

EXTERNAL REVIEW PANEL REPORT

SAN JOSE STATE UNIVERSITY SCHOOL OF LIBRARY AND INFORMATION SCIENCE

Master of Library and Information Science (MLIS)

Conducted on behalf of the American Library Association Committee on Accreditation

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The following is a report prepared by members of the External Review Panel (ERP) who visited San Jose State University on behalf of the American Library Association's Committee on Accreditation on March 1-4, 2014. The findings reported are the result of a thorough review of the Program Presentation prepared by the School of Library and Information Science (SLIS), a wide array of documents reviewed prior to and during our time on campus, and a series of face-to-face interviews with administrators, faculty, and staff members as well as conversations in virtual rooms via BlackBoard Collaborate with part-time faculty, students, alumni, employers, advisory board members, and other stakeholders. ERP members visited online classes prior to the campus visit and they toured the library and the SLIS facilities while on campus.

In preparing for the site visit, the ERP members were provided access to the D2L (Desire To Learn Integrated Learning Platform) system, and were granted access to classes of their choice as well as to an electronic archive of administrative documents. The network administrator provided access to various types of software used by SLIS. All of this support has been highly appreciated. SLIS faculty and staff are to be commended for their openness and availability to meet and talk with the Panel members. The School's thoroughly prepared Program Presentation successfully highlighted its achievements and demonstrated commitment to maintaining high performance. The SLIS faculty and staff's energy and enthusiasm have made our visit productive and pleasant. Panelists were impressed by the very hospitable and friendly atmosphere.

Standard I—Mission, Goals, Objectives

The School's Plan consists of its vision, mission, and statement of values and six strategic directions; specific goals listed for each strategic direction; and key performance indicators used to measure progress (PP, Mission, p. 2-3; p. 5-10; Table 1.1). Goal 1.1 and Goal 1.3 are the only goals specific to the MLIS or the Teacher Librarian program, a component of the MLIS for many students. To avoid repetition, goals are not listed separately for these programs because the majority are highly relevant to them, especially those focused on enhancing curricular quality, student success, and faculty renewal (director interview, 03/03/14). In fact, the only goals not applying to the MLIS program are Goals 1.2, 1.4, and 1.5, which address the Master of Archives and Records Administration, the Post-Master's Certificate, and PhD programs (PP, Mission, p. 3-4). The MLIS program goals are reflected in the MLIS Program Learning Outcomes (PP, Mission, p. 3). The current strategic directions were reworded and reordered during the November 2012 and February 2013 faculty retreats (PP, Mission, p. 4; Faculty Retreat Documents 11/17-19/12, 02/18-19/13; http://slisweb.sjsu.edu/about_slis/history-and-mission/strategic-plan).

Faculty are extremely involved in and enthusiastic about all aspects (planning, implementation, evaluation) of the School's planning process (faculty interviews, 03/03/14). They review the strategic plan at the November retreat, conducting a SWOT analysis, identifying lead faculty, establishing timelines for each goal, and revising goals based on achievement or changes in circumstances. At this meeting, faculty also reach consensus regarding new or revised statements of the School's vision, mission, and shared values and its strategic directions

and related program needs (PP, Mission, p. 11; Faculty Retreat Documents 02/18-19/13; faculty interviews, 03/03/14). At the February retreat faculty review and finalize the documents, and they evaluate progress made on each goal during subsequent retreats (PP, Mission, p. 11; Faculty Retreat Documents 02/18-19, 5/14-15, 08/26-27, and 11/18-19/13).

Specific goals for each strategic direction are assigned to lead faculty members and/or shared governance committees for implementation, review and recommendation to the overall faculty. Thus, tasked with specific objectives, the shared governance committees, consisting of full-time faculty, staff, a part-time faculty representative, a student representative, and an alumni representative, provide input and guidance to the strategic planning process (PP, Mission, p. 14-15; faculty interviews, 03/03/14).

The International Advisory Council, with representatives from government, industry, and various library environments, meets annually in November and April to review the strategic plan and provide input regarding strategic directions and key performance indicators. Council members meet both formally and informally with the School's director and say they feel "incredibly fortunate to be involved." Providing several examples (virtual internship, new research journal, etc.), members expressed appreciation in seeing their suggestions adopted and declared it "a mark of the School's strategic position to look to members of the profession for suggestions regarding its future" (PP, Mission, p. 15; International Advisory Board Presentation Notes 04/30, and Minutes 11/1/13; International Advisory Board interviews, 03/03/14). Program Advisory Committees comprised of practitioners meet online twice a year to focus on curricular development tied to the MLIS program's Career Pathways (Program Advisory Committee Minutes, 10/24, 29, 11/ 12, 2013; PP, Curriculum, p. 12-13).

Surveys of students, alumni, internship supervisors, and employers provide data to inform the strategic planning and evaluation process. Additional data regarding the evolving job market for library and information science professionals are gathered annually (PP, Mission, p. 11, 15, 20, 23, Appendices IV 12, 14; Faculty Meeting Minutes 11/18-19/13).

The School supports the University's mission, educating professionals and developing leaders "who organize, manage, and enable the effective use of information and ideas in order to contribute to the well-being of our global communities" (PP, Mission, p. 2). Its strategic plan is aligned with the strategic plans and goals of the University, the Academic Affairs Division, and the College of Applied Sciences and Arts (<http://www.sjsu.edu/president/strategicplanning/2017executivesummary.pdf>; sjsu.edu/casa/about/mission/http://slisweb.sjsu.edu/about-slis/history-and-mission/strategic-plan).

The curriculum is structured around a set of Core Competencies derived from those articulated by the American Library Association divisions, the Special Libraries Association, the American Association of Law Libraries, and the California Library and California School Library Associations and which serve as its Program Learning Outcomes. Student Learning Outcomes are defined for each course offered and are listed in course syllabi (PP, Mission, p. 16; <http://slisweb.sjsu.edu/current-students/courses/syllabi>). Table 1.4 demonstrates the correlation of the School's Core Competencies and ALA Standards 1.2.1-1.2.10 (PP, Mission, p. 18-19).

In addition to the values, vision, mission, strategic directions and goals, information on the School's program-based assessment, including review and measurement of Core Competencies (Program Learning Outcomes); external inputs into the curriculum such as the reports of the Program Advisory Committees, International Advisory Committee, and *Emerging*

Trends and Titles; retention data; and alumni placement data are available on the SLIS website. Other program performance data shared on the website include results from the graduating student exit survey and comments from employer surveys (PP, Mission, p. 24; <http://slisweb.sjsu.edu/about-slis/history-and-mission/strategic-plan>; <http://slisweb.sjsu.edu/about-slis/mlis-program-performance>).

To summarize, the School devotes considerable resources and effort to its comprehensive and ongoing planning and evaluation processes. The entire faculty and representatives from each of its constituencies are involved in various aspects of developing and reviewing plans, as are leaders from government, industry, and various library environments. Program goals are reflected in its Program Learning Outcomes, and Student Learning Outcomes are included in course syllabi. The School's vision, mission, goals, and strategies are closely aligned with those of the University, Academic Affairs Division, and College and are available to the public via its website, as are the results of surveys and other program performance data.

