UBC iSchool (Library, Archival and Information Studies

ANNUAL ASSESSMENT REPORT

August 2018

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THE UNIVERSITY OF BRITISH COLUMBIA

iSchool (Library, Archival & Information Studies)
Faculty of Arts

Annual Assessment Report 2018

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Part One – Introduction and Highlights

As we wrap up another year, this report provides an opportunity to reflect, take stock, acknowledge accomplishments and plan for the coming year. Included are the results of data collection activities carried 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 for the school as a whole. This report provides an overview of the MAS/MLIS/Dual assessment activities carried out between July 2017 and June 2018 and a summary of the results. More detail on the iSchool Learning Outcomes Assessment Program (SLOAP) can be found in the SLOAP overview document[1.]

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 are 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.

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[1] iSchool Learning Outcomes Assessment Program guidelines. Last updated August 2016.

The 2017-2018 academic year was action-packed and full of accomplishments on the part of faculty, staff and students. Here are some of the highlights:

- Rankings: the QS World University Rankings by Subject for 2018 ranked the UBC iSchool as fourth in the world, and number one in Canada for Library & Information Management. Featuring 50 universities in total, this year's ranking contains institutions from 17 different countries, including five schools in Canada.
- New Faculty: The School successfully hired two outstanding faculty members: Professor Erik Kwakkel and Dr. Fereshteh Didegah.
- Funded research projects: In 2017/18, faculty members were PIs or Co-PIs on funded projects of approximately $1.7 million; four faculty members were awarded new Tri-Council Grants.
- iSchool faculty have leading roles in several funded UBC research clusters: Blockchain UBC, Designing for People, and the Language Science Initiative.
- Research dissemination: Faculty members published more than 40 papers and gave more than 80 talks and public presentations of their work.
- Graduate students received a number of prestigious fellowships, and we adopted a guaranteed four year funding model for the PhD program.
- Our new Marketing and Communications Coordinator carried out a rebranding and renewal of the website and recruitment materials. We rebranded to: UBC iSchool (Library, Archival and Information Studies).
- Student application numbers for the MLIS programs increased over last year, reaching their highest level in the past 5 years.
- Lab upgrade: We upgraded our technologies teaching lab to include a suite of laptops and a smartboard.
- New positions: two student lab assistants offered workshops and dedicated assistance to students for assignments and projects.
- An Indigenous Adjunct Professor (Sarah Dupont) was hired to serve as Coordinator of the First Nations Curriculum Concentration, increasing support for and engagement with students in the FNCC
- Completed an internal review of the MAS Program, resulting in a report that will provide the basis for a Curriculum Review in 2018-19
- Moved from Tier 2 to Tier 1 membership in the iSchools Organization.

iSchool 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 iSchool faculty in January, 2017 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 current and emerging technologies 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.

Part Two - Direct 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. 2017-2018 measures are consistent with measures from the two previous years and only include minor fluctuations. In 2018, a new table of measures with more indicators was approved and put into use, so historical data for metrics introduced this year is unavailable, and marked as N/A.

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

Note: A target of at least 80% is expected for all competencies being measured

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MLIS & DUAL

Foundational Professional Competencies

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 current and emerging technologies 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.

According to the 2017-2018 data on the table of measures, iSchool students fare well in achieving their foundational professional competencies. The only competency under the expected target is competency 1.3 (apply knowledge of current and emerging technologies to real world situations) in two of its indicators: 71% from the practicum and professional experience supervisor reports and 78% for the Alumni survey. However, the same competency fares well in indicators coming from Co-Op supervisors and relevant course assignments.

MLIS & DUAL

Foundational Professional Competencies (cont'd)

	Source	Measure	2017/18	2016/17	2015/16
1.1	**LIBR 506 *In Class Search Assignment* [Assignment 1B Reflections]**	% of students met or exceeded expectations in all the relevant components of the rubric	96% (n=80)	91%	96%
1.1	**LIBR 506 *Term Project* [Report/Product Assignment 3c]**	% of students met or exceeded expectations in all the relevant components of the rubric	88% (n=80)	90%	84%
1.1	**Alumni Survey[2] Question #19**	% of self-assessment ratings on this competency were at least 3/5	85% (n=27)	94%	87%
1.2	**LIBR 509 *Subject Heading System* [Assignment 2]**	% of students met or exceeded expectations in all the relevant components of the rubric	95% (n=81)	94%	87%
1.2	**LIBR 580 *Collection Sector Assessment, Evaluation & Selection Report* [Project 2]**	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=29)	93%	98%
1.2	**Alumni Survey Question #20**	% of self-assessment ratings on this competency were at least 3/5	89% (n=27)	86%	84%
1.3	**Practicum and Prof. Exp. Supervisor Reports Q8.1**	% of students who receive exceptional or very good on this competency	71% (n=24)	89%	87%
1.3	**LIBR 506 *In Class Search Assignment* [1B. Reflection]**	% of students met or exceeded expectations in all the relevant components of the rubric	96% (n=80)	91%	96%
1.3	**LIBR 554 *SQL Queries & Physical Design* [Assignment 3]**	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=26)	100%	100%
1.3	**LIBR 581 *Term Project* (# 5)**	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=25)	100%	92%

[2] 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.

