EXTERNAL REVIEW PANEL REPORT

on

SAN JOSÉ STATE UNIVERSITY'S DEGREE

of

MASTER OF LIBRARY AND INFORMATION SCIENCE

by

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Introduction

Preparation for the On-site Visit

Members of the External Review Panel (ERP) held one conference call meeting on February 12 prior to the on-site visit. During the meeting, deadlines were discussed and set; responsibilities for assessing the data related to the various standards (which had been previously discussed via email) were confirmed; various means to gather information from students, employers, and alumni were considered; and details related to travel and accommodation were finalized. Also discussed during this meeting were the panelists' initial impressions of the Program Presentation, copies of which were received by ERP members on February 2. Questions growing out of this discussion were compiled by the chair into one document and forwarded to the Director of the school, Dr. Ken Haycock, who promptly responded with answers and with requests for clarification on several points.

The four panel members who visited the school from March 18 to 20, 2007, were William Buchanan, Judith Field, Jennifer Paustenbaugh, and Sydney Pierce; non-visiting members were Jennifer Gallant and Tyler Walters, who joined the visiting team by conference calls the evenings of March 18 and 19. Karen O'Brien, Director of the Office for Accreditation at the American Library Association, attended as an observer.

Sources of Information

The Panel members found the Program Presentation (PP) for San José State University's (SJSU) School of Library and Information Science (SLIS) to be an articulate, attractive, well-organized, and information-rich package, which was professionally and skillfully prepared and which presented the program accurately and to good advantage. The Program Presentation package also included an easily navigable CD containing a pdf file of the entire document as well as a DVD designed to introduce the program to new students. To supplement the information provided by the Program Presentation, panel members created questionnaires for students and alumni that were posted by the school to distribution lists for these groups. Questionnaires were also developed and emailed (using lists provided by the school) to all full and selected part-time faculty and to employers and members of the school's International Advisory Council.

On March 18, panel members gathered information about the school facilities during a complete "behind the scenes" tour by Dr. Haycock of school space located on floors three and four of Clark Hall. Interviews during the following days were held with students during classes (faculty members made time available for the interviews but were not present when the panel members conducted the interviews), informally during coffee mixers sponsored by SLIS for faculty/staff and students, and during scheduled "open door" times held in the conference room allocated for the panel's work.

Using pre-scripted questions as a guide, panel members conducted personal 30-minute interviews with the nineteen full-time faculty members now at the school as well as with selected staff. Two separate interviews were held with the director by individual panel members (each of about 30 minutes in length), one interview of approximately 45 minutes was held with the director by the entire on-site panel, and a final interview with the director and associate director was held by the entire on-site panel. These interviews covered a broad range of issues which touched on each of the six standards.

Interviews of approximately 30 minutes were conducted by all on-site panelists with:

- Dr. Barbara Conry, Acting Dean, College of Applied Arts and Science (CASA)
- Dr. Pamela Stacks, Associate Vice President, Graduate Studies and Research

An interview of approximately 30 minutes was held by two panelists with Dr. Ruth Kifer, dean of the Dr. Martin Luther King, Jr. Library, and an interview of approximately 30 minutes was held by two panelists with Ms. Lorene Sisson, former library liaison to SLIS.

Panel members also visited all face-to-face classes in session during the visit -- three in total -- and were given access to all Blackboard sites for courses currently being offered as web or hybrid classes.

Information was also gathered through the documentation provided on-site, including student files, faculty CVs, minutes of committee meetings, course outlines, examples of student work, copies of survey reports, Student Opinions of Teaching Effectiveness (SOTEs), and annual reports. An exit meeting with all visiting panel members present was held on March 20 with Dr. Carmen Sigler, Provost, and Dr. William Nance, Vice Provost. Dr. Haycock and Ms. O'Brien were also in attendance.

General Observations

The program is 18 months into a new administration, Dr. Haycock having arrived in August 2005. The school relocated a year ago to a new home in Clark Hall. The program is three years into a new administrative home within the College of Applied Sciences and Arts. Under the leadership of the new director, the school has experienced rapid growth in its full-time faculty and staff, has revised and reinvigorated its curriculum, and is planning for new degree programs that take advantage of its faculty expertise and the needs of professionals in areas related to librarianship, e.g., archival science, children's literature, etc. Interviews with faculty, staff, students, and administrators revealed a high level of satisfaction with the program's energy, vision, and new direction. Much of the school's growth is the result of the new director's entrepreneurial use of "special session" funding available through the California State University (CSU) System. "Regular session" students are traditional in-state students whose tuitions are supplemented by state revenues. Because funds are not available through conventional revenue streams to fund various aspects of SLIS' operation, including specialized electronic technologies, part-time faculty, etc., SLIS has decided to take advantage of the special session option for enrolling many of its students. CSU

policy for special session students requires departments and other units administering such programs to devise their own cost-recoupment fee structures, which are then approved by the home institution, San José State University, in this case. Even though university administration collects a percentage of special session revenues for overhead expenses, the bulk of the revenues go directly to the sponsoring program to pay for the expense of developing and delivering the program. It is through the special session funding mechanism that SLIS has been able to generate revenues for the hiring of new faculty and for the purchase of state-of-the-art labs, teaching technologies, and other hardware, software, and services associated with delivering a sophisticated graduate professional program. Even though the special session fees are somewhat higher than regular session fees in most cases, they are still very affordable by most standards. The combination of affordability, visionary leadership, and accessible technology has resulted in the school emerging as (to quote the director) "the world's largest accredited [LIS] graduate program."

Standard I: Mission, Goals, and Objectives

The mission of the School of Library and Information Science to educate professionals and develop leaders is consistent with the values and missions of its parent institution and the academic unit, the College of Applied Sciences and Arts, that emphasize the fact that the university considers itself a teaching university with service and research playing ancillary roles (in that order) in evaluating faculty. (PP, p.5) The school, itself, clearly delineates the values and principles of the profession that have been used to help shape the educational agenda, (PP, p.6) and these values are also restated as appropriate throughout the Program Presentation in sections dealing with the school's planning process and curriculum development. This section goes on to state the school's educational objectives to be achieved. (PP, p.7) In developing the program objectives for the school a variety of appropriate professional standards and related materials were consulted, including ALA's draft core competencies; competency statements from ALA divisions; and competency statements from other library associations, including the Special Libraries Association, the American Association of Law Libraries, the California Library Association, and the California School Library Association. The final result was the identification of core competencies all students are expected to have mastered and which most are expected to discuss as part of their culminating course, LIBR 289, in which the electronic-Portfolio (or e-Portfolio) is produced. (PP, p.8) Exceptions to the e-Portfolio requirements, as discussed in detail in the section on Curriculum, are students who opt to write a thesis or students enrolled in the Executive MLIS program who must complete a six-credit Consulting Project as their capstone experience.

