculty is committed to educating students for service in a diverse society. The various needs of diverse or underserved groups are addressed through coursework as explained in II.1. A refreshed course on diversity is currently under development for the curriculum. The needs of those constituencies are also currently addressed in specific courses such as LS500, LS540, LS577, and LS583.

II.2.5 The curriculum provides direction for future development of a rapidly changing field;

On whole, the curriculum provides direction for future development of the field. The core, required courses, electives, areas of concentration, and the capstone experience create a solid foundation and balance of theory and practice. Faculty continually review course content for new developments so students are effectively able to build upon this foundation as they move forward in their careers.

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

Students are reminded of the need to maintain current skills through participation in professional conferences, course work, continuing education, and professional association involvement throughout their program of study. Both sets of courses, core and elective, give students a strong foundation in library science and the disposition

necessary for pursuing growth and development in their profession. Students are surveyed on this aspect of the curriculum in the exit survey (see Table II.6).

Table II.6 Exit survey item 14 with responses

The curriculum exposed me to the importance of a professional commitment to continuing education and lifelong learning.	Strongly Agree: 54%	Agree: 40%
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Furthermore, several MSLS graduates have obtained additional degrees, have various leadership roles, and are published. [Dr. Vanessa Irvin](#) is now at the University of Hawaii at Manoa, [Marcia Stiller](#) is active in PaLA, [Jordana Vincent](#) and [Katie Cerqua](#) have been recognized by *Library Journal* as a movers and shakers, and [Dr. David Magolis](#) is an Associate Professor of Mass Communications at Bloomsburg University.

Standard II.3: Meeting Individual Goals

II.3 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 the attainment of student learning outcomes. 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.

A hallmark of the program is the requirement that all students consult with advisers prior to every registration period to construct a coherent program of study. Each semester and summer/winter terms the registrar places a registration hold on all students that can only be removed by the students' faculty advisers. This ensures that all students consult with their advisers prior to registering for classes. [Course content](#) and sequence relationships are evident in the course descriptions and reinforced by advising. To further support students' abilities to envision and develop coherent programs of study, the faculty has developed program concentrations as previously noted in the introduction (see Appendices 2.1-2.3). Students are surveyed on their ability to build a coherent program of study in the exit survey (see Table II.7).

Table II.7 Exit survey items 9 and 10 with responses

The course schedule allowed me to implement a coherent program of study.	Strongly Agree: 48.4%	Agree: 40.6%
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Working with my adviser helped me to create a coherent program of study.	Strongly Agree: 38.2%	Agree: 39.1%
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Cooperative degree programs were developed with Widener School of Law and the Shippensburg University Department of History. The joint degree with Widener is designed to prepare students for careers in law librarianship. The joint degree with Shippensburg is specifically with the department’s public history program and is designed to prepare students for careers in archival and other public history settings. Students may also take up to two classes in interdisciplinary coursework as approved by the department. Such coursework typically takes the form of specialty courses such as music bibliography which are not offered by the department but which support the student’s career goals.

Students also have the opportunity to receive practical experience (LS570) in librarianship or engage in research (LS600) through the capstone courses. When planning for a practical experience, students establish specific objectives with a supervising librarian holding an ALA accredited degree and submit the plan for department chair approval. When planning a research project students formulate their research proposals during LS550 and submit them to the instructor of record for approval. A culminating paper or project is required in either capstone course. It is also important to note that many of our students come to the program with volunteer and employment experience in libraries (see Table II.8).

Table II.8 Entrance survey items 11 and 12 with responses

	Academic	Public	School	Special	None
Volunteer Library Experience	13%	42%	37%	8%	
Paid Library Experience	19%	39%	11%	6%	25%

Standard II.4: Curriculum and Relevant Competencies

II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.

As noted earlier, a significant consideration in the development of the MSLS instrument administered twice during the program was the use of the WebJunction document, which aligns numerous professional association competency sets within the *Competency Index for the Library Field* (Gutsche & Hough, 2014). This incorporated

expert practitioner input, feedback from leaders, and numerous professional association competency sets into the MSLS instrument. In addition, the MSLS, School Library Concentration, follows the recommendations and requirements of the Pennsylvania Department of Education (PDE) and the Council for the Accreditation of Educator Preparation (CAEP).

With regard to the dual MSLS/JD, the competencies recommended by the American Association of Law Libraries were considered. The faculty found that the competencies were covered by courses already in the curriculum or by courses in Widener University's curriculum. Both schools have the accreditation of their respective accrediting bodies. With regard to the dual MSLS/MA in Applied History with a sister institution, Shippensburg University of Pennsylvania, the faculty also found that competencies covered by the curriculum at both institutions prepared students for library careers with museums, historical organizations, and the government.

Standards II.5: Evaluation

II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.

The department incorporates input from its advisory committee (meetings), current students (surveys and service on committees), alumni (surveys and service on committees) and employers (surveys) in curricular decisions. For example, [alumni survey](#) items 16 through 18 provide input from former students engaged in the profession. Graduates of the program (96.5%, item 13) reported satisfaction with their overall educational experience. Over 50% reported that research skills, collection development, database searching, the reference process, cataloging and classification, library management, and grant writing should be required courses (item 16). Over 50% reported that young adult services, academic libraries, government documents, special libraries, urban libraries, children's services, rural libraries, and preservation should be elective courses (item 17). The comments made concerning suggestions for additional courses not offered focused mainly on grant writing and budgets (item 18). While many of the suggestions for required courses and electives are already part of the curriculum, faculty has identified the possibility of reinstating collection development and research as required courses for further discussion. A new course on fiscal management, LS548, has already been introduced into the curriculum and faculty teaching management courses continue to find ways of reinforcing budgets in the course content. Grant writing is area that could be handled with a special topics course in the near future. [Employer surveys](#) reveal that employers of Clarion MSLS graduates find that they are overwhelming competent or better (over 60%) in their abilities. The one area showing

some weakness is in developing and evaluating a library budget (item 8 on both surveys).

Closing the loop on the assessment plan includes relating the review of the MSLS results and capstone artifacts to identified areas for overall continuous improvement including those within the curriculum. The MSLS instrument is administered in LS504 when students begin the program. It is administered again during their capstone course. Artifacts from both capstone courses are selected and evaluated with an assessment rubric. Data from these assessments, available on the [accreditation page](#), demonstrate achievement of learning outcomes while indicating areas for curriculum improvement and adjustment. For example, collection development is the highest internship area engaged in by the students. Again, this gives documented evidence for faculty to consider adding it back into the core, required classes or scheduling the course more frequently throughout the academic year.

Standards: II.6: Evidence of Decision Making

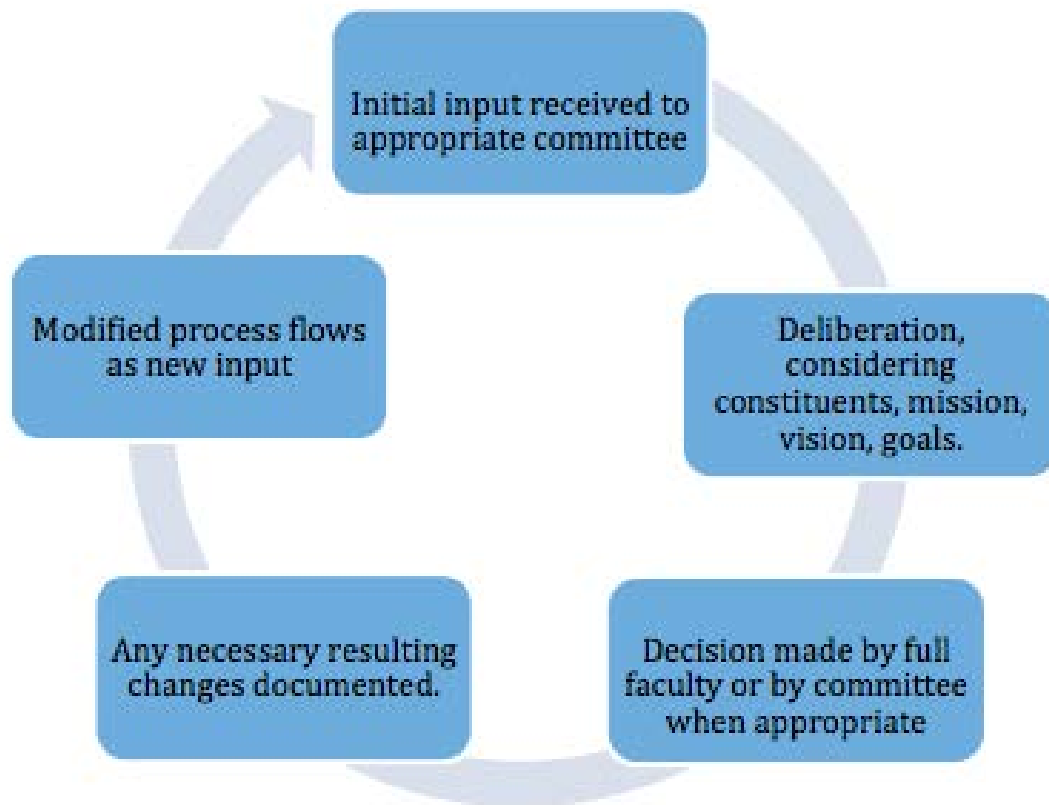
II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

The department undertakes curriculum review in an ongoing fashion as trends in Library and Information Science education are reported in the literature and through conferences. Courses are reviewed for ongoing relevancy to the curriculum and are updated accordingly. As indicated the preceding section input from alumni via surveys and suggestions from the advisory committee and part-time temporary faculty are considered when reviewing the curriculum. Employer feedback for program review is also obtained through surveys. Further documentation is established through the student surveys, MSLS instrument results, including Table II.2, capstone artifacts, and curriculum adjustments as illustrated in Table II.4 and [graduate course descriptions](#). Additionally, CCPS proposals and minutes from curriculum and general faculty meetings are available in the accompanying self-study USB drive or in the DILS administrative office.

Standard II.7: Evaluate and Plan

II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

Following the model presented in chapter one for how DILS closes the loop on evaluation and assessment, several examples will be presented here showing how the evaluation of curriculum is systematically used to improve the program and plan for the future.



Capstone Experience

- I. Input: The PASSHE required all graduate degree programs to have a capstone experience, defined as “The department Curriculum committee undertook the task of defining a new capstone experience for MSLS students.
- II. Deliberation: Various models of capstones were considered, with some examinations of other master degree examples. The merits of a portfolio requirement was presented, with various options for compiling the portfolio digitally. Faculty also considered the potential for expanding our current research methods course into a capstone requirement, providing students valuable preparation for evaluation of library services. Others argued the merits of a required internship to provide interaction with practicing librarians and development of specific project goals and internship outcomes.
- III. Decision: The faculty decided on two capstone options: an advanced research course, in which students produce an original research paper or an internship with oversight from a degreed librarian. In both cases, a means of both direct and indirect assessment were placed into the capstone course in the form of an exit survey, the MSLS survey, and a final paper. The MSLS class matriculating

- in the fall of 2011 were the first to have the capstone requirement in place.
- IV. Documentation: Curriculum Committee minutes and Department Committee notes reflect these curricular changes and discussions.
 - V. New Input: At faculty retreats, the evaluation of the MSLS, areas chosen for the capstone paper and internship placement, as well as site supervisor summaries provide valuable information to reflect on the effectiveness of the capstone experience in enriching our students' education, as well as their attainment of student learning objectives.

Development of the Local and Archival Concentration:

- I. Input: Faculty with expertise in archives, local history, and genealogy urged the development of new coursework in this area, specifically a course in Reference Services for Local History and Genealogy Collections, Representation of Local Special Collections, and Archival Management for Small Repositories, developed in 2011 and approved as regular courses effective fall of 2012. Additionally, after the last accreditation visit, leadership at the dean and department level prompted a planning process for new departmental initiatives, based on faculty expertise and evaluation of field directions, which considered the merits of a concentration in this area.
- II. A task group designated to evaluate changing needs of education in the MSLS field examined the curriculum of all other ALA-accredited programs in terms of numbers of electives offered, concentrations available, and new initiatives. The committee conducted a survey to evaluate interest in potential concentration areas. This data was presented at a fall 2011 constituent meeting. Those students, alumni, and other constituents and stakeholders in attendance also provided feedback on possible concentrations. The local and archival concentration received strong support. In addition, previous research conducted by Dr. Clark with Pennsylvania public librarians who worked with local history, genealogy, and local special collections indicated a strong need to offer these topics in MSLS programs. The results of this research were presented at the Pennsylvania Library Association meeting (2011), the Pennsylvania Family History Day conference (2011) and the ALISE works-in-progress poster session (2012). Additionally, the concentration reflects a historic interest of the department in supporting local studies librarianship through its joint master's program with Shippensburg University in Applied History.
- III. Decision: The local and archival concentration evolved in a series of decisions, beginning with departmental approval of the three new courses noted above. The formal concentration was adopted by the department effective fall of 2015. (Department minutes 9.24.2014)
- IV. Documentation: Minutes of Department Curriculum meetings, the results of the

Task 5 work reports, minutes from the September 9, 2011 constituent and stakeholder meeting, minutes of Faculty meetings record the deliberations and decisions noted above.

- V. New Input: Dr. Clark and Dr. Maccaferri continued research in this area with an article in the first *Annual Review of Cultural Heritage Informatics* (2013), which further demonstrated the need for additional MSLS education in local studies librarianship, an area of librarianship that requires cross-training of library, local history, genealogical, archival, and digital metadata skills in order to curate and provide reference services for local studies librarianship. Dr. Clark co-authored *Fostering Family History Services: A Guide for Librarians, Archivists, and Volunteers* (Libraries Unlimited, 2016), which received a starred review from *Library Journal*, indicating the importance of local studies librarianship in the field, as well as an emerging pattern of leadership by Clarion faculty for educating students in this important area. Student interest in the program in the first two years is strong, with 40 MSLS students currently enrolled. Students have been very successful in strong internship placement. Alumni who took new coursework in the local and archival area before the formal concentration was enacted, as well as those who are finishing with their concentration are finding work both directly and related to local studies librarianship.

References

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- Harhai, M. K., & Krueger, J. M. (2015). Developing competency-based assessment for library professionals. *Pennsylvania Libraries: Research & Practice*, 3(1), 1-15. doi: 10.5195/palrap.2015.81

Standard III: Faculty

Through its tenure, promotion, hiring and sabbatical policies, the university administration has recognized the outstanding accomplishments of the DILS since the last review. During this period, the DILS added three new faculty members, five faculty members received tenure, two faculty members were awarded year-long sabbaticals, and four faculty members attained promotions. This chapter details the progress and strength of the full-time faculty and describes how part-time instructors have added depth and diversity to the MSLS program.

At the time of the 2010 accreditation review, the department had thirteen full-time faculty members, with ten being tenure stream and three being full-time temporary. Since fall of 2010, DILS experienced several faculty changes including resignations, retirements, and new appointments. The following changes have occurred in the full-time faculty since the last accreditation review. Also, Table III.1 denotes the changes of full-time faculty for the period of 2010-2018.

- Three tenure-track faculty were hired as Assistant Professors during the period under review: Dr. YooJin Ha, Dr. Carrie Gardner, and Dr. Simon Aristeguieta-Trillos.
- Five faculty members were tenured: Dr. Janice Krueger, Dr. Linda Lillard, Dr. Rhonda Clark, Dr. YooJin Ha, and Dr. Simon Aristeguieta-Trillos.
- One faculty member was promoted to Full professor from Associate Professor: Dr. Linda Lillard,
- Three faculty members were promoted to Associate Professor from Assistant Professor: Dr. Janice Krueger, Dr. Rhonda Clark, and Dr. YooJin Ha.
- Two tenured faculty members retired: Professor Dr. Andrea Miller and Assistant Professor Dr. Ishmael Doku.
- Three untenured faculty members resigned to return to practice: Assistant Professors, Dr. Judy Jeng, Dr. Karen Cook and Dr. Carrie Gardner
- Two full-time temporary members resigned to return to practice: Jessica Modrzejewski (Instructor) and Dr. Martha Smith (Assistant Professor).

Table III.1 Full-time faculty changes for the period 2010-2018

Academic year	#*	Hires	Tenure	Promotion	Retirement	Resignation
2017-2018	8			Lillard (to Full)		
2016-2017	8		Aristeguieta-Trillos	Ha (to Associate)		
2015-2016	8		Ha			

2014-2015	8		Clark	Clark (to Associate)		
2013-2014	8		Lillard			
2012-2013	9				Miller	
2011-2012	12	Aristeguieta-Trillos	Krueger	Krueger (to Associate)		Cook Gardner Modrzejewski
2010-2011	11	Ha Gardner				
Previous year	13	Full-time tenured/tenure-track faculty: Buchanan, Clark, Cook, Doku (retired), Harhai, Jeng (resigned), Krueger, Lillard, Maccaferri, Miller Full-time temporary: Ha, Modrzejewski, Smith (resigned)				

* Total number of full-time faculty during the calendar year

As noted above, three new appointments were made in 2010 and 2011 to replace the faculty lines vacated by resignations and in response to the department's growth. It was also to meet the specific teaching needs – school media, information technology, and information organization areas - and research priorities identified in strategic planning to strengthen the MSLS program.

Decisions to request the hiring of new faculty grow out of the department's planning process, which begins each year during the annual fall planning retreat. Among department-initiated evidence considered during this process are:

- Responses to student, alumni, and employee surveys as they relate to the faculty and its strengths/weaknesses
- Input from department's board of advisors
- Feedback from apprenticeship field supervisors
- Demand of new teaching capabilities resulting from new courses, concentrations, initiatives
- Chair's report of his/her ability to staff courses out of the existing tenure-stream faculty.

This process is further driven by Article 11 of [the Collective Bargaining Agreement \(CBA\)](#), which specifies that each department must annually review its use of part-time temporary faculty for the current and previous three years. Anytime the use of temporary faculty in a disciplinary area is equal to or greater than the teaching load of a tenure-stream faculty, then the department must recommend to the President the hiring of a new regular faculty member. Many of the department's hires in recent years have been a result of the Article 11 provisions.

The new appointments during the period under review included the following tenure-track hires:

- Dr. YooJin Ha (Assistant professor), M.L.S. (SUNY at Buffalo), Ph.D. Library and Information science (Rutgers) was hired in 2010 on a new tenure-track line as a generalist to teach in various areas. Dr. Ha brings experience in both public and academic library services. Dr. Ha's suite of teaching skills include information organization, metadata, and digital libraries, all areas in which the department needed to increase its faculty strength. Dr. Ha was a full-time temporary faculty hired in 2009 as an emergency replacement for Dr. Edna Reid who resigned from the university shortly before the beginning of the fall semester.
- Dr. Carrie Gardner (Assistant professor), M.L.S. (University of Pittsburgh), M.Ed (Temple), M.Ed (Edinboro), Ph.D. Library and Information science (University of Pittsburgh) was hired in 2010 on a new tenure-track line to strengthen the department in the area of school librarianship.
- Dr. Simon Aristeguieta-Trillos (Assistant professor), M.I.S (University of Puerto Rico), Ph.D. in Communication and Information, (University of Tennessee) was hired on a new tenure-track line in 2011. Dr. Aristeguieta-Trillos was hired as a generalist to teach in various areas. He brought his knowledge of technologies which are invigorating many areas of the department's curriculum including database management and scholarly communication.

Faculty and departmental chair teaching loads are prescribed by [the Collective Bargaining Agreement \(CBA\)](#), in article 23. With the exception of the chair/director, each full-time faculty member typically has responsibility for three preparations per academic semester. Faculty with an all-graduate teaching load teach three courses per semester, while faculty with an all-undergraduate or mixed graduate/undergraduate teaching load teach four courses per semester. The department chair receives workload reduction.

Standard III.1 Capable Full time and Part-Time Faculty

III.1 The Program has faculty capable of accomplishing program objectives. Full time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specializations to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full time tenured/tenure-track and non-tenure track faculty and are integral to the program. 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 the program.

Full-time faculty

The department currently has eight full-time faculty members. All full-time faculty members hold terminal degrees and are tenured. The following Table III.2 presents an overview of rank, length of service, educational background, and areas of teaching and research specializations.

Table III.2 Full-time faculty education, teaching area, and research specializations

Name Current rank Appointment Experiences	Education	Areas of teaching and research specializations	Related courses taught
<p>Aristeguieta-Trillos, Simon Assistant Professor 2011 Academic librarian, Metadata specialist</p>	<p>Ph. D. Communication and Information, The University of Tennessee Masters in Information Sciences, University of Puerto Rico</p>	<p>Reference Technology Research methodology Social media Bibliometrics Citation analysis Multicultural and international librarianship</p>	<p>LS 500 Information Sources and Services LS 501 Developing Library Collections LS 504 Introduction to Information Professions LS 540 Multicultural Resources for Educator and Librarians LS 541: Database Management for Library Professionals LS 550 Research Methodologies in Library Science LS 574 Online Information Retrieval LS 589 Applying Web technologies in Libraries LS 590 Global Perspectives in Librarianship</p>
<p>Buchanan, William Professor 1993 Public Services Librarian, Branch Manager at a public library</p>	<p>Ed.D. Interdisciplinary studies, University of North Carolina at Greensboro MLS, MS History, University of Southern Mississippi M.A. in Theological Studies, Liberty University M.S Parks and Resource Management, Slippery Rock</p>	<p>Children's Services Collection Development Foundations, Rural Librarianship Reference Bibliography /Humanities Bibliography/Social Sciences Management/Public Libraries Multicultural Services</p>	<p>LS 500 Information Sources and Services LS 501 Developing Library Collections LS 504 Introduction to Information Professions LS 540 Multicultural Resources for Educator and Librarians LS 568 History of Books and Printing LS 577 Libraries, Literature, and the Child LS 578 Public Libraries Rural America LS 579 Issues in Urban Librarianship LS 583 Libraries, Literature, and Young Adults</p>

	University of Pennsylvania	Theological Librarianship Urban Librarianship Young Adult Services	
Clark, Rhonda L. Associate Professor 2009 Archival Experiences	Ph.D. Russian and Modern European History, University of Minnesota MLIS University of Pittsburgh M.A. Russian and East European Studies, University of Minnesota	Research Bibliography /Humanities Bibliography/Social Sciences Archives History of the Book History of Libraries Emerging Technologies Organization of Information	LS 145 Who Do You Think You Are? LS 500 Information Sources and Services LS 535 Archival Management for Small Repositories LS 536 Metadata for Local Special Collections LS 545 Reference Services for Genealogy & Local History Collections LS 550 Research Methodologies in Library Science LS 573 Integrated Technologies in Libraries LS 575 Digital Libraries LS 587 Indexing and Abstracting
Ha, YooJin Associate Professor 2010 Data management, Metadata Indexer, Digitization, Reference librarian	Ph.D. Library and Information Science, Rutgers. M.L.S. Library and Information Studies, University at Buffalo	Information Seeking Behavior Information Organization Information Storage and Retrieval Library System Evaluation Research Methods User interfaces Users and Uses of information systems	LS 504 Introduction to Information Professions LS 505 Organization of Information LS 542 Information Seeking Behavior in User Interface Design LS 543 Adult Programming LS 544 Evaluation and assessment of library and information services LS 550 Research Methodologies in Library Science LS 573 Integrated Technologies in Libraries LS 574 Online Information Retrieval LS 589 Applying Web technologies in Libraries

<p>Harhai, Marilyn Kay Professor 2001 Law librarianship</p>	<p>Ph.D. Leadership & Education, Barry University J.D. School of Law, University of Colorado</p> <p>M.L.S. School of Library and Information Science, University of Pittsburgh</p>	<p>Administration Assessment Collection Development Literature Programming</p>	<p>LS 501 Developing Library Collections LS 504 Introduction to Information Professions LS 532 Management of School Library Media Centers LS 534 Admin & Management of Libraries LS 549 Genre Fiction and Readers' Advisory LS 572 Law in Libraries LS 577 Libraries, Literature, and the Child</p>
<p>Krueger, Janice M. Associate Professor 2006 Electronic Resources & Serials Librarian, Instruction and Outreach Librarian, teacher</p>	<p>Ed. D., Curriculum and Instruction, University of the Pacific</p> <p>Master of Science, College of Information Studies, Drexel University</p>	<p>Assessment Collection Development Reference Government Documents Research Instructional Strategies Information Literacy Information Storage and Retrieval Emerging Technologies Library Systems Programming</p>	<p>LS 500 Information Sources and Services LS 501 Developing Library Collections LS 505 Organization of Information LS 529 Instructional Strategies for the Library and Information LS 550 Research Methodologies in Library Science LS 562 Government Documents LS 573 Integrated Technologies in Libraries LS 574 Online Information Retrieval LS 589 Applying Web technologies in Libraries</p>
<p>Lillard, Linda L. Associate Professor 2008 Instructional Services Librarian in</p>	<p>Ph.D. & M.L.S. School of Library and Information Management, Emporia State University</p>	<p>Administration Information Literacy Information Seeking Behavior Information Storage and Retrieval Literature Reference</p>	<p>LS 500 Information Sources and Services LS 504 Introduction to Information Professions LS 532 Management of School Library Media Centers LS 534 Admin & Management of Libraries</p>

charge of Distance Learning, Bibliographic Instruction, Reference librarian	M.A., Education: Curriculum and Instruction, San Diego State University	Research Programming	LS 543 Adult Programming LS 548 Fiscal Management for Libraries and Information Agencies LS 577 Libraries, Literature, and the Child LS 580 Library Marketing and the Community LS 583 Libraries, Literature and Young Adults LS 591 Business Reference Sources and Services
Maccafferri, James T. Associate Professor 1990 Librarian at Technical Services Department	Ph.D. & M.A. History and MLS, University of California, Los Angeles	Cataloging Classification Serials Management/Technical Services Management/Academic Libraries Preservation	LS 501 Developing Library Collections LS 502 Cataloging and Classification LS 568 History of Books and Printing LS 587 Indexing and Abstracting LS 588 Preservation and Conservation of Library Materials

For more detailed information on full-time faculty’s research, teaching and service activities, see folder Appendix III.1 Full-time Faculty CVs. The department directory ([Faculty & Staff](#)) on the school web also provides a summary of each full-time faculty’s research interests, activities, publications, presentations, service activities, honors, and awards.

During the period of review, full-time faculty taught the majority of core (required) courses as depicted in the Table III.3 Proportion of required course taught by Full-Time Faculty below. The full-time faculty has covered 100% of the required courses since Fall 2013 after the department’s policy was changed to have all required courses taught by full-timed tenure-stream faculty. This policy was in effect and followed during most of the period under review. Their ability to cover core courses not only ensures consistency in the teaching of subject matter but also enables the faculty to agree on evaluation measures to assess student learning in the cores.

