ANNUAL ASSESSMENT REPORT - 2015

9/28/2015

The iSchool at the University of British Columbia

This is a public summary version of the full internal report. Comments and details that might identify and/or adversely affect individuals have been removed.

Annual Assessment Report - 2015

THE ISCHOOL AT THE UNIVERSITY OF BRITISH COLUMBIA

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ONE | INTRODUCTION

The iSchool collects a wide range of data in support of planning and assessment activities. 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 2014 and June 2015 and a summary of the results.

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 establish 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.

Learning Outcomes Assessment

The iSchool Learning Outcomes Assessment program was established in 2014; therefore, this report serves as the first annual summary of LOA results. The LOA program has been fully implemented for the MLIS program and has been partially implemented for the MAS program. We plan to have it fully implemented for both programs by the summer of 2016, and will provide a full report for both programs at that time.

The MLIS and MAS programs are delivered through curricula of required and elective courses, a range of experiential learning opportunities, including co-operative education, practica and capstone experiences, and school-wide extra-curricular activities such as speaker series, research day, and student chapters of professional organizations. This well-rounded educational experience is designed for students to achieve proficiency in the skills and knowledge required of outstanding library, archival and information professionals. These requirements are set out in the iSchool Statement on Graduate Competencies[1], which serve as the keystone of the learning outcomes assessment program. In brief, these competencies encompass foundational knowledge, communication skills, research abilities, management skills, and professionalism. While she ame set of high level competencies serves both the MAS and MLIS programs, some differences exist in the specific competencies defined for each program[2].

Program Level Outcomes Assessment

Program level outcomes as set out in Graduate Competencies apply to all students in the MAS, MLIS and Dual programs. For the MLIS program we identified a set of specific direct and/or indirect measures for each competency. These measures are still under development for the MAS program. In addition, we collect indirect measures that represent student success more wholistically, including rates of student satisfaction with their professional education and employment levels of graduates. Some measures apply

[1] Appendix 1 - http://slais.ubc.ca/programs/about-department/graduate-competencies/
[2] Appendix 2 -See the MAS degree page for the MAS Graduate Competencies: http://slais.ubc.ca/programs/degrees/mas/

to all students, notably those sourced from the core courses, while others apply to a portion of the student body. In the latter case, an array of measures is gathered to enable assessment of all students.

Data Collection Procedures and Instruments

Data collection activities are guided by the iSchool Assessment Committee and coordinated by the iSchool administrative staff. The table below identifies the sources of assessment data that were collected over the course of the 2014-2015 academic year. In addition, an *ad hoc* community survey was conducted in the summer of 2014 on the Statement on Graduate Competencies, which provides some input on relevance and clarity of the competencies.

	Assessment Instrument	Type of Data Collected	Schedule for Data Collection
1	Designated core and elective course assignments	Direct measures of Learning Outcomes	August, December, April
2	Co-op Supervisor feedback forms	Direct measures of Learning Outcomes	September, January, May
3	Professional Experience, Practica and Internships Supervisors feedback forms	Direct measures of Learning Outcomes	September, January, May
4	Thesis and Directed Studies Supervisor feedback forms	Direct measures of Learning Outcomes	Annually: May
5	Graduating Project course and assignments	Direct measures of Learning Outcomes	Annually: May
6	Focus group of employers of MAS and MLIS graduates	Direct measures of Learning Outcomes	June
7	Learning from our Students Survey	Indirect and Direct measures of Learning Outcomes, perceptions of program quality and satisfaction	April
8	Student course evaluations	Indirect measures of Learning Outcomes, student satisfaction, teaching quality	September, January, May
9	Alumni Survey	Indirect measures of Learning Outcomes, post-graduation employment rates, satisfaction with program	September

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. Direct measures of competencies are bolded. Cases in which the Measure % is lower than is lower than the established target are flagged for further investigation.

Assessment Measures for the MLIS Program

Foundational Professional Competencies

	Source	Measure	Date	Total N	Measure N	Measure %	Target
1.1	**LIBR 503 Assignment 3**	# and % of students that meet or exceed expectations in all component of rubric	Dec-14	77	68	88%	80%
1.1	**LIBR 569R (Capstone) Final Project**	# and % of students graded as Average or Very Effective on this competency by Community Partners	Apr-15	10	10	100%	80%
1.1	*Alumni Survey*[3]	% of self-assessment ratings on this competency of at least 3/5	Dec-14	87	77	89%	80%
1.2	**LIBR 502 Assignment 2**	# and % of students that meet or exceed expectations in all component of rubric	Dec-14	79	77	97%	80%
1.2	**LIBR 580 Assignment 3**	# and % of students that meet or exceed expectations in all component of rubric	Dec-14	24	24	100%	80%
1.2	**LIBR 569R (Capstone) Final Project**	# and % of students graded as Average or Very Effective on this competency by Community Partners	Apr-15	10	10	100%	80%
1.2	*Alumni Survey*	% of self-assessment ratings on this competency of at least 3/5	Dec-14	87	77	89%	80%
1.3	**Practicum and Prof. Exp. Supervisor Reports**	# and % of students who receive exceptional or very good on this competency	Dec-14	17	16	94%	80%

[3] 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.

1.3	**LIBR 554 Assignment 3**	# and % of students that meet or exceed expectations in all component of rubric	Apr-15	19	19	100%	80%
1.3	**LIBR 581 Assignment 5**	# and % of students that meet or exceed expectations in all component of rubric	Dec-14	23	19	83%	80%
1.3	**LIBR 569R (Capstone) Final Project**	# and % of students graded as Average or Very Effective on this competency by Community Partners	Apr-15	10	10	100%	80%
1.3	*Alumni Survey*	% of self-assessment ratings on this competency of at least 3/5	Dec-14	87	80	92%	80%
1.4	**LIBR 501 Assignment IIIc**	# and % of students that meet or exceed expectations in all component of rubric	Dec-14	81	81	100%	80%
1.4	**LIBR 561 Assignment 4 Policy Briefing**	# and % of students that meet or exceed expectations in all component of rubric	Apr-15	15	15	100%	80%
1.4	**LIBR 569R (Capstone) FInal Project**	# and % of students graded as Average or Very Effective on this competency by Community Partners	Apr-15	10	10	100%	80%
1.4	*Alumni Survey*	% of self-assessment ratings on this competency of at least 3/5	Dec-14	87	82	94%	80%

Communication Competencies

	Source	Measure	Date	Total N	Measure N	Measure %	Target
2	**Practicum and Prof. Exp. Supervisor Reports**	# and % of students who receive exceptional or very good on this competency	Dec-14	17	15	88%	80%
2	*Alumni Survey*	% of self-assessment ratings on this competency of at least 3/5	Jan-15	87	82	94%	80%
2.1	**LIBR 501 Assignment IIa**	# and % of students that meet or exceed expectations in all component of rubric	Dec-14	81	81	100%	80%
2.1	**LIBR 535 Assignment 3**	# and % of students that meet or exceed expectations in all component of rubric	Apr-15	33	28	85%	80%

