IV. Students

IV.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 composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives.

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 GSLIS web site maintains current information for MS students regarding admission, financial aid, degree requirements, and placement [see sources of evidence following IV.1.3]. Admissions are competitive. The first table below shows trends in applications to each of the enrollment options. Applications for the on-campus program peaked in 2009-2010 and declined somewhat in 2010-2011. Applications in LEEP peaked a year earlier and have subsequently declined. Students seeking an online option for the MS degree now have more programs to choose from, including programs that are fully online and asynchronous, in contrast to the LEEP program design of synchronous sessions and multiple required visits to campus. Academic programs, student services, and communications staff have begun discussions on recruitment strategies to ensure that we maintain a strong pool of LEEP applicants in future years. We want to be sure that prospective students seeking a high quality online program are aware of the strengths of the LEEP program design.

The second table below shows trends in admissions and enrollment. Each year we have admitted more students to the on-campus program than to LEEP but enrolled fewer. Students applying to the on-campus program are often also applying to other programs, resulting in a lower yield than we find for LEEP where students are often targeting Illinois. For example, in 2008-2009, 146 of 213 (68.5%) of admitted on-campus students accepted our offer of admission compared to 149 of 169 (88.1%) of admitted LEEP students. While a student must apply to either the on-campus or LEEP option, once admitted a student may switch to the other option at any time if their circumstances change. Our goal is to retain students to degree completion and this flexibility enhances that possibility.

Applicants to the MS Program –AY 2007-2008 through AY 2010-2011

<table>
<thead>
<tr>
<th>Semester</th>
<th>On-Campus</th>
<th>LEEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007/Spring 2008/Summer 2008 Total</td>
<td>301</td>
<td>298</td>
</tr>
<tr>
<td>Fall 2008/Spring 2009/Summer 2009 Total</td>
<td>358</td>
<td>319</td>
</tr>
<tr>
<td>Fall 2009/Spring 2010/Summer 2010 Total</td>
<td>408</td>
<td>282</td>
</tr>
<tr>
<td>Fall 2010/Spring 2011/Summer 2011 Total</td>
<td>386</td>
<td>243</td>
</tr>
</tbody>
</table>
Applicants Admitted to the MS Program and the Number of Those Who Actually Enrolled (in Parentheses)

<table>
<thead>
<tr>
<th>Semester</th>
<th>On-Campus</th>
<th>LEEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007/Spring 2008/Summer 2008 Total</td>
<td>193 (132)</td>
<td>181 (142)</td>
</tr>
<tr>
<td>Fall 2008/Spring 2009/Summer 2009 Total</td>
<td>213 (146)</td>
<td>169 (149)</td>
</tr>
<tr>
<td>Fall 2009/Spring 2010/Summer 2010 Total</td>
<td>238 (156)</td>
<td>209 (172)</td>
</tr>
<tr>
<td>Fall 2010/Spring 2011/Summer 2011 Total</td>
<td>228 (158)</td>
<td>200 (180)</td>
</tr>
</tbody>
</table>

Data compiled in the Campus Profile demonstrate the growth in total enrollment in our graduate programs over the past four years (includes MS, CAS, and PhD enrollments). Nevertheless, the proportion of students enrolled in LEEP has remained relatively steady, ranging from 52%-54%.

Growth in Total Enrollment in Graduate Programs over Past Four Years, 2007–2011

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total graduate enrollment on-campus</td>
<td>250</td>
<td>292</td>
<td>300</td>
<td>329</td>
</tr>
<tr>
<td>Total LEEP enrollment</td>
<td>281</td>
<td>313</td>
<td>324</td>
<td>384</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>531</td>
<td>605</td>
<td>624</td>
<td>713</td>
</tr>
<tr>
<td>% enrolled in LEEP</td>
<td>53%</td>
<td>52%</td>
<td>52%</td>
<td>54%</td>
</tr>
</tbody>
</table>

It is not our intention to grow overall enrollment in the MS program significantly above the current level. In the fifteen years since LEEP began in summer 1996, enrollment in that option has grown from 31 (only MS students) to 384 (including both MS and CAS students). We have been able to maintain quality while growing the program but are reaching limits on the number of students for whom we can ensure a quality experience. The table below shows trends in MS degrees earned over the past few years. The on-campus option (where most students are full-time) still accounts for a larger number of degrees compared to LEEP (where most students are part-time and have a longer time to degree).
Comparison of MS Degrees Awarded for the On-campus and LEEP Scheduling Options, May 2008 – May 2011