Table III.3 Proportion of required course taught by full-time faculty

Academic Year (including winter & summer terms)	Total sections offered	Total required course sections offered	Required course sections delivered by Part-Time Faculty	Required course sections delivered by Full-Time Faculty	Percentage of required course taught by Full-Time Faculty
2016–2017	84	46	0	46	100%
2015–2016	77	34	0	34	100%
2014–2015	80	34	0	34	100%
2013–2014	82	35	0	35	100%
2012–2013	80	36	4	32	89%
2011–2012	92	56	6	50	89%
2010–2011	94	53	26	27	51%
Total	589	294	36	258	89%

The number of current full-time faculty is sufficient in number to handle the current curriculum and number of students. Refer to this file, [Full-time faculty graduate course assignments 2010-2017](#), which presents the courses taught by each full time faculty member during the period under review. The course teaching load is consistent with Clarion University practices but, admittedly, it is higher than that found at a number of other Library and Information Science programs, especially those in large research universities. The faculty’s expertise in various specialties appears to be appropriately matched to their courses, research, and service commitments. Table III.2 Full-time faculty education, teaching area, and research specializations above describes their diverse academic backgrounds. Depending on a mix of circumstances, faculty occasionally teach course overloads. Overloads are assigned with the consent of faculty members, they are not required teaching assignments and faculty may turn them down. Circumstances that have prompted overloads during the period of this review are: unexpected faculty sick leave, addition of courses to the schedule at the last minute due to high admittance allowing no time to complete the hiring process for a part time faculty member, a “dead” part time faculty pool (the department did not realize the pool was “dead” but the head of social equity said we could only hire two people from the pool as the rest of the pool had not updated their credentials), unexpected large enrollments in the internship/apprenticeship capstone option, and faculty sabbaticals.

As with teaching, the full-time faculty also carries out a diverse program of research. Since 2010, the eight full-time faculty members have engaged in a wide variety of scholarly activities as presented in III.5 in this chapter.

For service, full-time faculty is sufficient to carry out a wide range of service activities for the department, the University, and professional associations. The department

maintains a system of faculty committees to ensure strong support for teaching, research, and learning. All full-time faculty members serve on committees, and membership rotates systematically to ensure fair distribution of workload and sufficient opportunities for leadership development. The committee structure has been modified as needed to improve efficiency.

Part-time faculty

The use of both full-time and part-time is consistent with the 2015 Standards, which recognize the value of the use of such faculty. Part-time faculty teach a wide range of courses which draw upon their expertise, areas of specialization, high-level positions and professional accomplishments. They add significantly to the richness of the course offerings and the scope and depth of the programs. Having such a highly qualified pool of temporary faculty who are mentored by the full-time faculty, ensures consistency of learning outcomes and ensures that whether taught by full-time or part-time faculty students may achieve learning outcomes expected of a Clarion MSLS degree.

Twenty-seven individuals have served as adjunct instructors since the last accreditation renewal (2010-2017). Some examples from recent hires illustrate the range of expertise they bring to the program at Clarion.

Gretchen Gueguen, MLS, University of Maryland, Data Services coordinator for the Digital Public Library of America, and previously Digital Archivist, Albert and Shirley Small Special Collections Library, University of Virginia, who has published articles in the major journals in the area including *Journal of Digital Media Management* and *The Journal of Archival Organization*, who has taught course LS 575 Digital Libraries.

Jeffrey Hancks, Ed.D., Adult, Community and Higher Education, Northern Illinois University; MA, Library and Information Studies, University of Wisconsin, Madison; MS, Instructional Design and Technology, Western Illinois University, Director of Archives and Special Collections in Western Illinois University, who has taught courses on LS 578 Public Libraries in Rural America and LS 547 Leadership for Library & Information Centers.

Matthew Marsteller, MSLS, BS Physics, Clarion University of Pennsylvania, Senior Librarian, Head in Science Libraries Carnegie Mellon University Libraries, has taught LS 556 Resources in the Sciences, Technology & Medicine.

Shelia Battin, MLIS, University of Wisconsin, Milwaukee; MS Organizational Development, Avila University, Information literacy and Reference librarian, Benedictine College, KS, who used to work as Assistant Director at a Chatham Area (IL) Public Library System, has taught courses LS 529 Instructional Strategies for the Library & Information Profession and LS 591 Business Reference Sources & Services.

Susan Allen, MSLS, Case Western Reserve University, Director of Libraries and Academic Technology, Nichols School, Buffalo, NY, has taught courses, LS 589

Applying Web Technology in Libraries and LS 574 Online Information Retrieval.

The part-time faculty adds significantly to the richness of our course offerings and the scope and depth of our programs. Their contributions to the program complement the full-time faculty's contributions and enrich student-learning experiences in a variety of information environments. Refer to Part-time faculty CVs (see Appendix III.2), part-time faculty qualification and courses taught for graduate (2010-2017) ([Temporary faculty appointments](#), [temporary faculty appointments by term](#), [part-time faculty by course](#)) and part-time faculty appointments (2010 to 2017) ([temporary faculty appointments by term](#), and [part-time faculty appointments by name](#)).

The following Table III.4 gives an overview of the use of part-time and full-time faculty during the period under review.

Table III. 4 Use of part-time and full-time faculty

	Total Graduate sections offered (2010- 2017)	Sections of Graduate Courses delivered by Part-Time Faculty	Sections of Graduate Courses delivered by Full-Time Faculty
2016–2017	84	7 (8%)	77 (92%)
2015–2016	77	4 (5%)	73 (95%)
2014–2015	80	11 (14%)	69 (86%)
2013–2014	82	8 (10%)	74 (90%)
2012–2013	80	8 (10%)	72 (90%)
2011–2012	92	12 (13%)	80 (87%)
2010-2011	94	42 (45%)	52 (55%)
Total	589	92 (16%)	497 (84%)

Table III.4 shows that the proportion of courses taught by part-time faculty has significantly declined since fall 2011, from 42 (45 %) in Academic Year (AY) 2010– 2011 to 12 (13%) in AY 2011-2012. Increased full-time faculty members have contributed to the lower number of course sections taught by part-time faculty during the time period.

While the review of the use of temporary faculty has typically resulted in the evidence for the need for more tenure-track faculty than have been approved by administration based on the CBA formula, the department recognizes that the approved tenure-track hires represent a sustainable growth in the tenure-stream faculty and that room needs to be maintained in the teaching schedule for part-time faculty who bring teaching competencies to the program not represented in the full-time faculty.

Article 11 of the CBA requires each department to annually review its use of temporary faculty for the past three years. Any such review that reveals the sustained employment of temporary faculty that exceeds the equivalent teaching load of a permanent faculty member shall result in the department requesting the president to authorize a tenure-track search. While the president may deny the request, s/he must provide a written rationale for the denial. The exercise of this review requirement has resulted in the recent increases in the department faculty size.

Standard III.2: Support of Faculty

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

High priority of teaching, research, and service by its appointments and promotions

In addition to teaching, the required credit load per semester in accordance with the [Collective Bargaining Agreement \(CBA\)](#), faculty members participate in university governance and service that includes various committee work at all levels. The DILS faculty are elected to the committees integral to university functions. These committees include, but are not limited to, tenure, promotion, curriculum, sabbatical leave, and technology advisory. The DILS faculty members have also served on Faculty Senate, Graduate Council, and as officers for the Association of Pennsylvania State College & University Faculties (APSCUF).

Despite teaching and service responsibilities, faculty remains active in scholarship and professional development. Faculty members contribute to peer-reviewed and professional journal and book publications. They also have edited monographs as well. Faculty has pursued continuing education through regular course work, certificate programs, and by, not only attending, but also presenting at professional conferences. Details on faculty scholarship are discussed in Section III.5. A complete record of faculty teaching, research, and service is documented. See Appendix III.1 for Full-time Faculty CVs.

The faculty has a demonstrated record of accomplishment as documented by the tenure and promotion decisions of the university in the years covered by this review. Five faculty members were tenured: Dr. Krueger, Dr. Lillard, Dr. Clark, Dr. Ha, and Dr. Aristeguieta-Trillos. All full-time faculty members in the department are tenured. There are three faculty members who were promoted to Associate Professor from Assistant Professor: Dr. Krueger, Dr. Clark, and Dr. Ha. Recently, one faculty member, Dr. Lillard, was promoted to Full professor from Associate Professor. Currently, Dr. Aristeguieta-Trillos is under review for promotion from Assistant Professor to Associate Professor. Three faculty members were granted sabbatical leave in the years covered by this review. Dr. Maccaferri and Dr. Buchanan were awarded full-year sabbatical leaves, which are completed. Dr. Harhai has been awarded a full year sabbatical leave, which

will take place in the 2018-2019 academic year. Table III.5 shows the summary of these accomplishments.

Table III.5 Summary accomplishments: Tenure, promotion, sabbatical awards.

Faculty name	Tenure awards	Promotion awards	Sabbatical awards
Aristeguieta-Trillos	2016	Under review for Associate Professor	
Buchanan	1998		2014-2015
Clark	2014	2014 (to Associate)	
Ha	2015	2016 (to Associate)	
Harhai	2006		2018-2019 scheduled
Krueger	2011	2011 (to Associate)	
Lillard	2013	2017 (to full professor)	
Maccaferri	1996		2016-2017

Evaluation, tenure, and promotion policies are stated in detail in the CBA. Articles 12, 15, and 16 address each process respectively and are available at APSCUF's homepage ([Contracts](#)). Guidelines for tenure, promotion, and sabbatical leaves are also available under the Provost's web page on Clarion school homepage ([Key University Policies](#)).

Stimulating learning and research environment

The Clarion University provides various resources to encourage innovation in teaching. The Learning Technology Center ([LTC](#)) offers regular workshops to provide instructional design ideas and teaching strategies using D2L. The LTC also offers a Teaching Online Certification Course for faculty members including part-time faculty who are scheduled to teach online courses for the first time. 100 percent of DILS faculty including part-time faculty took the LTC certificate program. The school also offers a series of seminars and workshops such as high impact practices or assessments that help to assist faculty in course development and teaching.

The University also encourages faculty scholarship by providing various programs and events such as the 'Brown Bag' series to promote faculty research and foster

interdisciplinary collaboration and discussion in an informal setting. There is also the 'Faculty and Staff Scholarship Recognition' program, which is a part of the Annual Academic Excellence Series. It recognizes faculty and staff's research, scholarship, professional development, and external grants. All DILS faculty have been recognized at least once during their time at Clarion. Faculty members must submit their research and scholarship and other accomplishments in order to be recognized. The most recent information is available under the Provost's web page on the Clarion University homepage ([Academic Excellence Series](#)).

The DILS and the various administrative units to which it relates - particularly the College of Business Administration and Information Sciences, College of Education and Human Services (until 2013), the Office of Graduate Studies, and Research, and Extended Studies, Academic Affairs/Office of the Provost - make research and professional development funds available on a competitive basis at the college, university, and system level. The DILS faculty has been successful in winning grants at all these levels. The details of faculty grant awards are available in later section III.5 Faculty research and scholarship.

Standard III.3: Recruitment and Retention Faculty

III.3 The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

Faculty personnel policies and procedures

The process to recruit, hire, and retain faculty is guided by policies set forth in the CBA, the Office of Social Equity, and the Office of Human Resources. The full text of these documents, including the CBA, can be viewed online. The procedures to hire, tenure, and promote faculty are spelled out in the CBA, [Filling Job Vacancies Policy](#) under Human Resource policy page, and the departmental Search Committee procedures for the DILS. The Office of Social Equity works with the [Strategic Equity Diversity Plan](#) for 2013-2018. These documents represent complementary efforts by faculty and administration to ensure both excellence and equity in the hiring of faculty.

Recruitment

For purposes of hiring new faculty, all tenure-stream department faculty excluding the chair, function as a committee of the whole and constitute the Search Committee. For full-time faculty searches, the department search committee establishes selection criteria, a job description, and a search plan, all of which must be approved through channels, including an approval by the university's Office of Social Equity. The committee makes a recommendation for a faculty appointment following the search process. The department chair may agree or disagree with the committee's recommendation, but in either case, the committee's recommendation is forwarded to

the administration.

The department's commitment to hiring a diverse faculty is demonstrated by the search plans for its faculty hires. Beyond the standard venues (for example, *Chronicle of Higher Education*, HigherEdJobs.com, etc.), position descriptions were advertised in such publications as *Black Issues in Higher Education* and were posted on the Web sites of all major culture specific library associations, for example, REFORMA and Black Caucus of the American Library Association. In all hiring and promotion actions taken since 2010, the department has followed these policies and conscientiously recruited candidates of diverse backgrounds.

In the case of part-time faculty, the department has a standing advertisement which is periodically re-distributed and which encourages applications and provides basic qualifications for teaching on the department's faculty. At a minimum, each candidate must have an ALA-accredited MLS and two years of experience in teaching and/or librarianship. Candidates in the part-time pool must reapply the part-time pool every three years. In their letters of interest, part-time candidates must identify by course number and title which courses they feel they are qualified to teach and why (coursework or experience in the area is generally the reason cited for qualifications). Once a part-time candidate's file is complete, faculty members review the file to determine whether they agree that the candidate is capable of teaching the courses indicated. If the majority of committee members agree that the candidate is capable of teaching the indicated courses, then the candidate's name goes on a master list of candidates pre-approved for each course. When the need to staff a course with a part-time candidate arises, the chair selects the one who appears to be the best fit from the master list. The recommendation to hire then goes forward.

Appointments

Under the terms of the CBA, the hiring of new faculty is a cooperative process participated in by administration, the department chair, and the department faculty. As noted in Article 11 of the CBA, the search for new faculty can only be authorized by the university president. Both the department faculty and the president must concur on the choice of a final candidate before an appointment can be made. The president makes the final decision regarding rank and salary of the faculty member, though current practice is for the department search committee to make the initial recommendation regarding rank and step, with the understanding that either may be adjusted before a final offer of employment is produced by the president's office. Typically, the president authorizes new searches only after the department faculty has presented evidence demonstrating the need for a new faculty member.

Promotions

Re-appointment, promotion, and tenure decisions are based upon a candidate's proven record in teaching, research, and service. The detailed promotion and tenure procedures will be presented in III.8. Faculty appointments, promotions, and retirements

are summarized in Table III.4 above.

All faculty personnel policies and procedures are published, accessible, and implemented explicitly and equitably. The policies including evaluation, tenure, and promotion policies are stated in detail in the CBA. Articles 12, 15, and 16 address each process respectively and are available at [Faculty CBA Contract](#). Guidelines for tenure and promotion are also available under the Provost's web page at [Faculty Policies](#). Guidelines for procedures for filling faculty at see [Filling job vacancies - Faculty](#) and [Equal Employment Opportunity](#) on school's [policies page](#).

Diverse background faculty

The DILS faculty members have diverse backgrounds due to Social Equity guidelines for faculty searches (see [Equal Employment Opportunity](#)) and the DILS search plans that encourage a wide diversity of candidates to apply. The full-time faculty also exhibits intellectual diversity as demonstrated by degrees from types of institutions (e.g., public and private; large and small), representing all major areas of the United States and two other nations, Korea and Venezuela. One member of the full-time faculty holds dual doctorates and the doctoral degree granting institutions of the faculty are geographically and intellectually diverse.

The schools from which faculty hold doctorates and the disciplines of the doctorates are as follows: University of North Carolina at Greensboro (Interdisciplinary); Barry University (Educational Leadership); University of California, Los Angeles (Middle East History); Emporia State University (Library and Information Management); University of the Pacific (Curriculum and Instruction); University of Minnesota (Russian History); Rutgers University (Library Science), and University of Tennessee (Communication and Information Science). Institutions granting professional library science degrees to the faculty are equally diverse: University of Southern Mississippi; University of Pittsburgh; University of California, Los Angeles; Emporia State University; University at Buffalo; and the University of Puerto Rico. See Table III.2 Full-time faculty education, teaching area, and research specializations for teaching areas and (see Appendix III.1) for Full-time Faculty CVs). As noted elsewhere in this chapter and as documented in Appendix III.2. Part-time Faculty CVs, part-time faculty pool is equally diverse.

The following Table III.6 presents the percentage of minority students in the MSLS program, the total University minority students, DILS faculty minority breakdown, and the University minority Faculty during last 7 years. Minorities in this report include Hispanic/Latino, American Indians or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander. While it is still diverse, the majority (about 85%) of the Clarion University student body is white and the minority students are about 15 %, which is less diverse than most universities across the country and some of the Universities in the state system. The percentage of minority students in the MSLS is not keeping up with the percentage of University, but it has been growing steadily with larger growth in 2016-2017, for example, 12% in 2016-2017 from about average 6% in

previous years. The percentage of minority DILS faculty has been mostly 25%, which is much higher than the rest of the university (average about 9%).

Table III. 6 Clarion University minority population

Academic Year	% of MSLS Minority students *	% of Total University Minority students **	% of Minority DILS Full-time faculty	% of Minority University Full and Part-time faculty ***
2016-2017	12.1% (41/338)	15.9%	25% (2/8)	9.2% (26/281)
2015-2016	6.8% (22/325)	15.0%	25% (2/8)	8.9% (26/291)
2014-2015	7.3% (27/367)	14.9%	25% (2/8)	10.2% (30/294)
2013-2014	5.7% (23/400)	13.3 %	25% (2/8)	11.5% (35/303)
2012-2013	5.2% (25/476)	13.7%	22% (2/9)	9.1% (30/330)
2011-2012	5.3% (27/509)	14.8%	25% (3/12)	8.7% (30/343)
2010-2011	5.1% (22/434)	14.9%	23% (3/13)	10.8% (42/390)

*: Source from COA trend report - ALA Minority Enrollment/ Total ALA (headcount) Masters Students

** : Source from 2010-2017 [Annual Fact Book Total University Enrollments by Race & Gender](#) Enrollment Trends and Data (Existing & New Students)

***: Common Data set Initiative 2010-2016 by [Office of Institutional Research](#) - Total number who are members of minority groups / Total number of instructional faculty (Full-time + Part-time)

Standard III.4: Faculty Qualifications

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.

As previously noted, the department has a solid, well-credentialed full-time faculty with diverse specializations and experiences, and it maintains a pool of exceptionally strong part-time faculty candidates capable of supplementing the work of the full-time faculty. Members of the part-time pool are geographically distributed across the nation, and all teach in the online environment.

Faculty teaching assignment

All full-time faculty members teach in areas related to their educational background, experience, and research interests. Teaching assignments are made by the department chair, consulting with individual faculty, to ensure that the needs of the program are met while assignments are in line with faculty strengths. Table III.2 Full-time faculty's education, teaching area, and research specializations shows the alignment of courses taught with areas of interest and demonstrates the appropriate alignment. In many cases, faculty members have taught the same courses repeatedly, thus evolving and reinforcing their strengths.

Under the CBA, the teaching assignments of all faculty members are recommended by the department chair. These recommendations are approved and adjusted as needed by the college dean. By mutual consent, the chair has traditionally worked with the full-time faculty to determine their teaching interests and abilities and to make assignments on this basis when possible. The current members of the full-time faculty have documented competencies (and interests) for teaching all areas of the curriculum. Some courses which cut across specialty lines within the profession (e.g., LS 504: Introduction to the Information Professions) are taught by various members of the faculty. Other courses which are highly specialized (e.g., LS 535: Archival Management for Small Repositories; LS 572: Law in Libraries) are typically taught only by one or two faculty members who agree to remain current within that specialty area. See Table III.2 above for full-time faculty's teaching areas and Appendix III.1 Full-time Faculty CVs.

As previously noted, the DILS uses a pool of part-time faculty candidates whose credentials include either a terminal degree or who provided evidence of exceptional knowledge and skill in the profession. Having such a highly qualified pool of temporary faculty who are mentored by the full-time faculty ensures consistency of learning outcomes and ensures that whether taught by full-time or part-time faculty students may achieve learning outcomes expected of a Clarion MSLS degree. Additionally, the department's part-time faculty brings a richness and diversity to the students' learning experience.

Members of the full-time faculty mentor and work with part-time temporary faculty in a variety of ways. Importantly, syllabi developed by full-time faculty are shared with part-time faculty both to ease the need of course development and to ensure consistency of learning outcomes in all sections of a given course. Both the full-time faculty and the department chair work with part-time faculty to assist them in understanding the complexities of working within a unionized environment and to provide ongoing support with class and content-related questions. Further, the department has developed a mentor program for part-time temporary faculty so that each member of the part-time temporary faculty has a tenure-stream mentor who can assist, coach, and help the part-time temporary faculty member as needed. See Part-time [faculty qualifications and courses taught \(2010- 2017\)](#).

Technological skills

All faculty members utilize computer and communications technology extensively in teaching and research. As the department offers a fully online program, all courses are delivered by Clarion Desire To Learn (D2L) (<https://d2l.clarion.edu/>) course management system for communications, discussions, presentations, assignments, and other aspects of course operations. In addition, faculty members participate in the workshops offered by Learning Technology Center (LTC) to learn updated feature on the D2L site. Faculty regularly share successful practices for the use of technology in their teaching, including synchronous or asynchronous distance instruction modes, to ensure that all are aware of the options and can use them effectively. Several DILS faculty have presented in these workshops. The technological skills include Blackboard Collaborate, other presentation tools available in D2L, YouTube, MP3 or MP4 files, the Microsoft Suite, EOS International (ILS), LibGuides, Camtasia, iSrping, Balsamiq, and Justmind, etc.

Effectiveness in teaching

Student responses to the Exit Survey (Aggregated data, 2012-2016) demonstrate their positive experience with our faculty. As presented in Table III.7 Student responses to faculty effectiveness, 89% of students responded that the DILS faculty was effective.

Table III.7 Student responses to faculty effectiveness

Question: The library science faculty was very effective	#	%	Top 2 categories #	Top 2 %
Strongly Disagree	1	0.00%		

Disagree	4	0.03%		
Neutral	8	0.06%		
Agree	63	49.2%	114	89.06%
Strongly Agree	51	39.8%		
No Opinion	1	0.00%		
Total	128	100.00%		

The number of student responses is low because the faculty in the capstone courses did not gather the data as expected. New mechanisms are now in place to provide more complete data on faculty effectiveness through the capstone courses.

Positive experience with faculty is also shown in the Alumni survey data obtained in 2015-2016. As presented in Figure III.1, alumni responses to the survey confirms their positive experience in various categories of teaching effectiveness, including 88% of respondents agreed “the full-time faculty presented the syllabus and course materials in a clear and timely manner” and 87% agreed “the full-time faculty knew the course.”

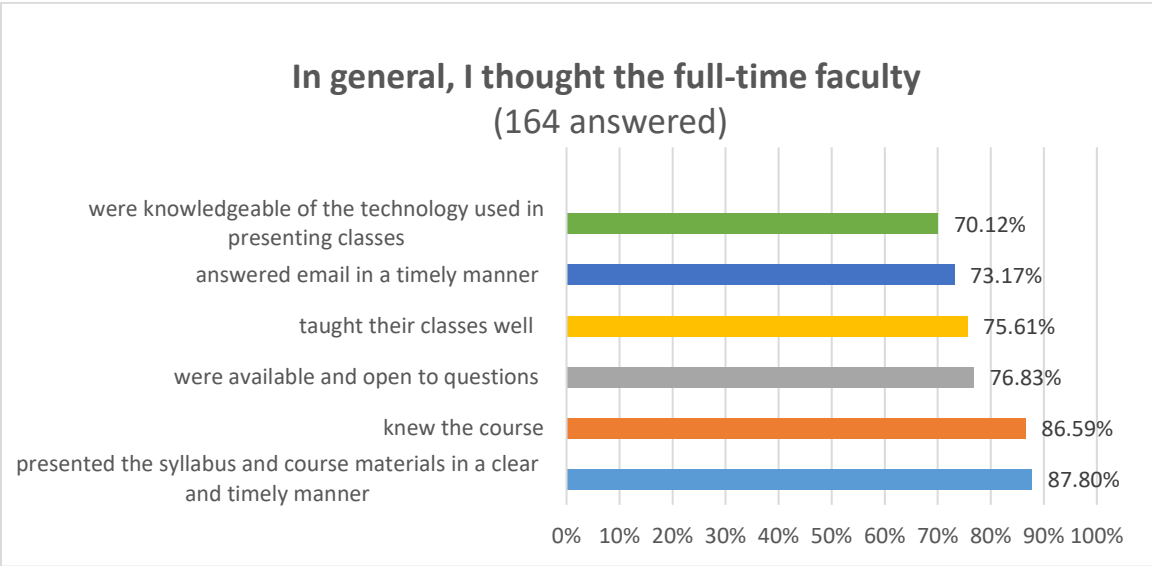


Figure III.1 Faculty effectiveness data from alumni survey

Faculty participation in relevant organizations

As documented in their CVs, the DILS Full-time faculty members are active in scholarly and professional organizations relevant to their teaching and research interests. These organizations are international, national, regional, and local and illustrate the wide-ranging contribution of the faculty. Also, the DILS faculty are active participants in both the local and the professional communities with activities that include, serving on boards, acting as consultants, and serving as keynote speakers. Table III.8 presents faculty membership and their leadership positions in professional organizations including editorship of scholarly journals. Details of faculty service are in their CVs (see folder Appendix III.1 for Full-time Faculty CVs).