2.2	**LIBR 501 Assignment IIIc**	# and % of students that meet or exceed expectations in all component of rubric	Dec-14	81	81	100%	80%
2.2	**LIBR 535 Assignment 4**	# and % of students that meet or exceed expectations in all component of rubric	Apr-15	33	30	91%	80%

Management Competencies

	Source	Measure	Date	Total N	Measure N	Measure %	Target
3	**Practicum and Prof Exp. Supervisor Reports**	# and % of students who receive exceptional or very good on this competency	Dec-14	17	16	94%	80%
3	*Alumni Survey*	% self-assessment rating on this competency of at least 3/5	Dec-14	87	55	63%	80%
3.1	**LIBR 504 Assignment 1**	# and % of students that meet or exceed expectations in all component of rubric	Apr-15	32	23	72%	80%
3.1	**LIBR 569R (Capstone) Final Project**	# and % of students graded as Average or Very Effective on this competency by Community Partners	Apr-15	10	10	100%	80%
3.2	**LIBR 504 Assignment 3**	# and % of students that meet or exceed expectations in all component of rubric	Apr-15	32	32	100%	80%
3.2	**LIBR 569R (Capstone) Final Project**	# and % of students graded as Average or Very Effective on this competency by Community Partners	Apr-15	10	10	100%	80%

Research Competencies

	Source	Measure	Date	Total N	Measure N	Measure %	Target
4	**Professional Experience Supervisor Reports**	# and % of students who receive exceptional or very good on this competency	Dec-14	9	9	100%	80%
4	*Alumni Survey*	% of self-assessment ratings on this competency of at least 3/5	Dec-14	87	81	93%	80%

4.1	**LIBR 505 Assignment 1**	# and % of students that meet or exceed expectations in all component of rubric	Dec-14	37	28	76%	80%
4.1	**LIBR 581 Assignment 4**	# and % of students that meet or exceed expectations in all component of rubric	Dec-14	23	16	70%	80%
4.1	**LIBR 592/594**	# and % of students who receive Very Good or Excellent on this competency	Apr-15	2	2	100%	80%
4.2	**LIBR 505 Assignment 2**	# and % of students that meet or exceed expectations in all component of rubric	Dec-14	37	31	84%	80%
4.2	**Student Survey**	# and % of students who participate in student conferences or publish their research	Apr-15	90	29	32%	35%
4.2	**Student Survey**	# and % of students who participate in research colloquia or events within the school	Apr-15	90	47	52%	60%

Professionalism

	Source	Measure	Date	Total N	Measure N	Measure %	Target
5	*Alumni Survey*	% of self-assessment ratings on this competency of at least 3/5	Dec-14	87	77	89%	80%
5.1	**Practicum and Prof. Exp. Supervisor Reports**	% of students that meet or exceed expectations on professionalism in placements (co-op, practicum)	Dec-14	17	17	100%	80%
5.1	**LIBR 569R (Capstone) Final Project**	# and % of students graded as Average or Very Effective on this competency by Community Partners	Apr-15	10	10	100%	80%
5.2							
5.3	**Student Survey**	% of students who report participating in student or professional organizations	Apr-15	90	51	57%	60%

5.3	**Student Survey**	% of student who report participating in other student orgs, chapters and events	Apr-15	90	47	52%	60%
5.3	*Alumni Survey*	% of respondents who are members of a professional organization	Dec-14	91	61	67%	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	Measure N	Measure %	Target
1.1	*Alumni Survey*	% of self-assessment ratings on this competency of at least 3/5 (mean)	Dec-14	26	23	88%	80%
1.2	*Alumni Survey*	% of self-assessment ratings on this competency of at least 3/5 (mean)	Dec-14	27	27	100%	80%
1.3	**Practicum and Prof. Exp. Supervisor Reports**	# and % of students who receive exceptional or very good on this competency	Dec-14	4	4	100%	80%
1.3	*Alumni Survey*	% of self-assessment ratings on this competency of at least 3/5 (mean)	Dec-14	27	24	89%	80%
1.4	*Alumni Survey*	% of self-assessment ratings on this competency of at least 3/5 (mean)	Dec-14	27	24	89%	80%
2	**Practicum and Prof. Exp. Supervisor Reports**	# and % of students who receive exceptional or very good on this competency	Dec-14	4	4	100%	80%
2	*Alumni Survey*	% of self-assessment ratings on this competency of at least 3/5 (mean)	Jan-15	27	24	89%	80%
3	**Practicum and Prof Exp. Supervisor Reports**	# and % of students who receive exceptional or very good on this competency	Dec-14	4	4	100%	80%
3	*Alumni Survey*	% self-assessment rating on this competency of at least 3/5 (mean)	Dec-14	27	13	48%	80%

4	**Prof. Exp. Supervisor Reports**	# and % of students who receive exceptional or very good on this competency	Dec-14	4	4	100%	80%
4	*Alumni Survey*	% of self-assessment ratings on this competency of at least 3/5 (mean)	Dec-14	27	26	96%	80%
4.2	**Student Survey**	# and % of students who participate in student conferences or publish their research	Apr-15	34	23	68%	35%
4.2	**Student Survey**	# and % of students who participate in research colloquia or events within the school	Apr-15	34	18	53%	60%
5	*Alumni Survey*	% of self-assessment ratings on this competency of at least 3/5 (mean)	Dec-14	26	24	92%	80%
5.1	**Practicum and Prof. Exp. Supervisor Reports**	% of students that meet or exceed expectations on professionalism in placements (co-op, practicum)	Dec-14	4	4	100%	80%
5.2	**Student Survey**	% of students who report participating in student or professional organizations	Apr-15	34	22	65%	60%
5.3	**Student Survey**	% of student who report participating in other student orgs, chapters and events	Apr-15	34	18	53%	60%
5.3	*Alumni Survey*	% of respondents who are members of a professional organization	Dec-14	28	22	79%	80%

THREE | SUMMARY MEASURES OF INSTITUTIONAL EFFECTIVENESS

Recruitment and Retention

Summary of applications and admissions data – 2014-105

	2014-2015		
	MLIS	MAS	DUAL
Applications	130	40	49
Offers	96	23	30
Acceptances	65	14	19
Completions	51	9	13

Student Perceptions Programs and Courses

Mean student ratings on program quality and satisfaction.
Source: Student Survey 2015

	MLIS	MAS	Overall
Overall program quality (out of 5)	3.60	3.33	3.52
How satisfied are you with the education you have received in the program? (Out of 10)	7.08	6.76	6.99

Percentage of courses taught in 2014-2015 with mean student ratings of 4 or higher.
Source: Student Course Evaluations

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

Employment Outcomes

Percentage of all respondents who are employed in position related to their iSchool degree. Source: Alumni Survey Fall 2014

% Employed in a Position Related to iSchool Degree

Survey Date	Graduation Date	MLIS	MAS	DUAL MAS/MLIS
September 2014	2011, 2012, 2013	67/78 86%	13/13 100%	13/16 81%

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, 2014 and there were 107 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 sections 2.1 and 2.2. Additional data from the Alumni Survey are reported below, including summaries of some of the qualitative responses.

