SURVEY RESULTS

EXECUTIVE SUMMARY

Introduction

According to the Council for Higher Education Accreditation, "Accreditation in higher education is a collegial process of self-review and peer review for [the] improvement of academic quality and public accountability of institutions and programs."[1] Accreditation is a cyclic endeavor, generally involving five steps: 1) a self-study, 2) a site visit by peers, 3) a follow-up report, 4) a pronouncement by the accrediting agency on whether to accredit the program or institution, and 5) a mid-term report and review. At the end of the term, the process cycle begins again.

Within the boundaries of this formula there is potential for great variation in the standards by which institutions or programs are measured. Institutions have the flexibility to establish their missions, set goals, and explain how they achieve them. Accreditors are moving away from inputs-based measures to outcomes-based measures. As a result, guidelines and standards are less prescriptive.

The purpose of this survey was to identify the scope of accreditation standards and the data provided by libraries to meet the requirements of accrediting bodies. The results may help libraries identify and understand what standards exist, and how their contributions lead to successful accreditation and reaccreditation for their parent institutions. Additionally, this survey sought to identify how deeply ARL libraries are involved in the accreditation process at the institutional level. As libraries strive to establish their impact and value in higher education, this measure is one way to gauge how institutional leaders perceive their libraries' contributions. Forty-one of the 115 academic ARL member libraries (36 US and 5 Canadian)

responded to the survey between March 26 and April 30 for a response rate of 37%.

Regional and Programmatic Accrediting Agencies

There are six regional accrediting agencies in the United States. Canadian accreditation is done at the provincial rather than the federal level. Each of the responding US institutions is a member of one of the six regional agencies. The distribution of respondents' membership in a regional accrediting agency is shown in Table 1 below.

Table 1. Respondents' and Institutions' Membership in Regional Accrediting Agencies

Regional Agency	Survey Respondents	Agency's ARL Members	%
North Central (NCA-HMC)	12	32	38%
Southern (SACSCOC)	9	24	38%
Middle States (MSCHE)	7	20	35%
Northwest (NWCCU)	3	5	60%
Western (WASC)	3	9	33%
New England (NEASC-CIHE)	2	9	22%
Canadian	5	16	31%
TOTAL	**41**	**115**	**37%**

The survey also asked respondents if their institutions belonged to various programmatic accrediting agencies. All but two (95%) reported they are members of one or more programmatic accrediting bodies. They identified 127 agencies that can be organized into 15 categories: 1) architecture and construction science; 2) agriculture; 3) business; 4) computer science, engineering, engineering technology, and science; 5) dentistry; 6) dietary; 7) education; 8) health care management; 9) medicine; 10) nursing; 11) pharmacy; 12) psychiatry, psychology, and social work; 13) therapy; 14) veterinary medicine; and 15) other programs. The agencies most frequently identified were ABET (applied science, computing, engineering, and engineering technology), the Association to Advance Collegiate Schools of Business (AACSB), the American Psychological Association (APA), the National Council for Accreditation of Teacher Education (NCATE), and the American Association of Colleges of Nursing (CCNE).

Accreditation Reports and Site Visits

Thirty-nine of the responding libraries (95%) have participated in a regional or programmatic report in the last five years. Of these, 37 indicated they have participated in between one and 18 reports, for a total of 201. This is an average of 5.43 accreditation reports per library ($\sigma = 3.83$) during the last five-year period.

The highest number of reports were prepared for the National Architectural Accrediting Board (16) and ABET (15). The National Association of Schools of Music (8), NCATE, and the Council on Social Work Education (7 reports each) followed distantly. The survey asked respondents to select one report and briefly describe the library elements the agency asked for and what recommendations the agency had for the library. Seventeen respondents described regional agency reports; 27 described programmatic reports. In most cases, the accrediting agencies' follow up reports did not contain any specific recommendations regarding the institution's libraries.

Of the 37 survey respondents who have participated in the preparation of an accreditation agency report, 28 (76%) indicated they had participated in a regional or programmatic accreditation visit in the last five years. These added up to a total of 100 visits with an average of 3.70 per library ($\sigma = 2.49$). Visits at each institution ranged from 1 to 10 in the five-year span. Eleven respondents briefly described a visit by a regional accrediting agency; 17 reported on a programmatic agency visit.

Staff Participation in the Accreditation Process

The library staff who participate in the accreditation process varies, but associate directors (17 responses, or 55%) and directors (15, or 48%) are the most frequent participants. Other individuals who participate in report preparation, committee work, or site visits include subject librarians (such as "subject librarian for Journalism and Mass Communication") and branch librarians (e.g., "Head Veterinary Medicine Library")—particularly in the programmatic accreditation process—collection management librarians, and bibliographers. While survey comments indicate that library participation is not treated as a single-person assignment in many cases, only a few respondents indicated that a committee was formed for the accreditation process.

Associate directors have the broadest involvement, from serving on institutional accreditation groups, to preparing reports, to meeting with site visitors. Subject librarians and department or branch library heads most often prepare reports and meet with the visiting evaluation team. Directors most often play a role in the accreditation team visit.

Although respondents indicated that library staff worked with their institutional research office to prepare the accreditation report (36%) or to prepare for the site visit (29%), a greater percentage (58%) responded there was no interaction with that office. However, since some responses were for programmatic reviews rather than regional accreditation, involvement with the central institutional data office might not be warranted. The college, department, or faculty under accreditation review would typically address programmatic accreditation requirements. So, library involvement in the accreditation process may have been at the college/departmental rather than at the institutional level.

Online Assessment Management Systems

The survey asked whether the respondent's institution is using an online assessment management system (OAMS) to document outcomes, improvements, and quality enhancement plans. The implementation of these systems follows the trend among accrediting agencies to not only require institutions to report on their current states of compliance, but also demonstrate continuous evaluation and improvement within schools' processes and outcomes. Only 14 respondents (37%) report that they are using an OAMS.

Although there are several products on the market, most of the institutions use a system developed in-house (8 responses, or 57%). The commercial products being used by ARL institutions include WEAVEonline, StudentVoice, CollegeNet, Compliance Assist, iQuest, LiveText, Nuventive, and Taskstream. None of the respondents are using Academic Management Systems, Concord, Dataliant, Insight Assessment, Smarter Services, TK20, Waypoint, or WIDS.

Note: The survey did not inquire about the use of faculty reporting systems that can generate formatted reports that match agency standards or requirements, such as faculty qualifications and research productivity for accreditation purposes.

Data Reported

The data each accrediting agency requires to meet standards runs the gambit of specificity. Some agencies have precise data sets that must be reported as evidence of compliance. Other agencies require that institutions not only demonstrate compliance but also identify and justify the types of data used to support the school's claim to compliance. Some examples:

"The library services and the computing and information infrastructure must be adequate to support the scholarly and professional activities of the students and faculty."
ABET, Inc. Criterion 7

"Library Resources. Library collections and other resources are sufficient to support the program's mission and educational objectives."
American Society of Landscape Architects (ASLA) — Landscape Architectural Accreditation Board (LAAB) Criterion 7C

