

ANNUAL ASSESSMENT REPORT - 2016



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The iSchool at the University of British Columbia

Annual Assessment Report - 2016

THE iSCHOOL AT THE UNIVERSITY OF BRITISH COLUMBIA

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ONE | INTRODUCTION and HIGHLIGHTS

The iSchool is home to a vibrant and dynamic research and learning environment, fostered by active and engaged staff, faculty and students and a supportive community of alumni and professionals. We have all worked very hard over the past year and this report provides an opportunity to reflect, take stock, and plan for the coming year. In this report, we communicate the results of the many data collection activities that we carry out each year in support of assessment and planning. Data is collected in support of learning outcomes assessment (LOA) at the program level for the professional master's programs (MLIS, MAS and Dual) and as a means of assessing institutional effectiveness (IE) for the school as a whole. This report provides an overview of the MAS/MLIS/Dual assessment activities carried out between July 2015 and June 2016 and a summary of the results. More detail on the iSchool Learning Outcomes Assessment Program (SLOAP) can be found in the SLOAP overview document¹.

These results provide the basis for discussions at the annual faculty planning session held at the outset of each academic year, and are used to refine existing and set new goals for the year and to pass on mandates to the standing committees within the school. In this way, assessment has a direct impact on decisions and actions related to recruitment, curriculum, teaching and facilities. Results are also used by the Director and Administrator to assess progress on specific initiatives and to set strategic directions for the School.

A summary of the assessment results and the body of this report will be published on the iSchool website making them available to all stakeholders, including potential and current students, alumni, employers, the university community, professional associations and the library, archives and information science community at large.

2015-2016 Highlights

In 2015-2016, we renewed our mission and goals, implemented a number of valuable student-centred and learning-centred initiatives, and achieved excellent research outcomes. The new mission of the iSchool established a broad mandate that is grounded in our values and goals:

Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.²

In keeping with this mission and our vision of the school and informed by our 2015 Assessment Report, the report of the External Review of the iSchool, and the requirements set by the American Library Association's Committee on Accreditation, we moved forward on a number of initiatives. Specific Goals and Objectives of the school for 2015-2016 can be found in Appendix 1.

¹ <http://slais-resource.sites.olt.ubc.ca/files/2016/07/iSchool-Learning-Outcomes-Assessment-Program-SLOAP-Guidelines.pdf>

² The full mission statement, together with the school's renewed vision, identity and goals are available on the website: <http://slais.ubc.ca/programs/about-department/missions-goals-and-objectives/>

Highlights of the year's activities and achievements include the following.

- The School successfully hired 3 outstanding faculty members: Dr. Jennifer Douglas and Dr. Muhammad Abdul-Mageed joined us as Assistant Professors on July 1, 2016 and Deborah Hicks will join us as a Lecturer for a one year position in August 2016.
- Assistant Professors Heather O'Brien and Eric Meyers were promoted to Associate Professors and received tenure.
- We successfully implemented the new MLIS Core and initiated the iSchool Technology Portal (for incoming MLIS students). This program will be extended to the MAS program in fall 2016.
- The iSchool Flexible Digital Learning and Technology Sandbox (iTechFlex) Initiative got underway, leading to a reconfiguring of lab spaces to support collaborative learning, the introduction of a Virtual Lab to increase access to workplace information systems, and the Technology Portal and Workshop series.
- We worked with the iSchool Alumni group to re-envision and reinvigorate the alumni organization (ongoing).
- We reviewed and revised our student awards procedures, increasing transparency and consistency, resulting in a substantial increase in the number of applications.
- We introduced a framework for providing increased support for our Adjunct Faculty, including an annual teaching orientation, a full day teaching workshop, and a listserv.
- We initiated partnerships with the UBC Library, the Department of Linguistics, the Bachelor of Media Studies Program, the School of Journalism, and the First Nations & Endangered Languages program, among others. We took the first steps towards a possible merger with the School of Journalism.
- We continued to support indigenous initiatives on campus, through the First Nations Curriculum Concentration and other partnerships, and worked towards addressing the recommendations of the Truth and Reconciliation Commission within the school.
- We continued to develop and strengthen learning outcomes based assessment and planning frameworks in the school, and carried out a self-study in preparation for the ALA Accreditation visit scheduled for November 2016.
- In 2015-2016, faculty members were PIs or Co-PIs on research projects with funding of over \$1.2 million, published approximately 30 peer reviewed publications and gave more than 50 public presentations.

Many of the goals established last year and initiatives carried out were motivated by the 2014-2015 Assessment Report. Key steps taken in response, in addition to those listed above, are outlined below.

MLIS Program

- The curriculum committee undertook a project to examine how management competencies are distributed throughout the curriculum and to identify courses where more management competencies could be supported (ongoing);
- Changes to the required management course were introduced in the summer of 2016 and the course will continue to be refined throughout 2016-2017 under the leadership of a full time faculty member.
- LIBR 507 - Methods of Research and Evaluation continues to evolve towards an increasing focus on evaluation and research skills for application in workplace settings.

- MLIS Program Pathways were introduced and topics courses no longer offered were removed from the course listings to improve clarity on course offerings for students.
- Technology competencies will be strengthened through the hiring of a new faculty member and the resulting new course offerings, including a course in programming (Python), and courses focusing on analytics.

MAS Program

- The curriculum committee undertook a project to examine how communication skills could be strengthened across the MAS curriculum (ongoing).
- A new faculty member was hired with skills in foundational areas of the MAS curriculum.
- A program to support adjunct instructors was initiated with the goal of increasing the quality of teaching in the MAS (and MLIS) programs.
- The Virtual Lab initiative was established to provide student and instructors with increased access to software and systems used in archival and records management settings.
- The Technology Portal for incoming students will be extended to the MAS program starting in fall 2016.

TWO | DIRECT AND INDIRECT MEASURES OF LEARNING OUTCOMES

This section presents the measures for each of the 13 iSchool Graduate Competencies. Results are presented in tables indicating the associated competency (1.1, 1.2, etc.), the source of data, the definition of the measure, when the data was collected, the total number of students assessed (Measure N), the number of students who met the established criteria (Measure %), and the target level. Where relevant, the Dual students are included in both the MLIS and the MAS measures.

Cases in which the Measure is lower than the target are flagged for further investigation.

Note - Questions on the Alumni Survey were framed as follows: Upon graduation, please rate the level to which you felt prepared for the job market (1=Completely Unprepared; 5=Fully Prepared). Results for MLIS and MAS both include Dual Alumni

Assessment Measures for the MLIS Program

Foundational Professional Competencies

	Source	Measure	Date	Total N	2015/16 Measure	Target	2014/25 Measure
1.1	LIBR 506 Assignment 1	# and % of students that meet or exceed expectations in all component of rubric	Apr - 16	73	96%	80%	n/a
1.1	LIBR 506 Assignment 2	# and % of students that meet or exceed expectations in all component of rubric	Apr - 16	73	84%	80%	n/a
1.1	LIBR 569R (Capstone) Final Project	# and % of students graded as Average or Very Effective on this competency by Community Partners	Apr - 16	16	100%	80%	100%
1.1	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5	Sept - 15	97	87%	80%	89%
1.2	LIBR 509 Assignment 2	# and % of students that meet or exceed expectations in all component of rubric	Apr - 16	76	97%	80%	97%
1.2	LIBR 580 Project 2	# and % of students that meet or exceed expectations in all component of rubric	Apr - 16	53	98%	80%	100%