Employment Data

Overall, 104 of the 107 respondents to the Alumni Survey (graduates from 2011, 2012 and 2013) reported being employed, and 93 (87%) reported being employed in a position related to their iSchool degrees.

List of Names of Positions Held by Alumni (number of repeat mentions in brackets)

Analyst Records Management	Librarian, Information services (6)
Archives Assistant	Librarian, IST & Business Liaison
Archivist (4)	Librarian, Law
Archivist, self-employed for private client	Librarian, liaison
Archivist/Librarian	Librarian, Outreach and Interlibrary Loan Librarian
Art Gallery Owner	Librarian, Patron/Client Services (2)
Cataloger, Adjunct Faculty	Librarian, Teaching and Learning
Clerk (2)	Librarian, Digital Projects
Collection Development Librarian	Librarian, Instructional Technology and Subject
Collection Maintenance Assistant	Specialist
Collections Analyst	Library Director
Communications and Member Services Officer	Library Technician Assistant - Supervisor (Circulation
Content Coordinator	Coordinator)
Digital Asset Management Officer and Creative	Manager (2)
Services Coordinator	Manager of Archives and Special Collections
Digital Repository Coordinator	Manager, Content
Document Control Administrator	Manager, Image Services
Electronic Records Coordinator	Production Coordinator, HealthIT
Exhibitor Support	Professional Library Cadet
Information and Records Coordinator	Programmer Analyst II
Information Architect	Project Coordinator, Clinical Forms
Information Assistant	Prospect Research and Management Analyst
Interaction Designer	Records Analyst
Knowledge Management Consultant	Records Management Business Analyst
Librarian (12)	Records Management Specialist (2)
Librarian, auxiliary or On-call (3)	Recreation Programmer
Librarian, Metadata	Research Analyst

Librarian, Projects Librarian, Special Collections Librarian, Adult Services Librarian, Archives and Rare Books Librarian, Art, Media, Design Librarian, Children, Youth, Families (7) Librarian, Communications Librarian, Health	Research Officer Researcher Sales Manager Senior Consultant Senior Writer (2) Teacher librarian (3) UXD Web Content Strategist

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

- Data Focus: specific skills – Excel; data management, data analysis; data services, locating datasets, GIS services, using ArcGIS software, SAS, SPSS, NVivo
- Technology Focus: digital archives, practical skills: scanning, conservation, cataloguing, flexible learning options, programming, web development, advanced metadata skills (RDF, LOD, JSON, MODS, EDM, Dublin Core, etc), Technical Writing
- Management and Organizational Focus: project management, budgets, financial planning, supervision, working with Boards or Councils, advocacy, leadership skills, conflict management, teamwork, Grant Writing
- Services and outreach Focus: social services, public programming, negotiating and communicating with vendors

General Feedback from the question: Is there anything else you would like us to know about your degree / or employment?

- Importance of practical and work experience in post-graduate employment, especially Co-Op
- Suggestion that Professional Experience requirements should be revisited (supervision by librarian/archivist too limiting?)
- While often employed shortly after graduating, many student do on-call, part-time and/or contract work.
- Value of taking courses outside SLAIS to gain specialized knowledge
- Importance of diversity within the profession
- Need for more digital courses, practical ones
- As an iSchool, provide more programming and technology courses
- Do more to facilitate post graduation employment – connections and partnerships

(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 2014-2015, 61 students (48 MLIS, 6 Dual and 7 MAS) students applied and were accepted into the program. The availability of positions and the rate of placement varies from term to term. For example, in fall 2014, about 36% of positions were filled (14), in spring 2015, about 67% (25) and in summer 2015 - 33% (38).

The Co-op program collected evaluation data from both students and employers for each placement. In the Winter of 2015, a new employer/supervisor 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) 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" ratings.

Work Term	Program	Overall	How well did coursework prepare the student?	1.3	2	3.1	3.2	4	5.1
2015 Winter	MLIS	E	Well-prepared	VG	E	VG	VG	E	E
2015 Winter	MLIS /MAS	VG	Well-prepared	VG	VG	G	G	VG	VG
2015 Winter	MLIS	-	-	-	-	-	-	-	-
2015 Winter	MLIS	E	Very well-prepared	E	E	E	E	E	E
2015 Winter	MLIS	-	-	-	-	-	-	-	-
2015 Winter	MAS	-	-	-	-	-	-	-	-
2015 Winter	MAS/ MLIS	E	Very well-prepared	E	E	E	E	NA	E
2015 Winter	MLIS	-	-	-	-	-	-	-	-
2015 Winter	MLIS	E	Very well-prepared	E	E	E	E	E	E
2015 Winter	MAS	-	-	-	-	-	-	-	-
2015 Winter	MLIS	E	Very well-prepared	E	E	E	E	E	E
2015 Winter	MLIS	E	Well-prepared	VG	VG	VG	G	E	E
2015 Winter	MLIS /MAS	VG	-	VG	E	VG	NA	E	VG
2015 Winter	MLIS	E	Very well-prepared	E	E	E	E	VG	VG
2015 Winter	MLIS	E	Well-prepared	E	E	E	E	NA	E
2015 Winter	MLIS	-	-	-	-	-	-	-	-
2015 Winter	MLIS	E	Very well-prepared	E	E	E	E	E	E
2015 Winter	MLIS	E	Very well-prepared	VG	VG	E	VG	VG	E
2015 Winter	MLIS / MAS	VG	-	VG	VG	E	NA	E	VG
2015 Winter	MLIS	E	Very well-prepared	E	E	VG	VG	VG	E
2015 Winter	MLIS	E	Very well-prepared	-	-	-	-	-	-
2015 Winter	MLIS	VG	Well-prepared	E	VG	VG	VG	E	VG
2015 Winter	MLIS	E	Well-prepared	E	E	E	NA	VG	E
2015 Winter	MLIS	E	Neither prepared nor unprepared	VG	E	VG	NA	VG	E
2015 Winter	MLIS	VG	Very well-prepared	VG	G	VG	NA	VG	G

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

(3) Learning from our Students Survey

The iSchool Learning from our Students Survey was first conducted in 2009 and 2010. It was substantially revised in 2015 to include a wider range of questions and to provide responses aligned with the iSchool Graduate Competencies. The survey was conducted in late March-early April 2015 and 113 students responded for a response rate of approximately 45%. The sample consisted of:

- 73 MLIS, 24 Dual, 15 MAS and 1 MACL student
- 19% in their first term, 60% somewhere in the middle, and 21% in their final term
- 63% domestic students and 35% international students
- 23% men and 73% women

Self-reported levels of participation in scholarly and professional activities

	MLIS	Dual	MAS	Overall
Served as research assistant	19%	42%	13%	23%
Attended a conference	21%	58%	60%	35%
Presented at a conference	14%	21%	0%	14%
Authored publication	4%	8%	0%	4%
Held office in an association	32%	50%	33%	37%
Held membership in an association	51%	58%	53%	54%
Volunteered for an organization	45%	29%	40%	42%
Attended research events within School	47%	54%	33%	47%

Self-Assessment on Competencies

Students were asked to provide a self-assessment on a scale of 1-5 (labeled as 1=poor, 2=fair, 3=good, 4=very good, 5=excellent) for each of the competencies. Average scores are presented below, first by program and then by stage in program. Note that for many competencies student self-assessments do not increase substantially, and sometimes decrease, as they progress through their programs[4].

Summary of self-assessment by program on a 5 point scale (1=poor; 5=Excellent)

Competency	MLIS	DUAL	MAS	Overall
1.1 Assess needs and provide resources, systems, services	3.48	3.62	3.23	3.48
1.2 Appraise, organize and manage information	3.33	3.62	3.54	3.42
1.3 Apply knowledge of information technologies to real world situations	3.46	3.19	3.23	3.37

[4] In prior research using this survey instrument, Cherry, Duff and Freund (2011) found that this is a typical pattern. As students move through the program they seem to become more self-critical and/or set higher standards, and therefore self-assessments and also satisfaction with their program may decrease.

1.4 Reflect in a critical and informed manner on practices and the information professions	3.59	3.62	3.69	3.61
2.1 Articulate ideas and concepts fluently	3.71	3.81	3.31	3.68
2.2 Employ communication and instructional tools	3.46	3.43	3.23	3.42
3.1 Demonstrate leadership, initiative and effective collaboration within teams	3.55	3.57	3.33	3.53
3.2 Apply principles of effective management	3.16	3.14	2.92	3.13
4.1 Synthesize and apply existing scholarship	3.70	3.81	3.23	3.66
4.2 Design and execute programs of inquiry and assessment	3.07	3.29	3.08	3.12
5.1 Conduct themselves in a manner consistent with the philosophy, principles and ethics of the profession	3.75	3.95	3.54	3.77
5.2 Advocate on behalf of the profession	3.48	3.57	3.46	3.50
5.3 Contribute to the advancement of the field	3.35	3.52	3.00	3.34

Summary of self-assessment by stage in program on a 5 point scale (1=poor; 5=Excellent)

Competency	First Term	Midstream	Final Term	Overall
1.1 Assess needs and provide resources, systems, services	3.63	3.47	3.36	3.48
1.2 Appraise, organize and manage information	3.47	3.37	3.50	3.42
1.3 Apply knowledge of information technologies to real-world situations	3.47	3.38	3.27	3.37
1.4 Reflect in a critical and informed manner on practices and the information professions	3.68	3.55	3.73	3.61
2.1 Articulate ideas and concepts fluently	3.67	3.68	3.68	3.68
2.2 Employ communication and instructional tools	3.47	3.49	3.18	3.42
3.1 Demonstrate leadership, initiative and effective collaboration within teams	3.74	3.52	3.36	3.53
3.2 Apply principles of effective management	3.26	3.13	3.00	3.13
4.1 Synthesize and apply existing scholarship	3.42	3.68	3.82	3.66
4.2 Design and execute programs of inquiry and assessment	3.05	3.16	3.05	3.12
5.1 Conduct themselves in a manner consistent with the philosophy, principles and ethics of the profession	3.89	3.74	3.73	3.77
5.2 Advocate on behalf of the profession	3.63	3.45	3.50	3.50
5.3 Contribute to the advancement of the field	3.16	3.40	3.32	3.34

Overall, average scores are between 3 to 4 (Good to Very Good), which suggests that students do feel generally competent. The competencies with the highest scores are 2.1 (communication), 4.1 (research), and 5.1 (professional conduct). The lowest average scores are for 3.1 (management) and 4.2 (assessment). While low management scores are not troubling, as the community's expectations of management competencies for new graduates are lower than for other competencies, the low score for ability to design programs of inquiry and assessment is troubling for nascent professionals and graduate students. This may be addressed to some extent by the new requirement (2015-2016) to study research methods and assessment in the core of the MLIS program. Other points of concern are the declining self-assessments over program stage in two of the

foundational skill areas: 1.1 and 1.3. While this may be an effect of higher standards over time, conducting some further assessment to better understand this trend in student perceptions could be valuable. For example, the downward trend for 1.1 and 1.3 holds for the MLIS program, but not for the MAS program, where the first term students self-assess lower than the MLIS and Dual, but their assessments rise in later stages.

Student Assessments of their Programs

Students were asked to rate many different features of their programs. The results are summarized below, by program. Dual students were asked to rate each program separately and their ratings are combined with the MLIS and MAS scores.

Mean student assessment scores on a range of program features by degree program (Out of 5)

	MLIS	MAS	Overall
Relationship between faculty members and students	3.64	3.12	3.50
Range and quality of course offerings	3.26	2.73	3.12
Overall program quality	3.60	3.33	3.52
Fosters intellectual community	3.91	3.94	3.92
Fosters sense of professional identity	3.86	4.13	3.93
Fosters intellectual diversity	3.57	2.97	3.41
High academic standards	3.78	4.09	3.87
Addresses latest developments in research and technology	3.64	3.81	3.69
Course content is intellectually stimulating	3.91	3.85	3.89
How satisfied are you with the education you have received in the program? (Out of 10)	7.08	6.76	6.99

MAS Program Feedback

A number of themes arose in the feedback from MAS students:

- Students indicated that more full-time faculty are needed in the program
- Students expressed concerns at a lack of diversity of perspectives and a perceived lack of openness to alternate points of view
- Some concerns were raised about unevenness in the teaching quality across courses and instructors, and the need to provide more training and support for adjunct and sessional instructors
- Some comments pointed to the need for more technology integration and hands-on learning in the classroom and better access to certain resources

MLIS Program Feedback

Feedback on the MLIS program was primarily focused on course offerings and program structure. Key themes are summarized below.

- Some students expressed the desire for certain types of courses, such as health informatics, public librarianship

- a number indicated that the current curriculum is somewhat confusing and they would like to see clearer streams or specializations
- Several comments related to the need for more technology courses or workshops, or more hands-on lab components in classes.
- Some students indicated a desire for more challenging coursework, greater diversity and critical engagement with social issues, and a greater sense of professional identity conveyed through coursework.