Standard II—Curriculum

The curriculum for the MLIS degree consists of a total of 43 units, which includes three required core courses (three units each), one research methods course (three units), one course on learning technology (one unit), and 27 units of electives (usually nine three-unit courses). Goals and objectives for the program curriculum were developed from a broad study of core competencies delineated by ALA, CLA, SLA, and other relevant professional associations. These are periodically reviewed as part of the cyclical curriculum review process, and revisions have been made in the review cycles covered in this accreditation period (PP, Curriculum, p. 4).

Planning and review process for core courses is systematic, transparent, and ongoing (Appendix I.2; Appendix II.2a/b/c; Appendix II.8; SLIS MLIS Program Assessment Reports; faculty interviews, 3/3/2014). Members of the numerous advisory and planning groups (including the Curriculum and Program Development Committee, Program Advisory Committees, Core Course Review Committee, Career Pathways review teams, International Advisory Council, and others) work together on an ongoing basis in a highly interactive and flexible process that draws in participation from a wide range of faculty (faculty interviews, 3/3/2014). While this could be challenging given the size of the faculty and number of groups involved, SLIS faculty share a highly collegial community where curriculum planning is an exciting and fruitful process.

The formal review process included examining student mastery of the core competencies as demonstrated by pass/revision rates for the culminating experience (ePortfolio or thesis options, LIBR 289/299). In this process, faculty determined that some essential content was lacking from the Core Courses. New core courses are in development to include this content (PP, p. II.8). When revisions to core courses are launched in Fall 2014, core courses will cover the full range of Core Competencies (Appendix II.1). Individual courses are also updated on an ongoing basis, as faculty continually update readings, assignments, and other course content (D2L; faculty interviews, 20/2014).

Educational experiences available through coursework include audio and video lectures delivered live as well as recorded, written lectures, readings, web links to varied professional

resources, discussion, and group and individual exercises and projects (D2L site). Some courses include synchronous as well as asynchronous sessions. Assignments often require students to reach out to individuals and professional organizations in the field. Students are strongly encouraged to participate in internships and independent study projects providing valuable experience (Special Studies, LIBR 298; faculty interviews, 3/4/2014; employer, alumni, and student interviews, 3/3/2014 and 3/4/2014). In addition, Web-based Information Science Education (WISE) consortium courses are available to students, as well as language courses in the SJSU Department of World Languages and Literatures. Approximately half of enrolled students include an internship experience in their program (PP, Curriculum, p. 32).

SLIS competencies are comprehensive and distributed throughout the curriculum. Courses are mapped to specific competencies, and online tools are available for students to locate courses covering specific competencies (PP, Curriculum, p. 4). SLIS has undertaken a comprehensive review and revision of the Core Courses to ensure that all competencies are introduced in the Core (SLIS website; Appendix II.1). SLIS also offers seminar courses on wide-ranging topics to respond to emerging trends and issues in the field. A course rotation schedule is available to view upcoming seminar topics (PP, Curriculum, p. 15). SLIS has effectively mapped each element of Standard II.3 to specific competencies covered in the curriculum (Table II.1).

The program provides many opportunities for professional growth and leadership development, notably through providing students with electives that specifically prepare leaders, and by supporting student membership in professional associations, the ePortfolio culminating experience, frequent colloquia, and the Library 2.0 Conference (PP, Curriculum, p. 23-24). Specific examples of how faculty “prepare LIS professionals for the future” were amply provided through interviews with faculty during the site visit. Newer developments such as the Post-Masters Certificate Program and the launch of the SLIS’s first non-credit MOOC attract and support continued engagement with professional learning (PP, Curriculum, p. 26; faculty interviews, 3/3/2014).

Students are exposed to emerging research in several ways, including through the required LIBR 285 Research Methods, which is offered as a general introduction to research or in specialized topics such as action research, survey research, historical methods, etc. (D2L). The Student Research Journal offers students the opportunity to publish in and manage a peer-reviewed professional journal, and students can keep abreast of faculty research activities through the Center for Information Research and Innovation (CIRI) (PP, Curriculum, p. 18).

SLIS students engage with technology throughout their experience, through course content, online coursework, and internships and other experiences. In addition to a required introduction to the online learning environment in LIBR 203, SLIS has developed numerous technology-oriented electives focused on emerging technologies. The program offers seminars in special topics developed as needed and updated regularly to respond to emerging issues in technology (D2L; PP, Curriculum, p. 18-19). Employers and graduates have indicated how valuable their technical knowledge and skill has been in the workplace (employer and alumni interviews, 3/3/2014).

The SLIS program encourages diversity and exploration of issues throughout the curriculum, with over two dozen courses focused on diverse populations; a majority of courses overall have diversity components. Six courses specifically address diversity issues (course

green sheets; PP, Curriculum, p. 20-21). The Diversity Committee coordinates discussion and input on diversity issues from students and faculty, and plans for one diversity-related colloquium each year. SLIS also provides a growing set of opportunities for students to engage with global issues on several levels, including courses such as LIBR 281 Crisis/Disaster Health Informatics and Virtually Abroad online internships (PP, Curriculum, p. 22).

With input from the Program Advisory Committees, International Advisory Council, and other advisory groups, the Curriculum and Program Development Committee develops seminar courses on wide-ranging topics to respond to emerging trends and issues in the field. All faculty members are encouraged to submit proposals for new courses (faculty interviews, 3/3/2014). The variety of topics allows SLIS to react quickly to changes in the environment and be flexible in course offerings.

SLIS integrates a forward-looking perspective across the curriculum by incorporating technology into most courses and offering specific courses in the Leadership and Management Career Pathway that are specifically geared toward developing future leaders (D2L).

The program provides a number of opportunities for students and professionals to promote learning and professional growth and development. While in the program, students are strongly encouraged to participate in internships and independent study projects (Special Studies, LIBR 298) (faculty interviews, 3/4/2014) providing professional experience (employer, alumni, and student interviews, 3/3/2014 and 3/4/2014). Web-based Information Science Education (WISE) consortium courses are available to students to supplement SLIS program offerings. For professionals in the field, SLIS has recently opened up its program to non-degree-seeking individuals on a course-by-course basis (faculty interviews, 3/3/2014). Frequent colloquia are open to the public and broadcast online (website). The Library 2.0 Worldwide Virtual Conference began by SLIS in 2011 provides free learning opportunities for all LIS professionals.