1.2	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5	Sept - 15	97	84%	80%	89%
1.2	LIBR 569R Final Project	# and % of students graded as Average or Very Effective on this competency by Community	Apr - 16	16	100%	80%	100%
1.3	LIBR 554 Assignment 3	# and % of students that meet or exceed expectations in all component of rubric	Dec - 15	19	100%	80%	100%
1.3	LIBR 581 Assignment 5	# and % of students that meet or exceed expectations in all component of rubric	Dec - 15	48	92%	80%	83%
1.3	LIBR 569R Final Project	# and % of students graded as Average or Very Effective on this competency by Community Partners	Apr - 16	16	100%	80%	100%
1.3	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5	Sept - 15	97	90%	80%	92%
1.3	Practicum and Prof. Exp. Supervisor Reports	# and % of students who receive exceptional or very good on this competency	May 2016	46	87%	80%	94%
1.3	LIBR 506 Assignment 1	# and % of students who receive exceptional or very good on this competency	Apr - 16	73	96%	80%	n/a
1.4	LIBR 508 Assignment IIIc	# and % of students that meet or exceed expectations in all component of rubric	Apr - 16	75	99%	80%	100%
1.4	LIBR 569R Final Project	# and % of students graded as Average or Very Effective on this competency by Community Partners	Apr - 16	16	100%	80%	100%
1.4	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5	Sept - 15	97	93%	80%	94%

Communication Competencies

	Source	Measure	Date	Total N	2015/16 Measure	Target	2014/15 Measure
2	Practicum and Prof. Exp.	# and % of students who receive exceptional or very good on this competency	May 2016	45	84%	80%	88%

	Supervisor Reports						
2	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5	Sept - 15	97	97%	80%	94%
2.1	LIBR 508 Assignment IIa	# and % of students that meet or exceed expectations in all component of rubric	Apr - 16	75	100%	80%	100%
2.1	LIBR 506 Assignment 1	# and % of students that meet or exceed expectations in all component of rubric	Apr - 16	73	96%	80%	n/a
2.1	LIBR 506 Assignment 2	# and % of students that meet or exceed expectations in all component of rubric	Apr - 16	73	84%	80%	n/a
2.1	LIBR 535 Assignment 3	# and % of students that meet or exceed expectations in all component of rubric	Apr - 16	33	85%	80%	85%
2.2	LIBR 508 Assignment IIIc	# and % of students that meet or exceed expectations in all component of rubric	Apr - 16	75	99%	80%	100%
2.2	LIBR 535 Assignment 4	# and % of students that meet or exceed expectations in all component of rubric	Apr - 16	33	91%	80%	91%

Management Competencies

	Source	Measure	Date	Total N	2015/16 Measure	Target	2014/15M Measure %
3	Practicum and Prof Exp. Supervisor Reports	# and % of students who receive exceptional or very good on this competency	May 2016	45	91%	80%	94%
3	Alumni Survey	% self-assessment rating on this competency of at least 3/5	Sept - 15	97	56%	80%	63%
3.1	LIBR 504 Assignment 1	# and % of students that meet or exceed expectations in all component of rubric	Apr - 16	69	100%	80%	72%
3.1	LIBR 506 Assignment 1	# and % of students that meet or exceed expectations in all component of rubric	Apr - 16	73	96%	80%	n/a
3.1	LIBR 569R Final Project	# and % of students graded as Average or Very Effective on this competency by Community Partners	Apr - 16	16	100%	80%	100%
3.2	LIBR 504 Assignment 3	# and % of students that meet or exceed expectations in all component of rubric	Apr - 16	65	86%	80%	100%

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3.2	LIBR 569R Final Project	# and % of students graded as Average or Very Effective on this competency by Community Partners	Apr - 16	16	100%	80%	100%
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Research Competencies

	Source	Measure	Date	Total N	2015/16 Measure	Target	2014/15M Measure
4	Professional Experience Supervisor Reports	# and % of students who receive exceptional or very good on this competency	May 2016	34	85%	80%	100%
4	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5	Sept - 15	97	94%	80%	93%
4.1	LIBR 505 Assignment 1	# and % of students that meet or exceed expectations in all component of rubric	Dec-15	60	83%	80%	76%
4.1	LIBR 507 Assignment 2	# and % of students that meet or exceed expectations in all component of rubric	Apr - 16	41	73%	80%	76%
4.1	LIBR 581 Assignment 4	# and % of students that meet or exceed expectations in all component of rubric	Dec - 15	23	70%	80%	70%
4.1	LIBR 592/594	# and % of students who receive Very Good or Excellent on this competency	April - 16	16	100%	80%	100%
4.2	LIBR 505 Assignment 2	# and % of students that meet or exceed expectations in all component of rubric	Dec -15	60	88%	80%	84%
4.2	LIBR 507 Assignment 3	# and % of students that meet or exceed expectations in all component of rubric	Apr - 16	41	80%	80%	84%

Professionalism

	Source	Measure	Date	Total N	2015/16 Measure %	Target	2014/15M Measure %
5	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5	Sept 2015	97	80%	80%	89%

5.1	Practicum and Prof. Exp. Supervisor Reports	% of students that meet or exceed expectations on professionalism in placements (co-op, practicum)	May 2016	45	93%	80%	100%
5.1	LIBR 569R (Capstone) Final Project	# and % of students graded as Average or Very Effective on this competency by Community Partners	Apr - 16	16	100%	80%	100%
5.3	Alumni Survey	% of respondents who are members of a professional organization	Sept 2015	102	74%	70%	80%

Assessment Measures for the MAS Program

This section presents the measures for each of the 13 iSchool Graduate Competencies for the MAS program. Please note that course-based measures have not yet been established for the MAS competencies, and therefore there is a limited set of measures available at this time.

	Source	Measure	Date	Total N	2015/16 Measure	Target	2014/15 Measure
1.1	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5 (mean)	Sept 2015	35	83%	80%	88%
1.2	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5 (mean)	Sept 2015	35	91%	80%	100%
1.3	Practicum and Prof. Exp. Supervisor Reports	# and % of students who receive exceptional or very good on this competency	May 2016	12	92%	80%	100%
1.3	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5 (mean)	Sept 2015	35	89%	80%	89%
1.4	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5 (mean)	Sept 2015	35	100%	80%	89%
2	Practicum and Prof. Exp. Supervisor Reports	# and % of students who receive exceptional or very good on this competency	May 2016	11	92%	80%	100%
2	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5 (mean)	Sept 2015	35	100%	80%	89%
3	Practicum and Prof Exp. Supervisor Reports	# and % of students who receive exceptional or very good on this competency	May 2016	11	91%	80%	100%
3	Alumni Survey	% self-assessment rating on this competency of at least 3/5 (mean)	Sept 2015	35	74%	80%	48%
4	Prof. Exp. Supervisor Reports	# and % of students who receive exceptional or very good on this competency	May 2016	100	100%	80%	100%
4	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5 (mean)	Sept 2015	35	94%	80%	96%
5	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5 (mean)	Sept 2015	35	94%	80%	92%
5.1	Practicum and Prof. Exp. Supervisor Reports	% of students that meet or exceed expectations on professionalism in placements (co-op, practicum)	May 2016	7	86%	80%	100%

5.3	Alumni Survey	% of respondents who are members of a professional organization	Sept 2015	31	84%	80%	79%
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THREE | SUMMARY MEASURES OF INSTITUTIONAL EFFECTIVENESS

Recruitment and Retention

Summary of applications and admissions data Source: Faculty of Graduate and Postdoctoral Studies

	2015-2016			2014-2015		
	MLIS	MAS	DUAL	MLIS	MAS	DUAL
Applications	124	30	49	130	40	49
Offers	83	15	23	96	23	30
Acceptances	61	10	14	65	14	13

Student Perceptions of Programs and Courses

Percentage of courses taught with mean student ratings of 4 or higher. Source: Student Course Evaluations

% of mean scores above 4 out of 5		
	2015-2016	2014-2015
UMI 6 Overall, the instructor was an effective teacher.	71%	82%
ARTS 6 Considering everything how would you rate this course?	75%	76%

Employment Outcomes

Percentage of all respondents who are employed in a position related to their iSchool degree (N=124).