(4) Student Course Evaluations

The Report on Student Evaluations of Teaching for SLAIS Courses Taught in the 2014-15 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 65%

The table below provides a summary of the 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.

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

(5) Community Survey of Graduate Competencies

This online survey was conducted in July 2014 to gather input on the newly developed iSchool Graduate Competencies. The survey did not collect input on student performance on the competencies, but rather on the relevance, coverage and importance of the competencies themselves. The cleaned sample consists of 249 responses. This excludes responses that are primarily blank, and sets aside responses from current students (12 responses).

Roles

(categories are not mutually exclusive)

- Information Professional 111 - 45%
- Librarian 128 - 51%
- Archivist 87 - 35%
- (Both Librarian and Archivist 14)
- SLAIS Graduate 173 - 69%
- Employ/supervise SLAIS Graduates 78 - 31%
- Teach/Train Information Professionals 44 - 18%
- Current or former SLAIS instructor 37 - 15%
- Other 16 6%

Geographic Distribution

Canada	**223**
Alberta	20
British Columbia	161
Manitoba	3
Nova Scotia	1
Ontario	20
Quebec	5
Saskatchewan	4
Yukon Territory	3
Unknown	6
Australia	**1**
Bahamas	**1**
Germany	**2**
Switzerland	**1**
United Kingdom	**1**
United States	**20**

Satisfaction with the competencies

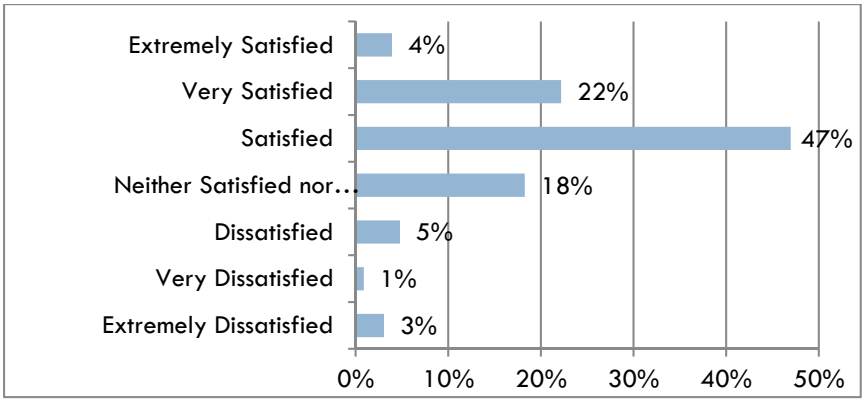

FIGURE 1: OVERALL SATISFACTION RATES

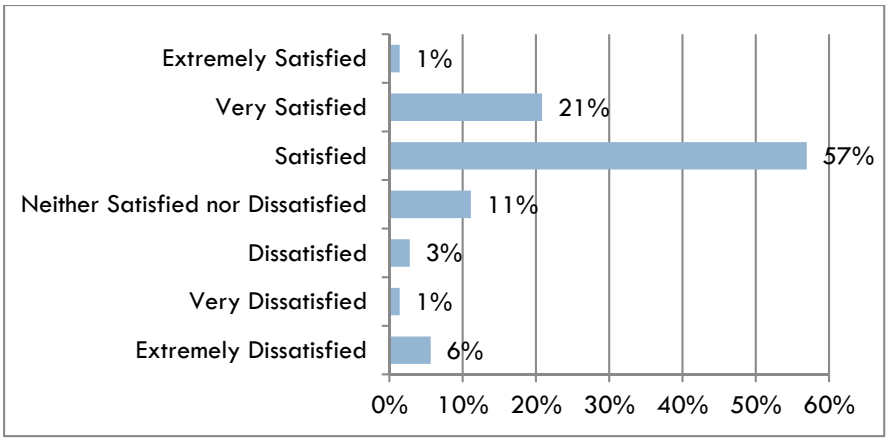

FIGURE 2: SATISFACTION AMONG EMPLOYERS AND SUPERVISORS

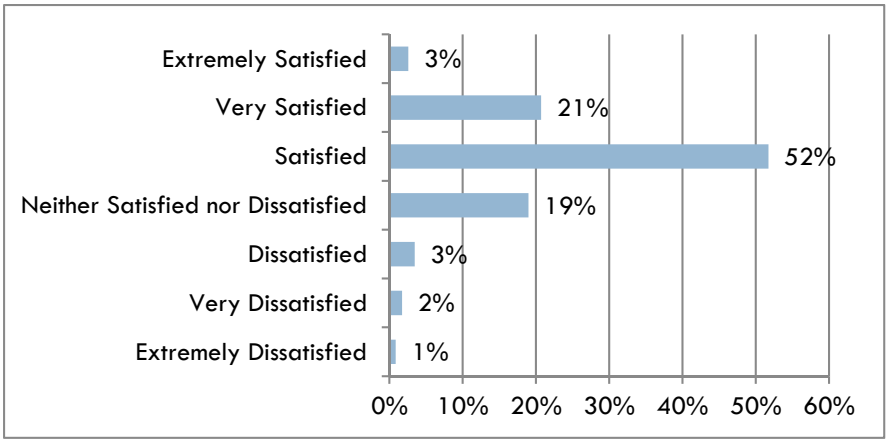

FIGURE 3: SATISFACTION AMONG LIBRARIANS

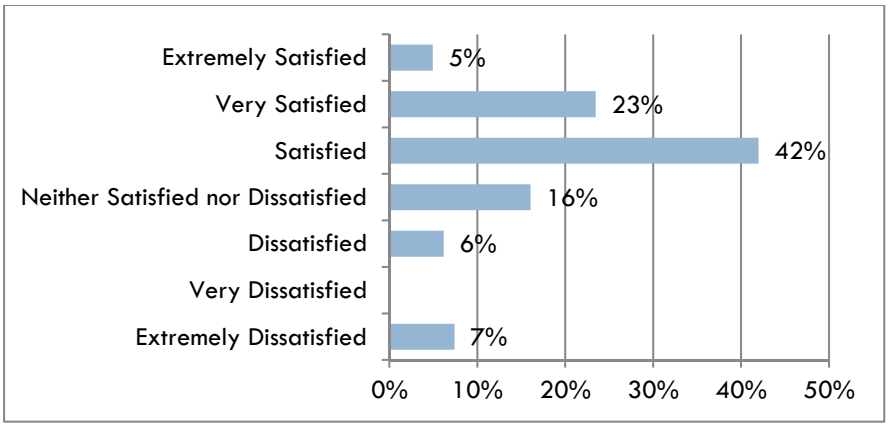

FIGURE 4: SATISFACTION AMONG ARCHIVISTS

In response to the lower satisfaction rate among archival professionals, we developed a modified version of the Graduate Competencies for the MAS program (Appendix 2), which provides further detail on the competencies in certain areas. The iSchool Competencies are available in Appendix 1.

