

# ANNUAL ASSESSMENT REPORT – 2017



09/18/2017

The iSchool at the University of British Columbia



# Annual Assessment Report - 2017

THE iSCHOOL AT THE UNIVERSITY OF BRITISH COLUMBIA

Prepared by Luanne Freund, Richard Arias Hernandez and Melissa Nightingale, with the support of members of the iSchool Assessment Committee. Special thanks to Anna Jubilo who compiled the Co-Op data, and Tony Edwards who conducted the student Focus Groups. Thanks to all those who provided input to this process and shared their views and their data.

## Table of Contents

<b>ONE   INTRODUCTION and HIGHLIGHTS .....</b>	<b>2</b>
2016-2017 Highlights.....	2
<b>TWO   DIRECT AND INDIRECT MEASURES OF LEARNING OUTCOMES .....</b>	<b>4</b>
Assessment Measures for the MLIS Program .....	4
Assessment Measures for the MAS Program.....	8
<b>THREE   SUMMARY MEASURES OF INSTITUTIONAL EFFECTIVENESS .....</b>	<b>9</b>
Recruitment and Retention.....	9
Student Perceptions of Programs and Courses.....	9
Employment Outcomes .....	10
<b>FOUR   SUMMARY OF FINDINGS BY ASSESSMENT INSTRUMENT .....</b>	<b>11</b>
(1) Alumni Survey Highlights.....	11
(2) Co-op Program Placements: Feedback from Supervisors .....	13
(3) Student Course Evaluations .....	14
(4) Student Survey Data .....	15
Self-Reporting on Competencies and Activities .....	15
Student Assessments of their Programs.....	17
Comments on the MLIS program .....	18
Comments on the MAS program .....	19
Student Perceptions of the School Facilities, Services and Social Aspects.....	19
(5) Focus Groups on the Student Experience .....	22
Focus group findings .....	22
<b>PART 5: SUMMARY and NEXT STEPS .....</b>	<b>24</b>
Appendix 1: iSchool Goals and Objective, Revised Fall 2016 .....	25
Appendix 2: Statement on Graduate Competencies.....	27
Appendix 3: Graduate Competencies: Detailed MAS Version.....	28

---

## ONE | INTRODUCTION and HIGHLIGHTS

The iSchool has had another eventful year, replete with student, staff and faculty engagement and achievements. This report provides an opportunity to reflect, take stock, acknowledge accomplishments and plan for the coming year. Included are the results of the many 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 2016 and June 2017 and a summary of the results. More detail on the iSchool Learning Outcomes Assessment Program (SLOAP) can be found in the SLOAP overview document<sup>1</sup>.

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.

### **2016-2017 Highlights**

#### Key achievements

- The ALA Accreditation Committee reviewed the MLIS program and granted it full accreditation as of January 2017.
- The School successfully hired two outstanding faculty members: Dr. Julia Bullard as Assistant Professor and Dr. Richard Arias-Hernandez as Instructor.
- Assistant Professor Lisa Nathan received tenure and was promoted to Associate Professor.
- In 2016-2017, faculty members were PIs or Co-PIs on funded projects of almost 1.9 million dollars, published more than 40 peer reviewed publications and gave 69 talks and public presentations of their work.
- Staff planned and successfully ran two new annual events in collaboration with iSchool alumni: the Celebration of Excellence iSchool Awards Event (September) and the joint iSchool and Arts Co-op Experiential Learning Day (April).
- Student application numbers for the MLIS and Dual programs increased over the previous year for the first time in 5 years.

In keeping with the iSchool mission, and informed by recommendations of our 2016 Assessment Report, we moved forward on a number of initiatives. Specific Goals and Objectives of the school were reviewed and updated at the iSchool Retreat in August 2016, and can be found in Appendix 1.

---

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

### Key initiatives and ongoing activities

- We undertook a major strategic initiative to establish a School of Media and Information together with the School of Journalism and the Bachelor of Media Studies program. The initiative was not successful, but the process and community consultations produced valuable input.
- We carried out our biennial iSchool Student Survey and carried out a series of focus groups to gather input on our annual planning focus on the student experience.
- We initiated an ongoing study of the MAS program, including a series of stakeholder focus groups.
- We continued to build our partnership with the UBC Library, through joint sponsorship of the Keeping it ReAL Workshop and other initiatives.
- We admitted one of the largest PhD student cohorts since the start of the program, with 7 new students.
- We continued to support Indigenous initiatives on campus, through the First Nations Curriculum Concentration, including support of the Indian Residential Schools History and Dialogue Centre.
- We strengthened the technology-oriented course offerings and the MLIS pathways by introducing a 3 credit programming course elective and a 3 credit data analysis course (at the doctoral level)
- We implemented a new process for soliciting and adjudicating applications for student awards for continuing and graduating students, resulting in a substantial increase in the number of applications.
- We continued to offer orientation sessions and workshops for instructors; student teaching evaluation scores recovered after a 2015 drop.
- The course LIBR/ARST 504 – Management of Information Organizations was substantially revised in response to community input and redesigned using an innovative flipped classroom approach.
- The iSchool Graduate Competencies were reviewed and revised for clarity.
- We Initiated development of a new MLIS course in the Community and Culture Pathway that will directly support advocacy and communication skills (Competency 5.2) and critical approaches to the information professions.
- The School began partnering with the Faculty of Arts Co-op office on an initiative to introduce customized portfolios as a program component.
- We undertook discussions with the University of Hong Kong to offer a joint program.