Source: Alumni Survey

Survey Date	Graduation Date	MLIS	MAS	DUAL MAS/MLIS	Overall
September 2015	2013, 2014, 2015	84% (72/86)	79% (15/19)	94% (16/17)	84%
September 2014	2011, 2012, 2013	86% (67/78)	100% (13/13)	81% (13/16)	87%

FOUR | SUMMARY OF FINDINGS BY ASSESSMENT INSTRUMENT

(1) Alumni Survey

This is an annual survey that targets graduates at different intervals of time after graduation. The survey was conducted online in the second half of September 2015 and there were 129 respondents. The survey includes a wide range of questions on current employment status, skills and activities that we use as measures of student learning outcomes. Some of the results are reported in the tables of measures in section 2. Additional data from the Alumni Survey are reported below, including summaries of some of the qualitative responses.

Employment Data

Of the 122 respondents to the Alumni Survey (graduates from 2013, 2014 and 2015), who gave their employment status and program, 84% reported being employed in a position related to their iSchool degrees.

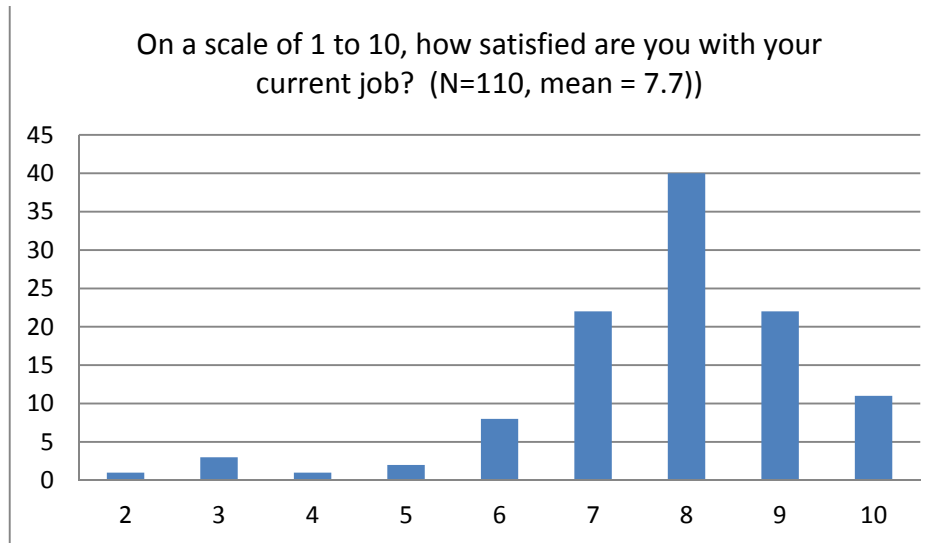
Position Titles held by Alumni (number of repeat mentions in brackets)

Academic Technology Librarian	Instructional Services Librarian (2)
Analyst, Records and Information Management	Knowledge Management Assistant
Archives and Records Officer	Learning Designer
Archivist (5)	Librarian (9)
Assessment & User Experience Librarian	Librarian and Archivist
Assessment and Data Management Librarian	Librarian Consultant/On Call Librarian
Assistant Archivist	Library Associate
Assistant Librarian (2)	Library Technology Support Specialist
Assistant Records Manager	Life Sciences Librarian
Associate Registrar	office auxiliary
Auxiliary librarian (5)	On-call Librarian
Canopy Reporting Analyst	Policy advisor
Children's Librarian (Auxiliary)	Product Manager
Children's Librarian	Network Services Coordinator
Collections Manager	Project Manager (2)
Community Librarian (2)	Project Records Management Analyst
Consultant Librarian	Public Service Librarian
Corporate Information Analyst	Records Analyst
Customer Services Librarian, Casual	Records and Information Management Analyst
Developer/Data Scientist	Records Management Archivist
Digital Applications Librarian	Records Management Coordinator
Digital Content Specialist	Records Manager
Digital infrastructure librarian	Reference & Instruction Librarian (3)
Digital Services and Liaison Librarian	Reference Librarian (3)
Document Management System Coordinator	Regional Medical Librarian
Donor Relations Office (Research, Stewardship & Planned Giving)	Research Specialist (2)
Earth Science and Environment Librarian	Resource Centre Librarian
Financial Services Rep	Scheduler
FOIP Advisor	Scholarly Communication Outreach Coordinator
Global Coordinator	Self-Access Center Administrator
Head Librarian	Senior Analyst
Health sciences librarian	Software Engineer
ILS Product Support Specialist	Supervising Librarian
	Systems Administrator

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Image Resource Coordinator Information Management Analyst Information Management Lead, Governance and Archives Information Management Specialist Information Privacy Assistant	Technical Services Librarian Technical Writer (2) Teen Librarian UX developer Web Initiatives Librarian Young Adult Librarian Youth Services Librarian (4)
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Satisfaction with Current Position



Location of Current Position

Metro Vancouver	38
Vancouver Island	6
Other BC	20
Other Canada	20
USA	33
Europe, UK & Asia	4

Summary of suggested topics that were not part of their studies, but they think would be helpful to information professionals in their careers:

The largest number of comments were focused on **management skills** and related areas, including project management, leadership, marketing, business analysis and assessment.

The area with the next largest number of comments was **technology**, including programming, digital technologies, information systems, including electronic records management systems, systems for digital preservation, and integrated library systems.

Other areas mentioned were:

- Communication and outreach, including customer service and public speaking skills
- Data analysis, data management and statistics
- Public libraries and readers’ advisor

(2) Co-op Program Placements: Feedback from Supervisors

The Faculty of Arts Co-op Program creates opportunities for employment for both MAS and MLIS students who enrol in the Co-op program. In the academic year 2015-2016, 58 students (39 MLIS, 13 Dual and 6 MAS) students applied and were accepted into the program [as compared with 61 students in 2014-15]. The availability of positions and the rate of placement varies from term to term. For example, in summer 2015, about 31% of positions were filled (38), in fall 2015, about 49% (25) and in winter 2016 - 43% (18).

The Co-op program collected evaluation data from both students and employers for each placement. The employer feedback form was used to collect input on student performance for a subset of the iSchool Graduate Competencies. The results are presented below, including information on the orientation of the position (MLIS or MAS or MAS/MLIS) and the term. The great majority of assessments point to high levels of performance (very good or excellent), with only a small number of "good" or lower ratings.