Ratings of Individual Competencies

Competency	Average Importance Rating / 10	SD	Average expected Level of Expertise / 10	SD	Rank of Importance
Foundational Knowledge	9.19	1.15			**(1)**
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;	9.06	1.24	6.86	1.82	3
1.2 appraise, organize and manage information for effective preservation, discovery, access and use;	9.11	1.17	7.16	1.87	1
1.3 apply knowledge of information technologies and resources to real world situations, taking into account the perspectives of institutional and community stakeholders;	9.08	1.24	6.75	1.94	2
1.4 reflect in a critical and informed manner on individual and institutional practices and on the role of the information professions in society.	8.28	1.67	6.59	1.96	8
Communication Skills	9.05	1.22			**(2)**
2.1 articulate ideas and concepts fluently and thoughtfully in a variety of communication modes;	8.90	1.32	7.80	1.60	4
2.2 assess, select and employ communication and instructional tools based on an understanding of diverse communicative goals and audiences.	8.42	1.53	7.05	1.93	6
Management Skills	8.20	1.53			**(4)**
3.1 demonstrate leadership, initiative and effective collaboration within team and small group settings;	8.08	1.66	6.70	1.99	9
3.2 apply principles of effective management and decision-making to organizational issues and challenges;	7.62	1.77	5.97	2.05	12
Research Skills	8.04	1.62			**(5)**

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;	7.68	1.73	6.93	1.83	11
4.2 design and execute programs of inquiry and assessment informed by relevant theory and method.	7.46	1.85	6.45	1.90	13
Professional Competencies	8.62	1.44			**(3)**
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	8.68	1.41	7.92	1.67	5
5.2 advocate on behalf of the profession and the diverse constituencies that the profession serves;	8.36	1.49	7.10	1.98	7
5.3 contribute to the advancement of the field through participation in professional development, teaching, research or community service.	8.05	1.74	6.81	2.11	10

Summary of responses to the question: what competencies should be added?

Responses from Librarians

Cluster 1: Communication and Soft Skills
soft skills, customer service and people skills, client services, working with diverse needs and temperaments, creativity
Understand human behaviour
Greater recognition of humanity – making connections and supporting engagement in knowledge,
Emotional and social intelligence, emotional intelligence skills: active listening, empathy and the ability to read a situation and environment, emotional intelligence, read organizational culture and fit in
Effective (not just fluent) communication, advocacy
Professional tone, impartial, open minded
Negotiation skills, relationship building skills, ability to negotiate and mediate, building relationships with those outside the organization, conflict resolution

Cluster 2: Technology
Digital literacy, eEmerging technologies, understand trends, diverse and emerging technologies, more emphasis on new technologies and the ability to rapidly master any new technology, technology literacies – current trends in info technologies
Technical skills, programming, software installation, database design, graphic design, technology competences, technical abilities, a basic amount of technology knowledge, stronger set of tech

competencies: web design, info architectire, metadata management etc; tech competencies including web design, database design and management; Technical competencies for work in digital environments
Functioning in networked environments
Computational thinking
Evolving relationships between humans and technology

Cluster 3: Management and Leadership
Change management – remain flexible
Consortial structures, understanding of political landscape, stakeholders and partnerships
Political and legal constraints on libraries: library act, union contracts, working with governing structures
Facilities management
Financial management, financial skills, budgets, fiscal management, budget management, budgeting
Project management, project management skills
Personnel management, human resources skills, human resource skills, staff management, supervisory skills, Supervision, coordinating roles
Decision making
Business acumen
Understanding of organizations and how they are managed
Leadership, strategic thinking, leadership training, Innovative, forward looking
Teamwork
Marketing and advocacy

Cluster 4: Core Library Skills
Community development
Cataloging skills: create and transfer RDA.MARC21 records, metadata standatds
Library history, theory and principles – important for advocacy role
Reference skills, Delivery of programs and services
Career vision, lifelong learning
What libraries do and how they actually work
Understand differences within and between information professions – breadth
Specialized skills (medical, academic, special libs etc)
Instruction/teaching, ability to teach information literacy

Cluster 5: Research and Analysis
Evidence based practice
Numeric analysis, understanding of data, statistical analysis and synthesis for assessment purposes, analysis and reporting skills, Excel

Responses from Archivists

Cluster 1: Core archival functions
effectively accession, arrange and describe archival materials.
appraise, capture, arrange, describe, and provide access to born digital records
principles of arrangement and description
appraise, arrange describe, preserve, and make records available
arrangement and description, appraisal, preservation, reference and access, electronic records, records management
core archival functions
the management of records and information by organizations throughout their lifecycle.
conservation

understand the juridical context
understand business activities which result in the creation of records; nosiness analysis
how best to advise organization on the appropriate system designs required
apply standards to real world situations

Cluster 2: Communication
communication, communicate and work in a manner understood by senior management, advocacy, communication with senior management and politicians, advocacy
relationship building
conflict resolution
active listening
grant writing
social media

Cluster 3: Management and Workplace Skills
project management
strategic planning, strategic planning, building business cases
risk management, risk assessment
change management
budgeting,
maturity, understanding about working in the real world
humility, willingness to ask questions
organizational and personal psychology, organizataional politics

Cluster 4: Research and Analysis Skills
Data analysis, data driven decision making, statistical analysis
cost benefit analysis

Cluster 5: Technology Skills
IT management, cloud computing, database management, databases, server implementation, R and Shing, technological awareness and information systems
Technological aspects of archival work: EAD, MARC, SQL, database skills

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

A series of focus groups were carried out with employers of MLIS and MAS graduates and other stakeholders in the early summer of 2015. Recruitment for the focus groups took place at the BCLA conference and through listservs: BCLA, ACA and AABC. One MAS focus group, moderated by Dr. Freund, was held at the ACA conference in Regina, which had 11 participants working in a range of positions. Some were not employers, but graduates of the program and other archival educators. A second MAS focus group, moderated by Dr. Kopak, was held at Robson Square in Vancouver with 6 archivists and records managers. One MLIS focus group, moderated by Dr. Freund, was held at Robson square, which had two participants, one academic librarian and one public librarian. While the input from the MLIS focus group is valuable, many participants were unable to attend at the last minute, resulting in a very small group.

The focus group questions centred on the iSchool Graduate Competencies, examining what participants thought of the competencies themselves, and the extent to which graduates of the MAS and MLIS programs demonstrate them. The main questions asked were:

- Of the major areas outlined in the competencies, which do you think is most important and least important for a student starting a career, and why?
- What, if anything, is missing that you would like to see added to the list, and why? Describe the kinds of work and situations in which this competency would be needed.
- When you think of students or graduates you have worked with or supervised, what do you see as their greatest strengths, in terms of preparedness for the library/information/archives profession?
- Again, thinking of students and graduates, what do you see as areas where they are less prepared; where they had not acquired the competencies needed to do the work at a high level?
- What emerging opportunities do you see for graduates of the MLIS/MAS program, and librarians/informationprofessionals/archivists more generally, and what skills are needed to take advantage of them?
- If you envision the best possible MAS/MLIS program that could exist at UBC, how does it look?

