

EMPORIA STATE UNIVERSITY

■ School of LIBRARY AND
INFORMATION MANAGEMENT

Campus Box 4025
1 Kellogg Circle
Emporia, Kansas 66801-5415
620-341-5203
620-341-5233 fax
www.emporia.edu/slim

February 24, 2017

Karen O'Brien, Director
Office for Accreditation
50 East Huron Street
Chicago, IL 60611-2795

Dear Karen O'Brien:

This special report addresses the matters of concern raised by the Committee of Accreditation (COA) indicated in the full accreditation decision letter to School of Library and Information Management (SLIM), Emporia State University (ESU), dated on January 10, 2016.

Provide specific examples of evidence of student learning outcomes related to the importance of research to the advancement of the field's knowledge base through the required courses, electives, and other opportunities for research (2015 Standard I.2.4)

While every SLIM class addresses the importance of research, two required courses, LI 810 and LI 880 clearly articulate it in their contents.

LI 810: Research in Library and Information Science (required; 3 credit hours) provides an introduction to qualitative and quantitative research methods and their applications in library and information science. Principles and procedures for analyzing and evaluating research are introduced and students learn to be better consumers and critics of published research literature. As a major assignment of the class, toward the end of semester, students present their research activities throughout the semester in poster form. **Appendix A** shows the list of posters from recent LI 810 classes.

LI 880: Capstone Course: Assessing the MLS Experience (required; 1 credit hour) gives students the opportunity to reflect on their growth and development over the course of their MLS experience. Students finalize their assessment portfolio through the selection and analysis of assignment artifacts, the creation of reflective essays on the portfolio content, and a self-assessment of the extent to which they meet the MLS program outcomes. Although the concept and process of research is studied in LI 810 Research in Library and Information Science, these concepts permeate many of the other classes. This relationship with research is evident through the artifacts the students choose for their Capstone Portfolios completed in LI 880. **Appendix B** shows a few examples from the students' portfolios. This semester one student stated that

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without research and research skills, she would not have been successful in completing the MLS. She values having these skills as she begins her career as an Information Professional.

In addition, **LI 855 Collection Development (required; 3 credit hours)** has a judged poster session, emphasizing its value as a formal means of scholarly communication. Objectives of the poster sessions are:

1. Choose a topic related to the development and/or management of collections in libraries and information organizations that is appropriate for presentation as a poster at a professional conference.
2. Explore the professional and scholarly literature and other sources relevant to your topic in order to develop and support your thesis statement.
3. Narrow your topic choice and write the thesis statement or question that you will address in your poster.
4. Prepare a professional quality poster that addresses your thesis statement or question.
5. Present your poster in a professional manner at the second class weekend.

SLIM students have been actively involved in research activities beyond the classroom. Students have presented their research projects with or without faculty members at a variety of venues such as Research and Creativity Day on campus, and regional and national library conferences. **Appendix C** shows the partial list of SLIM students' posters and presentations in recent years.

Report on the development of procedures of mentoring faculty (2015 Standard III.1 and III.7)

Emporia State University does not have a formal faculty mentoring policy, but the campus always encourages mentoring opportunities at individual school/college level or across the academic units. SLIM has a strong mentoring system called "Five Pillars," which consists of professional development; faculty mentorship; annual goals; annual portfolio; and information technology. See the **Appendix D** for details.

For better preparation before they start their own assigned classes, newly hired faculty members are required to sit in a class session of the same class taught by a senior faculty member to get a sense regarding the contents, class activities, interactions with students and etc. In addition, for their first semester, their teaching loads are reduced by 3 credit hours, teaching only 6 credit hours instead of the usual 9 credit hours per semester.

Provide an update on the search for a permanent Dean (2015 Standard V.3)

Dr. Wooseob Jeong, SLIM Dean, started his position on July 5, 2016. He earned his doctoral degree from School of Information Studies, Florida State University in 2001 and worked at

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School of Information Studies, University of Wisconsin - Milwaukee, from 2001 to 2016. He had served as Interim Dean of the school from July 2012 to September 2014.

I wish this fulfills our duty for this special report. If you have any questions regarding the content of this report, please contact me at wjeong1@emporia.edu or (620) 341-5203.

Sincerely,

A handwritten signature in black ink that reads "Jeong W.S." in a cursive style.