Summary Data: Percent with ratings of Very Good or Excellent

	N	Overall preparation	Graduate Competencies*					
			1.3	2	3.1	3.2	4	5.1
MAS	15	93%	86%	93%	93%	77%	93%	93%
MLIS	51	87%	87%	87%	87%	72%	86%	87%
DUAL	10	89%	100%	89%	89%	71%	89%	89%

Graduate Competencies*

1.3: applies knowledge of information technologies and resources to real world situations

2: able to communicate effectively

3.1: demonstrates leadership, initiative and effective collaboration within teams

3.2: apply principles of effective management and decision making to organizational issues

4: able to conduct original research and assessment

5.1 conducts oneself in a manner consistent with the philosophy, principles and ethics of the profession

All Data

Work Term	Program	Overall	How well did coursework prepare the student?	1.3	2	3.1	3.2	4	5.1
2015 Summer	MAS/MLIS	VG	Very well-prepared	VG	G	VG	VG	VG	VG
2015 Summer	MAS/MLIS	VG	Very well-prepared	E	VG	VG	G	G	VG
2015 Summer	MAS/MLIS	VG	Well-prepared	VG	VG	VG	n/a	VG	VG
2015 Summer	MAS/MLIS	E	Very well-prepared	E	E	E	E	E	E
2015 Summer	MAS/MLIS	E	Very well-prepared	E	E	E	E	E	E
2015 Summer	MAS/MLIS	VG	Well-prepared	VG	VG	E	VG	VG	E
2015 Summer	MAS	VG	Well-prepared	VG	VG	VG	VG	E	VG
2015 Summer	MAS	VG	Well-prepared	VG	E	VG	n/a	E	VG
2015 Summer	MAS	E	Very well-prepared	E	E	VG	VG	E	VG
2015 Summer	MAS	VG	Well-prepared	G	G	VG	G	VG	VG
2015 Summer	MAS	VG	Very well-prepared	VG	VG	VG	VG	VG	VG
2015 Summer	MAS	E	Very well-prepared	E	E	VG	VG	VG	E
2015 Summer	MAS	VG	Very well-prepared	E	VG	VG	VG	E	E

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2015 Summer	MAS	-	-	-	-	-	-	-	-
2015 Summer	MLIS	E	Very well-prepared	E	E	E	E	n/a	E
2015 Summer	MLIS	VG	Well-prepared	VG	G	VG	G	G	VG
2015 Summer	MLIS	VG	Well-prepared	VG	VG	VG	n/a	VG	E
2015 Summer	MLIS	VG	Very well-prepared	VG	VG	VG	VG	VG	VG
2015 Summer	MLIS	VG	Neither prepared nor	VG	VG	VG	n/a	E	E
2015 Summer	MLIS	E	Well-prepared	VG	VG	E	VG	E	E
2015 Summer	MLIS	-	-	-	-	-	-	-	-
2015 Summer	MLIS	E	Very well-prepared	E	VG	E	VG	E	E
2015 Summer	MLIS	E	Well-prepared	-	-	-	-	-	-
2015 Summer	MLIS	VG	Well-prepared	VG	VG	VG	VG	VG	VG
2015 Summer	MLIS	E	Well-prepared	E	E	E	n/a	E	E
2015 Summer	MLIS	E	Very well-prepared	E	E	E	VG	E	E
2015 Summer	MLIS	-	-	-	-	-	-	-	-
2015 Summer	MLIS	E	Well-prepared	E	VG	E	VG	E	E
2015 Summer	MLIS	E	Well-prepared	E	E	E	E	VG	E
2015 Summer	MLIS	G	Well-prepared	VG	VG	S	G	VG	VG
2015 Summer	MLIS	E	Very well-prepared	E	E	E	E	E	E
2015 Summer	MLIS	G	Neither prepared nor unprepared	G	VG	VG	S	G	G
2015 Summer	MLIS	E	Very well-prepared	E	E	E	E	E	E
2015 Summer	MLIS	-	-	-	-	-	-	-	-
2015 Summer	MLIS	S	Neither prepared nor	G	S	S	n/a	n/a	G
2015 Summer	MLIS	VG	Neither prepared nor	VG	E	VG	G	VG	VG
2015 Summer	MLIS	VG	Well-prepared	VG	VG	VG	n/a	n/a	E
2015 Summer	MLIS	E	Very well-prepared	E	VG	VG	S	E	E
2015/16 Winter	MAS/MLIS	E	Well-prepared	E	E	VG	n/a	E	E
2015/16 Winter	MAS/MLIS	-	-	-	-	-	-	-	-
2015/16 Winter	MAS/MLIS	E	Very well-prepared	E	VG	n/a	VG	E	E
2015/16 Winter	MAS/MLIS	G	Well-prepared	n/a	VG	G	G	VG	G
2015/16 Winter	MAS	VG	Well-prepared	VG	E	VG	G	E	VG
2015/16 Winter	MAS	VG	Very well-prepared	VG	VG	VG	VG	VG	VG
2015/16 Winter	MAS	G	Neither prepared nor	S	G	G	G	G	VG
2015/16 Winter	MLIS	S	Well-prepared	G	VG	VG	G	VG	G
2015/16 Winter	MLIS	VG	Neither prepared nor	VG	VG	E	n/a	E	E
2015/16 Winter	MLIS	VG	Well-prepared	VG	G	VG	VG	VG	VG
2015/16 Winter	MLIS	VG	Very well-prepared	VG	VG	VG	VG	VG	VG
2015/16 Winter	MLIS	S	Neither prepared nor	G	S	Poor	Poor	S	G
2015/16 Winter	MLIS	E	Neither prepared nor	E	E	E	E	E	E
2015/16 Winter	MLIS	E	Very well-prepared	E	E	E	VG	E	E
2015/16 Winter	MLIS	E	Very well-prepared	E	E	E	E	E	E
2015/16 Winter	MLIS	VG	Very well-prepared	VG	VG	VG	VG	VG	VG
2015/16 Winter	MLIS	VG	-	VG	VG	VG	n/a	VG	VG
2015/16 Winter	MLIS	E	Very well-prepared	E	E	E	E	E	E
2015/16 Winter	MLIS	S	Neither prepared nor	G	G	S	S	S	S
2015/16 Winter	MLIS	VG	Very well-prepared	E	VG	G	G	G	E
2015/16 Winter	MLIS	VG	Well-prepared	G	VG	VG	VG	VG	VG
2015/16 Winter	MAS	VG	Well-prepared	VG	VG	VG	VG	VG	E
2015/16 Winter	MAS	E	-	E	VG	E	E	E	E
2015/16 Winter	MAS	VG	Very well-prepared	E	VG	VG	VG	E	G
2015/16 Winter	MAS	E	Very well-prepared	VG	VG	E	VG	E	E

2015/16 Winter	MLIS	VG	Very well-prepared	VG	VG	VG	VG	VG	VG
2015/16 Winter	MLIS	E	Well-prepared	E	VG	VG	G	VG	E
2015/16 Winter	MLIS	VG	Very well-prepared	VG	VG	VG	VG	VG	VG
2015/16 Winter	MLIS	VG	Well-prepared	VG	VG	G	G	G	VG
2015/16 Winter	MLIS	VG	Well-prepared	E	VG	VG	VG	E	VG
2015/16 Winter	MLIS	E	Neither prepared nor	VG	E	VG	n/a	E	VG
2015/16 Winter	MLIS	-	-	-	-	-	-	-	-
2015/16 Winter	MLIS	VG	Neither prepared nor	VG	VG	E	VG	VG	VG
2015/16 Winter	MLIS	E	Well-prepared	VG	E	E	E	VG	VG
2015/16 Winter	MLIS	VG	Well-prepared	VG	VG	VG	n/a	E	E
2015/16 Winter	MLIS	VG	Well-prepared	VG	VG	VG	n/a	G	VG
2015/16 Winter	MLIS	VG	Very well-prepared	E	VG	VG	G	VG	VG
2015/16 Winter	MLIS	VG	Very well-prepared	VG	VG	G	G	VG	VG

Exceptional= E, Very Good = VG, Good=G, Satisfactory=S

(3) Student Course Evaluations

The Report on Student Evaluations of Teaching for SLAIS Courses Taught in the 2015-16 Academic Year, prepared by K. McCallum, an analyst within the Evaluation and Learning Analytics unit of Arts ISIT, provides a summary of this data and notes that “overall scores are high....the vast majority indicate a student assessment between 4 and 5 on a 5-point scale”. The average response rate across all courses is about 67%.