<table>
<thead>
<tr>
<th>Month of Degree Conferral</th>
<th>On-Campus</th>
<th>LEEP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2008</td>
<td>46</td>
<td>34</td>
<td>80</td>
</tr>
<tr>
<td>August 2008</td>
<td>39</td>
<td>20</td>
<td>59</td>
</tr>
<tr>
<td>October 2008</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>December 2008</td>
<td>40</td>
<td>44</td>
<td>84</td>
</tr>
<tr>
<td>May 2009</td>
<td>46</td>
<td>44</td>
<td>90</td>
</tr>
<tr>
<td>August 2009</td>
<td>42</td>
<td>34</td>
<td>76</td>
</tr>
<tr>
<td>December 2009</td>
<td>47</td>
<td>44</td>
<td>91</td>
</tr>
<tr>
<td>May 2010</td>
<td>58</td>
<td>44</td>
<td>102</td>
</tr>
<tr>
<td>August 2010</td>
<td>20</td>
<td>26</td>
<td>46</td>
</tr>
<tr>
<td>December 2010</td>
<td>32</td>
<td>36</td>
<td>68</td>
</tr>
<tr>
<td>May 2011</td>
<td>73</td>
<td>57</td>
<td>130</td>
</tr>
<tr>
<td>Total</td>
<td>444</td>
<td>386</td>
<td>830</td>
</tr>
</tbody>
</table>

IV.1.2 The school has policies to recruit and retain students who reflect the diversity of North America’s communities.

Consistent with expectations of the Graduate College, GSLIS is “committed to fostering an inclusive graduate community at Illinois. We embrace students from a wide range of nationalities, ethnicities, and lifestyles. Diversity among our graduate community ensures more voices in shaping transformative knowledge and creative expression” (http://www.grad.illinois.edu/diversity). The School has made progress in recruiting and retaining a student body who reflect the diversity of North America’s communities. Data reported in the annual ALISE statistical reports for the past three years shows this growth.

Enrollment by Ethnic Origin in Fall Semesters

<table>
<thead>
<tr>
<th>Year</th>
<th>AI</th>
<th>AP</th>
<th>B</th>
<th>H</th>
<th>W</th>
<th>I</th>
<th>NA</th>
<th>TOTAL</th>
<th>#M</th>
<th>%M</th>
<th>%I</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>1</td>
<td>30</td>
<td>22</td>
<td>21</td>
<td>414</td>
<td>27</td>
<td>1</td>
<td>516</td>
<td>74</td>
<td>14.3</td>
<td>5.2</td>
</tr>
<tr>
<td>2009</td>
<td>3</td>
<td>32</td>
<td>31</td>
<td>27</td>
<td>426</td>
<td>21</td>
<td>2</td>
<td>542</td>
<td>93</td>
<td>17.1</td>
<td>3.9</td>
</tr>
<tr>
<td>2010</td>
<td>5</td>
<td>31</td>
<td>35</td>
<td>31</td>
<td>508</td>
<td>7</td>
<td>0</td>
<td>617</td>
<td>102</td>
<td>16.5</td>
<td>1.1</td>
</tr>
</tbody>
</table>

Assistant Dean Rae-Anne Montague and LAMP Visiting Program Coordinator Amani Ayad have been actively involved in recruitment using a variety of strategies, including exhibiting at conferences such as the National Diversity in Libraries Conference and Joint Conference of Librarians of Color, making presentations, and using recruitment funds from the Graduate College to support campus visits by students from underrepresented groups. With funding from the Institute of Museum and Library Services, the LIS Access Midwest Program (LAMP) is a regional network of academic libraries and LIS schools dedicated to promoting careers within the field by encouraging promising undergraduate students at its member institutions to participate in activities and events designed to increase their awareness of the profession and to provide support for subsequent graduate studies in library and information science (http://lisaccess.org/lamp/). While LAMP scholars can attend any of the participating schools, several
have chosen to enroll at Illinois. The table below shows the number of new minority students enrolling each year for the past four years in each of the enrollment options. It is evident that the LEEP option is enabling us to add to the diversity of our student body.

