



THE UNIVERSITY OF BRITISH COLUMBIA

School of Information

Faculty of Arts

ANNUAL ASSESSMENT REPORT

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This report has been prepared by Drs. Erik Kwakkel (Director), Victoria Lemieux (Chair, Curriculum and Assessment Committee), and Kevin Day (Educational Services Manager). Special thanks to all those who provided input to this process and shared their views and data.

Part One

Introduction and Highlights



This report formally assesses and acknowledges our teaching activities of 2021-22. Included are the results of data collection 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 (MAS, MLIS, 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 1, 2021 and June 30, 2022, and a summary of the results.

The iSchool returned to in-person teaching in September 2021; yet it was nevertheless a challenging teaching year in which we shifted into a different routine once again, while shaking off the pressures of an intense year and half of online instruction. Moreover, UBC reverted back to an online-teaching stint for the duration of January 2022, giving our winter term (W2) an irregular start, with ripple effects throughout the term. In spite of continuing challenges, the assessments in this report are generally positive and show improvements compared to the previous two years.

While the assessments in this report have a forward-looking aim, highlighting where improvements can be made, we should not overlook our accomplishments of the recent past, which include:

- Successful transition back to in-person teaching;
- School-wide syllabus survey aimed at improving the Equity, Diversity, and Inclusion in teaching;
- Funded research projects;
- Awarded Canadian Research Chair for faculty member Dr. Muhammad Abdul-Mageed;
- Leading faculty roles in funded UBC research clusters (Blockchain UBC, Designing for People);
- Completed the first year of teaching our new Minor in Informatics.

The results shared here provided the basis for discussions at the annual faculty planning session during our August Retreat, and they are used to refine our teaching goals for the year ahead. The data shown here are also used by the Director and Administrator to assess progress on specific initiatives and to set strategic directions for the School. A summary is published on our school's website to edify stakeholders, students, alumni, employers, and professional associations.

Erik Kwakkel
UBC iSchool Director

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.

Measures for 2021-2022 are compared with the measures for the academic years 2019-2020 and 2020-2021. The measures for the past academic year generally are consistent with measures from the two previous years and only include minor fluctuations.

A target of at least 80% is expected for all competencies being measured, and this has been achieved for all competencies except for competency 3.2 for both the MLIS and MAS programs and competency 5.2 in the MLIS program. This is discussed in more detail below. Cases in which the measure is lower than the target are flagged for further investigation.

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.

Table 1: Foundational Professional Competencies

	Source	Measure	2021/22	2020/21	2019/20
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=96)	100 % (n = 87)	97.5% (n=85)
1.1	LIBR 506 Term Project [Report/Product Assignment 3c]	% of students met or exceeded expectations in all the relevant components of the rubric	97% (n=96)	98.84% (n = 87)	92% (n=85)
1.1	Alumni Survey Question #19	% of self-assessment ratings on this competency were at least 3/5	92% (n=36)	93% (n=41)	92.5% (n=40)
1.2	LIBR 509 Subject Heading System [Assignment 2]	% of students met or exceeded expectations in all the relevant components of the rubric	96% (n=93)	96% (n = 90)	73.5% (n=83)
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=33)	N/A	100% (n=35)
1.2	Alumni Survey Question #20	% of self-assessment ratings on this competency were at least 3/5	89% (n=36)	93% (n=41)	92.5% (n=40)
1.3	Practicum and Prof. Exp. Supervisor Reports Q1	% of students who receive exceptional or very good on this competency	100% (n=27)	96% (n = 25)	86% (n=29)

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=96)	100 % (n = 87)	97.5% (n=85)
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=24)	96.5 (n = 43)	90% (n=11)
1.3	LIBR 581 Term Project (# 5)	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=22)	N/A	N/A
1.3	Alumni Survey Question #21	% of self-assessment ratings on this competency were at least 3/5	92% (n=36)	90% (n=41)	92.5% (n=40)
1.3	Coop Employer Evaluation Competencies Section Q15	% of students received exceptional or very good on this competency	91% (n=46)	88% (n=25)	85% (n=39)
1.4	LIBR 508 Topics Briefing Final [Assignment 3c]	% of students met or exceeded expectations in all the relevant components of the rubric	99% (n=94)	94% (n = 90)	95% (n=84)
1.4	LIBR565 Reflective Essay	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=23)	100% (n = 17)	100% (n=12)
1.4	LIBR564 Problematic Situation Reflections	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=22)	100% (n = 20)	N/A
1.4	Alumni Survey Question #22	% of self-assessment ratings on this competency were at least 3/5	97% (n=35)	98% (n=41)	95% (n=40)

