UBC iSchool (Library, Archival and Information Studies

# ANNUAL ASSESSMENT REPORT

August 2019

*Last updated August 20, 2019*

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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 2018 and June 2019 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 2018-2019 academic year was an exciting year, 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 first in the world for Library & Information Management**. Featuring 50 universities in total, this year's ranking contains institutions from 17 different countries, including five schools in Canada. The iSchool was the only Canadian academic unit ranked first in any subject ranking.

- New Faculty: The School successfully hired three outstanding faculty members: Dr. Hannah Turner, Dr. Tess Prendergast and Dr. Tricia Logan.

- Funded research projects: In 2018/19, faculty members were PIs or Co-PIs on funded projects of approximately $1.3 million, in addition to participating in a 3.7 million Erasmus Mundus project; faculty were awarded 8 new major grants.

- iSchool faculty have leading roles in several funded UBC research clusters: Blockchain UBC, Designing for People, and the Language Science Initiative.

- Research dissemination: collectively, faculty members published 2 books and 57 papers and gave more than 60 talks and public presentations of their work.

- iSchool faculty chaired and hosted in Vancouver:
  - the Canadian Association of Information Science (CAIS-ACSI) Annual Meeting (June 2019)
  - The Association for Information Science and Technology (ASIS&T) Annual Meeting (October 2018)
  - A national workshop – Reconsidering LIS Competencies post TRC (June 2019)

- The School put forward a formal motion to change the name of the school to UBC School of Information; the proposal was approved by the Faculty of Arts and is pending review by Senate in 2019-2020.

- A major new initiative to introduce a BA Minor in Informatics was initiated and will continue into 2019-2020.

# 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. 2018-2019 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 2018-2019 data on the table of measures, iSchool students fare well in achieving their foundational professional competencies. The competency 1.3 had a lower value, even though still above the threshold, in assignments from LIBR/ARST 554 and LIBR 581, and the Co-op evaluations.

## MLIS & DUAL

### Foundational Professional Competencies (cont'd)

| | Source | Measure | 2018/19 | 2017/18 | 2016/17 |
|---|---|---|---|---|---|
| 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 | 99% (n=81) | 96% (n=80) | 91% |
| 1.1 | **LIBR 506** *Term Project* **[Report/Product Assignment 3c]** | % of students met or exceeded expectations in all the relevant components of the rubric | 98% (n=81) | 88% (n=80) | 90% |
| 1.1 | **Alumni Survey[2] Question #19** | % of self-assessment ratings on this competency were at least 3/5 | 92% (n=37) | 85% (n=27) | 94% |
| 1.2 | **LIBR 509** *Subject Heading System* **[Assignment 2]** | % of students met or exceeded expectations in all the relevant components of the rubric | 100% (n=79) | 95% (n=81) | 94% |
| 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% |
| 1.2 | **Alumni Survey Question #20** | % of self-assessment ratings on this competency were at least 3/5 | 100% (n=37) | 89% (n=27) | 86% |
| 1.3 | **Practicum and Prof. Exp. Supervisor Reports Q8.1** | % of students who receive exceptional or very good on this competency | 94% (n=32) | 71% (n=24) | 89% |
| 1.3 | **LIBR 506** *In Class Search Assignment* **[1B. Reflection]** | % of students met or exceeded expectations in all the relevant components of the rubric | 99% (n=81) | 96% (n=80) | 91% |
| 1.3 | **LIBR 554** *SQL Queries & Physical Design* **[Assignment 3]** | % of students met or exceeded expectations in all the relevant components of the rubric | 91% (n=45) | 100% (n=26) | 100% |
| 1.3 | **LIBR 581** *Term Project* **(# 5)** | % of students met or exceeded expectations in all the relevant components of the rubric | 93% (n=29) | 100% (n=25) | 100% |

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[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 | 2018/19 | 2017/18 | 2016/17 |
|---|---|---|---|---|---|
| 1.3 | **Alumni Survey Question #21** | % of self-assessment ratings on this competency were at least 3/5 | 95% (n=37) | 78% (n=27) | 91% |
| 1.3 | **Coop Employer Evaluation** *Competencies Section Q15* | % of students received exceptional or very good on this competency | 87.5% (n=40) | 85% (n=61) | 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 | 93% (n=81) | 100% (n=44) | 100% |
| 1.4 | **LIBR569C** *Reflective Essay* | % of students met or exceeded expectations in all the relevant components of the rubric | 100% (n=23) | 96% (n=20) | N/A |
| 1.4 | **LIBR564/569A** *Problematic Situation Reflections* | % of students met or exceeded expectations in all the relevant components of the rubric | 100% (n=15) | 100% (n=24) | N/A |
| 1.4 | **Alumni Survey Question #22** | % of self-assessment ratings on this competency were at least 3/5 | 95% (n=37) | 89% (n=27) | 97% |

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 evaluations for 2018-2019 (77.5%), which follows a similarly low score in 2017/18.

