



# Assessment: The Blueprint for Success in Graduate Program Design

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# Thanks for the Support

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# Question

A new graduate program is to be launched or an existing program revised, how do you determine ahead of time if it is going to meet the needs of the institution, the professional field, and the students enrolled?



# Ten Step Process

1. Understand required standards
2. Establish program goals
3. Establish measurable student learning outcomes
4. Create appropriate rubrics
5. Design curriculum with multiple assessment points





# Ten Step Process

6. Map curriculum with learning outcomes
7. Identify key assignments
8. Set up assessment system
9. Collect assessment data
10. Review and revise based on assessment data



# 1. Understand Program Standards

- Types of standards
  - National and state standards
  - Professional standards
  - Other types of standards / guidelines
- Variability of standards
  - Detail to the course objective level
  - Broad scope with vague requirements for curriculum
- Basis for program assessment
- Examples: IAFIA versus ALA



## 2. Establish Program Goals

- Document what the program needs to provide to the field, institution and students
- Check for alignment with Standards
- Begin to develop assessment metrics for program standards



## 2. Establish Program Goals

### Example from Library Science and TPIS

- Recruit and retain a diverse student body by maintaining a flexible and supportive learning environment.
  - *Enrollment Rate* – The number of students enrolled in the program as indicated in the CSU Fact Book for the academic year.
- Graduate information professionals who demonstrate leadership in IS services, especially in urban and multicultural communities.
  - *Graduation Rate* – The number of students who graduate from the program as indicated in CSU Fact Book for the academic year.
- Advance and contribute to the field of LIS through research, consulting, and continuing education efforts of students, graduates, and faculty.
  - *Production* – The number of publications and presentations completed by faculty and students.





### 3. Establish Student Learning Outcomes

- Make sure learning outcomes are measurable
  - Something you can observe the student doing
  - Do not use the term understand
- Align the learning outcomes with the standards
- Examples: ALA and TPIS



## 4. Create Appropriate Rubrics

- Develop rubrics that incorporate wording from the standards
- Utilize as many criteria as needed to develop a complete picture
- Comments about the use of rubrics?
- Examples: ALA and TPIS



## 5. Design Curriculum

- Research program and university requirements for credit hours, number of courses, length of time to complete, etc.
- Make sure multiple points of assessment for each learning outcome is included



## 6. Map Curriculum

- Confirm curriculum meets the learning outcomes
- Display areas of weakness
- Display how the students will engage with the content to meet the learning outcomes
- Examples - ALA





## 7. Identify Key Assignments

- Align key assignments with learning outcomes
- Helps with faculty buy-in as it isn't "more work"
- Examples: ALA and TPIS



## 8. Set-Up Assessment System

- Very beneficial to have an electronic system (e.g. LiveText or such)
- Drawbacks to an electronic system
  - Students have to purchase a license
  - Doesn't do all the reporting needed
- Example: LIS Courses



## 9. Collect Data

- Have faculty rate the students using the correct rubrics for their key assignments
- Collect the other data necessary for all program metrics



# 10. Review Results

- Review learning outcomes results with faculty to determine strengths and weaknesses
- Example: LIS Fall 2012
- Publicize the results
  - What results do you publish and why





# Recommendations

- Create a dictionary of terms to make sure everyone is talking about the same thing
- Engage faculty at all levels and get their input, but do a lot of the work offline and have them respond
- Others?

# Questions

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