Students are satisfied with the availability of course offerings and are able to construct comprehensive programs (student interviews, 3/3/2014; Exit Survey Reports). Students feel that the course rotation provides sufficient access to courses to complete their programs (student interviews, 3/3/2014). The SLIS program structure allows students to assemble individual programs of study that provide a comprehensive foundation in the Core Competencies as well as encouraging individual interests (PP, Curriculum, p. 27; website). Course syllabi and green sheets list specific competencies covered in each course. Career Pathways and course clusters suggest appropriate courses for professional direction. A variety of internship opportunities in a searchable database are helpful tools (faculty interviews, 3/3/2014). Additional courses are also available in the MARA program and through the WISE Consortium, and interdisciplinary opportunities are being developed by new faculty hires in community informatics, cybersecurity, and big data. Language concentrations are available in French, Spanish, and Chinese (website).

The SLIS Core Competencies provide the foundation of library and information studies for the program and are mapped to courses throughout the curriculum (PP, Curriculum, p. 27; website). Students can explore program options through Career Pathways (courses organized by career type) as well as course clusters (organized by topic), as well as courses outside SLIS and interdisciplinary opportunities (PP, Curriculum, p. 28-29). Specialized courses for the Teacher Librarian program prepare candidates for the Teacher Librarian Services Credential, with NCATE accreditation and CTC approval (PP, Curriculum, p. 30-31).

The quality of education delivered by the SLIS program is demonstrated throughout the program presentation, as well as through evidence from employers, alumni, and current students (interviews, 3/3/2014; PP, Curriculum, p. 36-37; exit surveys). Employers emphasized the high level of technology skills held by SLIS graduates as well as overall professionalism and readiness to work. Faculty note that robust support for teaching in the T3 workshops and surveys helps them stay on top of the latest trends and technologies in teaching (Appendix II.9; D2L site).

SLIS maintains a three-year review cycle to systematically review Core Courses, Career Pathways, and Course Clusters. Reports on Career Pathways and Core Course reviews currently in process indicate a detailed approach to course and program review (PP, Curriculum, p. 4-5; Appendix II.2). Program Advisory Committees (PACs) for each cluster of electives meets twice a year to discuss current/emerging issues in course content. The PACs include one or more faculty leads and practitioners. Minutes of meetings in 2012 and 2013 indicate that SLIS is receiving detailed input from these constituents.

In addition to assessment at the course level, overall student achievement in the program is evaluated through the LIBR 289 (e Portfolio) course, using the Core Competency rubrics. In the most recent review, student mastery of individual competencies was measured using pass/revision rates for the ePortfolio. As a result, the curriculum was recently modified to strengthen Competencies J and L (MLIS Program Performance Reports). Changes involved reworking assignments, course discussions, and other content in the Core Courses (LIBR 200, 202, and 204) (PP, Curriculum, p. 5). The revamped courses will be launched in Fall 2014.

Students provide input to evaluation of the curriculum through course evaluations (SOTE), now required for each course. The faculty and the director review this feedback regularly and incorporate changes as needed (Appendix II.9 and 10; faculty interviews 3/3/2014).

Standard III—Faculty

More than 100 full- and part-time faculty teach at SLIS. For the academic year 2013-2014 the 28 FT faculty who teach 77% of the School's classes consist of: 7 full professors (including the School's director), 5 associate professors, 4 tenure-track assistant professors, and 12 lecturers (PP, Faculty, p. 3). The number of FT faculty has been on a steady increase (47%) since the last accreditation, when SLIS had 19 FT faculty members. This increase is due to the School's solid financial situation (PP, Faculty, p. 2-3). The ERP members are hopeful the University will continue to support the addition of new tenure-track/tenured faculty positions as it is important for any accredited program. As of Fall 2013, the student-to-faculty ratio is 14:1 (PP, Faculty, p. 2). Tenured and tenure-track faculty hold earned doctorates from a variety of academic institutions (PP, Faculty, p. 31-32; Appendix III.1; Appendix III.2) and have professional experience in a variety of information environments which enables them to teach 33 different courses, accounting for 62% of the School's curriculum (PP, Faculty, p. 4; Appendix III.1). Budget constraints during the recent recession have led to high selectivity in approving new tenure-track faculty hires. Since the last accreditation one or two tenure-track faculty members have joined SLIS every year (PP, Faculty, p. 4). During the 2013-2014 academic year 12 FT lecturers (most with PhD, JD, or EdD degrees) taught at SLIS (PP, Faculty, p. 5;

Appendix III.3). Full-time lecturers serve on shared governance committees at the school level (PP, Faculty, p. 5-6) while FT tenured and tenure-track faculty participate in a variety of committees at the university level (PP, Faculty, p. 32-33; Appendix III.19). Due to the structure of the online program, with many faculty not being on campus on a continuing basis, the School is represented on many high-level committees by Dr. Linda Main, the School's Associate Director, who serves on numerous College and University committees, including the University's Academic Technology Faculty Committee, University Program planning Committee, and Graduate Studies and Research Committee (PP, Faculty, p.33). Other faculty also serve on University-level committees, such as Dr. Kristen Rebmann who chairs the Institutional Review Board and Dr. Joni Bodart who serves on the University Library Board. All relevant information is sent to full-time faculty via the full-time faculty listserv. Anything relevant for part time faculty goes either via part-time faculty listserv or the D2L spring/fall/summer faculty site. These communication channels are used to discuss items that come up at faculty retreats and for other information sharing purposes (onsite interview with SLIS Director). Other faculty sit on college and school level committees too (Appendix III.19). In the past SLIS conducted monthly faculty meetings. In 2005 the School transitioned to quarterly two-day faculty retreats (PP, Mission, p. 11).

In addition, SLIS employs some 50 PT faculty each semester. They are from all over the world. Many have taught at other universities, others are academic or public library directors, others come from the consulting side of the information industry. Their credentials and expertise covers a variety of aspects of the LIS field (PP, Faculty, p. 6-10; Appendix III.5). SLIS offers a range of training, support, and mentoring to PT faculty as well as feedback to their online teaching.

SLIS's FT faculty support falls into five general areas: mentoring, training, financial support, technical and administrative assistance, and promotion and recognition, all of which foster innovation, collaboration, and engagement. Although faculty may live anywhere while teaching online, they have numerous opportunities to interact and collaborate with one another: they engage in collaborative research and grant seeking, they co-present at onsite and virtual conferences, they co-author professional and scholarly publications, they collaboratively develop new curricula and update existing curricula, they conduct peer reviews of colleagues' courses and provide feedback (PP, Faculty, p. 10-12). All new faculty members (both FT and PT) are required to complete the School's Teaching Online Course. Beginning in Fall 2012 SLIS introduced a series of Teaching Tips & Techniques workshops as a tool for learning from colleagues the latest technologies and strategies for effective teaching and engaging students (PP, Faculty, p. 13-14). In Spring 2013 SLIS created the Teaching and Learning forum which is shared with all faculty via a D2L course site (PP, Faculty, p. 14). Since 2007 SLIS has periodically hosted a two-day Faculty Institute where any FT and PT faculty can participate. Attendance reaches 80-100 participants (PP, Faculty, p. 15-16).