According to the 2020-2021 data on the table of measures, iSchool students fare well in achieving their foundational professional competencies. The competency 1.3, which had a lower value in 2019-2020, has recovered and is now 100% for Q1 and 96% for 1B Reflection (see Table 1). The perceived level of competency 1.2 among students as reported in responses to Alumni survey Q20 dropped slightly, though it remained well above the 80% threshold, indicating that students felt less prepared in the areas of their ability to organize and manage information for effective preservation, discovery, access and use (see Table 1).¹

¹ Questions on the Alumni Survey were framed as follows: Upon graduation, please rate the level to which you felt prepared for the job market in the following areas: Ability to organize and manage information for effective preservation, discovery, access and use (5 - fully prepared, 1 - completely unprepared): Results for MLIS and MAS both include Dual Alumni.

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.

Table 2: Communication Competencies

	Source	Measure	2021/22	2020/21	2019/20
2	Practicum and Prof. Exp. Supervisor Reports Q2	% of students received exceptional or very good on this competency	100% (n=27)	92% (n = 25)	86% (n=29)
2	Alumni Survey Question #23	% of self-assessment ratings on this competency were at least 3/5	97% (n=36)	98% (n=41)	100% (n=40)
2	Coop Employer Evaluation Competencies Section Q16	% of students received exceptional or very good on this competency	87% (n=45)	84% (n=25)	77% (n=39)
2.1	LIBR 508 Seminar Facilitation [Assignment 2a]	% of students met or exceeded expectations in all the relevant components of the rubric	96% (n=94)	92.25% (n = 90)	97.5% (n=84)
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 = 96)	100% (n = 87)	97.5% (n=85)
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=45)	100% (n = 20)	100% (n=22)
2.2	LIBR 508 Topics Briefing Final [Assignment 3c]	% of students met or exceeded expectations in all the relevant components of the rubric	99% (n=94)	94% (n = 90)	95% (n=84)
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=45)	100% (n = 20)	100% (n=22)

MLIS & DUAL

Management Competencies

3. Graduates are able to work effectively in a 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.

Table 3: Management Competencies

	Source	Measure	2021/22	2020/21	2019/20
3	Alumni Survey Question #24	% self-assessment rating on this competency were at least 3/5	86% (n=36)	76% (n=41)	70% (n=40)
3.1	Practicum and Prof Exp. Supervisor Reports Q3	% of students received exceptional or very good on this competency	100% (n=26)	88% (n = 25)	85% (n=27)
3.1	LIBR 504 <i>Environmental Scan</i> [Assignment 1]	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=54)	100% (n = 21)	100% (n=54)
3.1	LIBR 506 <i>In Class Search Assignment</i> [3.c. Report/Product]	% of students met or exceeded expectations in all the relevant components of the rubric	96% (n = 96)	100 % (n = 87)	97.5% (n=85)
3.1	Coop Employer Evaluation Competencies Section Q17	% of students received exceptional or very good on this competency	88% (n=43)	84% (n=25)	79% (n=39)
3.2	LIBR 504 <i>Budget Presentation</i> [Assignment 3]	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=54)	100% (n = 21)	100% (n=54)
3.2	LIBR571 <i>Team Charter</i>	% 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	N/A
3.2	LIBR574 [Final Closing Assignment]	% of students met or exceeded expectations in all the relevant components of the rubric	N/A	100% (n = 8)	100% (n=13)
3.2	Practicum and Prof Exp. Supervisor Reports Q4	% of students received exceptional or very good on this competency	100% (n=17)	84% (n = 19)	96.5% (n=28)
3.2	Coop Employer Evaluation Competencies Section Q18	% of students received exceptional or very good on this competency	79% (n=33)	75% (n=20)	73% (n=26)

Low scores recorded in the previous academic years for management competencies in the Alumni Survey, Practicum and Professional Experience Supervisor Reports, and Co-Op Employer Evaluation have completely recovered with the exception of competency 3.2 Co-op Employer Evaluation of Competencies Q18 - “apply principles of effective management and decision-making to organizational issues and challenges” (79%). These scores indicate that the school’s efforts to address previous lower scores have been effective save for in this one area. There were no significant declines from last year, even though the 3.2 Co-op Employer evaluation of this competency was slightly below threshold.