| | Source | Measure | 2018/19 | 2017/18 | 2016/17 |
|---|---|---|---|---|---|
| 2 | **Practicum and Prof. Exp. Supervisor Reports Q8.2** | % of students received exceptional or very good on this competency | 91% (n=32) | 83% (n=24) | 80% |
| 2 | **Alumni Survey Question #23** | % of self-assessment ratings on this competency were at least 3/5 | 97% (n=37) | 100% (n=27) | 97% |
| 2 | **Coop Employer Evaluation Competencies Section Q16** | % of students received exceptional or very good on this competency | 77.5% (n=40) | 74% (n=61) | 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=81) | 100% (n=44) | 100% |
| 2.1 | **LIBR 506 *In Class Search Assignment* [3b. Presentation]** | % of students met or exceeded expectations in all the relevant components of the rubric | 99% (n=81) | 96% (n=80) | 91% |
| 2.1 | **LIBR 535 *Face-to-Face Teaching* [Assignment 3]** | % of students met or exceeded expectations in all the relevant components of the rubric | 100% (n=28) | 82% (n=22) | 96% |
| 2.2 | **LIBR 508 *Topics Briefing Final* [Assignment 3c]** | % of students met or exceeded expectations in all the relevant components of the rubric | 93% (n=81) | 100% (n=44) | 100% |
| 2.2 | **LIBR 535 *E-Learning Project* [Assignment 4]** | % of students met or exceeded expectations in all the relevant components of the rubric | 100% (n=28) | 86% (n=22) | 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

Low scores were recorded this year for management competencies in the Alumni Survey (57%), Practicum and Professional Experience Supervisor Reports (78% for 3.2), and Co-Op Employer Evaluation (61% for 3.2). Some indicators continue a decline from last year, especially those collected from alumni and co-op supervisors. Practicum and professional experience supervisor reports provided indicators on improvement in these management competencies with respect to the previous year.

| | Source | Measure | 2018/19 | 2017/18 | 2016/17 |
|---|---|---|---|---|---|
| 3 | **Alumni Survey Question #24** | % self-assessment rating on this competency were at least 3/5 | 57% (n=37) | 63% (n=27) | 77% |
| 3.1 | **Practicum and Prof Exp. Supervisor Reports Q8.3** | % of students received exceptional or very good on this competency | 91% (n=32) | 79% (n=24) | N/A |
| 3.1 | **LIBR 504 *Environmental Scan* [Assignment 1]** | % of students met or exceeded expectations in all the relevant components of the rubric | 100% (n=26) | 86% (n=30) | 89% |
| 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 | 99% (n=81) | 88% (n=80) | 91% |
| 3.1 | **Coop Employer Evaluation Competencies Section Q17** | % of students received exceptional or very good on this competency | 82.5% (n=40) | 79% (n=61) | 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=26) | 100% (n=30) | 92% |
| 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* | 100% (n=12) | | N/A |
| 3.2 | **LIBR574 [Final Closing Assignment]** | % of students met or exceeded expectations in all the relevant components of the rubric | 100% (n=13) | 90% (n=25) | N/A |

| | Source | Measure | 2018/19 | 2017/18 | 2016/17 |
|---|---|---|---|---|---|
| 3.2 | **Practicum and Prof Exp. Supervisor Reports Q8.6** | % of students received exceptional or very good on this competency | 78% (n=32) | 54% (n=24) | N/A |
| 3.2 | **Coop Employer Evaluation Competencies Section Q18** | % of students received exceptional or very good on this competency | 61% (n=33) | 56% (n=61) | 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. There is a considerable positive increase in the indicator coming from professional experience supervisor reports for these competencies.

| | Source | Measure | 2018/19 | 2017/18 | 2016/17 |
|---|---|---|---|---|---|
| 4 | **Professional Experience Supervisor Reports Q8.4** | % students received exceptional or very good on this competency | 94% (n=32) | 75% (n=24) | 86% |
| 4 | **Alumni Survey Question #25** | % of self-assessment ratings on this competency were at least 3/5 | 97% (n=37) | 93% (n=27) | 100% |
| 4 | **Coop Employer Evaluation Competencies Section Q19** | % of students received exceptional or very good on this competency | 91% (n=35) | 79% (n=61) | 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 | 98% (n=82) | 88% (n=43) | 89% |
| 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)* | 86% (n=29) | | N/A |
| 4.1 | **LIBR 592 *Directed Research Project*** | % of students met or exceeded expectations in all the relevant components of the rubric | 100% (n=5) | 100% (n=3) | 100% |
| 4.2 | **LIBR 507 *Research Design* [Assignment 3]** | % of students met or exceeded expectations in all the relevant components of the rubric | 91% (n=82) | 88% (n=43) | 89% |

## 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.

Internal metrics measure positively advocacy among our students. However, scores on participation of alumni in professional organizations is lower than expected (73%). All other indicators of professionalism demonstrate outstanding achievements from our MLIS and DUAL students.

