**External Review Panel Report**

**on the**

**[Xxxxxxxx] University**

**College of [Xxxxxxxxx]**

**Master of [Xxxxxx Xxxxxxxxx Xxxxxx] Degree Program**

**Conducted on behalf of the American Library Association**

**Committee on Accreditation**

**By**

**Xxxxxxxx (Chair)**

**[position]**

**[institution]**

**[Name]**

**[position]**

**[institution]**

**[Name]**

**[position]**

**[institution]**

**[Name]**

**[position]**

**[institution]**

**[Name]**

**[position]**

**[institution]**

**[Name]**

**[position]**

**[institution]**

**[Date]**

## INTRODUCTION

The [Xxxxxxx] degree program at [institution] University is offered by the[Department/School] in the [College]. [Indicate any additional sites where the program is offered.]. The program has been accredited by the American Library Association since [year]. An External Review Panel (ERP) appointed by the American Library Association’s Committee on Accreditation conducted a site visit on [dates] at the [Xxxx] degree program at [institution] for the purpose of evaluating the program for continued [or initial] accreditation.

The following report is based on a wide variety of evidence, including the Self Study as well [list categories of data sources/documents used by ERP, e.g., syllabi, meeting minutes, the program website, student records, survey data]. In addition, the ERP Chair provided feedback on the Self Study Plan and on the Draft [describe additional communication with the program ahead of the site visit].

The ERP visited on [dates]. On site, the ERP toured [indicate campus(es) visited, facilities visited]. The panel conducted group meetings with [indicate groups met or refer to an ERP Report appendix] as well as individual interviews with [list individual interviewees or refer to an ERP Report appendix]. Panel members also observed [list number and delivery of, e.g., face-to-face, online asynchronous, online synchronous, etc., or refer to an ERP Report appendix] classes and conducted an online discussion with [on-campus/online] students. The exit briefing was conducted with [names and positions of persons}.

The ERP appreciated the support and hospitality extended during the visit. The Chair particularly thanks [name(s) and positions] for their assistance throughout the process and commends all of the faculty and staff for their very timely response to all requests for additional information.

## STANDARD I: SYSTEMATIC PLANNING

[Describe how the program is implementing its systematic planning process how the program is implementing its systematic planning process, including involvement of its constituencies.] As evidenced by [Describe documentation (or lack thereof)], the program engages [*or* lacks evidence of engaging] in continuous review and revision of the vision, mission, goals, objectives and student learning outcomes (I.1.1). As evidenced by examination of [Describe documentation of assessment of attainment of program goals, objectives and student learning outcomes], the program systematically assesses its goals, objectives, and student learning outcomes(I.1.2).

The program has employed assessment data to improve the program by [or evidence was not provided to indicate that the program has employed assessment data to improve the program] [Describe examples or evidence of improvement or lack thereof to the program based on analysis of data] (I.1.3).

[Describe communication of planning policies and processes to program constituents.] [Describe the relationship between the program’s goals and objectives and the values of the parent institution.] I.1.4).

[Describe evidence (or lack thereof) to affirm that student learning outcomes describe what students are expected to know, whether they include the content identified under standard I.2, and whether all students experience learning opportunities that include these outcomes. Documentation might include required courses, class offerings, syllabi, curriculum mapping, etc.] (I.2).

[Describe evidence (or lack thereof) to affirm that program goals and objectives incorporate the value of teaching and service to the field (I.3).

[Describe evidence gathered to affirm that evaluation of program goals and objectives involves all program constituents.] (I.4)

[Describe documentation of the program’s ongoing decision-making processes and the data used to substantiate evaluation of the program’s achievement of mission, goals, and objectives.] (I.4/ 1.5).

[Describe evidence (or lack thereof) that the program is systematically using the results of evaluation in program planning and improvement.] (I.6).

The ERP particularly noted [include here any particular strengths or concerns in process, progress, or issues related to systematic planning and provide sources to support assertions].

**STANDARD II: CURRICULUM**

As evidenced in the Self Study, (SS, xxx-xxx), the curriculum provides for the study of theory, principles, practice and legal and ethical issues and values necessary for the provision of service in libraries, information agencies, and other contexts (II.1.). [Describe evidence to indicate that the curriculum is revised regularly for currency.] As outlined in the SS, XX-XX and provided in greater detail in its website, the program offers courses to meet the content identified in Standard II.2. [Describe any exceptions here.] The curriculum [Indicate data source] includes required courses that ensure that all students experience a curriculum that includes this content. [Describe any exceptions and supporting evidence here.] [Describe curriculum evidence that maps course outcomes to all parts of Standard II.2]. The ERP examined [*identify* documentation examined, e.g*.,* x number of individual student records, program plans of study, course offering schedules, student planning documents] to determine that students are [are not] consistently able to construct coherent programs of study, as required in Standard II.3. Course content and sequence are [are not] evident in students’ study plans.