Table III.8 Faculty membership in professional organizations (2010-2017)

Professional Organization and Journal Title	Faculty Membership and Name of Position
AIIM Professional Member (William Penn Chapter)	Lillard
American Library Association	<p>Buchanan</p> <p>Clark – RUSA, national History Section Genealogy Committee member</p> <p>Ha – Committee member of Library Research Round Table (LRRT)</p> <p>Lillard - External Review Panelist and Chair for COA; Library Research Round Table (LRRT), Chair 2010-2011; Vice-Chair, 2009-2010, Chair-Elect, 2008-2009; Library and Information Science Education Interest Group, Chair Elect 2014-2015, Chair 2015-2016, Past Chair, 2016-2017; Allied Professional Association Certification Committee Appointment, 2012-2016, ACRL Professional Development Committee</p> <p>Maccaferri - Library and Information Technology Association and Association for Library Collections & Technical Services, 1989-</p>

American Society for Information Science and Technology	Aristeguieta-Trillos Ha
ARMA International (Association of Records Managers and Administrators)	Lillard
Association for Library and Information Science Education	<p>Aristeguieta-Trillos - International Library Education SIG convener, 2015</p> <p>Buchanan - Chair, ALISE Service Award Committee</p> <p>Clark - Archives SIG convener, 2015 to present; International Library Education SIG convener, 2011 to 2015; International Library Education SIG convener, 2011-2015.</p> <p>Ha - Curriculum SIG co-chair, 2012- ; Birds of a Feather, research method session facilitator, 2014- ; 2012 Works in Progress Poster Session co-chair; reviewer for Ph.D. research poster presentations at ALISE, 2012, 2017</p> <p>Lillard – 2019, Juried Panels Co-Chair; 2014 Annual Conference Co-Chair; 2012 Conference Planning Committee; 2012 Works in Progress Poster Session Co-Chair; Curriculum SIG co-chair, 2012 - ; Juried Papers Committee, 2012-2013; 2011 Jean Tague Sutcliffe Doctoral Student Award Poster Session Judging Chair; Eugene Garfield Doctoral Dissertation Committee, 2014-2017; Research Grants Competition Committee, 2011-2013; Nominate and ran 2 times for ALISE President.</p> <p>Maccaferri</p>
Association of College and Research Libraries (ACRL Division of ALA)	Lillard - professional Development Coordinating Committee Member, 2005-2012; Communities of Practice Assembly Member

	Maccaferri - Program Committee at Western Pennsylvania/West Virginia Chapter, 2014–; Nominating Committee at Western Pennsylvania/West Virginia Chapter, 2012–2013.
Church and Synagogue Library Association	Buchanan
<i>Current Studies in Librarianship</i>	Aristeguieta-Trillos - Co-editor and Board of Reviewers, 2012- Clark – Co-editor and Board of Reviewers, 2010- Ha - Co-editor, 2014- ; Manuscript Reviewer 2010, 2016 Krueger - Co-editor, 2013-2014, and Board of Reviewers, 2010-
DeGruyter Open Library & Information Science, Media Studies	Krueger - Editorial Advisory Board, 2016 -
<i>Emporia State Research Studies Journal</i>	Lillard - Manuscript Reviewer 2009 –
<i>Evidence Based Library and Information Practice</i> journal	Krueger - Editorial Advisor, 2012-2014
Genealogy Conference of the Titusville Historical Society	Clark – Conference organizer; Tech support
Ida Tarbell House Committee of Oil Region Alliance	Clark- 2008 to 2012
IGI Global	Krueger – Survey reviewer, 2015
Information Architecture Summit sponsored by ASIS&T	Ha - proposal reviewer, 2015
IRA books program	Krueger – Board, 2013-2016
<i>International Open Access Journal</i>	Aristeguieta-Trillos - Editorial Board member, 2012-2016.
<i>Journal of Academic Librarianship</i>	Lillard - Peer manuscript reviewer, 2005-

<i>Journal of Adolescent and Adult Literacy</i>	Krueger - Board of reviewers, 2006-
<i>Journal of Library and Information Science Education (JELIS)</i>	Lillard - Manuscript Reviewer 2005 –
Library Administration and Management Association (LAMA Division of ALA)	Lillard
Pennsylvania Department of Education	Harhai - INVITED COMMITTEE MEMBER, Guidelines for School Library Education programs in Pennsylvania Committee, The Office of Commonwealth Libraries and Office of Higher Education, 2013
Pennsylvania Library Association	Lillard - College and Research Division Board Member-at-Large, 2009-2011 Maccaferri - Vice Chair/Chair Elect, Preservation Roundtable, 2014– 2015; Legislative Liaison, Board of Directors, College & Research Division, 2013–
Pennsylvania School Librarians Association	Harhai – FOUNDED MEMBER, Pennsylvania Educators of School Librarians Section, 2014
ReadWriteThink.org website sponsored by the International Reading Association	Krueger – Reviewer, 2007
Reference and User Services Association (RUSA Division of ALA)	Clark – RUSA, National History Section Genealogy Committee member, July 2013 – present. National Genealogy Pre-Conference Committee 2013 – 2017. Lillard
Special Libraries Association	Buchanan
Society for Scholarly Publishing,	Krueger - Education Committee
Titusville Historical Society Collection	Clark – Chair of Technology Committee, Chair of Collections Committee, Past President

Western PA/West Virginia ACRL Chapter	Krueger - Treasurer
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Standard III.5 Faculty Research and Scholarship

III.5 For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.

Despite teaching and service responsibilities, faculty remains active in scholarship and professional development. Faculty contributes to peer-reviewed and professional journal and book publications. They also have edited monographs as well. Faculty has pursued continuing education through regular course work, certificate programs, and professional conferences by, not only attending, but also presenting. The following Table III.9 presents scholarly activities of Full-Time faculty from 2010 to 2017. A complete record of faculty teaching, research, and service is documented in their CVs (see folder Appendix III.1. for Full-time Faculty CVs).

Table III.9 Scholarly activities of full-time faculty, 2010-2017

Faculty name	Articles *	Conference presentations (paper & posters)	Book	Book chapters	Invited talks, newsletters	Editorialships (editor, book, chapter)	Consultantships	Grants
Aristeguieta-Trillos	1	8		1		2	1	3
Buchanan	1	1		2				
Clark		15	1	3	7	2	3	9
Ha	1	10		3	4	2	2	6
Harhai	3	15			5	2		4
Krueger	5	14		2	4	10	9	1
Lillard	2	10		3	3	1	6	8
Maccaferri		5		1	3	2	1	
Total	13	75	1	15	23	21	22	31

* Includes refereed conference papers published and under review

A review of the DILS faculty's CV indicates that in the period under review full-time faculty members have produced eleven articles in professional or scholarly journals, held twenty-one editorships of journals or books and chapters' review, authored one book and twelve book chapters, served as consultants on seventeen different occasions, and presented seventy-four programs at scholarly and professional conferences. In response to COA's concern regarding the need for more scholarship by faculty, the department has made an intentional effort to produce peer-reviewed publications, as indicated below:

Two of the department's faculty were awarded editorships by IGI-Global to produce edited monographs in the field of library and information science. Once awarded, the two editors (Dr. Linda Lillard and Dr. Janice Krueger) invited submissions from members of the profession with specific invitations to all members of the DILS faculty; invitations were issued by the faculty editors via email to the department faculty. As a result, Dr. Krueger's edited book ([*Cases on Electronic Records and Resource Management Implementation in Diverse Environments*](#)) contained peer-vetted chapters by Drs. Ha, and Clark, successfully submitted chapters in addition to two chapters by Dr. Krueger herself. The book was published in 2013. Dr. Lillard's monograph (*Information Access and Library User Needs in Developing Countries*) included successful peer-vetted chapters by Drs. Ha and Aristeguieta-Trillos as well as one by Dr. Lillard herself. Again, the book was published in 2013.

As a result of Dr. Lillard's professional relationship with a former doctoral student she supervised while on the faculty of Emporia State University (Dr. Mohammed Al-Suqri), both Dr. Lillard and Dr. Buchanan were invited to submit chapters for peer review for a monograph (*Promoting Interdisciplinary in Knowledge Generation and Problem Solving*) he edited on interdisciplinary. Both chapters were successfully peer-reviewed and will appear in the monograph which is scheduled to appear later in 2018. In a previous book, Dr. Lillard was invited to submit a chapter for peer review for Dr. Al-Suqri's monograph, *Information Seeking Behavior, and Technology Adoption: Theories and Trends*. The peer review was successful and the book with Dr. Lillard's chapter was published in 2012.

Dr. Clark's professional work at the national level provides Clarion leadership in the field of local studies librarianship. Dr. Clark served for three years on the RUSA Genealogy Pre-Conference Committee, where she coordinated registration and helped plan numerous Genealogy Pre-conferences and Institutes. She was invited to give a talk at a RUSA Genealogy Preconference at ALA Annual, 2016. Currently she serves on the RUSA Genealogy Committee, where she is charged with leading the revision of the RUSA Guidelines for a Unit or Course of Instruction in Genealogical Research at Schools of Library and Information Science. She collaborated with an adjunct instructor and genealogist at the University of Illinois, Champaign, Urbana to produce the first full-

length guide for local studies librarianship and that emphasizes an interdisciplinary approach to teaching those interested in local history, family history, local special collections and genealogy in cultural heritage institutions. *Fostering Family History Services: A Guide for Librarians, Archivists, and Volunteers* (Libraries Unlimited, 2016) received a starred review from *Library Journal*.

The following Table III.10 presents the summary of Full-Time faculty member's internal grant awards from 2010 to 2017. A complete record of faculty teaching, research, and service is documented in their CVs (see folder Appendix III.1 for Full-time Faculty CVs).

Table III.10 Faculty internal grant awards 2010-2017

Faculty name	Clarion University Funding programs	
Aristeguieta-Trillos	UWFP development grant Provost matching fund	ALISE conferences, 2015-2016, \$1,625.00 ALISE conference, 2015, \$400.00
Clark	CFG UWFP development grant Summer Stipend UWFP development grant CEHS faculty development CFG	To develop a digital history portal on the website of Benson Public Library, November 2015, 1,000. ALISE conferences, 2013-2016 To work on book draft, <i>Fostering Family History in Libraries</i> , 2013 ALISE conference, 2011, \$1,000.00 PaLA conference, 2011 To create a five-year action plan for the local history room at the Library Oil City Public Library, 2010, \$1,000
Ha	UWFP development grant Provost matching fund CEHS faculty development	ALISE conferences, 2013-2016, \$3,625.00 ALISE conference, 2015, \$400.00 ALISE conference, 2012, \$1,000.00
Harhai	CFG	World War I Commemorative Project, Clarion University of Pennsylvania, 2015 Emerging Leadership Academy for School

	Library Services and Technology Act grant	Librarians, Grant, spring 2014
	National Science Foundation	Pushing the Limits in partnership with Clarion Free Library, Daniel Parker, Executive Director, 2013
	CFG	Community University, spring 2013
Krueger	CFG	Funded library materials for Clarion Free Library, 2014
Lillard	UWFP development grant	ALISE conferences, 2013-2016 \$3,625.00
	Provost matching fund	ALISE conference, 2015, \$400.00
	CEHS faculty development	ALISE conference, 2012, \$1,000.00

Community Fellows Grant (CFG), Clarion University of PA; University-Wide Faculty Professional (UWFP) development grant, Clarion University of PA; The College of Education and Human Services (CEHS) Faculty Development Fund, Clarion University.

Standard III.6: Faculty Education and Background

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.

The combined education and experience of the faculty is demonstrated through the variety in degree granting institutions, areas of scholarship and participation in varied professional organizations. As discussed earlier in this chapter, the department has consciously sought to diversify the intellectual and regional representation of its faculty. As evidence of the department's success in this it should be noted that of the eight full-time faculty, two have MSLS degrees from the University of Pittsburgh, one each from the following programs, University of California, Los Angeles; University of Southern Mississippi; Drexel University; Emporia University; University at Buffalo; and University of Puerto Rico. Doctoral institutions are even more diverse and include the following: University of North Carolina at Greensboro; University of California, Los Angeles; Barry

University; University of Colorado; University of the Pacific; Emporia State University; University of Minnesota; Rutgers University; University of Tennessee. While three of the eight full-time faculty hold doctoral degrees in library science, the remaining five have doctorates in other disciplines ranging from biblical studies to Russian history.

As noted elsewhere in this chapter, full-time faculty members have furthered their educations during the period under review, with one receiving a fourth master's degree, two taking certifications, and one took credits from related fields that helped to develop relevant courses in our program. One faculty member, Dr. Buchanan, completed an MA in Theological Studies from Liberty University in 2015 and then developed a Theological librarianship course and offered the course. Evidence of new scholarly insights is evident from a reading of the curriculum chapter in which it is obvious that faculty are continually using their scholarly insight to develop new courses and re-develop existing ones.

Some faculty members earned certifications and took credits from related fields and developed relevant courses in our program. Some of the examples are:

- Krueger - Association for Information and Image Management (AIIM). (2013, July 27); ERM Practitioner Course; Association for Information and Image Management (AIIM). (2013, October 25); Automating Records Management in Federal Government Course
- Lillard - Essentials of Records Management Certificate from ARMA (2012); Admitted to Program and took first credit bearing class for Master of Science in Management and Organizational Behavior (MSMOB): MGMT530 Organizational Behavior, Benedictine University, Winter Quarter, 2011.
- Clark - "Copyright Issues for Digital Archives," November 7, 2014, Pittsburgh, PA. 75 continuing education credits. Course counts as one of nine courses required towards Society of American Archivists Digital Archives Specialist Certificate; "ALA RUSA Genealogy Program," September 24, 2014, Philadelphia Free Library.

Faculty attended webinars that relate to classes taught. The following list is one of the examples from Dr. Krueger:

- Gonzalez, G., & Penka, J. (2016, Jan. 20). Linked data 499: Your action plan. SirsiDynix On Demand Webinar.
- Richey, S. (2015, Dec. 16). Linked data 401: In your library. SirsiDynix On Demand Webinar.
- Williamsen, J., & Lacanienta, R. (2015, Dec. 2). Linked data 301: A breakdown of BIBFRAME. SirsiDynix On Demand Webinar.
- Davidson, B. (2015, Nov. 18). Linked data for directors. SirsiDynix On Demand Webinar.
- Penka, J. (2015, Oct. 28). Linked data 201: How it works. SirsiDynix On Demand Webinar.

- Information Today. (2014, Nov 4-5). Taxonomy boot camp. KMWorld 2014 Conference held in Washington, DC.
- OCLC. (2014, June 2). Tracing the evolution of linked data Webinar.
- Computers in Libraries Conference, Washington, DC. (2011, Mar. 21-23). Sessions were applicable to technology courses and discovering new curriculum areas.

Intellectual environment

While each faculty member contributes to the literature of library science in a variety of ways—from the publication of reviews to the authorship of monographs—most faculty in the department are actively engaged in working across disciplinary lines to develop programs and projects with colleagues in other departments and at other institutions. One of the examples is Dr. Lillard and Dr. Ha were invited as external reviewers to consult on 'Information Literacy assessment' for the Biology & Geo Science department at Clarion University. The following Table III.11 presents the DILS faculty's service and Interactions with other University units from 2010 to 2017. A complete record of faculty teaching, research, and service is documented in their CVs (see folder Appendix III.1 for Full-time Faculty CVs).

Table III.11 DILS faculty service and interactions with other university units (2010-2017)

Service on University committees	
Faculty Senate	Clark: Admissions, Conduct Board, Technology Ha: Technology subcommittee, Conduct Board, Subcommittee on Student Activities, Library Subcommittee, Institutional Resources Committee Harhai: Krueger: Foundation Advisory Board, University Technology Advisory Committee, Academic Standards Committee, Student Affairs Committee, University Technology Advisory Committee, Lesser Scholarship Committee Lillard: Conduct Board Maccaferri: University Conduct Board

Presidential Commission	Affirmative Action: Harhai, Krueger, Lillard The Status of Women: Clark, Lillard, Ha Disabilities: Maccaferri
IRB	Clark served as the chair. Ha and Lillard served as the member
Graduate Council	Lillard (chair, 3 years), Krueger
The Advisory Council for International Education and Programming	Ha: member and chair of Scholarship Committee on the council Aristeguieta-Trillos: member
University Governance	
Union (APSCUF) & Contractual service	APSCUF Executive Council, Membership: Clark APSCUF Executive Council, Social: Lillard APSCUF Executive Council, Nominations & Elections: Ha APSCUF Executive Council, Health and Wellness Officer: Krueger APSCUF Executive Council, secretary: Maccaferri APSCUF Executive Council, Treasurer: Lillard Promotion Committee: Buchanan, Krueger, Maccaferri Sabbatical Leave Committee: Krueger, Ha CCPS: Krueger, Lillard APSCUF Nominations and Elections Committee: Ha, Lillard APSCUF Mobilization Committee: Maccaferri APSCUF Burgers and Ballots Ad Hoc Committee: Maccaferri

	<p>APSCUF Scholarship: Aristeguieta-Trillos</p> <p>DRC (Department Representative of Information and Library Science): Aristeguieta-Trillos, Ha, Harhai</p>
University Ad-Hoc Committees	<p>Clark: Committee on Civility, Diversity Strategic Plan Committee, Committee on Grants Reorganization, Committee for Sexual Harassment Training</p> <p>Harhai: D2L Analytics Work Team, University Technology Advisory Committee, and its Planning Subcommittee, Distance Education Support Committee, Technology and Instruction Exchange project</p> <p>Lillard: Distance Education Support Committee, Diversity Strategic Planning Committee, Faculty Affairs Committee, New Faculty Mentor, 7 Week Courses Task Force, Accelerated Bachelors to Masters Task Force, Online Task Force, RFP Lead Generation Contract.</p> <p>Maccaferri: Coordinator of Judicial and Mediation Services Search Committee</p>
Other services	
LTC	Clark and Harhai provided several presentations of usage of D2L for faculty in school
Search committee	Associate Dean/Director of Field Services COEHS Search Committee: Lillard
Partners	This serves as a platform for professors to share knowledge and ideas aimed at the improvement of instruction at the university. It offers workshops and publish newsletters, Hand-in-Hand. Several DILS faculty, Clark, Ha, Harhai, and Lillard published the articles on the newsletter. Recently Clark hosted and organized the workshop

Phi Kappa Phi Honor Society	Harhai: Chapter President; Krueger: Scholarship Chair, Treasurer Buchanan
College of Education & Human Services Faculty Professional Development Committee	Ha, Harhai
College of Education & Human Services 2014 Planning Committee	Ha, Lillard
College of Education & Human Services NCATE Steering Committee	Lillard
Biology information literacy	Lillard and Ha were invited as external reviewers to consult 'Information Literacy assessment' of Biology & Geo Science department and assessed the information literacy assessment tools.

Dr. Maccaferri has been working on various projects with the local community and libraries in other towns. Since 2015, he has been working on a project called 'World War I Commemorative project' which is collaborative work with the Clarion Free Library and the Clarion County Historical Society. The project involves developing a series of programs and a collection of resources to commemorate the one-hundredth anniversary of World War I and its impact on Clarion County. The project also includes publication of the weekly *Clarion County Report*. The following are other on-going projects in which Dr. Maccaferri is involved:

Lake Erie, Franklin & Clarion Railroad archive, 1996–. Preserve and organize the records of this railroad on behalf of the Clarion County Historical Society. Includes creation of a finding aid and index with the assistance of student volunteers.

Mercyhurst Magazine index, 2005–. Index the entire run of this serial on behalf of the Mercyhurst College Library. With the assistance of student volunteers.

The Iron County Chronicle index. 2007–. Index the entire run of this serial on behalf of the Clarion County Historical Society. With the assistance of student volunteers.

Details of faculty development are in their CVs (Folder Appendix III.1).

Standard III.7: Faculty Assignments

III.7 Faculty assignments relate to the needs of the program and to the competencies 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

As previously noted and discussed, the department chair recommends teaching assignments (subject to approval by the dean) for all faculty. These assignments are based on faculty preferences and abilities. When possible, the chair typically assigns one faculty member multiple sections of the same course to reduce the amount of preparation required. Assigning faculty members to teach in their areas of particular expertise allows instructional quality to be maintained.

Faculty teaching assignments and other duties explained in Article 23 of the Collective Bargaining Agreement (see [Faculty CBA Contract](#)). In addition to teaching, the required credit load per semester in accordance with the Collective Bargaining Agreement (CBA), faculty members participate in university governance and service that includes various committee work at all levels. Because the department administers one of the key graduate programs for the entire university, department faculty are elected, and often chair, committees integral to university functions. Furthermore, the department chair is included on many important university policy making and decision committees due to our key graduate program status such as the Seven Week Task Force, the Accelerated Bachelors to Masters Task Force, the Online Education Task Force. Importantly, the department's faculty is distinguished among other departments for the amount of service provided toward institutional governance.

The CBA designates four major university-wide committees, the membership of which is elected by all members of the university: Tenure, Promotion, Sabbatical Leave, and Committee of Curriculum and Programs of Study. Election to these committees signifies (1) that the faculty member elected has high name recognition across the university, and (2) is highly regarded among his/her peers as a leader and decision maker. During the period under review tenure-stream members of the department have been elected to each of these committees. Department faculty have also been heavily involved in

appointed university service positions, including the Presidential Commission on the Status of Women, Presidential Commission on Affirmative Action, and the university Conduct Board, to name a few. The DILS faculty have also served on Faculty Senate, Graduate Council, and as officers for the Association of Pennsylvania State College & University Faculties (APSCUF). A complete record of faculty teaching, research, and service is documented in Appendix III.1. Full-time Faculty CVs

Standard III.8 and III.9 Evaluation of Faculty

Standard III.8 Procedures are established for systematic evaluation of all 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.

Standard III.9 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.

Evaluation procedures

To meet the requirements of the CBA and university procedures relative to evaluation, tenure, and promotion, the department has established the following committees, which act in concert, when appropriate. Each is an elected committee and each excludes the chair, who has a separate chair's recommendation.

- Evaluation Committee: All tenured and tenure-track faculty are eligible to serve. Currently, tenure-track faculty only evaluate part-time and full-time temporary faculty, while tenured faculty are eligible to evaluate any member of the faculty who is scheduled for evaluation review.
- Tenure Committee: Only tenured members of the department are eligible to serve.
- The Promotion Committee: Only tenured faculty are eligible to serve.

The dean's role in evaluation is to provide a written performance review of tenured faculty (on quinquennial reviews) and non-tenured faculty (on annual reviews) based on data submitted by the faculty member, department evaluation committee, department chair, and any other relevant and substantiated data gathered by the dean as specified in Article 12 of the CBA. This evaluation is provided for the faculty member and the president. The dean has no formal role in the actual tenure recommendation process. Though not eligible for tenure or promotion, temporary faculty members are subject to the evaluation procedures herein outlined.

Under the CBA, each department is charged with establishing a committee (exclusive of the department chair) to assist in the evaluation process. Evaluations of non-tenured faculty are to be conducted annually and evaluations of tenured faculty are to be

conducted quinquennially as prescribed by the CBA. The outcomes of quinquennial reviews of tenured faculty are discussed with the faculty member by the Dean. If remediation is required, this is between the faculty member and the Dean.

The Evaluation Committee is charged with using the following in preparing faculty evaluations:

- Student evaluations;
- Peer evaluations;
- Updated curricula vitae;
- Other pertinent data the faculty member wishes to submit, e.g., copies of publications, letters of reference, etc.; and,
- Other data that the department evaluation committee may deem pertinent.
- Annual evaluations include recommendations for or against reappointment by both the department evaluation committee and the department chair. Chair uses the same evidences of faculty evaluation.

Tenure procedure

The CBA defines tenure as the “right of a faculty member to hold his/her position and not be removed there from except for just cause.” Processes for tenure are outlined in the CBA and involve recommendations at three levels: the department’s Tenure Committee, the department chair, and the University-Wide Tenure Committee. The university president makes the final tenure decision after receiving input from these three entities. The CBA specifies a five-year probationary period for each new faculty member during which the faculty member is evaluated based on effective teaching, professionalism, continued scholarly growth, and service to the university and community.

Only tenured faculty may serve on the department’s Tenure Committee. The Tenure Committee prepares a recommendation for or against tenure, which is based on previous evaluations of the tenure candidate. After allowing the tenure candidate an opportunity to discuss the recommendation, the document is sent forward to the department chair, who writes a separate tenure recommendation and then forwards his/her recommendation along with the committee’s recommendation to the University-Wide Tenure Committee. The tenure candidate has the right to submit a dissenting document if s/he disagrees with either of the forwarded documents. Reappointed faculty receives letters from the university president articulating any areas needed for improvement prior to the next evaluation.

While the president has the sole authority to grant or deny tenure, the tenure candidate has grievance rights if the president denies tenure in the face of two positive recommendations for tenure from two of the evaluating entities, i.e., the department Tenure Committee, the department chair, the University-Wide Tenure Committee.

Promotion procedures

Promotion procedures, like tenure procedures, are spelled out in the CBA, which requires each university to adopt a statement of promotion policies and procedures. At Clarion University, this document is “Promotion Policies and Procedures,” which outlines processes leading to promotion and lists specific minimal requirements needed for promotion from one rank to the next. As described in the CBA, the promotion procedure moves in sequence from the candidate, to the department Promotion Committee, to the department chair. Once the candidate’s application leaves the department, it follows separate but parallel paths, one path going through the University-Wide Promotion Committee (UWPC) and one path going through the offices of the college dean and provost. The UWPC reviews the portfolio of candidates – including the recommendations of the dean and provost -- for promotion to each rank, then a ranked list of candidates is produced, with #1 on each list being the candidate seen as the most qualified for promotion to the designated rank. The dean and provost review each candidate’s portfolio and designate one of the following recommendations: Highly Promotable, Promotable, Not Promotable. The president makes the final decision for promotion.

Evaluation, tenure, and promotion policies are stated in detail in the CBA. Articles 12, 15, and 16 address each process respectively and are available at [Faculty CBA Contract](#). Guidelines for tenure and promotion are also available under the Provost's web page at [Faculty Policies](#). Click [form](#) to view peer class observation form used by DILS.

Standard III.10 Systematic Evaluation of Faculty

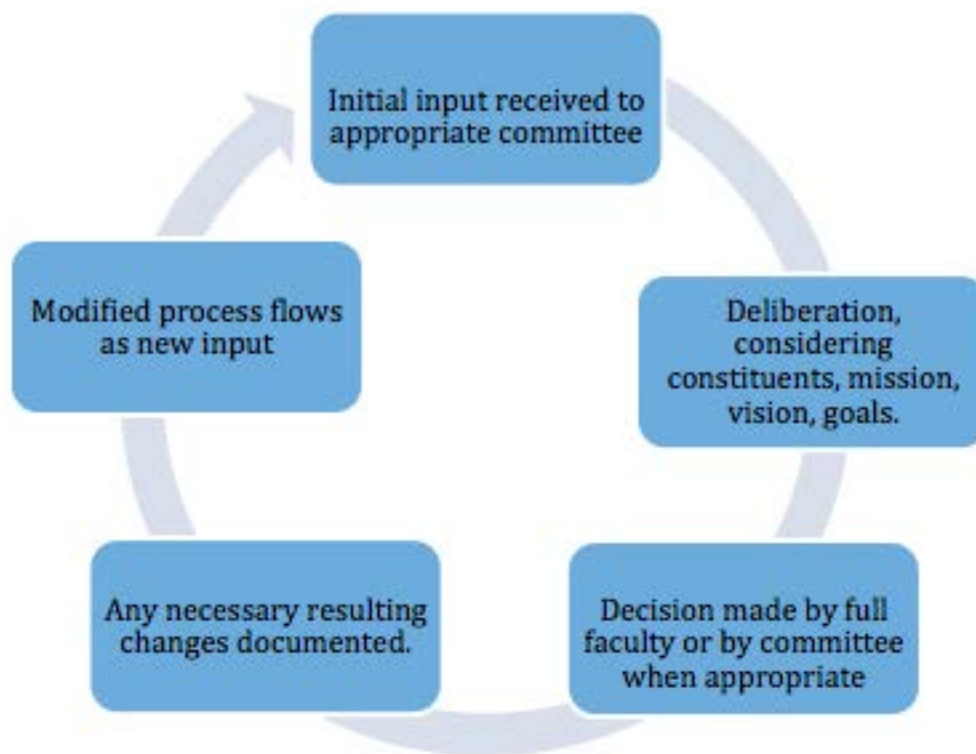
Standard III.10 The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.