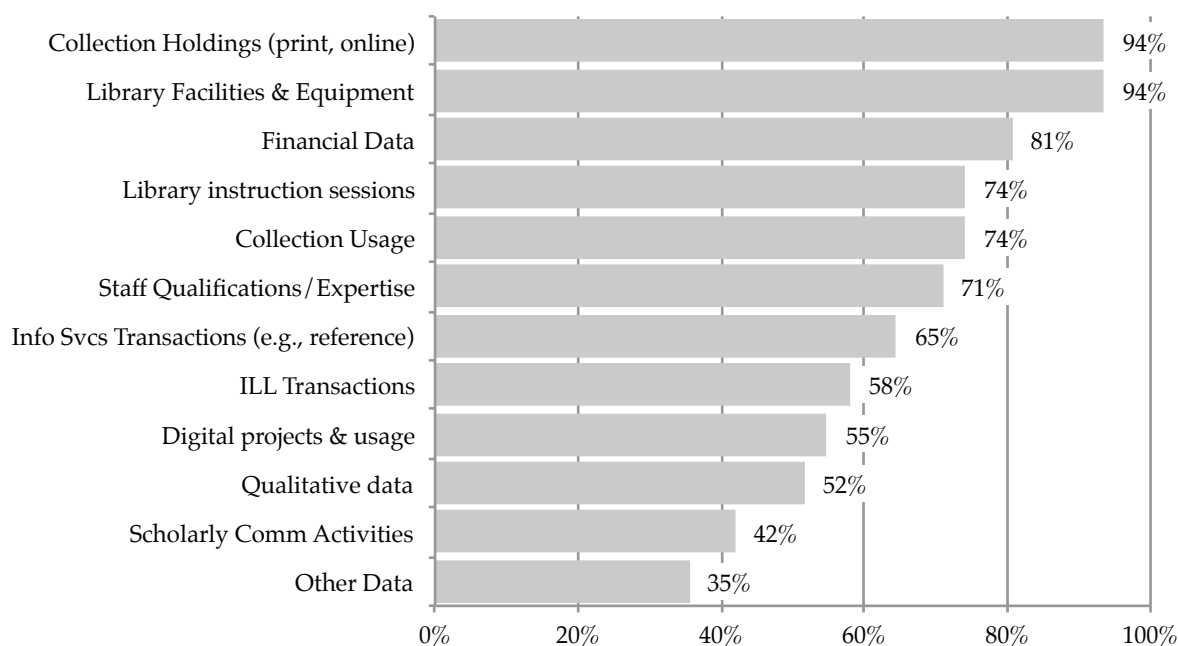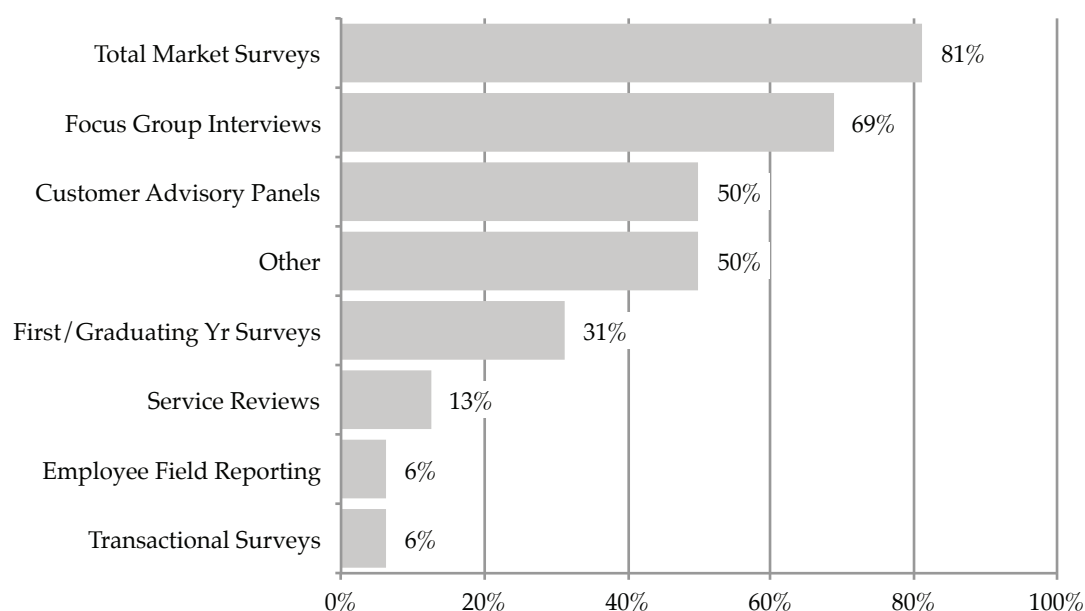**Table 2: Library Data Reported for Accreditation**

Category	Percentage
Collection Holdings (print, online)	94%
Library Facilities & Equipment	94%
Financial Data	81%
Library instruction sessions	74%
Collection Usage	74%
Staff Qualifications/Expertise	71%
Info Svcs Transactions (e.g., reference)	65%
ILL Transactions	58%
Digital projects & usage	55%
Qualitative data	52%
Scholarly Comm Activities	42%
Other Data	35%

Table 3: Methods Used to Collect Qualitative Data

Method	Percentage
Total Market Surveys	81%
Focus Group Interviews	69%
Customer Advisory Panels	50%
Other	50%
First/Graduating Yr Surveys	31%
Service Reviews	13%
Employee Field Reporting	6%
Transactional Surveys	6%

Survey respondents were asked to indicate what quantitative library data they reported for accreditation purposes. Not surprisingly, libraries contributed data to demonstrate institutional commitment, such as print and online holdings data, facilities and equipment, and financial data. They also contributed data that demonstrate engagement, such as circulation and interlibrary loan data, library instructional sessions conducted, and reference transactions. Most respondents (71%) indicated they provided evidence of staff qualifications and expertise, ranging from academic credentials to library faculty journal editorship and editorial board membership.

The survey also asked what methods the library uses to collect qualitative data for accreditation purposes, specifically those types identified by Leonard Berry.[2] Eighty-one percent reported using a total market survey such as LibQUAL+®. Focus groups are the next most frequently employed method, with customer advisory panels and other qualitative methods being used less frequently. Only one respondent reported using transactional surveys, even though these types of surveys have the broadest possible applications (e.g., in person reference transactions, online reference transactions, use at the conclusion of a website transaction, completion at the end of an instructional session, etc.) and are, relatively speaking, the easiest to construct.

Overall, 31 of the survey respondents (76%) indicated they used quantitative devices to collect data for accreditation purposes, compared to only 18 (44%) that use qualitative tools to demonstrate library impact for accreditation reporting.

Conclusion

As one respondent noted, "Library staff do not always know how library-contributed data is summarized for inclusion in [a] final report to the agency. Library staff have also noted that often the questions asked by the accrediting agency about library resources and services seem 'out of date' with current collection and service models." The data collected in this survey supports that perspective; those accrediting agencies that ask libraries to provide data still tend to ask for a report of volumes or subscription counts. However, another respondent noted, "Over the past several years, we've seen a trend away from a lot of very detailed questions (e.g., about numbers of volumes) to a more open-ended 'describe library resources' sort of approach. When we meet with reviewers, we are hearing slightly less emphasis on collections overall (though more emphasis on off-campus access to e-collections) and more emphasis on facilities than in the past, e.g., questions about ample study space—including availability of separate spaces for group work and quiet study, 24-hr access to the building, adequacy of wireless service."

It may be that the survey was conducted during an extended time of transition for accrediting agencies and higher education institutions. Accrediting bodies are shifting quantitative measures of library effectiveness (volume counts, hours open) to outcomes-based, qualitative measures. Libraries now must explain how their operations enhance student learning and institutional effectiveness, and, as a result, have a great deal of flexibility in how justification is provided. Libraries must determine what is appropriate and adequate, and make the case they meet the standards set by accrediting bodies.

For the time being, ARL member libraries can neither stop counting nor avoid justifying their effectiveness in supporting the mission of the larger institution. While a one-size-fits-all approach to program reviews and accreditation is neither feasible nor desirable, there is merit in a holistic approach to collecting and reporting library assessment data for accreditation. In 2005, ARL library directors indicated that the current ARL statistics failed to adequately describe or measure the effectiveness and impact of a 21st century research library. Since then, ARL has begun to lead the way in identifying more flexible statistics, including both quantitative and qualitative metrics, which can be collected and used as comparisons and benchmarks to each of its member institutions.

1   Council for Higher Education Accreditation. "CHEA-at-a-Glance" (2006), http://www.chea.org/pdf/chea_glance_2006.pdf Accessed August 18, 2012.

2   Berry, Leonard L. *On Great Service: a Framework for Action*. New York: Free Press, 1995.

SURVEY QUESTIONS AND RESPONSES

The SPEC Survey on Library Contribution to Accreditation was designed by **Holly Mercer**, Associate Dean, Scholarly Communication and Research Services, University of Tennessee, and **Michael Maciel,** Assessment Coordinator, Texas A&M University. These results are based on data submitted by 41 of the 115 academic ARL member libraries (37%) by the deadline of April 30, 2012. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

Libraries conduct assessment exercises for a number of reasons, including improvement of practice, service alignment with community needs, fiscal responsibility, and improved customer satisfaction. Increasingly, and more fervently, academic libraries are also called upon to demonstrate their value and contributions to student learning outcomes. This is especially true when libraries participate in institutional accreditation or reaccreditation reporting, strategic continuous improvement processes, and quality enhancement plans.

Libraries, academic programs, and higher education institutions may all be subject to accreditation processes that require documentation of library services and collections. These exercises demonstrate how libraries contribute to student learning and institutional mission. As the authors prepare for the reaccreditation process at our own institutions, we reflected on the types of information we gather to illustrate how the libraries support research and teaching excellence and community engagement. A common set of data analyses among ARL libraries may help to demonstrate relevancy of library programs and services to the accrediting agencies. Further, institutions would benefit from shared technical knowledge of online assessment management databases often used to collect and report data for accreditation and assessment.

The purpose of this survey is to identify the scope of accreditation standards and requirements from accrediting organizations, and to demonstrate how libraries are contributing to their institutions' successful accreditation and reaccreditation. While most accreditation requirements have one or more standards or criteria devoted to libraries, institutions may also ask libraries to contribute data to other standards, such as faculty qualifications or student services. The study will provide libraries with a list of peer contacts to seek assistance concerning an accrediting agency's requirements and analysis methodology, as well as support when using online assessment management databases.