SJSU joined Quality Matters (QM), a faculty-driven peer-review program that is designed to certify the quality of online courses. SLIS is using QM as a "train the trainer opportunity" (PP, Faculty, p. 16). SLIS provides technical and administrative assistance to all instructors so that everyone can make good use of the School's resources (PP, Faculty, p. 16).

SLIS utilizes a series of blogs and other tools that support faculty in their advising students with their classes and with their career paths (PP, Faculty, p. 16-18). SLIS provides financial support to encourage faculty to adopt innovative teaching methods, participate in

professional organizations and communities, and engage and report on their research. SLIS pays membership fees for all FT faculty for ALISE and ASIS&T (PP, Faculty, p. 18). SLIS and CASA sponsor annual teaching, research and service awards such as recognition of the School's Outstanding Professor, Outstanding Teacher, Outstanding Lecturer, Outstanding Scholar, as well as the Faculty Excellence Award for Outreach and Collaboration and the Faculty Distinguished service Award. Faculty achievements are also highlighted on the Center for Information Research and Innovation website and blog (PP, Faculty, p. 19, 35).

SLIS follows the University's guidelines regarding recruiting and retaining faculty as well as increasing faculty diversity. The School's latest tenure-track hires who started in Fall 2013 are from diverse backgrounds (PP, Faculty, p. 20-21).

Each semester FT and PT faculty members undergo peer reviewed teaching evaluations, based on the School's Online Teaching Standards and Indicators. Faculty teaching competence is also an important component of the Student Opinion of Teaching Effectiveness (SOTE) surveys which are conducted online at the end of every semester. Any PT or non-tenure-track faculty member receiving SOTE scores below 4 (on a 1-to-5-point scale) for three consecutive semesters is not retained (PP, Faculty, p. 22; Appendix II.9; Appendix II.10).

SLIS faculty are experts in a wide range of areas and they are skilled online instructors. In addition, they are actively engaged in the profession, serving at all levels in professional associations, including international organizations and groups that promote professional diversity (PP, Faculty, p. 21, 23-25, 26, 32-33; Appendix III.9; Appendix III.10). SLIS makes its own contribution to the advancement of the profession as a founding partner of the Library 2.0 Worldwide Virtual Conference series which provides a valuable free learning opportunity for students, alumni, and other LIS professionals across the globe. The Library 2.011 conference featured 153 fully online presentations, including 6 keynote addresses, the Library 2.012 conference offered 161 sessions, including 11 keynotes, and the Library 2.013 conference offered 154 sessions, including 10 keynotes and 4 distinguished speaker presentations. The goal of the Library 2.0 conference series is to engage the professional community in an international exchange of ideas concerning current and future professional practice and research. SLIS faculty are highly involved in these conferences, serving as presenters, moderators and facilitators (PP, Faculty, p. 26).

Quality of scholarly productivity is a key measure of research and scholarship. Faculty publish in a variety of media depending on their area of specialization. Scholarly achievement includes peer reviewed books, articles, reviews, book chapters, encyclopedia entries, and technical reports with wide distribution (PP, Faculty, p. 27-29; Appendix III.12). SLIS FT tenured and tenure-track faculty have a proven sustained record of scholarly work that contributes to the advancement of the discipline and the profession (PP, Faculty, p. 28; Appendix III.14). A number of FT non-tenure-track faculty are also engaged in writing and publishing (PP, Faculty, p. 29). Faculty are an active presence at national and international conferences where they showcase their research findings (PP, Faculty, p. 34-35).

The ability to obtain grants to fund projects also provides evidence of the quality of SLIS faculty who, since 2008, have received 26 grants resulting in more than 2.3 million funding. Some of the grants received were the result of interdisciplinary campus collaboration (PP, Faculty, p. 29-31, 33-35; Appendix III.18). The newest faculty hires have demonstrated innovative partnerships with other SJSU programs (PP, Faculty, p. 5).

In addition to teaching, faculty are also engaged in overseeing student projects, in student advising and they are involved in student associations' activities. The teaching load for tenure-track faculty is 3/3 for fall and spring semesters and FT lecturers carry a teaching load of 4/4. Release time is granted when faculty are involved in projects that require significant time investment. Classes cap at 25-30 students and faculty have teaching assistants who help them develop the D2L course sites (PP, Faculty, p. 36-37).

Faculty evaluation is governed by policies established by the California State University (CSU) system in conjunction with the California Faculty Association, a union that represents FT and PT instructors. Each CSU campus establishes its own criteria for the retention, tenure, and promotion (RTP) process. The SJSU's RTP rules and regulations govern the School's evaluation process (PP, Faculty, p. 37). The School has its own RTP Guidelines, reviewed and updated periodically. These Guidelines are applied when reviewing all faculty, both tenure-track and non tenure-track (PP, Faculty, p. 38). A tenured faculty appointed by the Director conducts peer reviews of non-tenured faculty, based on a review form. Based on the results of this review, the School's Director decides whether or not to retain faculty. Performance evaluation has a holistic approach and includes teaching effectiveness, scholarly productivity and involvement, service, and leadership in the profession (PP, Faculty, p. 39-40). For tenure-track faculty the RTP process is a biennial activity that occurs over a six-year period. Every other year tenure-track faculty are required to prepare a substantive dossier containing evidence of their progress towards tenure. Four faculty received tenure during the 2011-2013 period and six faculty were promoted during the 2010-2013 period (PP, Faculty, p. 41).

Standard IV—Students

Policies regarding student recruiting, admission, retention, and financial aid allow the School to recruit and retain a diverse group of individuals living in North America and abroad. Recruitment efforts coordinated by 4 FT staff members include live online Open Houses via Collaborate and a presence at 40 professional state, regional, national and international conferences several with a focus on underrepresented groups (Appendix IV.1). From January, 2012 through 2013, 10 live online open house events were held for prospective students resulting in 331 attendees for live sessions and 462 times the recordings were viewed (PP, Students, p. 3). Recordings and an Open House Blog are available for those not attending. The School promotes the program both via online and print advertising. Additional resources for prospective students and newly admitted students include early and frequent communication, a New Student Blog, a landing page which serves as a gateway to the website, (onsite interview) brochures, a presence on Facebook, Twitter, and Pinterest, and online information sessions particularly for the newly admitted students. To assess the effectiveness and value of these communication initiatives, newly admitted students are invited each semester to complete a survey. Fall, 2012 survey indicated that nearly 1/3 of respondents visited the blog and attended an online information session (PP, Students, p. 9).