Wooseob Jeong
Dean and Richel Distinguished Professor
School of Library and Information Management (founded in 1902)
Emporia State University – changing lives since 1863
Campus Box 4025
1 Kellogg Circle
Emporia, KS 66801

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Appendix A: Student Research Projects in LI 810 (Research in LIS)

Dr. Brendan Fay

Spring 2016

Project Type	Library Type & Topic	Challenge Addressed	Research Design
Evaluative Research Review	Multicultural Services in Public Libraries (Public)	Reaching non-traditional users in public library setting	Multi-modal
Evaluative Research Review	Best Practices in LGBTQ Patron Outreach and Collection Development (Academic and Public)	Overcoming bias in the selection of materials in public and academic libraries	Multi-modal
Evaluative Research Review	The Digital Divide with a Focus on Digital Literacy (Public)	Bridging the patron gap in technology fluency and access	Multi-modal
Evaluative Research Review	Bibliographic Instruction for Graduate Students (Academic)	Successful pedagogy approaches and techniques	Multi-modal
Evaluative Research Review	Information Literacy and Academic Library Outreach to Public Schools (Academic)	Fostering Collaboration and Student Achievement between Library Types	Multi-modal
Evaluative Research Review	Archival Education in the Graduate Classroom (Academic)	Reaching New Audiences with Archives	Multi-modal
Evaluative Research Review	Rethinking Library Spaces in the 21 st Century (Public and Academic)	Reconsidering use of Physical Space in Libraries	Multi-modal
Evaluative Research Review	Access vs. Preservation in Archives (Archives and Special Collections)	Balancing access to documents and safely sharing with public	Multi-modal
Evaluative Research Review	Censorship and Intellectual Freedom in Libraries (Public)	Exploring the tension between providing access and information literacy	Multi-modal
Evaluative Research Review	Patron Usage in Public Libraries (Public)	Reaching new audiences and meeting patron needs	Multi-modal
Evaluative Research Review	Civic Engagement in Public Libraries (Public)	Exploring Library Missions and Responsibilities	Multi-modal
Evaluative Research Review	Makerspaces in Public Libraries (Public)	Exploring New Approaches to Makerspaces	Mutli-modal

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Evaluative Research Review	Digitization in the National Archives (Archives and Special Collections)	Examining how one entity has approached issue of digitization	Case Study
Evaluative Research Review	Library Collections and Services to the Incarcerated (Prison)	Exploring special challenges and opportunities in Prison Libraries	Multi-modal

Dr. Mirah Dow

Fall 2016

Project Type	Library Type & Topic	Challenge Addressed	Research Design
Research Review and Poster Presentation	Providing Multicultural Resources and Services in American Public Libraries (Public)	Meeting patron needs through multicultural media, resources, and services	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Expanding the Radical Professional Landscape in Academic Research Libraries (Academic)	Examination of professional and staffing diversity in academic libraries	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Leading Sustainability (Academic)	Exploring instruction approaches and retention	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Improving the Experience of Students with Disabilities in the School Library (School)	Examination of the many challenges faced when working with students with disabilities	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Libraries in Juvenile Detention Facilities: Fight Crime through Literacy (Special)	Utilization of library services to combat adolescent crime	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Information Literacy and Instruction: Integration into the Academic Curriculum (Academic)	Examination of impact of information instruction and academic success	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Libraries in the Archives (Public)	Special trends and issues in public archives	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Empowering Themselves to Empower Others: LGBTIQ Librarians as Community Action Researchers in Academic Libraries (Academic)	Role of librarians as agents of social change	Evidence-based practice Mixed methods

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Research Review and Poster Presentation	Increasing Public Support through Digital Collections (Public)	Meeting patron needs and increasing library usage through digital resources	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Regarding Information Literacy: The Transition from High School of College (School & Academic)	Fostering collaboration and student achievement between library types	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Closing the Digital Divide (School)	Bridging the poverty gap in digital literacy	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Successful Employment of Individuals with Autism by Academic Libraries (Academic)	Creating a healthy work environment for individuals with special needs	Evidence-based practice Mixed methods
Research Review and Poster Presentation	The Elementary Librarian's Role in Creating Lifelong Readers (School)	Impact of school librarians in student's long-term reading views and habits	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Using Text Complexity for Encouraging Readers (School)	Utilizing new tools to tailor book selection to student's reading ability	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Effective Programming in Public Libraries (Public)	Meeting user needs through library events and programs	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Correcting Negative Customer Service Behaviors of Reference Services Providers in Public Libraries (Public)	Examination of management approaches to effective customer service behaviors applied to library settings	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Declining Student Use – Reclaiming the Pedagogical Nature of Special Collections (Academic)	Exploring library usage and methods for encouraging use of college library collections	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Improving High School Students' Library Research Skills (School)	Information literacy and instruction in secondary education	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Utilizing Social Media in All Libraries (Public, Special, Academic, School)	Use of social media to boost library growth and usage	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Creating Makerspaces in School Libraries (School)	Integration of makerspaces in academic settings	Evidence-based practice Mixed methods