The Program Presentation reflects the changes that the new director, August 2005, has instituted with the consensus of the faculty. Prior to the director's arrival on campus the faculty worked with a consultant to develop a discussion paper on common themes and trends that the school needed to consider in developing a new agenda for the school. In August 2005 the new Director held a two-day retreat with the faculty to first develop a new vision and corresponding mission statement and then to identify the

strategic directions that the school needed to implement to be seen as a leader in library education. (PP, p.9-10)

One of the first visible results of this process was the adoption of a new systematic, broadly based and comprehensive planning cycle that was built on the strategic directions that were identified in the retreat. (PP, pp. 12-13) The first planning cycle with 16 goals reflecting those strategic directions was for 2005-2007. The status of each goal is enumerated in the Program Presentation (pp. 14-15). Also included is the 2006-2008 planning cycle that includes who has responsibility for seeing each goal is achieved. The school's new strategic planning cycle includes the adoption of a new two-year cycle each October allowing a continuous planning process that can reflect the changing educational environment. The 2007-2009 strategic plan will be adopted in the Fall 2007.

One strategic outcome of the retreat was a new shared-governance structure that consolidated many committees into a coordinating team and four broadly based committees with overarching responsibilities. The membership in these committees includes full-time faculty, part-time faculty, staff, students, and alumni as appropriate. (PP, pp. 10-11) The work of these committees is reflected throughout the Program Presentation and committee minutes.

In reviewing the strategic goals for 2005-2007 and 2006-2008 it can be seen that the school has addressed issues stated in Standard I in *Standards for Accreditation of Master's Programs in Library and Information Studies* (1992). This includes efforts in developing courses dealing with multiethnic, multicultural, and multilingual issues, including exploration of a degree in Spanish. The goals also address new curricular emphases, including developing specialized degrees in Children's Literature and Archives and Records Management. The school is also pursing dual degrees with other programs including Public Administration, Foreign Studies, and a JD with Santa Clara University. A plan for faculty development and renewal with stated minimum expectations has been approved. Another outgrowth of this planning process is the articulation of standards for research and publication for all full-time faculty and a formalized mentoring program for new faculty. Eighteen months into a major reorganization SLIS shows that it is implementing the principal issues addressed in the *Standards* and should be commended for implementing such a comprehensive, forward-thinking, and on-going strategic planning process.

Standard II: Curriculum

The MLIS is a 42-credit degree, normally 14 courses, including three required courses and (for most students) a culminating experience in the form of an e-Portfolio. This leaves most students with ten elective courses. Exceptions are students in the Executive MLIS program, who get no electives, and those in the school media program continuing for the master's degree after meeting state certification requirements, who get three electives. For students in other areas of specialization, course work beyond the core courses and the e-Portfolio or other culminating experience is suggested but not

required, and students may pick and choose from lists of courses recommended for different areas of specialization. Recommended classes for ten areas of specialization (four library types and six functional areas, plus the Executive MLIS) are listed on the school's web page and most students report consulting them in course selection.

The majority of courses are either fully online or hybrid (i.e., online with two to eight on-site meetings). Three on-site classes meeting weekly were offered in San José in Spring 2007, and ERP members visited all three. The school's perception that hybrid classes were the most popular with students, followed by online classes, was confirmed in discussions with students (on-site and email), though some (usually older) students did state a preference for on-site classes meeting weekly. Class sizes are currently capped at 35 for core courses and 25 for others, and the addition of new faculty will allow the school to cap enrollment at 25 for all classes beginning in Fall 2007. The minimum class size is normally 12, though the Director has some discretion in deciding when to cancel a class due to low enrollment.

Integration of Goals and Objectives

As noted above in the discussion of Mission, SLIS' goals and objectives are expressed as a set of fifteen core competencies. Students must submit a satisfactory e-Portfolio demonstrating mastery of each of these core competencies, except for those writing a masters thesis or enrolled in the Executive MLIS program (in which a six-credit consulting project replaces the e-Portfolio). All core competencies are covered in required courses (PP, p. 137). The exceptions are "selection and organization ... of collections" and "[facilitation of] information access." We note that syllabi for LIBR 202, a required course, indicate that it contributes to an "information and communications technologies" competency, though this coverage is not indicated in the chart mentioned above. All but one specialization list -- information organization (no information access elective) -- recommend electives covering competencies not included in core courses, and syllabi for all courses (whether required or elective) indicate to which competencies they contribute.

Special Topics / Issues in the Curriculum

The school's curriculum offers an adequate selection of electives, and six seminar and special topics courses (LIBR 220, LIBR 246, LIBR 281, LIBR 282, LIBR 284, LIBR 287) facilitate coverage of new developments and responsiveness to social issues. These courses provide both opportunities for one-time or experimental offerings (similar to "special topics" courses in other programs) and a place in the curriculum for repeated treatment of topics not addressed in a regularly offered course. Topics covered therefore vary a great deal, and students may take these courses more than once (up to three times for LIBR 220, LIBR 281, LIBR 282, and LIBR 287, and four times for LIBR 246 and LIBR 284). In all, nine different topics were offered through such courses in Fall 2004, 13 in Spring 2005, 12 in Fall 2005, 15 in Spring 2006, 15 in Fall 2006, and 14 in Spring 2007 -- a period corresponding to the three years we are told it takes a typical student to graduate. Some topics are repeated on a regular basis (for example, business services and medical librarianship in LIBR 220). Others are not. The ERP was

told that the Curriculum and Program Committee evaluates new topics periodically to decide whether they should be repeated.

