Standard IV. STUDENTS

The mission of the School of Library and Information Studies (SLIS) is to provide excellence in education, preparing leaders for a diverse, highly technological, information-based global society; to engage in research and creative activities that generate new knowledge and applications for effective practice and that foster interdisciplinary approaches to address information challenges; and to meet the complex information needs of society through public and professional service (VMGO, revised August 2012 and approved by the SLIS faculty in November 2012). Information about the School, our faculty, and the admissions process are available on our website, as are program planning forms, course schedules (Norman and Tulsa), and End-of-Program Assessment option descriptions. The School systematically gathers feedback from graduating students (Exit Surveys), alumni (2009 and 2013), and employers on a regular basis for use in program development and enhancement. This chapter discusses how the School’s activities related to our students align with the 2008 ALA Standards for Accreditation.

The typical OU SLIS MLIS student is female, white, and from Oklahoma. The average SLIS MLIS student is aged 25 to 34, works part-time in a library, and takes two to three years to complete the MLIS. The majority of students pursuing an MLIS with the School graduated from an Oklahoma institution of higher education with a bachelor’s degree in English and a GPA above 3.4.

Standard IV.1.1: The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school’s mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain students who reflect the diversity of North America’s communities.

The School’s Admissions and Scholarship Committee is responsible for monitoring admissions policies, reviewing and approving applications, and awarding scholarships. At the committee’s discretion, if an applicant’s GPA and/or GRE scores are insufficient for admission, yet other aspects of their application are indicative of potential for success in the program and the profession, a candidate may be invited to meet with the committee to determine if they will be offered admission. The committee is comprised of Ms. Margaret Ryan, Coordinator of Admissions, Academic and Student Support Services, two SLIS faculty members, and one or two student representatives. Student committee members are not allowed to review the academic information of other students, and therefore do not participate in the application or scholarship approval process. Student participation is focused on issues of admissions policy and procedures.

The OU Graduate College Bulletin (2012-2013) addresses discrimination in its Equal Opportunity statement:

This institution in compliance with all applicable federal and state laws and regulations does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, political beliefs or status as a veteran in any of its policies, practices or procedures. This
includes but is not limited to admissions, employment, financial aid and educational services.

With our mission as a guide, the School has focused on increasing the ethnic and cultural diversity of its students, through the following activities:

- recruiting at traditionally African-American and Native American campuses
- recruiting at the annual meeting of the Association of Tribal Libraries and Museums
- recruiting at the Joint Conference for Librarians of Color
- soliciting additional funding and renaming of the Lotsee Patterson American Indian Scholarship available to a student enrolled in a federally recognized tribe
- awarding of the SLIS ALA Spectrum Scholarship Matching Award
- applying for and receiving an Institute for Museum and Library Services grant, which funded a project focused on Academic Librarians serving multicultural populations.

The School’s admissions procedures and criteria, which were publicized in a printed application packet through December 2013 (available on site) and now on the School’s website have been designed to be consistent with the School’s mission, goals, and objectives. The admissions policy of SLIS is to “encourage applications from students with diverse educational, geographical, cultural, and intellectual backgrounds who exhibit a potential for contribution in the area of library and information services.” (SLIS Graduate Student Handbook, pg 5). Students may apply at any time of the year for admission to a degree program in the School of Library and Information Studies. All applicants to the School’s MLIS program must also apply and be admitted to the Graduate College, and must submit additional documentation to SLIS that will assist in evaluating the qualifications of the applicant. This documentation includes the following:

- an application to the School of Library and Information Studies
- a statement of career objectives and the reasons for choosing library and information studies
- a professional resume
- three references from persons familiar with the applicant's scholastic or employment record
- scores on the Graduate Record Examination (GRE).

Applicants who have not completed a post-baccalaureate degree must supply GRE scores. Scores more than 5 years old are generally considered unreliable. Applicants who wish to submit scores older than 5 years must request such consideration in writing and address their petition to the SLIS Admissions and Scholarship Committee. Those who hold a post-baccalaureate degree with a GPA of 3.2 or higher on their graduate degree work do not have to supply GRE scores.
Standard IV.1.2: The composition of the student body is such that it fosters a learning environment consistent with the school’s mission and program goals and objectives.

In 2012 the SLIS student population was predominantly female, white, from Oklahoma (Figure IV-1), and attending classes part-time. Enrollment from other ethnic groups is increasing. Increases have been achieved in Native American enrollment through focused recruiting, scholarships, and the IMLS grant (10 in 2007, 13 in 2008, 20 in 2009, 19 in 2010, 13 in 2011, and 17 in 2012). Overall the percentage of Native American students to the total SLIS population has risen from 5% in 2007 to 10% in 2012. Hispanic enrollment has overall increased from a low of 0% in 2007, to a high of 5% in 2011.

**Figure IV-1 2012 Enrollment Numbers by Gender and Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>SLIS Number</th>
<th>SLIS %</th>
<th>Oklahoma %</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>31</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>108</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>0.5</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of the demographic distribution by gender and ethnicity of the Oklahoma population to the demographic distribution in the enrollment in SLIS is also shown in Figure IV-1. Though SLIS has achieved strong increases in enrollment of Hispanic or Latino students, the School is still under the state average for this group. SLIS continues to recruit students of Hispanic or Latino ethnicity through the recruitment efforts described above as well as by being
highly responsive on a one-to-one basis to requests for information about OU SLIS, including personal invitations to visit campus, directly providing information on scholarships, and encouraging undergraduates in the BAIS program to pursue the MLIS. Since July 2010, the School has made one-to-one contact with 215 potential OU SLIS students. Of these, 47 applied and were admitted to the program, 1 applied and was denied, 41 matriculated, 8 graduated, 6 have become inactive, and 26 are still active in the program. Future Exit Surveys will solicit details concerning the admissions process to learn whether personal outreach efforts are effective.

Scholarship awardees (Table IV-2) reflect the overall makeup and diversity of the program with 82% White, 11% Native American and 7% Other. SLIS scholarships are awarded on the basis of merit, and several of the scholarships have specific applicant requirements; in some cases, this includes diversity as discussed above. OU SLIS also awards a range of discipline-focused scholarships including:

- OSLA Scholarship for children’s or young adult services in school or public libraries, or teaching school librarianship
- Mary Angus Sherman Scholarship for public librarianship
- The Christopher A. Edge Medical Librarianship Scholarship
- The Philip J. Fenn Theological Librarianship Scholarship
- The John E. Duncan Publishing Scholarship
- The Donald L. De Witt Special Collections Scholarship
- The John N. Drayton Publishing Scholarship.