Special diversity recruiting initiatives contributed to an increased Hispanic student population from 9.4% (176) to 14%.1 (311) in 2006-2013, and an increased American Indian student population from 11 to 84 students in Spring, 2013 (PP, Students, p. 5). The student ethnic diversity 2012-2013 shows 62% white, 14% Hispanic/Latina, 12% Asian, 4%

Black/African American; 4% American Indian/Alaska Native, 3% Unknown, and 1% Native Hawaiian/Pacific Islander (Appendix IV.7). Geographically from 2007 - 2013, the numbers of students with a residence in California have progressively decreased from 91% to 66%; numbers have increased from other U.S. States (8% to 29%), and increased in numbers from outside the U.S. (1% to 5%) (Appendix IV.5; PP, Students, p. 10). Over the past 7 years approximately 40% of graduates have represented ethnicities other than White (PP, Students, p. 14). Four diversity initiatives include: a.) a 4 year IMLS-funded Circle of Learning (COL) grant with 19 student participants involved a partnership between SLIS and the American Indian Library Association aimed at recruiting and supporting American Indians and Alaska Natives (COL website; PP, Students, p. 6). Since this grant is about to end, the School continues to assess and evaluate resultant data and focus on additional diversity initiatives (onsite interview); *SLIS COL Student Case Studies* is presented by the School as evaluative evidence of the program (Appendix IV.2); b.) The 3-year Serra Cooperative Library System project comprising a network of public, academic, and special libraries in the 2 California counties bordering Mexico provided scholarships and other support to 39 paraprofessionals working in Serra libraries. Thirty-two students completed the MLIS degree with 57% of them finding new professional-level library jobs by the grant's end (PP, Students, p. 7); c.) The San Jose Public Library and San Jose State University Library provided mentoring, financial assistance, internship placement, and other support to 13 ethnically diverse students, who received their MLIS degrees and are employed in professional librarian positions; d.) The Los Angeles Public Library provided 19 of their paraprofessional employees scholarship funds (PP, Students, p. 7).

The School uses several retention initiatives one of which is requiring all students to successfully complete the one-credit interactive course LIBR 203, Online Social Networking: Technology and Tools. Students receive ongoing assistance from the technical support team, access to student tutorials, and the student guides. Additional online support services include writing tutoring, and writing workshops. A second retention initiative is Financial Aid with online information provided on the website. The number of students receiving financial aid has progressively increased from 653 students in 2008 to 1,022 in 2013 (PP, Students, p. 12). Students can apply for SLIS, College, and University scholarships and some of the School's scholarships target the financial needs of students from groups that are underrepresented in the profession. A third retention initiative includes providing financial support to students who serve as research assistants through mentoring, faculty support, and website team involvement. Numbers of research assistants range anywhere from 21 and 35 per semester for the last 7 years (PP, Students, p. 13).

The SLIS website is the primary source of information about the School, was redesigned in 2012, uses Drupal, is maintained by the School's web team, and monthly receives 30,000 unique visitors (PP, Students, p. 15). There are a number of frequently accessed pages providing information about SLIS, SLIS programs, students, people, and career development. Information is also provided by the School through blogs found on the social media web page. The most popular blogs along with their monthly average visits are Curriculum Blog (2800), Advising Blog (2,700), Career Blog (7700), and the New Student Blog, which sees between 900 and 1,000 visits per month (PP, Students, p. 16). Using social media channels to communicate, the School shows their annual number of views/followers as of August, 2013 as the YouTube channel launched in 2006 (23,000 views), a Facebook page created in 2010 (3,800 likes), communication with Twitter followers beginning in 2011 (1,200), and a self-created Pinterest page in 2012 (274 followers) (PP, Students, p. 16). Additional communication channels include the School's

SLISAlert email notification system with an average of 55 messages each month sent, a quarterly alumni e-newsletter distributed to more than 3,800 alumni and accessed on the School's alumni web page, and various publications such as *Innovate* magazine which serves as SLIS's annual review, a specialized brochure on the Teacher Librarian Career Pathway, and an annual Convocation booklet. Other than the open house events and the information sessions for potential students mentioned earlier, the School provides live orientation sessions for new students and students who choose to complete an internship, and a semester Director's Forum.

The online application process includes completing the application form, paying the application fee, and submitting transcripts. Students can apply for admission for the Fall or Spring semesters provided they meet the requirements of an earned bachelor's degree from any regionally accredited institution in any discipline with a GPA of at least 3.0 at the degree's institution or in the last 60 semester or 90 quarter units; a general understanding of computers and technology; computer access from home and an Internet connection; and a TOEFL score of 600 (paper), 250 (computer), or 100 (Internet-based). The University Graduate Admissions and Program Evaluation Department reviews applicant materials. Spring 2014 data shows 152 Regular Session and 379 Special Session applicants with 124 Regular and 308 Special accepted. Total number of active students is 2157 with 1572 enrolled (Appendix IV.3).

Applicants not meeting the GPA requirements receive an e-mail from the Student Services Coordinator with information about options for raising the GPA and then reapplying. Applicants do not submit personal statements for letters of reference, nor are they required to take the GRE and submit the results. New students are screened by mandating that all students pass LIBR 203, and earn a "B" or higher in each of the required core courses (LIBR 200, LIBR 202, and LIBR 204) which must be taken within the first 16 units. A student not earning "B" or higher in any of the 3 core courses is placed on academic probation, can retake the course one more time, and if not successful, is disqualified from the program. Letter grades given are "A" for exceptional work, "B" for good work meeting the standards, and "C" for adequate work and counts for course credit (PP, Students, p. 21). Students must complete 43 semester units including 16 units of required courses and 27 units (63%) of electives. Up to 9 units can be transferred from other SJSU Departments or other accredited institutions provided a grade of "B" or better is earned, the courses are graduate level, not be more than 7 years old by the expected graduation date, and cannot have been used for a completed degree. Students can opt to waive the required LIBR 285, the research methods course if they have taken and passed a graduate-level research methods course and completed a thesis or dissertation as part of a previous graduate degree (PP, Students, p. 21). From Fall 2006 through Spring 2013 there have been 3,518 MLIS graduates (Appendix IV.6).

Students have the opportunity to construct programs of study that allow their needs to be met within the context of the program. They must demonstrate that they have mastered the School's MLIS Program Learning Outcomes (Core Competencies) which are explicitly integrated into every course syllabus, and also located in the online Core Competency database. For the capstone project/culminating experience option, students have the choice of producing a master's thesis (LIBR 299) or the e-Portfolio LIBR 289: Advanced Topics in Information Science. Most students (about 98%) choose to complete an e-Portfolio which requires students demonstrate mastery of all 15 competencies through reflective essays supported by artifacts, evidence, exhibits, assignments, and experiences generated throughout their program (PP, Students, p. 29).

Upon completion of the required courses, students use any of the 12 Career Pathways developed by faculty expertise and the Program Advisory Committee as a guide to construct their individual programs. Each of these include a description of the area, employment opportunities, core theory and knowledge, and recommended coursework. Seven 2013 November Pathways Review were provided as evidence (File: Pathways Review Information).

Students have multiple options for the required LIBR 285 Research Methods course where an original research proposal is required. Some areas of focus from Spring 2013 include Action Research, Reference Services, and Historical Research. In addition, the Special Studies Course (LIBR 298) elective gives students the opportunity for advanced independent research or work on a field-based project in areas of interest.