| | Source | Measure | 2018/19 | 2017/18 | 2016/17 |
|---|---|---|---|---|---|
| 5 | **Alumni Survey Question #26** | % of self-assessment ratings on this competency were at least 3/5 | 95% (n=37) | 78% (n=27) | 86% |
| 5.1 | **Practicum and Prof. Exp. Supervisor Reports Q8.5** | % of students met or exceeded expectations on professionalism in placements (co-op, practicum) | 94% (n=32) | 92% (n=24) | 95% |
| 5.1 | **Coop Employer Evaluation Competencies Section Q20** | % of students received exceptional or very good on this competency | 87.5% (n=40) | 90% (n=61) | 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 |
| 5.1 | **LIBR569C *Leading Discussion*** | % of students met or exceeded expectations in all the relevant components of the rubric | 100% (n=23) | 100% (n=20) | 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 | 93% (n=81) | 100% (n=44) | 100% |
| 5.2 | **LIBR569C *Briefing Topic*** | % of students met or exceeded expectations in all the relevant components of the rubric | 100% (n=23) | 96% (n=20) | N/A |

## MLIS & DUAL

### Professionalism (cont'd)

| | Source | Measure | 2018/19 | 2017/18 | 2016/17 |
|---|---|---|---|---|---|
| 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=26) | 100% (n=30) | N/A |
| 5.2 | **Coop Employer Evaluation Competencies Section Q21** | % of students who receive exceptional or very good on this competency | 82% (n=34) | N/A | N/A |
| 5.3 | **Alumni Survey Question #18** | % of respondents are members of a professional organization | 73% (n=37) | 81% (n=27) | 72% |

# 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 2018-2019 data on the table of measures, MAS/DUAL students have mixed results in achieving their foundational professional competencies. Competencies under the expected target are: competency 1.1 in the Alumni Survey (75%), competency 1.3 in the professional experience reports (75%).

|  | Source | Measure | 2018/19 | 2017/18 | 2016/17 |
|---|---|---|---|---|---|
| 1.1 | **Alumni Survey**[3] **Question #19** | % of self-assessment ratings on this competency were at least 3/5 | 75% (n=8) | 100% (n=7) | 90% |
| 1.2 | **Alumni Survey Question #20** | % of self-assessment ratings on this competency were at least 3/5 | 100% (n=8) | 100% (n=7) | 100% |
| 1.3 | **Practicum and Prof. Exp. Supervisor Reports Q8.1** | % of students received exceptional or very good on this competency | 75% (n=16) | 62% (n=8) | 70% |
| 1.3 | **Alumni Survey Question #21** | % of self-assessment ratings on this competency were at least 3/5 | 88% (n=8) | 71% (n=7) | 60% |
| 1.3 | **Coop Employer Evaluation Competencies Section Q15** | % of students received exceptional or very good on this competency | 84% (n=19) | 78% (n=18) | N/A |
| 1.4 | **Alumni Survey Question #22** | % of self-assessment ratings on this competency were at least 3/5 | 100% (n=8) | 100% (n=7) | 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

## 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.

| | Source | Measure | 2018/19 | 2017/18 | 2016/17 |
|---|---|---|---|---|---|
| 2 | **Practicum and Prof. Exp. Supervisor Reports Q8.2** | % of students received exceptional or very good on this competency | 88% (n=16) | 75% (n=8) | 80% |
| 2 | **Alumni Survey Question #23** | % of self-assessment ratings on this competency were at least 3/5 | 88% (n=8) | 100% (n=7) | 100% |
| 2 | **Coop Employer Evaluation Competencies Section Q16** | % of students received exceptional or very good on this competency | 89% (n=19) | 72% (n=18) | 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, MAS/DUAL students scored lower in management competencies than on any other graduate competency. Low scores were recorded this year for management competencies overall in the Alumni Survey (75%), Practicum and Professional Experience Supervisor Reports (75% for 3.1 and 56% for 3.2), and Co-Op Employer Evaluation (78% for 3.1 and 62% for 3.2).

| | Source | Measure | 2018/19 | 2017/18 | 2016/17 |
|---|---|---|---|---|---|
| 3 | **Alumni Survey Question #24** | % self-assessment rating on this competency of at least 3/5 | 75% (n=8) | 57% (n=7) | 70% |
| 3.1 | **Practicum and Prof Exp. Supervisor Reports Q8.3** | % of students who receive exceptional or very good on this competency | 75% (n=16) | 75% (n=8) | N/A |
| 3.1 | **Coop Employer Evaluation Competencies Section Q17** | % of students who receive exceptional or very good on this competency | 78% (n=18) | 83% (n=18) | N/A |
| 3.2 | **Practicum and Prof Exp. Supervisor Reports Q8.6** | % of students who receive exceptional or very good on this competency | 56% (n=16) | 37% (n=8) | N/A |
| 3.2 | **Coop Employer Evaluation Competencies Section Q18** | % of students who receive exceptional or very good on this competency | 62% (n=13) | 56% (n=18) | 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 well on demonstrating research competencies according to the measures collected this year.

| | Source | Measure | 2018/19 | 2017/18 | 2016/17 |
|---|---|---|---|---|---|
| 4 | **Professional Experience Supervisor Reports Q8.4** | % of students received exceptional or very good on this competency | 88% (n=16) | 100% (n=8) | 70% |
| 4 | **Alumni Survey Question #25** | % of self-assessment ratings on this competency were at least 3/5 | 100% (n=8) | 100% (n=7) | 100% |
| 4 | **Coop Employer Evaluation Competencies Section Q19** | % of students who receive exceptional or very good on this competency | 93% (n=15) | 89% (n=18) | 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.

