

## **Assessment Process Template: Graduate Degree Programs**

The campus is undergoing a systematic approach to collect learning outcomes assessment information for every degree program. Listed below is an overview of the five steps to complete this process. The template is included in the following pages.

**Five steps** to filling out the following assessment template:

1. **Describe** how assessment will be administered in the department/program (page 2).
2. **List** the intended student learning outcomes for the degree program (page 3).
  - What should students know or be able to do if they complete the degree program?
3. **Map** the curriculum onto the student learning outcomes (page 4).
  - Where are the students learning the intended program outcomes?
  - What shared experiences do the students have outside of the curriculum?
4. **Explain** what assessment activity has taken place (page 5).
  - What did you learn from past assessment activities?
  - How did you use what you learned to affirm or improve the student experience?
5. **Identify** the questions the department wants to ask about the student outcomes and how the questions will be answered using direct and indirect assessment strategies (page 6).
  - Are the students learning what you want them to learn?
  - How will you know that your students are learning the program outcomes?
  - What information will you collect to better understand student learning?

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For resources, please see the Learning Outcomes Assessment [website](#), attend a workshop (see website for workshop details), or contact Staci Provezis, Associate Provost for Academic Effectiveness, at [sprovez2@illinois.edu](mailto:sprovez2@illinois.edu) or [learningoutcomes@illinois.edu](mailto:learningoutcomes@illinois.edu).

**DUE: April 1, 2018**

# Assessment Process Template: Graduate Degree Programs

## Identifying Information

**School/College:** The School of Information Sciences

**Graduate Degree/Program Name:** LIS (Library and Information Science) PhD

**Director of Graduate Studies/Programs:** Linda Smith, Executive Associate Dean, and Jana Diesner, Director of the PhD program

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## Step 1: Assessment administration in the department

1. **Who will lead the assessment work?**  
(identify an individual or team who will coordinate the implementation of the plan)

Doctoral Studies Committee and Director of the PhD Program

2. **How will assessment information be shared within the department/program?**  
(typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, student or course progression, degree completion, the AIDE reports, and other structural features of the student experience in addition to the evidence about student learning)

We plan to share the assessment results at a faculty meeting, which are held monthly, or at our faculty retreat, which is attended by our core faculty, specialized faculty, and senior staff members. The retreat is held twice a year, typically in the week prior to the start of classes as the beginning of the semester.

At the meeting where we review the assessment outcomes, we will review 1) application, admissions, and enrollment information and statistics, 2) student progression based on the milestones in our program, including degree completion, 3) job placement of graduates, 4) the AIDE reports, and 5) other structural features of the student experience in addition to the evidence about student learning

3. **What is the plan for production of an annual summary report?**  
(the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented; a template will be provided to collect this information)

We plan to produce an annual summary report that includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented. We will use the provided template to collect this information.

# Assessment Process Template: Graduate Degree Programs

## **Step 2: Student Learning Outcomes**

In this section, please **list** the program's student learning outcomes.

- While the campus student learning outcomes are primarily for undergraduate students, it may still be beneficial for Graduate programs to look to the campus student learning outcomes as a resource for program-level outcomes.
- The learning outcomes should represent what students are able to do or know as a result of the program's curriculum. In Graduate programs, students may have outcomes related to research methods, teaching preparedness, and professional development beyond the typical learning outcomes of the subject.
- Most programs have about 5 learning goals. Space to list the program learning outcomes is available below; add rows as necessary.

### 1: Global Information Consciousness

Definition: The iSchool's PhD students will discover how complex, interdependent global systems—including informational, social, and technical—affect and are affected by the characteristics and behavior of individuals, communities, and institutions.

### 2: Intellectual Reasoning and Knowledge

Definition: The iSchool's PhD students will acquire broad and deep expertise, including knowledge and skills, across subfields of information science. This includes the ability to engage with, plan, and conduct interdisciplinary research.

### 3: Creative Inquiry and Discovery

Definition: The iSchool's PhD students will apply their knowledge and skills to promote inquiry, discover solutions, generate new ideas, and communicate their research. This includes conducting independent and exemplary research, presenting their work in public settings, and publishing their work in peer-reviewed venue.

### 4: Social and Cultural Awareness and Understanding

Definition: The iSchool's PhD students will develop a critical and reflective orientation toward such social and cultural differences as race, indigeneity, gender, class, sexuality, language, and disability. This includes the ability to conduct ethical and responsible research.