TYPE OF INSTITUTION

1. Please indicate whether your library is in a US higher education institution or a Canadian higher education institution. N=41

US higher education institution	36	88%
Canadian higher education institution	5	12%

US REGIONAL ACCREDITING ORGANIZATION MEMBERSHIP

2. Please indicate to which regional accrediting organization your institution is a member. N=36

North Central Association of Colleges and Schools – The Higher Learning Commission (NCA-HMC)	12	33%
Southern Association of Colleges and Schools (SACS)	9	25%
Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)	7	19%
Northwest Commission on Colleges and Universities (NWCCU)	3	8%
Western Association of Schools and Colleges – Accrediting Commission for Senior Colleges and Universities (WASC)	3	8%
New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC-CIHE)	2	6%

PROGRAM ACCREDITING AGENCY MEMBERSHIP

3. Is your institution a member of any program accrediting agencies, such as ABET (applied science, computing, engineering and engineering technology accrediting agency) and/or AACSB (business and accounting accrediting agency)? N=41

Yes	39	95%
No	2	5%

4. Please indicate which of the following program accrediting agencies your institution is a member. Check all that apply. N=39

Architecture, Construction Science N=31

National Architectural Accrediting Board, Inc. (NAAB)	17	55%
Council for Interior Design Accreditation (CIDA) Formerly Foundation for Interior Design Education Research (FIDER)	14	45%
Planning Accreditation Board (PAB)	13	42%
Landscape Architectural Accreditation Board (LAAB)	12	41%
American Society of Landscape Architects (ASLA) Landscape Architectural Accreditation Board (LAAB)	11	39%
American Council for Construction Education (ACCE)	7	23%
Canadian Architectural Certification Board	3	10%
Canadian Engineering Accreditation Board	3	10%
Association of Landscape Contractors of America	1	3%
Canadian Society of Landscape Architects (CSLA)	1	3%
National Association of Schools of Art and Design (NASAD)	1	3%
Society of Wood Science and Technology	1	3%

Agriculture N=14

Society of American Foresters (SAF)	11	79%
National Recreation and Park Association Council on Accreditation of Parks, Recreations, Tourism, and Related Professions (COAPRT)	7	50%
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	3	21%
American Association for Leisure & Recreation	1	7%
Canadian Forestry Accreditation Board	1	7%
Council on Hotel, Restaurant and Institutional Education	1	7%
Institute of Food Technologies	1	7%
Society of Range Management	1	7%

Business N=35

AACSB International – The Association to Advance Collegiate Schools of Business (AACSB)	27	77%
Association to Advance Collegiate Schools of Business (AACSB)	14	40%
Association of Collegiate Business Schools & Programs (ACBSP)	3	9%
European Quality Improvement System (EQUIS)	1	3%

Computer Science, Engineering, Engineering Technology & Science N=33

ABET, Inc. (ABET)	31	94%
American Chemical Society (ACS)	15	46%

Association of Technology, Management, and Applied Engineering (ATMAE)	6	18%
Computer Sciences Accreditation Commission of the Computing Sciences Accreditation Board (CSAC/CSAB)	3	9%
Commission on Accreditation in Clinical Chemistry	2	6%
American Institute of Chemical Engineers	1	3%
American Society of Agricultural and Biological Engineers	1	3%
Computing Accreditation Commission (CAC) of ABET	1	3%
Engineering Accreditation Commission (EAC) of ABET	1	3%
National Association of Industrial Technology	1	3%

Dentistry N=7

Commission on Dental Accreditation of the American Dental Association (CODA)	5	71%
Canadian Dental Association Commission on Dental Accreditation of Canada (CDAC)	2	29%

Dietary N=11

American Dietetic Association, Commission on Accreditation for Dietetics Education (CADE)	8	73%
Accreditation Council for Education in Nutrition and Dietetics/Academy of Nutrition and Dietetics (ACEND/AND)	2	18%
Dietitians of Canada	1	9%

Education N=30

National Council for Accreditation of Teacher Education (NCATE)	22	73%
Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)	17	57%
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	12	40%
Teacher Education Accreditation Council, Inc. (TEAC)	7	23%
National Association of School Psychologists (NASP)	5	17%
National Association for the Education of Young Children	3	10%
University Council for Educational Administration (UCEA)	2	7%
American Association of Colleges for Teacher Education (AACTE)	1	3%
American Association of Intensive English Programs	1	3%
California Commission on Teacher Credentialing (CTC)	1	3%
Canadian Association for Co-Operative Education (CAFCE) Accreditation Council	1	3%
Comité d'agrément des programmes de formation à l'enseignement (CAPFE)	1	3%
Commission on English Language Program Accreditation (CEA)	1	3%
Committee on Education (AAVMC COE)	1	3%
Council for Exceptional Children	1	3%
Council for Standards in Human Service Education (CSHSE)	1	3%
Department of Education, State of Iowa	1	3%
Illinois State Board of Education	1	3%
National Alliance of Concurrent Enrollment Partnerships	1	3%

National Association of State Directors of Teacher Education and Certification	1	3%
National Association School Psychologists	1	3%
Pennsylvania Department of Education	1	3%
State Board of Educator Certification	1	3%
State of Oregon: Teachers Standards and Practices Commission (TSPC)	1	3%
Virginia Board of Education	1	3%

Healthcare Management N=9

Commission on Accreditation of Healthcare Management Education (CAHME)	6	67%
Association of University Programs in Health Administration (AUPHA)	3	33%
Commission on Accreditation for Health Informatics and Information Management	1	11%
National Association of Boards of Examiners for Long Term Care Administrators (NAB)	1	11%

Medicine N=35

American Speech-Language-Hearing Association (ASHA) Council on Academic Accreditation in Audiology and Speech-Language Pathology	17	52%
Liaison Committee on Medical Education (LCME)	16	49%
Commission on Accreditation of Allied Health Education Programs (CAAHEP)	10	30%
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	9	27%
Accreditation Association for Ambulatory Health Care, Inc. (AAAHC)	5	15%
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	5	15%
Council on Education for Public Health (CEPH)	5	15%
Joint Review Committee on Education Programs in Radiologic Technology (JRCERT)	5	15%
Commission on Accreditation of Medical Physics Educational Programs, Inc.	4	12%
Accreditation Council for Continuing Medical Education (ACCME)	3	9%
Accreditation Commission for Midwifery Education (ACME)	2	6%
Accreditation Council for Graduate Medical Education (ACGME)	2	6%
American Association of Physicists in Medicine	2	6%
American Medical Association	2	6%
American Optometric Association (AOA) Accreditation Council on Optometric Education (ACOE)	2	6%
College of Family Physicians Canada	2	6%
Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)	2	6%
Royal College of Physicians and Surgeons (RCPS) / College of Family Physicians Canada (CFPC)	2	6%
ACCME Accredited Providers	1	3%
American Podiatric Medical Association (APMA) Council on Podiatric Medical Education (CPME)	1	3%
Association of American Medical Colleges	1	3%
College of American Pathologists	1	3%
Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association	1	3%
Committee on Accreditation for Respiratory Care (CoARC)	1	3%
Council on Education of the Deaf (CED)	1	3%

Council on Podiatric Medical Education (CPME) Accreditation Committee	1	3%
Osteopathic Postdoctoral Training Institutions (OPTI)	1	3%

Nursing N=26

American Association of Colleges of Nursing (CCNE)	21	81%
National League for Nursing Accrediting Commission, Inc. (NLNAC)	6	23%
Canadian Association of Schools of Nursing (CASN)	3	12%
Council on Accreditation of Nurse Anesthesia Educational Programs (CoA-NA)	2	8%
Ohio Board of Nursing Education and Nursing Registration (OBNENR)	1	4%
Pennsylvania State Board of Nursing	1	4%
Virginia State Board of Nursing	1	4%

Pharmacy N=11

Accreditation Council for Pharmacy Education (ACPE)	9	82%
Canadian Council for Accreditation of Pharmacy Programs (CCAPP)	3	27%

Psychiatry/Psychology/Social Work N=28

American Psychological Association (APA) Commission on Accreditation (CoA)	26	93%
Council on Social Work Education (CSWE)	13	46%
American Association for Marriage and Family Therapy	5	18%
Canadian Association for Social Work Education (CASWE-ACFTS)	2	7%
Administrative Council on Social Work Education	1	4%
Canadian Counseling and Psychotherapy Association (CCPA)	1	4%
Canadian Psychological Association	1	4%
Commission on Accreditation for Marriage and Family Therapy Education	1	4%

Therapy N=15

American Physical Therapy Association (APTA) Commission on Accreditation in Physical Therapy	7	47%
Council on Rehabilitation Education (CORE)	5	33%
American Occupational Therapy Association (AOTA) Accreditation Council for Occupational Therapy	4	27%
Commission on Accreditation in Physical Therapy Education (CAPTE)	3	20%
Physiotherapy Education Accreditation Canada	2	13%
Accreditation Council for Occupational Therapy Education (ACOTE)	1	7%
American Art Therapy Association	1	7%
American Music Therapy Association	1	7%
Canadian Association of Occupational Therapists (CAOT)	1	7%

Veterinary Medicine N=14

American Veterinary Medical Association (AVMA)	11	79%
Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC)	4	29%
American Association of Veterinary Laboratory Diagnosticians (AAVLD)	3	21%
American Animal Hospital Association	2	14%