MLIS & DUAL

Foundational Professional Competencies (cont'd)

	Source	Measure	2017/18	2016/17	2015/16
1.3	**Alumni Survey Question #21**	% of self-assessment ratings on this competency were at least 3/5	78% (n=27)	91%	90%
1.3	**Coop Employer Evaluation** *Competencies Section Q15*	% of students received exceptional or very good on this competency	85% (n=61)	N/A	N/A
1.4	**LIBR 508** *Topics Briefing Final* **[Assignment 3c]**	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=44)	100%	92%
1.4	**LIBR569C** *Reflective Essay*	% of students met or exceeded expectations in all the relevant components of the rubric	96% (n=20)	N/A	N/A
1.4	**LIBR569A** *Problematic Situation Reflections*	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=24)	N/A	N/A
1.4	**Alumni Survey Question #22**	% of self-assessment ratings on this competency were at least 3/5	89% (n=27)	97%	93%

MLIS & DUAL

Communication Competencies

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.

Communications competencies are reported above the expected target in all indicators, except in the Co-Op employer evaluation for 2017-2018 (74%).

	Source	Measure	2017/18	2016/17	2015/16
2	**Practicum and Prof. Exp. Supervisor Reports Q8.2**	% of students received exceptional or very good on this competency	83% (n=24)	80%	84%
2	**Alumni Survey Question #23**	% of self-assessment ratings on this competency were at least 3/5	100% (n=27)	97%	97%
2	**Coop Employer Evaluation Competencies Section Q16**	% of students received exceptional or very good on this competency	74% (n=61)	N/A	N/A
2.1	**LIBR 508** *Seminar Facilitation* **[Assignment 2a]**	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=44)	100%	92%
2.1	**LIBR 506** *In Class Search Assignment* **[3b. Presentation]**	% of students met or exceeded expectations in all the relevant components of the rubric	96% (n=80)	91%	96%
2.1	**LIBR 535** *Face-to-Face Teaching* **[Assignment 3]**	% of students met or exceeded expectations in all the relevant components of the rubric	82% (n=22)	96%	85%
2.2	**LIBR 508** *Topics Briefing Final* **[Assignment 3c]**	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=44)	100%	92%
2.2	**LIBR 535** *E-Learning Project* **[Assignment 4]**	% of students met or exceeded expectations in all the relevant components of the rubric	86% (n=22)	91%	91%

MLIS & DUAL

Management Competencies

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

Following a pattern from previous years, in 2017-2018, MLIS and DUAL students scored lower in management competencies than on any other graduate competency, in keeping with lower employer expectations for this competency area. Low scores were recorded this year for management competencies overall in the Alumni Survey (63%), Practicum and Professional Experience Supervisor Reports (79% for 3.1 and 54% for 3.2), and Co-Op Employer Evaluation (79% for 3.1 and 56% for 3.2).

	Source	Measure	2017/18	2016/17	2015/16
3	**Alumni Survey Question #24**	% self-assessment rating on this competency were at least 3/5	63% (n=27)	77%	56%
3.1	**Practicum and Prof Exp. Supervisor Reports Q8.3**	% of students received exceptional or very good on this competency	79% (n=24)	N/A	N/A
3.1	**LIBR 504 *Environmental Scan* [Assignment 1]**	% of students met or exceeded expectations in all the relevant components of the rubric	86% (n=30)	89%	100%
3.1	**LIBR 506 *In Class Search Assignment* [3.c. Report/Product]**	% of students met or exceeded expectations in all the relevant components of the rubric	88% (n=80)	91%	96%
3.1	**Coop Employer Evaluation Competencies Section Q17**	% of students received exceptional or very good on this competency	79% (n=61)	N/A	N/A
3.2	**LIBR 504 *Budget Presentation* [Assignment 3]**	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=30)	92%	86%
3.2	**LIBR571 *Team Charter***	% of students met or exceeded expectations in all the relevant components of the rubric *(new metric introduced, data not yet available)*		N/A	N/A
3.2	**LIBR574 [Final Closing Assignment]**	% of students met or exceeded expectations in all the relevant components of the rubric	90% (n=25)	N/A	N/A

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MLIS & DUAL

Management Competencies (cont'd)

	Source	Measure	2017/18	2016/17	2015/16
3.2	**Practicum and Prof Exp. Supervisor Reports Q8.6**	% of students received exceptional or very good on this competency	54% (n=24)	N/A	N/A
3.2	**Coop Employer Evaluation Competencies Section Q18**	% of students received exceptional or very good on this competency	56% (n=61)	N/A	N/A

MLIS & DUAL

Research Competencies

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.