Further, specializations offered include xxxx, xxxx, xxxx, and xxxx. As required in Standard II.4, these curricula take into account the statements of knowledge and competencies from these relevant professional organizations: Xxxx, Xxxx, Xxxx, and Xxxx (Source).

Evidence that the program employs procedures for continual evaluation of the curriculum includes [indicate sources and nature of evidence]. Input from all constituents for curriculum evaluation is gathered and considered as indicated by [indicate sources and nature of evidence]. Per Standards II.5 II.6, and II.7, evidence that curricular evaluation is used for ongoing appraisal and improvement was [was not] seen in [indicate sources of evidence, including assessment of student achievement].

The ERP particularly noted [include here any particular strengths or concerns in process, progress, or issues related to curriculum and provide sources to support assertions].

## STANDARD III: FACULTY

The composition of the faculty is described in the SS; recent changes include [as appropriate, insert here any recent changes and source of information]. The expertise and experience of the fulltime faculty (Faculty CV Files) relate to the program goals and each is qualified for appointment to the graduate faculty within the parent institution (III.1). [As appropriate, describe exceptions and source of information here.] In general, the expertise and experience of part-time adjunct faculty as presented and confirmed by examination of documentation on site provide breadth and diversity of subject expertise and professional experience that differs from and complements that of fulltime faculty [As appropriate, describe exceptions here]. Data on the use of fulltime and adjunct faculty for instruction show that the percentage of courses taught by fulltime faculty averaged XX% for the period since the last comprehensive review [source].

[Institution] defines itself as [teaching or research intensive], where priorities include teaching, research and service. As required in Standard III.2, the institution and the program together encourage excellence in teaching, research, and service as evidenced by [Describe evidence of support, e.g., teaching load, course release for research, professional service engagement, support for travel to disseminate research findings, etc. Indicate sources of evidence]. The program provides a stimulating learning and research environment as evidenced by [Describe evidence and sources, e.g., mentorship for junior faculty, research forum, pedagogical support in teaching center, assistance with distant learning pedagogy, etc.].

Per Standard III.3, policies that address recruitment and retention of a diverse faculty are described in the SS (xx-xx).Personnel policies are published and accessible [indicate where—online, in print, etc.]. Personnel policies are shared with newly hired faculty. [Source] The program provided information about the diversity of current faculty members and of the applicant pools for the most recent faculty searches. The current full-time faculty is comprised of x females and x males. They are x White/Caucasian and x Asian and x African-American individuals. By national origin, x individuals are from the U.S., x from [country], and x from [country].

Examination of [indicate documentation] revealed that faculty have qualifications for their respective designated teaching areas, technological and teaching skills, and knowledge appropriate to their responsibilities and active participation in relevant organizations (III.4). [Describe evidence here]. Each full-time faculty member has a sustained record of accomplishment in research or other appropriate scholarship to contribute to the knowledge base of the field and to their professional development (III.5). [Describe evidence here.] The faculty hold advanced degrees from a variety of institutions and evidence diversity of backgrounds (III.6). [Provide names of institutions and fields of specialization as evidence]. In addition, faculty demonstrate skill in academic planning and assessment, relevant professional experience, interaction with faculty in other disciplines, and continuing liaison with the field as evidenced by [Describe documentation.]

Faculty assignments relate to both the needs of the program and to the competencies of the individual faculty members (III.7). [Describe documentation]

The ERP examined examples of [Describe documentation]; the documentation confirms [fails to confirm] that a systematic evaluation process for all faculty is practiced (III.8 and III.9). [If appropriate, describe any exceptions.] Further, faculty evaluation considers accomplishment and innovation in teaching, research, and service. [If appropriate, describe any exceptions.] Within parameters of the institution’s policies, faculty, students and others are involved in the evaluation process, according to [cite documentation]. [If appropriate, describe any exceptions.]

The program provided [failed to provide] evidence that data from evaluation of faculty is used to improve the program and plan for the future (III.10). [Cite evidence]

In summary, the ERP finds that faculty [Compose summary remarks to characterize overall compliance with Standard III].

## STANDARD IV: STUDENTS

Per Standard IV.1, the program formulates, reviews, and revises policies for student recruitment, admissions, retention, financial aid, career services, and other administrative policies that are consistent with the program’s mission, goals, and objectives. [Cite evidence source]. The program works to recruit and retain students who reflect the diversity of North America’s communities. [Cite evidence source] Current information about the program is readily accessible (IV.2). [Cite evidence source.] Information includes documentation of progress toward achievement of program goals and objectives, curricular descriptions, information about faculty, admission requirements, financial aid opportunities, criteria for student performance evaluation, placement, and other policies and procedures. [Cite evidence source.] [If appropriate, describe exceptions here]

Standards for admission are applied consistently. Students admitted must have earned a bachelor’s degree from an accredited institution. Policies and procedures for waiving admission requirements are stated clearly and applied consistently. [Cite evidence.] [If appropriate, describe exceptions here] Per Standard IV.3, [Describe admission policies and procedures and explain how they relate to the constituencies served by the program, the program’s goals and objectives, and career objectives of prospective students. [Cite evidence sources]]

Examination of [cite documentation] revealed that students construct coherent plans of study (IV.4). Further, [Describe documentation] revealed to the ERP that students receive systematic, multi-faceted evaluation of their achievements. Students have access to continuing opportunities for guidance and placement assistance, as evidenced by [describe/cite evidence].