As presented in previous sections, there are various mechanisms for faculty evaluation including peer evaluation for part-time and tenure-track faculty, annual evaluations for tenure-track faculty, and quinquennial evaluation for tenured faculty. The evaluation committee reviews various materials including student evaluations for the course and faculty, peer-observations for the course, scholarship, and service achieved during the review period.

As presented in Chapter I, the DILS has planning meetings at its retreat scheduled at the beginning of each semester. While the specific results of faculty evaluation including evaluations leading to tenure and the review of tenured faculty are confidential, as noted above, the faculty reflects on some of the evaluation results and discusses ways to improve the program. New goals or action plans are established if necessary. One of the examples includes in the 2012-2015 Strategic Plan and its implementation, elements of academic rigor and faculty growth was included after discussion of course observations: “Provide a departmental mentor to help derive appropriate levels of rigor in course design” with a timeline as 2012-2013. The DILS faculty worked together to implement this plan and it continuously sustains which helps for program improvement.

The university policies on recruitment, hiring, and evaluation of faculty set a strong foundation upon which the department plans its strategic goals, assesses its progress toward the goals, and moves the department forward in meeting its mission.

The following model is presented in chapter one to illustrate how DILS closes the loop on evaluation and assessment. Several examples will be presented here showing how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.



Example: Faculty evaluation

1. Input: The school requires evaluation of both full-time and part-time faculty.
2. Deliberation: The evaluation committee reviews various materials including student evaluations for the course and faculty, peer-observation for the course, scholarships, and services achieved during the review period.
3. Decision: The evaluation committee made recommendations or requests, for example, the DILS faculty agreed to provide the mentor to assist part-time faculty.
4. Documentation: This is recorded in the minutes of the DILS faculty meeting in which it is discussed.

5. New Input: These additions and deletions become new input for the following year's considerations of what was useful and what was not useful to meet DILS needs.

Example: Faculty scholarship

1. Input: In the last COA review in 2010, it is suggested that the DILS needs more faculty scholarship.
2. Deliberation: Dean and DILS faculty discussed to make action plans to accomplish follow the suggestion. The action plan was established to foster faculty members' scholarship.
3. Decision: With the action plan, it was decided that the faculty try to conduct one research project or publish one article/book chapter, or conduct 2 regional conference presentations within an eighteen month period.
4. Documentation: This is recorded in the minutes of the DILS faculty meeting in which it is discussed.
5. New input: This action plan became new input for the following year's considerations.

Example: Part-time pool update and hire

1. Input: The part-time pool is recruited in every 3 years and regularly reviewed and maintained. When it comes to restoring new part-time pool and need to hire new areas of expertise due to course assignment, the part-time pool needs to be reviewed.
2. Deliberation: If it is a new recruitment cycle, the DILS faculty review the old job advertisement and make update one, such as add new qualification if necessary.
3. Decision: Once obtained the applications, the DILS faculty review all the applications and conduct phone interview with qualified applicants. The DILS faculty discusses and selects the final part-time faculty and make the pool. When reviewed, new suggestions, such as at least more than two years of field experiences are required, are added.
4. Documentation: The new updated qualifications (if there is) are recorded in the minutes of the DILS faculty meeting. The new pool is stored on department site.
5. New input: The updated qualification implanted as a new input.

Future Plans

Administration has indicated willingness invest in new faculty necessary for expanding programs. With the current interest in expanding health related programs at Clarion University, DILS is currently examining a collaboration with the College of Health and Human Services to create a program in community health informatics and to expand offerings in the area of health librarianship. DILS is also exploring an involvement in the new Opioid Treatment Specialist Certificate due to the role librarians are playing in attempting to deal with this issue. Because the public library is a unique institution that is open to all, this health concern has created challenges that library staff have not dealt with before. Public libraries around the country are experiencing people overdosing; needles in public restrooms, in the book shelves, and so on. As DILS moves in the

direction of creating and becoming a part of these new programs, it is expected that a new faculty position with expertise in health information would be approved.

Standard IV: Students

Clarion's MSLS students benefit from a rich history of multi-format course delivery, including the launching of a fully online master's degree in 2003. Since that time, student interest in the fully online degree has outstripped that of resident or distance options, leading to the decision to provide the MSLS degree exclusively in the online format starting in the fall of 2012. It is notable that Clarion historically was one of the leaders among ALA-accredited programs to provide online options to its students, therefore its choice to provide exclusively online coursework further demonstrates the faculty and college's vision to provide innovative paths for student educational goals in today's changing society. While Clarion's MSLS program still fulfills local and regional needs, it also provides education to students across the United States, Canada, and even in international settings, whose life and work situations favor an online, asynchronous teaching and learning environment.

Clarion online education for our MSLS students centers on the needs of each individual in fulfilling career goals. With multiple student organization options, excellent advising, university-wide online education support systems, and a university-wide focus on authentic learning, Clarion students are faring well in achieving both their educational goals and desired job outcomes. The latest two *Library Journal* annual placement surveys show recent Clarion graduates with gainful employment reported at an annual average salary of \$43,000 and \$52,000 (Allard, 2016 and 2015). Clarion graduates obtain jobs in a wide variety of libraries and other information settings. In response to student and faculty interest in local collection curation, the program's addition of coursework to support work with family collections across a variety of information settings further fulfills our student expectations for a flexible information career path. The addition of a capstone experience requirement for graduation, beginning with students who matriculated in 2012, advances Clarion student chances for successful obtainment of career goals.

Standard IV.1: Program Recruitment

IV.1 The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program 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 program's mission and program goals and objectives.

Clarion DILS faculty works closely with Clarion Online and graduate programs for recruitment. In terms of recruitment planning, the department chair regularly attends meetings regarding university-wide recruitment measures and provides input as to the unique needs of the MSLS program. A key element of recruitment is Clarion's ALA accredited status and discovery through the corresponding web link on the ALA site.

Additional departmental recruitment activities include DILS faculty representation at library related conferences, speaking engagements, and participation in targeted organizations. Recruitment is a university collaborative process. Examples of this collaboration during the past seven years include revamping of the university web page, marketing efforts, such as the [branding of the university](#).

Because the Clarion MSLS is now fully online, recruitment materials found on the Clarion Online webpage are of particular importance to student discovery of the program. The site offers information on the specific programs, with direct links to the application site. An information request form is clearly situated on the “contact us” page. [Clarion Online’s](#) full-time director plays an integral role in connecting interested students with departments. Once students enter their application information, the [Office of Graduate Admissions](#) undertakes the role of processing their requests, communicating frequently with the department chair and secretary with any questions that arise from the applicants. The department secretary is also an important team member in this process, answering many phone calls each week from prospective students who want additional information or clarification about specifics of the program.

In addition to traditional recruitment materials online, efforts to attract viable candidates to the DILS MSLS program occurs in venues that reflect the constituencies served by the program, such as the annual Pennsylvania Library Association meeting and the annual Association of Rural and Small Libraries Association. It is highly unusual and reflective of the DILS faculty commitment to personal connections with their students that our faculty all participate in these recruiting events, working for hours at the Clarion booth in the exhibits hall, handing out brochures and information on the program, discussing individual career and educational goals with attendees, and distributing alumni surveys to those who stop by to visit with their former professors and advisers. Clarion faculty personally participate in these professional conference events in order to maintain ties with alumni, get a sense of field trends, discuss job openings with current library directors, and to understand the goals and needs of those interested in pursuing an MSLS. These conversations with our constituents provide good information for faculty discussions about curriculum, student support, and overall program goals. Additionally, the department maintains an online BSLS degree program with a concentration in library and information studies that works well for those students who need to finish their bachelor’s degree before they can proceed to the master’s degree. Recruiting events allow for detailed discussions of individual needs and interests.

Overall numbers in the MSLS program have risen and then declined over the past seven years, mirroring overall trends in colleges and universities, as seen in Table IV.1.

Table IV.1 Enrollments, 2011–2017 (ALA Trend Summary)

Year	Total (Head Count) Master’s Students
2011	509
2012	476

2013	400
2014	367
2015	325
2016	338
2017	337

The university’s commitment to diversity in the student body is reflected in clear and fairly-applied admissions policies, recruitment, scholarship, and retention support through the administrative offices of Social Equity, Disability and Financial Aid. The university Office of Social Equity maintains a [Strategic Equity Diversity Plan](#), which clearly articulates the need for diversity in the student body. This policy demonstrates the university's commitment to recruiting and retention for diversity and creating a diverse campus climate. As seen in Table IV.2 below, rates of minority students who self-identified during the admissions process shows an overall growth trend, with 5.9% of the population identifying as a specific ethnic group or as multiracial in 2011, to 13.95% in 2017. Breakdown of minority numbers can be seen in Table IV.2 below:

Table IV.2 Percentage breakdown of ethnicity, 2011-2017

Year	American Indian	Asian	Black	Hawaiian or Pacific Islander	Hispanic	Multiracial	% Totals
2011	0.00%	0.98%	1.77%	0.20%	2.36%	0.59%	5.9
2012	0.00%	1.69%	2.32%	0.21%	1.69%	1.27%	7.18
2013	0.25%	1.75%	2.26%	0.25%	3.76%	1.75%	10.02
2014	0.54%	1.63%	2.45%	0.27%	3.54%	1.91%	10.34
2015	0.62%	1.85%	2.46%	0.31%	2.15%	1.23%	8.62
2016	0.00%	0.59%	3.85%	0.00%	2.96%	0.89%	8.29
2017	0.00%	1.19%	5.93%	0.00%	4.75%	2.08%	13.95

Additionally, the Clarion DILS student body reflects national diversity, with at least one student hailing from all 50 states, the District of Columbia, and Guam, as well as international origins in the years 2011-2016. Table IV.3 demonstrates the top five states of student origin, 2011-2016.

Table IV.3 Top five states of student origin, 2011-2017

State of Origin	2011	2012	2013	2014	2015	2016
MD	6.29%	6.96%	8.25%	8.72%	8.62%	6.80%
NJ	6.48%	6.54%	6.25%	5.72%	7.69%	6.21%
NY	4.91%	5.70%	3.25%	3.81%	5.23%	4.73%
PA	40.86%	38.19%	39.50%	37.33%	44.00%	50.89%
VA	3.14%	5.70%	5.00%	4.90%	4.00%	4.73%
Totals	61.68	63.09	62.25	60.48	69.54	73.36

The fostering of student success and work of retention begins immediately upon admission into the program with a welcome letter from the chair of the department containing important links to departmental and support services information. As the advising process is particularly important in an online environment, students are also provided the names of their advisers in their welcome materials and are encouraged to contact them directly. It is notable that adviser holds are placed on student accounts to prohibit registration without consultation. This process provides students, especially distance students, needed interaction with their advisers with regard to course selection and the creation of their program of study. Advisers assist students in selecting courses in a logical sequence to ensure a timely completion of the degree. Students are also aided by continuous access to information on their registration status and program goals. Students may access this information by viewing their degree audit online. The audit shows:

- specific core requirements for the MSLS degree
- the overall number of required credits for the MSLS degree
- student progress towards the core requirements
- courses and credits completed by the student
- grades attained in completed courses
- courses in which the student is enrolled or registered
- total number of attained credits

In addition to the guidance provided students in the advising process, orientations have been an important vehicle for providing students a context for their Clarion graduate experience. Students entering the program are required to participate in a two-week online orientation that provides information about how to access all online resources, including the D2L course sites. The orientation is a run by a facilitator who interacts with the students. Faculty members are introduced in short recordings so students have a visual for each of their full-time faculty professors and advisers. Orientation assignments teach students to locate basic information for successful online work, such as access to program information, disability support services, and library services. Student awareness of interaction in the online environment is stressed through discussions of

proper etiquette during interactions with others online. The orientation is designed for students who may not understand how to access lectures or submit assignments online.

Clarion's tuition rates fit the model of a state university with a goal of widespread access to education. Tuition is set by the PASSHE. A number of financial aid options are offered to students, including interest-free monthly payment plans. Graduate students have a variety of other financial aid options, including the Federal Stafford Loan and the Federal Graduate Plus Loan programs. The department additionally provides scholarships to select students in the program. These scholarships are determined by criteria specific to each award. Students may find information on these scholarships on the university web site. Members of the department's Awards Committee review the applications according to selection criteria each spring and award the scholarships. In addition, several scholarships are available to either part-time or full-time students range in amounts from \$600 to \$1,000, clearly located on the university's [financial aid webpage](#).

- *The Charles R. Flack Scholarship in Library Science* is available to full-time graduate students in the department who have completed at least one semester of graduate study and who have earned at least nine graduate credits. The scholarship is intended to give personal encouragement and financial support to a promising student who seeks a career in librarianship.
- *The Ahmad F. M. Gamaluddin Scholarship in Library Science* is available both full and part-time graduate students who have completed nine credit hours and is focused on students who have demonstrable serious interest in international/multicultural librarianship. The scholarship is competitive and takes into account QPA and other factors demonstrating merit.
- *The Elizabeth A. Rupert Graduate Scholarship in Library Science* is available to full-time graduate students who have completed nine semester hours. Students need a faculty nomination and are judged on achievement in coursework (especially QPA) and contributions to the activities of the department.
- *The Helen Ferry Shields Scholarship* is awarded to a student intending to enter the graduate program in library science, with priority for a returning or non-traditional student.
- *The H. W. Wilson Scholarship* is a full tuition scholarship available to a full or part-time student. Selection is based upon professional potential and a written statement by the applicant.

In addition to these scholarships, DILS can provide some students with hourly wages for office work. Though students are fully online in terms of their coursework, several each year opt to come to Clarion to live and be near the professors and the department. In those cases, students may apply for on-campus work.

Additional academic policies provide students the tools and information they need to succeed as graduate students. These include policies in the graduate catalog covering such details as course withdrawals, the Student Rights, Regulations, and Procedures Handbook, which compiles information directly related to online students. An example of

drawing student attention to these various policies is the matriculation letter sent to all of our students. Also, mandated information to be included on all syllabi includes links to various student policies. Some of the most important policies are linked individually on the [Academic Policies](#) page. The [Graduate Catalog](#) available in its most current version as a PDF on the “Course Schedule” page of the Registrar’s site. In addition, students will find much information in the following resources:

- [Resources for Current Online Students](#)
- [Student Rights, Regulations, & Procedures Handbook](#)

Standard IV.2: Accessible Information

IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement 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 program demonstrates that it has procedures to support these policies.

Current, accurate information is clearly accessible on a public website. Information regarding the department, including strategic planning goals and objectives are linked to the [department homepage](#).

The department [home page](#) additionally provides the following pages:

- Faculty profiles
- Course cycles to assist students in planning their full course trajectory
- Information on current MSLS concentrations
- Information on capstones, careers in library science, news of alumni and links to the specific program requirements for each degree offered by the department:

The [accreditation link](#) provides:

- Documentation of progress towards achievement of program goals and objectives through:
 - Analysis of student learning objectives which are reviewed at bi-annual planning retreats
 - Minutes of planning retreats that document discussion and use of data for changes in student-related issues, such as curriculum, student groups, student governing opportunities, etc.

More detailed information about the MSLS degree is found on the university’s [“degrees and programs.”](#) The MSLS description is provided, along with linked documents for program requirements, a mapping of the degree course requirements, and the DILS Program outcomes utilized in university-wide assessment. Links from the DILS program page to the “catalog and class schedules” provides easy access to course descriptions of all classes and pdfs of current and upcoming course schedules.

Clarion University, as a part of the larger PASSHE system, has invested considerable time and money into the support of an online information system for registration and student records that provides registered students with current information on courses, grades, and registration. Here students may look up course information, such as pre-requisites, adviser information, access to any issues on their financial or academic account that might affect their registration, and their entire degree plan, filled in with the courses they have taken or are in the process of taking. Students may email their advisers easily from this system.

Prospective students and the public easily may find information specifically on the MSLS degree and on student life by accessing the [Clarion Online home page](#). Here students may access

- Online programs and courses offered
- Information on Tuition and Fees
- Success Stories of students who studied online at Clarion
- A “Contact Us” page
- A list of upcoming courses
- An “Online Learning Readiness Survey”
- A chart of authorization for online programs. Clarion’s DILS is authorized to recruit and educate students in all 50 states.
- Resources for current online students, with links to needed tools for email, online course access, career services, technology requirements, health and wellness resources, and the library.

The following tables IV.4 – IV.6, summarizing student responses to the Exit Survey (Aggregated data, 2012-15), demonstrates the ability of students to locate important information about the program on the Clarion University website. Fifty-three students responded to the survey during the period indicated.

Table IV.4 Exit survey student responses, question 21

Question 21: Information about the program’s goals and objectives was accessible.	#	%	Top 2 categories #	Top 2 %
Strongly Disagree	0	0.00%		
Disagree	1	1.89%		
Neutral	2	3.77%		
Agree	22	41.51%	48	90.57%
Strongly Agree	26	49.06%		
No Opinion	2	3.77%		
Totals	53	100.00%		

Table IV.5 Exit survey student responses, question 22

Question 22: Information about financial aid was accessible.	#	%	Top 2 categories #	Top 2 %
Strongly Disagree	1	1.89%		
Disagree	2	3.77%		
Neutral	9	16.98%		
Agree	23	43.40%	39	73.58%
Strongly Agree	16	30.19%		
No Opinion	2	3.77%		
Totals	53	100.00%		

Table IV.6 Exit survey student responses, question 23

Question 23: Information about departmental policies and procedures (e.g., advising, internship, etc.) was accessible.	#	%	Top 2 categories #	Top 2 %
Strongly Disagree	0	0.00%		
Disagree	7	13.21%		
Neutral	2	3.77%		
Agree	31	58.49%	48	90.57%
Strongly Agree	13	24.53%		
No Opinion	2	0.00%		
Totals	53	100.00%		

Standard IV.3: Admissions

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

Applicants to the MSLS program at Clarion University are evaluated consistently through adherence to a published set of admission criteria. These criteria reflect university commitment to acceptance of candidates based on qualifications and regardless of gender, race, or ethnicity. According to the 2016-17 [Graduate Catalog](#), students desiring admission into the MSLS program must meet the following requirements:

1. an overall GPA for the baccalaureate degree of at least 3.00 on a 4.00 scale; or
2. a 3.00 GPA for the last 60 credits of the baccalaureate degree with an overall quality-point average of at least 2.75; or
3. a 2.75 to 2.99 overall GPA for the baccalaureate degree with a score of at least 412 on the Miller Analogies Test or a combined score of at least 300 on the quantitative and verbal sections of the Graduate Record Examination or new test equivalent; or
4. a graduate degree in another discipline with an overall GPA of at least 3.00.

International students are required to achieve a minimum score of 550 on the TOEFL.

Student applicant files are reviewed by Graduate Studies for completion on a rolling basis and forwarded to DILS for review by the chair. If the student meets the stated admissions standards, he or she is recommended to Graduate Studies for full admission for the next open semester (fall, spring or summer) or for the semester indicated by the student in the application. The student receives the formal letter of admission from the assistant vice-president for Academic Affairs, welcoming the student to the program and identifies the student's major adviser. In cases where an applicant does not meet minimum test or QPA requirements, a student may be admitted on a provisional basis. Full details can be found in the [Graduate Catalog](#). Factors taken into consideration include field experience, individual recommendation letters, or other indications that the student will be successful in a graduate setting. Decisions on provisional cases are made by the department chair.

Admitted students may decrease the required number of credits at Clarion through the following methods. A maximum of nine graduate semester hours may be transferred in one of the following ways:

Acceptable graduate credits in library science completed at Clarion University as a non-degree student or at another institution with an ALA-accredited program may be transferred and applied toward the master's degree, with the approval of the department. The student is responsible for filing an official graduate transcript of any work presented for transfer credit with the chair of DILS.

Graduate credit in related disciplines may be transferred upon prior approval by adviser and chair. This flexibility provides students the option to create a more inter-disciplinary course of study tailored to their professional interests and needs. Additionally, DILS successfully applied for the right to accept up to six credits of coursework previously obtained during graduate studies in an applicable program to our program requirements, even if the credits were used in the awarding of a previous degree. The petition was approved by the university to allow for this possibility in cases where warranted, which provides students additional flexibility in their programs.

Standard IV.4: Program of Study

IV.4 Students construct a coherent plan of study that allows individual needs, goals, and aspirations to be met within the context of requirements established by the program. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

Students are able to construct a coherent plan of study through several mechanisms. The department provides career path information designed to direct a student's elective choices toward specific career goals. In the general MSLS degree, six courses are designated requirements, while the remaining six elective courses can be chosen to craft a coherent course of study toward the attainment of specific career aspirations. Suggested elective groupings can be found on the Clarion website, under specific career paths in information technology, government librarianship, technical services, academic librarianship, adult services in public libraries, children and youth services in public libraries, and courses to assist Pennsylvania certified teachers in adding school library media certification to their credentials. Clarion offers a full suite of courses to support these [suggested career paths](#).

In addition to suggested groupings of courses, the department maintains two formal concentrations, which appear on the transcript of any student who declares the concentration and who completes all of the required courses on the concentration checklist. Specific [requirements for concentrations](#) can be located on the department webpage.

Clarion University's MSLS in School Library Media concentration consists of courses that prepare students to be school librarians, but Clarion University does not grant actual school library media certification. A student wishing to obtain Pennsylvania Library Science Certification for K-12 who holds a valid Pennsylvania teaching certificate can complete the MSLS School Library Media and then check with the Pennsylvania Department of Education for additional certification requirements. Students from other states should check with their state department of education to determine certification requirements.

Clarion University's MSLS in local and archival studies concentration emerged in response to student interest and faculty expertise in the area of local studies librarianship. The courses provide students with a skill set necessary for work in information environments dealing with local and archival documents such as libraries, archives, historical societies, etc. Students master skills in the areas of: management of collections, information technology, and digital resources. Students will be qualified for public library local history/genealogy positions, academic library reference and archives positions, and local special collection management positions in settings outside of libraries.

In addition, strong advising of students provides the primary support for decision-making with regard to a coherent program of study. In the online environment, student advising is vitally important, a fact recognized by the department's policy to post advising holds on every student's account each semester. These holds insure that the student must communicate with the adviser before being allowed to register. Advising meetings may occur by email, by phone, Skype, or chat. Additionally, some advisers may occasionally provide information to groups of students, such as those in cohorts, in a recorded format, in order to prepare the students for the individual advising sessions. Several department members have produced an advising newsletter to all students that provides reminders and information on specific courses for the upcoming advising period.

Upon acceptance into the MSLS program, students are assigned an adviser. All advisers are regular, full-time faculty in DILS. Most assignments are on a systemic rotation to maintain consistent numbers of advisees among all faculty. Some assignments, however, such as those for local and archival studies, are made based on the faculty who are leading the concentration. Additionally, because students may discover that there is a faculty member with a research or teaching specialty of interest, any student may request a specific adviser at any time during the program and he or she may change advisers multiple times to allow them to pursue their evolving interests in the field.

Student responses to the Exit Survey (Aggregated data, 2012-15) demonstrate the success of advising to implement a coherent program of study, as seen in Table IV.7 below:

Table IV.7 Exit survey student responses, question 10

Question 10: Working with my adviser helped me to create a coherent program of study.	#	%	Top 2 categories #	Top 2 %
Strongly Disagree	1	1.89%		
Disagree	1	1.89%		
Neutral	3	5.66%		
Agree	22	41.51%	43	81.13%
Strongly Agree	26	49.06%		
No Opinion	0	0.00%		
Totals	54	100.00%		

A required portion of the academic advising is a review of the student's progress toward completion of the MSLS competencies as delineated in the MSLS instrument. These competencies are based on ALA student outcomes, which serve as a reminder of important content and skills students should master before leaving the program. The coherent program of study is well supported here by the body of professionals who in essence created a guide to those desiring to excel in the library and information field. Blending of the fundamental skills and content areas designated in the MSLS with specific career goals produces balanced courses of study that maximize each individual student's potential.

Career goals are also discussed in the introductory course to the program, LS504 to allow students early consideration of the development of a coherent plan of study. Additionally, the MSLS is conducted to incoming students in their LS 504 course (the follow-up MSLS is given in the capstone course). The department recently voted to require students take LS 504 as their first course in their program in order to insure a solid foundation for their studies, including the creation of a coherent plan of study for their degree.

The department aims to produce successful graduates who are developed and assessed as individual learners, as functional individuals within a professional forum, and as competent and productive professionals working in the library field and related information fields upon completion of the degree. Each of these areas requires different attention to development and assessment. As individual learners, the assessment of student achievement comes primarily in the classroom setting. Standard departmental policies provide a structure for individual achievement. A student receiving more than two "C" course grades (or lower) is disqualified as a candidate in the degree program. He or she may return to the program with special permission from the dean of the College of Business Administration and Information Sciences. The department's

Student Affairs Committee makes recommendations regarding readmission in such cases. Students who are readmitted are required to retake one of the “C” courses.

Within each classroom setting, students are assessed according to the criteria appropriate for the subject being taught. Clarion affirms the intellectual freedom of faculty to develop their own course materials; consequently, the professional expertise of the faculty member determines the appropriate assessment activities for the subject content of the course. Faculty discussions and the mentoring of new and part-time faculty concerning course development continually stress the importance of using a variety of assessments to accommodate different learning styles, the relation of group work to the development of professional competencies, and the refinement of effective oral and written communication abilities. Specific assessment approaches include grading of participation, presentations using technology, such as narrated PowerPoint, questions sets/summaries, and group work. Examinations, particularly final examinations, have been used consistently as an assessment technique in Clarion courses. Course specific authentic assessments also allow students to demonstrate their knowledge and understanding of core content. Assignment guidelines and rubrics are used by many professors to communicate expectations on assignments. While this practice points to the strengths and weaknesses in grasping course content, it also gives students the ability to self-assess their work as it is developed.