<table>
<thead>
<tr>
<th>Figure IV-2 Scholarships by Gender and Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
</tr>
<tr>
<td># Awarded</td>
</tr>
<tr>
<td>Total Value</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td># Awarded</td>
</tr>
<tr>
<td>Total Value</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td># Awarded</td>
</tr>
<tr>
<td>Total Value</td>
</tr>
<tr>
<td>Ethnicity</td>
</tr>
<tr>
<td>Caucasian</td>
</tr>
<tr>
<td>Native American</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>
The IMLS funded project that was completed during this accreditation cycle recruited 15 students of diverse backgrounds and those with demonstrated interest in working with diverse populations. The ethnic distribution of the IMLS grant funded students is listed below (Spring 2013):

- White 41%
- Black/African American 24%
- Hispanic or Latino 12%
- Native American 18%
- Other 5%

Figure IV-3 illustrates SLIS enrollment by student residence status. Twelve percent of the students (123) enrolled during the years of 2007 through 2012 were enrolled as “out-of-state” students, with a low of 6% in 2007 and a high of 13% in 2011. Eighteen students, or 1.7% of students, were enrolled as “international” students (Figure IV-3). The SLIS student body composition of largely Oklahomans is reflective of the Latin motto inscribed on the University’s seal "Civi et Reipublicae," which translates to "For the citizen and the state” and OU’s mission “to provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society.” Also reflected in the composition of our students’ places of origin are the School’s student educational objective A.10, to deliver courses to students throughout the state, and our service objective A.4, to provide specialized assistance for development of information services for Oklahoma's diverse communities.
The students who matriculated from 2007 to 2012 obtained their undergraduate degrees from institutions in thirty-eight states and eight countries outside the United States, including Canada, China, India, Germany, Mexico, South Korea, Taiwan, and Venezuela. In addition to Oklahoma (80%), the states with the largest representation of undergraduate degrees are Texas (4%) and Arkansas (3%). Among the over ninety undergraduate degree areas represented in the student body, the largest percentage of the 610 matriculating students (2007 to 2012) hold an undergraduate degree in English (22%) or the humanities (22%). One hundred and eighty-three students admitted to OU SLIS between 2007 and 2012 (22% of total admitted) hold an advanced degree. Fifty-eight percent of the advanced degrees were listed as a Masters of Arts. An Excel workbook, Student Degrees 2007 to 2013, detailing the range of undergraduate and graduate majors of students admitted to OU SLIS is provided as evidence.

OU SLIS is one of 16 states participating in the Academic Common Market. This cooperative agreement was developed to help students cut the costs of undergraduate and graduate study at out-of-state universities by allowing participating students to pay in-state tuition rates while studying outside their home states. For example, because the state of Arkansas has no ALA accredited library and information studies master’s degree program, the Academic Common Market arrangement allows Arkansas residents to pay in-state tuition rates.

Figure IV-4 shows that the single largest age grouping of MLIS students enrolled from 2007 to 2012 is 25-29. However, the age ranges of students have shifted slightly over the years covered in this report. In 2007 and 2008, the 30+ categories represented 56% and 57% of students and this dropped to 49%, 53% and 50% for students admitted in 2010, 2011, and 2012.

**Figure IV-4 SLIS Student Enrollment by Age**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 to 24</td>
<td>31</td>
<td>29</td>
<td>29</td>
<td>31</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>25 to 29</td>
<td>52</td>
<td>46</td>
<td>52</td>
<td>59</td>
<td>54</td>
<td>57</td>
</tr>
<tr>
<td>30 to 34</td>
<td>30</td>
<td>37</td>
<td>31</td>
<td>37</td>
<td>41</td>
<td>33</td>
</tr>
<tr>
<td>35 to 39</td>
<td>28</td>
<td>23</td>
<td>24</td>
<td>13</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>40 to 44</td>
<td>18</td>
<td>16</td>
<td>16</td>
<td>13</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>45 to 49</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>50 to 54</td>
<td>10</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>55+</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>189</td>
<td>176</td>
<td>174</td>
<td>178</td>
<td>179</td>
<td>173</td>
</tr>
</tbody>
</table>
The majority of students in the MLIS program are enrolled as part-time students, with an average percentage of part-time students (over the years 2007 to 2012) at 80% and full-time students at 20% (Figure IV-5). Most students in the program are employed while completing their degrees, with the 2009 Alumni Survey (item 56) indicating that 96% of respondents (n=24) were working either full or part-time while completing the degree. Of these respondents, 83% were working in a library, 2% in an information agency, and 2% in a job not related to the information field (item 57) while in the MLIS program. In the 2013 Alumni Survey (n=19), all respondents were working either full or part-time while completing the degree (item 66), with 61% reporting that they were working in a library, 17% in information agencies, and 22% in a job unrelated to the information field (item 67). Of the 191 students enrolled in Fall 2013, 164 (86%) were employed at the time of admittance, and 96 (59%) of the employed students were employed in a library.

**Figure IV-5 SLIS Student Enrollment by Full/Part-Time Status**

Students who are not working in the field have the opportunity to gain hands-on experience by enrolling in LIS 5823 Library/Information Centers Internship. The internship is a 135 hour, semester-long practicum in an exemplary library/information center under the supervision of a professional who holds an ALA accredited master’s degree, or a master’s degree in a related specialty and appropriate professional experience. From 2007 to 2013, 57 students engaged in internships in a wide range of libraries and information organizations. Although we have not kept a record of the proportion of student interns who had library experience prior entering the MLIS program, of the 52 students who have completed their degree and participated in an internship, and for whom we have up-to-date information, 35 (67%) are currently employed as a librarian or information professional. Information about prior library experience is listed in the students’ professional resumes submitted for application and is available on site in the
student files. For future admits, information will be collected on the internship documentation about prior library experience. A spreadsheet detailing the 2007 to 2013 SLIS internship experiences is provided as evidence.

Of the 213 students who graduated from 2007 through 2010, the majority completed the degree in less than 2.75 years. While 40% to 46% of graduates in 2007, 2008, and 2009 took 3 or more years to graduate, of those graduating in 2010, 20% took 3 or more years to complete the MLIS degree (Figure IV-6).

Figure IV-6 Time to Graduation by Year Entering Program

<table>
<thead>
<tr>
<th>Year Entering Program</th>
<th>1 to 1.75</th>
<th>2 to 2.75</th>
<th>3 to 3.75</th>
<th>4 to 4.75</th>
<th>5 or more</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>5</td>
<td>24</td>
<td>16</td>
<td>5</td>
<td>4</td>
<td>54</td>
</tr>
<tr>
<td>2008</td>
<td>8</td>
<td>28</td>
<td>16</td>
<td>9</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>2009</td>
<td>3</td>
<td>26</td>
<td>23</td>
<td>1</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>2010</td>
<td>1</td>
<td>34</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>44</td>
</tr>
</tbody>
</table>

The GPA of students admitted to the school remained relatively constant for 2007 through 2013 (Figure IV-7). From 2010 to 2012, there was a slight decline, while the GPA of students admitted in 2013 suggests an upward trend. SLIS will continue to monitor the GPA of admitted students.

Figure IV-7 Average GPA of SLIS Student Admitted from 2007 to 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>GPA</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>3.51</td>
<td>81</td>
</tr>
<tr>
<td>2008</td>
<td>3.56</td>
<td>88</td>
</tr>
<tr>
<td>2009</td>
<td>3.55</td>
<td>83</td>
</tr>
<tr>
<td>2010</td>
<td>3.56</td>
<td>84</td>
</tr>
<tr>
<td>2011</td>
<td>3.48</td>
<td>58</td>
</tr>
<tr>
<td>2012</td>
<td>3.41</td>
<td>66</td>
</tr>
<tr>
<td>2013</td>
<td>3.50</td>
<td>21</td>
</tr>
</tbody>
</table>
The average GRE scores from both the older and revised tests have remained constant, with a slight increase in the verbal and quantitative scores of students admitted in 2012 and 2013 (Figures IV-8 and IV-9).