The five LIBR 220 (Resources & Information Services) topics listed in the Program Presentation (p. 121) as examining issues of diversity in greater depth are examples of recurring topics covered in such courses. In the period from Fall 2004 through Spring 2007, Library Services to Latinos was offered twice (Spring 2005, Fall 2006), and the others once: Services to GLBT Patrons in Fall 2006, Prison Librarianship in Summer 2006, Services to Native Americans in Spring 2006, and Services to Older Adults in Fall 2006. However, they have now been added to the School's course rotation schedules, and coverage of these groups will in the future be rotated as follows: Latinos in spring, Native Americans in summer (including Summer 2007), and GLBT and older adults covered at least once every two years. A course on services to African Americans (not mentioned in the Program Presentation but scheduled for Fall 2006 and Fall 2007) is to be offered each fall. There is also a LIBR 220 rotation schedule for "professions" -- business, medicine, law, and science and technology -- each covered once a year. Examples of topics offered only once in LIBR 220 in the past few years include "Blogs & RSS Feeds," "Gaming in Libraries," "Readers Advisory," and a two-credit "Service Learning and Volunteering for Young Adults" paired with a one-credit "Representations of Youth in Local Media." Sections of regular courses in the curriculum may also offer unique opportunities to explore special topics. Notes in course schedules are used to inform students that some course sections will have special emphases, for example, the section of LIBR 266: Collection Management emphasizing collections for special populations mentioned in the Program Presentation (p. 123). The plan for LIBR 285: Research Methods, a newly required course, is to offer sections oriented to different interests, though "general" sections not emphasizing a special aspect of the subject will also be offered. A section on "evaluating services" was offered in Spring 2007, and sections on evaluating school media programs and on historical research added for Fall 2007. Sections on action research, reference evaluation, and youth programming are planned for Spring 2008. LIBR 264: Seminar in Services to Children and Young Adults has had sections emphasizing "children's services" or "teen services" along with general sections, and in Fall 2007 a new section of LIBR 286: Interpersonal Communication Skills will emphasize "working in virtual teams," though other sections will continue to emphasize face-to-face interaction.

Aids to Program Planning

Course rotation schedules are posted on the school's web page (see http://slisweb.sjsu.edu/classes/rotations.htm), and include special or seminar topics repeated on a regular basis, along with rotation schedules for topical sections of LIBR 285: Research Methods to aid students in program planning. Only two courses, LIBR 252a and 252b: Information Processing Management I & II -- recommended for the school's information systems specialization and last offered in 2005-06 -- do not appear on these rotation schedules and the ERP has been told that these courses have been dropped from the curriculum and their content incorporated in sections of LIBR 246. During the past two years, only two courses were not offered in a semester for which they were promised (LIBR 247: Vocabulary Design in the Spring 2006 and LIBR 200:

Information & Society in Summer 2006), with several courses offered more frequently than scheduled. Most courses are offered at least twice a year, though we note among those offered only once a year several technology courses (LIBR 241: Automated Library Systems, LIBR 242: Database Management, LIBR 243: Systems Analysis) in what is described as the school's "information technology" cluster of electives (the lower 240s). Like LIBR 252a and LIBR 252b, these are courses recommended for the information systems specialization. They are also among the 13 courses yet to be available in entirely online formats, making them less accessible to students, though the school is rapidly increasing online offerings and should shortly have all specializations available online.

Programs / Modes of Delivery

The program is divided into "regular" and "special" sessions, with "regular" session students generally coming from the local San José area, and "special" session students living elsewhere. Regular session classes that are not fully online meet in San José or nearby (e.g., Berkeley); special session classes meet in Fullerton or elsewhere in southern California (e.g., San Diego). This division into state-supported regular session and self-supporting special session is normal practice at San José State University, as noted in the Introduction above. Students must take courses in the session in which they are enrolled (except in the summer, when regular session students may switch to special session, where more courses are available, since the university budget does not provide for many summer course offerings in regular session).

The school does very well in providing MLIS students the same opportunities, no matter in which session they enroll. In the past two academic years, excluding summers, only four courses were available in one session but not the other. There were 19 instances in which a special or seminar topic was covered in only one session, at times apparently due to the cancellation of a section in the other session (presumably for low enrollment), and in one case the same topic was offered in the other session the following term. The choice of formats offered to students was also similar: of 103 instances in which a course was available in both sessions, offerings included at least one completely online section in each session 49 times, and no online section in either session 27 times. When an online section was available in one but not the other, it was taught in special session in 19 instances and in regular session in eight instances. Many faculty teaching the same course in both sessions promote interaction between the two groups of students. We noted some differences in instructional staff: in the two academic years from Fall 2005 through Spring 2007 (excluding summer and counting only regularly scheduled classes, i.e., no practicums, e-Portfolio culminating experiences, etc.), regular session classes had full-time SLIS faculty as instructors from 33 to 50 percent of the time (averaging 39 percent), and special session classes only 21 to 26 percent of the time (averaging 23 percent). In required courses, regular session students were instructed by SLIS full-time faculty a little over 45 percent of the time, and special session students a little under 25 percent of the time. All students in both sessions are instructed by regular faculty in LIBR 289, the culminating experience in which they prepare their e-Portfolios.

Student Response

  Only three on-site courses met weekly on the San José campus in Spring 2007, and ERP members visited all three of them, taking advantage of time provided to speak privately with students in two of these classes. Few students came to campus to talk with the team in person. However, many responded to questions sent to students and alumni by email, and forty-five replied to a follow-up question on curriculum planning. They were enthusiastic about the program -- the choices available to them, their freedom to choose courses appropriate to their own career goals, and their success in getting into the courses they had chosen. Several mentioned completing prior graduate degrees, and all who did so said the SLIS program provided a superior educational experience.   The school's provision of a web page on which students could petition the school to open a new section of a closed course was praised by many. When students were asked how they chose courses, only 25 percent said they consulted with their advisors, though an additional 12 percent said they might do so before completing the program. Students showed a strong preference for advisement in another form: approximately two-thirds reported consulting lists of courses recommended for one or more areas of specialization on the SLIS web page. All students seemed aware they had advisors, and advisors are furnished lists of their advisees each semester. Most advisors at least send an email message to advisees each semester, and some maintain useful Blackboard sites for their advisees.

Planning & Evaluation

  Much of the school's strategic planning as indicated in annual lists of long-term goals (PP, pp. 14-21) is related to the curriculum, and procedures are in place for continual review and evaluation as well. Full-time faculty have been appointed to monitor each core course and subject-based curriculum cluster. They work with instructors (e.g., insuring conformity in course objectives, appropriate textbooks, and, for core courses, similar required reading lists) and conduct biennial reviews, reporting results to the Curriculum and Program Committee, which disseminates the information along with any recommendations for change to the faculty. This committee is co-chaired by tenure-track faculty and includes student and alumni representatives and a part-time faculty member as well as full-time faculty. Students report they are consulted before major changes (like the e-Portfolio requirement) are made, and that the director is responsive to their input. Program Advisory Committees were appointed two years ago, and social activities (e.g., receptions at conferences) as well as student practicums provide additional contact with employers. Student e-Portfolios, a requirement beginning in Fall 2006, will provide another means of evaluating the degree and, concomitantly, the educational objectives which
under gird it.