Standard IV.5: Student Involvement

IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:

IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

IV.5.2 Participate in Research

Department graduate students have the opportunity to participate in the formulation, modification, and implementation of academic and student policies through membership on most department standing committees. The department also surveys students for feedback on specific matters (such as their attitudes towards seven-week as opposed to fifteen-week courses). Individual faculty members have also conducted student surveys to gain insight into such issues as program planning.

Graduate students at Clarion University are provided opportunities at the university level to participate in research. Both on campus and online students are eligible to apply for research project funding in coordination with faculty members. Graduate students also present their findings at the annual Clarion University Academic Excellence series. In the last seven years, a number of DILS students have presented at the forum.

As a capstone option, DILS graduate students may choose to pursue specialized research. If they choose this capstone option, they are required to take LS 550: Introduction to Research Methods in Library Science, followed by their capstone course. Students craft a research proposal in LS 550, which is implemented in LS 600. Those who choose human subjects research are required to obtain IRB permission before commencing their research. Many students choose this option for their capstone. A list of capstone research topics can be found on the DILS accreditation page. Send an email asking for examples.

Faculty members in DILS encourage graduate students to submit their graduate research for review to the scholarly journal, *Current Studies in Librarianship*, designed for graduate student research in library science. DILS jointly publishes the journal with the Office of Graduate Programs, under the co-editorship of faculty in DILS. Indexed by LISA and Library Literature and Information Science, the journal provides opportunities for Clarion and graduate students in library science from other programs to submit their scholarly research for blind peer review and possible publication. Many Clarion DILS students have submitted work that was accepted and published in the journal.

IV.5.3 Receive academic and career advisement and consultation

As noted above, academic advisement plays an integral role in the development of our students' programs of study. The university has invested in significant software to support academic advisement. Improvements to this system over the past seven years are notable, including:

- Addition of online degree audits to track student progress (visible to both students and advisors)
- Creation of note fields for advising notes online
- Creation of online application for graduation function through the advising software, with visible tracking of approvals
- More detailed documentation of transfer credits
- Unofficial transcripts that are downloadable to students from their advising portal
- Online drop and add a class functions controlled by students

The DILS mission statement "Prepares students for proactive engagement in the information professions" is exemplified in the support the university provides students through career counseling and guidance. Career Services has a program called CUMentor which guides students through the job search process and includes activities on resume writing, interviews, finding a mentor and other related topics. Our students have access to a dedicated Career Services staff person and access to the full range of [CUMentor initiatives](#), including the development of a professional resume, videos on successful preparation for job and internship interviews, and many other resources. Students may access the [Career Services page](#) on the web to view these materials or they also may contact the Career Services office.

IV.5.4 Receive support services as needed

The [Clarion Online](#) web page introduces our online graduate students to a wealth of resources in various areas of support:

- The library provides a full-time distance librarian who has extensive experience in delivering resources, tutorials, reference consultations, and special assistance to online students. These services are detailed here <http://www.clarion.edu/libraries/services/for-clarion-online-students.html> and include extensive ILL support, including priority mailing of books to home addresses, numbers for telephone reference support toll-free, and an introductory video for online students. Many courses are supported through the interaction of the distance librarian in the classroom environment. The distance librarian provides taped information for specific bibliographic topics, general information literacy sessions for the beginning graduate student, and support for individual classroom assignments. Fully versed in online content management systems, the librarian is able to tape lectures, narrate PowerPoints, and demonstrate specific steps in online searching to the students.
- The [Online Writing Center](#) provides support to distance students who need help with papers. The site provides information on citation, academic honesty, and a phone number to call for scheduling an appointment.
- The [Office of Disability Support Services](#) provides access services to all online students who have documented disabilities. The office works closely with faculty to provide information about required accommodations for disabled students. Disability support for online students is specifically addressed on the homepage of the support office.
- The [Student Financial Aid Services site](#) provides videos, pdfs, and web-based information on grants, loans, scholarships and other topics related to student financial need.
- [Wellness services](#) are provided for online students, including:
 - CUtalk Online provides phone and email access for students to discuss health and stress concerns.
 - Telehealth enables veterans and students in the military to connect with a VA representative to schedule counseling services. The service is free and confidential.

IV.5.5 Form student organizations

Clarion Online students are encouraged to join student organizations. DILS students participate in a number of recognized Clarion University student groups, often as student chapters of larger state and national professional organizations. Often these groups participate in spring break activities, that bring together online and on campus students. Trips that were organized over the past seven years include the New York Public Library and other New York sites, the National Library of Medicine, Library of

Congress, and other DC sites and trips to Pittsburgh to the SLA meetings. Extensive documentation of trip preparations can be found on the [ALA student Facebook page](#).

The following student groups have been active during the period under review:

- American Library Association
- Special Libraries Association
- Pennsylvania School Librarians Association
- Lambda Sigma

Student meetings traditionally were held on campus, but as the numbers of online students increased, meetings incorporated online meeting forums through Skype, email, and online course sites. As the graduate program has moved fully online, DILS faculty are transitioning to a new model of student organizations, emphasizing:

- The importance of student participation in professional organizations, which are local to the student. They are introduced to this idea in their introductory course, LS 504 and encouraged strongly to join a local affiliate.
- The development of a local and archival student cohort group that provides activities, a web presence, and networking opportunities for students in that cohort.

Students selected based on merit and other criteria are invited to join two honorary fraternities, Phi Kappa Phi and Beta Phi Mu. Students who choose to join are recognized in Clarion University ceremonies.

Standard IV.6: Student Evaluation and Program Development

IV. 6 The program 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.

DILS faculty is dedicated to student success; therefore, student achievement is at the forefront of curriculum development. Evaluation and assessment of student achievement take place in the online classroom; and it is framed and outlined in each course syllabi. Clarion University establishes a [university-wide policy for course syllabi](#), which establishes the following requirements for student learning outcomes:

- At least three student outcomes are expected for a 3-credit course.
- Learning outcomes should be stated using action verbs that focus on the acquisition of knowledge, utilization of skills, demonstration of personal/social responsibility, and/or the integration of learning.

- The method(s) of assessing achievement of the learning outcomes must also be included for each learning outcome. As an example, a learning outcome and assessment might be stated, “Students will be able to write effective reports in the style and format consistent with the discipline. This outcome will be assessed through the draft and final written reports required in the course.”

Having the syllabi policy informs the students what the learning objectives are and how they are going to be assessed. It also promotes and facilitates the development of innovative assignments and coursework as well as curriculum development and change. During the Fall and Spring retreat the faculty identifies areas of weaknesses and strengths and deliberates on strategies on how to improve student learning. The recommended strategies might be the development of new learning objectives and methods of assessments or the transformation of current courses or development of new ones. It is crucial to indicate that in this systematic process of program enhancing students participate by attending both retreats and by examining the data collected in the MSLS and exit surveys. Table IV.8 below illustrates the process:

Table IV.8 Student achievement assessment data

Stakeholders	Venue	Inputs	Outputs	Outcomes
Faculty Students	Fall and Spring retreat	<ul style="list-style-type: none"> • Faculty deliberation • Student participation and testimonies • MSLS survey • Exit survey • Capstone artifacts • Syllabi • Alumni • Employer 	Recommendations Actions Decisions	Curriculum development and change

This systematic process of student achievement assessment provides a solid foundation for program enrichment; the other piece of the puzzle that evidences the

success of the program is exemplified by the number of graduates that are employed in Pennsylvania and adjacent states. The [Alumni Survey of 2015-2016](#) shows that 82.02% of those taking the survey were working as library professionals; of the group that answered that they were not, 42.42% had other jobs, such as working for a vendor, working for a library software company or left to start their own business; 18 participants selected that they couldn't find a job. Another interesting indicator is Q8: How long did it take you to secure your first position after graduation? 32.14 of participants responded immediately and 30.95 responded within six months and a year. Q9 of the survey addressed satisfaction with present career and academic situation, 77.71% of the participants responded, "yes" to that question. The alumni survey then shows that graduates of the program are successfully advancing careers in their chosen field.

The [Employer Survey 2015-2016](#) illustrates an overwhelming favorable opinion of the program graduates. Two items, however, indicate the need to make a greater effort: 1. Interpersonal and communication skills (Q5, strong=80%; weak=20%); 2. The ability to develop and evaluate a library budget (Q8, strong=111.11%, competent= 67.67% and weak= 22.22%). The DILS faculty reviewed both surveys (Fall retreat 2016) and recommended that action should be taken to address these areas in the following required courses: LS500 Information sources and services, LS504 Introduction to the information professions, and LS534 Administration and management of libraries. For the DILS faculty, the goal is to increase the percentage of satisfaction of alumni and employers; therefore, curriculum development and change is a crucial component of systematic planning and program reviewed.

Standard IV.7: Learning Outcomes

IV.7 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.

DILS faculty reviews and assesses the curriculum systematically in the fall and spring retreat. Recommendations are made to the curriculum committee for *curriculum* development and change. The recommendations from the retreats are based on the evidence captured as indirect and direct assessment as well as awards, scholarships, and interactions with stakeholders. Table IV.9 below shows types of evidence that are used to ground the decision-making process.

Table IV.9 Evidence to ground decision making process

Student learning assessments		Other evidence
Indirect assessment	Direct assessment	
Entrance survey, deployed LS504, D2L	Reflection paper, capstone LS570	<ul style="list-style-type: none"> ● Scholarships ● Awards ● Successful completion of course curricula ● Stakeholders interaction at regional and national conferences
Multi-subject learning survey (MSLS), deployed LS504, D2L	Research paper/project, capstone LS600	
Exit survey, deployed in capstone, either LS570 or LS600, D2L	Site supervisor assessment, capstone LS570	
Multi-subject learning survey (MSLS), deployed in capstone, either LS570 or LS600, D2L	Coursework evaluations, grades	
Alumni and employer surveys		

The following exemplifies and evidences the ongoing decision-making process and the data to substantiate the evaluation of student learning outcomes. There are two main events during the academic year where faculty, students and other stakeholders meet to review and analyze direct and indirect measures of student learning. These two events take place at the beginning of the fall and spring semester of each year. Recommendations, decisions and actions emanate from these meetings to improve to student learning. Table IV.10 below summarizes assessment and recommendations. After the table, the evidence is presented in full.

Table IV.10 Assessment and achievement recommendations, actions and decisions

Assessment Method	Recommendations, Actions, Decisions
Indirect assessment:	Category 2: Information resources

<ul style="list-style-type: none"> ● Multi-Subject Learning survey (MSLS) ● Category 2: Information resources ● Category 3: Organization of information ● Category 4: Information technology 	<ul style="list-style-type: none"> ● Continue efforts to strengthen the learning objectives in LS500 and LS504 ● Develop an advanced resource course <p>Category 3: Organization of information</p> <ul style="list-style-type: none"> ● Development of LS505 Organization of Information <p>Category 4: Information technology</p> <ul style="list-style-type: none"> ● Continue efforts to enhanced technology skills in core curricula, especially in LS573
<p>Direct assessments:</p> <ul style="list-style-type: none"> ● Reflection paper, capstone LS570 ● Research paper/project, capstone LS600 	<p>Reflection paper, capstone LS570:</p> <ul style="list-style-type: none"> ● Increase and improve advising to the students <p>Apprenticeship areas: Discussion and feedback is needed from the stakeholders to reach a conclusion.</p> <p>Research paper/project, capstone LS600:</p> <ul style="list-style-type: none"> ● Efforts to strengthen the research skills of the students are being made in the pre-requisite course LS550 Research in librarianship. Faculty discussed the need to direct and guide the development of the research proposals to make them more achievable in LS600.

Presentation of evidence of appropriate indirect and direct measure of student learning

Description of the Multi-Subject Learning Survey (MSLS)

The assessment instrument Multi-Subject Learning Survey was developed by two faculty members of the DILS and first published in 2015; and later in 2016 (Harhai &

Krueger, 2015; 2016). Table IV.11 below shows the instrument categories and the number of items survey in each one. For more information on this instrument see:

Harhai, M. K., & Krueger, J. M. (2015). Developing competency-based assessment for library professionals. *Pennsylvania Libraries: Research & Practice*, 3(1), 1-15. , and

Harhai, M. K., & Krueger, J. M. (2016). Competency-based professional development, *Journal of Library Administration*, 56:8, 939-956.

Table IV.11 MSLS items

Category	
1. Foundational principles of librarianship (FP)	9 items
2. Information resources (IR)	3 items
3. Organization of information (OI)	3 items
4. Information technology (IT)	3 items
5. Reference (Ref)	7 items
6. Research (Res)	2 items
7. Lifelong learning (LL)	3 items
8. Administration (Admin)	5 items

Example of MSLS comparison results for the academic year 2012-2013, 2013-2014, 2014-2015, 2015-2016 for the following learning objectives. Full results can be found on the DILS [accreditation webpage](#). In this case, the areas or categories are: information resources, organization of information and information technology. The responses to the items have been aggregated in ESC (Expert, very strong, competent) and WNA (Weak, very weak, no ability).

Category 2 assesses the following DILS learning objective: “Create, select, acquire, manage, and maintain the information environment by analyzing how users seek out information.” Data is presented for from 2012 to 2016; as it can be observed the number of respondents have grown from 3 in the year 2012-2013 to 76 for 2015-2016. This increase in responses is due to a systematic deployment of the survey instrument during the capstone courses LS570 and LS600. For the three items in category 2, the percentage of ESC ranges from 83.3% to 96.0% -year 2102-2013 is not being considered for these examples-. In this case, one can argue that learning objective under assessment meets the standard because there has been an effort to increase content and skill teaching on information resources in LS500, and LS504; it was also

recommended the development of an advance resource course. Table IV.12 below demonstrates student responses regarding information resources.

Table IV.12 MSLS responses on information resources

Category 2: Information resources	2012-2013 n=3	2013-2014 n=6	2014 - 2015 n=73	2015-2106 n=76
10. My ability to evaluate, recommend and apply policies and procedures for identifying and selecting library materials in all formats.	ESC= 100.0%	ESC= 83.3% WNA= 16.6%	ESC= 87.6% WNA= 12.3%	ESC= 98.6% WNA= 1.3%
11. My ability to understand the collection development and acquisition processes and policies for a library.	ESC= 100.0%	ESC= 83.3% WNA= 16.6%	ESC= 86.3% WNA= 13.6%	ESC= 93.4% WNA= 6.5%
12. My ability to define criteria and establish procedures to evaluate library materials for retention, replacement, conservation, preservation, duplication or deselection.	ESC= 100.0%	ESC= 83.3% WNA= 16.6%	ESC= 83.5% WNA= 16.4%	ESC= 96.0% WNA= 3.9%

Category 3 assesses the following DILS learning objective: “Demonstrate and be able to explain the principles of organizing recorded information by exploring both past and present theories of organizing and representing recorded information and by understanding and applying the standards of organizing recorded information in libraries and information centers.” For the three items in category 2, the percentage of ESC ranges from 66.6% for item 14 in the year 2013-2014 to 92.1% in 2015-2016. The DILS developed the course LS505 Organization of Information in spring 2014 to improve student learning and the data shows a very significant increase, as seen in Table IV.13.

Table IV.13 MSLS responses on organization of information

Category 3: Organization of information	2012-2013 n=3	2013-2014 n=6	2014-2015, n=73	2015-2016 n=76
13. My ability to apply relevant national and international bibliographic control standards to organize materials and resources at a level appropriate for the library and the materials.	ESC= 100.0 %	ESC= 83.3%	ESC= 68.4%	ESC= 85.5%
		WNA= 16.6%	WNA= 31.5%	WNA= 14.4%
14. My ability to pursue knowledge of current library trends and innovations; identify how they may impact bibliographic control and resource management and how they may be applied locally.	ESC= 100.0 %	ESC= 66.6%	ESC= 89.0%	ESC= 92.1%
		WNA= 33.3%	WNA= 10.9%	WNA= 7.8%
15. My ability to understand the general structure, relationships and relative importance of organization of information principles, systems and software.	ESC= 100.0 %	ESC= 83.3%	ESC= 93.1%	ESC= 100.0%
		WNA= 16.6%	WNA= 6.8%	

Category 4 assesses the following DLIS learning objective: “Identify, explain, use and critically evaluate both current and emerging information technologies in libraries and information centers.” In this case, the MSLS survey instrument shows that the ESC range 93.1% and 100.0% in all items. It was recommended the strengthened of content teaching and skill practice in LS573.

It is important to note; however, that more granularity is achieved when the responses (Expert, very strong, competent, Weak, very weak, no ability) are considered individually; therefore, during the fall and spring retreats faculty examine the data carefully and individually. Another exercise that takes place in faculty retreats is to

compare the entrance and exit, and the MSLS entrance and exit surveys. In the case of the MSLS surveys a test is run to compare means. Table IV.14 shows MSLS responses:

Table IV.14 MSLS responses on information technology

Category 4: Information technology	2012-2013 n=3	2013-2014 n=6	2014-2015, n=73	2015-2016 n=76
16. My ability to assess technology trends that will affect the library and its users and advise all appropriate stakeholders in the organization.	ESC= 100.0%	ESC= 100.0%	ESC= 94.6% WNA= 5.3%	ESC= 98.6% WNA= 1.3%
17. My ability to articulate and apply library policies on privacy, intellectual freedom, filtering and other professional ethical codes as they relate to technology access and use.	ESC= 100.0%	ESC= 100.0%	ESC= 95.8% WNA= 4.1%	ESC= 100.0%
18. My ability to investigate and analyze community needs to meet current and future technology trends.	ESC= 100.0%	ESC= 100.0%	ESC= 93.1% WNA= 6.8%	ESC= 97.3% WNA= 2.6%

Assessment Reflection paper, capstone LS570 for the academic year 2015-2016. For more information, see the DILS [accreditation webpage](#).

The reflection paper is based on the capstone LS570 apprenticeship; data from the reflection paper, feedback from employers and alumni indicates that this experience is vital for the professional development of the DILS graduate students. There are recorded instances where DILS students are offered jobs after the completion of the apprenticeship and the academic program has concluded. The table indicates that in the three components of the rubric meets or exceeds the standard. The component “DILS learning objectives” is divided almost evenly between exceeds with 53.4% and meets 43.1%, which seems to indicate that faculty needs to increase and improve

advising to the students in general and to the apprenticeship students in particular. This evidence was discussed at the fall retreat and faculty were reminded to emphasize the American Library Association Core Competencies and DILS program goal and learning objectives in advising. Table IV.15 details the assessment of the internship reflection paper:

Table IV.15 Assessment of LS 570 capstone reflection paper, 2015-16

Rubric standards	Exceeds	Meets	Does not meet
Experiences & accomplishments	88.6%	10.2%	1.1%
Apprenticeship learning objectives	88.6%	9.1%	2.2%
DILS learning objectives	53.4%	43.1%	3.4%

Table IV.16 below shows in what areas DILS students completed their apprenticeships. Collection development, programming and outreach were the main areas with 32.9%, 23.4% and 18.3% respectively. This indicates that students want to gain experience in these areas, and that the libraries offering the apprenticeship need to staff these areas. Discussion and feedback is needed from the stakeholders to reach a conclusion. This example illustrates the importance of gathering and analyzing data to develop Clarion University, MSLS program degree.

Table IV.16 Apprenticeship areas

Apprenticeship areas	%
Collection development	32.9%
Programming	23.4%
Outreach/marketing/social media	18.3%
Archival studies/special collections	11.3%
Information literacy	4.4%
Professional development	4.4%
Other areas	5.1%

Assessment of the research paper/project, capstone LS600 for the academic year 2015-2016; for more information go to the DILS accreditation webpage.

The analysis of the LS600 artifacts for the year 2015-2016 demonstrated that only 80.0% were meeting or exceeding the rubric standards, while 20.0% did not. Efforts to strengthen the research skills of the students are being made in the pre-requisite course LS550 Research in librarianship. Faculty discussed the need to direct and guide the development of the research proposals to make them more achievable in LS600. Table IV.17 below demonstrates assessment results for LS 600 artifacts.

Table IV.17 Assessment of LS 600 artifacts, 2015-16

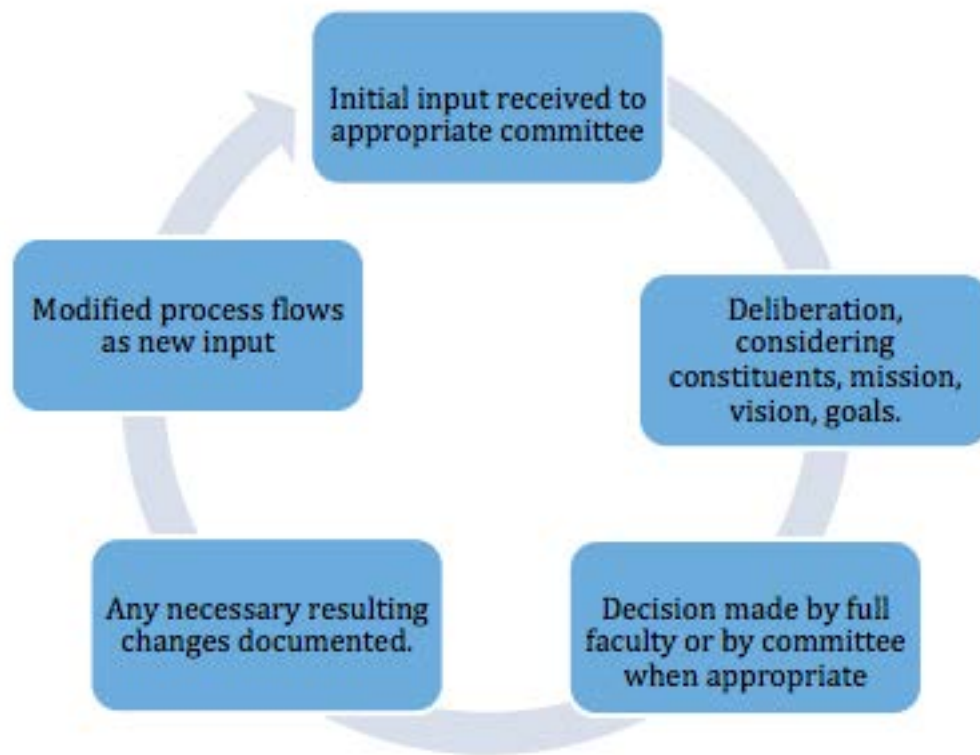
Rubric standards	Exceeds	Meets	Does not meet
Research methodology Literature review Presentation of results and conclusions	76.6%	3.3%	20.0%

Standard IV.8: Evaluation and Future Planning

IV.7 .8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.

As seen above, the evaluation of student learning outcomes and individual student learning are systematically reviewed at departmental meetings and in the fall and spring departmental retreats. Data specific to student outcomes reviewed in these regular meetings include entrance and exit surveys, capstone artifact assessment results, capstone topics chosen, alumni surveys, employer surveys, and MSLS survey results. This data is used in discussions of departmental directions, curriculum, hiring, advising, and implementation of capstone and other assessment measures. The changes made at these retreats are noted in departmental minutes, CCPS curriculum documents, and policy materials for the department.

Following the model presented in chapter one for how DILS closes the loop on evaluation and assessment, several examples will be presented here showing how the evaluation of student services and student learning outcomes have been addressed in a systematic manner for ongoing planning and improvement.



Student groups:

Student groups have flourished at Clarion, especially the student organizations affiliated with the American Library Association, the Special Libraries Association, the Pennsylvania Student Library Association, and Lambda Sigma. With the transition to fully online education, these groups continue to meet successfully in an online environment, however, some considerations of how best to serve our students with regard to these groups have been raised.

1. Input: Student issues are presented at the fall retreat or at department meetings. Specific input over the last three years has been concern about decreasing participation in the online student groups, due to schedule challenges. Since far fewer students reside on campus, the built-in convenience of an evening meeting on site is no longer an advantage. Students live in different time zones and have full-time jobs and families.

2. Deliberation: Various faculty members who have led these groups brainstormed ideas. Student representatives at the retreats were asked for their input. Student leaders were consulted.

3. Decision: DILS faculty recommended that faculty teaching LS 504, the introductory course to the profession, should highly encourage joining national chapters of professional organizations closest to their interests, such as ALA, SLA, and SAA, and that faculty should additionally encourage students to join and take part in regional affiliate groups for these organizations. Further, the student online chapters will be

continued, as they still provide many students an avenue to professional organization participation.

A second avenue of student group participation was discussed and it was decided to approve initiation of a student cohort, which is an online student interest group, called the Local and Archival Cohort. Any student with interests local studies librarianship, genealogy/family history, archives, special collections and other related fields would be invited to participate. A faculty member would take responsibility for organizing the group, but it would be student led to a large degree.

4. Documentation: This is recorded in the minutes of the DILS faculty meetings and retreats.

5. New Input: Faculty overseeing the cohort will report on numbers and activities after. In 2017, it was reported by Dr. Clark that the cohort students created a FB page at the end of the spring term of 2017 and that they are planning a speaker series. Other elements planned are: using the site for job announcements, using the site to share professional development opportunities, discussing professional conference activities of members, posting internship information, networking with alumni, and submitting short biographies of current student members.

Student advising: LS570 reflection paper data

1. Input: Reviewing the data from the reflection paper LS570 capstone apprenticeship for the year 2015-2016. The component “DILS learning objectives” is divided almost evenly between exceeds with 53.4% and meets with 43.1%. (Table IV. 15)

Rubric standards	Exceeds	Meets	Does not meet
Experiences & accomplishments	88.6%	10.2%	1.1%
Apprenticeship learning objectives	88.6%	9.1%	2.2%
DILS learning objectives	53.4%	43.1%	3.4%

2. Deliberation: Faculty considered and discusses the findings in the 2015-2016 data presented.

3. Decision: Faculty needs to increase and improve advising to the students in general and to the apprenticeship students in particular, especially in regards to the Department learning objectives
4. Documentation: The deliberation and decisions took place during the 2016 retreat where the data was presented.
5. New input: Systematic review of data is needed to conclude if increasing and improving advising have resulted in a higher percentage in the “exceeds” column.

Internship areas: LS570 reflection paper data

1. Input: Reviewing data extracted from LS570 reflection papers shows in what librarianship areas Clarion MSLS students are completing their apprenticeships (Table IV.16).