**Figure IV-8 Average Verbal and Quantitative GRE Scores of SLIS Student Admitted 2007 to 2012**

<table>
<thead>
<tr>
<th>Year</th>
<th>Verbal Scores</th>
<th>Quantitative Scores</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>545.39</td>
<td>536.85</td>
<td>89</td>
</tr>
<tr>
<td>2008</td>
<td>547.11</td>
<td>544.23</td>
<td>97</td>
</tr>
<tr>
<td>2009</td>
<td>543.41</td>
<td>530.59</td>
<td>85</td>
</tr>
<tr>
<td>2010</td>
<td>551.52</td>
<td>546.63</td>
<td>92</td>
</tr>
<tr>
<td>2011</td>
<td>504.66</td>
<td>494.83</td>
<td>58</td>
</tr>
<tr>
<td>2012</td>
<td>607.86</td>
<td>557.86</td>
<td>14</td>
</tr>
</tbody>
</table>

**Figure IV-9 Average Verbal and Quantitative GRE Scores* of SLIS Student Admitted 2011 to 2013**

<table>
<thead>
<tr>
<th>Year</th>
<th>Verbal Scores</th>
<th>Quantitative Scores</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>156.25</td>
<td>144.00</td>
<td>5</td>
</tr>
<tr>
<td>2012</td>
<td>156.77</td>
<td>146.21</td>
<td>56</td>
</tr>
<tr>
<td>2013</td>
<td>158.89</td>
<td>149.17</td>
<td>18</td>
</tr>
</tbody>
</table>

*GRE test revised 2011
The average scores on the analytical portion of the GRE of students admitted during 2007 to 2013 declined in 2011 and 2012, while the scores of students admitted in 2013 suggest an upward trend. SLIS will continue to monitor the GRE of admitted students.

**Figure IV-10 Average Analytical GRE Scores of SLIS Student Admitted 2007 to 2013**

<table>
<thead>
<tr>
<th>Year</th>
<th>GRE-Analytic</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>4.44</td>
<td>87</td>
</tr>
<tr>
<td>2008</td>
<td>4.24</td>
<td>96</td>
</tr>
<tr>
<td>2009</td>
<td>4.15</td>
<td>85</td>
</tr>
<tr>
<td>2010</td>
<td>4.24</td>
<td>92</td>
</tr>
<tr>
<td>2011</td>
<td>3.91</td>
<td>62</td>
</tr>
<tr>
<td>2012</td>
<td>4.04</td>
<td>69</td>
</tr>
<tr>
<td>2013</td>
<td>4.05</td>
<td>20</td>
</tr>
</tbody>
</table>

The consistent makeup of the student body reflects the population of Oklahoma and is a strength of the School. Racial and ethnic diversity of SLIS students reflects that of the state, and, as such, reflects the mission of the University and the School. We are continuing our recruiting efforts to maintain this representation and improve representation of groups such as Hispanic or Latino and African American students.

**Standard IV.2: Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.**

Information about the School, the MLIS program, and our admissions procedures are available on the SLIS [website](#) and in the printed application packet (available on site) and include:

- the School’s [Vision, Mission, Goals, and Objectives](#)
- the School’s Graduate Courses of Study (the Master of Library and Information Studies [MLIS] and the Oklahoma School Library Media Specialist certification program)
- the MLIS degree requirements [Current, Former](#)
the University of Oklahoma Office of Admissions graduate and post-baccalaureate student admissions information and application instructions

admission procedures, including:
  o SLIS Application Form
  o Applicant Statement of Purpose and Goals Form
  o Applicant’s Recommendation for Admission Forms
  o information about the Academic Common Market, which allows residents of southern states without an accredited program (Arkansas and Virginia) to be admitted to the School’s program and pay in-state tuition rates

financial aid and scholarship information

information about the MLIS and Masters of Arts in the History of Science dual degree and the generic dual degree requirement

information about the School’s faculty.

Application materials are distributed to prospective students at local and regional recruitment events where School representatives are available to answer questions about the program. These events include the Oklahoma Library Association (OLA) Annual Conference; OU’s Major/Minor Fair; OU-Tulsa Open House; OKC Metropolitan Library System’s Professional Development Day; Langston University’s Education Fair; and Northeastern State University’s Job, Internship, and Graduate School Fair (Tahlequah and Broken Arrow). SLIS also had a recruitment table at the Annual Association of Tribal Libraries and Museums conferences in 2012 and 2013, the 2012 Joint Conference for Librarians of Color, and the 2013 ALA Annual Conference in Chicago.

Recruitment information is also available on the bulletin board in front of the School’s office, which is located near the busy entryway to the Bizzell Memorial Library. Prospective Tulsa students can locate admissions information through the Graduate School Office in the OU Schusterman Center, as well as in the Arts and Sciences reception and through the OU-Tulsa Graduate College website.

The SLIS Graduate Student Handbook is available on the Document Hub of the SLIS website and includes information about:

• the School’s Vision, Mission, Goals, and Objectives
• the School’s Admission Policy, including faculty/staff access to student records, admission or readmission to the program, registration and enrollment, transfer credit, time limits for degree completion, and scholarship opportunities
• student performance expectations, including the character of the graduate experience, the nature of interactive video teleconferencing for SLIS classes, procedures for contacting faculty, MLIS program requirements, student advisement and program planning form completion (current, former), enrollment limitations, retention standards, prerequisites for independent study (Internships, Directed Research, Directed Project, and Directed Readings), the avenues for End-of-Program Assessment (comprehensive exam, thesis, or portfolio development), and the Exit Surveys
• the SLIS faculty
• information on opportunities and resources available to students, including the SLIS job listserv, professional and student organizations, and information technology laboratories on the Norman and Tulsa campuses.

Scholarship information, in addition to being posted on the School website, is included in the Weekly SLIS Digest and emailed via the Oklahoma Library and Information Studies Student Association (OLISSA) listserv. It is also provided upon request by the SLIS office and summarized in the SLIS Graduate Student Handbook. The SLIS Admissions and Scholarships Committee considers all applications for scholarships in the spring of each academic year. Applications are due annually on March 1st. Current students are notified of the deadline for scholarships via the OLISSA listserv (available on site), the SLIS website, SLIS’s Facebook page, and the Weekly Digest. In addition, students have many financial aid opportunities offered by the University and outside of the University.

SLIS students also have the opportunity to apply for half-time (0.50 FTE; 20 hours per week) or quarter-time (0.25 FTE; 10 hours per week) graduate research assistantships (GAs) in Norman and Tulsa. GAs support SLIS faculty members’ teaching, research, and services activities. SLIS half-time GA students, both in the department and throughout the University, receive a tuition waiver for the total number of hours required for the degree program (36 hours) in addition to their monthly financial compensation, and must be enrolled in at least five hours per semester. Although there is no tuition waiver for quarter-time GAs, they receive financial compensation though monthly stipends. Students receiving additional support from OU Financial Aid must comply with the minimum enrollment requirements from that office. The Director works with the SLIS Administrative Assistant, Coordinator of Admissions Academic and Student Support, and individual faculty members to award assistantships.

Graduate assistantships give students the opportunity to work closely with a faculty member, and in some cases GAs may be involved in research projects that lead to conference presentations and/or publications as well as serve as a gateway to a future research agenda for the student. Below are examples with the GAs’ names highlighted in bold:


ComPADRE Digital Library: Repository of Non-Textual Educational Resources in Physics and

Responses to the 2009 and 2013 Alumni Surveys illustrate that the School has appropriate communication policies and procedures.