### Enrollments of New Minority Students in the MS Program

<table>
<thead>
<tr>
<th>Semester</th>
<th>On-Campus</th>
<th>LEEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007/Spring 2008/Summer 2008 Total</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Fall 2008/Spring 2009/Summer 2009 Total</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>Fall 2009/Spring 2010/Summer 2010 Total</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td>Fall 2010/Spring 2011/Summer 2011 Total</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

The Mortenson Center for International Library Programs brings librarians from all over the world for stays of a few days to a year. Those Mortenson associates who are in residence for at least a semester often attend GSLIS courses and participate in the life of the School. The Annual Mortenson Distinguished Lecture is held in GSLIS; the most recent was presented by GSLIS MS alumna Elizabeth Pierre-Louis, Library Program Coordinator at the Fondation Connaissance et Liberté (FOKAL), Haiti.

**IV.1.3 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.**

While substantial progress has been made in enhancing the diversity of the student body, discussions with students have made it clear that we need to better address issues of classroom climate, school climate, and cultural competence. Groups of faculty, staff, and students are working on developing strategies that can be implemented to ensure that the learning environment, both on campus and online, is consistent with the school’s mission and program goals and objectives. Our mission is “to lead the way in understanding the use of information in science, culture, society, commerce, and the diverse activities of our daily lives” and program objectives include understanding “the needs of many different kinds of users” and encouraging “positive social transformation.” Achieving this mission and realizing these objectives is possible only if we ensure that faculty, staff, and students alike can benefit from the many dimensions of diversity (discipline, gender, age, ethnic identity, sexual orientation, religion, disability) present in the GSLIS community. Studies by the UIUC Center on Democracy in a Multiracial Society demonstrate the challenges facing UIUC ([http://cdms.illinois.edu/pages/Publications/Home.html](http://cdms.illinois.edu/pages/Publications/Home.html)). For example, *Elusive Equity: Graduate Education at Illinois’ Flagship University* highlights disparities in equity for racial ethnic minorities at the undergraduate and graduate levels, as well as among faculty. GSLIS compares favorably to the graduate student population overall in percentages of African American and Hispanic students enrolled. But that is only a first step in achieving equity. As the *Elusive Equity* report states (p. 20):

“Indeed, equity for African Americans, Hispanics, and American Indians creates diversity; their consistently low numbers are more than just statistics. We see and feel the lack of a significant URM
[under-represented minority] presence on our campus—in our classroom dialogue with and between students; the breadth and depth of faculty-led research; the perceptions and learning of international and majority White students; in the concerns and experiences of domestic students of color who are often isolated in their departments and labs; in our ability to recruit and retain talented URM students, and; in our campus social, political, and cultural communities.”

Sources of evidence:
MS program admission requirements (http://www.lis.illinois.edu/admissions/requirements/ms)
MS program financial aid information (http://www.lis.illinois.edu/admissions/tuition-aid)
MS program degree requirements (http://www.lis.illinois.edu/academics/programs/ms#courseload)
MS program placement information (http://www.lis.illinois.edu/careers)
Campus Profile (http://www.dmi.illinois.edu/cp/)
Mortenson Center for International Library Programs (http://www.library.illinois.edu/mortenson/)

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.

Although we still distribute packets of printed materials about the School and its programs on request (at conferences; in response to in-person, phone, or e-mail requests), there is increasing emphasis on using the web site as the primary means of making information accessible. Links to information regarding admission requirements, financial aid, degree requirements, and job or career placement are provided above in IV.1. Additional links are given in the sources of evidence below. The GSLIS web site was redesigned when GSLIS migrated to the use of Drupal as a content management system in March 2010. Faculty, staff, and students were all given opportunities to view and provide suggestions on the redesign to enhance its usefulness for multiple constituencies. The web site (http://www.lis.illinois.edu) includes clearly labeled sections for admissions (admission requirements, application deadlines, tuition and financial aid, faqs); academics (programs of study, course information, etc.); people (faculty, staff, etc.); careers; and about GSLIS (school overview, contact information, policies & procedures, etc.) in addition to sections labeled newsroom, research, giving, and help desk.

Sources of evidence:
MS program overview, including links to curriculum descriptions (http://www.lis.illinois.edu/academics/programs/ms)
Faculty information (http://www.lis.illinois.edu/people/faculty)
GSLIS policies & procedures (http://www.lis.illinois.edu/about-gslis/policies)
Student Code (http://admin.illinois.edu/policy/code/)
The Graduate College Handbook of Policy and Requirements for Students, Faculty and Staff (http://www.grad.illinois.edu/gradhandbook)

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.