Overall scores are positive for professionalism. Scores on participation of alumni in professional associations are higher than the minimum expected target (87%).

| | Source | Measure | 2018/19 | 2017/18 | 2016/17 |
|---|---|---|---|---|---|
| 5 | **Alumni Survey Question #26** | % of self-assessment ratings on this competency were at least 3/5 | 88% (n=8) | 100% (n=7) | 90% |
| 5.1 | **Practicum and Prof. Exp. Supervisor Reports Q8.5** | % of students met or exceeded expectations on professionalism in placements (co-op, practicum) | 94% (n=16) | 100% (n=8) | 80% |
| 5.1 | **Coop Employer Evaluation Competencies Section Q20** | % of students received exceptional or very good on this competency | 95% (n=19) | 89% (n=18) | N/A |
| 5.2 | **Coop Employer Evaluation Competencies Section Q21** | % of students who receive exceptional or very good on this competency | 100% (n=14) | (n=18) | N/A |
| 5.3 | **Alumni Survey Question #18** | % of respondents are members of a professional organization | 87 % (n=8) | 71% (n=7) | 80% |

# Part Three - Summary Measures of Institutional Effectiveness

## Recruitment

Table 1: Summary of applications and admissions data for the 2018/19 and 2017/18 academic year. (Source: GRASP online application system)

|  | 2018/19 | | | 2017/18 | | |
|---|---|---|---|---|---|---|
|  | MLIS | MAS | DUAL | MLIS | MAS | DUAL |
| Applications | 160 | 23 | 66 | 155 | 33 | 82 |
| Offers | 95 | 17 | 38 | 84 | 28 | 31 |
| Acceptances | 49 | 10 | 24 | 63 | 18 | 27 |

## Student Evaluations of Teaching

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 | Jan-Dec 2018 |
|---|---|---|---|---|---|
| UMI 6 Overall, the instructor was an effective teacher. | 82% | 72% | 81% | 78% | 84% |

The student course evaluation system was replaced and average scores were replaced with interpolated medians as of July 2018. 2018 measures are calculated across the two systems.

## 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 |
|---|---|---|---|---|---|
| November 2018 | 2017, 2018 | 85% (n=33) | 100% (n=4) | 75% (n=4) | 85% |
| 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% |

# 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), Master of Archival Studies/Master of Library & Information Studies (MASLIS), Master of Children's Literature (MACL) and Ph.D. graduates whose degrees were conferred between September 2017 and May 2018.
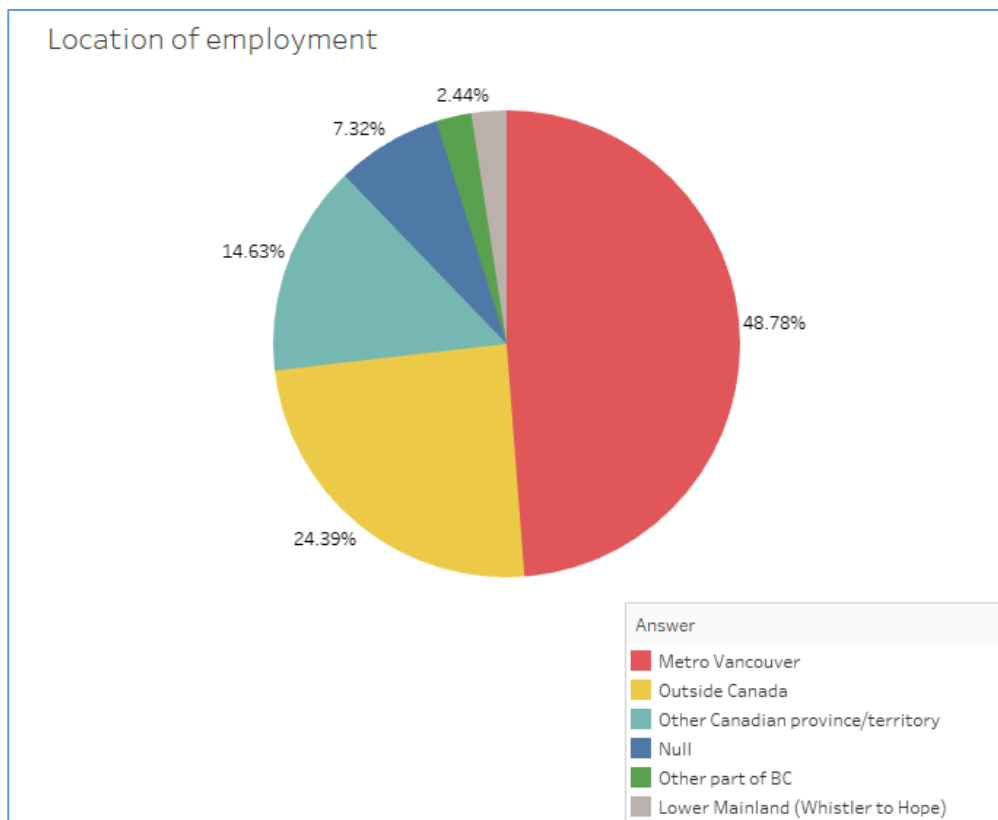
A total of 95 graduates were eligible to complete the survey: 68 MLIS, 16 MAS, 8 MASLIS, 2 MACL, and 1 PhD. A total of 41 graduates completed the survey for a total response rate of 43.16% (41/95). Of the 41, 33 are MLIS graduates, 4 are MAS graduates, and 4 are dual MAS/MLIS graduates.