Overall, MLIS and DUAL students fare well on demonstrating research competencies. Lowest metrics are coming from professional experience supervisor reports (75%) and Co-Op employer's evaluations (79%). However, they both are close to the minimum target and all other indicators are above the expected minimum.

	Source	Measure	2017/18	2016/17	2015/16
4	**Professional Experience Supervisor Reports Q8.4**	% students received exceptional or very good on this competency	75% (n=24)	86%	85%
4	**Alumni Survey Question #25**	% of self-assessment ratings on this competency were at least 3/5	93% (n=27)	100%	94%
4	**Coop Employer Evaluation Competencies Section Q19**	% of students received exceptional or very good on this competency	79% (n=61)	N/A	N/A
4.1	**LIBR 507 *Evidence-based Review* [Assignment 2]**	88% of students met or exceeded expectations in all the relevant components of the rubric	88% (n=43)	89%	80%
4.1	**LIBR 581 *Issues Paper* [Assignment #4]**	% of students met or exceeded expectations in all the relevant components of the rubric *(new metric introduced, data not yet available)*		N/A	N/A
4.1	**LIBR 592/594 *Directed Research Project***	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=3)	100%	100%
4.2	**LIBR 507 *Research Design* [Assignment 3]**	% of students met or exceeded expectations in all the relevant components of the rubric	88% (n=43)	89%	80%

MLIS & DUAL

Professionalism Competencies

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.

In 2017-2018, we included new metrics for advocacy (competency 5.2) in our table of measures. Internal metrics measure positively advocacy among our students. However, scores from our Alumni Survey are lower than expected (78%). All other indicators of professionalism demonstrate outstanding achievements from our MLIS and DUAL students.

	Source	Measure	2017/18	2016/17	2015/16
5	**Alumni Survey Question #26**	% of self-assessment ratings on this competency were at least 3/5	78% (n=27)	86%	80%
5.1	**Practicum and Prof. Exp. Supervisor Reports Q8.5**	% of students met or exceeded expectations on professionalism in placements (co-op, practicum)	92% (n=24)	95%	93%
5.1	**Coop Employer Evaluation Competencies Section Q20**	% of students received exceptional or very good on this competency	90% (n=61)	N/A	N/A
5.1	**LIBR561 *Policy Briefing* [Assignment 4]**	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=21)	N/A	N/A
5.1	**LIBR569C *Leading Discussion***	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=20)	N/A	N/A
5.2	**LIBR 508 *Topics Briefing Final* [Assignment 3c]**	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=44)	100%	92%
5.2	**LIBR569C *Briefing Topic***	% of students met or exceeded expectations in all the relevant components of the rubric	96% (n=20)	N/A	N/A

MLIS & DUAL

Professionalism (cont'd)

	Source	Measure	2017/18	2016/17	2015/16
5.2	**LIBR504** *Budget Presentation assignment* **[Assignment 3]**	100% of students that met or exceeded expectations in all the relevant components of the rubric	100% (n=30)	N/A	N/A
5.2	**Coop Employer Evaluation Competencies Section Q21**	% of students who receive exceptional or very good on this competency *(new metric introduced, data not yet available)*	(n=61)	N/A	N/A
5.3	**Alumni Survey Question #18**	% of respondents are members of a professional organization	81% (n=27)	72%	74%

MAS & DUAL
Foundational Professional Competencies

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 current and emerging technologies 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.

According to the 2017-2018 data on the table of measures, iSchool students fare well in achieving their foundational professional competencies. The competency under the expected target is competency 1.3 in all of its indicators: 62% from the practicum and professional experience supervisor reports, 71% for the Alumni survey, and 78% from the Co-Op employer's evaluation.

	Source	Measure	2017/18	2016/17	2015/16
1.1	**Alumni Survey[3] Question #19**	% of self-assessment ratings on this competency were at least 3/5	100% (n=7)	90%	83%
1.2	**Alumni Survey Question #20**	% of self-assessment ratings on this competency were at least 3/5	86% (n=7)	100%	91%
1.3	**Practicum and Prof. Exp. Supervisor Reports Q8.1**	% of students received exceptional or very good on this competency	62% (n=8)	70%	92%
1.3	**Alumni Survey Question #21**	% of self-assessment ratings on this competency were at least 3/5	71% (n=7)	60%	89%
1.3	**Coop Employer Evaluation Competencies Section Q15**	% of students received exceptional or very good on this competency	78% (n=18)	N/A	N/A
1.4	**Alumni Survey Question #22**	% of self-assessment ratings on this competency were at least 3/5	100% (n=7)	100%	100%

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[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.