MLIS students can choose electives from the School's online Master of Archives and Record Administration (MARA) program. Because SLIS participates in the Web-based Information Science (WISE) consortium, students can also enroll in courses not offered by SLIS. SLIS also participates in interdisciplinary collaborations giving students the opportunity to take courses in French, Spanish, and Chinese language and culture offered by SJSU Department of World Languages and Literatures which were developed by SLIS and World Languages faculty as well as a new course in Crisis/Disaster Health Informatics developed by SLIS and the SJSU Department of Health Science.

The School provides students with the opportunity to serve an internship, either face-to-face or virtual with three FT SLIS faculty members serving as intern supervisors. Guidelines and a database of internship sites are available online as are guides and surveys for the site supervisors (Appendices IV.11-14; onsite interview). Two hundred fifty-four students chose to complete an internship in 2006-2007(face-to-face only), and 230 during the 2012-2013 year (sans 2013 Summer interns) joint face-to-face and virtual students. The past 2 years of data given for virtual internships show an increase from 22 to 25 (sans Summer 2013 interns) (PP, Students, p. 28). Students in the Teacher Librarian program are required to complete a School Library Fieldwork course (LIBR 295) both in an elementary and a secondary (middle or high) school.

Students have access to guidance through academic advising. Dr. Linda Main serves as Coordinator of Admissions and Academic Advising and FT faculty members serve as academic advisors. However, course instructors, PT faculty can provide course advice and/or expertise in their area of specialization. Advisors communicate via e-mail and their own advising sites at the start and throughout each semester. Students are enrolled in their advisors' D2L site and have access to an advising FAQ page, and the advising blog. Students also have access to career counseling and job search assistance via the online SLIS Career Center dedicated to career development which among others, includes the areas of career direction, emerging career trends, networking, resume and cover letter tips, interviewing techniques, and creating a career e-portfolio. The School's Career Center also offers career development webcasts, videos, and webinars. Data shows that there were 9,235 unique visitors to all career development web pages during the time period of March 2013 thru May 2013 (Appendix IV.8). In the 2013 Spring graduate exit surveys 31% of respondents called the career resources "excellent" and 23% say they are satisfactory (PP, Students, p. 33). An Alumni Career Spotlight tool has been launched for graduates to create a page on the School's website. In January of 2014, the Career Center submitted an entry for the National Association for College and Employees (NACE) Technology Excellence Award (onsite interview 3/3/2014).

SLIS offers a wide range of opportunities for students to participate in all of the School's learning community. The School hosts 3 chapters of national professional associations in addition to providing a complimentary one-year membership to all new MLIS students: American Library Association, Special Libraries Association, and Association for Information Science and Technology (ASIS&T). The American Library Association Student Chapter (ALASC) was recognized as ALA Student Chapter of the Year in 2009 and 2010 and runner-up in 2011. The School's ASIS&T Student Chapter was recognized as the 2012 ASIS&T Student Chapter of the year. Both groups have a presence on Facebook, Twitter, and LinkedIn, and both host online events throughout the year. The School also hosts a Society of American Archivists (SAA) Student Chapter which also holds multiple activities. For the 2012-13 academic year membership numbered 78 students for ASIS&T and 125 for the SAA Student Chapter. SLIS is in the process of Piloting an SLA student chapter (PP, Students, p. 36). SLIS publishes the SLIS online, open-access publication *Student Research Journal*, which is a double-blind, peer-reviewed scholarly journal published twice a year. As a student-governed publication with a 10-member editorial team, it includes articles authored by SJSU SLIS students, graduate students from other ALA-accredited institutions, invited faculty essays, and essays written by the student Editor-in-Chief.

Students take on leadership roles serving as mentors, web conference assistants, and learning management system assistants and can earn course credit in LIBR 298 Special Studies serving as such. In a typical semester, there are 25 students who serve in this capacity. More than 25 of the LIBR 298 student assistants volunteer their web conferencing expertise each year, serving as session moderators at the Library 2.011, 2.012 and 2.013 Worldwide Virtual Conferences of which the School is a founding partner. Data shows that the first conference, Library 2.011 featured 153 online presentations, the 2.012 offered 161 sessions including 11 keynote presentations, and 2.013 conference offered 154 sessions, including 10 keynotes, and 4 distinguished speaker presentations (PP, Students, p. 38). Student presentations are recorded and available via online access.

Students are represented on all 6 shared governance committees which also include FT faculty, PT faculty, staff, and alumni. The SLISConnect student president serves on the Leadership Coordinating Team and a student serves on the Student Affairs Committee of the SJSU College of Applied Sciences and Arts.

The School conducts systematic evaluation of student achievement within individual courses and as part of the overall program evaluation. At the course level, assignments that evaluate student achievement of defined Student Learning Outcomes are incorporated in the course syllabus and are typically assessed using a rubric. Student achievement is also evaluated at key milestones in the program: upon successful completion of LIBR 203 Online Social Networking: Technology and Tools; after successful completion of the three required core courses; and upon successful completion of the culminating experience course. Students are not only measured for their achievement, but they also provide feedback to be used to improve the SLIS program. At the end of each semester students are asked to complete an anonymous online Student Opinion of Teaching Effectiveness (SOTE) survey which focuses on the effectiveness of instruction in individual classes. The results are also used by the School's Director as part of her review of faculty performance and for discussion during faculty retreats and annual Faculty Institute. The School developed a list of tips for faculty on how to apply SOTE feedback, which they review and often times modify their courses (Appendix IV.10). New graduates also provide

feedback in an exit survey which helps assess satisfaction with the curriculum and identify areas needing improvement. Faculty, alumni, and students serve on the School's Curriculum and Program Development Committee which coordinates systematic and continual review of the curriculum for ongoing appraisal, to make improvements, and to plan for the future. Peer reviews of courses are also done guided by established online teaching standards in the areas of course design and structure, course content, instructor contribution to content and student learning, interaction and collaboration, student assessment, and use of technology. The evaluation process also includes involvement from other groups: the internship supervisors, practitioners participating in the Program Advisory Committee (PACs), and the School's International Advisory Council.

Standard V—Administration and Financial Support

The SLIS is an integral yet distinctive academic unit within SJSU. It is one of fourteen academic units in the College of Applied Sciences and Arts, abbreviated CASA, (PP, Administration, p. 2; Appendix V.3). CASA also includes three other schools (Journalism & Mass Communication, Nursing and Social Work), seven departments (Aerospace, Health Science & Recreation Studies, Hospitality Management, Justice Studies, Kinesiology, Nutrition & Food Science, and Occupational Therapy), and three programs (Gerontology, Timpany Center, and Military Science). The SLIS Director reports to the Dean of CASA, Dr. Charles Bullock, as do the other directors and department heads of the other academic units in CASA.

SJSU faculty, staff and students are encouraged to participate in the life of SJSU through committee work. They have the same opportunity for committee representation from their unit on advisory and policy-making bodies as colleagues in comparable units. Faculty, staff and students serve on numerous decision-making college-level committees; SLIS faculty members also serve on University Committees and boards (PP, Administration, p. 4-5). A review of the complete list of faculty service on College and University committees was impressive (Appendix III.19).