As a unit of the Graduate College, our admissions policies must conform to those of other graduate programs (though we are free to set a higher standard, as we have with TOEFL scores for international students). All MS students are subject to the same admissions criteria. All applicants must fulfill these minimum requirements:

1. Graduation from an accredited institution with bachelor’s degree requirements substantially equivalent to those of the University of Illinois.
2. A grade-point average of at least 3.0 on a 4.0 scale in the last two years of undergraduate coursework, in which case GRE scores are not required. If an applicant's GPA is below a 3.0 on a 4.0 scale, then GRE test scores are required. However, if an applicant has a JD or a PhD degree they would be exempt from the GRE requirement.
3. Letters of reference from three individuals who are able to comment on the candidate's aptitude for graduate studies and professional pursuits.
4. International applicants whose native language is not English must submit evidence of having passed the Test of English as a Foreign Language (TOEFL) with a score of 620 or higher (or 260 or higher for the computer-administered version; 104 or higher [at least a 25 in each section] for the iBT). (The Intensive English Institute exam may be substituted with a score indicating comparable English proficiency.) The IELTS test is also accepted with a minimum score of 7 in each section.

Prospective students apply to the Graduate College using a web-based application process (http://www.grad.illinois.edu/admissions/apply). After completing the online application (within which are instructions for submitting letters of reference electronically), applicants to GSLIS are instructed to upload:

A resume

A personal statement: a one- to two-page personal statement concerning the applicant’s interest in pursuing a degree in LIS. The intent is to provide the applicant with an opportunity to describe his/her interests beyond what is included in the resume.

An interview essay conforming to the following instructions:

Visit a library, community network, corporate information office, or other information center (except your current place of employment). Interview a professional staff member to identify the three most significant issues related to information services in this setting. Write a one- to two-page essay, discussing what you learned, including:

1. What questions did you ask?
2. Did you learn anything unexpected? Anything that changed your view of the library and information science profession?
3. How do you think your educational experience at GSLIS might prepare you to address the issues you identified?

As part of the annual distribution of service responsibilities, GSLIS faculty are selected to serve on the Admissions Committee (http://www.lis.illinois.edu/people/committees) along with the Assistant Dean for Student Affairs (currently Rae-Anne Montague) and one member of the University Library faculty (currently Ellen Swain, Archivist for Student Life and Culture and GSLIS MS graduate ’95). The Committee first meets to discuss the process, review criteria (http://www.grad.illinois.edu/admissions and http://www.lis.illinois.edu/admissions/requirements/ms).
and agree on a timeline for completion of review of the applications. Committee members access admissions materials via a secure system (https://my.lis.illinois.edu/gradapps/index.asp). All faculty, not just those on the Admissions Committee, have access to all applicant files. Student records staff at GSLIS distribute files evenly among Committee members. Each file is assigned at least two reviewers. Committee members consider all materials submitted by applicants (essays, letters of reference, resume, transcripts). The two essays are valuable indicators of an applicant’s writing and critical thinking abilities, as well as whether the applicant has a good understanding of opportunities and challenges in careers in library and information science. Reviewers score candidates on a scale of 1-5 (1 is the highest). Upon completion of the review, Committee members meet to discuss the outcome. In cases where faculty scores vary by more than one, the file is reviewed by an additional Committee member. Depending on the number of spaces available for the given cycle (LEEP, on-campus, fall, spring, and/or summer), faculty recommend admission to those with the highest scores. The recommendations are sent to the Graduate College for review by staff. The Graduate College may accept the recommendation—admission is offered; reject--admission is denied; or request additional documentation from the School. In cases where applicants are found to lack one or more of the predefined requirements, the Graduate College will consider offering limited status admission (http://www.grad.illinois.edu/gradhandbook/chapterii/section01). In order for an applicant to be offered limited status, the School must provide a letter of justification describing attributes of the applicant that compensate for the usual requirement and led the Admissions Committee to recommend consideration. The Assistant Dean for Student Affairs writes letters of justification for GSLIS. In Fall 2010-Summer 2011, of the 428 students admitted, only 26 (6%) were on limited status. Once admitted, such students receive full graduate standing when they have satisfied the conditions spelled out in their letter of admission. None of these students has been dropped because of low graduate GPA for the past several years. Care in the admissions process means that GSLIS has a very high retention rate—as specified by the standard, students “possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.”

Source of evidence:
MS admission requirements (http://www.lis.illinois.edu/admissions/requirements/ms)

IV.4 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. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

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.