MAS & DUAL

Foundational Professional Competencies (cont'd)

	Source	Measure	2017/18	2016/17	2015/16
1.3	**Alumni Survey Question #21**	% of self-assessment ratings on this competency were at least 3/5	71% (n=7)	60%	89%
1.3	**Coop Employer Evaluation Competencies Section Q15**	% of students received exceptional or very good on this competency	78% (n=18)	N/A	N/A
1.4	**Alumni Survey Question #22**	% of self-assessment ratings on this competency were at least 3/5	100% (n=7)	100%	100%

MAS & DUAL

Communication Competencies

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.

Communications competencies are reported above the expected target in the Alumni Survey, but below its target in Co-Op employer's evaluations (72%) and practicum and professional experience supervisor reports (75%).

	Source	Measure	2017/18	2016/17	2015/16
2	**Practicum and Prof. Exp. Supervisor Reports Q8.2**	% of students received exceptional or very good on this competency	75% (n=8)	80%	92%
2	**Alumni Survey Question #23**	% of self-assessment ratings on this competency were at least 3/5	100% (n=7)	100%	100%
2	**Coop Employer Evaluation Competencies Section Q16**	% of students received exceptional or very good on this competency	72% (n=18)	N/A	N/A

MAS & DUAL

Management Competencies

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;

Following a pattern from previous years, in 2017-2018 iSchool students scored lower in management competencies than on any other graduate competency. However, this is in keeping with lower employer expectations for this competency. Low scores were recorded this year for management competencies overall in the Alumni Survey (57%), Practicum and Professional Experience Supervisor Reports (75% for 3.1 and 37% for 3.2), and Co-Op Employer Evaluation (56% for 3.2).

	Source	Measure	2017/18	2016/17	2015/16
3	**Alumni Survey Question #24**	% self-assessment rating on this competency of at least 3/5	57% (n=7)	70%	74%
3.1	**Practicum and Prof Exp. Supervisor Reports Q8.3**	% of students who receive exceptional or very good on this competency	75% (n=8)	N/A	N/A
3.1	**Coop Employer Evaluation Competencies Section Q17**	% of students who receive exceptional or very good on this competency	83% (n=18)	N/A	N/A
3.2	**Practicum and Prof Exp. Supervisor Reports Q8.6**	% of students who receive exceptional or very good on this competency	37% (n=8)	N/A	N/A
3.2	**Coop Employer Evaluation Competencies Section Q18**	% of students who receive exceptional or very good on this competency	56% (n=18)	N/A	N/A

MAS & DUAL

Research Competencies

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.

Overall, MAS and DUAL students fare excellent on demonstrating research competencies according to the measures collected this year.

	Source	Measure	2017/18	2016/17	2015/16
4	**Professional Experience Supervisor Reports Q8.4**	% of students received exceptional or very good on this competency	100% (n=8)	70%	100%
4	**Alumni Survey Question #25**	% of self-assessment ratings on this competency were at least 3/5	100% (n=7)	100%	94%
4	**Coop Employer Evaluation Competencies Section Q19**	% of students who receive exceptional or very good on this competency	89% (n=18)	N/A	N/A

MAS & DUAL

Professionalism Competencies

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.

In 2017-2018, we included new metrics for advocacy (competency 5.2) in our table of measures. Internal metrics measure positively advocacy among our students. Scores on participation of alumni in professional associations were lower than the expected target (71%). All other indicators of professionalism demonstrate outstanding achievements from our MAS and DUAL students.

	Source	Measure	2017/18	2016/17	2015/16
5	**Alumni Survey Question #26**	% of self-assessment ratings on this competency were at least 3/5	100% (n=7)	90%	94%
5.1	**Practicum and Prof. Exp. Supervisor Reports Q8.5**	% of students met or exceeded expectations on professionalism in placements (co-op, practicum)	100% (n=8)	80%	86%
5.1	**Coop Employer Evaluation Competencies Section Q20**	% of students received exceptional or very good on this competency	89% (n=18)	N/A	N/A
5.2	**Coop Employer Evaluation Competencies Section Q21**	% of students who receive exceptional or very good on this competency *(new metric introduced, data not yet available)*	(n=18)	N/A	N/A
5.3	**Alumni Survey Question #18**	% of respondents are members of a professional organization	71% (n=7)	80%	84%

Part Three - Summary Measures of Institutional Effectiveness

Recruitment

Table 1: Summary of applications and admissions data for the 2016/17 and 2017/18 academic year.
(Source: GRASP online application system)

