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ERPs complete fall reviews

The following External Review Panel pool members completed reviews of LIS programs in the fall. Thanks are extended to each of these review participants:

Thomas J. Galvin, Jose-Marie Griffiths, and Philip M. Turner were panel chairs and are deserving of special thanks. The panel members who contributed so much included: Elfreda A. Chatman, Linda D. Crowe, Cheryl Rae Dee, Dottie Hiebing, Robert P. Holley,

Bridget L. Lamont, Phil Mulvaney, Suzine Har Nicolescu, Cerise Oberman, Anna Perrault, John V. Richardson, Diane G. Schwartz, Lynn Westbrook, Barbara Williams-Jenkins, Fay Zipkowitz.

If you are interested in participating in the accreditation process by serving on a panel, please contact the Office for Accreditation. For further information about panels and an application, look for the spring issue of *Prism*. ▲

New edition of the LIS Directory available

The 1997 edition of the *Library & Information Studies Directory of Institutions Offering Accredited Master's Programs* is now available. Each LIS program entry includes contact name, address, phone, fax, and email; degrees and certificates offered; and distance education opportunities. The entries are listed within states or provinces, and an institutional name index is included for ease of access.

The *Guidelines for Choosing a Master's Degree Program in LIS* is included for prospective students.

The thirty-two-page print version is available for \$8.80. For order information call 800-545-2433, press 8 (Fax-on-Demand) and enter

Document Number 511 at the prompt.

The Directory also is available on the ALA Website at www.ala.org/accreditation.html. ▲

Meet with COA in DC

The Committee on Accreditation is available to meet with you during their Question and Answer Session scheduled for Monday, February 17, 1997 from 11:00 to 11:30 at the J.W. Marriott hotel in the Commerce Room. ▲

COA schedule calls for commitment

Carla D. Hayden

Thank you for your response to our call for committee member nominations in the last issue; the office received numerous recommendations and we were able to forward your responses to the ALA President-Elect for consideration. During the course of the nomination process, we were also made aware of the need to give more insight into the ongoing work of the Committee on Accreditation and the structure of its schedule during a typical year.

The various meetings of COA, four separate sessions during a twelve month period, offer numerous opportunities for review and evaluation of the programs, process, and future directions. The schedule and structure are intensive yet invigorating and represent a serious commitment of time, energy and attention from COA members. The four meeting sessions are distinguished by their agendas and format.

The FALL meeting is typically a combination of interim report review (statistical reports from all 56 programs and biennial narrative reports from half of the programs), and business items ranging from foreign credential verification to consideration of collaborative programming with a related ALA unit or section. This is a very concentrated session held at ALA Headquarters, where the setting throughout a full weekend gives the members time to focus solely on reports, trends, and issues. In contrast, the following MIDWINTER Meeting session takes place around and amid the activities of ALISE and ALA. COA meets with representatives from schools in review and from the review panels. The majority of COA's time is devoted to these deliberations. The SPRING session is a true planning meeting at which members are able to fully explore the many

ideas and issues inherent in the COA sphere. This session also provides an opportunity for extensive evaluation of the accreditation process and policy issues, which assists COA in the refinement of current procedures as well as planning for the future. The ANNUAL Conference session presents another series of meetings for discussions with programs in review and deliberations. There have also been informational programs for schools and training sessions for panel members and chairs (these also may be scheduled during Midwinter or in other venues).

Although there is a general structure and format for COA during the year, each of the sessions is still unique and offers flexibility in content and location. If you have any concerns or interesting ideas, please do not hesitate to contact the Office regarding the possibility of a COA discussion session. COA provides opportunities for informal discussion at each Midwinter Meeting and Annual Conference. We would like to hear from you. ▲



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Committee on Accreditation American Library Association 1997 Deadlines Calendar

All agenda items are due in the Office for Accreditation no later than one month prior to the Committee on Accreditation meetings. The deadlines for 1997 follow. Note: interim reports are due on October 15 every year.

January 14	Agenda items for the COA Midwinter Meeting
March 24	Agenda items for the COA spring meeting
May 23	Agenda items for the COA Annual Conference
October 15	LIS programs' Interim reports
October 21	Agenda items for the COA fall meeting
December 9	Agenda items for the COA 1998 Midwinter Meeting

Accreditation in the global village

Prudence W. Dalrymple

It's a truism that we live in a global village, and the implications for higher education and accreditation are being examined more closely. ALA will serve as the host site for a workshop in February aimed at issues that accreditors must address as they work to increase communication among the providers and users of higher education, especially those in the accrediting community. The sponsor for the workshop is the Center for Quality Assurance in International Education, a leading force dedicated to fostering quality higher education as it crosses national borders. ALA is a member of the Center.