Standard III: Faculty

  Based on a review of Program Presentation documents and available faculty curriculum vitae, it is clear the department has a faculty capable of accomplishing its

program objectives. Further, based upon a review of SJSU personnel regulations, each member is qualified for appointment to the graduate faculty. This section will comment further on the faculty's qualifications (including research and leadership activities), part-time faculty issues, workload, evaluation, and progress in maintaining a diverse faculty.

Qualifications

The Program Presentation (pp. 47-60) lists 14 tenured or tenure-track faculty members, each of whom holds both a professional master's degree as well as a doctorate. A review of faculty vitae reveals a healthy geographic and institutional diversity among both levels of degrees. Two additional tenure track faculty positions have been hired for Fall 2007. There are five non-tenure track full-time faculty, all of whom teach and three of whom also have administrative or program management responsibilities. Full-time faculty are responsible for student curricular and e-Portfolio advising. An online review of the full vitae for faculty members accompanied by a review of a list of courses each faculty member teaches indicates they have competence in their designated teaching areas as well as technological awareness and that many are active participants in appropriate organizations.

Research and Professional Leadership

The university's standard for faculty output, as articulated by administrators interviewed by the ERP, is 80 percent teaching and 20 percent research and service. Despite this university standard which de-emphasizes research, there is evidence that SLIS' commitment to a performance in the area of research and scholarship goes beyond the university standard. The ERP further notes that all faculty have an impressive record of professional activities within the state and on a national level and that several faculty have taken on highly regarded leadership roles in professional associations. The ERP further notes that faculty members holding leadership posts in the profession are noteworthy for their creative energy and activity. The Program Presentation (p. 54) states that "for each faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship." While the Program Presentation presents evidence that all full-time tenured and tenure-track faculty and several of the non-tenured full-time faculty actively participate in state and national associations, and that some are active as consultants, conduct research, and publish in peer-reviewed journals, the new director has taken proactive initiatives to move the entire faculty to a higher standard as outlined in the Program Presentation. This has or is being accomplished by moving the full-time SLIS faculty from a 4/4 to a 3/3 teaching load (with plans to further reduce this to a 3/2 teaching load by Fall 2007 for faculty with planned research agendas), the assignment of 20 hours per week of graduate assistantship per faculty member, and the development of a research center (now in the planning stages) which will provide support for both faculty and students in ideating, developing, and implementing research projects. With the lighter teaching load, research expectations will be increased commensurately. The ERP encourages these actions and SLIS' desire to be more research-oriented, even within the "teaching university" mandate of San José State University.

Part-time Faculty

SLIS has been able to attract an extensive group of part-time faculty, and reports that they account for about 15.5 FTE (or 62 courses taught) each semester. In Spring 2007, there were 67 part-time faculty teaching for the school. Evidence in the form of vita provided for them indicates that they teach in areas for which they have appropriate qualifications. Approximately one-third of the part-time faculty hold a doctorate in addition to the professional master's degree, making them qualified for hire as full-time faculty since they meet SLIS' criteria for retention, tenure, and promotion. In fact, the new director has specifically targeted the hiring of part-time faculty who hold or have held teaching and/or administrative appointments in other ALA-accredited library schools and who bring with them the knowledge, awareness, and credentials expected of a tenured member of an accredited library science program. The school has developed a program to orient and assist part-time faculty with learning the goals and objectives of the (school's) curricular programs. This is done through access to the online faculty handbook, a required online course about teaching online (for all new faculty), mentoring by the course cluster coordinator for the courses they are teaching, and advisement by the full-time faculty peer reviewer and by the associate director. Additionally, they are invited to attend an expense-paid two day Faculty Institute biennially. The first was held in 2005, and the second is scheduled for May 2007. Clearly, SLIS has designed programs and processes to actively integrate the part-time faculty into their core strategic developments and curricular planning. Some of the student surveys indicate that some part-time faculty are difficult to locate and communicate with during the semester. This may result from the fact that many of the part-time faculty are fully engaged career professionals with full-time jobs in the field and carry other professional assignments, including teaching appointments in other library science programs. SLIS is addressing such difficulties with specific benchmarks and measures for part-time faculty, including peer review. As a result, SLIS has recently discontinued two part-time contracts. The benchmarks, measures, and evaluation systems are working well and keeping the quality of teaching high. SLIS is encouraged to maintain its vigilance about addressing these difficult issues. Otherwise, SLIS' extensive use of highly qualified part-time faculty has been a major conduit for growing its very successful academic programs.

Faculty Workload

SLIS' 3/3 teaching load for faculty makes it an exception within the California State University system where most faculty have a 4/4 teaching load. As previously noted, faculty with a research agenda will have the option of moving to a 3/2 teaching load effective Fall 2007. New tenure-track faculty are granted a course release during their first semester so they can become oriented with the mission and goals of the school. Other faculty members occasionally receive a reduced teaching load due to administrative appointments, due to grants received, or due to other significant research or scholarly activity. Established faculty members also mentor new faculty. Each new

faculty member has two mentors from among the senior faculty: one mentor works with the faculty member on retention, tenure, and promotion issues, while the other mentor provides a variety of services tailored to the new faculty member's unique needs. Full-time faculty members also perform student advising duties, serve as course cluster coordinators in their area of expertise, work with program advisory committees for each SLIS area of specialization, and serve on one of the four SLIS governing committees and the coordinating team. While student advising is the responsibility of full-time faculty, two recently retired faculty members (Wagers and Woolls) who are now employed as part-time faculty have been authorized to assist in this activity. In the survey of full-time and part-time faculty, when asked about workload, all faculty respondents stated they feel they are not overloaded and this issue is not a problem. In interviews with faculty members on-site faculty pointed to the improved workload conditions made possible by the hiring of new faculty members. Among these improved conditions are the previously noted reduction in teaching load and addition of graduate assistantship hours. Faculty also commented on the dramatic reduction in advisee loads made possible by the increase in the size of the full-time faculty. At the time of the ERP's visit advisee loads were reported to be between 90 and 100 advisees per faculty member, down from approximately 200 advisees per faculty member a year ago.