- For the statement, “Current, accurate information on the School and the program was available to students and prospective students”:
  - In 2009 (n=26), 97% of respondents strongly or mostly agreed. (item 37)
  - In 2013 (n=19), 84% of respondents strongly or mostly agreed. (item 49)

- For the statement, “Information on financial aid and on procedures for applying for financial aid was available”:
  - In 2009 (n=26), 46% of respondents strongly or mostly agreed, and 27% somewhat agreed. (item 40)
  - In 2013 (n=18), 56% of respondents strongly or mostly agreed, and 11% somewhat agreed with the statement, “Information on financial aid and on procedures for applying for financial aid was available.” (item 52)

- For the statement, “Office staff were responsive to student requests for information in a courteous and timely manner”:
  - In 2009 (n=26), 92% of respondents strongly or mostly agreed. (item 45)
  - In 2013 (n=19), 95% of respondents strongly or mostly agreed. (item 55)

- For the statement, “Program requirements were clearly stated”:
  - In 2009 (n=29), 97% of respondents strongly or mostly agreed. (item 17)
  - In 2013 (n=19), 89% of respondents strongly or mostly agreed. (item 29)

Based on these responses, especially about funding opportunities, in the past four years the School has initiated new approaches to keep students updated on activities and opportunities within SLIS, including:

- creating a new Facebook account where scholarship and assistantship application deadlines and information are posted
- launching the Weekly Digest to supplement the listserv that contains information about School deadlines, announcements, internship experiences, and funding opportunities
- building a dynamic SLIS website with an added news section on the main page and a specific section addressing funding opportunities.
Standard IV.3: Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program’s goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

Graduate students at the University of Oklahoma are students who have earned at least a baccalaureate degree from an accredited university and plan to pursue an advanced degree or a graduate certificate. Admission to graduate programs at the University of Oklahoma is a collaborative effort between the academic units, the Graduate College and the Office of Graduate Admissions. Admission is based on an evaluation of an applicant’s overall record, experience, personal qualifications, proposed specialization, and an assessment of the likelihood that an applicant will succeed in, and benefit from, a particular academic program.

Candidates to the MLIS program must first be admitted to OU’s Graduate College and then referred for admissions review to the School. Candidates apply to the Graduate School online and must have received at least a bachelor’s degree or equivalent from an accredited institution and submit the transcript from their last degree-granting institution.

In the past, to be eligible for full admission the Graduate College required an applicant to:

- have at least a 3.00 GPA on the applicant’s last two years (approximately 60 hours) of undergraduate work
- have at least a 3.00 GPA on the hours taken for a post-baccalaureate degree
- have at least a 3.00 GPA on at least 12 hours of graduate work if the applicant does not possess a graduate degree.

An applicant who had a 2.80 to 3.00 GPA in the last 60 credit hours of letter-graded bachelor’s degree coursework could qualify for conditional admission. Beginning in June 2013, the OU Graduate College Admissions Criteria no longer includes minimum GPA requirements, but successful applicants to the Graduate College usually possess a 3.0 cumulative GPA over their undergraduate and/or graduate work.

Individual academic units may impose higher standards, and the School requires an applicant to have at least a 3.2 GPA in their last 60 hours of academic work in order to be recommended for full admission. An applicant with at least a 2.75, but less than a 3.2 in the last 60 credit hours of letter-graded bachelor’s degree coursework may be considered for conditional admission.

The OU Graduate College does not require the Graduate Record Examination (GRE) but endorses the use of the GRE as one useful measure of a student’s potential for success in
Within the School, the admissions policy and procedures provide that each applicant be evaluated based on the individual applicant’s experiences, background, and accomplishments. Admission decisions are not solely based on quantitative factors, such as GPA and the GRE scores, thus allowing a more precise focus on the applicant’s “potential for contribution in the areas of library and information services” (Admissions Policy, SLIS Graduate Student Handbook). Assessment of applications is based only on a full and complete admissions application file. Each applicant’s file must contain:

- a referral from the University Graduate College certifying completion of application paperwork for the OU Graduate College and acceptance into the Graduate College
- a completed application to the School of Library and Information Studies
- a statement of purpose and goals (one to two-page essay stating the applicant’s career objectives and the reasons for choosing library and information studies)
- three completed recommendation forms from persons familiar with the applicant's scholastic or employment record (each form includes questions about the capacity in which the applicant is known to the recommender; the applicant’s strengths and limitations for graduate study in the field and for success as an information professional; and a comparison chart highlighting the applicant’s rating on sixteen abilities and characteristics)
- scores on the Graduate Record Examination
- a professional resume.

Completed application files are evaluated by the Admissions and Scholarships Committee. The SLIS Admissions and Scholarships Committee consists of two faculty members (one of whom is chair), one student member, and the SLIS Coordinator for Admissions, Academic and Student Support Services, and provides an array of perspectives when considering the applicant’s fulfillment of the School’s admissions requirements. Applicants meeting admissions requirements for full admission are recommended for admission by the Coordinator of Admissions, Academic and Student Support Services and are subject to review by the Committee. For applicants who do not meet the admissions standards, the individual’s application is reviewed by members of the Admissions and Scholarships Committee, who each evaluate the application and provide admittance recommendations (fully admit, conditionally admit, deny, or defer). In the event of a lack of consensus among the Committee, the application is discussed in a meeting; in the event of a tie vote within the Committee, the SLIS Director casts the deciding vote. In addition, although rare, a personal interview may be required of any applicant. This is more common if the applicant’s GPA and/or GRE scores are insufficient for admission, yet other aspects of their application are indicative of success in the program and the profession. A candidate may be invited to meet with the Committee to provide additional information upon which a decision is made.

For Full Graduate Standing Admission in the School, the candidate must have supplied all of the items listed above and be eligible for admission to degree status in the Graduate College. In addition, the School requires graduation from an accredited four-year college with a 3.2 GPA (on a 4-point scale where 4.00 is an A) in the student’s last 60 hours of letter-graded coursework for applicants with no post-baccalaureate coursework. Should the 60 credit hours
fall within a semester’s work, then that whole semester is included in calculating the grade point average. Any applicant who has received a master’s degree or has completed 12 credit hours of letter-graded graduate work at an accredited college or university will have the grade point average based on the graduate coursework.

**Conditional Standing Admission** also requires that the candidate hold a degree from an accredited four-year institution. In addition, a candidate whose grade point average is below 3.2, but not less than 2.8, and who has met all other requirements for admission to full graduate standing may be admitted conditionally. Conditional admission to a degree program is contingent on the recommendation of the academic unit and approval of the Graduate College Dean. Students admitted in conditional admission status must meet specific requirements dictated by the Graduate College and the School.

When students who have been conditionally admitted and have completed the first 12 hours in the SLIS MLIS program, they must have achieved a grade of B or better for all courses attempted (no incompletes or withdrawals will be accepted) or they will be denied re-enrollment. In addition, they must have met the conditions set out in their letter of conditional admittance, including successful completion of specified courses to become fully admitted to the program. Examples of letters detailing specific requirements of conditional admittance are available on site. In the years 2007 to 2012, 138 students, 18.7% of the total number of students admitted, were admitted to the program conditionally. The most significant factor in assigning a conditional admission status is the applicant’s GPA. Conditional admittance in this case reflects attention to other success indicators. As can be seen in Figures IV-11 and IV-12, conditionally or fully admitted status does not appear to be a clear indicator of success in the program. Although a larger proportion of students admitted fully in 2007 (74%) have graduated than of those admitted conditionally (46%), at the same time, the ratio equalized over the subsequent three years.