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.

Table 4: Research Competencies

	Source	Measure	2021/22	2020/21	2019/20
4	Practicum and Prof. Exp. Supervisor Reports Q5	% students received exceptional or very good on this competency	100% (n=25)	85% (n = 20)	83% (n=18)
4	Alumni Survey Question #25	% of self-assessment ratings on this competency were at least 3/5	97% (n=36)	95% (n=41)	97.5% (n=40)
4	Coop Employer Evaluation Competencies Sec. Q19	% of students received exceptional or very good on this competency	89% (n=44)	88% (n=24)	89% (n=35)
4.1	LIBR 507 Evidence-based Review [Assignment 2]	88% of students met or exceeded expectations in all the relevant components of the rubric	99% (n=97)	100% (n = 86)	97.25% (n=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)	100% (n=22)	N/A	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=12)	100% (n = 1)	N/A
4.2	LIBR 507 Research Design [Assignment 3]	% of students met or exceeded expectations in all the relevant components of the rubric	99% (n=97)	97.5% (n = 86)	94.75% (n=80)

Overall, MLIS and DUAL students fare well in demonstrating research competencies. There is a considerable positive increase in the indicator coming from professional experience supervisor reports for these competencies.

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.

Table 5: Professional Competencies

	Source	Measure	2021/22	2020/21	2019/20
5	Alumni Survey Question #26	% of self-assessment ratings on this competency were at least 3/5	92% (n=36)	90% (n=41)	87.5% (n=40)
5.1	Practicum and Prof. Exp. Supervisor Reports Q6	% of students who receive exceptional or very good on this competency	100% (n=27)	96% (n = 25)	83.3% (n=24)
5.1	Coop Employer Evaluation Competencies Section Q20	% of students received exceptional or very good on this competency	93% (n=46)	96% (n=24)	90% (n=39)
5.1	LIBR561 Policy Briefing [Assignment 4]	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=30)	100% (n = 18)	100% (n=23)
5.1	LIBR565 Leading Discussion	% of students met or exceeded expectations in all the relevant components of the rubric	100% (n=23)	100% (n = 17)	100% (n=12)
5.2	LIBR 508 Topics Briefing Final [Assignment 3c]	% of students met or exceeded expectations in all the relevant components of the rubric	99% (n=94)	94% (n = 90)	95% (n=84)
5.2	LIBR565 Briefing Topic	% of students met or exceeded expectations in all the relevant components of the rubric	96% (n=23)	94% (n = 17)	100% (n=12)
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=54)	100% (n = 21)	100% (n=54)
5.2	Coop Employer Evaluation Competencies Section Q21	% of students who receive exceptional or very good on this competency	88% (n=34)	87% (n=15)	83% (n=18)
5.3	Alumni Survey Question #18	% of respondents are members of a professional organization	72% (n=36)	54% (n=41)	60% (n=40)

Internal metrics measure positively advocacy among our students. However, scores on participation of alumni in professional organizations are lower than expected (72%), although an improvement over the previous two years. All other indicators of professionalism demonstrate outstanding achievements from our MLIS and DUAL students.

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.