### 5: Effective Leadership and Community Engagement

Definition: The iSchool's PhD students will build and sustain productive relationships to respond to information-centric, civic and social challenges at local, national, and global levels, creating positive impact in their communities. This includes the ability to convey their knowledge to others, e.g., by teaching or TA courses or workshops, and through outreach and service activities.

## Assessment Process Template: Graduate Degree Programs

### Step 3: Graduate Degree Program Curriculum Mapping

This worksheet, or similar document, **must be included** with the submission of the program's assessment plan.

- **Learning Outcomes** – Enter the graduate program learning outcomes identified in the assessment plan on the top row of the following chart. Feel free to add columns if the academic degree/major program has more than five learning goals.
- **Required Courses/Program Requirements (Milestones)/Research, Teaching, Service Experiences** – List all degree requirements (in some cases co-curricular experiences may also be included if required by every student). Feel free to add rows as needed. For graduate level work, typical milestones such as qualifying exams/comprehensive exams, research projects, dissertation/thesis/research proposal, and dissertation/thesis/research defense, and so on should be included.
- Indicate where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.
  - May indicate with an X
  - Or, A= Attained; R= Reinforced; M= Mastered, (F) = Formal Feedback w Graded work and rubric

<b>Curriculum Map</b>						
<u>Degree Program Courses or Experiences</u>	Term/Year expected for requirement	Learning Outcome #1	Learning Outcome #2	Learning Outcome #3	Learning Outcome #4	Learning Outcome #5
Course #1: 587 History and Foundations of LIS	Year 1	x			x	
Course #2: 588 Research Design in LIS	Year 1		x		x	
Experience/milestone #1: ProSem Attendance	Term 1 & 2 of Year 1		x		x	
Course #3: Methodology Requirement (2 courses chosen in coordination with advisor)	Year 2		x			
Experience/milestone #2: Participation in the iSchool and LIS communities	Continuous					x
Experience/milestone #3: Research Presentation	Year 2 or 3			x		
Experience/milestone #4: Field Exam	Term 1 of Year 3	x				
Experience/milestone #5: Preliminary Exam	Term 2 of Year 3			x		
Experience/milestone #6: Final Exam	Term 2 of year 4			x		

*\*Add additional rows as needed to capture all requirements.*

*Minimally, all of the courses required to complete the major degree program should be listed. Optionally, elective courses may be included in addition to the required courses.*

# Assessment Process Template: Graduate Degree Programs

## Step 4: Previous Assessment Activities

What use has your program made of assessment evidence (formally or informally collected) in the last 5 years?

Please outline what actions (if any) that your program has taken in the last five years that responded to assessment evidence. The actions may include: any changes that impact the degree program, such as changes to curriculum, instruction strategies, milestone experiences, or co-curricular activities (such as internships, research experiences) **and** any decision to continue a current practice that evidence shows is effective. Please also explain what evidence was used to inform your department's practice. Possible sources of evidence are the **annual reviews of students** and the reports from **AIDE**.

Actions that our program has taken in the last five years that responded to assessment evidence:

- Creation of a PhD Program Director position, filled in February 2017, with the goal of providing stronger direction for continuing enhancements of the PhD program.
- Implementation of the non-credit proseminar, mandatory for first-year students and encouraged for more senior students, with the goal of building strong community among the doctoral students and deeper engagement in the research culture.
- Revision of the field exam (qualifying exam) requirement to enable students to work with their advisors to determine their field, rather than select from a pre-defined list of seven fields. This has enabled students to gain preparation in areas of emerging importance to LIS.
- Introduction of a monthly office hour for PhD students to meet with the PhD Program Director regarding any questions or matters related to the program.

## Assessment Process Template: Graduate Degree Programs

### Step 5: Assessment Planning

What questions, issues, or concerns about student learning in the degree program do you want to address? Write at *least three questions* the department will pursue to better understand student learning at the degree level. Describe the information you need to answer the questions and a timeline for what it would take you to answer the question. Not every learning outcome needs to be assessed every year, but all need to be assessed over a 5-8 year period. The expectation is that assessment (collecting evidence, interpreting evidence, or implementing changes) takes place every year.