Evaluation

The department provided evidence that each faculty member is evaluated according to procedures promulgated by the California State University system, San José State University, the College of Applied Sciences and Arts, and SLIS and that evaluation criteria are applied equally to both full-time and part-time faculty. Faculty appear to be assessed equitably with other campus units. Students evaluate the teaching of faculty members through course evaluations available for each time a course is offered or somewhat less often if specified in the faculty contract. These evaluations are being used in the faculty assessment process.

Diversity Issues

The department is to be commended on its faculty diversity initiative (PP, pp. 52-53). Four of the nine tenured faculty are originally from outside the U.S. and 17 of the part-time faculty increase the faculty's diverse base. It will be important to maintain SLIS diversity initiatives over time and to report progress being made on goals relating to diverse faculty recruitment.

Standard IV: Students

With more than 1,700 students currently enrolled in the various options for its MLIS degree, San José advertises with justifiable pride that it is the largest graduate library science program in the world. Based in the nation's most populous state, a state

whose various information industries are constantly recruiting both seasoned and freshly minted librarians, SLIS has an ideal geographic location for recruitment of new students. And it is clear from the program presentation, supporting documentation, advertising literature, and conversations with the dramatis personae who populate the SLIS community that the school has carefully planned and executed a highly successful program of student recruitment that extends throughout California, throughout the United States, and, increasingly, into other national communities.

That the parent institution supports SLIS in these initiatives is demonstrated in many ways, not the least of which is the fact that SJSU Financial Aid office has one person designated to assist MLIS students in finding and securing monetary assistance for their studies.

Recruitment and Admission

SLIS administration and faculty clearly take seriously their commitment to recruit a diverse student population, and the program presentation documents several admirable and innovative strategies that have been successfully operationalized to achieve diversity, including social events jointly sponsored by the school and various high-profile ethnic-focused library associations (e.g., the Chinese American Librarians Associations and REFORMA: The National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking). The result is an MLIS student population that is 22 percent minority. Even though this figure is achieved in a state famous for its ethnic diversity, the fact that more than one-fifth of the student body is comprised of persons from minority races and cultures is significant and the school is to be commended for this important achievement. (PP, p. 63)

Attracting students to the program is a systematic process which utilizes voluminous advertising in the professional media, frequent postings of opportunities for admission and funding on various listservs, presentations to potential audiences by the director and faculty, etc. The school maintains an impressive binder of publicity which has been generated in the recruitment process. It reflects a proactive effort on the part of the school to recruit internationally and to recruit from underrepresented populations.

Recruitment is also enhanced by the availability of SLIS scholarships (awards of $1,000 per year to one or more students, depending on the "number and qualifications of applicants" as described on the SLIS website at http://slisweb.sjsu.edu/admissions/slis05.htm), the availability of scholarships earmarked for the school by the California Library Association, and the assistance SLIS provides students in competing for scholarships outside the school. It is worthy to note that SLIS has averaged five ALA Spectrum Scholars per year. (PP, pp. 62-63)

Information about the MLIS program is accessible via the school's easily navigable website, and statistics provided in the program presentation indicate that the site is heavily used. (PP, pp. 225-226) The website is a state-of-the-art virtual environment for the school which features streaming video of lectures and colloquia as well as a "Meet…" feature that introduces students and other SLIS persons to prospective students.

To achieve full admission students must have a gpa of 3.0 on the most recent 60 semester hours or 90 quarter hours of coursework (higher than admission standards for

graduate study in the parent institution), demonstrate a basic writing ability via a Personal Statement, and attest to having technological literacy. Once admitted students begin their academic careers with a non-credit New Student Technology Course which acquaints them with the various electronic products and services they will need throughout their MLIS studies. A review of student files on-site revealed that admission standards are systematically applied for all applicants. Throughout their programs students have the opportunity to work with an advisor to achieve a coherent program of study, in the course of which they may elect to follow the recommended sequence of courses designed to achieve various specializations, e.g., Academic Libraries, Archival Studies, etc. Exiting the program requires the passing of all coursework with a gpa of 3.0 or higher and the successful completion of either a thesis or an e-Portfolio, though as previously noted, students in the Executive MLIS program complete a six-hour consulting project in lieu of either of the regular options.

Advising

Student advising is an area identified in previous SLIS student surveys as needing improvement, and the school has clearly worked to build a more intentional and comprehensive program of advising, which is anchored by a Graduate Advisor who oversees the entire advising program, providing consultation, adjudication, training, etc. as needed. Each student is assigned a full-time faculty member as an advisor, with the exception that two recently appointed part-time (.8) faculty are also approved to function as advisors. It is the responsibility of the advisor to work with each advisee to achieve desired outcomes for both specific courses and the overall MLIS program and to utilize appropriate problem-solving techniques to achieve these outcomes within the parameters of SLIS and SJSU policies.   Individual faculty members, whether full- or part-time, are expected to advise students on an as-needed basis related to courses the faculty member is teaching, specializations s/he holds, or research projects s/he is working on with individual students. Site-supervisors in the field may also provide advice. The entire thrust of the advising program is proactive and student-centered. Nonetheless, students interviewed on-site and via email indicated that advisement is more often achieved via the school's list of recommended courses for various specializations rather than through interaction with one of the many advisors available to them. The ERP was told that by Fall 2007 SLIS will have the equivalent of MySpace social networking software in place to provide new and different opportunities for advising.

Upon initial enrollment in the program students must declare themselves to be either regular session students, i.e., students who "live within reasonable driving distance of San José State University," or special session students, those who do not live within a "reasonable driving distance" of the university.   The pricing structure for each category is different, so that the decision is an important one for students to make. Regular session students currently pay tuition and fees based on two tiers of enrollment: if enrolled for 1-6 credits in fall or spring, the cost is $1,288 while enrollment for 6.1-plus credits costs $1,939. Special session students are billed on a per-course basis with each course costing $1,049. The financial consequence, for instance, is that a special session student enrolled for six credit hours pays more than a regular session student

enrolled for twelve credit hours. A third category of students is composed of those in the Executive MLIS program and who take a prescribed sequence of courses on the cohort model via short residencies and online classes. They are classified as special session students and pay a per-course fee of $1,197, which is slightly higher than the general population of special session students. These different pricing structures did cause some perplexity among the student body, particularly special session students who are California residents and who found it inequitable that regular session students, albeit with state support, generally paid less money personally for the same education.