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 41 respondents to the Alumni Survey who confirmed they have obtained employment since graduation, 35 (85%) 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

Location of employment

2.44%

7.32%

14.63%

48.78%

24.39%

Answer
- Metro Vancouver
- Outside Canada
- Other Canadian province/territory
- Null
- Other part of BC
- Lower Mainland (Whistler to Hope)

## Sample position titles held by respondents

- Librarian
- Auxiliary/Casual Librarian
- Archivist
- Reference Librarian
- Archives Arrangement & Description Librarian
- Art Librarian
- Business Analyst
- Children's Librarian
- Content Strategist
- Data Reference Specialist
- Digital Initiatives Librarian

- Education Librarian
- Library Business Support Analyst
- Programming and Outreach Librarian
- Public Services Librarian
- Copyright Officer
- Records Management Coordinator
- Research Coordinator and Systematic Librarian
- Science Librarian
- Social Sciences Research and Instruction Librarian
- Teacher Librarian
- Teen Services Librarian
- Youth Services Librarian

New reported positions in the Alumni Survey this year included: business analyst, art librarian, content strategist, data reference specialist, digital initiatives librarian, library business support analyst, education librarian, records management coordinator, science librarian, teacher librarians, casual librarians, adjunct faculty,

## 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 2018/19, 47 students (28 MLIS, 14 Dual, and 5 MAS) applied and were accepted into the program (as compared to 56 students in 2017/18, 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 3.2, 4, and 5.2 for which numerous responses were blank or N/A.

In comparison to 2017/18 data, DUAL and MLIS students were less likely to be rated Very Good or Excellent for most competencies, except 2 (communication) for Duals and 5.2 (advocacy) for both groups. MAS students were not included in the previous report due to the small number of students and the need to ensure confidentiality. Competencies that require attention from the perspective of employers (received ratings below very good) 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**** | 9 | 13 | 34 |
| Overall preparation | 89% | 77% | 74% |
| 1.3 Application of information technology | 78% | 69% | 76% |
| 2 Communication | 78% | 77% | 62% |
| 3.1 Leadership and collaboration | 56% | 69% | 71% |
| 3.2 Management and decision making | 44% | 31% | 47% |
| 4 Research | 67% | 62% | 71% |
| 5.1 Professionalism | 89% | 77% | 76% |
| 5.2 Advocacy | 56% | 69% | 56% |

** The number of students who applied and were accepted to Co-op in 2018/19 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.

# Part Five – Student Experience 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. It is conducted every two years.

 The 2019 survey was conducted in late March-early April 2019 and 126 questionnaires were submitted, for a response rate of approximately 50%. The sample consisted of:

- 65 MLIS, 40 Dual, 14 MAS and 7 MACL students

- 21 students enrolled in the FNCC (+5 who intend to enrol)

- 17% in the first term (all MLIS), 61% in the middle, and 43% in the final term of their programs

- 63% domestic students and 37% international students

## Self-Reporting on Competencies and Activities

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 by program (Table 5) and across all program by stage in program (Table 6).

Table 5 shows overall means of between 3 and 4 for all competencies. Many of the means are slightly lower than they were in 2017, with more substantial drops in 1.1, 1.3 and 3.2[5]. Scores on these competencies are notably lower for Dual students, despite the greater depth and breadth of their studies. While management competencies are typically lower than others, due to low levels of management experience among students, it is surprising to see the scores for research competencies, particularly 4.2, so low. Other scores have increased, such as 1.2 and 5.3, both of which had dropped in 2017 and are now closer to their 2015 levels, suggesting that many of these shifts reflect variations in the cohorts, rather than trends.

There are some notable differences between competencies between the MLIS and MAS. MLIS students report higher competency levels for 1.1 (assess needs and provides resources, services) and MAS students report higher levels for 1.2 (appraise, organize and manage information), both of which reflect the difference emphases in these programs. Other differences are worthy of further investigation, such as the differences in communications competencies, which could be addressed through the curriculum.

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[5] Note that statistical tests were not performed to determine if these are statistically significant differences. All results in this section are reported using descriptive measures.