Other Programmatic Accrediting Agencies N=35

National Association of Schools of Public Affairs and Administration (NASPAA)	16	46%
National Association of Schools of Music (NASM)	14	40%
American Library Association (ALA)	12	34%
American Bar Association (ABA)	9	26%
National Association of Schools of Art and Design (NASAD)	9	26%
National Association of Schools of Theatre (NAST)	9	26%
American Association of Family and Consumer Sciences (AAFCS)	6	17%
American Association of Museums (AAM)	5	14%
Association of American Law Schools (AALS)	4	11%
Aviation Accreditation Board International (AABI)	3	9%
Commission on Accreditation of Athletic Training Education (CAATE)	3	9%
Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS)	3	9%
National Association of Schools of Dance (NASD)	3	9%
National Athletic Trainers' Association	3	9%
American Apparel and Footwear Association	2	6%
Human Factors and Ergonomics Society	2	6%
Professional Golf Association	2	6%
American Alliance for Health, Physical Education and Dance	1	3%
American Planning Association	1	3%
Association for the Accreditation of Human Research Protection Programs, Inc.	1	3%
Canadian Institute of Planners	1	3%
Commission on Office Laboratory Assessment	1	3%
Commission on Sport Management Accreditation (COSMA)	1	3%
Federal Aviation Administration	1	3%
Federation of Law Societies of Canada	1	3%
Military Installation Education Review	1	3%
National Environmental Health Science and Protection Accreditation Council (EHAC)	1	3%
North American Society for Sport Management	1	3%
Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ)	1	3%
University/Resident Theater Association	1	3%

5. Has the library participated in a regional or programmatic report in the last five years? N=41

Yes	39	95%
No	2	5%

If yes, how many reports? N=37

Minimum	Maximum	Mean	Median	Std Dev
1	18	5.43	5.00	3.83

Total Reports Completed	1	2	3	4	5	6	7	8	9	10	11	13	18
Libraries that completed this number of reports in a 5 year period	7	2	4	3	6	3	2	2	4	1	1	1	1

For which accrediting agency(ies)? N=37

Accrediting Agency	**Reports**
ABET	15
Academy of Criminal Justice Sciences (ACJS)	1
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	4
Accreditation Council for Graduate Medical Education	1
Accreditation Council for Pharmacy Education (ACPE)	2
Accrediting Council on Education in Journalism and Mass Communications (ACEJME)	5
American Bar Association (ABA)	3
American Bar Association Standing Committee on Paralegals	1
American Board of Funeral Service Education	1
American Chemical Society	4
American Council for Construction Education (ACEE)	1
American Library Association (ALA)	4
American Optometric Association	1
American Planning Association (APA)	2
American Veterinary Medical Association (AVMA)	6
Association of Theological Schools in the US and Canada	1
Association to Advance Collegiate Schools of Business (AACSB)	6
Aviation Accreditation Board International (AABI)	1
Canadian Architectural Certification Board	4
Canadian Association of Schools of Nursing (CASN)	1

Canadian Association of Schools of Nursing	2
Canadian Association of Social Work Education	1
Canadian Council for Accrediation of Pharmacy Programs (CCAPP)	1
Canadian Council For Accreditation of Pharmacy Programs	1
Canadian Dental Association	1
Canadian Engineering Accreditation Board	1
Canadian Engineering Certification Board	1
Canadian Institute of Planners	1
Canadian National Organization of Occupational Therapists (CAOT)	1
Canadian Psychological Association	1
Canadian Society of Landscape Architects (CSLA)	1
Comité d'agrément des programmes de formation à l'enseignement (CAPFE)	1
Commission on Accreditation in Physical Therapy (CAPTE)	1
Commission on Collegiate Nursing Education (CCNE)	3
Commission on Osteopathic College Accreditation (COCA)	1
Commission on Peer Review and Accreditation Planning Accreditation Board (PAB)	2
Commission on Sport Management Accreditation (COSMA)	1
Commission on the Accreditation of the Council on Social Work Education	1
Computer Science Accreditation Council	1
Council for Education on Public Health (CEPH)	4
Council for the Accreditation of Athletic Training Education	1
Council of Accreditation of Counseling and Related Programs (CACREP)	1
Council on Social Work Education (CSWE)	7
Counsel on Accreditation for Recreation	1
Federation of Law Societies of Canada	1
Foundation of Distance Learning Accredittation (FDLP)	1
Human Factors and Ergonomics Society	1
Illinois State Board of Education (ISBE)	1
Landscape Architectural Accreditation Board (LAAB)	5
Liaison Committee on Medical Education (LCME)	6
Middle States Commission on Higher Education (MSCHE)	6
National Academy of Sports Medicine (NASM)	1
National Architectural Accrediting Board (NAAB)	16
National Association of Boards (NAB)	1
National Association of School Psychologists	1
National Association of Schools of Art and Design (NASAD)	6
National Association of Schools of Music (NASM)	8
National Association of Schools of Public Affairs and Administration (NASPAA)	3
National Association of Schools of Theatre (NAST)	5
National Council for Accreditation of Teacher Education (NCATE)	7
New England Association of Schools and Colleges—Commission on Institutions of Higher Education (NEASC-CIHE)	2

North Central Association of Colleges and Schools—Higher Learning Commission (NCA-HLC)	4
Northwest Commission on Colleges and Universities (NWCCU)	2
Park Resources and Leisure Services	1
Physiotherapy Education Accreditation Canada	1
Public Relations Society of America (PRSA)	1
Residency Review Committee of the Accreditation Council for Graduate Medical Education	2
Royal College of Physicians and Surgeons Canada / College of Family Physicians Canada	1
Society of American Foresters	1
Southern Association for Colleges and School - Commission on Colleges (SACSCOC)	4
Teacher Education Accreditation Council (TEAC)	1
Western Association of Schools and Colleges – Accrediting Commission for Senior Colleges and Universities (WASC)	2

RECENT ACCREDITATION REPORT CONTENT

If the library participated in more than report in the last five years, select one representative accreditation report and answer the following questions. (If your library had multiple reports, please use a regional accrediting agency report, if applicable). N=37

6. Identify which agency the report was prepared for.

7. Enter the year of the report.

8. Please briefly describe what elements the accrediting agency asked the library to include in the report.

9. Please briefly describe what the accrediting agency recommended for the library.

Regional Accrediting Agencies N=17

Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)

2008

The university selected undergraduate education as the focus of the accreditation. The Libraries provided a report with recommendations as part of the self-study process. The report included a brief description of our library system, mission and goals, vision/leadership and governance, collections/assessment, facilities/assessment, instruction/information literacy assessment, relation to the undergraduate curriculum. We also provided supplemental reports on governance and policy making, graduate program and student support, and information literacy.

We received no specific recommendation. The evaluation report noted: "There are adequate learning resources, facilities, instructional equipment, and library resources to support the educational programs. Despite the budgetary challenges for sustaining electronic databases and journal subscriptions, the libraries are committed to assisting in the infusion of information literacy into the core curriculum. The library resources and services are outstanding and the

library staff is very dedicated and enthusiastic about collaborative opportunities relating to the TUE* initiative." *TUE = Transforming Undergraduate Education

Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)

2009

No library specific recommendations for either 2004 or 2009.

Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)

2010

In addition to an overview describing the library, we were asked by the campus to respond specifically to two questions posed by Middle States: (1) To what extent is there an effective working relationship between the academic programs and the University Libraries? To what extent do the librarians and faculty collaborate to teach and foster information literacy across the curricula, develop collections, and to implement new information technologies and resources? What changes have resulted from this collaboration? (2) What evidence is there that students are meeting the university's goals for student information literacy? How are such goals assessed, what have been the finding, and what actions have been taken in response?

The report from Middle States was favorable and essentially encouraged us to continue our current efforts and direction. They endorsed the university's long-range plan to construct a new library building in order to remedy problems caused by the present outdated facility. No other significant recommendations were made.

Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)

2010

The accrediting agency did not ask the library to include any elements in the report.

The accrediting agency did not recommend anything for the library.

Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)

2012

From Middle States Standard 11: Educational Offerings - Documentation of the nature and breadth of library/learning resources available on-site, at branch campuses, additional locations, and other instructional sites, and electronically, with documentation that resources take into account all instructional locations and formats. Documentation of how the institution provides for access to and utilization of a broad range of library/learning and other information resources to support its academic programs, learners, and faculty. Documentation of the nature and scope of bibliographic instruction, information literacy, and other programs for educating students and faculty in the use of information resources. Copies of formal agreements with other institutions for the use of their information resources and/or reference services. The library also had documentation for a number of the other standards, but Standard 11 is the only standard that specifically mentions the library.

Unknown at this time. The Middle States team had their final visit April 2–4, 2012. The final report and any recommendations have not been received, yet.

New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC-CIHE)

2009

New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC-CIHE)

2009

Standard Seven in effect in 2009. Standards were revised in 2011.