	2017/18			2016/17		
	MLIS	MAS	DUAL	MLIS	MAS	DUAL
Applications	155	33	82	155	38	65
Offers	84	28	31	96	29	31
Acceptances	63	18	27	61	11	17

Student Perceptions of Programs and Courses

Table 2: Percentage of courses taught with mean student course evaluation ratings of 4 or higher.
(Source: Student Course Evaluations)

	Jan-Dec 2014	Jan-Dec 2015	Jan-Dec 2016	Jan-Dec 2017
UMI 6 Overall, the instructor was an effective teacher.	82%	72%	81%	78%
ARTS 6 Considering everything how would you rate this course?	76%	73%	76%	78%

Employment Outcomes

Table 3: Percentage of all respondents who are employed in a position related to their iSchool degree.
(Source: Alumni Surveys)

Survey Date	Graduation Dates	MLIS	MAS	DUAL MAS/MLIS	Overall
October 2017	2016, 2017	92% (n=25)	40% (n=5)	100% (n=2)	82%
December 2016	2015, 2016	87% (n=31)	83% (n=6)	100% (n=5)	88%
September 2015	2013, 2014, 2015	84% (n=86)	79% (n=19)	94% (n=17)	84%
September 2014	2011, 2012, 2013	86% (n=78)	100% (n=13)	81% (n=16)	87%

Part Four - Summary of Findings by Assessment Instrument
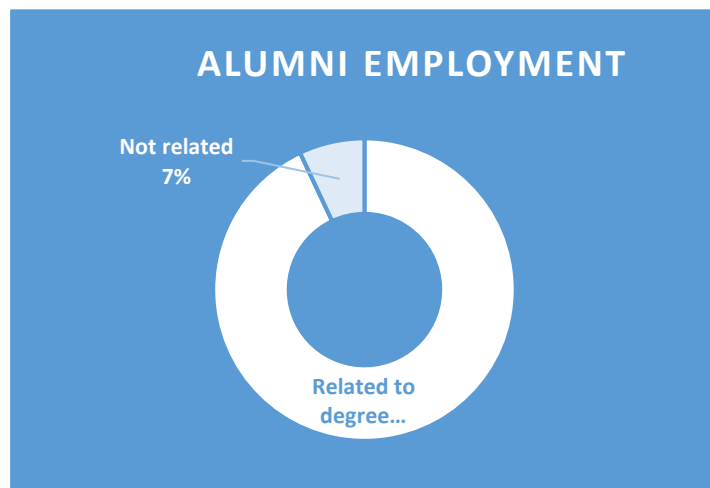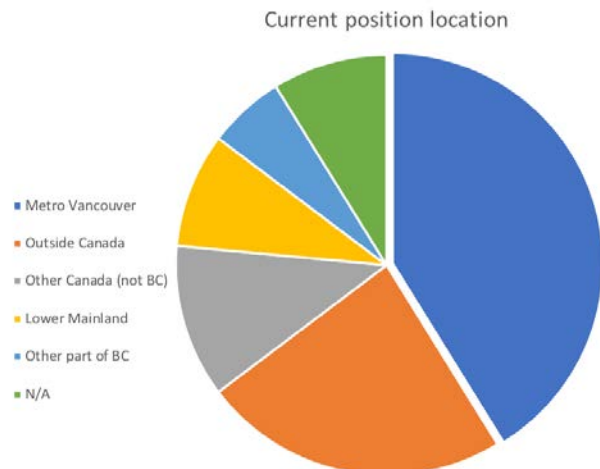

Alumni Survey Highlights

The following online survey was distributed to graduates of the Master of Archival Studies (MAS), Master of Library & Information Studies (MLIS), and Master of Archival Studies/Master of Library & Information Studies (MASLIS) graduates whose degrees were conferred between September 2016 and May 2017.

A total of 87 graduates were eligible to complete the survey: 60 MLIS, 13 MAS, 12 MASLIS and 2 MA. A total of 36 graduates completed the survey for a total response rate of 41.37% (36/87). Of the 36, 25 are MLIS graduates, 5 are MAS graduates, 2 are MACL graduates and 4 are dual MAS/MLIS graduates.

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 Two of this report. Additional data from the Alumni Survey are reported below, including summaries of some of the qualitative responses. The full summary report[4] is available on the iSchool website.

Of the 30 respondents to the Alumni Survey who confirmed they have obtained employment since graduation, 28 (93%) reported being employed in a position related to their iSchool degrees.

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[4] Alumni survey results 2017 report. https://slais.ubc.ca/files/2018/08/UBCiSchool_AlumniSurvey_2017.pdf

Current position location

- Metro Vancouver
- Outside Canada
- Other Canada (not BC)
- Lower Mainland
- Other part of BC
- N/A

ALUMNI EMPLOYMENT

Not related
7%

Related to
degree...

