LIS Program Assessment Philosophy and Process
Approved by LIS faculty 15 August 2018

**Overview:** Not all of our strengths can be captured in numbers. For program-level assessment, we prefer an approach where many voices can be heard and considered, over a longer period of time than a single semester. When issues arise with a course, instructor or student, those are addressed individually by the LIS chair. When issues persist and recur across multiple courses and semesters, then we feel we are justified in claiming an area of strength, or in devoting resources to addressing areas where improvement is needed.

**Lived experience:** The most organic form of assessment is our lived experience, where we enact our values of aloha, ʻohana and kuleana. While it would be inappropriate to attempt to quantify these experiences, our graduating student surveys tell us that the sense of community within the LIS Program is by far what our students value most. As part of our teaching, research, service and informal interactions, we share our experiences throughout the year, documented in meeting minutes and year-end reports.

**Course evaluations:** As a formative assessment of student learning and faculty instruction, each student evaluates each course in terms of content, workload, delivery and assessment methods, and instructor effectiveness. Numerical and anecdotal data are collected by the Program Coordinator and reviewed by the chair each semester. Instructors whose evaluations are lower than 4/5 meet with the chair to debrief. Adjuncts who consistently fail to reach the 4/5 standard, or who receive very low ratings, are not invited back to teach.

**Course SLO assessments:** As a formative assessment of program SLOs, each instructor identifies the number of students who exceeded, met, approached or did not meet the standards associated with the primary SLO of the course via a major assignment, or a set of related assignments. This is a more direct, formative measure of SLO mastery than an overall course grade. The chair collects and reviews these assessments at the end of each semester (adjunct faculty) or academic year (full-time faculty), and summarizes compiled student achievement by SLO back to the faculty in the following year’s planning session.

**Culminating experience assessments:** As a summative assessment of program SLOs, students taking the oral comprehensive exam respond to four scenarios associated with the 6 program SLOs. The average of two faculty members’ scores must be above 5/7 on every scenario in order to pass. Similarly, students completing the ePortfolio produce an artifact and reflective essay associated with each SLO, which is scored by two faculty members. In both cases, results are aggregated by the chair and reported back to the faculty as a summative measure of student achievement by SLO.

**Graduating student surveys:** A summative assessment of the overall student experience, given each semester to graduating students

**Alumni surveys:** A reflective assessment of student experience and professional skills needed and acquired administered every 5 years.
Employer surveys: A merged assessment of UHM LIS alumni skills, job performance and needed skills within each employer organization, administered every 5 years.

Committee work and event documentation: Each faculty member leads one or more standing committees, task forces or initiatives. As a formative assessment of student experience, stakeholder engagement and faculty service, each faculty member summarizes their groups’ process, student and stakeholder engagement and accomplishments in a year-end report.

Year-end meeting. To contextualize assessment data and to systematically collect and compile stories, reflections and any other issues, the LIS Associate Chair collects year-end reports and meets with each faculty member, either in person or virtually, at the end of the academic year, to review and elicit their reflections on:

- Their course SLO assessments, to contextualize the numerical data and discuss any opportunities or challenges with their courses.
- Their year-end report of committee work, stakeholder engagement, metrics etc.
- Their assessment of the performance of the LIS Chair, Program Coordinator and staff.

The Associate Chair summarizes faculty discussions and reflections (any faculty comments, critical or otherwise, may be anonymized at the discretion of the faculty member providing them), and discusses the results in the last meeting of the year, with the LIS Chair. The LIS Chair then integrates those data and discussions with course evaluation and survey data over the summer, to serve as input to next year’s planning meeting.