All students are automatically enrolled in LISSTEN (Library and Information Science Students to Encourage Networking), the SLIS-sponsored student association. They may also particiapte in one of the student chapters of national organizations: the American Library Association, the Special Libraries Association, and the Society of American Archivists, each of which the school supports in various ways. The Program Presentation documents a wide variety of innovative and appropriate programs developed and sponsored by these associations for both regular and special session students. Students may also serve on the school's Program and Curriculum Committees.

Successful transition into professional practice is achieved in a variety of ways: via the previously-discussed advising program; through partnerships with the alumni association, which sponsors various career events; and through a new formalized partnership with the SJSU Career Center.

Despite the areas of concern expressed by students and observed by the ERP, the overwhelming response from students was one of satisfaction with the MLIS program. They expressed appreciation for the quality of instruction, the convenience of various formats of curriculum delivery, the attentiveness of faculty, and the leadership and compassion of the school's new director.

Standard V: Administration and Financial Support

Administrative Overview

Since August 2004, SLIS has been part of the College of Applied Sciences and Arts, a college which is also home to other professional programs which administer their course offerings through schools, departments, and programs led by a chair or director. This move, which was designed to place SLIS within an academic college and to provide an administrative structure consistent with other academic programs on campus, appears to have been successful. Barbara Conry, Acting Dean of CASA, and Pamela Stacks, Vice President for Graduate Studies and Research, observed that this has been a good move for SLIS and for CASA. Both commented on the remarkable way that SLIS has utilized technology to expand their discipline, their foresight in investing school funds in learning technologies, and their willingness to serve as a resource in this area for other schools and programs. As part of CASA, SLIS has been able to maintain its autonomy in terms of curriculum development, introduction of new degree programs, admissions, and entrepreneurial funding strategies while also benefiting from participation on the CASA Executive Council and other college committees and support services. According to the Program Presentation, the university provides the school

"with resources and administrative support to the extent possible within the CSU System, and certainly to the same level as comparable units."

SLIS faculty are represented on decision-making committees within CASA including retention, tenure, and promotion; curriculum; research/faculty development; and student affairs. They are also represented on comparably important university-wide committees including curriculum and research; retention, promotion, and tenure; information technology; and campus planning. In addition to serving on the CASA Executive Council, the SLIS director is also a member of the University Council of Chairs and Directors. SLIS's move to CASA has facilitated the exploration of "interdisciplinary initiatives of the Dean" such as the development of health informatics and youth literature concentrations as well as a new master's degree program in archives and records administration. All draw on program offerings and faculty expertise inside and outside CASA.

SLIS is organized similar to other professional programs at SJSU with a director as its head. The director is reported to be compensated at a rate similar to that of deans at SJSU and is a tenured full-professor on a 12-month administrative appointment. The current director was recruited through an international search and came to SJSU from the University of British Columbia's School of Library, Archival and Information Science, where he had successfully led that school through the accreditation process. He has held or currently holds elected leadership roles in several major professional organizations including the Association for Library and Information Science Education and the American Library Association. He has a doctorate, has published extensively, and is a frequent speaker and trainer on a broad spectrum of issues of importance to the library and information science community. His academic credentials and strong reputation as a leading library educator should put him on an equal footing with any school directors at SJSU or within the CSU System. He has facilitated the pursuit of the school's mission and program goals and the accomplishment of its program objectives through an extensive strategic planning process involving faculty, staff, students, alumni, and an International Advisory Council (IAC). These same constituencies (less the IAC) are involved in the governance structure of the school through representation on its four governing committees and through participation in and sponsorship of lectures and other events for the SLIS community and beyond. Penny Scott, SJSU/SLIS Alumni President for 2006-2007, noted that, "My continued connection with the School means a lot to me. I … appreciate the fact that the new director, Ken Haycock, has added an alumni member to each of the school's committees."

SLIS is well staffed with support personnel who ably assist the director and faculty in the performance of their responsibilities and in fulfilling the school's mission and program goals and objectives. Supporting the director is the associate director whose role focuses on scheduling, on handling most aspects of hiring, selecting, coaching and evaluating part-time faculty, and on working closely with the director on program oversight and long-term planning. They are assisted by three assistant directors, who have been on board only since Fall 2006, and a graduate advisor. A technology support team consisting of three professionals and other personnel handle network administration, management of the SLIS website, and the Blackboard Learning Management System. Hiring of a fourth tech support team member to provide student technical support is scheduled for Spring 2007 and is underway. Support for the SLIS

office in San José is provided by five staff members; one staff member, aided by student assistants, provides assistance for students and faculty at Fullerton. Additionally, the school has just hired a new staff member to handle purchasing and is in the process of recruiting a staff member to manage recruitment and special events.

The school has been through an extensive SWOT analysis and strategic planning process since the arrival of the new director in August 2005. Responsibility for action items resulting from the strategic planning process appears to be spread fairly evenly among the director, the four broad-based governing committees and the school leadership Coordinating Team (SLCT). Good progress has been made on many items of substance indicating that the school's constituencies feel invested in accomplishing these priority projects. The composition of the SLCT and their regular meeting schedule as well as quarterly faculty retreats appear to have created an environment for effective and informed decision-making. Comments solicited from faculty on their engagement in the strategic planning process were overwhelmingly positive. One faculty member stated, "The strategic planning process is completely transparent, and involves the whole faculty at all times. During the faculty retreats, changes are discussed in detail, and any input from any full-time faculty is welcomed. The faculty then comes to a consensus. While Ken leads the process, we all contribute to it." Another faculty member offered, "It's by far the best, most consistent and focused strategic planning process I have ever encountered."

Financial Support

Since the last accreditation report, SLIS's allocation from SJSU and from all other sources has increased with the exception of fiscal year 2001, in which income from both sources decreased. Total income has increased an average of 14.8 percent annually and total expenditures have increased at a comparable rate (17 percent) but have never exceeded income. SLIS uses a combination of regular and special session funds to deliver its program and much of the growth in the school's income can be attributed to the growth of SLIS special session programs. Regular session funds cover full-time tenure track faculty, modest administrative support, and the physical plant. Special session funds pay for part-time faculty, all professional technical support, student assistants, the bulk of the administrative staff, technology, and all special initiatives such as the school's faculty institute. The flexibility from regular and special session fees appears to allow the school to effectively deliver a high-quality instructional program to its student body using the latest instructional technologies and to carry out the school's program of research and service. There is evidence that the school is actively exploring alternative income streams. Strategic goals for both the 2005-2007 and 2006-2008 planning cycles indicate that governing committees have been assigned to identify corporate and community funding and partnership opportunities for individual faculty, to explore new degree options and programs, and to determine a maximum number of students for special session. These goals as well as others have strong financial implications for the school.