"Research, study, and teaching are heavily dependent on rich information resources, especially resources in electronic form; the acquisition of such resources must be sustained as a high priority." "Further consolidation of libraries, most notably, the Engineering and Science Libraries…"

North Central Association of Colleges and Schools – Higher Learning Commission (NCA - HLC)

2010

Library evidence for the following institution-wide criteria: Understanding of and support for the mission pervade the organization. The organization creates effective learning environments. The organization's learning resources support student learning and effective teaching. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations. The organization has the capacity and the commitment to engage with its identified constituencies and communities. The organization demonstrates its responsiveness to those constituencies that depend on it for service. Internal and external constituencies value the services the organization provides.

"University Library: The strategic direction identified and being followed by the university library appears to be a good one. The challenges facing the redefinition of the modern university library are well articulated in the self-study. Consciousness of these challenges will help the institution to engage in conversations with others that will help achieve the vision of recreating the library as an intellectual commons for the university community. This consciousness has practical value: by articulating these goals, institutional leaders will be better able to identify university development activities that contribute to the library's needs – for example, "friends of the library" drives may focus on particular initiatives, or the library could develop partnerships with learning communities and teaching efforts (e.g., as a satellite location for tutoring programs). The libraries might look also to extending services to the broader community, by extending the principle of the intellectual commons to the community."

North Central Association of Colleges and Schools – Higher Learning Commission (NCA - HLC)

2010

Strategic plan. List of library faculty committees; committee reports/minutes for previous year. Current and potential collaborations between library and other campus units. Library faculty professional development data: name of

development activity, category (e.g., leadership development, recognition and awards), number of faculty, source of funds and amount distributed per year. Library faculty constitution and bylaws. Library faculty curriculum committee responsibilities, teaching assessment methods, teaching workshops, professional development funds for teaching and innovative practices. Library faculty professional association membership and offices held, journal editorship and editorial board membership.

The accrediting agency made no recommendations specific to the library.

Northwest Commission on Colleges and Universities (NWCCU)

2006

Areas in which the library "complies, shines, or needs to improve" for the following categories: Purpose & Scope; Information Resources & Services; Facilities & Access; Personnel & Management; Planning & Evaluation.

Update collection development policies. Better integrate and evaluate library instruction with courses and student learning outcomes. Expand assessment efforts. Better training of reference desk employees.

Northwest Commission on Colleges and Universities (NWCCU)

2009

An explanation of how the library supports teaching, learning, and research in ways supportive of the university's mission and goals; information about resources and services, facilities and access, personnel and management, and planning and evaluation, together with supporting documentation.

No library-specific recommendations were made.

Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)

2007

Core Requirements 2.9 - Learning Resources and Services. The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs. 3.8 Library and Other Learning Resources. 3.8.1 The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. (Learning/information resources). 3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. (Instruction of library use). 3.8.3 The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. (Qualified staff).

The Libraries were compliant. There were no recommendations.

Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)

2007

SACS has a Core Requirement related to library collections and other learning/information resources. This covered print, non-print and electronic collections, how the libraries provided user access to collections, and consortial relationships that expanded access to collections. In addition, SACS had three comprehensive standards covering services, facilities, information literacy, and staffing.

We did not receive any recommendations.

Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)

2009

SACS Core Requirement 2.9 Learning Resources and Services. SACS Comprehensive Standard 3.3.1.3 Institutional Effectiveness of Educational Support Services. SACS Comprehensive Standard 3.8.1 Learning/Information Resources. SACS Comprehensive Standard 3.8.2 Instruction of Library Use. SACS Comprehensive Standard 3.8.3 Qualified Staff.

No recommendations specific to the library were made.

Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)

2010

Collections, Staff, Facilities, Instruction.

No recommendations were made. Reports and planning were found satisfactory.

Western Association of Schools and Colleges – Accrediting Commission for Senior Colleges and Universities (WASC)

2006

Western Association of Schools and Colleges – Accrediting Commission for Senior Colleges and Universities (WASC)

2012

There were no accrediting agency requirements for a library involvement. The campus requested the libraries involvement in describing co-curricular student learning outcomes assessment programs on campus.

No recommendations for library.

Programmatic Accrediting Agencies N=20

ABET

2009

ABET no longer asks a series of detailed questions about library resources. When we wrote our report for this review cycle, the ABET criteria document simply stated: "The library services and the computing and information infrastructure must be adequate to support the scholarly and professional activities of the students and faculty." We wrote a two-page narrative highlighting our collections, services, and facilities.

They were pleased with the information we provided and they had no recommendations for us.

ABET

2009

Data related to library technology, collections, services, space, and instruction.

No recommendations.

Accrediting Council on Education in Journalism and Mass Communication

2011

Allocations and expenditures for books, periodicals, and databases (total and what is in support of the program). List of reference works and databases supporting the program. List of newspapers, magazines and periodicals supporting the program. Usage statistics for the above.

None to date.

American Association of Colleges of Nursing (CCNE)

2009

II.B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

No library recommendations provided.

American Board of Funeral Service Education

2011

Number of monographs related to funeral service management, death & dying, grief, mortuary science. Tour of facility.

Not applicable.

American Veterinary Medical Association (AVMA)

2010

Adequacy of information retrieval and learning resources; Academic credential(s) for the librarian in charge of the library; Learning resources support for faculty and students, including personnel; Access to library information resources for faculty and students when they are on and off campus; Current plans for improvement.

There were no recommendations for the library.

American Veterinary Medical Association (AVMA)

2009 & 2012

12.5. Library and Information Resources. Standard 5, Library and Information Resources. Libraries and information retrieval are essential to veterinary medical education, research, public service, and continuing education. Timely access to information resources, whether through print, electronic media, or other means, must be available to students and faculty. The library shall be administered by a qualified librarian. The college shall have access to the human and physical resources necessary for development of instructional materials. 12.5.1. Describe and comment on the adequacy of information retrieval and learning resources. 12.5.2. Describe the academic credential(s) for the librarian in charge of the library. 12.5.3. Briefly describe the availability of learning resources support for faculty and students, including personnel. 12.5.4. Describe the methods of access to library information resources for faculty and students when they are on and off campus. 12.5.5. Describe current plans for improvement. Compliance with Standard 5, Library and Information Resources is judged on the basis of availability of library materials (either copy or electronic), credentials of the librarian, and learning resources support for the teaching program.

2009 response: The agency stated that, "The Faculty is in compliance with this standard" [i.e., Standard 5: Library and Information Resources]. 2012 response: preliminary report has no comments related to Standard 5: Library and Information Resources.

Canadian Architectural Certification Board

2010

Information about: 1) Collections: coverage of teaching and research needs; holdings; document types, usage; budget; access and search tools. 2) Digital projects. 3) Library staff (number, expertise, professional development). 4) Library instruction program. 5) User services in general (lending, interlibrary loans, opening hours...) 6) Facilities and equipment.

There was no recommendation for the library; the accreditation agency was satisfied with the library and its services.

Canadian Architecture Certification Board

2008

Administration & personnel; collection size & expenditures; collection policy & description including of slides/digital images, DVDs, maps; services such as access to electronic resources, reference & information literacy, circulation & ILL, physical environment & equipment.

Concern about the basement level of the library indicating it was 'sub-optimal', and the university has since put in a proper floor capable of bearing the load of the library.

Canadian Association of Schools of Nursing

2011

Library consortial partnerships, depository library status (Canadian government documents), resource access information, number of licensed and open access e-journals, list of licensed and open access databases, list of point-of-care resources, list of instructional video series and ebook collections, special print collections, institutional repository, citation management software and support, ILL information, reference services, liaison librarian services.

Results not yet returned.

Canadian Engineering Accreditation Board

2010

Library location, hours, information services, access to information resources, ILL, study space, print holdings, number of items acquired in specified time period, information resource expenditures, self assessment.

There were no library specific recommendations.

Council for Education on Public Health (CEPH)

2009

"A concise statement of library/information resources available for program use, including description of library capabilities in providing digital (electronic) content, access mechanisms and guidance in using them, and document delivery services."

No recommendation.

Each institution within the university system is required by the Bylaws of the Board of Regents and by Legislative Bill 663 to periodically review all academic programs.

2010

The purpose of the Review Team is to consider the role of the program in the university environment, in addition to an assessment of the program quality. The Review Team integrates external peers with faculty and other representatives, such as members of industry, alumni, and staff, to provide the broad perspective required. The Review Team will submit a final report within 30 days of the site visit. The report should be factual and explicit. All review teams are asked to relate their comments to the program or college strategic plans and to the core values of the university. The Review Team is asked to keep in mind that many recommendations that would improve a given program might not be feasible because of the expense involved and the requirements of other programs within the university. The team is, therefore, encouraged to: 1) focus their recommendation on what can and should be done within existing resources, and 2) make one or two suggestions for new investment that would have the greatest impact on program quality.

They recommended that we reorganize the administrative team to balance workload, among other things.