Sample position titles held by respondents

- Adjunct faculty
- Archivist
- Auxiliary Librarian
- Auxiliary Librarian
- Design specialist
- Digital Access Librarian
- Digital Archivist
- Digital Librarian
- Document Template Programmer
- Head Librarian
- Information Governance
- Knowledge librarian
- Liaison librarian
- Monographic Cataloger
- On-call Librarian

- Program Coordinator for Inclusive Community Development
- Records Analyst Reference & Instruction Librarian
- Reference Librarian (3)
- Research assistant
- School of Interdisciplinary Science Librarian
- Science Liaison Librarian
- Student Engagement and Community Outreach Librarian
- Substitute Teacher / Library Assistant
- Teen and information services librarian
- Youth Services Librarian
- Youth Services Librarian - Community Outreach

New reported positions in the Alumni Survey this year included: Design specialist, document template programmer, and information governance.

Co-op Program Placements: Feedback from Supervisors

The Faculty of Arts Co-op Program creates opportunities for employment for MAS, MLIS and Dual students who enroll in the Co-op program. In the academic year 2017/18, 56 students (33 MLIS, 14 Dual and 9 MAS) applied and were accepted into the program [as compared to 46 students in 2016/17, 58 students in 2015/16, and 61 students in 2014/15].

The Co-op program collects 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 program affiliation of the position (MLIS, MAS or DUAL). The majority of assessments show high levels of performance (very good or excellent) except for competency 5.2 for which most of the responses were blank. In comparison to 2016/17 data, MLIS students got better scores for every competency overall except 5.2. Competencies that require attention from the perspective of employers in the survey this year are: 2 (communication) and 3.2 (management).

Table 4: Summary Data: Percent of ratings in the categories Very Good or Excellent
Graduate Competencies *(refer to competencies listed on page 4)*

	MAS	DUAL	MLIS
N**	2^5	16	45
Overall preparation	--	88%	82%
1.3 Application of information technology	--	81%	87%
2 Communication	--	69%	76%
3.1 Leadership and collaboration	--	81%	78%
3.2 Management and decision making	--	56%	56%
4 Research	--	88%	76%
5.1 Professionalism	--	88%	91%
5.2 Advocacy	--	18.75%	9%

** The number of students who applied and were accepted to Co-op in 2017/18 vary from the number of collected employer feedback forms reported here for the same year. Students can do a co-op position anytime in their degree program once they have 21 credits completed. They can also complete up to 3 Co-op work terms. Thus, the survey sample N includes both some new students as well as students who were admitted in previous years. Also, the same students might be represented anonymously multiple times if they did more than one co-op this academic year.

Student Course Evaluations

Summary data from Student Evaluations of Teaching for iSchool courses is shared with the Director by the Evaluation and Learning Analytics unit of Arts ISIT. This data must be considered limited due

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5 Data are not reported due to the small number of students, to ensure confidentiality.

to the low response rates for some courses, but it provides some indications of students' experiences in the classroom. In addition to the summary metrics provided here, instructors receive the full set of student responses, including comments, which constitutes valuable feedback for improving courses and teaching.

The table below provides a summary of this data, using a metric we have adopted to track high level trends: the percent of all courses taught that received a mean score of 4 or higher out of 5 on the twelve standard course evaluation questions. Data from previous years is provided for comparison. Measures in 2017 have either dropped slightly to levels between 2015 and 2016, or in a number of cases, have increased substantially. These increases reflect ongoing efforts to strengthen and update the design and delivery of courses in the school. Of note are increases in UMI 5 (concern for student learning), ARTS 1 (participation in class), and ARTS 5 (respect for students). We are pleased to see the small but steady growth since 2015 in the ARTS 6 measure, which is a general course assessment.

Table 5: Summary of teaching scores across all courses for the 2016 calendar year (Jan.-Dec.), showing as percentages with mean scores above 4

	2015	2016	2017
UMI 1 The instructor made it clear what students were expected to learn.	77	83	**78**
UMI 2 The instructor communicated the subject matter effectively.	72	82	**80**
UMI 3 The instructor helped inspire interest in learning the subject matter.	73	81	**78**
UMI 4 Overall, evaluation of student learning was fair.	78	79	**78**
UMI 5 The instructor showed concern for student learning.	88	89	**94**
UMI 6 Overall, the instructor was an effective teacher.	72	81	**78**
ARTS 1 student participation in class was encouraged.	84	89	**97**
ARTS 2 High standards of achievement were set.	81	89	**86**
ARTS 3 The instructor was generally well prepared for class.	91	89	**86**
ARTS 4 The instructor was readily available to students outside of class	89	89	**87**
ARTS 5 The instructor treated students with respect.	91	93	**97**
ARTS 6 Considering everything how would you rate this course?	**73**	**76**	**78**

MAS Program Review – Summary of Recommendations

This section presents a summary of the recommendations put forward in the review of the Masters of Archival Studies Program, carried out by Dr. Victoria Lemieux and completed in the fall of 2017.