Apprenticeship areas	%
Collection development	32.9%
Programming	23.4%
Outreach/marketing/social media	18.3%
Archival studies/special collections	11.3%
Information literacy	4.4%
Professional development	4.4%
Other areas	5.1%

2. Deliberation: Faculty considered and discusses the findings in the 2015-2016 data presented.
3. Decision: It was concluded that more data was necessary to explain the apprenticeship concentration in the following areas: collection development,

programming and outreach/marketing/social media. Discussion and feedback is needed from the stakeholders to reach a conclusion.

4. Documentation: The deliberation and decisions took place during the 2016 retreat where the data was presented.
5. New input: Systematic review of data is needed which will include feedback from shareholders in order to impact curricular change.

Research in librarianship: rubric standards

1. Input: Analyses of data extracted from the LS600. The analyzes of the LS600 artifacts for the year 2015-2016 demonstrated that only 80.0% were meeting or exceeding the rubric standards, while 20.0% did not (Table IV. 17).

Rubric standards	Exceeds	Meets	Does not meet
Research methodology	76.6%	3.3%	20.0%
Literature review			
Presentation of results and conclusions			

2. Deliberation: Faculty considered and discusses the findings in the 2015-2016 data presented.
3. Decision: Efforts to strengthen the research skills of the students are being made in the pre-requisite course LS550 Research in librarianship. Faculty discussed the need to direct and guide the development of the research proposals to make them more achievable in LS600.
4. Documentation: The deliberation and decisions took place during the 2016 retreat where the data was presented.
5. New input: Systematic review of data is needed in the coming years to evaluate the efforts being made in LS550 Research in librarianship in order to direct and guide the development of the research proposals

Multi-Subject Learning survey (MSLS): LS505 Organization of Information

1. Input: Analysis of data of Category 3 assesses the following DLIS learning objective: “Demonstrate and be able to explain the principles of organizing

recorded information by exploring both past and present theories of organizing and representing recorded information and by understanding and applying the standards of organizing recorded information in libraries and information centers” from the MSLS (Table IV.13).

Category 3: Organization of information	2012-2013 n=3	2013-2014 n=6	2014-2015, n=73	2015-2016 n=76
13. My ability to apply relevant national and international bibliographic control standards to organize materials and resources at a level appropriate for the library and the materials.	ESC= 100.0%	ESC= 83.3% WNA= 16.6%	ESC= 68.4% WNA= 31.5%	ESC= 85.5% WNA= 14.4%
14. My ability to pursue knowledge of current library trends and innovations; identify how they may impact bibliographic control and resource management and how they may be applied locally.	ESC= 100.0%	ESC= 66.6% WNA= 33.3%	ESC= 89.0% WNA= 10.9%	ESC= 92.1% WNA= 7.8%
15. My ability to understand the general structure, relationships and relative importance of organization of information principles, systems and software. *The responses to the items have been aggregated in ESC (Expert, very strong, competent) and WNA (Weak, very weak, no ability).	ESC= 100.0%	ESC= 83.3% WNA= 16.6%	ESC= 93.1% WNA= 6.8%	ESC= 100.0%

2. Deliberation: A trend of improving numbers of ESC was discuss in items 13, 14, and 15; which demonstrate the effectiveness of the development and implementation of LS505 Organization of Information in the 2014 Spring.
3. Decision: To explore further the effectiveness of core and electives courses and to develop new tools of data gathering and analysis to complement the Multi-Subject Learning survey (MSLS).

4. Documentation: The deliberation and decisions took place during the 2016 retreat where the data was presented.
5. New input: Data from the systematic review of the Multi-Subject Learning survey (MSLS) and from new data gathering tools will be used to assess core and electives courses in the program.

Standard V: Administration, Finances, and Resources

The Department of Library Science has undergone major changes since the last visit in 2010. At that time the Department was situated in the College of Education and Human Services. In 2014 as a result of a major reorganization of the university, the College of Education and Human Services was dissolved. The departments in Human Services section of the college were distributed to remaining colleges in the university: College of Business Administration, College of Arts and Sciences and Venango College. Education became the School of Education located in the newly named College of Arts, Education and Sciences. Only the Department of Library Science was not distributed to another college within the university and the Library Science faculty was given the opportunity to decide what college might be the best fit. After interviewing the Deans of the three remaining colleges, the Library Science faculty voted that the College of Business Administration was the best fit. When Library Science faculty stated that this was the preference, the administration set up a meeting consisting of President Karen Whitney, Provost Ron Nowalcyzk, Dean and Associate Dean of the College of Business Administration Philip Frese and David Hartley, Department of Library Science faculty and the faculty of the Department of Computer Information Science (CIS). Since CIS had expressed an interest in moving to COBA as part of this major reorganization, administrators had determined that bringing Library Science and Computer Information Science together would allow for many new collaborative programs. Both Library Science and CIS agreed with this idea and so the School of Information Sciences (consisting of LS and CIS) was formed within the College of Business Administration and the College was renamed the College of Business Administration and Information Sciences (COBAIS). The overall restructuring of the university was to realign program areas as a cost saving measure. The Department of Library Science was integral to the decision to relocate the Department to the College of Business Administration and in the development of the school. The new structure was positive in its collocation of departments to allow for greater collaboration.

During the first year in the new college, the Library Science faculty discussed a variety of potential program changes at the Fall 2014 Faculty Retreat. Since the Department of Library Science was now located in the School of Information Sciences, one such idea was to change its name to show that its scope was broader than libraries and extended to other types of information agencies. Based on an examination of what other similar programs are named and what these types of programs are named in the general scheme of things (ex. textbooks in the “Library and Information Science” series), a proposal was put forward to change the name of the department to Library and Information Science. Because CIS faculty feared that university admissions might confuse the Library Science program with the Computer Information Science program, discussion ensued among LS, CIS and other campus units. The Department of Library Science came up with a compromise that was agreeable to CIS and thus became the Department of Information and Library Science (DILS) in 2015.

Also since the last visit, the program moved totally online. With the lack of sufficient enrollment on the Clarion campus as well as the distance sites in Harrisburg and

Philadelphia, the DILS faculty, in discussion with the dean, made the decision to move the program totally online.

Standard V.1: DILS is an Integral and Distinctive Academic Unit

V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. 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 program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

As noted in the introduction, the Department of Information and Library Science (DILS) is one of two units within the School of Information Sciences within the College of Business Administration and Information Sciences. [Organizational charts](#) of the university and the college are provided on the university Web site. The unit head of the department, Dr. Linda Lillard, has the title of Chair and Program Director and reports to the Dean of CoBAIS, Dr. Philip Frese. As is the case in all academic units at Clarion, the DILS enjoys autonomy sufficient to ensure that the intellectual content of its programs, selection and promotion of faculty members, and selection of students are guided by procedures established within the department that are aligned with the Collective Bargaining Agreement (CBA). This is consistent with the business programs in CoBAIS that have the AACSB (Association to Advance Collegiate Schools of Business) external accreditation.

The dean of COBAIS is Dr. Philip Frese, who reports to the provost/academic vice president and is responsible for overseeing every dimension of the College. Dr. Frese attends bimonthly Deans' Council meetings chaired by the Provost and monthly meetings of the President's Executive Council (PEC) chaired by the President of the university. Academic Deans at Clarion University must have earned doctorates within one of the disciplines of their respective colleges; successful teaching experience; a record of scholarly activity; and a demonstrated knowledge of current trends and issues in education. Dr. Frese holds a PhD in Accounting from Drexel University and Associate Dean, Dr. David Hartley holds a Ph.D. in Organizational Leadership from Regent University. Both are members of management and not faculty members. All management employees are evaluated annually against a performance-based rubric. Though academic deans at PASSHE schools have the proper qualifications, their positions are defined by the CBA as an administrative position rather than faculty.

College of Business Administration and Information Sciences COBAIS

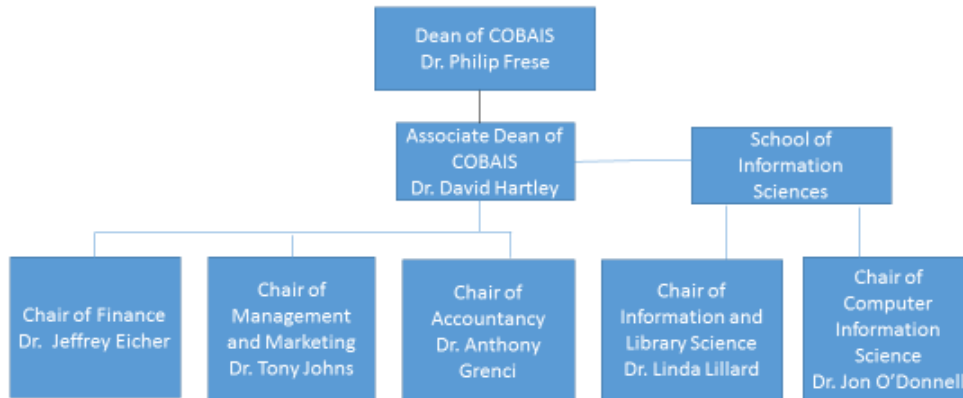


Figure V.1 COBAIS organizational chart

The [Collective Bargaining Agreement](#) governs the selection and duties of department chairs. Chairs are selected by the faculty of the department for a three-year period and may succeed themselves. Based upon the number of faculty in the department, chairs are given released time from their contractual teaching load in order to perform the responsibilities of that position. Under the CBA, teaching loads for department faculty are set at four courses per semester if the faculty member is teaching all undergraduate or a mixed load of graduate and undergraduate courses. If the faculty member is teaching all graduate courses, the teaching load is three courses per semester. In no case may a faculty member have more than three separate course preparations per semester without receiving overload compensation, meaning that when faculty teach an all undergraduate or a mixed graduate/undergraduate load, at least two of the courses being taught must be separate sections of the same course. This course load assignment results from the fact that most of the PASSHE member schools are primarily teaching institutions with minimal emphasis on research and publication.

At the time of the last accreditation visit, the department was chaired by Dr. Janice Krueger. In September, 2012, Dr. Krueger stepped down as Chair to return to full-time teaching, at which time the department held an off-cycle election and Dr. William Buchanan was elected as department chair to serve the remainder of the triennium, from September 2012 to 2014. Following Dr. Buchanan, Dr. Linda Lillard was elected and served from 2014 to 2017 and was re-elected in 2017 to serve until 2020.

Department chairs are responsible for specific areas, subject to approval of the college dean, and as outlined by the CBA. Duties include development of department plans, guidelines and internal office operation; directing the department's administrative

organization (and may delegate authority and assign responsibility as appropriate); and representing the academic discipline both on and off campus either personally or by designation of department representatives. The Department Chair also makes recommendations to the Dean regarding personnel actions, curricular changes, course offerings, teaching assignments and departmental budget. ([2015-2018 Collective Bargaining Agreement](#)). As noted in Chapter III, chairs have an important role in faculty hiring, evaluation, tenure, and promotion processes. In addition, chairs oversee department operations, prepare reports, and represent the Department at university meetings and professional conferences.

Faculty input is crucial to department, college and university operations. Faculty develop department goals and objectives, provide input regarding resource requirements, conduct program reviews, revise programs, develop departmental policies, and contribute both hard data and professional opinion into the decision making processes at all levels through membership on department, college, and university committees. The faculty develops and initiates all aspects of the curriculum, including preparation of course proposals and review and recommendation of course cycles. They recommend which students are awarded assistantships and scholarships. Standing departmental committees inform major areas of department operations.

The DILS has developed policies for the creation and modification of its curriculum administered within the guidelines of the Collective Bargaining Agreement. The actual curricular planning process (described in detail in Chapter 2) is twofold, initiated first by the department and finalized by the Faculty Senate upon recommendation from the university-wide Committee on Courses and Programs of Study (CCPS).

The DILS remains a distinctive academic unit and under the CBA controls the intellectual content of its program, the selection of its faculty, selection of students and other specific provisions of the CBA. Ultimately, the promotion of faculty falls outside of the department's purview and is governed by the CBA; however, the department has a critical role in the process in that the department promotion committee and the department chair prepare separate recommendations. Faculty request for promotion based on the faculty member's teaching, research, and service. This data is used by the university wide promotion committee in making its promotion recommendations and by the dean and provost in making their separate recommendations. In the end, the president considers all these data and recommendations in making a final decision about promotion. The department has been successful within this review period in the tenure and promotion of eligible faculty. The composition of the DILS committees is determined by the faculty and chair and approved at the departmental retreat at the beginning of the fall academic semester. The Department Chair, in consultation with the faculty, determines course offerings and teaching schedules. This recommendation must ultimately be approved by the Dean of COBAIS and the Provost.

The annual evaluations of non-tenured faculty and of tenured faculty on a quinquennial basis, as well as tenure reviews and promotion reviews, are conducted by the faculty. The Dean's independent evaluations and recommendations regarding renewal or

nonrenewal are also considered by the President, who makes final decisions in these areas.

Student admissions to the program are based on consistently applied standards (the process is described in detail in Chapter 4). Students admitted to the program have earned a bachelor's degree from an accredited institution. The policies and procedures for waiving any admission standard or academic prerequisite are clearly stated in the Clarion University *Graduate Catalog* and are 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 the program, the program's goals and objectives, and the career objectives of the individual student. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field. The DILS budget is allocated by the Dean of COBAIS.

The college and university do provide administrative support and resources to DILS. The DILS budget is unique in the COBAIS. While the DILS participates in the budget process on par with all programs, it receives unique funding to provide sufficient resources for it to attain its program objectives. Each tenured/tenure track faculty member in the DILS has approximately \$1,400 in funding for professional travel and a separate fund set aside for conference fees. Should these funds be exhausted during the year, the DILS may seek additional funding to support faculty professional travel from the COBAIS Dean. Professional travel is defined as travel to present research at or to attend discipline-based conferences or attending discipline focused organizational meetings and conferences. The funding for the AACSB International accredited business program's tenured/tenure track faculty is \$1,000 each, while funding for CIS faculty (also with a graduate program) is \$300 for each tenured/tenure-track faculty member. Also, as an accredited program, additional administrative expenses are assumed for the DILS in the budgeting process. The DILS has a separate line item for professional services that is not supported for any other department in the COBAIS. Due to the diverse nature of the different departments within the COBAIS, a separate fund, budgeted through the Dean's Office, is available for "Training and Development" expenses. This fund is available to all faculty in the COBAIS who are attending professional development learning opportunities.

Technology funding to provide support directly to tenured and tenure track faculty is provided through the Provost to the colleges. For FY 2018, the COBAIS has \$10,000 to provide computer upgrades to tenured/tenure track faculty. These resources are assigned to upgrade the oldest machines first. Also, faculty have the option to select a laptop with docking station or a desktop.

The DILS receives \$13,000 for eight tenured/tenure track faculty to support graduate student wages. No other department in the COBAIS has a graduate student wage budget. The College maintains a graduate student wage budget of \$26,000 for the

remaining twenty tenured/tenure track faculty. Again, this funding is over-balanced to the DILS in order for the department to attain their program objectives.

There are also a number of units on campus providing support to DILS. Admissions provides administrative support in the application process. [Clarion Online](#) provides support in issues specific to online programs including a mandatory orientation for students enrolled in online classes and a mandatory course for new full time and adjunct faculty who will be teaching online. [Computing Services](#) handles technology support including a help desk. The [Learning Technology Center](#) has a contractual obligation in providing course development services to faculty teaching online. [Career Services](#) mandate includes support to graduate and online students. [Financial Aid](#) handles all assistance for loans. The accounts receivable office creates payment plans and handles billing. The [Registrar's Office](#) handles registration, academic records and graduation. The library has a librarian dedicated to supporting distance education students. The writing center has a program for working with distance education students. Basic student services such as the health center are available to the department's students. The office of disability support is likewise available to the department's students and works to create accommodations. Clerical support is provided by the college.

Standard V.2: Representation

V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. 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. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

Faculty Representation

All university faculty have comparable opportunities to participate in university and collective bargaining unit committees:

[Faculty Senate](#): Activities of this body include the review and approval of courses and programs, review of academic standards, and approval of the academic calendar for the university. Senate's standing committees are responsible for recommending and reviewing university policies.

[APSCUF Leadership and Committees](#): APSCUF is the faculty collective bargaining unit and is represented at the local level by a governing body elected by local chapter APSCUF membership. APSCUF is active in matters of contract negotiation and faculty

governance. APSCUF deliberations directly influence faculty hiring, promotion, tenure, evaluation, and course load, as well as curriculum.

[University Technology Advisory Committee](#): UTAC is charged with providing guidance regarding the allocation of resources related to the enhancement and support of computing and other technologies, facilitating the review and update of the Strategic Information Technology Plan (SITP), and making recommendations as to the prioritization of SITP goals. It recommends directly to the President's Executive Council.

[Institutional Review Board](#): Institutional Review Board (IRB) reviews human subject research on the campus and seeks to insure that Clarion is in compliance with the National Research Act.

As presented in Table III.10 DILS Faculty Service and Interactions with Other University Units (2010-2017), DILS faculty members have served on all of the above committees. This work is also detailed on individual faculty CVs.

Student Representation

The students have the same opportunities for participation on the institution's advisory or policy-making bodies as do students in other academic units. The presidents of the DILS student organizations (such as ALA, SLA, PSLA, and SAA) represent the interests of information and library science students with the University Activities Board where their voices are heard in the area of student governance. Additional opportunities exist and can be examined at:

[Undergraduate and Graduate Research Conference.](#)

[Student Affairs home page](#)

Administrative Relationships

The interaction of DILS faculty on a wide variety of university wide committees enhances interaction with faculty from other disciplines. This interaction has the ability to create partnerships and cooperation with other units on campus, which is directly beneficial to students. DILS is presently exploring a relationship with the College of Health and Human Services to design a health informatics degree and is also interested in pursuing a partnership with the Criminal Justice program to design a concentration combining both areas.

Resource Allocation

For several years during this accreditation period, the university worked under a financial framework called Responsibility Center Management (RCM), which determined resource allocation. The decision-making process for the allocation of resources is fully explained in [RCM Manual](#).

The DILS budget is unique in the COBAIS. While the DILS participates in the budget process on par with all programs, it receives unique funding to provide sufficient

resources for it to attain its program objectives. Each tenured/tenure track faculty member in the DILS has approximately \$1,400 in funding for professional travel and a separate fund set aside for conference fees. Should these funds be exhausted during the year, the DILS may seek additional funding to support faculty professional travel from the COBAIS Dean. Professional travel is defined as travel to present research at or to attend discipline-based conferences or attending discipline focused organizational meetings and conferences. The funding for the AACSB International accredited business program's tenured/tenure track faculty is \$1,000 ea. while funding for CIS faculty (also with a graduate program) is \$300 for each tenured/tenure-track faculty member. Also, as an accredited program, additional administrative expenses are assumed for the DILS in the budgeting process. The DILS has a separate line item for professional services that is not supported for any other department in the COBAIS.

Due to the diverse nature of the different departments within the COBAIS, a separate fund, budgeted through the Dean's Office, is available for "Training and Development" expenses. This fund is available to all faculty in the COBAIS who are attending professional development learning opportunities.

Technology funding to provide support directly to tenured and tenure track faculty is provided through the Provost to the colleges. For FY 2018, the COBAIS has \$10,000 to provide computer upgrades to tenured/tenure track faculty. These resources are assigned to upgrade the oldest machines first. Also, faculty have the option to select a laptop with docking station or a desktop.

The DILS receives \$13,000 for eight tenured/tenure track faculty to support graduate student wages. No other department in the COBAIS has a graduate student wage budget. The College maintains a graduate student wage budget of \$26,000 for the remaining twenty tenured/tenure track faculty. Again, this funding is over-balanced to the DILS in order for the department to attain their program objectives.

Standard V.3: Administrative Head

V.3 The administrative head of the 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 administrative head 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.

Dr. Linda Lillard serves as the administrative head of the DILS as the chairperson and program coordinator under the guidance of the Dean of COBAIS, Dr. Philip Frese. The selection and role of chair of DILS is governed by [the Collective Bargaining Agreement](#). This includes the title, salary, status and authority of chairs. Chairs receive the salary required on the CBA salary schedule for their faculty rank. Chairs all receive the same

stipend for this position, which is \$105.00 per paycheck during the academic year. Summer chairs are paid differently as summer chair duties equate to teaching one summer class and that salary is based on the formula for summer teaching. Consequently, the summer salary would differ based on the chair's rank and step on the salary schedule. Department chairs also receive course releases based on the number of faculty in their departments. This is required by the CBA and it not the same for all department chairs because department sizes differ.

Teaching department chairpersons shall be granted minimum workload equivalents in accordance with the following schedule for the academic year:

DEPARTMENT SIZE	WORKLOAD EQUIVALENTS
1-9	25%
10-20	50%
21 OR MORE	75%

Additional workload equivalents for teaching department chairpersons may be approved by the President or the Provost/Vice-President for Academic Affairs for departments with complex programmatic and/or administrative responsibilities. The President or the Provost/Vice-President for Academic Affairs may also approve summer compensation for chairpersons in appropriate departments. According to this schedule, the chair of DILS receives a 25% release, which is 1 ½ graduate classes a year or 2 undergraduate classes a year. The DILS chair also receives a non-contractual release as program director.

All chairs have same authority and responsibility according to the CBA.

Chair responsibilities can include, but are not limited to

- managing the department's budget,
- scheduling courses,
- directing the planning process,
- evaluation of all faculty,
- overseeing department operations,
- preparing reports, and
- representing the department at university meetings and professional conferences

The chair has the leadership skills, administrative ability, experience, and understanding of the developments in the field and in the academic environment needed to fulfill the responsibilities of the position. These qualifications for the role of chair are apparent in the CV of Dr. Lillard. Not only has she been the chair of DILS since 2014, but she had previous department chair experience prior to coming to Clarion University. The

Department Chair's term is for three years and Dr. Lillard was elected for a 3-year term for 2014-2017 and then re-elected for a second term for 2017-2020.

The DILS Department Chair and Program Coordinator maintains a high profile position on campus as a member of a wide variety of committees (see Table III.10), such as the university's Academic Council, which is a meeting of all department chairs and other university department heads held by the Provost. The department chair also participates in the COBAIS chair meetings, represents the department at Graduate Council (and at the present time is chair of Graduate Council), and participates in Clarion Online meetings. As one of the largest programs on campus, the chair is frequently called upon to serve on important policy making committees such as the 7-Week Task Force, the Accelerated Bachelors to Masters Task Force, and the Online Education Task Force (formed to define the future of distance education at Clarion University).

Standards V.4-5: Unit Environment

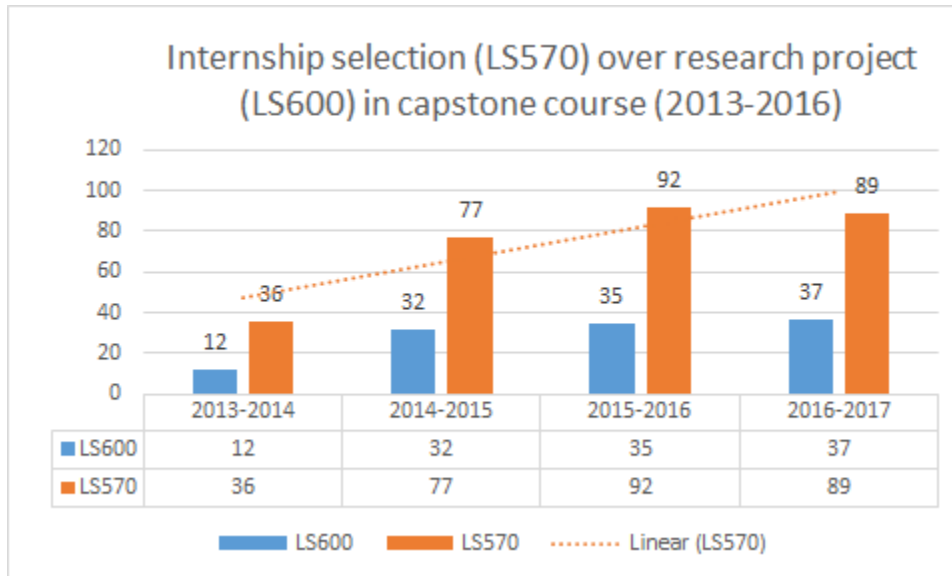
V.4 The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

The chair fosters a nurturing environment through the fulfillment of the responsibilities noted in V.3. The department has traditionally practiced distributed leadership in the accomplishment of the program's mission and goals. As noted above, the faculty has been exceptionally active in department, college and university committee service and leadership, which leads to frequent interaction with faculty members from other academic units. Faculty members are encouraged to collaborate with faculty members from other units. The Chair regularly interacts with chairs of other programs and discusses possible collaborations on new degrees and/or courses. For example, a plan was developed by Dr. Lillard and Dr. Aristeguieta in collaboration with the Chair of Finance for a Business Informatics program. The plan is awaiting the next step which is to do an environmental analysis. Dr. Lillard and Dr. Ha are in discussions with the new Dean of Health and Human Services and leaders of the Nursing program to develop a program in Community or Rural Health Informatics.

In addition to receiving socialization into the field through coursework, students are encouraged to participate in DILS student chapters of organizations such as ALA, SLA, PSLA, SAA and to also participate at the national level by attending professional association conferences. Further opportunities for socialization into the field and opportunities for interaction with students from other academic units is provided through participation in the [University Activities Board](#), which is the umbrella for all student organizations. Furthermore, subject to advisor and chair approval, students are allowed to transfer in 6-9 credits for courses taken outside of the program as well as from other universities. This provides the vehicle for students to interact with other units on campus by way of taking classes in another discipline. The LS 570 capstone that was previously titled Internship in Library Science was re-titled Apprenticeship in Information Agencies in Spring 2017 to reflect the broader scope of learning experience LS 570 provides

students. The students have a capstone choice of LS 570 Apprenticeship in Information Agencies and LS 600 Research in Librarianship. A large percentage of DILS students choose the Apprenticeship option each semester (see Figure V.2) and this capstone choice provides an opportunity for socialization into the profession while still a student.