The discussion of Standard II Curriculum, especially Section II.4, documents how the curriculum supports students in their efforts to construct coherent programs of study responsive to individual needs, goals, and aspirations. Implementation of more comprehensive advising support has been a GSLIS priority for the past three years. Alumni surveys carried out following the last accreditation review demonstrated satisfaction with all aspects of the GSLIS program except academic advising. In an effort to ensure greater consistency in the quality and availability of advising, GSLIS established the position of Advising Coordinator in the summer of 2008. Meg Edwards (MS ‘04) was appointed to this position. Upon entering the MS program all students are contacted by the Advising Coordinator with pertinent advising links, registration, and other logistical information. Either via email, phone, or in-person each student has an appointment with the Advising Coordinator to discuss their goals for the program. During this appointment particular program specifics and expectations are also relayed and specific contacts to faculty, staff, campus units, professional or student organizations, etc. are recommended to the student based upon their interest. Students are then encouraged to develop relationships with faculty with whom
they feel their professional and academic interests align. Some continue to meet with the Advising Coordinator regularly and/or get in touch when they need to perform certain administrative academic tasks (e.g., drop classes, increase credit hour range, etc.). The Advising Coordinator serves as a primary contact for MS students regarding academic questions and planning and maintains regular office hours for student convenience, including online office hours.

Throughout the year there are other opportunities for students to engage with advising. Both on-campus and LEEP students receive cohort advising during their respective orientations and subsequent small group advising sessions are planned throughout the initial LEEP on-campus session and around registration periods both on-campus and online. Moreover, group advising sessions geared around the major academic/professional areas (academic libraries, public libraries, community informatics, data curation, information organization and access, youth services, K-12 school librarianship, special libraries including corporate, government, and law, etc.) are scheduled during the LEEP on-campus sessions providing opportunity for both on-campus and LEEP students to learn and ask questions about these areas from faculty and professionals. Starting in Fall 2011 a new advising series will begin called Nuts ‘n’ Bolts which serves to address issues related to the support of academic success (e.g., writing skills, acclimation to graduate-level work, discipline exploration, research sharing, etc.). This will be a bi-monthly lunch series.

In addition to the individual and group advising, certain records are maintained in order to help ensure student success and program completion. They are:

1) LIS 501/502 completion: A spreadsheet of students, sorted by term of entry and enrollment option (on-campus vs. LEEP) is created and the enrollment and completion of LIS 501 and 502 are recorded to ensure that each student completes these as early in their program as possible.

2) Academic success: Each semester a report generated by the Graduate College is distributed to colleges with students on academic probation (GPA lower than 2.75/4) and dismissal status. The Advising Coordinator follows up with all of these students and requires an individual academic plan from each of them to continue moving forward in the program.

3) Overload registration: Prior to the beginning of each term a report is run by the Advising Coordinator to determine who on-campus is either registered for more than 12 credit hours (full-time) or more than 5 courses. A friendly email is sent reminding students of the approximate time commitment they can expect in order to perform successfully for each course (approximately 10-15 hours/week per 4 credit hour course, including class time and 8-12 hours per 2 credit hour course). A similar email is sent to LEEP students who are registered for more than 8 hours or 3 classes and who are reported to work full-time in addition to school work.

4) LEEP weekend conflicts: Approximately 3-4 weeks prior to LEEP on-campus weekends a report is generated by the GSLIS systems office to determine which students have conflicting on-campus days. An email is sent reminding students to make accommodations for this conflict in conjunction with their instructors so as to best use the time they will be spending on-campus to meet the requirements of both courses.

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

A review of course syllabi demonstrates that each course has a variety of assignments and forms of assessment of student performance. Many courses involve group projects in addition to individual written work. Many courses have students do individual or group oral presentations. Increasingly students are being asked to make certain assignments available online to be accessed and read by fellow classmates as well as the instructor. We find that many students are even more motivated to complete assignments of high quality when they know that these assignments will be viewed by their peers as well as the instructor. Students enrolled in the K-12 Library Information Specialist Certification program are
assessed on the contents of their electronic portfolio, required by all teacher education programs across campus ([http://www.lis.illinois.edu/academics/programs/k12/portfolio](http://www.lis.illinois.edu/academics/programs/k12/portfolio)).