Excerpt from the Executive Summary

The review encompasses "the curriculum (body of knowledge, competencies, program structure and requirements) of the MAS program and, as per the mandate sets forth a proposal for a revised curriculum and a plan for the implementation of such curriculum."

The review was led by Dr. Victoria Lemieux, with input from the other two archival specialists at the iSchool, Drs. Luciana Duranti and Jennifer Douglas, and with the support of Tony Edwards, former Education Consultant to the school, in respect to collecting data and running the 2016-2017 focus groups, and, on the analysis of the InterPARES Project findings, graduate research assistants, Darra Hofman and Mia Steinberg.

The review gathered and analyzed several sources of evidence as follows:

- MAS/MASLIS enrolment statistics
- MAS Hiring statistics
- Annual Assessment Reports
- Focus Groups of Employers, alumni, educators and other professionals
- Student Surveys
- Curriculum Mapping
- MAS Educational guidelines
- National and international literature on archival education
- Competency Statements from relevant professional associations
- Program and course descriptions from similar programs and schools at other universities
- Review of InterPARES Trust research findings on "Trust in Records in the Digital Era"

The observations arising from each of these sources of evidence are laid out in Table 1:

Table 1: Summary of Observations

Body of Knowledge
Ensure that MAS students have access to a sufficient number of taught specialist courses to adequately cover the archival body of knowledge and required professional competencies in sufficient depth to prepare them for archival careers. *(Evidence: MAS/MASLIS application and enrolment statistics.)*
In any future redesign of the MAS curriculum, ensure that MAS students are prepared for diverse career paths in a variety of organizational and juridical contexts. *(Evidence: MAS hiring profile and statistics).*
The MAS program should build upon its reputation for providing a solid grounding in archival theory and research-based opportunities to apply theoretical knowledge in different juridical and technological contexts. *(Evidence: Focus Groups of Employers, Alumni, Educators and Other Professionals.)*
The MAS program should maintain a flexible approach to international versus national content in its curriculum, emphasizing international developments as appropriate to highlight significant theoretical or professional developments and to prepare students for the context in which they

are likely to find employment. *(Evidence: Focus Groups of Employers, Alumni, Educators and Other Professionals.)*

The MAS program should address perceived gaps in its course offerings/areas of coverage, in particular to include greater emphasis on technology, including conceptual aspects (such as terminology, systems requirements specification, systems audit), programming languages, and experience in learning and using specific technical tools; management, including management theory, business communications, business functions (such as human resource management and finance), and business skills, such as negotiating and building strategic partnerships. *(Evidence: Focus Groups of Employers, Alumni, Educators and Other Professionals.)*

The MAS curriculum should reflect all currents of archival thought, including traditional perspectives on archives as trusted evidence as well as discourse over the past several years that has introduced critical theoretical and post-modernist perspectives on archives in relation to memory, power, identity and inclusivity as well as new streams of archival thinking arising from computer and data science. *(Evidence: National and international literature on archival education).*

The MAS program should aim to develop its curriculum to transcend a particular role or place of work in preparing students for future careers. Rather, it should seek to provide a foundation that balances the need for flexibility in the application of archival knowledge to a variety of work contexts with the need to prepare students for particular types of professional roles. *(Evidence: National and international literature on archival education).*

Competencies

In any future redesign of the MAS curriculum, ensure that MAS students have access to courses and opportunities that build competency in the areas that graduates have found useful in obtaining and building their future careers. *(Evidence: MAS hiring profile and statistics).*

Ensure that MAS students have access to a sufficient number of courses and opportunities to adequately prepare them for archival careers that are likely to require more digital competencies, such as the "technology in the core" approach such has been adopted by the MLIS program. There is a similar need to ensure that students are able to develop entrepreneurial competencies. (*Evidence: MAS hiring profile and statistics).*

Ensure that MAS students have access to sufficient courses and learning opportunities to develop current and future projected competencies, especially complex problem-solving and critical thinking. *(Evidence: MAS hiring profile and statistics).*

Ensure that MAS students have learning opportunities that help them develop a stronger sense of competency relating to the areas specifically identified as having lower scores in the 2015 and 2016 annual assessments. *(Evidence: MAS hiring profile and statistics).*

Consider including more opportunities for creative activities, such as writing, designing and active community engagement in the MAS curriculum, especially with respect to graduate competencies 3.2, 5.2, and 5.3 and in courses taken after completion of the MAS core. (Evidence: Curriculum mapping).