The table below provides a summary of this data, reporting the percent of all courses that received an average score of 4 or higher out of 5 on the twelve standard course evaluation questions. It should be noted that several full time faculty members were on leave in 2015-2016, resulting in a higher than usual number of courses taught by adjunct instructors.

	2014-15 % Mean Scores above 4	2015-16 % Mean Scores above 4
UMI 1 The instructor made it clear what students were expected to learn.	87	74
UMI 2 The instructor communicated the subject matter effectively.	78	70
UMI 3 The instructor helped inspire interest in learning the subject matter.	79	70
UMI 4 Overall, evaluation of student learning was fair.	82	75
UMI 5 The instructor showed concern for student learning.	89	85
UMI 6 Overall, the instructor was an effective teacher.	82	71
ARTS 1 student participation in class was encouraged	95	85
ARTS 2 High standards of achievement were set	88	78
ARTS 3 The instructor was generally well prepared for class.	96	90
ARTS 4 The instructor was readily available to students outside of class	95	88
ARTS 5 The instructor treated students with respect.	95	90
ARTS 6 Considering everything how would you rate this course?	76	75

(4) Adjunct Faculty Survey

In Fall 2015, the iSchool instructor committee (Drs. Lisa Nathan and Heather O'Brien) worked with Jessica Earle-Meadows, Amy Perrault, and Cindy Underhill from UBC's Centre for Learning and Teaching (CTLT) to develop a survey for iSchool@UBC adjunct faculty. We advertised the survey through our teaching faculty listserv in November 2015 and we received 22 completed responses.

Executive Summary

Motivations for Teaching at SLAIS

Respondents (adjunct faculty) described how much they enjoy interacting with students and faculty in their role as adjunct faculty. Teaching is personally rewarding. Adjunct faculty described their enjoyment, commitment, passion, sense of accomplishment as reasons for teaching. They also spoke to the ability to increase students' awareness of complex issues or "skills and expertise that...fall outside the traditional curriculum" or the "narrow focus of their profession" as motivators.

Perceptions of Student Competencies

SLAIS recently developed student competencies for the MLIS and MAS programs, and we were interested in appreciating adjunct faculty's perceptions of what students need to know when entering the workplace. Respondents discussed these in terms of tangible expertise (e.g., ability to use a particular technology) and "soft skills," such as communication. A strong thread from the responses is that being a professional is not "just a job" (i.e. something which requires a teachable set of skills), but a way of being part of an organization that involves leadership, advocacy, continuous learning, and constant adaptation.

Professional Expertise and Approach to Teaching

In their reflections regarding approaches to teaching, survey respondents consistently mentioned the importance of their professional experience for informing their teaching. Yet, one respondent went on to express concerns about his/her experience-based approach to teaching, and noted the time limitations for exploring more effective teaching methods.

Building a Stronger Community of Teachers at SLAIS

We wanted to know how to provide better support to adjunct and sessional faculty within the School. Participants' concerns were of two main types: 1) logistical/administration considerations (e.g., rate of pay, office support, sharing materials, notification of school events) and 2) pedagogical support (e.g., teaching orientations and workshops, school teaching philosophy, Connect and Faculty Service Centre support).

We asked adjunct faculty what they would like to see us offer in terms of programming to strengthen connections between teaching faculty at SLAIS or build teaching expertise. Responses can be divided according to: 1) information related to the School (e.g., expectations; course standards, expectations of students), 2) specific teaching tools (e.g., Connect and the Faculty Service Centre), and 3) pedagogical strategies and best practices (e.g., flexible-learning, lectures vs. active learning, designing courses, balancing theory and practice, grading, group projects).

Perceptions of the iSchool's New Competencies

Lastly, we asked for feedback from respondents about the new graduate competencies. Responses ranged from concerns about not taking into account personal attributes (e.g., desire to help others, curiosity, flexibility), to being too vague, to not having enough technology skills present. All competencies were singled out as effective by at least one person and one respondent stated, "I really like them and worked them into the syllabus".

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Next Steps

- Ongoing work with colleagues in CTLT to examine what support is available to adjunct and full-time faculty and increase awareness of those opportunities.
- Developed and offered a workshop in collaboration with CTLT in June 2016: *Soft Skills or Hard Skills? Reconceiving how we view the iSchool Curriculum and your course Design.*
- Retaining and building upon the Fall orientation session – to be offered for the second year on August 20, 2016.
- Survey of adjunct teaching frameworks and support at other Information Schools.

(5) Community Feedback – British Columbia Library Association Conference Session

The iSchool has participated annually in the BCLA conference since 2014, presenting a panel session each year to keep the community updated on research and teaching at the school and to gather feedback from the community. In 2016, we presented a “Dragon’s Den” panel, in which faculty members presented various curricular innovations and audience members asked questions and voted to indicate their support.

Technology in the Core – presented by Richard Arias Hernandez

Reactions from the audience to the "technology in the core" proposal for the MLIS were highly positive. We started by explaining to the audience that we are switching from a formal class to teach the basic technology skills and knowledge in the MLIS to a flexible format that relies mostly on self-directed learning. This format uses as resources online modules, a technology competencies test, and a series of face-to-face technology workshops that students take at their convenience during the first semester of their MLIS program. We also explained that, in addition to addressing basic technology competencies, this approach is optimal to address the big disparities in initial technological skills and knowledge that new MLIS students bring with them when starting their program. Advanced students may self-verify that they already have all the required competencies by doing well at the technology literacy test, while students that are lacking competencies can self-identify what their learning gaps are and proceed to review only the online modules and/or face-to-face workshops they need to satisfy their basic technology skills and knowledge requirements.

Librarians and other BCLA attendees who came to the Dragon's Den session validated our assumption that this format is satisfactory both for new incoming students with strong technology skills and knowledge as well as those that have basic technology knowledge gaps. They commented that not requiring all incoming students to take the same technology class is a good idea, given that there is a wide range of pre-existing technology skills and knowledge among them. They also commented that the format is flexible enough to accommodate for different learning styles, especially for those students that benefit more from guided, face-to-face instruction through the technology workshops. The technology literacy test received very good comments since it clearly demonstrates the acquisition of technology competencies by the completion of technology-mediated tasks. They also considered this approach to be apt to cover for rapid technology changes and they applauded the idea of making the online modules and the technology literacy test available as a MOOC for the library community in the future.

Cataloguing and Classification – presented by Aaron Loehrlein

Most of the reactions to the “legacy standards” proposal for the MLIS were highly positive, though there were a few voices of concern. We started by explaining the range of cataloguing standards that are covered in the course, “LIBR 511: Cataloguing and Classification”. Until recently, most libraries used the AACR2 standard to describe library materials and to provide access to library records. Around 2014, libraries in North America began transitioning to the RDA standard. RDA is designed to represent the semantic relationships between library resources. Using RDA, a patron can navigate through networks of records in order to systematically retrieve content. However, RDA records are currently formatted using the MARC standard, which is also used to format AACR2 records. It is not possible to realize RDA’s full potential in a MARC environment. For that reason, records that are created using RDA are currently not much different than the records that were created using AACR2. MARC may eventually be replaced with a new standard, BIBFRAME, that will create a linked data environment that is suitable for RDA. However, BIBFRAME is still in development and is not likely to be implemented in the near future. For that reason, LIBR 511 allocates equal time to covering the AACR2 and RDA standards. This approach might be seen as controversial, since AACR2 is quickly becoming a “legacy standard” that will see diminishing use, while the professional library community has expressed a need for graduates that have training in RDA.