Per Standard IV.5, students have opportunities to participate in policy-making regarding academic and student affairs. Also, it was evident that students have opportunities to participate in research as evidenced by [Describe evidence]. Student interviews and other evidence [cite evidence] affirm [or leave unconfirmed] that students receive academic and career advisement and other support services. Student organizations include xxx, xxx, xxx, and evidence [cite evidence] supports substantial participation by students, regardless of their location. [Describe exceptions here] Also, students indicated in [interviews, ERP student survey, etc.] that they participate in professional organizations. [If appropriate describe exceptions here.]

The program made evident that systematic evaluation was underway and that the results of evaluation of student achievement are being used to inform program development (IV.6). [Describe evidence.] The ERP examined [describe documentation] that demonstrates how the program applies direct and indirect measures of student learning to decision-making and program planning and improvement (IV.7 and IV.8). [Describe the flow of data to inform decisions making.] [Cite evidence]

The ERP particularly noted [include here any particular strengths or concerns related to compliance with Standard IV].

## STANDARD V: ADMINISTRATION AND FINANCIAL SUPPORT

According to [name individuals interviewed], the administration of the University is supporting and investing in the program. [Describe evidence of types of support provided.] They also affirm that the university will continue its commitment to the program. As a separate program within [describe organizational structure], the program showed [in]sufficient autonomy to assure that the program determines its intellectual content, selects and promotes it faculty, and selects its students within general guidelines of the institution (V.1). [Cite evidence.] [If appropriate, describe exceptions here.] The program is fairly represented on the institution’s advisory and policy-making bodies (V.2). [Cite specific positions as evidence.] Likewise, decisions regarding funding and resource allocation for the program are [or are not] made on the same basis as for comparable academic units within the institution. [Cite evidence source].

[Name of head of program], [position of head of program] has served as administrative head of the program since [date], reporting to [name of direct supervisor], [position of direct supervisor]. [Name head of program] estimates spending xx% of time as administrator of the program. The ERP determined through interviews with [name(s) or refer to an ERP Report appendix] that the head of the program has authority to ensure that students are supported in their academic program of study. [Cite evidence or revise statement to the contrary, as appropriate]. Evidence indicates [citation] that the administrative head has academic qualifications comparable to those required of the faculty, and the leadership skills, administrative ability, experience, and understanding of the field and the academic environment to fulfill the responsibilities of the position. (V.3).

Evidence indicates that the administrative head is perceived to nurture an environment that enhances the pursuit of the program mission and goals and the achievement of its objectives [Cite interviews, documentation, etc.] Students and faculty are encouraged to interact with other academic units and students are socialized to the field (V.4). [Describe evidence.]

Evidence indicates that decision-making processes are determined by, evaluated by, and the results used by the administrative head and the faculty (V.5). [Describe evidence.]

Evidence indicates that the parent institution provides continuing financial support for development, maintenance and enhancement of the master’s program (V.6). [Describe documentation to support]. Examination of faculty compensation documentation by the ERP revealed that it is equitable and sufficient to attract, support and retain personnel (V.7). [Describe documents viewed] [Describe exceptions, if any.] Institutional funds available for research, professional development, travel, and leaves are [are not] comparable to other units (V.8). [Describe documentation and/or exceptions here.] Further, student financial aid from the parent institution is [is not] available on the same basis as in comparable units, according to [cite documentation].

Per Standards V.9, V.10 and V.11, physical and technological resources support [qualify as appropriate, e.g., *well, minimally, with exceptions*] accomplishment of program goals and objectives. [Provide description of physical facilities, technology resources, and support services for teaching and learning]. Per Standard V.12, staff and services provided by knowledgeable and accessible staff are available as program needs arise.

Per Standard V.13, V.14, and V.15, the ERP found evidence of that program engages in systematic planning and evaluation in review of its administrative policies and its resource requirements; further the ERP affirmed that the process involves faculty, staff, students and other constituents when appropriate. [Describe examples of the process in action.]

In summary, the ERP found evidence that the program’s administrative, fiscal, and physical resources contribute to the program’s success and its process of systematic planning and evaluation.

## SUMMARY

[Summarize the overall strengths of the program and any areas of concern, and identify any areas where the ERP was unable to provide documentation of compliance with the Standards. The report summary should be similar in substance to the findings presented in the exit briefing to the program and institutional representatives.]