Table 6: Foundational Professional Competencies

	Source	Measure	2021/22	2020/21	2019/20
1.1	Alumni Survey Question #19	% of self-assessment ratings on this competency were at least 3/5	100% (n=11)	93% (n=15)	94% (n=17)
1.2	Alumni Survey Question #20	% of self-assessment ratings on this competency were at least 3/5	100% (n=11)	93% (n=15)	100% (n=17)
1.3	Practicum and Prof. Exp. Supervisor Reports Q1	% of students received exceptional or very good on this competency	94% (n=18)	100% (n = 10)	92% (n=12)
1.3	Alumni Survey Question #21	% of self-assessment ratings on this competency were at least 3/5	100% (n=11)	93% (n=15)	88% (n=17)
1.3	Coop Employer Evaluation Competencies Section Q15	% of students received exceptional or very good on this competency	92% (n=25)	91% (n=11)	100% (n=11)
1.4	Alumni Survey Question #22	% of self-assessment ratings on this competency were at least 3/5	100% (n=11)	93% (n=15)	94% (n=17)

MAS/DUAL students have solid results in achieving their foundational professional competencies. Competencies are all well above the expected target and only in Practicum and Professional Experience Supervisor reports was there a slight drop from 100% to 94% in the competency 1.3 (applying knowledge of current and emerging technologies) (see Table 6).

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.

Table 7: Communication Competencies

	Source	Measure	2021/22	2020/21	2019/20
2	Practicum and Prof. Exp. Supervisor Reports Q2	% of students received exceptional or very good on this competency	94% (n=18)	100% (n = 11)	92% (n=12)
2	Alumni Survey Question #23	% of self-assessment ratings on this competency were at least 3/5	100% (n=11)	93% (n=15)	100% (n=17)
2	Coop Employer Evaluation Competencies Section Q16	% of students received exceptional or very good on this competency	84% (n=25)	82% (n=11)	100% (n=12)

Communications competencies are reported above the expected target with a slight drop recorded in the Practicum and Professional Experience Supervisor Reports for competency 2 (see Table 7).

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;

Table 8: Management Competencies

	Source	Measure	2021/22	2020/21	2019/20
3	Alumni Survey Question #24	% self-assessment rating on this competency of at least 3/5	91% (n=11)	80% (n=15)	56% (n=17)
3.1	Practicum and Prof Exp. Supervisor Reports Q3	% of students who receive exceptional or very good on this competency	89% (n=18)	100% (n = 11)	100% (n=12)
3.1	Coop Employer Evaluation Competencies Section Q17	% of students who receive exceptional or very good on this competency	91% (n=23)	100% (n=11)	100% (n=10)
3.2	Practicum and Prof Exp. Supervisor Reports Q4	% of students who receive exceptional or very good on this competency	94% (n=18)	100% (n = 10)	100% (n=12)
3.2	Coop Employer Evaluation Competencies Section Q18	% of students who receive exceptional or very good on this competency	69% (n=16)	70% (n=10)	71% (n=7)

Following a pattern from previous years, MAS/DUAL students scored lower in management competencies than on any other graduate competency. Lower scores than the previous years were recorded this year for management competencies overall in the Practicum and Professional Experience Supervisor Reports (89% for 3.1 and 94% for 3.2), and Co-Op Employer Evaluation (91% for 3.1 and 69% for 3.2). Only the Co-Op Employer Evaluation for 3.2 fell below the 80%, which it did by a significant margin.

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

Table 9: Research Competencies

	Source	Measure	2021/22	2020/21	2019/20
4	Professional Experience Supervisor Reports Q5	% of students received exceptional or very good on this competency	100% (n=18)	100% (n = 11)	91% (n=11)
4	Alumni Survey Question #25	% of self-assessment ratings on this competency were at least 3/5	100% (n=11)	93% (n=15)	94% (n=17)
4	Coop Employer Evaluation Competencies Section Q19	% of students who receive exceptional or very good on this competency	88% (n=24)	100% (n=11)	100% (n=11)

Overall, MAS and DUAL students fare well on demonstrating research competencies according to the measures collected this year. However, there was a notable drop in Co-op Employer Evaluation of research competency during the reporting period (see Table 9).

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.

Table 10: Professionalism Competencies

	Source	Measure	2021/22	2020/21	2019/20
5	Alumni Survey Question #26	% of self-assessment ratings on this competency were at least 3/5	100% (n=11)	93% (n=15)	82% (n=17)
5.1	Practicum and Prof. Exp. Supervisor Reports Q6	% of students who receive exceptional or very good on this competency	100% (n=18)	100% (n = 11)	91% (n=11)
5.1	Coop Employer Evaluation Competencies Section Q20	% of students received exceptional or very good on this competency	88% (n=25)	100% (n=11)	100% (n=12)
5.2	Coop Employer Evaluation Competencies Section Q21	% of students who receive exceptional or very good on this competency	92% (n=13)	100% (n=9)	100% (n=3)
5.3	Alumni Survey Question #18	% of respondents are members of a professional organization	82% (n=11)	53% (n=15)	65% (n=17)

Overall scores are positive for professionalism though slight drops were recorded in Co-op Employer Evaluations of the competency. Scores on participation of alumni in professional associations are higher than the minimum expected target (82%).