Most of the librarians and other BCLA attendees who came to the Dragon's Den session supported our legacy standards proposal. The attendees felt that both RDA and AACR2 are still in wide use and that knowledge of both standards is needed in the current library environment. Some libraries have no immediate plans to discontinue the use of AACR2. In addition, the attendees considered AACR2 to be a comparatively simple standard that is useful as a foundation for learning RDA. However, a few attendees were concerned that students might not receive sufficient instruction in RDA under the proposed approach.

MLIS Core Renewal – prepared by Rick Kopak and presented by Luanne Freund

The rationale and process for the recent revision of the MLIS core was presented to the audience. This included the need for research skills at the outset of the degree and the desire to broaden out the skills learning in the core to accommodate students with diverse career objectives. The main changes in the core are the removal of LIBR 503 – Information Sources and Services and its replacement with LIBR 506 Human Information Interaction, which covers some of the same content but is not focused solely on the provision of reference services; the removal of LIBR 500 Information Technology, which is replaced with the Technology in the Core initiative (see above); and the inclusion of LIBR 506 Methods of Research and Assessment in the Core.

The presentation opened up a broad-ranging discussion of competencies and the extent to which they are covered in the core. Some of the questions included:

- Do questions of gender (also race, class, etc) and the gendered nature of work in LIS professional work come into the MLIS curriculum?
- Where do leadership and management fit in the Core?
- Is there any consideration of moving the program online?
- Is metadata management introduced in the Core?
- How will pathways be used to address the differences of learners in each track? How will SLAIS offer enough courses in each annually?

These questions were addressed and provide useful feedback on some of the issues that community members consider important components of the curriculum.

(6) Focus group of employers of MLIS students and graduates

A focus group was carried out with employers of MLIS graduates, MLIS alumni, and other stakeholders in early summer of 2016. Recruitment for the focus groups took place at the BCLA conference and through the BCLA listserv. The focus group was moderated by Dan Slessor, and held at Robson square in downtown Vancouver and had nine participants, most of whom were employed in the public library sector.

The focus group questions centred on the MLIS course structures, examining what participants thought of the recent change of focus in the core course, the pathways and specializations on offer to students and the development of technology-based instruction.

Part1: The new MLIS Core (Handout 1)

Overview

As of last September, MLIS students are taking a new set of core courses. The redesign of the core was motivated by the desire to open the program up to a wider range of career options, including, but not limited to librarianship. We also wanted to ensure that students learn about program assessment and gain research skills right from the start of their program. The new courses are:

- Human Information Interaction
- Methods of Research and Evaluation in Information Organizations
- Information Practices in Contemporary Society
- Foundations of Bibliographic Control (Resource Description and Knowledge Organization)

They are also required to take Management of Information Organizations at some time in their program – before graduation. Apart from these requirements, students can choose the rest of their program from a wide range of electives, so the core is our only way to ensure that all students have a certain specific body of knowledge when they graduate. For this reason, it is particularly important. Based on this description of the changes to the Core, please provide feedback on the following:

- Question 2: Do you think this set of courses would provide the essential grounding in the field? Is there anything missing that you consider essential?
- Question 3: Are there any topics covered here that you don't see as essential?
- Question 4: Do you have any input about these specific courses, such as what should be included or what you think could strengthen them as students' first experience of the LIS field?

Feedback

Participants were generally supportive of the courses at a high level, noting the breadth and relevance of topics. Some were concerned that there was too much included and that coverage would be shallow. They emphasized the importance of knowledge in the core being applied and practical. Others noted the need for the program to teach for the future – for what students will need to do in the future, rather than focusing on current technologies and standards. Special note was made of management competencies and their importance and of the need for students to learn how to deliver programs and services.

Part 2: The MLIS Pathways (Handout 2)

Overview

This fall we will introduce a number of program pathways as a way to guide students wishing to focus their studies in a particular area. Librarianship is still considered the general pathway, and we offer a wide range of courses that focus on public librarianship, academic librarianship, and/or children's

literature and services. However, we have also developed some more specialized pathways: Data Services Pathway, Information Interaction and Design Pathway, Community and Culture Pathway, and Information and Records Management Pathway.

- Question 5: What value, if any, do you see in students taking a program specialization as opposed to completing a generalist degree? What are the pros and cons?
- Question 6: How would you rank these specific pathways in terms of value or importance in your sector? Explain why you consider them more or less valuable.
- Question 7: Considering the individual pathways, are there particular skills or competencies that you would consider essential or in high demand? For example, what particular skills would you expect a graduate of the Community and Culture pathway, or any of the others, to have?

Feedback

In general, participants were critical of the idea of the pathways and of the specific pathways identified. They did not understand why these were needed or what the value of them would be, particularly as they do not seem to map on to roles in their organizations with which they are familiar. One confusing element was that they felt that some courses had been miscategorized by pathway and thought they should be duplicated in all relevant pathways.

They expressed the view that the pathways would be more valuable for recruiting than for students or employers. A number of participants indicated that specializing during the degree was counterproductive, as career paths were not predictable and the field is less siloed than it used to be. But, if pathways were offered, then a more typical approach would be to offer pathways by type of library.

Areas that they mentioned as important but were not evident in the pathways were: public speaking, instruction, leadership, dealing with diverse populations,

Areas that they felt were not important were social media management and community and culture, which did not seem relevant to them.

The critical response to the pathways suggests that further and broader consultation and possible changes to the structure or naming of the pathways are needed.

Part 3: The Technology Portal (Handout 3)

Overview

Technology skills are increasingly important, but our students come in with a wide range of skill levels, making it hard to reach a common ground. Also, we believe that the ability to teach yourself technology without fear is even more important than learning specific skills. For these reasons, we have introduced a new approach to basic technology instruction. Rather than require all students to take an intro to technology course, we are letting students know that anyone entering the program needs to have basic competencies in web design (HTML and CSS), Spreadsheet software, and databases. Students are provided with a self-testing environment, and access to a technology portal (online modules) to learn what they don't currently know to pass the test. In addition, we offer a series of introductory technology workshops throughout the term, outside of classes, for students who want a face-to-face learning environment. We are also working to introduce more hands-on technology exercises and assignments in courses, and to provide students with cutting edge technology tools (eye tracking, raspberry pi devices, etc.) to give them the chance to be playful and innovative with technology. Based on this description of some of our technology initiatives, please provide feedback on the following:

- Question 8: What do you consider to be valuable in these initiatives, and how would you suggest we could improve them?
- Question 9: When you are hiring or supervising a new graduate, what skills or attitudes towards technology do you look for and most value?
- Question 10: What is your experience of our graduates to date, in terms of technology skills? Is there room for improvement, and if so, what is lacking?

Feedback

In general, participants were enthusiastic and had very positive responses to the Technology Portal. They appreciated that it was flexible to account for different levels of knowledge and different learning styles. One participant noted that it was good preparation: "It also is a very good model for continuing professional development in the field. This is how you learn new skills in the field. You don't get to come to a Professional Development Workshop. You pretty much learn it on your own. Sets tone for what would be expected."