The executive officer of the program is the SLIS Director, Dr. Sandra Hirsh, who is a member of both the College Executive Council and the University Council of Chairs and Directors (PP, Administration, p. 2). The SLIS also has an Associate Director, Dr. Linda Main. A review of requested similar unit directors and department chairs salaries revealed that the SLIS Director is paid a significantly higher salary than most colleagues in similar academic units in both the college and the university (onsite evidence). Dr. Sandra Hirsh was appointed SLIS Director in August 2010 for an initial 4-year appointment, succeeding Dr. Ken Haycock, who was SLIS Director for five years. Dr. Hirsh was recently appointed for an additional 4-year appointment, for the period of 2014-2018. She is a tenured full professor on a 12-month appointment (PP, Administration, p. 7).

A review of the SLIS Director's accomplishments for 2010-2013 demonstrates innovation and leadership in fostering a rich intellectual environment for this exclusively online program--since the Fall of 2009 (PP, Synthesis and Overview, p. 2). Among numerous solid accomplishments are the following: the creation of the highly successful yearly Library 2.0 Worldwide Virtual Conference series, the launching of the SLIS Post-Master's Certificate, and

the launching of the Center for Information Research and Innovation (CIRI). Additionally, in the fall of 2011, in partnership with Department of World Languages and Literatures at SJSU, she introduced online language and culture courses for MLIS students in Spanish, French and Mandarin (PP, Administration, p. 5 and PP, Administration, Table V.3, p. 8-9). SLIS faculty members are involved in several global collaborations including current initiatives in Canada, Australia, Denmark, Pakistan and Vietnam (PP, Administration, p.11). In 2011, the online *Student Research Journal* was launched (PP, Administration, p.11), further evidence of the strong research culture that is fostered in the SLIS under the strong leadership of Dr. Sandra Hirsh.

SLIS has adequate staff to support both the Director and the faculty. As stated previously, the SLIS is led by a Director and an Associate Director. Additionally, there is an Assistant Director for Distance Learning, a technology support team of four, and five other coordinators, specialists and support staff—including an Administrative Services Coordinator, who supervises a team of 4.5 administrative staff (PP, Administration, p.13-15). There is an Organizational Chart available (PP, Administration, Appendix V.4).

There are two revenue sources available to the SLIS: 1) the University Budget allocations based on Regular Session fees, paid by students; and 2) Special Session fees, paid by students outside the catchment area of San Jose. Additionally, as part of the Regular Session fees, the SLIS receives revenue from the Student Success and Technology fees to establish and renew technology each fiscal year (PP, Administration, p.15-16). Evidence of the adequacy of the revenue to cover expenses for the SLIS is found in the SLIS Budget Report for 2007-2012, which indicated that there have been large amounts of surplus funds (PP, Administration, Appendix V.7). The continued financial support of the combined revenue sources reviewed has been more than sufficient to develop and maintain library and information studies education for the program (PP, Administration, p.15).

A review of compensation figures for the program's executive officer, faculty and staff (onsite evidence) indicated that they are equitable and sufficient to attract, support and retain personnel, who are needed to attain program goals and objectives. As previously mentioned, the Director's salary is significantly higher salary than most colleagues in similar academic units in both the college and the university (onsite evidence). Faculty compensation is tied to the hiring range at SJSU and the Salary Schedule in the Collective Bargaining Agreement (Contract, Appendix C) 2012-2014 (<http://www.calfac.org/contract>) of the California Faculty Association, a union that represents all full-time (and part-time) instructors (PP, Faculty, III, p.37). In recent years, salary increases have been slight given the financial conditions of the State of California (information provided during the on site visit), but salaries remain strong for SLIS personnel.

As an integrated unit at SJSU, the SLIS receives institutional support for research and professional development, including and especially travel, as well as student financial aid—all on the same basis as comparable units at SJSU (Tables V.4, V.5, & V.6; PP, Administration, p. 18-20).

The SLIS has a strategic planning process and shared governance model that ensures regular review of strategic directions, review of goal attainments, analysis of internal and external environments, and specific administrative and programmatic objectives (PP, Administration, p. 20-21). One example is the goal to increase student involvement in professional associations and as a way of insuring this, SLIS funds are budgeted to pay for a one-

year membership in a professional association for each new MLIS student (PP, Administration, p. 21).

STANDARD VI—Facilities

SLIS's space on the SJSU campus totals approximately 5,451 sq. ft in Clark Hall including staff offices and offices for faculty living in Northern California as well as multiple purpose meeting spaces, a Technology Work Room and a Media Production Studio. Faculty and staff have 24x7 access to this secured environment. Under specific agreements three small offices are maintained at Pollak Library North at CSU Fullerton. Wireless access to the campus network is provided and computer workstations for visiting faculty are available (PP, Facilities, p. 23-24).

The Technology Work Room is used as a staging area, secure storage location, and a test environment (PP, Facilities, p.24). After 2008 the majority of SLIS technology has been located in the SJSU data center at the campus Information Technology Services building where co-location space is provided for campus customers. SLIS servers are monitored around the clock and the SLIS Network Administrator is on call around the clock (PP, Facilities, Appendix VI.10). SLIS is transitioning to "virtual" servers for more efficient equipment use. Access to the Data Center is limited and closely monitored (PP, Facilities, p. 26-27; Appendix VI.10). SLIS benefits from campus-wide next-generation technology initiatives including a wireless network upgrade and the roll-out of a VoIP unified communication system (expected to affect Clark Hall in Spring 2014). Between 2009 and 2012, SLIS technology related expenses averaged more than \$570 thousand dollars annually (PP, Facilities, Appendix VI.11).

The Dr. Martin Luther King, Jr. Library, is a joint-use academic and public library that serves the University and the City of San Jose. It provides physical resources on-site and via interlibrary services (with items sent directly to a user's home), and electronic resources including databases, course reserves, reference services, and research guides for all SLIS students and faculty regardless of their location. As of FY 2011-2012 the library held almost 3 million physical items of which 55,000 titles are in Library and Information Science and over 100,000 eBook holdings accessible via the Library's website (SLIS has the most eBooks of all the Library's subject areas). More than 500 journal titles and 400 databases support SLIS with 30 databases directly related to Library and Information Science. As of FY 2010-2011 almost \$13 million dollars has been expended from Library Science Funds to support acquisitions in general and specialized Library Science and School/Library Information Literacy with about \$2 million spent annually for digital resources. SLIS also provides annual funding to the Library to make ISO and ANSI Standards available to its students. The SLIS Subject Specialist has an annual budget for new purchases in the SLIS area. The Specialist analyzes the existing collection's use and ability to support SLIS. Special effort is made to acquire ebooks in multiple-user format. The Library leverages CSU system collective purchasing (PP, Facilities, p.30; 39-40; Appendix VI.12; 15; on-site interviews with library staff and tour 3/3/2014).