<b>Question 1:</b>	Do the iSchool's PhD students discover how complex, interdependent global systems—including informational, social, and technical—affect and are affected by the characteristics and behavior of individuals, communities, and institutions?	
	Student Learning Outcome:	1
	Sources/Methods for acquiring evidence:	<ul style="list-style-type: none"> <li>• Passing 587 History and Foundations of LIS (passing of the course captured in annual review form)</li> <li>• Passing the field exam (captured in annual review form)</li> </ul>
	Timeline:	Every 5 years, starting in year 1
<b>Question 2:</b>	Do the iSchool's PhD students acquire broad and deep expertise, including knowledge and skills, across subfields of information science?	
	Student Learning Outcome:	2
	Sources/Methods for acquiring evidence:	<ul style="list-style-type: none"> <li>• Passing 588 Research Design in LIS (passing of the course captured in annual review form)</li> <li>• Attendance of ProSem (captured in annual review form)</li> <li>• Methodology Requirement (passing of two courses, captured in annual review form)</li> </ul>
	Timeline:	Every 5 years, starting in year 2
<b>Question 3:</b>	Do the iSchool's PhD students apply their knowledge and skills to promote inquiry, discover solutions, generate new ideas, and communicate their research?	
	Student Learning Outcome:	3
	Sources/Methods for acquiring evidence:	<ul style="list-style-type: none"> <li>• Research Presentation (captured in annual review form)</li> <li>• Passing Preliminary Exam (captured in annual review form)</li> <li>• Passing Final Exam (captured in annual review form)</li> <li>• Publications submitted to or accepted at peer-reviewed venues (can overlap with Research Presentation and will then be only counted for Research Presentation) (captured in annual review form, needs to be manually consolidated)</li> <li>• Grant and fellowship applications (needs to be collected in addition to current data collections).</li> <li>• Awards (needs to be collected in addition to current data collections).</li> </ul>
	Timeline:	Every 5 years, starting in year 3

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<b>Question 4:</b>	Do the iSchool's PhD students develop a critical and reflective orientation toward such social and cultural differences as race, indigeneity, gender, class, sexuality, language, and disability? This includes the ability to conduct ethical and responsible research.	
	Student Learning Outcome:	4
	Sources/Methods for acquiring evidence:	<ul style="list-style-type: none"> <li>• Take IRB training (not yet systematically required, needs to be collected in addition to current data collections)</li> <li>• Take FERPA training (already required, needs to be collected in addition to current data collections)</li> </ul>
	Timeline:	Every 5 years, starting in year 4
<b>Question 5:</b>	Do the iSchool's students build and sustain productive relationships to respond to information-centric, civic and social challenges at local, national, and global levels, creating positive impact in their communities?	
	Student Learning Outcome:	5
	Sources/Methods for acquiring evidence:	<ul style="list-style-type: none"> <li>• Participation in the iSchool and LIS communities (captured in annual review form, needs to be manually consolidated). This can include, but is not limited to, serving as a peer-reviewer, and providing service.</li> <li>• Serving as instructor, TA, or guest speaker for courses, modules, or workshop inside and outside of the iSchool and UIUC (needs to be collected in addition to current data collections).</li> </ul>
	Timeline:	Every 5 years, starting in year 5

Sources of evidence:

Annual student review form (available from

<https://ischool.illinois.edu/academics/degrees/phd/advising/annual-review>):

- Passing 587 History and Foundations of LIS (passing of the course captured in annual review form)
- Passing the field exam (captured in annual review form)
- Passing 588 Research Design in LIS (passing of the course captured in annual review form)
- Attendance of ProSem (captured in annual review form)
- Methodology Requirement (passing of two courses, captured in annual review form)
- Research Presentation (captured in annual review form)
- Passing Preliminary Exam (captured in annual review form)
- Passing Final Exam (captured in annual review form)
- Publications submitted to or accepted at peer-reviewed venues (can overlap with Research Presentation and will then be only counted for Research Presentation) (captured in annual review form, needs to be manually consolidated)
- Participation in the iSchool and LIS communities (captured in annual review form, needs to be manually consolidated). This can include, but is not limited to, serving as a peer-reviewer, and providing service.

To implement the collection of additional data, we will expand our annual review form to give students a chance to report on additional achievements. These items include:

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- Grant and fellowship applications (needs to be collected in addition to current data collections).
- Awards (needs to be collected in addition to current data collections)
- Take IRB training (not yet systematically required, needs to be collected in addition to current data collections)
- Take FERPA training (already required, needs to be collected in addition to current data collections)
- Serving as instructor, TA, or guest speaker for courses, modules, or workshop inside and outside of the iSchool and UIUC (needs to be collected in addition to current data collections).

Note that we also consider job placement as an important factor. This criterion is measured and reported annually for the TAULBEE survey.

*(List the sources of evidence; performance indicators for graduate programs could include student's teaching evaluations, grant and fellowship applications, awards, conference papers and presentations, publications, academic and non-academic job placement)*