Figure V.2 Student capstone choices



DILS employs several methods to maintain and nurture relationships with alumni. Attendance at the Pennsylvania Library Association (PaLA) and the PSLA (Pennsylvania School Librarians Association) conferences with a booth in the exhibit hall allows faculty representatives to meet and interact with alumni who attend the conferences. DILS maintains a [FaceBook page](#) and regularly announces attendance at major conferences such as the American Library Association and Association of Rural and Small Libraries so that arrangements can be made to get together with students, sometimes meeting distance students for the first time. Students are invited to bring friends and family to a graduation brunch that Dr. Linda Lillard has hosted in her home each semester for the past nine years. This gives students the opportunity to meet faculty for the first time face-to-face and to meet other students in the program. DILS made the decision to take the more personalized approach rather than the quick cookies and punch reception after graduation, which many of the DILS students do not attend because they are anxious to get on the road and return home. DILS students, from as far away as California and Alaska, have attended the brunch and the graduation ceremony on campus. More students than would be expected make the trip to Clarion for the graduation ceremony so that they can make the connection with their university and their faculty and fellow students at that time. This event has been a huge success over the years and gives students a positive send-off from the program.

Standard V.5 Support

V.5 The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.

The DILS has one .75 time support staff member, Ms. Wenda Strickenberger, who is shared with the MBA program. Staff is provided to the department in keeping with the university parameters. As with other accredited programs in the college, the DILS receives staff support in line with the program's FTE numbers in students and faculty. In the case of the DILS secretary, the MSLS program's FTE student numbers are running roughly 3:1 to those of the AACSB International accredited MBA program. Currently the programs supported by the 75:25 split in secretarial support are demonstrating that this support is sufficient to attain their program objectives. The COBAIS Dean is committed to provide additional staff support should either program demonstrate a need for additional resources.

Staff responsibilities are covered by the [AFSCME CBA](#). Staff responsibilities can include, but are not limited to

- handling daily office routines,
- maintaining department records,
- assisting with special projects,
- supervising student workers,
- handling the financial business of the department,
- managing the information on the department Web site, and
- processing travel requests.

All of these activities contribute to the main objective of fulfilling the program's mission and goals. Ms. Strickenberger also supervises two hourly student assistants, two graduate (20 hours per week each) and one undergraduate (10 hours per week). Across campus and in the CoBAIS a network of additional administrative support exists for the program.

The Department Chair works daily with Ms. Strickenberger to make operational decisions. Ms. Strickenberger is normally the first point of contact for potential students looking for program information and new students getting started in the program. She is also the first point of contact with the department when students need assistance beyond faculty members serving as their advisors. She is extremely knowledgeable about the program and university procedures, which keeps the department running smoothly.

The Chair supports the culture of collaborative decision making processes within the department that results in consensus based decisions. Issues are brought forward in faculty meetings with the faculty as a whole participating in all discussions. The entire faculty and staff along with student representatives participates in strategic planning. Strategic planning retreats are held at the beginning of each semester (fall and spring). At the fall strategic planning retreat, the group agrees on departmental and program priorities and re-evaluates committee work and processes. For the most part, however, the DILS faculty operates as a faculty of the whole though ad hoc committees may be formed when issues call for preliminary research or data gathering before a decision can be rendered. Contractual committees, such as Faculty Search, are governed by the CBA.

Standard V.6: Level of Support

V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of 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 program's teaching, research, and service.

After the last review, the university adopted Responsibility Center Management (RCM), which determined resource allocation. As noted in V.2, the RCM manual explains the process for the institution. Resource Center Management (RCM) as a budget model allows for funds generated by academic units to be returned to the unit after being "taxed" to support the administrative cost of the institution. After several years of trying to adapt this concept to the university's needs, the university administration decided to return to the traditional approach allocating funds from the university level to the college level and giving deans the responsibility of allocating funds as needed to departmental level units. The department's financial needs are adequately met by the college through an allocation process as described below.

Each year the Associate Dean of COBAIS prepares the budget for the next year and submits to department chairs for examination and approval during a COBAIS chair's meeting. This year, for example, the budget was received by the department chair on February 1 and asked if there are any changes to be made. At the faculty meeting on February 20, 2018, this budget will be shared with the faculty for feedback. It is normally based on what was spent the year previously, so any new initiatives would need to be approved. At that time, the chair plans to initiate a conversation about a higher travel allowance so that faculty can attend more major conferences in the field and promote the program through a display table. The major considerations for resource allocation are the needs of DILS for teaching and departmental support. The Department Chair meets with the Dean, the Associate Dean and the other COBAIS Department Chairs every two weeks. Department Chairs are also invited to Academic Council meetings

scheduled monthly by the Provost to discuss current issues affecting the university. Despite budget cuts, the department continues to be adequately funded. Since the last review, staffing levels in DILS have been reduced from 1.5 administrative staff to .75 administrative staff. DILS is not alone in this staff reduction, as it has taken place in many other units on campus. The remaining .25 time of the DILS administrative staff person's time is spent with the MBA program. As was mentioned in the faculty chapter, during the period of this review the faculty increased and then decreased due to retirements and resignations.

Departments across the university are primarily funded to support "operational" or day-to-day expenses, not funded as separate autonomous programs. As such, there is centralized funding for some expenses that may be down at the program level in other institutions. For example, overload and temporary faculty budgets are held at the College level, not department level. Costs are budgeted at the college level.

The "Personnel" expense in the table below includes university student funded employment and tuition waivers for grad assistants as well as all the funding for all faculty and staff salaries and benefits.

Table V.1 Income from parent institution

Year	Income from Parent Institution	
	Personnel	Non-Personnel
2017	\$1,067,080	\$18,700
2016	\$1,087,196	\$11,696
2015	\$1,050,726	\$14,450
2014	\$ 979,929	\$9,120
2013	\$1,071,751	\$9,612
2012	\$1,295,270	\$9,120
2011	\$1,533,799	\$19,120
2010	\$1,505,038	\$14,120

Standard V.7: Compensation

V.7 Compensation for the program's 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.

Faculty and staff salaries are funded through the university. Contractual salaries for rank and step are determined jointly between APSCUF and PASSHE during CBA contract negotiations. Rank and step placement on the schedules for new faculty are negotiated between the new faculty member and university president or his/her designee. Appointments are made at a rank and step level, and individuals advance a step a year until they reach the top step in their rank. They remain at that level until they are promoted. Salaries by rank and step, which are for the academic year, are found in article 22 of the Collective Bargaining Agreement. Benefits average approximately 35.2% of salary. Faculty teaching during summer sessions and/or in excess of their contractual workloads receive additional compensation as specified in the CBA.

In comparing the salaries of faculty in the Department of Information and Library Science with a comparable unit on campus, the DILS enjoys equity with similar programs across campus. Although there is a limited number of graduate programs at Clarion, there are still several which are comparable to DILS, i.e., that offer graduate programs that are separately accredited by external accrediting bodies. A program that offers many points of comparison for the purposes of evaluating DILS' faculty equity with other departments is the Department of Communication Sciences and Disorders which offers a Master of Science in Speech Language Pathology which is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. This program has seven graduate faculty (tenured/tenure track).

Full	\$117,632
Associate	\$ 96,776
Assistant	\$ 83,599
Assistant	\$ 68,736
Assistant	\$ 65,463
Instructor	\$ 59,376
Instructor	\$ 59,376

By comparison, DILS has eight tenured graduate faculty compensated at the following rates:

Full	\$117,632
Full	\$111,964
Full	\$101,554
Associate	\$ 96,776
Associate	\$ 87,727
Associate	\$ 81,560
Associate	\$ 79,570
Assistant	\$ 68,736

As is obvious, DILS faculty is equitably recognized when compared with their ranks and salaries to similar units on campus. When compared with faculty by rank at other ALISE member schools the salaries at Clarion are somewhat lower (though not significantly), a

fact which may be partly explained by the fact that PASSHE member schools are primarily teaching institutions with limited graduate programs, while a majority of ALISE member schools are located in doctoral and research level institutions. Following is a list of average salaries by rank at Clarion DILS as opposed to ALISE member schools:

Clarion		ALISE
Assistant -	\$ 68,736	\$ 79,610
Associate -	\$ 88,908	\$ 97,252
Full -	\$110,386	\$129,505

When student demand and/or curricular offerings justify it, faculty members may be offered overloads to teach beyond their contractual teaching load and/or they may be offered individualized instruction of regular courses or independent study. Across the university, full-time temporary faculty may be hired to teach courses offered on campus, and part-time faculty may be hired to teach at a distant site or online, though as previously noted all MSLS courses are online.

Faculty and staff salaries are funded through the university in accordance with the [CBA for faculty](#) (p. 76) and the [CBA for staff](#).

Standard V. 8: Funds from Parent Institution

V.8 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 are available on the same basis as in comparable units of the institution.

The department participates on the same basis as other academic units for institutional funds. Faculty members are free to submit individual proposals or collaborate with colleagues in the department or in other academic units. Specific guidelines are available in the examples listed below.

Examples:

[PASSHE Faculty Development Grants](#)

Projects such as the list below can be funded:

Category 1-A Joint Faculty-Student Basic or Applied Research

Category 1-B Scholarly Research: Basic or Applied

Category 2 Joint Faculty-Student Public Service

Category 3 Creative and Performing Arts

Category 4 Curriculum, Instruction, and Assessment

Category 5 Individual Career Enhancement in Off-Site Settings

[University-Wide Faculty Development Grants](#)

Grants of \$1000 and up to \$2500 for multidisciplinary grants can be obtained for

Teaching and Learning: for faculty who wish to develop as teachers. Individuals and groups are encouraged to propose projects that enhance university teaching specifically related to pedagogy and methodology.

Multidisciplinary Projects: Proposals in this area include, but are not limited to, faculty development projects or proposals for seed money that involve faculty from more than one department, or college, collaborating on a common project.

Examples of multidisciplinary projects include faculty development efforts in general education, women's studies, and international studies, speakers and symposia of a multidisciplinary nature, or the request for seed funding to complete exploratory research.

Pilot Research: Proposals seeking start-up funding for research projects such as funding for survey instrumentation for feasibility data and supplies for sample data. Funding may be provided in limited amounts for travel to speak with a program officer as part of the application process for external research support.

[Sabbatical guidelines](#)

[University travel reimbursement information](#)

Table V.2 Internal funding received by faculty

Faculty name	Funding agencies	Fund contents
Aristeguiet a-Trillos	UWFP development grant Provost matching fund	ALISE conferences, 2015-2016, \$1,625.00 ALISE conference, 2015, \$400.00
Clark	Dean's office CFG UWFP development grant Summer Stipend	ALISE/ALA 2017 To develop a digital history portal on the website of Benson Public Library, November 2015, 1,000. ALISE conferences, 2013-2016, \$3,625.00 To work on book draft, Fostering Family History in Libraries, 2013

	<p>UWFP development grant</p> <p>CEHS faculty development</p> <p>CFG</p>	<p>ALISE conference, 2011, \$1,000.00</p> <p>PaLA conference, 2011,</p> <p>To create a five-year action plan for the local history room at the Library Oil City Public Library, 2010, \$1,000</p>
Ha	<p>The DILS</p> <p>Dean's office</p> <p>UWFP development grant</p> <p>Provost matching fund</p> <p>CEHS faculty development</p> <p>Dean's office of CEHS</p>	<p>PaLA conference, 2014-2016, \$500.00</p> <p>ALISE 2017 \$1,900.00</p> <p>ALISE conferences, 2013-2016, \$3,625.00</p> <p>ALISE conference, 2015, \$400.00 (?)</p> <p>ALISE conference, 2012, \$1,000.00</p> <p>National Institute on the Assessment of Adult Learning, 2011, 1,500.00</p>
Harhai	<p>CFG</p> <p>Library Services and Technology Act grant</p> <p>National Science Foundation</p> <p>CFG</p>	<p>WORLD WAR I COMMEMORATIVE PROJECT, Clarion University of Pennsylvania, 2015</p> <p>Emerging Leadership Academy for School Librarians, GRANT, spring 2014</p> <p>Pushing the Limits in partnership with Clarion Free Library, Daniel Parker, Executive Director, 2013</p> <p>Community University, spring 2013</p>
Krueger	<p>CFG</p>	<p>Funded library materials for Clarion Free Library , 2014</p>
Lillard	<p>The DILS</p> <p>Dean's office</p> <p>UWFP development grant</p> <p>Provost matching fund</p>	<p>PaLA, PSLA</p> <p>ALISE</p> <p>ALISE conferences, 2013-2016, \$3,625.00</p> <p>ALISE conference, 2015,</p> <p>ALISE conference, 2012,</p>

	CEHS faculty development	
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Community Fellows Grant (CFG), Clarion University of PA; University-Wide Faculty Professional (UWFP) development grant, Clarion University of PA; The College of Education and Human Services (CEHS) Faculty Development Fund, Clarion University of PA

DILS students are eligible for financial aid that is available on the same basis as to other students throughout the university and is administered by the [Office of Financial Aid](#) in accordance with state and federal law.

Standard V.9: Physical and Technological Resources

V.9 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research, and service. The program provides support services for teaching and learning regardless of instructional delivery modality.

While the physical resources of the university are extremely important, to an online program such as DILS offers, the technology resources are even more important. Likewise, the university provides a wide range of equipment, software, and technologies to support faculty teaching, research, and service, online programs, and students. Examples of the university investment in online education are listed below. Faculty and students are free to use any of these technologies and support services and faculty from DILS are regularly included in technology decisions by serving on the Technology Advisory Committee and by serving as trial users of items being considered for adoption.

The Learning Technology Center (LTC), a division of Computing Services, plays a key role in the campus decisions for instructional technologies. Technologies such as our learning management system (D2L) and integrated 3rd party tools (i.e. BB Collaborate, Turnitin, etc.) are evaluated through a Pennsylvania State System of Higher Education (PASSHE) committee of selected faculty, instructional technologists, and administrators from within the 14 State System schools. The LTC typically has a chance to review, evaluate, and provide feedback prior to a decision being made for system-wide implementation. Additional instructional technologies used at Clarion University are typically selected based on identified needs of the faculty. Once a need is identified, the LTC/Computing Services staff researches and evaluates technology resources. When possible, vendors are asked to provide a demonstration either on-site

or online and faculty are invited to attend and offer input. Once a product is agreed on, a faculty group is assembled to pilot new technologies. Feedback is provided through surveys or faculty forums before the tools are selected and implemented.

Additional IT projects are identified and coordinated through the University Technology Advisory Committee (UTAC). Based on available funding, UTAC coordinates calls for requests for new IT project and manages associated processes for the life cycle renewal and replacement of past projects. Sample projects include general and discipline-specific computer labs (hardware/software/peripherals) and standard and advanced SMART classrooms.

University Instructional IT Equipment Replacement: The University manages SMART classroom, computer lab, and related academic IT project life cycle replacements and renewals via processes coordinated with the University Technology Advisory Committee (UTAC). Based on standardized replacement cycles for IT categories (PC's/Macs/Ipads,, Projectors, Controllers, Servers, Software, etc.), eligible projects are define each year and evaluated with a renewal request and assessment process coordinated with Faculty/Departments, Deans, Computing Services, and UTAC. Approved renewal projects are implemented each summer.

The university manages a three-pronged approach to maintain personal computers for faculty and staff. Recurring central funds have been allocated for replacement PC's for tenure/tenure-track faculty. Department operating budgets are leveraged for additional annual PC replacements for staff or faculty. Finally, the university coordinates a process to cascade lab/classroom computers replaced via Tech Fee or Tenure-Track funds as staff computer upgrades for older machines elsewhere on campus

[Computing Services](#)

Computing Services provides assistance to faculty, staff, and students through the Help Desk. Help with email, MyClarion, network services, software and hardware is available. The Learning Technology Center (LTC) is a unit within Computing Services.

The majority of classrooms at Clarion University are electronically enhanced lecture classrooms which feature *SMART*® technology. The rooms integrate computer, multimedia and network technology. Many of the rooms, including the classroom in the DILS suite are equipped with advanced technology that enables faculty to capture lectures for asynchronous instructional delivery.

Desire2Learn, or D2L, is the university's web-based Learning Management System, for traditional and online courses. D2L is designed to create a rich online learning environment for students. The D2L system provides a platform for instructors to post course documents, lectures, assignments and exams, as well as collaborative learning experiences such as discussion forums and more. Support for D2L involves a 24x7 Help Desk and additional D2L resources are available for [faculty](#) and [students](#).

The Online Course Environment

DILS maintains this philosophy of teaching online – that the classroom dynamic should be just as active, interactive, timely, and “real” as an on-site class. Clearly, there will be differences in the environments, however, by utilizing effective combinations of online discussion, high-impact assignments, and multiple means of communication, the experience can be very positive. Students are appreciative of the opportunity for an online education. Many DILS students otherwise would not be able to reach their educational goals. Faculty have the academic freedom to set up their classes as they wish in D2L, but they have all taken the required [Teaching Online Certification Course](#). This course provides the following instruction: reviewing your online course for alignment with Quality Matters (QM) essential standards, reflecting on instructional strategies and activities, offering ideas for evaluation methods that align with learning outcomes, and providing guidance and training for multimedia and a variety of technology tools including D2L, Respondus, Campus Pack, web conferencing, clickers and more

Mediasite by Sonic Foundry is Clarion University's approved and supported lecture capture and streaming media solution. Mediasite is a tool for presenters to teach, train or present in a physical setting, while Mediasite records everything the instructor says and displays. The multimedia presentation is captured and stored online for students to stream anytime, anywhere.

Carlson Library 215, in the DILS suite is one such capture location and contains the following equipment:

- [Mediasite RL700](#) recording hardware
- Vaddio camera
- [Audio Technica ATW-T310](#) lavalier mic
- [SMART ID350](#) interactive pen display

The LTC staff support a number of tools and software to assist faculty in successfully creating engaging and interactive learning environments. The LTC provides training and support for faculty and staff lecture capture options, instructional software, and student response systems (SRS), or clickers.

- [Blackboard Collaborate Web Conferencing](#) – Use this tool to record a lecture from your desktop or record your online virtual classroom/meeting for later playback. Collaborate is integrated within your D2L course already and allows for the most two-way interaction between instructor and student. Captures video and audio as well as chat, whiteboard, screen, and file-sharing making Collaborate a robust recording option from the privacy of office or home. Also ideal for guest presenters in an online course.
- [Video Note](#) - This tool is within D2L and is ideal for creating short welcome introductory, or course overview videos. All that is required is a webcam and mic. Recording time is limited to a maximum of three minutes. Video Notes can be created

via D2L's Insert stuff icon within the html editor and anywhere that file attachments are enabled.

- [MS Office Mix](#) - This free PowerPoint add-in allows you to narrate and annotate a PowerPoint presentation along with your webcam (optional) or record your screen. Convert the recording to mp4 and upload to D2L or Mediasite. This add-in is only available for Windows systems with Office 2013 or higher.
- [QuickTime](#) – This tool is a free recording solution for university Mac users. It comes installed on OS 10.6 and higher and can be used to record audio + screen capture. Using QuickTime's Save for Web feature, your recording is optimized for upload to your D2L course or Mediasite.
- [Camtasia Studio](#) – This robust software allows you to create, edit and share recordings. While Camtasia Studio is not currently available through a campus license, it is available for faculty use in the LTC's Clarion and Venango Offices along with a microphone and webcam. Recordings can be uploaded to D2L or Mediasite.

The university has licensed versions of the following software for faculty use:

PowerPoint / iSpring

A component of Microsoft Office 2013, which is installed on all university computers, PowerPoint is a presentation graphics program with audio recording features. Faculty can use PowerPoint to create a narrated presentation, compress it with iSpring Free and use it as a mini-lecture within a D2L course site.

PowerPoint is available on all campus computers. iSpring can be installed on faculty university-issued computers by the Help Desk or downloaded free on personal computers.

Respondus

Respondus is a powerful tool for creating and managing exams that can be printed to paper or published directly to D2L. Exams can be created offline using a familiar program such as MS Word or Notepad. Faculty can use Respondus to easily create exams or quizzes for placement in D2L or for use in class.

A campus-wide license is available and faculty may request the installation on a university computer or download the software directly to their home computer. The license is available to all faculty and must be renewed on your computer every year.

Snagit

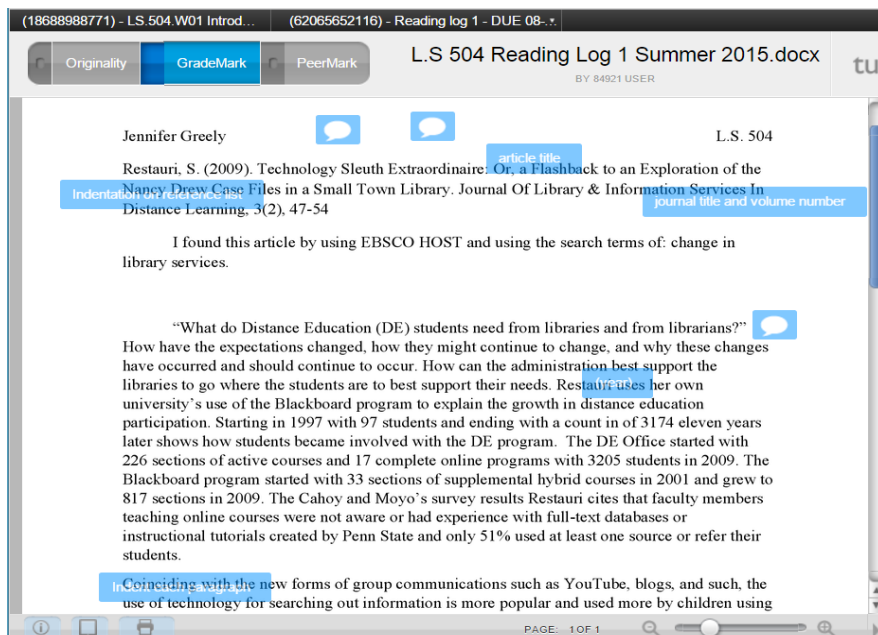
Snag-It is an easy-to-use image editing tool that enables you to capture screen images, text, video and print output from a Windows PC and enhance your digital images with annotations, titles, callouts, graphics, and clip art.

StudyMate (a product of Respondus)

StudyMate allows you to create 10 interactive Flash-based activities that you can load into D2L. The activities are fact cards, fact cards plus, flash cards, pick a letter, in the blank, matching, crosswords, quiz, challenge, and glossary. If you already have questions built in Respondus, you can import them into StudyMate. The university has a site license for this software.

Turnitin Anti-Plagiarism software

In partnership with the Pennsylvania State System of Higher Education, Clarion University has contracted with Turnitin.com, an anti-plagiarism software company, to provide campus-wide service for faculty to help determine whether a student's work is original or if it has been matched to an alternate source. It is important to advise students at the beginning of a course about [university policies](#) on plagiarism and the use of Turnitin.



In collaboration with the University Technology Advisory Committee (UTAC), Computing Services offers the Instructional Technology Exploration Program (ITEP). This program provides faculty with the opportunity to explore a variety of new technology equipment for short-term loan. Staff are also welcome to utilize the service, but equipment is limited and preference will be given to faculty on all requests.

Available Equipment

- (2) Samsung Galaxy Tab 4 Android-based Tablets
- (2) Apple iPads – 4th Generation

- (2) Samsung Series 3 Chromebooks
- (2) Dell Venue Pro tablets with Windows 10
- (1) Dell touch screen laptop with Windows 10
- (1) Microsoft Surface Pro 3 with Windows 10

Loan Period

The initial loan time is for two weeks. Weekly extensions may be possible based on availability and other requests. LTC staff will provide a brief 1:1 orientation session on the use of the device along with a basic user guide and operational support.

Desire2Learn, or D2L, is the university's web-based Learning Management System, for traditional and online courses. D2L is designed to create a rich online learning environment for students. The D2L system provides a platform for instructors to post course documents, lectures, assignments and exams, as well as collaborative learning experiences such as discussion forums and more.

The LTC offers a variety of workshops focused on both the pedagogical and technical information needed to assist faculty in developing rich, interactive learning experiences for students in both online or face2face classes. Each semester workshops are announced through the ALL-L listserv via the LTC Newsletter. LTC workshops are intended for faculty and staff only.

[New Faculty Technology Orientation](#)

Basic workshops :

- D2L Introduction
- Getting Started with Clickers
- Intro to Blackboard Collaborate
- Setting Up your D2L Gradebook
- Smart Classroom training

Advanced workshops with a focus on pedagogy include:

- Developing content for D2L through text, images, and audio
- Using D2L discussion forums for effective teaching and learning
- Developing small group work in online and face2face courses
- Developing effective quizzes and quizzing strategies in D2L
- Discover Eight (or more) Uses for Blogs in a Course
- Flipping Your Classroom
- Quality Matters: Evaluating Your Only Course using the QM Rubric

Instructional design is the systematic process of developing a course or components of a course. The process follows a prescribed framework of analysis of learning goals, planning of teaching strategies and instructional activities that align with the learning outcomes, development, implementation and evaluation that will best facilitate effective learning.

The instructional design process is a collaborative effort involving faculty as the subject matter experts and the instructional designers and media specialists of the Learning Technology Center (LTC) unit of Computing Services.

The LTC can provide assistance with the following:

[Teaching Online Certification Course](#)

- Reviewing your online course for alignment with Quality Matters essential standards
- Reflecting on instructional strategies and activities
- Offering ideas for evaluation methods that align with learning outcomes
- Providing guidance and training for multimedia and a variety of technology tools including D2L, Respondus, Campus Pack, web conferencing, clickers and more

[Clarion Online](#)

The Library staff is committed to responding to student and faculty requests in a timely manner. This link provides a description of all services the library offers to online students and faculty such as Introduction to the CU Libraries video, toll free number, library catalog, databases, tutorials, Ask-A-Librarian service, and Interlibrary Loan. DILS has access to the Outreach Librarian, Linda Cheresnowski, and a librarian liaison designated to the department, Mary Buchanan.

[Library support for online students](#)

Online students can receive writing assistance from the [Online writing center](#). They review writing submitted online during regularly scheduled Writing Center hours.

As the listing below demonstrates, the physical resources and facilities of the department amply support the objectives of the department. DILS occupies 5,420 square feet of physical space on the second floor of the Carlson Library. The library facility is ADA-compliant, and features a state-of-the-art wireless network for Internet access, ITV classrooms, multimedia classrooms, and more than seven hundred data ports in addition to wireless connectivity. The Carlson Library also houses the university Art Gallery, the Center for Academic Excellence (a joint project of the Honors Program and the Carlson Library), a large multipurpose area suitable for author presentations or student gatherings, a university and community archives, and the Frederick Douglass Collection. Because of the library's robust communications infrastructure, the library is able to provide exceptional online availability of journals and other resources, electronic reserves, patron-initiated interlibrary loan for on-campus and distance learning students, and virtual information services.

Standard V.10: Facilities

V.10 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 program.