Participants discussed the importance of students entering the program with an interest in technology, and one suggested that there may be a need for a competency test at graduation, to ensure that all students reach a certain skill level.

(7)Curriculum Mapping

In 2016 the UBC Centre for Teaching, Learning and Technology undertook to map individual courses within the MLIS and MAS programs. This mapping was initiated by the iSchool through the intent of evaluating the course outcomes against the learning objectives as articulated as graduate outcomes. In addition to this, CTLT reviewed respective course objectives in light of the level of the Bloom's Taxonomy (revised) of learning.

Similar patterns emerge for the MLIS and MAS programs. The mapping shows that all competencies are covered by multiple courses and that expected learning outcomes range from conceptual understanding (1/2) to the ability to create, perform and demonstrate the competencies (5/6). However, the mapping also indicates some opportunities for improvement. Some courses include few competencies that map to the iSchool Graduate Competencies, which could be cause for rethinking of course content and/or assignments. Also, it is clear that while coverage of the foundational (1.1-1.4) and communication competencies (2.1-2.2) is very thorough, there is less coverage of the management, research, and professional competencies. There is room to better articulate how courses contribute to the professional competencies, in particular, and to incorporate that perspective into a wider range of courses.

Mapping of highest level of Bloom's Taxonomy (revised) noted against iSchool Graduate Competencies

MLIS COURSES

Course	1.1	1.2	1.3	1.4	2.1	2.2	3.1	3.2	4.1	4.2	5.1	5.2	5.3
LIBR 504	6		5	2	2	4	4	5			2	2	
LIBR 506	6		3	5	2	5	2		3				
LIBR 507	4			5	6				6	3	3		6
LIBR 508	4		3	5	3		5		3		5	1	3
LIBR 509	1	2			2								
LIBR 511	3	5			5	5							
LIBR 512	3	6	6		6	6	6				6		
LIBR 514	3	6		2				6			6		
LIBR 514E		6	5		5	6			5				
LIBR 514F	4	4	4	2	4	3	4	3					
LIBR 514G	2	3	3	3	3	3	3						
LIBR 514H	3	3	3	5	3		5	5			5		
LIBR 514K	5	5	5			5		5	3		2		
LIBR 516	6	6	6	6									
LIBR 520	6	6	4	4	5	5			4				
LIBR 521	2		6		6				5		6		
LIBR 522G	5	3	5	3		5			5				
LIBR 523				4	5	5			2				
LIBR 524	2		2			3							
LIBR 525	3				3	3			3	3			
LIBR 526		3	3	3	3	3		5					
LIBR 527	6		6		5	2					2	2	
LIBR 528	6	4	5		2	6		6	2	5		3	6
LIBR 529	6	6		6	5	6	6	6	6		6	6	6
LIBR 530	3		3	5	3	3	3		3	5		3	

LIBR 531	5	3	5	5	2	2	2	2	5	5	2	2	
LIBR 532	2	2	2	2		2		2	2	2		2	2
LIBR 533	2			2		3		1			3		
LIBR 534	4	3	6	4		6		3					
LIBR 535	6	3	6	5	3	3		6	3	6	5	4	3
LIBR 538B	3	2	3	3		3	3	3	4	3	3		3
LIBR 539B	6	6	1	2		6							
LIBR 539H	2			3				5					
LIBR 551	5		4	2	2		4	4				2	
LIBR 553	4				6				6	6	6		
LIBR 554	6	6	6	1	6		6	6					6
LIBR 555	3	3	6	5	2	4	3		3	5			
LIBR 556	3		3		3	4			3	5			
LIBR 557	2	2	4	2	2	2	2		4		2		
LIBR 559B	2	2	3	3					5	6		3	3
LIBR 559M	4	5	3	3	3	3		4	5		3	5	
LIBR 559P	3	3	3										
LIBR 559R	3			2	6								
LIBR 559S	2	2	2	2		6			2		2		
LIBR 561	6		6	6	4		6		6	6	6		2
LIBR 569A		3	5	5					5				
LIBR 569R	4	3	3	2		5	3	3	5		3		
LIBR 570	2	6	6	4	5	3	4	3	6	4			
LIBR 571				5	6	6	3	5	3				
LIBR 572	4		5	5					4				
LIBR 574	5		3				3	3			3		
LIBR 575	3		2	2	2	2	2	2		3	2	2	2
LIBR 575K	1	3	3	3	3	3	2		2				
LIBR 576	3	2		3									
LIBR 577		2	2	3	2	2	2	2			2	2	2
LIBR 578	6	2	6	5			2	6	6	6			
LIBR 579G		2		5					5	5			
LIBR 579J	5		5	5	2				5			2	
LIBR 580	6	5	4	6	2	2		6	5	6	5		
LIBR 581	6	3	6	4	6		6	6	4				
LIBR 582	6	6	6	6	6	3	6	6			6		6
LIBR 587		6	6	6			2	2	2	2			

MAS Courses

ARST 500	6	6	4	2	3	3	3		6	6			
ARST 510	5	5	5	5		5		3	4				
ARST 515	2	5	5	5	2						5		
ARST 516	2	2	2		4				4	4			
ARST 517				2	2				2				
ARST 520	3	3			1	1	3	3	2	2	3		2
ARST 540	5	5	5	5							5	5	
ARST 545	2	2	2	2					2				

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ARST 554	6	6	6	2	6		6	6					3
ARST 555	4	4	4	2	2	2	4	4	2	2	4	4	4
ARST 556E	5	2	3	3	3	5		3	5				
ARST 556H		1						6	4	3			
ARST 556K	2	2	2	2		6			2		2		
ARST 556M	6	3	6	4	6		6	6	4				
ARST 556P	6	6	6	6	6	3	6	6			6		6
ARST 560	3	3	3	5	3		5	5			5		
ARST 565	5	6		2				6			6		
ARST 570	6		5	2	2	4	4	5			2	2	
ARST 570			2	2	5		6	2	6	6			
ARST 573				5							5	5	
ARST 575F	1	3	3	3	3	3	2		2				
ARST 575H	4	4	4	2	4	3		4	3				
ARST 575J	5	5	5			5		5	3		2		
ARST 575K	4	4	4	4	4						4		
ARST 575R	3	3	3		6	6	6	6	3	3	4	3	
ARST 587		6	6	6				2	2	2	2		
ARST 591			2	2	5		6	2	6	6			

1 = Remember 2 = Understand 3 = Apply 4 = Analyze 5 = Evaluate 6 = Create

PART 5: SUMMARY

The goal of the annual assessment process is to provide input for short term and long term planning within the school and to identify areas for improvement. This report, and the brief summary of potential areas for improvement suggested in the report, is meant to serve as input for faculty and staff deliberations on priorities and action plans for the 2016-2017 academic year and beyond. Overall, the assessment shows evidence of strong student learning outcomes in most areas and across programs.

Areas for Improvement

The need for a strengthened focus on management and applied technology skills is evident throughout the feedback.

- Co-op feedback suggests that the main area for improvement is in Competency 3.2; apply principles of effective management and decision-making to organizational issues and challenges
- Alumni self-assessment on management skills is low

Student Course evaluations – a drop in student perceptions of courses in comparison to 2014-2015; lowest areas are clarity and communication skills and fairness of evaluation.