The SLIS Subject Specialist is the Library's liaison to the SLIS program. Subject Specialists serve on Library teams including Collection Development, Information Literacy, and Reference. The SLIS specialist serves on the Reference Team. Subject specialists meet each

semester to review each team's major decisions and recommendations. The Collection Development Team responds to the suggestions of the SLIS Subject Specialist for new purchases with input from SLIS faculty. Additionally, SLIS students are supported by several library staff and services including the Distance Librarian, the Library Senior Access Services Coordinator, the Electronic Resources Coordinator and the Library's Student Computing Services Center as well as a 24x7 "Ask a Librarian Chat Service" (PP, Facilities, p. 40; onsite interview 3/3/2014).

SLIS provides an on-demand media collection of videos of events, some of which are available to alumni and other LIS professionals as well as podcasts via iTunes University and SLIS's own YouTube channel (PP, Facilities, p. 33-35, 37). The Media Production Facility in Clark Hall is used by SLIS faculty and staff and supports the use of technology in course delivery including close-captioning, the recording of conferences and recording video content for the SLIS online media library. SLIS students have access to several software tools that enable them to produce digital creations for their coursework and set up their own web conferencing sessions, create recorded screencasts and record presentations that include audio, webcam video, PowerPoint slides, images, and application or desktop sharing and develop digital media in a variety of formats (PP, Facilities, p. 37-38).

SLIS supports independent study through various course options (e.g. LIBR 298 Special Studies), the WISE program, and the Virtually Abroad course (PP, Facilities, p.37, Appendix VI.17).

SLIS full-time faculty and staff receive one desktop computer (for in-office or at home use) along with all necessary peripherals; one laptop computer, one tablet computer, external storage, one headset, and custom peripherals as needed. Docking stations are available. Both Windows and Mac are supported and SLIS is now moving to shared network printing as part of a College-wide green initiative (PP, Facilities, p.36; Appendix VI.16). Part-time faculty are responsible for their personal computing environment and must meet the same home computing requirements as students. Part-time faculty have access to software products under SJSU and SLIS licensing and requests for other software are handled on an individual basis. Part-time faculty are not covered under the Microsoft Office SCU license. All new students are issued accounts on the SJSU Single Sign-on Platform (SJSUOne). They also currently receive a separate user account for D2L though this will be subsumed under SJSUOne when the new Canvas learning management system goes active.

SLIS is invested in a significant number of hardware and software applications and in technology-related and other staff to support its programming across the entire life cycle of evaluation, acquisition, deployment, maintenance, etc. This includes personnel who serve on university-wide and SLIS committees tasked with budgeting and evaluation of technologies as well as providing the training and support needed to ensure that all SLIS activities may be accessed seamlessly regardless of location or time of day. It also includes personnel who liaise with the SJSU Data Center.

SLIS enables and facilitates access to its course-specific resources and myriad software programs and applications. School technology staff support faculty and students in utilizing these services including requiring minimum operating systems and a basic level of technology proficiency before a student or faculty member can be retained and advance. Support for use of the various technologies (hardware and software) is provided in several ways (PP, Facilities, p. 47-49).

On site interviews with the Technology Working Group confirmed their day-to-day oversight and administration of technological resources and planning to meet current and future needs (PP, Facilities, Appendix V5; VI.18; onsite interview 3/3/2014). A complimentary Technology Resources Committee represents all stakeholders in recommending new technologies. Extensive support via training and one-to-one troubleshooting is provided by staff and student assistants. Vendor technical support is also available for several systems. Tutorials are provided on the SLIS website and SLIS Apps Server and in some cases by third party product vendors.

In compliance with Section 504 of the Rehabilitation Act SLIS ensures that all students have access to course content and online events via transcript or closed captioning for audio and video material (including support tutorials) either through a third party provider - or through the SLIS Media Production facility. Faculty members are required, at a minimum, to provide students with a downloadable transcript for each media resource (PP, Facilities, p. 50-52). In cooperation with the CSU Accessible Technology Initiative, SLIS website and all web applications are tested by the SLIS Web Technologist to ensure their compliance with Section 508 standards as well as with the Web Accessibility Initiative (WAI) Standards. The SJSU Accessible Education Center (AEC) offers resources to distance learners with disabilities. The Alternative Media Center converts class materials to accommodate student disabilities including cognitive impairment. The SJSU Accessibility Technology Initiative Compliance Officer evaluates all services under consideration and product vendors must submit proof of accessibility compliance. SLIS provides physical accommodations for the SLIS Convocation ceremony which includes ramps for facilitating wheelchair access to the stair area.

There is a systematic evaluation and planning process regarding physical facilities. When issues arise the SLIS Director consults with the Associate Director and, as needed, the appropriate School governance committee and the faculty (PP, Facilities, p.53).

The agenda of the Technology Working Group is largely driven by recommendations from the SLIS Curriculum and Program Development Committee and the Technology Resources Committee, both of which involve faculty, staff, students, and alumni in reviewing the School's technology needs. Generally, input from all SLIS stakeholders is incorporated into the process of evaluating new virtual resources (PP, Facilities, p. 53-54). In 2012 a faculty survey was conducted that led to the development of additional support resources for achieving faculty technology proficiency (PP, Facilities, p.44-45).

In the summer of 2012 SLIS began using the Sloan-C Scorecard to conduct an annual self-assessment of six indicators on how well their technology supports the SLIS online delivery model (detailed information on the Sloan-C Scorecard related to technology is available at <http://slisweb.sjsu.edu/about-slis/scorecard/technology-support/1>). SLIS received a 2013 Sloan Consortium Effective Practice Award recognizing the School's exemplary use of the Scorecard as well as efforts to share results transparently with all stakeholders by posting scorecard results on the SLIS website.

Through its innovative online education and successful outcomes SLIS often serves as a model at the university level to other schools willing to embark on providing distance education to their students.

Summary

The online MLIS program offered by the School of Library and Information Science at San Jose State University provides students with considerable specialized professional opportunities, based on the special nature of the intellectual and creative focus of the parent institution. The ERP was impressed with the significant service this program is providing in preparing professional information providers. Students and alumni that we spoke with are enthusiastic about both the program's offerings and their choice of careers. They spoke warmly of the access that they have to the faculty, of their capacity to collaborate with colleagues and of the support that they receive from the school's staff. The program has appropriate institutional support, and attracts a highly diverse and high-caliber student body to take advantage of its core program, degree options, and specializations.

The teaching, research, and service contributions of the faculty also are remarkable. The panel noted their dedication to adopting and promoting innovative online teaching and integrating technology into distance education. The panel was also impressed by faculty growth of SLIS during these difficult financial times as well as the overall entrepreneurialism displayed by SLIS. Interviews with students, employers, alumni, advisory board members corroborate the overall sense of success and achievement enjoyed by SLIS' online MLIS program. All of this is a tribute to the program and bodes well for its future.