**Figure IV-11 Status of Students Conditionally Admitted from 2007-2012**
Students become classified as inactive when they withdraw to enter another program, fail to meet the School’s retention standards, or for other unknown reasons (Figures IV-13 and IV-14). Students also become classified as inactive if they fail the End-of-Program Assessment, pass away, or are charged with academic misconduct before graduating. Figures IV-13 and IV-14 illustrate conditionally and fully admitted students becoming inactive with similar frequency, except for those admitted during 2007. Of the 13 students conditionally admitted in 2007, 46% became inactive. It is not known why the number of students becoming inactive has declined, but it is worth investigating on future Exit Surveys and also tracking those who withdraw more closely.

**Figure IV-13 Students Conditionally Admitted from 2007-2012:**
Active, Graduated, and Inactive
In the Fall 2009 (n=26), and Summer 2013 (n=19), Alumni Surveys:

- For the statement, “Current, accurate information on the School and the program was available to students and prospective students”;
  - In 2009 97% of respondents strongly or mostly agreed. (item 37)
  - In 2013 84% of respondents strongly or mostly agreed. (item 49)

- For the statement, “To the best of my knowledge, the School followed stated policy and procedure in admissions”;
  - In 2009, 100% of respondents strongly or mostly agreed. (item 38)
  - In 2013, 89% of respondents strongly or mostly agreed, with the remaining 11% stating that they had insufficient information to judge. (item 50)

- For the statement, “To the best of my knowledge, the School maintained admissions standards appropriate to the requirements of the program and for success in the field”;
  - In 2009, 89% of respondents strongly or mostly agreed. (item 39)
  - In 2013, 84% of respondents strongly or mostly agreed. (item 51).

These survey results illustrate that the SLIS alumni perceive that the standards for admittance are applied consistently and are transparent. The success rate of conditionally admitted students demonstrates the effectiveness of an application review process that focuses on the full application and the candidate’s potential to be successful in both the program and the professions. In the future, Exit Surveys will ask graduating students who had been previously inactive for additional details about their inactive status and efforts will be made to learn why students in good standing leave the program.
Standard IV.4.1: Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school.

Upon acceptance into the program, each student is assigned a full-time faculty adviser based on career interests indicated by the student’s application. The assigned faculty adviser works with the student in developing the student’s program plan by using the Program Planning Form (Current, Former), which must be completed by each student by the end of the first semester of enrollment. The Program Planning Form (PPF) is maintained in the student’s permanent file and is updated by the student as needed. The student’s faculty adviser must approve any changes in a student’s PPF. These individualized programs of study allow individual needs, goals, and aspirations to be met within the context of program requirements. The faculty adviser also works with the student to accommodate specializations within individualized program plans. As discussed within Standard II: Curriculum, the faculty voted to implement a degree program that is more flexible, with six mandated courses (the five core courses and one of the two research courses) and the rest of the program’s structure being left to the student to design in consultation with his or her adviser. If at any time a student wishes to change advisers, he or she may contact the faculty adviser he or she would like to work with and then inform the SLIS office of the change.

In addition to Program Planning forms, the School also provides Program Planning Guides identifying courses valuable to certain career fields. These guides are written focusing on nine areas of concentration:

- Academic Librarianship
- Archives
- Children and Young Adult Services
- Information Organization
- Information Technology
- Public Librarianship
- Reference Librarianship
- School Librarianship
- Special Librarianship

In the guides, the School also identifies electives from other departments across campus arranged by general topic areas. Students may consult the University’s General Catalog for other courses of interest. MLIS students may take up to nine hours of electives from departments outside of SLIS. No more than nine hours taken prior to admission to the MLIS program may be applied to the degree. Faculty advisers and students use these lists as guides in designing students’ individualized program plans to accommodate these areas of concentration and others the students might want to pursue. To encourage the individualization of program plans that factor into each student’s individual overall goals, no specific “tracks” have been prescribed. Students are not required to declare a specific area of emphasis.

The Graduate College provides a generic dual-degree program for students interested in two disciplines. At the time of admission, students are afforded the opportunity to apply to SLIS and to another OU Graduate College unit, and, if accepted by both, to work on dual master’s
degrees. The student is required to complete the requirements of both degrees in the same semester. Students must apply for dual-degree status before completing 12 hours in any single degree program.

Opportunities for independent study in the form of Directed Readings, Directed Research, Directed Projects, Internships, and Research for Master’s Thesis, all of which are developed in consultation with the faculty adviser, provide options for further individualization of student program plans.

The SLIS School Librarianship Program Planning Guide and the University’s General Catalog offer descriptions of course requirements for certification as a Library Media Specialist in the state of Oklahoma. Certification requires a master’s degree, a valid standard teaching certificate in an appropriate area, completion of the specialized course work in library and information studies, and successful completion of the Oklahoma Library Media Specialist subject area examination. To ensure the success of students seeking a career in school librarianship, the School reconstituted the School Librarian Certification Committee in Fall 2011. The membership of the committee includes the Director, a SLIS faculty member who specializes in youth services, the Coordinator of Admissions, Academic and Student Support, two MLIS students (one each from Norman and Tulsa), two urban school librarians, and two rural school librarians. The committee convenes two times per semester. As a result, the School has revised and clarified the curricular needs and the advising process for school librarians.

In the Fall 2009 (n=29) and Summer 2013 (n=19) Alumni Surveys:

- For the statement, “The faculty and staff encouraged consultation and provided advice on program planning and course selection”
  - In 2009, 76% of respondents strongly or mostly agreed. (item 21)
  - In 2013, 63% of respondents strongly or mostly agreed. (item 33)
- For the statement, “The advisement/program planning process was helpful.”
  - In 2009, 69% of respondents strongly or mostly agreed. (item 22)
  - In 2012, 52% of respondents strongly or mostly agreed. (item 34)
- For the statement, “The curriculum offered a variety of elective courses that provided for concentration within a focused aspect of library and information science”
  - In 2009, 45% of respondents strongly or mostly agreed. (item 12)
  - In 2013, 47% of respondents strongly or mostly agreed. (item 15)
- For the statement, “Information on independent study options (internships, directed readings, and directed research) was provided”
  - In 2009, 59% of respondents strongly or mostly agreed. (item 18)
  - In 2013, 47% of respondents strongly or mostly agreed. (item 30)
- For the statement, “The School provided student advising that promotes informed program choice”
  - In 2009 this item was not on the survey
  - In 2013, 53% of respondents strongly or mostly agreed. (item 17)
In the graduating student Exit Surveys (n=113), compiled from 2007 to 2012, in response to the questions:

- “Were the Program Planning process and other advising opportunities effective in shaping a program to meet your needs and goals?” of the 102 responses, 67 responded yes, 19 responded mostly, and 11 responded no
- “Do you think you achieved the student goals and objectives for the master's program?” of the 113 responses, 89 responded yes, and 12 responded mostly or maybe.

As a result of the feedback gained from the Alumni and Exit Surveys, the Meet-ups have been adjusted to highlight the advising and program planning processes. Additionally, by removing the requirements in Fall 2010 for students to obtain permission from their adviser and to be cleared by the SLIS office before they are allowed to enroll each semester, it is anticipated that our graduates and alumni will have improved perceptions of the School’s advising and enrollment processes in the future.

To ensure that the courses in the program correspond to the School’s student objectives, the Curriculum Committee evaluates all new courses using the Course Proposal form submitted by the instructor proposing the course.