National Architectural Accrediting Board (NAAB)

2008

The NAAB report asked for the following to be included in library report: "I.2.5 Information Resources: The accredited program must demonstrate that all students, Faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture. Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning. The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]: • A description of the institutional context and administrative structure of the library and visual resources. • An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following: • Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented. • Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program. • Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic). • Demonstrates sufficient funding to enable continuous collection growth. • Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.

In past years, the NAAB found deficiencies in the lack of studio space, however a new studio building was opened in 2011. The other recommendation was to improve diversity of architecture faculty.

National Architectural Accrediting Board (NAAB)

2011

The accredited program must demonstrate that all students, faculty, and staff have access to literature, information, visual, and digital resources that support professional education in the field of architecture. Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

There were no recommendations. There were comments on improvement of the facility due to new construction/ renovation from the previous visit as well as positive comments on the way the independent architecture library is integrated with our main library and the development of a writing center outpost in the architecture library.

National Architectural Accrediting Board (NAAB)

2012

Information resources for the Department of Architecture and the School of Architecture & Design. Institutional context and administrative structure of the library and visual resources. Assessment of collections, services, staff, facilities, and equipment. Overview of fiscal resources.

The university is waiting for the agency's report with recommendations.

National Architecture Accrediting Board (NAAB)

2010

Total number of cataloged titles in the architecture library collection. Total number of cataloged titles that have Library of Congress NA or Dewey 720–729. ARL ranking. A description of the institutional context and administrative structure of the library and visual resources. An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following: o Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented. o Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program. o Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic). o Demonstrates sufficient funding to enable continuous collection growth. o Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities. Policies on library and information resources collection development

Nothing specific to library.

National Association of Schools of Music

2012

Acquisitions budget; collections; cooperative arrangements (e.g., consortial memberships); personnel; opening hours; catalogs; user instruction; special collections; available technologies.

N/A

National Association of Schools of Theatre (NAST)

2012

The NAST accrediting agency asked for a description of theatre library holdings and learning resources; student and faculty access (hours, catalogs, indexes, other institutions' holdings); resource sharing; budgetary data; staffing; acquisition, preservation, replacement policies and procedures; and facilities' equipment and maintenance plans. The accrediting agency also asked for an evaluation of the extent to which NAST standards are met regarding library, learning, and information resources as well as governance and administration, collection development, personnel services, resource sharing, facilities, and finances.

1) There should be a close intra-institutional administrative relationship for theatre students and faculty to make the best use of library resources. 2) Cooperative inter-institutional resource sharing arrangements should be established to augment holdings for student and faculty use. 3) It is desirable that a separate line budgetary item for theatre be an explicit element in the library budget. 4) Fund allocation management should be the responsibility of a designated staff person. 5) An organized system of involvement by theatre faculty and students should exist to advise the librarian in fiscal planning.

National Council for Accreditation of Teacher Education (NCATE)

2010

Library holdings, expenditures, accommodations for distance students (accessibility), hours of library, technology

(computers) available at library, specialized research guides to library resources.

No recommendations for the library.

RECENT ACCREDITATION VISITS

10. Has the library participated in a regional or programmatic accreditation visit in the last five years? N=37

Yes	28	76%
No	9	24%

If yes, how many visits? N=27

Minimum	Maximum	Mean	Median	Std Dev
1	10	3.70	3.00	2.49

	1	2	3	4	5	6	7	8	10
Number of Visits									
Libraries that had this number of visits in a 5 year period	5	8	2	2	3	3	2	1	1

For which accrediting agency(ies)? N=27

Accrediting Agency	Visits
ABET	11
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	4
Accreditation Council for Pharmacy Education (ACPE)	1
Accrediting Council on Education in Journalism and Mass Communication (AEJMC)	3
American Bar Association (ABA)	2
American Board of Funeral Service Education	1
American Council for Construction Education (ACCE)	1
American Library Association (ALA)	2
American Veterinary Medical Association (AVMA)	4
Association to Advance Collegiate Schools of Business (AACSB)	1
Aviation Accreditation Board International (AABI)	1
Canadian Architectural Certification Board	2
Canadian Association of Schools of Nursing	1
Canadian Association of Social Work Education	1

Canadian Engineering Accreditation Board	1
Canadian Psychological Association	1
Comité d'agrément des programmes de formation à l'enseignement (CAPFE)	1
Commission on Accreditation in Physical Therapy (CAPTE)	1
Commission on Collegiate Nursing Education (CCNE)	2
Commission on Osteopathic College Accreditation (COCA)	1
Council for Accreditation of Counseling and Related Education Programs (CACREP)	1
Council on Social Work Education (CSWE)	5
Landscape Architectural Accreditation Board (LAAB)	3
Liaison Committee on Medical Education (LCME)	3
Middle States Commission on Higher Education (MSCHE)	3
National Academy of Sports Medicine (NASM)	1
National Architectural Accrediting Board (NAAB)	9
National Association of Boards (NAB)	1
National Association of Schools of Art and Design (NASAD)	1
National Association of Schools of Music	2
National Association of Schools of Public Affairs and Administration (NASPAA)	1
National Association of Schools of Theatre (NAST)	2
National Council for Accreditation of Teacher Education (NCATE)	3
New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC-CIHE)	2
North Central Association of Colleges and Schools – Higher Learning Commission (NCA-HLC)	4
Northwest Commission on Colleges and Universities (NWCCU)	1
Osteopathic Postdoctoral Training Institution (OPTI)	1
Royal College of Physicians and Surgeons Canada / College of Family	1
Society of American Foresters	1
Southern Association of Colleges and Schools - Commission on Colleges (SACSCOC)	5

AN ACCREDITATION VISIT

If the library participated in more than one visit in the last five years, select one representative accreditation visit and answer the following questions. (If your library had multiple visits, please use a regional accrediting agency visit, if applicable). N=28

11. Identify which agency visited.

12. Enter the year of the visit.

13. Which standards did the agency review?

Regional Accrediting Agencies N=11

Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)

2008

Standard 1: Mission and Goals. Standard 2: Planning, Resource Allocation, and Institutional Renewal. Standard 3: Institutional Resources. Standard 4: Leadership and Governance. Standard 5: Administration. Standard 6: Integrity. Standard 7: Institutional Assessment. Standard 8: Student Admissions and Retention. Standard 9: Student Support Services. Standard 10: Faculty. Standard 11: Educational Offerings.

Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)

2010

All. The actual report dealt with the library in connection with Middle States' standard #11: The fundamental elements of Middle States Standard #11, Educational Offerings, as they relate to library facilities and instructional technology, encompass evidence of analytical program reviews in four key areas: 1. Learning resources, instructional equipment, library services, and professional library staff adequate to support the institution's educational programs. 2. Collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum. 3. Programs that promote student use of a variety of information and learning resources. 4. Provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of the institution's courses and programs regardless of the location or delivery mode.

Middle States Association of Colleges and Schools – Middle States Commission on Higher Education (MSCHE)

2012

Georgetown elected to do a "selected topics" self-study that focused on four of the fourteen standards described by Middle States. Those topics are: Institutional Planning and Resource Allocation (#2), Institutional Assessment (#7), General Education (#12), and Assessment of Student Learning (#14).

New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC-CIHE)

2009

All standards, this was the university-wide review.

New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC-CIHE)

2009

Standard Seven: Library and Information Resources (2009).

North Central Association of Colleges and Schools – The Higher Learning Commission (NCA-HMC)

2010

None.

North Central Association of Colleges and Schools – The Higher Learning Commission (NCA-HMC)

2010

Note: No standards specifically focused on library. NCA – HLC criteria: Mission and Integrity; Preparing For the Future; Student Learning and Effective Teaching; Acquisition, Discovery, and Application of Knowledge; Engagement and Service. Federal Compliance Program components: Credits, Program Length, and Tuition; Student Complaints; Transfer Policies; Verification of Student Identity; Title IV Program and Related Responsibilities; Institutional Disclosures and Advertising and Recruitment Materials; Relationship with Other Accrediting Agencies and with State Regulatory Boards; Public Notification of an Evaluation Visit and Third Party Comment.

Northwest Commission on Colleges and Universities (NWCCU)

2009

1. Institutional Mission and Goals; Planning and Effectiveness. 2. Educational Program and its Effectiveness. 3. Students. 4. Faculty. 5. Library and Information Resources. 6. Governance and Administration. 7. Finance. 8. Physical Resources. 9. Institutional Integrity.

Southern Association of Colleges and Schools – Commissions on Colleges (SACSCOC)

2007

SACS/Core Requirements 2.9: Learning Resources and Services. SACS/Comprehensive Standards 3.8.1: Facilities, Resources, Services. SACS/Comprehensive Standards 3.8.2: Access to Instruction. SACS/Comprehensive Standards 3.8.3: Qualified Staff.

Southern Association of Colleges and Schools – Commissions on Colleges (SACSCOC)

2009

Our most recent SACS review was using the 2009 version of SACS standards. Standards specific to the library were included in Q8 above.

Southern Association of Colleges and Schools – Commissions on Colleges (SACSCOC)

2012

SACS 2.9 and 3.8.