Consider including more opportunities for evaluative activities in the MAS curriculum, especially in respect to graduate learning outcomes 2.1, 3.1, 4.2, 4.2, and 5.3. *(Evidence: Curriculum mapping).*

The MAS should incorporate lab-based learning of technical competencies into relevant course offerings in a comprehensive way. Work should begin immediately to identify the resources needed to implement this observation. *(Evidence: Program and course descriptions from similar programs and schools at other universities).*

Program Structure

The MAS program should continue to include the content in its curriculum that focus group participants (alumni, employers, educators) find important, and should expand the core to a minimum of six courses to include the following areas and/or topics: selection, acquisition and

appraisal; arrangement and description; preservation, including digital; diplomatics; management of current records; and freedom of information and protection of privacy, as possibly as part of the wider area of archives and the law. *(Evidence: Focus Groups of Employers, Alumni, Educators and Other Professionals).*
Consideration should be given to sequencing of course content in relation to different career pathways as well as the complexity of the content or the amount of prior knowledge that is required of students to engage effectively with the content. *(Evidence: Focus Groups of Employers, Alumni, Educators and Other Professionals).*
Steps should be taken to ensure that the MAS does not lose its unique character and advantage as the only on-campus taught, standalone archival degree in North America. This entails rethinking the structure of the MAS curriculum to ensure that as many as possible of the full 48 credits required to complete the degree are devoted to archival education, rather than amounting, in reality, to the equivalent of a concentration of an MLIS degree which would be available from any of a number of other schools in North America offering archival education. (Evidence: Program and course descriptions from similar programs and schools at other universities).
Consider incorporating the cognitive, functional and social/ethical competencies derived from an analysis of the InterPARES Trust research findings and reports into a revised MAS curriculum. *(Evidence: Review of InterPARES Research on Education).*
Requirements
Given the high value that students have placed on work experience during their program as preparation for their careers, consider more explicitly incorporating work integrated learning (WIL) into any future redesign of the MAS curriculum in order to ease the transition into work and prepare students for future employment. *(Evidence: MAS Hiring Profile and Statistics).*
Consider developing a "badging" system to recognize the contribution that students' extra-curricular activities' make to the development of key competencies and consider including a requirement to take part in such extra-curricular activities as original research and assessment or profession associations, in fulfillment of the MAS degree requirements. *(Evidence: Curriculum mapping).*
Ensure that experiential learning opportunities continue to be incorporated prominently into the MAS program, as an important component of developing digital and other professional competencies. *(Evidence: National and international literature on archival education).*
Program Administration and Marketing
Consider strengthening the marketing of, and recruitment to, the MAS program to increase the demand/number of applications submitted to the program and the gender diversity of the applicants. *(Evidence: MAS/MASLIS application and enrolment statistics).*
Investigate rate of conversion from offers to acceptances with a view to increasing the rate of offer acceptance. *(Evidence: MAS/MASLIS application and enrolment statistics).*
Aim to achieve year on year improvement in students' rating of the quality and overall level of satisfaction with the MAS program. *(Evidence: MAS/MASLIS application and enrolment statistics).*

Part Five – Summary and Next Steps

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 2018-2019 academic year and beyond.

Overall, the assessment shows evidence of strong student learning outcomes in most areas and across programs. The QS ranking of the school and the increase in MLIS applications in recent years are positive indications of the reputation and perceived quality of iSchool programs.

However, this year's report indicates that there continues to be room for improvement in technology and management competencies. Scores for technology competency 1.3 were particularly low on some indicators for the MAS program, which will need to be addressed through the curriculum review that will take place in 2018-2019. Outcomes in the management are low across both programs, and although we know that employers do not expect highly developed management skills in new graduates, it is reasonable to expect them to have strong teamwork, leadership and decision-making skills. Building on work in recent years to redesign the cross-listed management course, we are planning a review and analysis of the entire suite of management courses in the MLIS program, and this will be considered as part of the MAS curriculum review as well.

Variation in instructional quality continues to be an area for improvement, as expressed by the fluctuation in student evaluation scores. In this report, (Table 5) we see an increase in student satisfaction with courses in general, and in the extent to which students are respected and encouraged to participate in the classroom, but scores on key issues such as clarity of communication and fair assessment are still relatively low. Efforts to provide support and clear guidelines to new instructors will need to continue.

Because our assessment data comes from several different sources, including employers, instructors and recent graduates, it is interesting to note cases where measures vary across these groups. For example, recent graduates tend to rate their research skills as very high, while employers and experiential learning supervisors rate these skills lower. Similarly, communication skills tend to be rated highly by instructors and by graduates, but not as high by employers and supervisors. In both these competency areas, it would be useful to request more qualitative feedback from employers on where they see gaps, and how these might be addressed.