**IV.4.2: Students receive systematic, multifaceted evaluation of their achievements.**

Each student’s adviser provides evaluation of the student’s accomplishments at several milestones in the program. The faculty adviser works with the student in completing the individualized program plan prior to the completion of the first semester of the program. The SLIS office staff collaborates in this process by reminding students using multiple channels (email, Weekly Digest, listserv) of the need to plan their program. Students’ completion status of the program planning form is noted on the student achievement evaluation forms, which are completed every June by SLIS faculty advisers. The student achievement evaluation is required by the OU Graduate College and also provides the opportunity for faculty advisers to assess their advisees’ academic progress. The School sends these early and ongoing evaluations of academic progress in the program to matriculated students and the required summary report is sent to the Graduate College to ensure satisfactory academic process. Examples of completed forms are available on site.

Course syllabi show that students have the opportunity to receive a wide variety of formative and summative evaluations within the School’s curriculum. Individual assignments range from HTML programming, project proposals, and collection evaluations to oral presentations and research papers. Group assignments are included in most face-to-face and online courses. The grading and feedback tools built into the course management software Desire2Learn allow faculty members to keep students updated with their progress in individual courses throughout the semester.

Students who choose an internship experience have their work evaluated by both their placement supervisor and supervising faculty member. The on site placement supervisors are
encouraged to share their evaluations with students, highlighting student strengths and areas needing improvement. Internship supervisors must have an ALA-accredited master’s degree, or a master’s degree in a related specialty, and appropriate professional experience. Supervising faculty also complete an evaluation of the student and the internship site at the end of the internship. The supervising faculty member is responsible for evaluating the independent readings, projects, and research experiences.

The annual Frances Laverne Carroll Student Paper Award, administered by the OU SLIS Alumni Association, gives students an additional opportunity to have their SLIS work evaluated. A call for papers is made in the spring semester for students currently enrolled in SLIS classes on both campuses to submit papers on any topic related to libraries, librarianship, or information management in libraries by June 30th. The call for entries is issued through the Alumni Association, the SLIS Weekly Digest, and through faculty encouragement. A panel of OU SLIS alumni and one SLIS faculty member evaluate the submissions. The winner receives $250, online publication of the paper, and recognition at the annual SLIS awards banquet in the spring and the OU SLIS alumni reception at the annual Oklahoma Library Association conference. The student is traditionally given the opportunity to present their paper at the annual Oklahoma Library Association conference.

Detailed information about academic standards is available in the OU Graduate College Bulletin, the SLIS Student Handbook, and the websites of these two units, and includes the following information regarding student progress:

- Students who are not making acceptable academic progress are informed in writing by both the Graduate College and SLIS.
- Acceptable academic progress for a fully admitted student includes maintenance of a GPA above a 3.00. A fully admitted student who falls below a 3.00 GPA is required to achieve a cumulative GPA of 3.00 or above in the next 12 hours of enrollment, or the student is not allowed to continue.
- A conditionally admitted student must, in addition to maintaining a 3.00 GPA, take three required courses in the student’s first 12 hours (4 courses) of enrollment, make no grade lower than a B, and may not receive a grade of W (withdrawal), U (unsatisfactory) or I (incomplete). The only exception is that the student could receive an incomplete in an independent study course, such as directed readings or project.
- Students who receive two or more Incompletes in letter-graded courses and do not remove them with a satisfactory grade, are not permitted to enroll for another semester’s work. The student may petition the School's Graduate Studies Committee presenting reasons why further enrollment should be allowed. The Committee then determines whether further enrollment will be permitted, and, if so, under what conditions.
- A student is also informed that the receipt of more than six credit hours of “C” in letter-graded courses in library and information studies will cause the student to be dropped from the program. This requirement is observed regardless of a student’s overall grade point average. Further, grades of C in required courses cannot be counted toward the degree. If a student receives a grade of C in a required course, the student will be required to re-take the course
and earn at least a B. The C grade will count toward the student’s overall GPA. Any SLIS student who has been admitted to the MLIS program and receives a grade of D or lower in any letter graded LIS graduate course will be withdrawn from the program. Any non-LIS course in which a SLIS student has received a D or lower cannot be counted toward the MLIS. Students receiving a grade of D or lower in a non-LIS course will not be dropped from the program; however, they must maintain an overall grade point average of 3.0.

The SLIS website and Graduate Student Handbook also explain the policies regarding the courses in the School that are graded on a Satisfactory/Unsatisfactory basis. The grade S (Satisfactory) is a neutral grade that signifies quality of B work or better. Courses graded on an S/U basis are Directed Research, Directed Project, Directed Reading, Internship, and Research for a Master’s Thesis. For courses graded S/U, S is the only passing grade. Unsatisfactory (U) is used to indicate that no credit is to be given for the work undertaken. Students may not enroll in more than twelve hours of S/U graded courses as credit toward completion of degree requirements. In special situations, the student may petition the Graduate Studies Committee to enroll in additional S/U credit hours. No coursework graded Pass/NoPass (P/NP) may be included in the graduate program of study.

Students also receive formal evaluation of their accomplishments with the End-of-Program Assessment: satisfactory completion of a comprehensive examination, creation and oral defense of an electronic portfolio, or production and successful defense of a thesis. Information is available about the options for completion of their MLIS program in the following:

- application packet (on site)
- the SLIS Graduate Student Handbook
- the OU Graduate College Bulletin
- Meet-up breakout sessions
- videos on the SLIS Vimeo site
- SLIS Student Guide to the Comprehensive Examination for the Master's Degree
- SLIS Thesis Guidelines
- SLIS Student Guide to the Portfolio for the Master of Library and Information Studies
- the University’s General Catalog.

Students are directed to consult with their faculty advisers during their first semester of enrollment to determine which evaluation is most appropriate for their career goals and to make program plans and choices accordingly.

After successful completion of the program, some SLIS students receive further validation of their accomplishments when the SLIS faculty nominates them for membership to Beta Phi Mu (BPM), the international honor society for library and information science. The Lambda Chapter of BPM has a SLIS faculty liaison (White replaced Taylor in 2014) that helps coordinate, within the national guidelines of the organization, the nomination of students who have completed their programs of study.

Alumni feedback on program evaluation is overall positive. In the 2009 (n=29) and 2013 (n=19) Alumni Surveys:
• For the statement, “Criteria for evaluating student performance were available and clearly communicated in each course”,
  o In 2009 96% of respondents strongly or mostly agreed. (item 19)
  o In 2013 74% of respondents strongly or mostly agreed. (item 31)
• For the statement, “Systematic, multifaceted evaluation of student performance was provided”,
  o In 2009 72% of respondents strongly or mostly agreed. (item 20)
  o In 2013, 64% of respondents strongly or mostly agreed. (item 32)

IV.4.3: Students have access to continuing opportunities for guidance, counseling, and placement assistance.

Upon a student’s admission to the program, the School mails an acceptance packet containing information about the program and resources to meet student needs, and thus facilitates retention in the program. The student also receives a letter notifying them that SLIS is recommending him or her for admission. The letter specifies:

• the admission status (full or conditional)
• any conditions that have to be met if the admission status is conditional
• the semester for which the student is admitted and the length of admission approval, either:
  o must begin courses within one year or reapply to program
  o must begin courses within one semester or reapply to Graduate College
• the name of the student’s faculty adviser (who is assigned on the basis of professional goals articulated by the student in the admissions application and who will provide program planning and course selection advice and guidance on professional preparation), and a reminder to contact the adviser for consultation about the program planning form
• the requirement of filing a program planning form prior to completion of the first semester of enrollment
• the necessity of having an OU email account
• the names and contact information of the SLIS Coordinator of Admission/Academic and Student Support Services and of the Admission Secretary as resource for questions about University regulations or procedures.