As noted in the Program Presentation, SJSU operates in a unionized environment. Within that environment the school has been authorized to hire at a higher than level rate than comparable campus units due to market forces within the LIS field.

There is some flexibility in setting salaries when new faculty are first hired. The CSU system has recognized the difficulty of faculty hiring given the very high cost of housing in California generally and in Silicon Valley specifically but has made no specific attempt to address this.

Support for Faculty

SLIS has representation on CASA professional development and leave committees and appears to have access to funding for research through both the college and the university. Special session funds are used to underwrite faculty travel to conferences and other meetings. SLIS faculty receive the same $750/year allocation for travel from the Provost and, in fall 2007, will be able to participate in a new program that provides course relief for one course per year for each of 75 faculty across SJSU.

Support for Students

According to the Program Presentation, SLIS students obtain financial aid on the same basis with other comparable campus units and have access to a university financial aid counselor assigned to SLIS students. Through its website the school informs students of SLIS scholarship opportunities and provides information about other LIS scholarship opportunities including tuition reimbursement through the California State Library (CSL) for public library employees to earn their MLIS degree. It is reported that approximately eight to ten percent of students are provided with CSL funds annually. Additionally, in FYs 2003-2006, SLIS has provided assistantships to a total of 66 students (averaging 16.5 per year) at an average value of $1427.46 per award.

Governance

The shared governance model employed by the school ensures both periodic and consistent review of strategic directions and specific administrative and programmatic objectives during quarterly faculty retreats and semi-annual meetings of the School Leadership Coordinating Team. Monthly meetings of the director, associate director, and Manager of Administrative Services are held to review fiscal policies, financial support, and alignment of expenditures with strategic planning initiatives. Although the current strategic planning process has been in place less than two years, it appears to be firmly embedded in the school's governance structure and systematic input from the school's various constituencies helps inform the process. As with the strategic planning process, comments from full-time and part-time faculty about their involvement in faculty governance were highly positive. One faculty member commented, "More transparent shared governance is new to SLIS (we are in our 18th month), and I am grateful for and feel supported by this structure, as are, I believe, many of our other community partners (students, part-time faculty, staff, employers, colleagues)." Several faculty noted that technology significantly helped facilitate the governance process within the school. It was observed by one faculty member that, "The decision-making and governance process is very effective at this time. SLIS is one of the few schools that makes effective use of technology to implement a virtual operations and governance

process."

Standard VI: Physical Resources and Facilities

SLIS occupies a new state-of-the-art facility (including faculty and administrator offices, classrooms, computer labs, and auxiliary spaces) in the renovated Clark Hall as of Spring 2006. It was housed for six years (Spring 2000-Spring 2006) in temporary modular units when its former location was demolished to make way for the new Martin Luther King, Jr. Library. The school also maintains classrooms and administrative offices at California State University at Fullerton where it offers classes and student support services on a regular basis. A few classes each semester meet elsewhere in California for the convenience of students. Frequently used locations include San Francisco, Berkeley, Sacramento, Claremont, and San Diego.

San José Facilities

Clark Hall on the San José campus houses SLIS administrative offices, faculty offices (full- and part-time), work areas for student assistants, a conference room, and the server room for the school's extensive electronic infrastructure. Clark Hall is the former university library building which has been extensively remodeled as an academic building for classrooms, faculty offices, and related spaces. It is home to several entities besides SLIS, including Humanities and Foreign Languages. SLIS space in Clark Hall is located on the third and fourth floors, with classrooms, computer teaching labs, and the system administrator's office located on the third floor and faculty offices, administrative offices, and conference rooms located on the fourth floor. The largest conference room is shared by SLIS with other academic units in the building, though a smaller conference room is reserved exclusively for SLIS' use. Not all the space allocated to the program is contiguous within Clark Hall. The offices of faculty for other disciplines are interspersed throughout the building as part of the university's philosophy to encourage exchange of ideas and culture.

Distance-learning tools and technology are integral to the school infrastructure that allows for a variety of instructional delivery modes (on-site, online, and hybrid). Two smart classrooms with a capacity of 25 students each and two computer labs with a capacity of 50 students each are managed by SLIS at the San José facility. (NOTE: Even though the Program Presentation states that SLIS controls and maintains two Smart Classrooms and two labs, it actually only has control over two labs as SJSU policy does not allow individual academic units to control classroom space, which by university policy must be shared among academic units, even though in SLIS' case it has priority access to the two classrooms referenced in the Program Presentation. However, because of the low number of face-to-face classes on-site at San Jose this is not a problem as SLIS' lab space is more spacious than the classroom space available to it and because these labs can be and are configured as classroom space with all the accessories available in SJSU Smart Classrooms. As previously noted, during the ERP's visit there were three face-to-face class meetings, and each of these occurred in

SLIS labs being used as teaching space.) The labs can be reconfigured per faculty preference into classrooms when not in use as labs making for flexible and productive use of the space. Each classroom is equipped with an instructor's computer, a ceiling mounted LCD projector or a smart podium for use with laptops. Classrooms and labs have wireless connectivity via the campus wireless network which provides for pass-code authenticated Internet access for students. Each lab has 40 laptops for on-site use available via faculty request. A process for security and virus updates is in place.

Clark Hall's ground floor houses the Academic Success Center that is comprised of a 3000 square foot computer-learning stage, three conference rooms, an incubator classroom, and other technologically enhanced classrooms.

In general, faculty and student comments expressed satisfaction with the San Jose site.

Fullerton Site

The ERP visited the Fullerton facility only virtually. It was determined that because of the physical distance, the fact the space is rented, and that since all Fullerton-based SLIS faculty would be present in San José that the virtual tour on the DVD included with the Program Presentation would suffice. The Fullerton site is located in the basement of Pollak Library South and has been recently renovated. It includes a small administrative office area and offices for three full-time faculty members.

Like the refurbished Clark Hall at SJSU, the Fullerton site meets or exceeds current State of California ADA requirements for restrooms, travel, and elevator access.

The Fullerton facilities have a similar technology package as San José: 35 wireless classroom laptops as well as a smart podium and access to the Internet. When additional classroom space is needed, the SLIS office staff reserves classrooms located elsewhere on the CSU Fullerton campus with comparable technology. Audiovisual equipment such as DVD players, VHS players, overhead projectors, and easels, are available for use as needed.