According to Marjorie Peace Lenn, Executive Director of the Center, "the fastest moving regional and global accreditation and recognition will be in professional education. In just two years, the professional accrediting bodies of North America have been involved in activities which will serve to alter their perceptions and practice relative to the globalization of the professions and higher education."

ALA has been represented at these meetings and continues to work to facilitate professional mobility while retaining its commitment to quality assurance. Most recently, the Committee on Accreditation accepted an invitation from both McGill University and the Université de Montréal to hold its spring meeting in Canada in April, 1997. This is the first time that COA has met in Canada, although the Committee has for some time had a Canadian member.

The topic for the meeting is slated to be quality assurance in distance education. Delivery of all or part of professional educa-

tion programs overseas is a growing issue in higher education in general and LIS education is no exception. The interface between the educational jurisdictions of other nations and those of the U.S. where quality assurance is private and voluntary is an important issue when educational delivery systems cross national borders. A solid understanding of these issues in the light of changing technology is essential for accreditors.

This meeting and the increased availability of accreditation materials on the World Wide Web are among the many activities that COA undertakes to facilitate professional mobility and quality assurance in the global arena. ▲

Deans/directors meeting scheduled

The annual meeting of deans and directors with the Office for Accreditation will be held Friday, February 14 from 4:15 to 5:30 in the Commerce room of the J.W. Marriott hotel.

The session will provide updated information about accreditation activities and services. In particular, it will focus on the COA's planning and evaluation activities and on the growing importance of ongoing reporting under the 1992 Standards. At the conclusion of the 1997 Midwinter Meeting, 21 LIS programs will have been reaccredited under the 1992 Standards which emphasizes ongoing evaluation and reporting from the programs. As part of its own planning and evaluation, the Office and the Committee are taking steps to facilitate these processes. Staff will present an update and will solicit comments on the activities' effectiveness and suggestions for improvement from attendees.

Deans and/or Directors are especially encouraged to attend or send a representative to this meeting. ▲

Data profiles LIS education

Prudence W. Dalrymple

Accrediting agencies routinely collect data from accredited programs. The Office for Accreditation performs this function for the Committee on Accreditation. In 1992, COA determined where it could accept data already being collected by the Association for Library and Information Science Education. The Office created a database on the variables of interest to the Committee on Accreditation and provides it to assist COA members as they review programs annually. It has long been COA's intention to use this data to profile Library and Information Studies (LIS) education and to inform the profession of the state of LIS education. The first of such articles appeared in the January 1996 issue of *American Libraries*; an excerpt appears here.

A key finding is that the number of students graduating with master's degrees in LIS has increased substantially over the past decade, despite the perception that LIS education is shrinking. From 1986 to 1996, the number of master's degrees awarded annually in the U.S. and Canada rose from 3,596 to 5,273, an increase of 1,677, or 46%.

Enrollment is also growing. The number of students in accredited LIS programs in 1996 was 12,586. In 1986, there were 8,557 students enrolled. This increase of 47% is remarkable, and parallels the increase in the number of degrees awarded. When the enrollment is expressed as an FTE, the increase is similar. There were 8,321 FTE students in 1996 compared to 5,478 FTE in 1986, a difference of 2,843 or 52%.

ALA's *Standards for Accreditation* emphasize the importance of the "fit" between a Library and Information Studies program and its parent institution. This means that there is considerable diversity among programs. Public or private, urban or rural, large, small or medium sized university—all these are factors that affect how a school determines its goals and

objectives. Although programs vary, the process of meeting standards set by the profession ensures that each program graduates students who can enter the field with comparable knowledge and skills. Accredited programs meet standards, but they are not necessarily "standardized."

Schools differ substantially in the number of students they enroll. In 1996, the largest program enrolled 638 students, the smallest, only 71. More than half the schools have enrollments ranging from 150 to 400.

In 1996 the three largest schools had graduating classes of 206, 212, and 213; the three smallest schools had graduating classes of 23, 33, and 34. Four schools had graduating classes of more than 200.