Brief summaries of the themes and topics that arose in the MAS and MLIS focus groups are provided below.

MAS Focus Groups (themes from both sessions combined)

Competencies

Foundational Skills - Competency1.0

- Absolutely essential: “basic theory, knowledge and understanding of what’s out there, the various standards and ways”; “basic archival theory and practice”

- Knowing what a record is: differences between information or data vs record, original vs copy; the definition, character, evolution of records; arrangement and description, Preservation (paper-based), Knowledge of international standards, national standards
- Foundational knowledge is the basis for the methodology employed in this this work
- This is where the real value to the organization comes in – can't be taught on the job – theory and foundation
- This is what differentiates our grads from others (e.g. Master's of Public Admin) who also have the more general competencies: communication, teamwork, etc)
- Missing from foundational skills is Archival Context – move 5.1 "applying legislative and policy frameworks" up to foundational – understand the context in which we work; government and legislative framing; Canadian context, juridical context. Not enough coverage of this in the Archival System course
- Notes importance of generalist skillset because most grads are going into small orgs where they have to do everything – need the flexibility

Technology Skills - Competency 1.3

- there is real technology in the field that needs to be understood – databases, and devices – need to be able to talk to technologists; need to be able to collaborate with IT people on these issues; identify systems that are risky or produce poor records, also to discuss the systems and assist in decision making about them
- Need to know also the aspects of technology that IT people are less aware of: "What are the integration issues, how does information flow around the organization, how can we help the organization to manage that more effectively? What are the implications from a record keep perspective?" - this sets our grads apart.
- More about information systems and tech than just tech (systems analysis?) – enterprise architecture
- Need practical tech skills for digital preservation
- Recognition that technology is used to manage records, but it also produces records – what is done to teach that?
- Relates to life long learning – need to understand tech and keep up with changes enough to be able to have conversations
- US archives has more solid technology background – need greater familiarity with language and concepts, collaborate with CS – not just working with interfaces

Communication - Competency 2.0

- Important, but strong basic communication skills should be present when they start the program; don't spend a lot of time on this
- Key aspects of communication: "how do you effectively work within an organization, actively listen, how do you document requirements, how do you write concisely in a business, non-jargony way to facilitate understanding and decision making?"
- Assessing communication – this should vary depending on setting – might be executive summaries, different kinds of writing for business should be emphasized; need for different styles – non-academic writing and presentation skills can be taught throughout the courses, through different

assignments; read the theory, but then communicate about it in different ways, elevator speech, etc.; "shape the assignments around the skill and not the knowledge" – should do some assignments as reports and others as presentations and coordinate that throughout the program. Need to learn how to write 2-3 page reports as well as essays.

- Need better skills at communicating their own knowledge, for example in job interviews

Management – Competency 3.0

- Most consider this a "nice to have" – but not a major focus
- More important as student moves on in career – but the basics of management, organizational culture, project management and change management are important
- For RM – often the only one in the org doing management, so lacking any expertise in "management" is problematic.
- Team work – could be integrated across courses

Research – Competency 4.0

- Formal research skills -"original research" not essential
- However, need to know how to do focused and applied research to respond to a question or problem; research is needed in the sense of creativity, problem solving
- Not "archival automatons" – face tough questions and need to do research, gather info, consult – more skills needed here "think creatively to find solutions"
- Importance of "effective research" - rather than suggesting that students are preparing for the Phd program, etc.
- Knowing where to go and who to ask – basic reference and research skills
- How to carry out effective secondary research is also important = "get the job done" research
- 50% of job is using extensive research ; research should not be thought of as a soft skill but directly relevant to the job
- People get consumed with the theory – but need to be able to provide options and answers

Professionalism 5.0

- Essential skills – need to know how to represent oneself, behave appropriately.
- Being involved in your community – very important because it is a small field - can be measured through involvement in wide range of activities and clubs
- Strength of the program is the professional identity – possibly because it is a discrete program – "distinctive, substantive body of knowledge"; common language, common vocabulary

Other Important Competencies

- Instructional skills are growing more important; using archival collections and materials to instruct, connects with digital humanities; also advocacy – teach people why they have and need records and what to do with them
- Will need people in special collections, private records, rare print – current experts retiring
- Functioning in an organization: analysts, being able to ask questions, not assuming things based on theory, curiosity – problem analysis and inquiry skills; understanding that it is necessary to understand the business – to probe customers about what the business is, and draw out the

information needed; work in teams to do this, business analysis or business process management, requirements gathering – noting that this is not just about technology, but also people, governance and technology: the whole system

- Humility based on direct experience: "can't just walk into an organization and assume that they will just solve all the problems and just design a solution that meets none of the requirements on their own, but just having that ability - not just be curious but to be humble and to understand that you are just a component of the organization and you have a skill set that is of value, but you are just a component"
- Teach flexibility, ability to work freelance, to adapt
- Experiential learning – importance of internship – students need to actively seek this out; internship was a highlight. Appreciate students who are proactive about their education and getting experience; experience builds humility

General Program Input

- Concerns about reduction of hands on, practical involvement in classroom
- Quote: "Courses start to "fall apart at the higher levels of students, so more of the desired outcomes, the hands-on work, the group work, course dynamics; that some institutions won't host things anymore because it's too late and unwieldy, because you can't have direct experience into archives, do hands-on work, because how can you comfortably house 30 students within an institution?"
- Current strength of students is their theoretical knowledge, but that is only a good thing if the theory has been applied or worked to fit the real world
- Foundational knowledge needs to be taught in a way that is tempered with reality
- Concerns expressed at reduction of core – that students are expected to know more in less depth – but the depth is more important; Employers concerned at some basic knowledge gaps, inaccuracies of understanding
- Some concerns at overreliance upon community and local institutions to fill in learning gaps of program; yes to experiential learning, but students need the classroom prep first, and can't rely on community for all hands on learning
- Ideally, more courses and possibility of specialization

MLIS Focus Group

Competencies

Foundations - Competency 1.0

- Essential skills: not only in the sense of having the skills, but knowing what they are for; having the bigger picture: analyzing, developing procedures, thinking about what is best for the institution for local practice; critical thinking and reflective practice important
- Note that there are major shifts in the foundational knowledge: "the whole notion of curating objects is on life support"; fixation on rules and standards is less important – need to be able to move into the next century, which is not "just about stuff" – shift to focus on social needs and community
- Internet research – that talent of being able to find information is still important.