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Dr. Jinxuan Ma

Fall 2016

Project Type	Library Type & Topic	Challenge Addressed	Research Design
Research Proposal & Poster Presentation	Benefits of Problem Based Learning in Public Education for Improving Student Retention (School)	Examination of problem-based learning as a method for increasing information literacy and academic retention	Surveys
Research Proposal & Poster Presentation	Early Literacy Support During Story Times at Public Libraries (Public)	Exploring methods for providing early literacy support in public libraries and encouraging continued learning at home	Mixed methods: Content Analysis Surveys Focus groups
Research Proposal & Poster Presentation	Assessing Preparedness at Jefferson County Library in Relation to a 20-Year County Comprehensive Plan (Public)	Assessment of the preparedness of Jefferson County Library to implement its proposed 20-Year County Comprehensive Plan	Mixed Methods: Surveys Interviews
Research Proposal & Poster Presentation	Improving Reach and Connection in Rural Lewis County Libraries (Public)	Reaching new audiences and meeting patron needs in the realm of digital access	Mixed Methods: Surveys Content Analysis
Research Proposal & Poster Presentation	Gamification Applied to Extracurricular Reading Program: Re-establishing Reading Habits Amongst Recent Portland Area College Graduates (Public)	Examination of the effectiveness of a gamified reading program to reestablish effective reading habits in patrons	Mixed Methods: Focus Group Surveys Interviews
Research Proposal & Poster Presentation	The Benefit of Cohort, First Year Reading and Writing Courses for First Year College Students struggling in Information Literacy (Academic)	Impact of a cohort model on college students reading and writing skills	Mixed Methods: Surveys Writing assessment
Research Proposal & Poster Presentation	Correctional Librarianship as Bibliotherapy: A Case Study of Multnomah County Library Jail Outreach Program (Special)	Effectiveness of MCLJOP book group as a form of rehabilitation	Case Study Interview

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Research Proposal & Poster Presentation	Effective Rebranding Strategies to Enhance Public Library Promotion (Public)	Benefits of and strategies for rebranding public libraries to encourage patron usage	Mixed Methods: Content Analysis Survey Interview
Research Proposal & Poster Presentation	Library Services for Student Veterans with PTSD: A Pilot Study (Academic)	Examination of approaches for meeting the needs of patrons with special needs	Mixed Methods: Interview Survey
Research Proposal & Poster Presentation	Toward a More Representative Archive: Radio Archives in the 21 Century (Special)	Utilizing the community to curate a representative, accurate, and accessible radio archive	Survey
Research Proposal & Poster Presentation	Social Service Referral for Homeless Library Patrons (Public)	Assessing the training, if any, public library staff currently receive to better facilitate social service referral and to meet the various needs of homeless patrons	Mixed Methods: Content Analysis Survey Interviews
Research Proposal & Poster Presentation	Game-Based Learning in the Classroom (School)	Examining the viability of Game-Based Learning as a tool for improving literacy and student interest in reading	Mixed Methods: Case study Surveys
Research Proposal & Poster Presentation	Patron Awareness of E-Book Availability at Oregon City Public Library (Public)	Assessing patron awareness of services	Survey
Research Proposal & Poster Presentation	Barriers to English Undergraduate Exposure to Portland State University's Special Collections (Academic)	Exploring the barriers to Special Collections instruction in undergraduate education	Interview
Research Proposal & Poster Presentation	Library Services for LGBTQ+ Adults in the Metropolitan Portland Area (Public)	Perceptions of and areas for improvement in LGBTQ+ library services	Mixed Methods: Survey Interviews
Research Proposal & Poster Presentation	Using Objects of Obsession to Improve Literacy in Children with ASD (School)	Meeting the needs of students with special needs through integration of Objects of Obsession System	Mixed Methods: Case study Interviews
Research Proposal & Poster Presentation	The Effects of Format Type on Government Publications Access and	Accessibility issues in government documents	Mixed Methods: Case study Survey