In 1996 the overwhelming majority of students graduate in classes ranging in size from 50 to over 200, whereas in 1986, the vast majority came from programs with graduating classes of fewer than 100 students. This means that in 1996 only 56 schools produced 4,744 graduates, while in 1986, it took 60 schools to produce 3,679 graduates.

The diversity of the student body is changing as well. In the U.S., where minority recruitment is a high priority, enrollment of minority students went from 529 in 1986 to 1,138 in 1996, more than doubling during the decade. Minority students represent just about 10% of enrollment in U.S. programs. While minority enrollment has increased, the balance between men and women has stayed about the same—slightly more than three females to every male.

Despite the changing population of schools and the growing number of graduates, the number of full time faculty has remained stable, increasing only slightly. The number of full time faculty in 1986 was 561 and in 1996 it was 601, an increase of 7%. Part time faculty increased 23% from 609 FTE in 1986 to 752 in 1996.

Larger faculties are generally found in

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Data profiles (cont. fr. page 4)

schools offering a doctoral program. Of the 56 currently accredited programs, 24 offer doctoral degrees, and all of the eight largest faculties, ranging from 15 to 30 faculty members, are in schools with large doctoral programs. The nine smallest faculties are considerably smaller, ranging in size from four to six individuals. The typical program has a full time faculty of 11; ten years ago, the typical size was ten full time faculty.

Like most of higher education, LIS programs are doing more with less. Universities, like corporations and government, are re-inventing and re-structuring themselves. Beginning in 1982 with the creation of the School of Communication, Information and Library Studies (SCILS) at Rutgers University, there have been a number of other mergers. Of the 56 accredited programs, eight are partnered with other disciplinary or professional programs and more partnerships are anticipat-

ed. Some of the typical partners are communications, computer science, and education.

Distance education has done much in the last decade to address the issue of delivering accredited master's programs to underserved areas. Using a variety of approaches ranging from extension sites to internet conferencing approximately 75% of accredited schools either offer distance learning opportunities or are contemplating doing so.

The 1997 *Directory* of master's programs in library and information studies indicates all or part of a master's program is available in 38 of the 50 United States, plus Puerto Rico and the District of Columbia. In Canada, five of the ten provinces have a school offering a master's program accredited by the ALA. The *Directory* is available in print or on the ALA Website where entries in the *Directory* are linked to the schools' websites so that prospective students can browse to learn more about the programs. Both versions of the *Directory* include *Guidelines for Choosing a Master's Program in Library and Information Studies* to assist

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Schedule of Evaluation Reviews

FALL 1996

Missouri
N.C. Greensboro
Wis. - Milwaukee

SPRING 1997

Calif. - U.C.L.A.
Kentucky
Puerto Rico
Rutgers
St. John's
W. Ontario

FALL 1997

Illinois
Kent State
N.Y. - Albany
Queens
Rosary
Syracuse

SPRING 1998

Catholic
Dalhousie
Drexel
Florida State
Michigan
Pratt

FALL 1998

Arizona
N.Y. - Buffalo
North Texas
Simmons

SPRING 1999

Alberta
Brit. Columbia
Maryland
Pittsburgh
Washington

FALL 1999

Emporia
Indiana
Hawaii
Montreal
N.C. Chapel Hill
Texas-Austin
Wis.-Madison

SPRING 2000

Long Island
Oklahoma
San Jose
Rhode Island

FALL 2001

Louisiana

SPRING 2002

Clark Atlanta
Iowa
S. Florida
S. Mississippi
Tenn.- Knoxville

FALL 2002

Alabama
McGill
N.C. Central
S. Carolina
Wayne State

SPRING 2003

Clarion
S. Connecticut
Texas Woman's
Toronto

Data profiles (cont. fr page 5)

prospective students in selecting a program that meets their needs.

As both higher education and the professions themselves respond to changing societal needs, some educational programs are established, while others are phased out. In library and information studies, 73 different colleges and universities have offered master's programs that were accredited by the American Library Association at some time during the

past three decades (1966-1996). The greatest number of programs at any one time was in March 1982 when there were 70 accredited programs. In 1966, there were only 38 accredited master's programs in North America; ten years later, in 1976, there were 64. Although 15 schools closed between 1976 and 1993, new schools have opened. Today, there are 56 accredited programs (49 in the United States and seven in Canada), and two additional programs are candidates for accreditation. ▲



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