Technology - Competency 1.3

- Rapid change - need to learn and be able to teach others about it.
- E-resources and handling of masses of materials; batch handling rather than manual ("30,000 things catalogued at a time"). This type of work requires collaboration between library specialists and technology specialists
- Understanding of technology being able to articulate it, and willing to understand the IT perspective, their challenges. Awareness of other skills, communicate and build relationships

Communication – Competency 2.0

- More emphasis is needed here: communication ties into two areas listed as new competency areas: teaching and community outreach – need to bring these skills together
- Presentation skills are very important: especially with respect to technology. Need to be able to teach oneself and then teach others; and to teach the value of self-directed learning
- Important current trend: communication and marketing– social media, being able to prepare reports, and tell stories through assessment.

Management – Competency 3.0

- How to collaborate and work together as a group; people may end up supervising, or in teams and working with others. How to deal with difficult people.
- Self awareness: how one is going to be managed, reviewed, and mentored throughout ones career and to be able to take that on themselves; a sense of flexibility and being able to pivot a bit more over the career.
- During the degree – may be enough to learn to supervise yourself - from that centre, you have a better way of managing others, managing your boss, and being ethical and responsible
- The traditional management curriculum is just getting work done through people. It is a lot more than that: understanding organizations, how they function

Research - Competency 4.0

- Original research is not always essential, but assessment is an important part of running any library. Need to prove worth, show that we contribute to bottom line success of the organization.
- Communication too: need to be able to tell story through assessment; evidence based is number one. Being able to show fiscal responsibility and that resources are used, and not through jargon. Money and funding – where it comes from and goes

Professionalism - Competency 5.0

- More emphasis needed on professional identity
- Be an advocate - part of it is maintaining the infrastructure and garnering support for that, but in addition, the need to engage community directly
- Representing chosen profession - this includes also participating in professional organization, giving back to community – that kind of mentality and desire to contribute.
- a sense of professionalism – service attitude that does need to be engrained. Wanting to help and supporting the community, and feeling that they can contribute.
- professional ethics - core cadre of ethics for community library work across agencies. Relationships with publishers for example. Better dialogue and prep to conduct this dialogue.
- Now hiring for the person and not the skills. Skills are important, but attitude, ethics and professionalism are key.

Other Important Competencies

Community Outreach

- "Community librarian role has grown to the extent that it includes almost everything we do on the public side." Relevant in academic context as well - both in terms of the academic community and attempts to reach outside and build relationships
- More emphasis on social skills, empathize with different communities, a big challenge in lower mainland considering political climate and following the TRC report.
- Being able to work with students who are unfamiliar with English, different cultural perspectives, sensitivity.

Teaching

- Teaching has changed – it is no longer standing up and giving quick catalogue instruction: more about working with students. Embedded librarians: work directly with students, they book appointments and work with them. They go into classroom in person or online and some, like nursing and business, they are part of the teaching staff team.
- Public education: someone has to step into the breach of public education – librarians are well positioned to take that on. Emphasis shifts away from chasing best sellers to providing support for self-directed learning in a way that no other social agency can.
- Broadening of role in collaboration with Teaching and Learning Units in universities and colleges; role in development of new programs, doing market research

Copyright management

- Copyright management is definitely important in libraries and archives.
- Across the sharing professions, copyright and other proprietary issues have expanded so rapidly with the proliferation of digital technologies and the decline of storehouses and silos of information, add to that the adversarial relationship between social agencies and centralized government: makes this knowledge and the ability to discuss these issues essential to librarians.
- Ability to read contracts and stand up for our rights – what not to give away without thinking about it, negotiation with members. Being aware of impact of open source, open access, creative commons in a critical and informed way
- Also important to balance the rights of the organization and the vendor, not just what is good for you, but for everyone. Have to realize that – people want to make money and that is not a bad thing; there are different perspectives rather than the ideal world.

Other Program Feedback

- Experiential Learning: the fieldwork side of the MLIS is important, but it can't be handled off the side of the desk.
- Practica: need for more advanced communication to clarify what form the experience was to take, curricular expectation and the working realties of large complex and politically stressed organizations. More organization and pre-planning needed.
- Capstone - positive idea- I think that was enlightening to think of all I had learned, and all the pieces and how they fit together. The opportunity to go through that process is good.

Feedback on Graduates

- Some excellent grads who really personify these outcomes: strong communicators, connect to subject areas and to the college as a whole, they work effectively together, taking leadership roles and want to lead.
- Good understanding of new technologies; Highly motivated to explore new ways to deliver services
- "I don't hire for the hard skills anymore – I hire for the soft skills – people who do show that resilience, that flexibility to respond "
- Need to be able to think more creatively about solutions – not just technology based
- Some shyness, reticence: need to be able to step up and speak out
- Need more emphasis on political savvy – having a good practical grasp of library related legislation; also the organizational savvy – knowing how an organization functions
- One thing that students are not too well prepared for is creating business cases – keeping things short and succinct

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 the chief concerns and suggestions raised in the report, is meant to serve as input for faculty and staff deliberations on priorities and action plans for the 2015-2016 academic year and beyond. Overall, the assessment shows evidence of strong student learning outcomes in most areas and across programs. Areas for improvement and key suggestions for each program are summarized below.

MLIS Program

Foundational Competencies: Student survey data show low self-assessments for 1.3, and perceptions of competencies for 1.1 and 1.3 decrease as students move through the program.
Management Competencies: measures suggest some areas of concern here, both from course-based measures and Alumni Survey. Student survey data indicates that students perceive their management competencies declining as the move through the program.
Research Competencies: Course-based measures raise some concerns, as do the low numbers of students attending iSchool colloquia. Students rate their own competency on 4.2 fairly low as well.
Professional Competencies: Low rates of student participation in professional organizations. Need to find measures for competency 5.2.

*Student inp*ut points to the need to introduce more clarity and challenge into course offerings; update the content and provide more focus on technology.

Community input points to the need to develop professionalism and career-oriented skills; an understanding of organizational issues, and a critical, big picture perspective. Understanding technology and its role in organizations and society is important; also community outreach and information policy.

MAS Program

Competencies with relatively low scores on the Alumni or Student survey are: 2.2, 3, 4.2 and 5.3. Course-based measures of student learning outcomes for the MAS program need to be developed.

Student input points to the need to increase the number of full-time faculty numbers, openness to diverse perspectives, the quality of teaching; and to incorporate more technology-based education. Evidence from Student Course Evaluations suggests that areas for improvement in teaching include: clarity, communication, and evaluation.

Community input points to the central importance of core archival knowledge and skills, archival context as a teaching area, the need to be able to connect theory to an understanding of real world problems and practice, the ability to communicate effectively within organizational settings and to problem-solve. The need for new pedagogical approaches to enable more hands-on and situated approaches to learning, especially in light of class sizes, was indicated.

Appendix 1: 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 2: 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.