Supervisors of students who complete practicums complete a standard Performance Review form. They are asked to assess the student in the areas of: overall performance, job knowledge over time, reliability/commitment to job, quality/quantity of work, human relations skills, teamwork/cooperation, organizational skills, initiative and creative ability, judgment, supervision/leadership (if applicable). The supervisor is also asked to note particular strengths and areas for further development. [External Review Panel members will have access to such forms in the LIS 591 course Moodle space].

Student accomplishments are recognized by a growing number of School awards presented at the annual convocation ceremony. Faculty meet as a group to select the winners each spring. The faculty also select the graduates each year who are invited to join Beta Phi Mu (founded at UIUC in 1948). Award winners are listed on the GSLIS web site ([http://www.lis.illinois.edu/about-gslis/awards/student-awards/recipients](http://www.lis.illinois.edu/about-gslis/awards/student-awards/recipients)). Among the MS students recognized at the May 2011 convocation, five were LEEP students (from St. Louis, Los Angeles, Boston, Chicago, and Arlington, MA); May 2010 awardees included four LEEP students (from Chicago (3), Minneapolis).

In April 2011, the Graduate College Executive Committee approved a policy that will require graduate programs to conduct annual academic reviews of all graduate students enrolled in graduate degree-seeking programs. The expectation is that annual academic progress reviews will help students by offering timely diagnosis of their performance, clarification of expectations for academic progress, and identification of areas for improvement. A written copy of the review must be given to the student and be placed in the student’s academic file. In working to comply with this new policy by AY 2012-2013, GSLIS will examine how best to use this requirement to ensure that MS students fulfill the expectations of Standard IV.4.

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

The student services team have offices co-located in the first floor central corridor of the GSLIS building, providing easy access to students and facilitating collaboration in providing student support and problem-solving.

*Student Guidance and Counseling*

As noted above, the Advising Coordinator Meg Edwards plays an important role in providing continuing opportunities for guidance to all students in the MS program. The Assistant Dean for Student Affairs, Rae-Anne Montague (a graduate of both the GSLIS MS and PhD programs) is also a valuable resource. She serves as dean of students, offering counseling and connecting students to resources across campus (e.g., Counseling Center, McKinley Health Center, Disability Resources and Educational Services) as needed. She has a wide network of contacts with staff in student affairs units who can help with student problem solving. To ensure that interventions are made in a timely way when needed, mid-semester the faculty are asked to identify any students who seem to be experiencing academic or personal challenges, and faculty work with Dr. Montague to determine how best to assist such students.

*Career Services*

In a competitive job market it is important to give students effective tools to aid them in the job search process. Over the past few years GSLIS has made increasing use of technology to provide more
complete and rapid access to information about available jobs. In addition we have increased the variety and frequency of workshops related to job searching. There is a directory of web-based job resources, including links to the GSLIS Community Forums Job Board and the Alumni-Student Connect. The GSLIS Community Forums Job Board is open to students and alumni (log-in required) to help them conveniently find LIS positions that have been sent directly to GSLIS or that have been aggregated from various sources by GSLIS staff. Sponsored by the GSLIS Office of Advancement, the Alumni-Student Connect is a web-based service that establishes employment connections through the GSLIS alumni network. Interested individuals or employers can fill out a web form to request a connection in a particular area of academic or employment interest within library and information science. Also available is the Library School Alumni Association (LSAA), whose mission is to support GSLIS, to encourage active participation of alumni in the programs of GSLIS and LSAA, to encourage students to become active, lifelong supporters of GSLIS and LSAA, and to be a partner with the University of Illinois Alumni Association in supporting alumni in their professional lives.

In response to the feedback from alumni surveys expressing the need for more guidance in seeking employment, in 2010 GSLIS hired its first full-time Career Services staff person, Roy Brooks. He serves as the Career Specialist and Practicum Coordinator, and as such he assists students in obtaining practicums, internships, and Alternative Spring Break placements as well as helping them to prepare for professional life after GSLIS. Roy Brooks and Meg Edwards are collaborating on a series of career-related workshops and discussions, such as “Careers and Coffee.” Mr. Brooks also maintains the (password-protected) Job Search Community Forum (https://courses.lis.illinois.edu/mod/forum/view.php?f=9359) with helpful posts.

The GSLIS student services staff has integrated the existing workshops into a broader program of professional development activities designed to orient students to the program and the profession; enrich their experience while they are in the program; and help them focus on the job search process as they near the end of their studies for the MS. The initial student orientation session for on-campus students now includes an informational fair with exhibits and tables sponsored by GSLIS units, programs, and student groups. The academic year concludes with a convocation ceremony (streamed live to LEEP students and graduates’ families at a distance), featuring a distinguished alumnus as the convocation speaker (Loriene Roy, PhD ‘86, Professor in the School of Information at the University of Texas and past president of the American Library Association, filled this role in 2011).