Programmatic Accrediting Agencies N=17

ABET

2009

Programmatic visits may include a tour of space, but we have not had visits that focused specifically on the library. We are currently preparing for SACS reaffirmation (2014).

ABET

2010

See response to question 8.

ABET

2011

In ABET the libraries fall under General Criteria 7 Facilities, which states: "The library services and computing and information infrastructure must be adequate to support the scholarly and professional activities of the students and faculty."

Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)

2011

No apparent library-specific standards.

American Association of Colleges of Nursing (CCNE)

2009

II.B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

American Board of Funeral Service Education

2011

Number of monographs related to subject areas. Tour of library facilities.

American Library Association (ALA)

2011

American Veterinary Medical Association (AVMA)

2010

Standard 7.5, Library and Information Resources.

American Veterinary Medical Association (AVMA)

2011

They reviewed all of their standards. The self-study and the site visit report reflect that all standards were addressed.

American Veterinary Medical Association (AVMA)

2009 & 2012

For both site visits (2009 and 2012), the team from the team assessed the full set of standards, including Standard 5: Library and Information Resources.

Canadian Architectural Certification Board

2011

The CACB Conditions and Procedures for Accreditation. [same as answer for Question 6; report + visit for this agency]

Canadian Engineering Accreditation Board

2011

We're not sure what to make of this question. In the context of the library, we're not aware of any particular standard that was being reviewed.

Council on Social Work Education (CSWE)

2009

This report is used to evaluate the program's compliance with Accreditation Standard (AS) 3.5.4. AS 3.5.4. The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals. • Holdings of books, monographs, journals, and other collection resources pertinent to social work study and research. • Staffing pertinent to the provision of library services to social work students • Budget for social work library resources for the last, current and upcoming academic years. • Circulation or utilization data for items relevant to social work. • Equipment and technology available to social work (computers, copiers and printers). • Circulation polices and procedures (policy and procedures to ensure that books or other materials required or recommended in social work courses are made available to students). • Library's online catalogue, email, computerized search services, document delivery, interlibrary loan (identify per-fee versus non-fee), media, and other related services available to students (include other libraries outside the educational institution to which students have regular access and the appropriateness of each library's holdings for social work). •

Reference coverage and related services (comment on the availability of library staff to provide reference help on social work topics to faculty and students). • Is there a library staff member assigned to a liaison role for the social work program? (If yes, describe the nature of this role vis-à-vis the social work program.) • Is there a librarian (or librarians) with a specific social work designation, such as social work librarian, social work bibliographer, or social work liaison? Describe the job responsibilities of these librarians and other activities. In addition, is there involvement by librarians in (a) social work courses or in course management programs (such as Blackboard, WebCT) for social work students; (b) library instruction provided through distance education, continuing education; (c) library services for alumni, outreach, or community services; (d) development of the program's strategic planning, technology development and curriculum revision; and (e) activities providing opportunities for professional development? • Is there a procedure used by social work faculty to recommend items for purchase? If yes, how are such faculty recommendations handled by library staff. • How often are new acquisitions in social work listed and reported to program faculty? • Traffic or other counts of users of social work collection or social work resources. • Instructional sessions (number and type of presentations, number of participants, evaluation data). • Location of library/social work collection relative to classroom and other social work student services. • Library hours for the main library and social work collection library for the full calendar year. (Are there requests for additional hours from social work students? If yes, discuss the library's response). • Samples and results of assessment/evaluation surveys of library services. • Strengths, areas of concern, projections for and assessment plans of the social work collection.

National Architectural Accrediting Board (NAAB)

2008

The NAAB report asked for the following to be included in library report: "I.2.5 Information Resources: The accredited program must demonstrate that all students, Faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture. Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

National Architectural Accrediting Board (NAAB)

2012

NAAB

National Association of Schools of Theatre (NAST)

2011

Their primary interests were the collections and information literacy instruction for students.

National Council for Accreditation of Teacher Education (NCATE)

2010

14. Please indicate which library position(s) or group(s) participated in the accreditation process. Check all that apply. N=31

Associate director	17	55%
Library director	15	48%
Deputy director	3	10%
An ad hoc library committee/task force	3	10%
A standing library committee/task force	2	7%
Assessment Coordinator	1	3%
Other individual or group	23	74%

If a standing committee participated, please specify the committee and the number of members. N=2

University Council Committee on Research Activities and Libraries. Membership of 8: 4 faculty and 4 administrators.

University Librarian's Cabinet, 13 members.

If an ad hoc committee participated, please specify the committee and the number of members. N=3

Architecture Library Committee (6 members).

Two ADs participated in preparing the report. One AD met with the on-campus committee.

University Accreditation Steering Committee Standard 5 sub-committee (11 members).

If another individual or group participated, please specify the individual or group and the number of group members. N=22

A committee included member from outside the library, two library dean and one deputy director plus a member of the faculty, and a member of the university program committee, so the committee consisted of five.

Assistant University Librarian for Organizational Development (who was our ARL statistics compiler) provided statistical data. The Head of Reference & Instructional Services provided text concerning assessment, information literacy, etc.

Collection Management Librarians and Subject Librarians.

Director for Planning and Research (SACS); Collection Management personnel and branch librarians (programmatic).

Engineering Librarian.

Group consisting of subject specialist, bibliographer and library data analyst.

Head Librarian, subject librarians, and Assistant to the Director of Libraries worked on the report. The Head Librarian and the subject librarians participated for the visit.

Head, Veterinary Medicine Library.

Health Sciences Information Management Librarian (Liaison to School of Nursing).

Instructional Services Coordinator.

Liaison library participated in the review.

Librarian assigned architecture subject responsibilities.

Librarian, Veterinary Medicine.

Library Liaison to the department.

Planning and Promotions Librarian.

Special Projects Manager (reporting to the Deputy University Librarian).

Subject librarian for Journalism and Mass Communication.

Subject librarian for which a specific discipline for which the accrediting agency is conducting a review. Library department head.

Subject specialists participate, as appropriate to the program accreditation process.

The liaison librarian responsible for the program and his department head.

The library had a number of staff involved in campus-wide working groups formed to respond to specific research questions posed by the Middle States Reaccreditation Steering Committee. Staff involved included: Director of Planning and Assessment, Associate University Librarian for Scholarly Resources and Services, Humanities Librarian, Research Instruction Coordinator/Senior Reference Librarian, and Asian Studies & Linguistics Bibliographer.

The subject librarian for Veterinary Medicine (and related subject areas) was the sole library employee to participate in this particular accreditation process.

15. Please indicate the nature of library staff involvement in the accreditation process. Check all that apply. N=31

	Director	Deputy/ Associate	Assessment Coordinator	Standing Cmte	Ad hoc Cmte	Other staff	N
Served on institutional accreditation group(s)	5	10	1	—	1	5	15
Prepared part of the institutional report	8	13	2	—	1	19	30
Met with visiting evaluation team	14	12	1	1	—	13	27
Other activity	—	1	—	—	—	2	3
Number of Responses	15	18	3	1	1	22	31

If you selected "Other activity" above, please specify that activity below. N=1

Associate director served on campus task force and reviewed draft of portion of campus report.

16. Did the library staff work with the institutional research office to prepare for the visit or to prepare the report? N=31

Yes, to prepare the report	11	36%
Yes, to prepare for the visit	9	29%
No	18	58%

If yes, how closely did the library staff work with the institutional research office? N=13

Both served on Self Study Coordination Team.

Current preparation for SACS: IR staff are available for consultation and will review compliance reports before broader campus review.

Data collection process conducted in library's Program Management Office in coordination with librarians working in the academic department.

Institutional Research Office met regularly with library participants and provided guidance on report and site visit preparations including providing list of possible questions that could be asked at the site visit.

Our Associate Director of Information Services was on the university-wide accreditation committee that worked with the North Central Association of Colleges and Schools on the university's accreditation process.

Our AUL worked directly with Assistant Director of Institutional Research on the compliance report for sections pertaining to the library or sections where the library contributed information for the report.

Our institutional research office was not the lead on the reaccreditation process or in preparing the final report. Two of our Associate Provosts were tasked with leading this process and preparing the final report. The institutional research office was certainly involved — most heavily in the documentation phase at the beginning of this process. The University Librarian was on the campus Steering Committee for the reaccreditation process, and the Director of Planning and Assessment was on the "roadmap"/documentation working group that was most involved with the institutional research office.

Provided data and information. Revised text drafted by institutional research office.

Provided examples of evidence in support of the specific institution-wide criteria listed in #8 above.

The Associate University Librarian for Research & Instructional Services was a member of the institutional accreditation self-study committee in which capacity he worked with the faculty chair of the accreditation committee. There was a member of the institutional research office on that steering committee, but we did not have much interaction with them otherwise.

The Head of the Architecture Library worked closely with the College of Architecture on four accreditation reports and visits: NAAB (National Architectural Accrediting Board); ACEE (American Council for Construction Education); NASAD

(National Association of Schools of Art & Design); and PAB (Planning Accreditation Board).