**Table 5: Summary of self-assessment by program on a 5 point scale (1=Poor; 5=Excellent)**

| Competency | MLIS (n=65) | DUAL (n=40) | MAS (n=14) | Overall | Change from 2017 |
|---|---|---|---|---|---|
| 1.1 Assess needs and provide resources, systems, services | 3.60 | 3.03 | 3.00 | 3.35 | -0.12 |
| 1.2 Appraise, organize and manage information | 3.11 | 3.13 | 3.80 | 3.19 | 0.05 |
| 1.3 Apply knowledge of information technologies to real world situations | 3.28 | 3.07 | 3.30 | 3.21 | -0.15 |
| 1.4 Reflect in a critical and informed manner on practices and the information professions | 3.65 | 3.60 | 3.90 | 3.66 | -0.01 |
| 2.1 Articulate ideas and concepts fluently | 3.61 | 3.50 | 3.20 | 3.53 | -0.05 |
| 2.2 Employ communication and instructional tools | 3.59 | 3.17 | 3.10 | 3.40 | -0.02 |
| 3.1 Demonstrate leadership, initiative and effective collaboration within teams | 3.63 | 3.20 | 3.40 | 3.47 | -0.06 |
| 3.2 Apply principles of effective management | 3.17 | 3.00 | 3.40 | 3.14 | -0.12 |
| 4.1 Synthesize and apply existing scholarship | 3.46 | 3.37 | 3.20 | 3.40 | -0.05 |
| 4.2 Design and execute programs of inquiry and assessment | 3.06 | 2.87 | 3.00 | 2.99 | -0.04 |
| 5.1 Conduct themselves in a manner consistent with the philosophy, principles and ethics of the profession | 3.70 | 3.77 | 4.10 | 3.77 | -0.02 |
| 5.2 Advocate on behalf of the profession | 3.59 | 3.23 | 3.50 | 3.47 | 0.04 |
| 5.3 Contribute to the advancement of the field | 3.46 | 3.17 | 3.33 | 3.35 | 0.20 |

Table 6 indicates that for most competencies, self assessments increase between students in their first term and their final term in the program, although self assessments are often lower in the mid-stage of the program. Given the timing of the survey, the first term students are all enrolled in the MLIS program, so the sample does not include all programs. Further, it is known that as students progress through their studies, they become more aware of the extent of professional and disciplinary knowledge, and adjust their self assessments downward. Therefore, the change between midstream and final terms students is a better reflection of learning than a first term – last term comparison.

The competencies showing the greatest differences between midstream and final term self assessments are 1.1, 1.2 and 1.3, which represent core professional and disciplinary competencies, and 5.3 – their overall ability to contribute to the advancement of the field. The areas with the smallest changes are 2.2, 3.2, 4.1 and 4.2. Perhaps most concerning are 3.2 and 4.2, as the initial self assessments are low in these areas, and do not increase substantially over the course of the program.

**Table 6 : Summary of self-assessment by stage in program (1=Poor; 5=Excellent)**

| Competency | First Term (MLIS only) | Midstream | Final Term | Overall |
|---|---|---|---|---|
| 1.1 Assess needs and provide resources, systems, services | 3.24 | 3.19 | 3.61 | 3.34 |
| 1.2 Appraise, organize and manage information | 2.94 | 3.04 | 3.50 | 3.18 |
| 1.3 Apply knowledge of information technologies to real-world situations | 3.44 | 3.06 | 3.31 | 3.21 |
| 1.4 Reflect in a critical and informed manner on practices and the information professions | 3.75 | 3.56 | 3.75 | 3.66 |
| 2.1 Articulate ideas and concepts fluently | 3.50 | 3.46 | 3.66 | 3.53 |
| 2.2 Employ communication and instructional tools | 3.63 | 3.33 | 3.41 | 3.41 |
| 3.1 Demonstrate leadership, initiative and effective collaboration within teams | 3.44 | 3.42 | 3.56 | 3.47 |
| 3.2 Apply principles of effective management | 3.13 | 3.10 | 3.16 | 3.13 |
| 4.1 Synthesize and apply existing scholarship | 3.38 | 3.38 | 3.47 | 3.41 |
| 4.2 Design and execute programs of inquiry and assessment | 3.13 | 2.94 | 3.03 | 3.00 |
| 5.1 Conduct themselves in a manner consistent with the philosophy, principles and ethics of the profession | 3.94 | 3.69 | 3.78 | 3.76 |
| 5.2 Advocate on behalf of the profession | 3.38 | 3.40 | 3.63 | 3.47 |
| 5.3 Contribute to the advancement of the field | 3.50 | 3.09 | 3.72 | 3.37 |

Participants were asked to report on some extracurricular activities during the course of their program. Results are presented in Table 7.  Results indicate that almost half of respondents have attended a conference and hold membership in a professional association, and more than 40% have attended research events in the school.  A substantial number of students (12%) have served as research assistants and 15% have presented at conferences. These results suggest active engagement in research activities among students, which is in contrast to their self assessed research competencies.

Notably, there are substantial differences between the results of the 2017 student survey, showing an increase in conference attendance (likely due to a major initiative in 2018-19 to provide funding for students to attend conferences); and decreases in student volunteerism and membership in organizations and associations.  This is worthy of further investigation.  It may be tied to growing evidence of stress and economic hardship due to the high costs of living in Vancouver.  In future surveys, we may consider asking students to report on their work commitments outside the program, as it is clear that many of our students are balancing demanding work, personal and academic commitments.