Sources of evidence:
GSLIS Student Awards (http://www.lis.illinois.edu/about-gslis/awards/student-awards)
Alpha Chapter of Beta Phi Mu (http://www.lis.illinois.edu/people/alumni/betaphimu)
Links to Course Syllabi (http://groups.lis.illinois.edu/advising/Recentcoursesyllabus.html)
GSLIS Job Resources (http://www.lis.illinois.edu/careers/studentsalumni/jobs)
GSLIS Explore Careers (http://www.lis.illinois.edu/careers/studentsalumni/jobs/explore)
GSLIS Community Forums Job Board (password-protected) (https://courses.lis.illinois.edu/mod/forum/view.php?id=60020)
Alumni-Student Connect (http://www.lis.illinois.edu/careers/studentsalumni/jobs/alum_connect)
Library School Alumni Association (http://www.lis.illinois.edu/people/alumni/lsaa)
Graduate College Career Services Office (http://www.grad.illinois.edu/careerservices)
UIUC Career Center (http://www.careercenter.illinois.edu/)
Guest Lectures (http://www.lis.illinois.edu/newsroom/lectures): see links 2/24/11 ALA Lecture Series: Career Development Presentation; 4/1/08 Salary Negotiation Workshop; 3/2/08 Interview Essentials; 5/24/07 Job Hunting and Beginning a Career in Academic Libraries; 5/21/07 Networking and Job Hunting; 5/22/07 Job Hunting and Career Development in Public Libraries
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.

MS students are encouraged to take leadership roles within the School that define and determine the total learning experience. This is accomplished both through participation in student organizations and contributing to school governance.

**IV.5.1 Students are provided with opportunities to form student organizations**

The School has several active student chapters of professional organizations: American Library Association, American Society for Information Science and Technology, The Society of American Archivists, and the Special Libraries Association. In addition there is a Community Informatics Club and a GSLIS Chinese Group. MS students are generally the officers and most active members of these organizations. Each has a faculty advisor who offers guidance and support, but the planning and implementation of activities are largely carried out by the students themselves. The student body at large benefits from the activities of these organizations, since most events are open to anyone who wishes to participate. While each has a core group of officers and committee members, they promote their activities through the GSLIS calendar, Moodle forums, and social media, which yields increased attendance at events. An “Orgapalooza” event held early in the fall semester, with sponsorship from all the student organizations, gives the organizations a chance to showcase their particular areas of emphasis and to recruit members. The student organizations sponsor lectures, workshops, field trips, service projects, and social events. The student organization jointly-sponsored December holiday party and May barbecue (http://www.youtube.com/watch?v=pZKqN1cmVaQ) help build community among on-campus students. The student organizations support and encourage all students, regardless of scheduling option, to participate in national and regional conferences. The student organizations have made a special effort to involve LEEP students in activities, welcoming their participation in field trips, scheduling events during the LEEP on-campus sessions, and recording and/or broadcasting events that take place on-campus. The Center for Children’s Books involves students as volunteers and also has activities for students such as a Youth Literature Book Club, a Graphic Novel Book Club, and Story Coach (http://ccb.lis.illinois.edu/storytellers.html#GSLISstorytelling), monthly meetings for students and faculty to explore the art of storytelling. Faculty member Vetle Torvik has organized a Math Study Group for students interested in improving their knowledge of mathematics and faculty member David Dubin sponsors the GSLIS gamers for faculty, students, staff, alumni, and friends of the school interested in face-to-face games (http://people.lis.illinois.edu/~ddubin/games.html).