Part Three

Summary Measures of Institutional Effectiveness



Recruitment

Table 1: Summary of applications and admissions data for the 2020/21 and 2021/22 academic year. (Source: GRASP online application system).

	2021/22			2020/21		
	MLIS	MAS	DUAL	MLIS	MAS	DUAL
Applications	240	57	114	173	40	87
Offers	109	13	38	86	15	34
Acceptances	74	9	28	67	11	27

Employment Outcomes

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

Survey Date	Grad Dates	MLIS	MAS	DUAL	Overall
2018	2017, 2018	85% (n = 33)	100% (n = 4)	75% (n = 4)	85%
2019	2018, 2019	92% (n = 25)	40% (n = 5)	100% (n = 2)	82%
2020	2019, 2020	58% (n = 26)	75% (n = 8)	79% (n = 14)	64%
2021	2020, 2021	93% (n = 28)	100% (n = 2)	78% (n = 9)	90%

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 2020 and May 2021.

A total of 80 graduates were eligible to complete the survey: 53 MLIS, 6 MAS, 18 MASLIS, 2 MACL, and 1 PhD graduates. A total of 39 graduates completed the survey for a total response rate of 48.75%. Of the 39, 28 are MLIS graduates, 2 are MAS graduates, and 9 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 is available on the iSchool website.

- 94.87% of the respondents are currently employed, compared to 74% of last year. This is closer to the 2019 findings of 96%, indicating that the low employment rate of last year was potentially an anomaly due to the pandemic. Of the 37 respondents who indicated they are employed, 35 (92%) reported being employed in a position related to their iSchool degree, compared to 84% of last year.
- 87% of respondents were either employed before completing their degree or within six months of graduation, compared to 73% of last year.
- 8% of the respondents (3) reported that they transferred programs during their time at iSchool. 2 transferred from the DUAL to MLIS, and 1 was admitted to the DUAL from the MAS.
- Alumni's self-assessment of iSchool Competencies align with last year's trend for the most part.
- The management Competency increased to 3.34 from last year's 2.98 on a 5.0 scale.

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 2021-2022 academic year, 64 students applied to the Co-op program, and 58 were successful in getting Co-op offers (13 DUAL, 6 MAS, and 39 MLIS students). This is comparable to 2020-2021 where 50 applied, and 45 were successful (10 DUAL, 2 MAS, and 33 MLIS students), and a small

decrease from 2019-2020 where 45 applied and 43 were successful (14 DUAL, 4 MAS, and 26 MLIS students).

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 (for MAS and DUAL), 4 (for MAS), and 5.2 (for MAS).

Compared to data from last year, employers' assessment of students' performance improved or remained about the same across most Competencies, with the exception of Competency 3.2 for all the programs and Competencies 4, 5.1, and 5.2 for the MAS and DUAL programs.

	MAS	DUAL	MLIS
1.3. Application of information technology	85% (n = 7)	94% (n = 18)	89% (n = 28)
2. Communication	85% (n = 7)	83% (n = 18)	89% (n = 27)
3.1. Leadership and Collaboration	100% (n = 6)	88% (n = 17)	88% (n = 26)
3.2. Management and Decision-making	60% (n = 5)	73% (n = 11)	82% (n = 22)
4. Research	67% (n = 6)	94% (n = 18)	85% (n = 26)
5.1. Professionalism	85% (n = 7)	89% (n = 18)	96% (n = 28)
5.2. Advocacy	75% (n = 4)	100% (n = 9)	84% (n = 25)

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 2022-23 academic year and beyond.