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	Use for Undergraduate University Seminar Students (Academic)		
Research Proposal & Poster Presentation	Developing Library Services for Adolescent Youth in Foster Care in Multnomah County (Public)	Assessment of Library Outreach and Youth Services in Multnomah County and ways to improve those services	Mixed Methods: Interview Focus Group
Research Proposal & Poster Presentation	Authenticity in Digitization: Maintenance in the Name of Integrity (Special)	Examination of analog authenticity in digitization and methods for preservation	Mixed Methods: Case Study Content Analysis Interviews
Research Proposal & Poster Presentation	To Display or Not, that is the Question (Public)	Impact of display styles on user interest and interaction with materials	Mixed Methods Survey Observational Study
Research Proposal & Poster Presentation	Assessing Research Methods Used to Evaluate Film Depictions of Librarians (Academic)	Examination of LIS research methods utilized in assessing depictions of librarians in media	Mixed Methods: Content Analysis Survey
Research Proposal & Poster Presentation	Navigating the Library with Pictograms (Academic)	Use of pictograms in the library, to increase library usage and encourage information literacy within the library	Mixed Methods: Survey Focus groups
Research Proposal & Poster Presentation	Revisiting Analog: Using Non-Digital Media to Market Digital Services to Older Adults (Public)	Determining older patron needs in regards to digital media and technology	Mixed Methods: Survey Observational Study
Research Proposal	An Exploration of Special Collection Space and Use (Special)	Assessment of patron usage of the National University of Natural Medicine (NUNM) special collections	Mixed Methods: Observational study Survey Interview
Research Proposal & Poster Presentation	Accessing the Collections of Bettie Page (Special)	Examination of censorship, copyright, and accessibility of burlesque collections in libraries	Mixed Methods: Content Analysis Interview Survey

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Appendix B. Selective List of Student Portfolio from LI 880

Here are a few examples:

In LI 805 Administration and Management, students work on library reorganization through a case study reassessing the budget, the staffing and the programming. Each process necessitates collecting and assessing data to make an appropriate budgetary plan. Students complete formal papers, necessitating research on specific topics. One archives student researched the history associated with the United Farm Workers movement aligning this information with the artifacts found in archives. One of the students conducted research to create a pamphlet identifying peer-reviewed resources with current information on seasonal allergies. Two students conducted research on the basics of Digital Rights Media (DRM) ascertaining the effects on libraries, users and collection development.

In LI 855 Collection Development, two students used the Salt Lake County South Jordan Library to determine if the current children's collection aligned with the collection development policy.

In LI 801 Foundations of LIS, students are asked to create a life cycle of a specific article or entity. One student's life cycle was Jane's Social Security Number where the student researched the process of the social security number through all the phases of a life cycle.

In LI 815 Information Technology, one student created a full library implementation plan for a specific technology after researching 21 different online resources. In various courses, students created pathfinders to assist patrons with finding information. One example is a Case Law Pathfinder on Same Sex Marriages.

In LI 880 Capstone, students use these research skills to assess their entire program and evaluate which artifacts will demonstrate they have mastered the Program Outcomes.

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Appendix C: A Partial List of Recent Conference Presentations by SLIM Students

Nancy Moos and Ashley Jo Will: (October 2016). *What can we learn from Serbian libraries?.* Wyoming Library Association Conference Webinar.

Miranda Ericsson (with Lissa Staley): (October 2016). *Engaging Writers at Your Library.* Kansas Library Association Conference, Wichita, KS.

Julie Crabb: (October 2016). *STEAMy Storytimes,* Nevada Library Association Conference, Las Vegas, NV.

Amber Ovsak: (October 2016). *Get Your Game On! Ditching the Device for Dice.* Kansas Library Association Conference, Wichita, KS.

Miranda Ericsson: (October 2016). *Librarians Can Assist Novice Writers and Artists in Publishing Their Work Collaboratively.* Kansas Library Association Conference, Wichita, KS.

Rachel Miles: (June 2016) *Finding Meaning in Metrics.* American Library Association Conference, Orlando, FL.