**IV.5.2 Students are provided with opportunities to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.**

MS students have the opportunity each year to elect a representative to attend faculty meetings and a representative on the Curriculum Committee. Together with the CAS and PhD student representatives, the MS student representative to faculty meetings is expected to actively communicate issues of student concern to the GSLIS faculty and administration. Student representatives are invited to submit written reports in advance of each faculty meeting to ensure that issues of concern are included on the agenda. For example, in March 2011 (http://webdocs.lis.illinois.edu/faculty_meeting/presubmitted_reports_03022011.pdf) MS student representative Meghan Kutz raised concerns about scheduling that are being addressed in planning future course schedules and providing timely information about upcoming semesters. The availability of student e-mail lists allows representatives to stay in close touch with the student body and to keep students...
informed of issues being discussed by School committees or the faculty as a whole. The Library School Alumni Association has at least one MS student representative to their board meetings, opening an avenue of communication between alumni and the current student body. In response to concerns raised by student representatives in spring 2011, Linda Smith is working with student volunteers including the MS student representative to faculty meetings as the “Structures Group” to consider needed improvements in student orientation, grievance policies, student advocacy, and faculty/staff/student communications. One focus area is clarification of the roles and responsibilities of student representatives to Curriculum Committee, Doctoral Studies Committee, and faculty meetings with the goal of making these representatives more visible and effective participants in formulation, modification, and implementation of policies affecting academic and student affairs.

Sources of evidence:
Student Organizations (http://www.lis.illinois.edu/people/students/orgs)
Forums for Student Organizations (https://courses.lis.illinois.edu/course/category.php?id=7)
American Library Association Student Chapter web site (http://www.lis.illinois.edu/people/students/orgs/ala)
ASIS&T Student Chapter blog (http://courseweb.lis.illinois.edu/~arusch2/ast/) 
Library School Alumni Association web site (http://www.lis.illinois.edu/people/alumni/lsaa)
Community Informatics Club (http://www.communityinformaticsclub.com/)
Community Informatics Club video (http://www.youtube.com/watch?v=_pBjiW2E2Mg)

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.

IV.6.1 The school applies the results of evaluation of student achievement to program development.

As explained in discussions of Standard II, GSLIS uses results of student achievement in individual courses and in practical engagement as input to course refinement and curriculum development. For example, when faculty were concerned with gaps in student technical knowledge coming into courses like LIS 590DI Digital Libraries, GSLIS introduced a new Introduction to Technology in LIS course for those students lacking sufficient technical expertise coming into the program. Practicum Performance Reviews completed by site supervisors assess overall performance, particular strengths, and areas for further development. The latter are monitored to determine if there are gaps in course content that need to be addressed in order to better prepare students for particular work settings. We are also attentive to other indicators of student achievement, such as involvement in research projects, student chapters of professional associations, presentations of posters and papers at professional conferences, and volunteer activities, such as projects sponsored by the Community Informatics Club or the Center for Children’s Books. We look for ways to strengthen the entire program—both curricular and extracurricular—experience of students. This engagement ranges from global to local. For example, each year for the past several years Terry Weech has encouraged students to submit papers to the international BOBCATSSS conference (http://www.lis.illinois.edu/articles/2011/05/weech-students-attend-bobcatsss-hungary). MS students under the leadership of Assistant Dean Rae-Anne Montague have initiated and supported a library and information literacy program at the Champaign County Juvenile Detention Center (http://elsyjdc.wordpress.com/blog/). MS students have some opportunities to participate in research projects, such as those in the Center for Informatics in Science and Scholarship, where they also participate in the CIRSS Student Research Group. MS students affiliated with CIRSS have recently been placed at the National Endowment for the Humanities, Maryland Institute for
IV.6.2 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.

As described in other sections of this standard, over the past few years we have made substantial additions to and improvements in student services based on assessment of needed areas of improvement in advising and career services. Our most recent efforts are focused on understanding opportunities for and challenges to inclusion, voice, agency, and community within the GSLIS context and developing approaches to address concerns raised (see p. 9).

IV.6.3 Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

The GSLIS Plan for Assessing and Improving Student Learning in Degree Programs, prepared as input for the campus self-study for reaccreditation, provides an overview of our efforts to gather and use data for continuous quality improvement for all our degree programs. The School has used a number of forums to get input from students while they are still enrolled. The student representative to faculty meetings can bring student concerns to the attention of the faculty; the student representative to the Curriculum Committee is involved in ongoing discussion of curriculum matters. The GSLIS Community forums (GSLIS login required) are available to share news, information, and recommendations with other members of the GSLIS community. With the exception of “Announcements and News,” these forums are not moderated. Periodic retreats provide a venue for more in-depth analysis and reflection on the program. The LEEP retreat held in August 2008 involving full-time and adjunct faculty as well as staff, preceded by student and alumni input to discussion forums, demonstrates the value placed on involving all interested parties in the evaluation process.

Source of evidence:
GSLIS Plan for Assessing and Improving Student Learning in Degree Programs
http://www.cte.illinois.edu/outcomes/pdfs/unitasses/gsls08.pdf