The department's program is offered completely online. Physical facilities provided for faculty are in keeping with university guidelines for faculty offices and technology. The department has an exceptional suite for its faculty offices and the department office situated within the university library. The location offers easy access to resources within the library as well as a MediaSite and distance education equipped classroom. The physical facilities are comfortable, well-maintained and conducive to research, teaching and service.

The department suite includes:

- A 416 square foot administrative office housing the secretary and student assistants.
- A 416 square foot chairperson's office, which is large enough to accommodate small work groups and student group conferences.
- A 1,166 square foot classroom that seats forty-eight students and can be divided into two smaller classrooms seating twenty-four students each. This classroom has recording capability for Media Site and faculty can arrange to record lectures for their online classes in this room with assistance from computer support.
- A 672 square foot work area that previously housed the department's computer laboratory, is no longer used in this capacity because students are no longer on campus. When these computers became outdated, they were not replaced. This laboratory was designated for use by library science students, and was only open to other students upon request to the department. Now it is used as a workspace by student workers (graduate and undergraduate) who are hired on an hourly basis by the department. Student workers help with faculty projects, department projects and are supervised by the chair and the department secretary. Department meetings are also occasionally held in this space.
- Throughout the Carlson Library building are three additional computer laboratories with networked laser printers available for use by library science students, and comprising a total of one hundred additional computers. Further, another thirty laptops, configured with wireless connections, are also available for loan to students and faculty at the circulation desk of the library. This has enabled students and faculty to utilize the laptops collaboratively in small group settings, as well as using them for individual study or presentations. Note that the computer laboratory set aside for graduate students has printers; it also can be used as a second smart classroom. Students have access to additional computer laboratories managed by the library (shared with the general student population) on the second floor, first floor, and level A of the library.
- A specially designed area in the Carlson Library's Technical Services Department for preservation activities (approximately 528 square feet). This area

can accommodate ten students working around a large table and is equipped with a sink and storage cabinets.

- A pleasant new conference room with windows overlooking campus, approximately 540 square feet, with comfortable seating, roomy table, white board for meetings, and storage.
- Seven 150-square foot faculty offices.
- A 528 square foot instructional support room that provides work space for graduate assistants and technology support personnel. In spring 2007, the department moved its collection of children's books and other professional materials out of this instructional support room and into the computer laboratory/classroom so that this room could be utilized as temporary office space for faculty. This room is now used for preservation activities.
- 937 linear feet of stacks space, also on the second floor of the library and adjacent to the department, houses the Carlson Library "Z" collection.

Except for the bookshelves and filing cabinets (which were electrostatically painted), the furnishings in the department were purchased when the department moved into the newly renovated and expanded library in 2002; they were selected by the faculty to enhance the educational experience of students and the professional development activities of the faculty. The university maintains a regular replacement cycle for all computing equipment, which keeps the technological resources current.

The university takes great pride in maintaining facilities for on campus students. New residence suites have been added and ongoing construction projects are focused on renovating the student union, gymnasium, and indoor pool. While the department's MSLS program is completely online, some graduate students opt to live on campus in order to take advantage of student employment opportunities. The university's housing and related student services provide excellent accommodations for these students.

Standard V.11: Access to Information and Resources

V.11 Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

DILS has no departmental budget for library and technology resources. As described in the previous section, Clarion Online and the Learning and Technology Center (LTC) work with library science faculty to continually make new technologies available for online teaching. These technologies make it possible for faculty to record audio, video, and screen captures for customized multimedia lectures from any internet-ready location. There is also a high level of support for library science faculty and students from other units on campus. Computing Services as well as LTC are available for individual assistance for both faculty and students. Carlson Library actively provides for distance education students through various resources and services and the Writing

Center addresses the special needs of online students. The extent of all support is available at:

[Computing services](#)
[Learning Technology Center](#)
[Clarion Online](#)

Students with disabilities can contact [Disability Support Services](#) to receive services to meet the needs of their particular disability. Online courses provide alternative means of access to course materials in formats that meet the needs of diverse learners, and course materials are accessible through audio, video, or text (captioning). Many Clarion students utilize screen readers.

The number of full time librarians at Carlson Library (Table V.3) has varied during the period of this review.

Table V.3 Number of full time librarians

Year	Number of Librarians
2010	9
2011	9
2012	9
2013	9
2014	6
2015	8
2016	7

In 2014 a full time virtual and outreach librarian was hired. The number of physical holdings decreased between 2015-2016 and the number of digital resources increased in this same time period, which supports the needs of online students (Table V.4).

Table V.4 Physical vs. digital library holdings

Year	Physical Holdings	Physical Additions	Digital Holdings	Digital Additions
2015	447,333	1,583	178,379	32,084
2016	294,287	308	184,426	23,603

During the entire period of this review, the library has offered virtual reference services, e-mail reference, chat, and text messaging. E-resources are the primary method of adding to the collection in support of DILS. With requests from the teaching faculty, e-books are acquired with unlimited user licensing. The library upgraded to Library and Information Science Source in 2015 and added the EBSCO Core Collections database(s) in 2015.

Table V.5 Library budget 2011-2017

Year	Salaries and Wages	Information Resources	Operating Expenses
2010	\$1,524,633	\$689,315	\$157,615
2011	\$1,592,857	\$696,505	\$159,370
2012	\$1,560,735	\$642,159	\$140,319
2013	\$1,588,472	\$603,031	\$136,641
2014	\$1,316,548	\$584,723	\$145,424
2015	\$1,456,860	\$544,720	\$133,143
2016	Total Library Budget - \$2,660,229		

The library is a separate unit and is in no way a part of DILS or the College of Business Administration and Information Sciences (Table V.5).

[Reports on library services for 2010-2016](#) are available.

Question 24 of exit survey shows that the great majority of students perceived that the DILS offers sufficient resources to successfully accomplished the learning objectives of the program.

Table V.6 Exit survey resource question 24

Question 24: Available instructional resources (e.g. cataloging tools, library services, software) were adequate to fulfill course requirements. (2012-2016)	#	%	Top 2 categories #	Top 2 %
Strongly Disagree	0	0.00%		
Disagree	1	.78%		
Neutral	4	3.12%		
Agree	63	53.12%	121	94.53 %
Strongly Agree	58	45.31%		

No Opinion	2	1.56%		
Totals	12 8	100.00 %		

[Library support for online students](#)

[Online writing center](#)

Standard V.12: Services Provided

V.12 The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

As outlined in the above responses and the additional information listed below, the university provides sufficient, knowledgeable staff in the libraries, information technology units, and all support facilities to support the program. All services are available to all students, whether on or off campus.

Mary Buchanan is the library liaison for DILS and helps insure that our needs are met. She participates in departmental meetings when requested and contacts faculty often to offer her assistance. Clarion University understands the importance of accessible content for our online students with hearing, visual, or other disabilities. Clarion University's Office of Disability Support Services (DSS) is responsible for ensuring that all students with documented disabilities are provided the necessary Accommodations. Additionally, the Learning Technology Center (LTC), a division of Computing Services, provides instructional design/technology support to Clarion University faculty in online course development. The LTC provides various workshops throughout the year and also makes point of use instruction available to all faculty members. Clarion faculty members own the intellectual property in their courses. Below are a few of the resources available to faculty through the LTC:

- All Clarion University faculty teaching online for the first time (since 2008) have been required to participate in the Teaching Online Certification Course (TOCC). The TOCC, a 5-week online course, is a collaborative effort between 6 PASSHE sister schools and facilitated through the LTC. The course includes a specific training module on accessibility standards in online courses, based on *Quality Matters Standard 8: Accessibility and Usability*. The module includes information on the legal background, principles for universal design for learning, section 508, barriers to access, and building accessibility into your online course.

- The LTC offers periodic faculty workshops as well as one-to-one assistance on designing online courses using universal design for learning concepts, including the creation of ADA compliant content (Word documents, pdf files, table design, D2L html editor features for accessibility, images, etc).
- A syllabus template was developed by the LTC that is formatted to meet accessibility requirements. The template also includes the following statement:

If you are a student with a documented disability and require accommodations, you must be registered with the University's Office of Disability Support Services (DSS). Students must provide current documentation to DSS which identifies their disability and need for accommodation(s). Students must meet with DSS to discuss requested accommodations. Students must provide instructors with appropriate notification from DSS of the approved accommodation as early in the semester as possible. **Disability Support Services** can be reached by calling **(814) 393-2095** and is located in 109 Becht Hall.
- Accessibility statements are available to faculty to add to their online courses based on the technology they use. Alternatively, we have developed an 'Accessibility Information' widget for D2L that faculty can choose to add to their course homepage with the same links.
 - Desire2Learn is Clarion's learning management system and the primary technology used for online courses [Accessibility statement for D2L](#)
 - Additional 3rd party tools used for online courses include but not limited to the following:
 - **Blackboard Collaborate:** [Accessibility Statement for Blackboard Collaborate](#)
 - **Respondus:** [Accessibility Statement for Respondus](#)
 - **Turnitin:** [Accessibility Statement for Turnitin](#)
 - **YouTube:** [Accessibility Statement for YouTube](#)

Students are able to access Carlson Library resources online whether on or off campus. [Library staff including distance education librarian and technology support](#)
[University technology help desk](#)
[Learning technology center](#)
[Disability Support](#)

Standard V.13: Policy Review

V.13 The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and

support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

The department's strategic plan is a result of the systematic planning and evaluation process of its administrative policies, curriculum, and student affairs. Strategic planning is conducted during the Fall and Spring Strategic Planning retreats and is an effort of the entire faculty; however, DILS engages in a continuous assessment process with various decisions being made at faculty meetings throughout the year. DILS operates primarily as a faculty of the whole but various ad hoc committees are formed as necessary. Students and staff participate in the planning process and all departmental planning decisions are shared with the advisory board.

See [Strategic plan 2012-2015](#)

See [Strategic plan timeline 2012-2015](#)

The program regularly reviews the adequacy of resources in a number of ways. For example, the Department Chair serves on the Clarion Online Committee that meets monthly and includes the following members:

<u>Ms. Lynne Fleisher</u>	<u>Assistant Director of Extended Studies and Distance Learning</u>
<u>Dr. Terry Latour</u>	<u>Dean of Libraries</u>
<u>Ms. Linda Cheresnowski</u>	<u>Distance Learning Librarian</u>
<u>Dr. Linda Lillard</u>	<u>Chair, DILS</u>
<u>Ms. Darla Ausel</u>	<u>Instructional Technology Manager</u>
<u>Mr. Samuel Puleio</u>	<u>Associate Vice President for Information Technology</u>
<u>Dr. David Lott</u>	<u>Associate Professor Biology (Venango Campus)</u>
<u>Ms. Robin Bilan</u>	<u>Assistant Professor, Nursing</u>

This committee is kept up to date of all issues affecting online programs and provides advice regarding needs of online programs. Dr. Lillard is then able to inform DILS faculty, staff, and students of any news and upcoming changes regarding technology and online learning and take back any feedback to the Clarion Online Committee.

At the end of the program, students are required to complete an evaluation of the program consisting of a set of closed-ended and open-ended questions on various aspects of the program. The student responses to questions regarding evaluation of the items in all standards are discussed at each faculty retreat (held in fall and spring semesters). The faculty and chair use these results to inform changes to the program and in the planning process.

As a part of its ongoing budget management process the university fiscal and support policies are reviewed each year to determine resource requirements for all academic units. The department finds its physical facilities are on par with the rest of the

university. As described in V.9 through V.11 access and support for technologies to deliver an online program are provided extensively for faculty and students.

The [University Technology Advisory Committee](#) regularly reviews the university's Strategic Information Technology Plan and makes recommendations concerning the allocation of resources to the President's Executive Council. The Director of Clarion Online, Library Dean, COBAIS and department faculty representatives, Computing Services, and students meet regularly with the Associate Vice-President of Information Technology to review policies, procedures, and resources.

Support services

This standard recognizes the role of support services in student academic achievement. In recognition of the vital role that support services play in the academic success of all students, those university units are subject to systematic review. Support services are provided at a university level. As such, evaluation are conducted at the University level with constituent input. Program review is mandated for university services as directed by PSSHE. In addition to university level reviews, the department solicits data through the administration of the exit interview to students. The reviews considered in this standard are specific to support services. Not discussed are more general evaluations which, while they do evaluate support services, are not focused on those services. An example would be Middle States accreditation which requires a continuous review process and includes standards for support services. Support service specific systematic evaluative efforts are the periodic program review, service specific accreditations and DILS exit survey results.

The Board of Governors institutionalized the best practice of periodic program review in a system-wide policy

(http://www.pashe.edu/inside/policies/BOG_Policies/Policy%201986-04-A.pdf). The policy notes:

Programs in support of the Student Experience. A broad network of programs and services delivered either in-person or virtually that directly contributes to students' educational experience and fosters student success. Examples of such programs may include the library, student life, enrollment services (e.g. undergraduate admissions, graduate admissions, bursar, and registrar), public safety, judicial affairs, financial aid, counseling, athletics, residence life, Greek life, student union and student activities, health and wellness programs, career services, academic support services, diversity and inclusion programs, tutoring, advising, and disability services. (Underlining added)

The mandated five-year reviews follow a university process and involved constituencies are invited to participate. Members of the library science faculty do participate in related five-year reviews. An example of a program review for Student Affairs, which includes the wellness center, can be found at <http://www.clarion.edu/student-life/student->

[affairs/clarion-university-student-affairs-division-5-year-program-review-2010-15.pdf](#) The program review is a systematic assessment process of all university units including support services. The review includes strengths, areas for improvement and an action plan.

In addition, support services which have national or international accrediting bodies pursue those accreditations. For example, counseling services is accredited by the International Association of Counseling Services, Inc. (IACS).

DILS includes student evaluation of support services in the exit survey. Students are asked about support services such as financial aid and library services. The exit survey results can be found at <http://www.clarion.edu/academics/colleges-and-schools/college-of-business-administration-and-information-sciences/library-science/accreditation/index.html> The exit survey results are reviewed at the fall faculty retreat and any significant findings would be incorporated into the process.

Student support services at Clarion University are reviewed as part of a systematic plan at the university level. The department solicits student input in the exit survey to capture additional data. No issues arising from support services have been identified in the period under review.

Standard V.14: Evidence

V.14 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.

The *Accreditation Process, Policies, and Procedures* fourth edition states “Examples of how data are used in decision-making to improve the program, including examples for any specialized concentrations that are part of the ALA-accredited program (Standards I.2.3)*” is a requirement “*Effective beginning with program reviews with visits in fall 2018.” DILS has already taken this requirement to heart and has been examining how it already uses data to improve the program but has also begun working to implement this process so that it is more visible in all documentation.

DILS current evidence of continuous planning and decision-making in the area of administration, finances, and resources can be found in the minutes from the strategic planning retreats, and faculty and curriculum committee meetings, and in the various minutes of other university committee meetings. The planning for administration, finances, and resources is all done at the college level so information on that would be available in the minutes from COBAIS Chairs Meetings (which are not kept in the department). Items are discussed in the department; for example, the pre-retreat minutes of August 17, 2017, contain a discussion of the limited adjunct budget, which in turn impacted the creation of the course schedule. With a reduced adjunct budget, this discussion also prompted the department chair to ask at a COBAIS Chairs Meeting how

DILS should solve the issue of a sabbatical leave for 2018-2019. This situation will be solved with the projection of the complete schedule for Fall 2018-Summer 2019 to include more sections than may be necessary in order to cover last minute addition of sections needing adjuncts, sick leave which may require use of more adjuncts, and of course a known sabbatical leave that will require the use of adjuncts. Another example of examination of resources is that every year DILS analyzes the use of adjunct faculty to create what is called the Article 11 Memorandum, which shows whether the department needs a new full time tenure track faculty member based on the use of adjuncts during the past three years. The data from this analysis is used to produce a memorandum that s submitted to the president through the dean of the college proving the need for an additional full time faculty member.

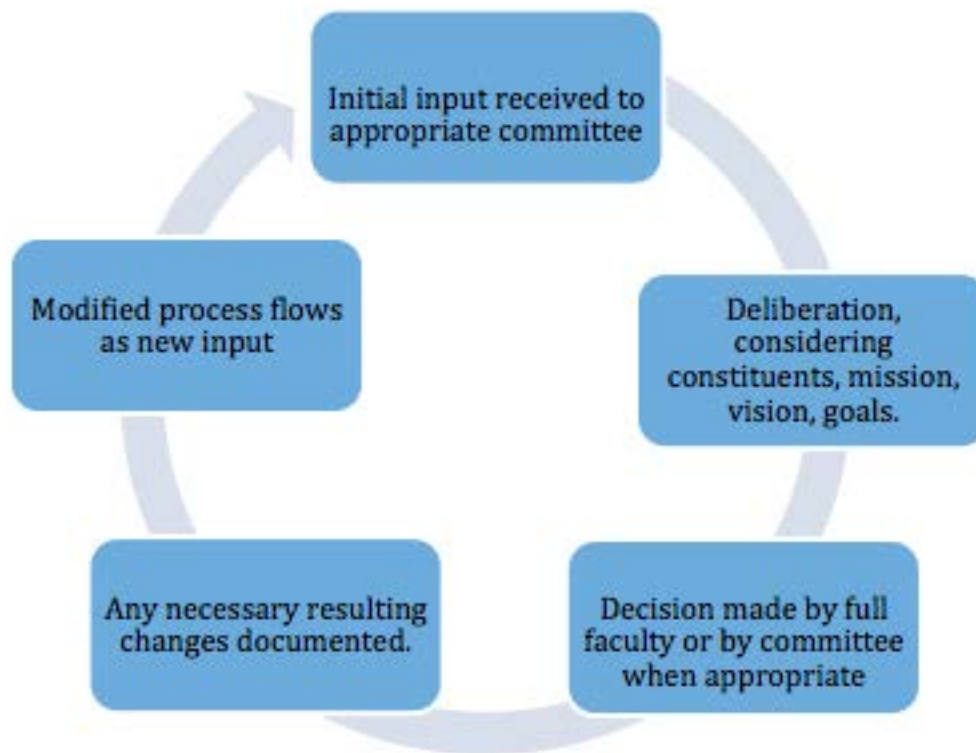
See [Strategic plan 2012-2015](#)

[See Strategic plan timeline 2012-2015](#)

Standard V.15: Planning for the Future

V.15 The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.

Following the model presented in chapter one for how DILS closes the loop on evaluation and assessment, several examples will be presented here showing how the evaluation of administration, finances and resources is systematically used to improve the program and plan for the future.



The department generally holds regularly scheduled meetings to review data collected from students with regard to administrative policies. Faculty can recommend to the chair the need for additional funding, staff, student workers, and other resources. Recommendations are then brought to the dean of the college by the chair for further discussion in accordance with the RCM structure. Below are three examples of how the results of evaluation of administration, finances, and resources are systematically used to improve the program and plan for the future. Some reviews are planned and some are ad hoc as situations arise. In the examples below, however, the library materials discussion takes place every spring and is planned, but the allocation of space and new home for the department were ad hoc as those situations were not planned. This is not to say the procedures were not planned, but the situations were not foreseen. DILS decided on a procedure to determine the new department home and followed that procedure to make the ultimate decision. The area of administration, finance, and resources is more prone to sudden changes that call for an ad hoc examination of the situation rather than fitting into a planning schedule.

Resources: Library Materials

1. Input: DILS faculty receives a memo from its library liaison that details library plans for adding or deleting resources relating to information and library science and asking for input on new resources that DILS deems necessary.

2. Deliberation: Individual faculty members read the memo and considering classes, taught, research conducted, constituent needs, and the mission, goals and objectives of the department come up with individual recommendations. The library liaison is then invited to a faculty meeting where individual faculty members bring their “wish lists” and discuss this as a group with the liaison.

3. Decision: DILS faculty considers each individual “wish list” and discusses with the liaison, thus coming up with a best case scenario list and a worst case scenario list, which will, of course, depend on funding. A student representative is involved in this process.

4. Documentation: This is recorded in the minutes of the DILS faculty meeting in which it is discussed and the library liaison returns this information to the library administration.

5. New Input: These additions and deletions become new input for the following year’s considerations of what was useful and what was not useful to meet DILS needs.

Administration: New Home for Department

1. Input: Department is informed of the dissolution of the College of Education and Human Services and asked to determine best fit for its new home.

2. Deliberation: Department faculty invited deans of the three remaining Colleges: Arts and Sciences, Business Administration and Venango to discuss their vision for the department within that College.

3. Decision: Faculty considered and discussed the results of each of these meetings and then voted for what they considered to be the best fit for the Department. This turned out to be the College of Business Administration.

4. Documentation: The deliberations and decisions are recorded in the minutes of the corresponding faculty meetings.

5. New input: Periodic discussions of how the processes work in the Department’s new home become new input that can be used to request changes in these processes.

Resources: Allocation of Space

1. Input: Annual review and discussion of adequacy of space in the Department suite.

2. Deliberation: Faculty discusses any needs for additional space or use of existing space in department. Example: Dr. Maccaferri expressed a need for space to

work on his upcoming sabbatical project on preservation of railroad documents. A faculty discussion ensued.

3. Decision: Faculty decided that a larger unused office space (previously used for two faculty members) would be made available to Dr. Maccaferri for work and storage on his document project.

4. Documentation: Results of this decision will be found in the minutes from the faculty meeting where this was discussed.

5. New Input: This decision becomes input for discussion of faculty space for the following year.

As a result of completing this self-study, DILS made the decision in the spring retreat (January 22 and 23, 2018) to make meeting agendas and minutes more structured and linked to the standards so that the evidence shows the systematic nature of its reviews of administration, finance, and resources and so that the results of these reviews and the actions taken are more evident.

Conclusion

In response to many factors, including declining university enrollment, shrinking financial support from the commonwealth, and a decision by university leadership to re-focus the overall university on professional career preparation and STEM-oriented programs of study, during the period under review the university administration undertook a major institutional reorganization in which the former College of Education and Human Services was dismantled and its component parts redistributed to other academic units. All academic units of the university were evaluated for realignment at this point; the majority of the departments of the former College of Arts and Sciences remained in the college, though several were combined with other departments to form multidisciplinary departments. For instance, the Departments of Music, Art, and Theatre were combined to form a single department now known as the Department of Visual and Performing Arts, and the Department of Computer Information Science was administratively reassigned to the College of Business Administration. The Departments of Education and Special Education were constituted as a School and placed within the former College of Arts and Sciences which was then relabeled as the College of Arts, Education, and Sciences. The university's branch campus in nearby Oil City, previously known as Clarion University – Venango Campus, had earlier been relabeled and rebranded as Venango College of Clarion University; it became the location for organizing health sciences related programs in one location and now includes professional programs in nursing, rehabilitation sciences, speech pathology, among others. The college was subsequently rebranded and relabeled as the College of Health and Human Services. Alone among all the departments of the university the Department of Library Science was not administratively reassigned but was asked to evaluate all possible locations and select the one which its faculty deemed to be the most advantageous for its continued prosperity; after interviewing the deans of the remaining academic units on campus, the department faculty chose to become a part of the College of Business Administration (partly because of its emphasis on entrepreneurship). In discussion with the Departments of Library Science and Computer Information Science, the College created the School of Information Sciences into which the two departments were placed in order to administratively segregate them from the AACSB-accredited programs associated with the former College of Business Administration; the college was then relabeled and rebranded as the College of Business Administration and Information Sciences. Subsequent to this the department requested and was granted the permission to retitle itself the Department of Information and Library Science, a label which more accurately reflected its teaching mission and more closely aligned it with the newly relabeled college.

Through all of this the department has remained resilient, taking advantage of opportunities to develop new programs in response to the needs of the university and the profession and reorganizing itself to accommodate the needs of a parent institution which is struggling financially. Toward these ends the department has:

- Increased class sizes slightly to accommodate more students and generate more tuition income for the university without compromising education quality
- Worked to develop a new program in health informatics to support and enrich the university's new emphasis health sciences program
- Designed a popular new concentration to respond to students interested in archival

and genealogical librarianship

Information in previous chapters has provided statistical documentation of the department's successes. However, anecdotal information often provides a more robust picture of such successes, and this is certainly the case with Clarion's MSLS program. The department continues to attract new students from the ALA website where all accredited graduate programs in library science are listed; however, it also attracts students who have been referred by the program by other MSLS graduates, for example:

- Dr. David Ratzan, a classical scholar and director of the library at the Institute for the Study of the Ancient World at New York University. In order to solidify his professional position in the NYU library system Dr. Ratzan needed to earn an accredited graduate degree in library science. When he inquired of his credentialed library colleagues at the university where he should apply, he learned that many of them are Clarion MSLS graduates and recommended the program with great enthusiasm.
- Dr. Xiaorong Shao, who while completing her PhD in agronomy at the Pennsylvania State University decided she would like to work as an information specialist. Again, she inquired of her credentialed library colleagues at the university where she should apply; again, she discovered that many of them are MSLS graduates of Clarion and they, again, enthusiastically recommended the program.

While the department graduates many students who become library leaders and directors in their local communities, it also graduates students who go on to achieve terminal degrees and develop high profile careers, for example:

- Dr. David Magolis, who after finishing his MSLS continued to earn an MS in adult education at Indiana University of Pennsylvania and a PhD in information studies at the Pennsylvania State University. Following these achievements he was promoted to dean of libraries at Bloomsburg University of Pennsylvania and eventually transitioned to that university's Mass Communications faculty where he is now an associate professor.
- Dr. Michael Widdersheim, who upon completion of his Clarion MSLS was admitted to the PhD program in library and information science at the University of Pittsburgh. Following graduation from that school he was appointed to the position of assistant professor at the School of Library and Information Management at Emporia State University.
- Dr. Bernard Vavrek, a retired member of the department's faculty, was a recognized leader in the field of rural librarianship and was the founder of the Association of Rural and Small Libraries. While other library schools now offer curriculum in rural librarianship, Clarion continues to be known for its curriculum in this area and has several adjunct faculty who regularly teach in this area with great success, including
- Dr. Andrea Wyman, who in addition to her MLS degree holds a PhD in rural education
- Dr. Jeffrey Hancks, who in addition to his MLS degree holds a doctorate in adult education with a concentration in rural librarianship.

Providing further validation of the department's success and reach is a story related by Dr. Pam Gent, Clarion's associate provost, who in a recent meeting with the department described her experiences at a meeting of professional university administrators in California. Introducing herself to one of the attendees from a California university, she said: "I'm Dr. Pam Gent from Clarion University, a small Pennsylvania school which you've probably never heard of." The California administrator quickly replied: "Of course I know Clarion; it is well known for its library science program."