Dhanushka Samarakoon: (April 2016). *Bridging the Communication Gap Successfully for Library/IT Projects.* Kansas Library Association College and University Libraries Conference, Manhattan, KS.

Rachel Miles: (April 2016). *Transcending Institutions and Borders: 21st Century Digital Scholarship at K-State.* Kansas Library Association College and University Libraries Conference, Manhattan, KS.

Heidi Blackburn: (April 2016). *Do I Need Clearance? Serving at the Library Liaison to USSTRATCOM Fellows.* Kansas Library Association College and University Libraries Conference, Manhattan, KS.

Molly Chenault: (April 2016). *The Process of Children's Publishing: From Beginning to Bookshelf.* Emporia State University Research and Creativity Day, Emporia, KS.

Bridgid Reeves (with Mirah Dow and Ken Thompson.): (April 2016). *Improving Learning for Early Career Scientists and Engineers.* Emporia State University Research and Creativity Day, Emporia, KS.

Sarah Velasquez, Rene Burrell, Amanda Harrison, and Lynette Schreiner: (April 2016). *Social Media Use in Academic Libraries.* Emporia State University Research and Creativity Day, Emporia, KS.

Amanda Wahlmeier: (April 2016). *Impact of Privacy Laws on Genealogical Research in Adoption Cases.* Emporia State University Research and Creativity Day, Emporia, KS.

Alanna Colwell: (April 2016). *Planning for Sustainable Digital Archives.* Northwest Archivist Conference, Seattle, WA.

Sylvie Huhn: (April 2016). *On Display: Curating a Student Exhibit with the OHSU Historical Collections & Archives.* Northwest Archivist Conference, Seattle, WA.

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Anne Keech: (April 2016). *Strategic Snacks: Library Strategic Planning*. Oregon Library Association Conference, Bend, OR.

Nicole Langley: (April 2016). *Intersectional Multicultural Literature: Meeting the Needs of Our Diverse Communities*. Oregon Library Association Conference, Bend, OR.

Lindsey Watts (with Tina Bartholoma, Kim Griffiths, Kate Mapp, and Heidi Tice): (May 2016). *E.L.F. Can Help*. Utah Library Association Conference, Layton, UT.

Aaron Nelson: (May 2015). *Ukrainian Libraries: Past and Present*. Utah Library Association Conference, St. George, UT.

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Appendix D: Procedures of Mentoring Faculty

SLIM's Comprehensive Support Plan for New Faculty – “Five Pillars”

Good faculty enter their classrooms— whether face-to-face or online— each day having prepared ahead. Planning ahead includes research, talking with colleagues, formulating teaching and learning goals and objectives, creating a syllabus, and outlining the course. SLIM's mentoring of faculty includes five pillars to ensure faculty and student success: professional development; faculty mentorship; annual goals; annual portfolio; and information technology.

Professional Development

Each faculty member may request funded opportunities for professional development that focuses on teaching excellence or content excellence. The Dean of SLIM or the SLIM Faculty Review Committee may also identify the need for a faculty member to participate in professional development activities.

Mentorship

Each faculty member must have a faculty mentor of her/his choice. Regular interactions between faculty and mentor are required.

Annual Goals

In January, each new faculty member will write annual goals for research, teaching, and service that are created, discussed, revised (as necessary), and approved by the Dean of SLIM. Faculty use her/his annual goals as a guide (reference point) throughout the year. When faculty feel there is a need, faculty should ask the Dean of SLIM for support and/or assistance in completing specific goals. Support and/or assistance will be provided by the Dean of SLIM, or her/his designee, to complete annual goals as written. If necessary, goals may be revised, added, or omitted with the Dean's approval. Faculty annual goals documents are kept on-file by the Dean of SLIM.

Annual Portfolio

Each faculty member must create a research, teaching, and service portfolio. The purpose of this portfolio is for the faculty to provide evidence of her/his achievement of annual goals at the end of each calendar year and throughout the University and SLIM calendar of promotion and tenure review due dates.

Information Technology

New faculty members are provided technology support primarily through three sources: 1) pairing new SLIM faculty with experienced SLIM faculty; 2) SLIM Tech Support; and 3) ESU's Instructional Technology (IT) department that includes: administrative solutions; help desk; learning technologies; network and security solutions; and systems and client solutions. New faculty are expected to participate in IT's regularly scheduled online readiness course. SLIM has an on-site IT learning technologies support consultant at SLIM for two hours each week.