Copies of current SLIS course schedules (Norman and Tulsa) and the School’s planned rotation schedule are also included with the student’s acceptance letter.

Students are invited through email and the Weekly Digest to the newly developed SLIS Meet-ups for new and returning students. These Meet-ups include a series of breakout sessions and/or panels where students have the opportunity to interact with practitioners and faculty in their area of interest, which assists in crafting their curriculum trajectory. Sessions also cover the policies and procedures of the School of Library and Information Studies and the resources available to them at OU to support their learning and to help them begin building community among new students, returning students, staff, and faculty members. Feedback gathered after
the 2011 sessions indicated that 85% of the Meet-up attendees responding to an online poll (n=27) were “somewhat” to “very satisfied” with the amount and quality of information given.

Continued communication about opportunities for guidance, counseling, and placement is afforded via the Weekly Digest emailed to all current students. The SLIS student job listserv (available on site) and archives provide postings of job openings and other similar information.

To accommodate our students who are located at a distance from the Norman and Tulsa campuses, faculty members advise students in a variety of formats, including email, phone, videoconferencing, or Skype, as well as in person. Students have the opportunity to meet with advising faculty at the Meet-ups held on both campuses. For many, this is their first interaction with their adviser, and often they will draft their program planning form during these meetings. Students are encouraged to contact their adviser and/or the School’s office when they have questions or concerns about their program plan, the curriculum, or anything regarding their program.

In addition to general program planning and advice on course selection, faculty advisers assist students in planning independent studies including Directed Readings, Directed Research, Directed Projects, Internships, or a Research for a Master’s Thesis. Faculty advisers are also available to offer guidance on professional preparation, on the construction of the portfolio, and at any time academic or career-related problems arise. Faculty advisers hold a minimum of five published office hours each week during the academic terms in which they teach.

The University Career Services office provides a career information center, individual assistance, workshops, career and graduate/professional school fairs, job listings, credential files, a resume/job matching service, and on-campus interviewing. Also offered is an online resume depository giving employers daily access to students’ resumes. Career Services will also assist students with applications for further graduate level education. Their offices are located in the Oklahoma Memorial Union, and full services are available on the Norman campus and remotely via email and videoconferencing.

The Oklahoma Library and Information Studies Student Association (OLISSA) sponsors workshops for SLIS graduate students, including resume and grant writing and job searching. The Oklahoma Library Association and the Oklahoma Chapter of the Association of College and Research Libraries have also presented job search programs on the Norman and Tulsa campuses specifically for SLIS students and at conferences (which students may attend for a reduced rate).

Alumni have had positive experiences with faculty guidance during the program, as seen in the 2009 and 2013 Alumni Surveys.

• For the statement, “The faculty and staff encouraged consultation and provided advice on program planning and course selection”,
  ○ In 2009 (n=29), 76% of respondents strongly or mostly agreed. (item 21).
  ○ In 2013 (n=19), 63% of respondents strongly or mostly agreed. (item 33).
But respondents often express a less positive experience with placement assistance.

• For the statement, “Career guidance was available from faculty and staff”,

Standard IV. STUDENTS 135
o In 2009 (n=26), 54% of respondents Strongly or mostly agreed. (item 41)
o In 2013 (n=18), 42% of respondents strongly or mostly agreed. (item 52)

- For the statement, “Effective placement assistance was provided to students and graduates”,
  o In 2009 (n=26), 19% of respondents mostly agreed, 19% somewhat agreed, and 19% mostly disagreed (item 44).
o In 2013 (n=19), 21% of respondents mostly agreed, 5% somewhat agreed, and 32% strongly disagreed (item 54).

Despite the expressed lack of placement assistance from the School, 46% of alumni responding to the 2009 (n=24) Survey have obtained a position in a library or information agency. Eighty three percent of students working while in the program were working in a library. In the 2013 (n=18) Survey, 44% of alumni remain in the same job they had upon completing their degree, 22% have a new job in the same library, 28% obtained a new position in a new library or information agency. Job placement and career advancement of students and alumni are important to the School, and as a response to this issue, SLIS formed an alumni group on LinkedIn in Summer 2013. The School will leverage this group in the future to share job opportunities and encourage members to share position openings and experiences from their organizations.

**Standard IV.5: The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.**

All matriculated students on both the Tulsa and Norman campuses are automatically members of the Oklahoma Library and Information Studies Student Association (OLISSA). This organization is a registered organization with the OU Office of Student Affairs and has a constitution and by-laws. In 1991, it became affiliated with the American Library Association as a student chapter. The organization elects its own officers each spring and a full-time SLIS faculty member serves as adviser to the organization. An OLISSA representative (usually the OLISSA president) attends the monthly SLIS faculty meetings. In recent years, OLISSA has organized events for Banned Books Week, book drives for local prison populations and hospitals, presentations by faculty members, and resume workshops, as well as opportunities for socializing and networking.

In Fall 2011, a new student group was formed focusing on the growing interest in archival studies. The Society of American Archivists (SAA), University of Oklahoma Chapter (SAA@OU), organizes both social and educational events for members and interested students. Some activities have included visits to various archives and collections in the state, including the Carl Albert Congressional Research and Studies Center and the History of Science Collection. The group has also invited a guest speaker, Jacqueline (Slater) Reece, the Western History Collection Librarian at the University of Oklahoma, to speak about working with special
MLIS students have the opportunity to serve on the OU Graduate Student Senate, which works to improve the graduate educational experience and to better the University of Oklahoma as a whole. The Graduate Student Senate facilitates opportunities for additional graduate students to serve on University committees, including those dealing with grade appeals, academic misconduct, and the Graduate Council, which governs policies for graduate education. The School is allocated one Senate position each year, and if the representative participates in the Graduate Student Senate meetings, OLISSA is eligible for funds from the Graduate Student Senate budget. These funds have been used by OLISSA to underwrite attendance of SLIS students at the Oklahoma Library Association Annual Conference, to support Banned Books Week activities, and to purchase refreshments for OLISSA meetings and events. In Tulsa, one student from the SLIS program is eligible to serve on the OU-Tulsa President’s Council, as seen in the OU-Tulsa Student Government Association Constitution. All students enrolled in courses at OU-Tulsa are members of the OU-Tulsa Student Government Association (OUTSA).

As mentioned above, MLIS students participate in monthly meetings of the SLIS Graduate Student Advisory Council (SAC). Until Spring 2013, members of the SLIS Graduate or Undergraduate SAC represented the School at the College of Arts and Sciences Dean’s Student Advisory Committee. Students from all academic units in the College met five times a year with the Dean and other college administrators. The committee was formed to serve as conduit for open interaction between students and the administration with each meeting allowing ample time for a wide-ranging question and answer sessions with the Dean. The SLIS representatives brought the SLIS students’ issues to the Dean and also gave the SLIS SACs regular briefings of the Dean’s SAC meetings. In addition to discussing current issues, the department and College Student Advisory Committees/Councils were responsible for reviewing proposed special course fees. Beginning in the 2013-14 academic year, Interim Dean Kelly Damphousse and Assistant Dean Rhonda Kyncl will attend individual departmental SAC meetings rather than holding College-wide sessions.