Overall, the data in this report provide evidence of very strong learning outcomes in almost all areas, and across our programs. With very few exceptions, the categories reported on here score well above the lower bar of 80% and the majority of competencies sit well above 90%. Some notable exceptions and shifts to these trends, as well as shifts from previous years, are the following:

Foundational Professional Competencies (MLIS/DUAL)

- **[Down]** The perceived level of competency 1.2 (“appraise, organize and manage information for effective preservation, discovery, access and use”) among students as reported in responses to Alumni survey Q20 dropped slightly, though it remained well above the 80% threshold.
- **[Up]** Competency 1.3 (“apply knowledge of current and emerging technologies to real world situations”), which had a lower value in 2019-2020, has recovered and is now 100% for Q1 and 96% for 1B Reflection.

Communications Competencies (MLIS/DUAL)

- Communications competencies as a category show a continued improvement compared to previous years are reported above the expected target in all indicators (from 77% in 2019/20, to 84% in 2020/21, to 87% in 2021/22).

Management Competencies (MLIS/DUAL)

- **[Up]** Low scores recorded in the previous academic years for management competencies in the Alumni Survey, Practicum and Professional Experience Supervisor Reports, and Co-Op Employer Evaluation have nearly completely recovered.
- **[Down]** The exception is competency 3.2 (“apply principles of effective management and decision-making to organizational issues and challenges”), which scores 79% and sits just below the critical bar of 80%.

Professional Competencies (MLIS/DUAL)

- **[Up]** While with 72% membership of professional organizations shows a continued improvement over previous years (in 2020-21 this score was 54%), this number ideally continues to go up. Continued attention is needed going forward.

Foundational Professional Competencies (MAS&DUAL)

- **[Down]** This category scores well above the expected target and only in Practicum and Professional Experience Supervisor reports was there a slight drop from 100% to 94% in the competency 1.3 (“applying knowledge of current and emerging technologies”).

Communication Competencies (MAS/DUAL)

- **[Down]** Data in this category reported above the expected target with a slight drop recorded in the Practicum and Professional Experience Supervisor Reports for competency 2 (effective communication), which dropped from 100% to 94%.

Management Competencies (MAS/DUAL)

- **[Down]** Co-Op Employer Evaluation for 3.2 competency (“apply principles of effective management and decision-making to organizational issues and challenges”) fell below the 80%, which it did by a significant margin (69%), scoring around the same value as the previous two years.

Research Competencies (MAS/DUAL)

- **[Down]** There was a notable drop in Co-op Employer Evaluation of research competency during the reporting period, from 100% to 88%. This year’s assessment in this regard could be an outlier and next year’s assessment will inform potential action in this domain.

Professional Competencies (MAS/DUAL)

- **[Down]** Slight drops were recorded in Co-op Employer Evaluations for 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”) and 5.2 (“advocate on behalf of the profession and the diverse constituencies that the profession serves”). That is: 5.1 dropped to 88% (from 100%) and 5.2 to 92% (from 100%). Both are still well above the bar of 80%.

Most of the categories in which the scores were lower than the previous year of assessment are still well above the 80% mark. While drops to a value above 80% are reason to pay close attention to these categories, the drops to a value below 80% are of more pertinent concern for the present assessment report. There are two categories of attention in this regard:

1. As in previous years, we need to work on improving the management learning outcomes. Employers’ evaluation of this category sits at 69%, while Competency 3.2 (“apply principles of effective management and decision-making to organizational issues and challenges”) sits just below 80%, at 79%. Though the latter score is a continuing improvement (from 73% in 2019-20

and 75% in 2020-21), the upward trend needs to continue. Our recently renewed management course may be able to provide students with the strengths to do better in this regard. It is hoped that this will also provide a lift in the consistently low scores of employers in this regard, which has been hovering around 70% over the last few years. To note, the classroom environment may not be able to fully provide the real-world management skills that are needed on the job. Being in a job, post-graduation, brings the experience and learning moments needed to gain effective management and decision-making skills.

2. Competency 5.3 (“contribute to the advancement of the field through participation in professional development, teaching, research or community service”) reports on whether alumni are in a professional organization or not. The number increased from 54% in 2020-21 to 72% in the present assessment. While the school is stimulating its students to join professional organizations and shows, in the classroom and beyond, how such memberships are beneficial, our impact in this regard is limited to the years that our students spend in the school.

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.