Approved by SLIM Faculty Council, Spring 2016

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Office for Accreditation
50 East Huron Street
Chicago, Illinois 60611-2795 USA
Telephone 312-280-2432
Toll free 800-545-2433, x 2432



Fax 312-280-2433
TDD 312-944-7298
Toll free TDD 888-814-7692
www.ala.org/accreditation

Committee on Accreditation

Elizabeth S. Aversa, Chair
University of Alabama
Tuscaloosa, Alabama

Diane Barlow
University of Maryland
College Park, Maryland

Kathleen De Long
University of Alberta
Edmonton, Alberta

Jean Donham
University of Northern Iowa
Cedar Falls, Iowa

Brad Eden
Valparaiso University
Valparaiso, Indiana

David Eichmann
University of Iowa
Iowa City, Iowa

Robert P. Holley
Wayne State University
Detroit, Michigan

Dale K. McNeill
San Antonio Public Library
San Antonio, TX

Loretta Parham
Atlanta University Center Woodruff Library
Atlanta, Georgia

Terry L. Weech
University of Illinois at Urbana-Champaign
Champaign, Illinois

David Weigle
University of Texas Southwestern Medical Center
Dallas, Texas

Candace Wells
Wichita State University
Wichita, Kansas

Office for Accreditation

Karen O'Brien, Director
Committee Staff Liaison

April 21, 2017

Wooseob Jeong, Dean
School of Library and Information Management
Emporia State University
Box 4025
1 Kelligg Circle
Emporia, Kansas 66801

Dear Dr. Jeong:

The Committee on Accreditation (COA) reviewed and discussed the special report and the annual statistical data reported via the trend summary spreadsheet. There are no requests for additional information regarding these reports.

The COA calls your attention to the following requirement of accreditation, from *Accreditation Process, Policies and Procedures (AP3)*, fourth edition (<http://www.ala.org/accreditedprograms/standards/AP3>):

I.7.1 Disclosure of accreditation status

As a public protection, including for prospective students, any reference to ALA accreditation status or display of the ALA Accredited logo must include the specific status as granted by COA: Candidacy; Conditional; Continued; Initial; Precandidacy; Withdrawn, Appeal Pending; or Withdrawn. See the specific status section for the required statement.

The schedule of next reporting is as follows:

Report	Due date
Annual statistics for 2016-2017	December 1, 2017
Biennial narrative report addressing each standard	February 15, 2018

As a reminder, interim narrative reports (biennial narrative reports and progress reports) are now due on February 15 (approximately 45 days prior to the spring meeting during which COA will review the report). The due date for annual statistical data reporting remains at December 1.

Please use the attached sheet to acknowledge receipt of this letter no later than two weeks following the date of this letter.

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The Committee on Accreditation appreciates this opportunity to remain apprised of developments in your program and extends best wishes for the remainder of the academic year.

Sincerely yours,

A handwritten signature in cursive script that reads "Elizabeth Aversa". The signature is written in black ink on a light-colored background.

Elizabeth Aversa, Chair
ALA Committee on Accreditation

enc: Acknowledgement Form

cc: Emily Sanders-Jones, Executive Assistant to the Dean, School of Library and Information
Management, Emporia State University
Karen O'Brien, Director, ALA Office for Accreditation

Interim Report Acknowledgement Form

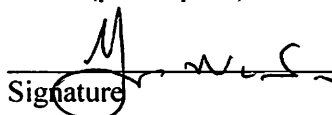
On behalf of **Emporia State University**, I acknowledge receipt of the response of the Committee on Accreditation.

Please mark all that apply:

- I accept the Committee's response without comment.
- I accept the Committee's response and will submit additional information or clarification in reports *as requested* by the Committee.
- I accept the Committee's response. The attached letter contains additional information or clarification in response to concerns named in the Committee's letter.
- I request a meeting with the Committee on Accreditation.

Wooseob Jeong
Name (please print)

Dean
Title


Signature

4/27/2017
Date

Please return by **one** of the following options:

- Scan and email a copy to accred@ala.org or
- Fax a copy to the Office for Accreditation at 312-280-2433 (please include cover)
- Send by US mail to American Library Association, Office for Accreditation, 50 E. Huron St., Chicago, IL 60611-2795.