- The Fall 2009 Alumni Survey (n=26) reported (these items were not included on the 2013 Alumni Survey):
  - 38% of respondents strongly or mostly agreed, and 35% somewhat agreed with the statement, “The School provided opportunities for students to serve on School committees.” (item 43)
  - 62% of respondents strongly or mostly agreed, and 15% somewhat agreed with the statement, “The School provided opportunities to participate in the student organization.” (item 44)

These results indicate that there is room for improvement in creating awareness of student involvement in the governance of the program. The School is exploring improved methods for incorporating input gathered from students who are located at a distance from the Norman and Tulsa campuses, and who take few courses on campus, into the School’s routine communication activities. For example, although the SLIS SAC is convened on the Norman
campus, a videoconference link is established with the Tulsa student representatives. Additionally, the videoconference system in the SLIS conference room was updated in Fall 2012 to allow videoconferencing with four sites simultaneously, thereby enabling students who are participating on committees but cannot travel to Norman or Tulsa to participate at a location of their choice.

Standard IV.6: The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

MLIS students serve on all SLIS committees except for Committee A (which deals primarily with personnel issues and whose membership is restricted by University policy to faculty). These service opportunities are announced via email, in classes, through the Weekly Digest, and at OLISSA meetings. Students serve as full members with voting rights in these committees, except, as noted above, when evaluating student applications to the program or scholarship applications. Student representatives have been particularly helpful on the Graduate Studies Committee with the changes to the comprehensive examination format and on the Curriculum Committee with the changes in the overall structure of the program to increase flexibility in selecting courses. Students serving on the faculty search committees interact with faculty candidates at meetings and meals, and are invited to attend, and provide written feedback on, candidates’ presentations.

Feedback from students is gathered from multiple points throughout the program, including:
- **Meet-up surveys**
- **Course evaluations** for every SLIS offered course at the end of each semester
- **Student Advisory Council**, which meets during the fall and spring semesters with the Director and also with the College of Arts and Sciences Dean
- **Exit Surveys** from graduating students
- **End-of-Program Assessment Surveys**
- Alumni surveys (2009 and 2013) from graduated students
- Quarterly meeting of the Alumni Association Board which the SLIS Director attends
- Internship student evaluation forms.

Student feedback through course evaluations is incorporated into each faculty member’s annual Faculty Activity Report (available on site) and is reviewed by Committee A in its evaluation of teaching performance. This feedback, along with the ongoing evaluation of syllabi by the Curriculum Committee (which includes student membership), is a major mechanism for
course re-evaluation and re-designs. The evolution of LIS 5603 Information Systems and Networks from an elective into the current LIS 5063 Information and Communication Technology required course, and the addition of case studies and other practical examples into the curriculum, are some examples of this student influence. The LIS 5970 “Hot Topics” courses have also been developed with student needs and current topics as a guiding factor.

As discussed in this section and in the section related to Standard I, faculty members, students, alumni, employers, and the University administration are involved in the evaluation processes related to student achievement and in the evaluation of policies and procedures related to students. Guided by the SLIS committee structure, faculty members are involved in a continuous process of evaluation of academic policies and procedures, and students have opportunity to give feedback in the evaluative process both individually and through student organizations and representation on School committees. Staff members routinely provide information about the efficacy of administrative policies at the operational level by monitoring the effectiveness of the policies and procedures in their service to students during their time in the program.

Creating a greater awareness of how students’ input is gathered is important so students know they have a voice in the shaping of their program and the quality of the administrative support they receive. Additional outreach and methodologies that accommodate flexibility in location are being sought.
Evidence List

- Association of College and Research Libraries
- Beta Phi Mu
- College of Arts and Sciences
  - Dean’s Student Advisory Committee SLIS Representatives
- Graduate College
  - Admissions Process
    - Admission Criteria
  - Bulletin
  - Dual Master's Degree Guidelines
  - Non-Thesis Instruction Packet
  - Thesis Guidelines
  - Thesis Instruction Packet
- LinkedIn- OU MLIS Alumni Group
- Oklahoma Library Association
  - Annual Conference
- School of Library and Information Studies
  - ALISE Reports
  - Alumni Association
  - Alumni Survey Results: 2009 and 2013
  - Committee Memberships, Agendas, Minutes, and Annual Reports
    - Admissions and Scholarships Committee
    - Committee A
    - Curriculum Committee
    - Graduate Studies Committee
    - School Librarian Certification Committee
  - Course Rotation Schedule
  - Course Schedule: Norman and Tulsa
  - Document Hub
  - Dual Degree Program, (M.A. History of Science and M.L.I.S.)
  - End-of-Program Assessment Materials
    - Student Guide to the Comprehensive Exam
    - Student Guide to the Portfolio
  - Exit Surveys 2007 to 2011 (opens in Excel)
  - Faculty Page
  - Graduate Student Handbook
Independent Study Courses

- **LIS 5823 Internship Documentation and selected list of sites**
  - Internship Enrollments 2007 to 2013 (opens in Excel)
  - Faculty Evaluation
  - Placement Supervisor Evaluation
- **LIS 5920 Directed Research Contract and selected list of topics**
- **LIS 5940 Directed Project Contract and selected list of topics**
- **LIS 5960 Directed Readings Contract and selected list of topics**
- **LIS 5980 Research for Master's Thesis Student Guide and Titles of Completed Theses**

Job Opportunity Listserv Archives (available on site only)

- **MLIS Admissions Procedures**
  - Application Form
  - Recommendation for Admissions Form
- **New Course Documentation and Proposal Forms**
  - SLIS New Course Proposal Form
- **Oklahoma Library and Information Studies Student Organization (OLISSA)**
  - Constitution of the Oklahoma Library and Information Studies Student Organization
  - Facebook Page
  - OLISSA listserv archive
- **Program Planning Form – Current**
- **Program Planning Form - Effective for students admitted Fall of 2011 through Summer of 2013**

Program Planning Guides

- Academic Librarianship
- Archives
- Children/Young Adult Services
- Information Organization
- Information Technology
- Public Librarianship
- Reference Librarianship
- School Librarianship
- Special Librarianship

- **Student Achievement Evaluation Forms, completed by Faculty Advisers**
- **Student Advisory Council Reports**
- **Student Database (available on site only)**
- **Student Degrees 2007 to 2013** (opens in Excel)
- Student Funding Opportunities
  - Graduate Assistant Application - Norman
  - Graduate Assistant Application - Tulsa
  - Scholarship Application, 2013-2014
- Student Handbook
- Student Meet-up Agendas and Surveys
- Student Work Examples
- Vision, Mission, Goals, and Objectives
- Society of American Archivists
- Southern Regional Education Board
  - Academic Common Market
- University of Oklahoma
  - Career Services
  - eValuate: Online Faculty Evaluation Form
  - General Catalog
  - Graduate Council of the Graduate College
  - Office of Admissions, Scholarships, and Financial Assistance
    - Office of Graduate Admissions
  - Office of Student Affairs
  - SAA@OU - Society of American Archivists, University of Oklahoma Chapter
  - Student Association Graduate Student Senate
- University of Oklahoma - Tulsa Campus
  - OU-Tulsa Graduate College
  - Student Government Association at OU-Tulsa
    - Student Government Association Constitution OU-Tulsa