University Librarian served on university-wide accreditation team, which included director of Institutional Research.

DATA REPORTED FOR ACCREDITATION

17. Please indicate which of the following library data your institution reports for accreditation purposes. Check all that apply. N=31

Collection holdings (print, online)	29	94%
Library facilities & equipment	29	94%
Financial data	25	81%
Collection usage	23	74%
Library instruction sessions	23	74%
Library staff qualifications and expertise	22	71%
Information services transactions (reference, consultations)	20	65%
Interlibrary loan transactions	18	58%
Digital projects & usage	17	55%
Qualitative data	16	52%
Scholarly Communication activities	13	42%
Other data	11	36%

Please describe the other data.

ARL rankings on specific indices; key LibQUAL+® findings; number of submittals to Library Undergraduate Research prize.

Assessment data (e.g., survey results).

Computer workstations/laptops for public use; Assistive technology for public use; Formal collaborations, community partnerships and consortial relationships.

Consortia holdings.

Contributed data on process improvement to institutional effectiveness.

Description of collection growth since last visit in 2009. Note: The Faculty of Veterinary Medicine was established in 2005. The first class (Class of 2012) entered the program in 2008.

It depends on the agency and what they are looking for. We generally cover our collections and services including an overall idea of spending.

SACS asks for evidence related to collections, services, instruction, learning resources, facilities, and staff. The standards are not prescriptive, so it is up to the institution to produce evidence that shows it is meeting its mission.

Strategic plan. List of library faculty committees; committee reports/minutes for previous year. Current and potential collaborations between library and other campus units. Library faculty professional development data: name of development activity, category (e.g., leadership development, recognition and awards), number of faculty, source of funds and amount distributed per year. Library faculty constitution and bylaws. Library faculty curriculum committee responsibilities, teaching assessment methods, teaching workshops, professional development funds for teaching and innovative practices. Library faculty professional association membership and offices held, journal editorship and editorial board membership.

We provided white papers, peer comparisons, policies, staff survey results, space surveys, graduate student survey results, and results of a photo study within the library.

Website usage. Attendance in library instruction sessions. Tutorial usage and quiz scores.

18. If your library collects qualitative data to report for accreditation purposes, what method(s) do you use? Check all that apply. [Source: Berry, Leonard L., *On Great Service: A Framework for Action*. New York: Free Press, 1995.] N=16

Total Market Surveys (to measure customers' overall assessment of library services, e.g., LibQUAL+®)	13	81%
Focus Group Interviews	11	69%
Customer Advisory Panels	8	50%
First year and/or graduating year student customer surveys	5	31%
Service Reviews (periodic visits with customers or class of customers to discuss service relationship)	2	13%
Transactional Surveys (done with customers in the aftermath of a service transaction)	1	6%
Employee Field Reporting (research of internal customers)	1	6%
Other method	8	50%

Please describe the other method.

Anecdotal evidence from customers.

Feedback provided through Questions & Comments page of library website.

Graduate Student Survey (designed and implemented by Reference & Instruction staff). Staff Survey (we use the Are We Making Progress surveys designed by the Baldrige Program). Photo Survey (designed and implemented by Reference & Instruction staff - based on model from University of Dayton).

Library contributions to academic program reviews.

Periodic user surveys developed in-house.

Summary of instruction evaluations.

Usability testing.

We conduct, and report on, regular surveys to assess the satisfaction of students and faculty with our services, facilities, and resources.

Please enter any additional comments about library data your institution reports for accreditation purposes. N=4

The above represent data that has been reported to accreditation bodies; not all of the categories are reported to any one accreditation body.

Unless the accrediting agency asks very specific questions, we write a narrative that highlights what we offer the program in terms of: collections (normally only in round numbers); staffing (normally only the number and qualifications of reference librarians, and highlighting any special qualifications of the appropriate subject librarian); the reference, instruction, and collection development services that we offer (but we normally do not report numbers of these transactions). The financial data is normally round numbers related to collection expenditures and overall library budget, unless more specific information is required. We tend to be more detailed in our description of library facilities and services that demonstrate strong support for students, including the amount of study space available in the building, the number of hours we are open, the general services we offer around the clock, off-campus access to ejournals and databases.

We also used and reported on data from our Library Balanced Scorecard.

We collect qualitative data to improve services. The data are not collected for the purposes of, or to report for, accreditation purposes.

ASSESSMENT MANAGEMENT SYSTEM

19. Does your institution use an online assessment management system(s) to document assessment, ongoing improvement, and quality enhancement plans? N=38

Yes	14	37%
No	24	63%

If yes, please indicate the online assessment management system(s) used. Check all that apply. N=14

System developed in-house	8	57%
WEAVEonline	3	21%
StudentVoice	2	14%
CollegeNet	1	7%

Compliance Assist	1	7%
IQuest	1	7%
LiveText	1	7%
Nuventive	1	7%
Taskstream	1	7%

ADDITIONAL COMMENTS

20. Please enter any additional information regarding the accreditation process at your institution that may assist the authors in accurately analyzing the results of the survey. N=13

2004 was our last regional accreditation review; we are currently preparing reports for the 2014 review (due to SACS in September 2013). The SACS process involves an offsite review team that identifies issues for more intensive scrutiny by a visiting team. If library standards are determined to be in compliance by the offsite team, they will not receive further review by the visiting team.

Institutional accreditation occurs through the MSCHE while the college-specific accreditation and processes are maintained by each unit. The University Libraries does not have an accrediting body, but does provide documentation for the institutional accreditation.

Our most recent SACS review was using the 2009 version of the standards. The newly released version has changes to the number and definitions that would not match the standards listed in Question 8. Our AUL not only participates in accreditation activities in his role as AUL but he also has for the past three years been serving as the co-chair of an institutional assessment oversight group for administrative and educational support.

Participation in accreditation processes is not centralized at the Libraries. Each library (we have 19) is responsible for requests related to their subject areas. Therefore it is very difficult to have a broad overview of this participation over the years. Perhaps we'll try in the future to collect centrally and share this precious information!

Some accrediting agencies, such as SACS, have discrete sections about library resources, facilities and services, and in those instances, we prepare documents that are included in the report. In some instances, we also participate in the site visit. In most instances, however, we are contacted by someone in the program under review and are asked for data that they incorporate into a report that we do not necessarily see.

The information provided by the library was made available to the visiting evaluation team in a resource room, rather than incorporated into the self-study report or the appendices to that report.

The library staff have been asked to assist with past regional and programmatic accreditation visits, but these fell outside the five-year window. We also are helping to prepare for upcoming programmatic site visits in fall 2012 and 2013, and would be happy to answer questions about these visits on request.

The library's involvement in supporting a program accreditation process varies quite a bit and generally is dependent on to what extent the library is asked to participate in the process. Library staff do not always know how library-contributed data is summarized for inclusion in final report to the agency. Library staff have also noted that often

the questions asked by the accrediting agency about library resources and services seem "out of date" with current collection and service models.

The Libraries Dean and Associate Dean participated in the 2010 NCA University Accreditation Review. Other library faculty have participated in previous NCA reviews. However, specific library data is not requested by NCA.

The WASC reaccreditation process began in 2006 with an institutional proposal that was accepted. Capacity and Preparatory Review reported with approvals in 2009; the Educational Effectiveness Review was approved in 2010.

This was a challenging survey to complete because the nature of program accreditation is such that it is often completed at the unit or librarian level, and may not even be communicated to library administration in a consistent fashion. Likewise, it was a challenge to find a single resource at the university level that noted "all" of the bodies accrediting our programs (below the level of institutional accreditation).

When writing the report, we look at the criteria for accreditation and try to cover all the bases as succinctly as possible. We also work closely with the program undergoing review to be sure that we are covering everything they would like to see. Over the past several years, we've seen a trend away from a lot of very detailed questions (e.g., about numbers of volumes) to a more open-ended "describe library resources" sort of approach. When we meet with reviewers, we are hearing slightly less emphasis on collections overall (though more emphasis on off-campus access to e-collections) and more emphasis on facilities than in the past, e.g., questions about ample study space – including availability of separate spaces for group work and quiet study, 24-hr access to the building, adequacy of wireless service.

RESPONDING INSTITUTIONS

University of Alberta

University of Arizona

Boston University

Brigham Young University

University of Calgary

University of California, Irvine

University of California, Los Angeles

University of Chicago

University of Colorado at Boulder

Duke University

Georgetown University

Georgia Institute of Technology

Howard University

University of Illinois at Urbana-Champaign

Iowa State University

Johns Hopkins University

Kent State University

University of Kentucky

University of Louisville

University of Manitoba

Massachusetts Institute of Technology

Michigan State University

Université de Montréal

University of Nebraska–Lincoln

North Carolina State University

Ohio University

Oklahoma State University

University of Oregon

Pennsylvania State University

Purdue University

Rutgers University

Southern Illinois University Carbondale

Syracuse University

Temple University

University of Tennessee

Texas A&M University

Texas Tech University

University of Virginia

University of Washington

Washington State University

University of Waterloo