**Table 7: Self-reported levels of participation in scholarly and professional activities (% of all responses)**

|  | MLIS | DUAL | MAS | Overall | Change from 2017 |
|---|---|---|---|---|---|
| Served as a Research Assistant | 14% | 10% | 7% | 12% | -4% |
| Attended a conference | 34% | 59% | 79% | 47% | 9% |
| Presented at a conference | 17% | 15% | 7% | 15% | -3% |
| Authored a publication | 5% | 5% | 7% | 5% | 2% |
| Volunteered for an organization | 34% | 31% | 29% | 32% | -23% |
| Held membership in an association | 48% | 46% | 50% | 47% | -23% |
| Held office in an association | 20% | 31% | 36% | 25% | -11% |
| Attended research events within the school | 35% | 46% | 50% | 41% | -12% |

## 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.   The same questions were asked in the 2017 survey and the degree and direction of change in comparison to the previous survey is included in the tables.

**Table 8: Mean student scores on a range of program features by degree program (Out of 5)**

|  | MLIS | MAS | Overall | Change from 2017 |
|---|---|---|---|---|
| Relationship between faculty members and students | 3.57 | 3.54 | 3.56 | -.24 |
| Range and quality of course offerings | 3.00 | 2.79 | 2.92 | -.24 |
| Overall program quality | 3.56 | 3.38 | 3.49 | -.19 |

**Table 9: Percent of respondents who Agree or Strongly Agree with the following statements regarding their program:**

|  | MLIS | MAS | Overall | Change from 2017 |
|---|---|---|---|---|
| Fosters intellectual community | 67% | 72% | 69% | 3% |
| Fosters sense of professional identity | 77% | 90% | 82% | 10% |
| Fosters intellectual diversity | 64% | 46% | 57% | 8% |
| Has high academic standards | 71% | 82% | 75% | 9% |
| Addresses latest developments in research and technology | 65% | 68% | 66% | 0% |
| Course content is intellectually stimulating | 75% | 85% | 79% | 5% |

Table 8 shows a drop in student assessments of several features of their programs from the 2017 survey. Of these, the most concerning is with respect to the range and quality of course offerings, given the low overall rating. Comments (summarized below) indicate that the primary concerns relate to challenges in the course registration and waitlist system, a desire for more summer courses, and a perceived variation in the quality of courses across their programs.

Table 9 indicates some positive changes in student perceptions of their programs in comparison to the 2017 survey. Overall, the majority of students agree that their program fosters an intellectual community, professional identity, and that the course content is of intellectually stimulating and reflects current developments. The one area where agreement is not high relates to intellectual diversity. There are some notable differences across programs. Students in the MAS program are more likely to see the program as fostering professional identity, while students in the MLIS consider their program more intellectually diverse. These response reflect, to some extent, differences in the scope and goals of the two programs, but also highlight areas for improvement.

In additional to the quantitative questions, students were asked to comments on aspects of their program. Many positive aspects of the programs were highlighted, including experiences of excellent teaching, experiential learning, colloquia and conferences, etc. The comments regarding weaknesses/areas for improvement are summarized below, by program.

**Comments on the MLIS program**

Qualitative feedback on areas for improvement in the MLIS program are summarized below, grouped into four main areas:

- **Course content and design:** repeated themes relate to a desire for more practice-oriented courses and stronger technology course offerings.
- **Course scheduling and registration:** numerous concerns were raised regarding unpredictability in course scheduling (cancellations and courses not offered); a limited range of courses on offer, and a desire for more summer course offerings. Issues with the registration and wait-listing system were also raised as a major source of frustration.
- **Teaching**: variable levels of quality in teaching were mentioned by numerous students as a major concern.
- **Learning Environment**: Some concerns were raised regarding the "policing of views" in the classroom by students and poor student behaviour to instructors.

**Comments on the MAS Program**

Feedback on areas for improvement in the MAS program include:

- Course scheduling: concerns regarding infrequent offerings, overlapping schedules and changes in the schedule; the small number of summer offerings were frequently mentioned.
- Some issues were raised regarding stress as an outcome of high expectations and workload; the need for more guidance in course selection; lack of diverse perspectives, and the unpaid internship, which many students cannot afford to undertake.

## Student Perceptions of the School Facilities, Services and Social Aspects

Students were asked to rate a range of school facilities and services (Table 10). Notable low scores across several service areas are elaborated on in comments. Students raised concerns with course registration, guidance on course selection and communication. The high level of office staff turnover in 2018 raised some challenges, which likely played a role in prompting these concerns. There were some requests for designation of quiet study space.