Curriculum Mapping – main opportunity is to strengthen the professional competencies across the curriculum; secondary is management and research/assessment skills

Declining application numbers for MLIS and MAS

MLIS Specific Results

- Course-based indicators for Methods of Research and Evaluation are below target
- Focus Group – Perceptions of pathways suggests need to work with the community to refine and communicate the value of the pathways. Emphasis on public speaking, communication and soft skills as key competencies for public library work.

Assessment Framework – Areas for Improvement

- Review competency 5.2 and find a means of measuring it (management course)
- Reconsider technology as a stand-alone competency area
- Review the targets for the direct and indirect measures to adjust for current performance
- Extend the course-based measures to the MAS program

Appendix 1: iSchool Goals and Objective, Fall 2015

Goal 1: To promote a thriving, responsive and diverse iSchool community.

- Establish a clear and updated Vision, Mission and Goals and communicate that externally
- Develop and implement a comprehensive recruiting plan to encourage and support high-quality applicants from under-represented communities
- Build up a culture of openness, inclusiveness and respect within the iSchool
- Hire outstanding faculty members in areas that strengthen multiple programs
- Increase mentorship and professional development opportunities for faculty and staff
- Build alliances within the Faculty of Arts and the University that increase the campus-wide visibility of the iSchool

Goal 2: To foster educational experiences that enable our graduates to advance their fields of knowledge and practice.

- Offer complementary curricula that are aligned with the iSchool Graduate Competencies and responsive to the needs of the associated professional communities (MLIS/MAS)
- Implement well-articulated and supported pathways and concentrations that enable students to specialize in areas of interest and prepare for a broad range of careers
- Foster an intellectual milieu that stimulates a positive commitment to the professions, scholarship, and ongoing professional development (MLIS/MAS)
- Invest in providing high quality undergraduate teaching that increases the impact and visibility of the iSchool and supports recruitment to its graduate programs
- Sustain reliable processes of assessment and planning at course, program and school-wide levels
- Increase the level and quality of technology-enhanced learning and innovative pedagogies across the programs
- Increase the quality of teaching across the programs through provision of support and professional development opportunities for instructors.

Goal 3: To conduct innovative and meaningful research that informs practice, extends theory and addresses challenges of societal importance.

- Nurture a culture of inquiry within the school, both informally and formally, through ongoing commitment to research-focused activities
- Sustain and enhance societally relevant research agendas leading to scholarly publication and public dissemination
- Increase the opportunities for Master's students to carry out independent research projects
- Increase the level of support for faculty to establish partnerships and seek external research funding
- Enhance the rigour and scholarly depth of the PhD program through recruiting initiatives and ongoing commitments to teaching and supervision

Goal 4: To build and sustain reciprocal and meaningful relationships with diverse groups of researchers, professionals and community members.

- Establish and sustain an iSchool Advisory Board
- Communicate with and solicit input from representatives of the student, alumni, professional, scholarly, technical and business communities related to School activities and programs on an ongoing basis
- Support the mandates of library, archival and information-based associations in British Columbia, Canada, and internationally
- Reinforce values of reciprocity, social responsibility, and professional behaviour in teaching, research and service commitments
- Encourage students to identify, participate in, contribute to, and learn about scholarly and professional communities

Appendix 2: Statement on Graduate Competencies

These graduate competencies serve as clear and measurable learning outcomes for the professional programs within the iSchool: the MLIS, MAS and Dual MAS/MLIS Degree Programs. They were approved by the iSchool faculty in August, 2014 and are subject to ongoing review.

1. Graduates are able to apply the foundational knowledge and skills of the profession. Specifically, graduates have the ability to:

- 1.1 identify, analyze and assess the information needs of diverse individuals, communities and organizations, and respond to those needs through the design, provision and assessment of information resources, services and systems;
- 1.2 appraise, organize and manage information for effective preservation, discovery, access and use;
- 1.3 apply knowledge of information technologies and resources to real world situations, taking into account the perspectives of institutional and community stakeholders;
- 1.4 reflect in a critical and informed manner on individual and institutional practices and on the role of the information professions in society.

2. Graduates are able to communicate effectively. Specifically, graduates have the ability to:

- 2.1 articulate ideas and concepts fluently and thoughtfully in a variety of communication modes;
- 2.2 assess, select and employ communication and instructional tools based on an understanding of diverse communicative goals and audiences.

3. Graduates are able to work effectively in team and institutional settings. Specifically, graduates have the ability to:

- 3.1 demonstrate leadership, initiative and effective collaboration within team and small group settings;
- 3.2 apply principles of effective management and decision-making to organizational issues and challenges;

4. Graduates are able to conduct original research and assessment. Specifically, graduates have the ability to:

- 4.1 synthesize and apply existing scholarship from their field of knowledge and from related fields to identify and analyze significant theoretical and practical questions;
- 4.2 design and execute programs of inquiry and assessment informed by relevant theory and method.

5. Graduates are able to represent their chosen profession. Specifically, graduates have the ability to:

- 5.1 conduct themselves in a manner consistent with the philosophy, principles and ethics of the profession, while maintaining a critical perspective on the role of the professional in society;
- 5.2 advocate on behalf of the profession and the diverse constituencies that the profession serves;
- 5.3 contribute to the advancement of the field through participation in professional development, teaching, research or community service.

Appendix 3: Graduate Competencies: Detailed MAS Version

This statement extends the more general competencies outlined in the iSchool Statement on Graduate Competencies to account for the specific needs of the archival profession. It is aligned with the 2014 ACA Competencies for Archivists & Records Managers.

1. Graduates are able to apply the foundational knowledge and skills of the profession. Specifically, graduates have the ability to:

1.1 identify, analyze and assess the information needs of diverse individuals, communities and organizations, and respond to those needs through the design, provision and assessment of information resources, services and systems.

1.2 appraise, organize and manage information for effective preservation, discovery, access and use; specifically:

- Manage current records (creation, organization and description)
- Select records and archives (appraisal, selection and disposition)
- Arrange and describe archives
- Preserve archives

1.3 apply knowledge of information technologies and resources to real world situations, taking into account the perspectives of institutional and community stakeholders; specifically:

- Establish requirements for and evaluate information technology systems for the management of records and archives.

1.4 reflect in a critical and informed manner on individual and institutional practices and on the role of the information professions in society.

2. Graduates are able to communicate effectively. Specifically, graduates have the ability to:

2.1 articulate ideas and concepts fluently and thoughtfully in a variety of communication modes;

2.2 assess, select and employ communication and instructional tools based on an understanding of diverse communicative goals and audiences.

3. Graduates are able to work effectively in team and institutional settings. Specifically, graduates have the ability to:

3.1 demonstrate leadership, initiative and effective collaboration within team and small group settings;

3.2 apply principles of effective management and decision-making to organizational issues and challenges; specifically those associated with the development and administration of records and/or archives services and programs.

4. Graduates are able to conduct original research and assessment. Specifically, graduates have the ability to:

4.1 synthesize and apply existing scholarship from their field of knowledge and from related fields to identify and analyze significant theoretical and practical questions;

4.2 design and execute programs of inquiry and assessment informed by relevant theory and method.

5. Graduates are able to represent their chosen profession. Specifically, graduates have the ability to:

5.1 conduct themselves in a manner consistent with the philosophy, principles and ethics of the profession, while maintaining a critical perspective on the role of the professional in society; specifically:

- apply legislative and policy frameworks governing records and archives systems.

5.2 advocate on behalf of the profession and the diverse constituencies that the profession serves; specifically:

- Promote awareness and knowledge of archives in society

5.3 contribute to the advancement of the field through participation in professional development, teaching, research or community service.