Martin Luther King, Jr. Library

The newly opened Martin Luther King, Jr. Library, adjacent to Clark Hall, is a highly visible joint use library which serves as the public library for the City of San José as well as the academic library for SJSU. The King Library serves as the principal library facility for all SLIS students. In this role, King Library provides access to an appropriate number of databases relevant to students in LIS (subject list of core databases available at: http://sjlibrary.org/research/databases), including the ACM Digital Library, LISTA, Library Literature, and Web of Science. Twenty-two additional databases are also identified and include products such as Alt-Press Watch, California Adopted Textbooks, Children's Literature Comprehensive Database, and Safari Tech Books Online. Licensing agreements allow all SJSU students access to these databases both on-site and off-site. The MLK Library treats all SJSU students enrolled in web classes as distance learning students and provides content access in digital format to them. The Library uses Link Plus, which allows students to search all 23 library

catalogs in the California State University system from which they may then borrow materials directly.

Library resources as of FY 2004-2005 include 1,282,750 volumes including bound periodicals), 1,678,606 microforms, 249,963 government publications, 61,429 juvenile works, etc. MLK experienced cuts in recent years in the serials budget and has been purchasing electronic versions of serials in lieu of print. However, MLK receives a six-figure grant each year to support special session students from special session student funds. Recently there has been work to upgrade the library's collections by SLIS, which contributed $30,000 to enhance the library science print collection, particularly in the youth services collection as one example. Budget allocations for LIS in recent years dramatically reflect system-wide budget cuts which are now being corrected via the infusion of special session funds.

Fiscal Year	LIS Materials Acquisition Budget
2005/2006	$84,982
2004/2005	$26,379
2003/2004	$29,027
2002/2003	$30,729
2001/2002	$27,323
2000/2001	$16,911

The increased funding has been used primarily for databases, e-journals, and English language print LIS materials, including 1,621 monographs in the Z and ZA classifications with imprint dates of 2000 and later. The MLK Library has developed two tutorials for students that are used as orientation and training tools. The web site (http://tutorials.sjlibrary.org/tutorial/slis/index.htm) provides information on the university libraries and also explains that while MLK is the primary library for all SLIS students, the Pollak Library also provides additional resources and services.

Technology Support for Faculty

Virtual training classes are available for new faculty and staff to familiarize them with the use of software packages in use at SLIS, including the Blackboard Learning System, which provides the platform for SLIS' extensive web-based and web-enhanced learning environments. Licensing to accommodate up to 3,000 Blackboard users is in place, and instructors can manage all facets of a course, from creating content to grading work submitted by students. Faculty and student comments are very positive about SLIS' state-of-the-art communication software systems and backup services.

All faculty and staff are provided with Pentium 4 Windows XP desktop computers, monitors, and laser jet printers, and faculty have access to laptop computers for use outside the office.

Streaming video and streaming audio along with PowerPoint slide presentations created by instructors are available online, and web-conferencing, utilizing Elluminate Live! allows 75 simultaneous users to participate in real-time virtual classes, which are also captured for delayed broadcasts. Captioning for the hearing impaired is also available and is used for all SLIS video and audio productions. SLIS is responsible for

15 production servers for the delivery of online classes or for student services. The physical facility for housing the servers is an environmentally controlled and highly secured area, with backup plans for power outages and other emergencies. SLIS also has plans to further ensure electronic stability through the development of off-site redundancy.

The school has judiciously provided for adequate technology support via a technology working group which includes both faculty and staff members. This knowledgeable group of six members is responsible for reviewing the technological resources, planning for future needs, and planning for technology education. At least four members of this group are graduates of SLIS, including the network administrator.

SLIS is to be highly commended for its recent efforts in leading the way for technological advancements and education within the university. The university administrators recognize the important contribution of SLIS to SJSU's emerging electronic infrastructure and acknowledge the school as a leader within the university. Because of funds generated by Special Session students, SLIS has the financial wherewithal to maintain its cyclical plan for the updating and upgrading of technology and equipment as well as the improved level of funding for LIS library resources so that SLIS can be expected to continue in its role as the campus pacesetter in the use of both traditional and electronic technologies in graduate education.

Conclusion

The ERP arrived at San José approximately three years into several major areas of change -- new physical home, new administrative home, and new director -- and each of these changes has been positively accepted by all contingencies associated with the school, and each in its own way is bringing renewed energy, vitality, and growth to the school.

The ERP was positively impressed by the leadership evidenced by the new director. From all surveyed sectors of the school's community there was virtually unanimous agreement that Dr. Haycock's energetic leadership style, his compassion for students, and his entrepreneurial use of SJSU resources such as special session funding have resulted in a school that is on the cutting edge in terms of student growth, vigorous outreach, and imaginative curricular developments. In these efforts he has been ably assisted by an equally visionary and energetic management team who have assisted him in identifying and harnessing the personnel, resources, etc. associated with rapid and positive change. While the revenue stream accessed through special session programs is non-traditional, it is an established part of the California State University System and, consequently, there is no reason to believe that it will not be a stable source of predictable income for the school.   Dr. Haycock is to be commended for leveraging this unique funding opportunity and using it to the school's advantage in such a dramatic way.

The ERP was also impressed by the school's aggressive and proactive efforts to instill a culture of research and scholarship into its faculty and its student body. This activity goes beyond the outcomes generally expected of SJSU faculty and, consequently, the school can be seen in this regard as setting a new and higher standard

for the California State University schools, which have traditionally seen themselves as teaching and not research universities. Dr. Pamela Stacks, SJSU's Associate Vice President for Graduate Studies and Research, underscored this notion when she explained that one of the reasons she chose to move SLIS from a free-standing unit under her direct supervision to a home in a traditional college among other academic units was that she wanted the entrepreneurial spirit and culture of research that were developing in the school to have a direct influence on other academic units in the university. And this, she said, could be more effectively achieved by having the school in more direct day-to-day contact with other units. It was this idea, she said, that motivated her to locate the school in the College of Applied Sciences and Arts.

As noted in the main body of the report, the school's large and diverse student body, its growing and equally diverse faculty (full-time and part-time), its state-of-the art electronic infrastructure, its tightly organized planning and administrative structures, its investment in its faculty through improved working conditions are all worthy of comment. The ERP commends SJSU for its impressive strides and for the visionary trajectory that it shows every sign of continuing along.