**Table 10: Mean student assessment scores on aspects of facilities and services (out of 5, 1=Poor, 5=Excellent)**

| | |
|---|---|
| Program space and facilities, classrooms and meeting rooms | 3.9 |
| Information technology facilities | 3.9 |
| Social and study spaces | 4.0 |
| Lab spaces for research | 3.7 |
| Student support services | 3.8 |
| Information technology services | 3.2 |
| Academic advising | 3.3 |
| Career advising | 3.1 |
| Information services | 2.7 |
| Health and wellness support | 3.5 |

Survey responses regarding students' social experience in the school are summarized in Table 11. Comments in this section of the survey highlighted the challenges of students making social connections when they are part time, or live or work far from campus. Some comments indicated that there are student cliques, and that the cohort model has strengths and weaknesses in building community. Others raised the issue of the relative homogeneity of the iSchool community, which is not necessarily exclusionary, but does pose challenge for some students to feel welcome and included. Student mental health and well-being was mentioned frequently throughout the survey, indicating that many students experience their time in the program as stressful.

**Table 11: Percent of respondents who Agree or Strongly Agree with the following statements regarding their program:**

| | |
|---|---|
| The iSchool supports students from diverse backgrounds | 68% |
| The iSchool supports students with diverse skills and interests | 67% |
| I feel safe in the iSchool environment | 91% |
| I feel welcome and accepted within the iSchool | 77% |
| The iSchool community supports the mental health and well-being of students | 62% |

The overall satisfaction ratings for iSchool programs are slightly above 7/10, with only a minor difference in the mean score between programs. This satisfaction level is generally consistent with previous surveys, showing a slight drop from 2017.

**Table 12: Mean student satisfaction ratings overall (Out of 10)**

| 2019 data | MLIS | MAS | Overall | Change form 2017 |
|---|---|---|---|---|
| How satisfied are you with the education you have received in the program? | 7.15 | 7.07 | 7.12 | -0.11 |

# Part Six – 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 2019-2020 academic year and beyond.

Overall, the assessment shows evidence of strong student learning outcomes in most areas and across programs. The first place QS ranking of the school, the continued increase in MLIS applications and high placement rate of graduates are all indications of the excellent reputation and success iSchool programs.

This year's report indicates that there continues to be room for improvement in technology and management competencies. Across several indicators, it is clear that there is a need for more targeted instruction and, potentially, for adding program-level requirements in these areas. In addition to these areas, which have arisen in past reports, there is some evidence that research and communications

competencies are lower than expected. In particular, feedback from co-op employers who see our students putting their learning into practice, suggests that these areas are in need of attention. Students themselves are also assessing their own skills in these areas as lower than expected. One possible factor in this outcome is the increasing proportion of international students in our programs. International students, especially those for whom English is not their primary language, may require more support and opportunities to develop written and spoken communication skills during their degree. This year we will introduce student peer advisors, paid student positions, tasked with providing student-oriented support that we anticipate will be especially helpful for international students. Peer advisors will ensure that students receive an orientation to the Canadian context of their studies and to the many services available through the school and the broader university in support of their studies. Further steps will likely be needed at the curricular level to ensure that research and communication skills are emphasized.

Variation in instructional quality continues to be an area for improvement, as expressed by the fluctuation in student evaluation scores. In this report, we see an increase in student satisfaction with courses in general, but qualitative feedback and overall program quality ratings suggest that many students experience a mix of high and low quality learning experiences. This is often the result of the turnover of adjunct faculty, who are all well-qualified professionals, but some of whom are new to teaching. Since 2015 we have made efforts to address this by providing annual workshops to adjunct instructors, and this program will continue. We took a further step in 2018-19 by hiring a full time Lecturer to provide continuity in teaching 7-8 courses per year, in place of the same number of individual adjunct instructors. Further, we have introduced a faculty administrative position – Adjunct Liaison – who will provide a consistent point of contact for adjunct faculty and will be able to direct them to guidelines and resources to increase consistency in teaching.

A critical factor for student success is the ability to plan their programs and enroll in courses that serve their career goals. In past years, we learned from students that the breadth and openness of our programs, particularly the MLIS, made it difficult for them to plan their programs. In response, we introduced program pathways within the MLIS, which has proved successful both in providing guidance for students wishing to specialize, and in attracting students interested in particular career paths, such as interaction design, data services, and cultural and community focused studies. Results of the current survey indicate that the course scheduling and registration process is now an obstacle for students hoping to plan their program and gain access to the courses that will meet their goals. As noted earlier, high turnover in administrative staff in 2018-19 lead to some challenges, but there are some systematic issues that can be addressed to improve this situation. Assessing this situation and implementing improvements will be a priority in 2019-20. A second area worthy of investigation is our summer course offerings. The school policy is and has been for many years, that the program is delivered through the two Winter Terms (Sept-Dec and Jan-April), and that the summer course offerings are light and designed to offer some flexibility for students. However, it seems that, increasingly, students wish to take full summer course loads, whether to accelerate their program completion or to meet requirements of loans or student visas. Revisiting the place of summer course offerings in our programs seems necessary.

As always, this report provides evidence of successes and areas for improvement. Results are not definitive, in that the strengths and experiences of cohorts of students will vary from year to year, but trends are evident, and these are invaluable in guiding our ongoing efforts to offer the best possible programs in pursuit of our mission and goals and those of the university.

# APPENDIX A: iSchool 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.