## TWO | DIRECT AND INDIRECT MEASURES OF LEARNING OUTCOMES

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

Cases in which the Measure is lower than the target are flagged for further investigation<sup>2</sup>.

### Assessment Measures for the MLIS Program

*Table 1: MLIS Foundational Professional Competencies*

	Source	Measure	Total N	2016/17 Measure	Target	2015/16 Measure
1.1	LIBR 506 Assignment 1	# and % of students that meet or exceed expectations in all component of rubric	80	91%	80%	96%
1.1	LIBR 506 Assignment 2	# and % of students that meet or exceed expectations in all component of rubric	80	90%	80%	84%
1.1	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5	35	94%	80%	87%
1.2	LIBR 509 Assignment 2	# and % of students that meet or exceed expectations in all component of rubric	80	88%	80%	97%
1.2	LIBR 580 Project 2	# and % of students that meet or exceed expectations in all component of rubric	27	93%	80%	98%
1.2	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5	35	86%	80%	84%

<sup>2</sup> Note - Questions on the Alumni Survey were framed as follows: Upon graduation, please rate the level to which you felt prepared for the job market (1=Completely Unprepared; 5=Fully Prepared). Results for MLIS and MAS both include Dual Alumni.

1.3	LIBR 554 Assignment 3	# and % of students that meet or exceed expectations in all component of rubric	14	100%	80%	100%
1.3	LIBR 581 Assignment 5	# and % of students that meet or exceed expectations in all component of rubric	23	100%	80%	92%
1.3	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5	35	91%	80%	90%
1.3	Practicum and Prof. Exp. Supervisor Reports	# and % of students who receive exceptional or very good on this competency	36	89%	80%	87%
1.3	LIBR 506 Assignment 1	# and % of students who receive exceptional or very good on this competency	80	91%	80%	96%
1.4	LIBR 508 Assignment IIIc	# and % of students that meet or exceed expectations in all component of rubric	78	91%	80%	99%
1.4	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5	35	97%	80%	93%

**Table 2: MLIS Communication Competencies**

	Source	Measure	Total N	2016/17 Measure	Target	2015/16 Measure
2	Practicum and Prof. Exp. Supervisor Reports	# and % of students who receive exceptional or very good on this competency	41	80%	80%	84%
2	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5	35	97%	80%	97%
2.1	LIBR 508 Assignment IIa	# and % of students that meet or exceed expectations in all component of rubric	78	97%	80%	100%
2.1	LIBR 506 Assignment 1	# and % of students that meet or exceed expectations in all component of rubric	80	91%	80%	96%
2.1	LIBR 506 Assignment 2	# and % of students that meet or exceed expectations in all component of rubric	80	90%	80%	84%
2.1	LIBR 535 Assignment 3	# and % of students that meet or exceed expectations in all component of rubric	23	96%	80%	85%

2.2	LIBR 508 Assignment IIIc	# and % of students that meet or exceed expectations in all component of rubric	78	91%	80%	99%
2.2	LIBR 535 Assignment 4	# and % of students that meet or exceed expectations in all component of rubric	22	91%	80%	91%

**Table 3: MLIS Management Competencies**

	Source	Measure	Total N	2016/17 Measure	Target	2015/16 Measure %
3	Practicum and Prof Exp. Supervisor Reports	# and % of students who receive exceptional or very good on this competency	41	<b>78%</b>	<b>80%</b>	91%
3	Alumni Survey	% self-assessment rating on this competency of at least 3/5	35	<b>77%</b>	<b>80%</b>	56%
3.1	LIBR 504 Assignment 1	# and % of students that meet or exceed expectations in all component of rubric	26	89%	80%	100%
3.1	LIBR 506 Assignment 1	# and % of students that meet or exceed expectations in all component of rubric	80	91%	80%	96%
3.2	LIBR 504 Assignment 3	# and % of students that meet or exceed expectations in all component of rubric	26	92%	80%	86%

**Table 4: MLIS Research Competencies**

	Source	Measure	Total N	2016/17 Measure	Target	2015/16 Measure
4	Professional Experience Supervisor Reports	# and % of students who receive exceptional or very good on this competency	28	86%	80%	85%
4	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5	35	100%	80%	94%
4.1	LIBR 507 Assignment 2	# and % of students that meet or exceed expectations in all component of rubric	80	83%	80%	73%

4.1	LIBR 592/594	# and % of students who receive Very Good or Excellent on this competency	9	100%	80%	100%
4.2	LIBR 507 Assignment 3	# and % of students that meet or exceed expectations in all component of rubric	80	89%	80%	80%

**Table 6: MLIS Professionalism Competencies**

	Source	Measure	Total N	2016/17 Measure %	Target	2015/16 Measure %
5	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5	35	86%	80%	80%
5.1	Practicum and Prof. Exp. Supervisor Reports	% of students that meet or exceed expectations on professionalism in placements (co-op, practicum)	41	95%	80%	93%
5.3	Alumni Survey	% of respondents who are members of a professional organization	36	<b>72%</b>	<b>80%</b>	74%

## Assessment Measures for the MAS Program

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

**Table 7: MAS Competencies**

	Source	Measure	Total N	2016/17 Measure	Target	2015/16 Measure
1.1	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5 (mean)	10	90%	80%	83%
1.2	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5 (mean)	10	100%	80%	91%
1.3	Practicum and Prof. Exp. Supervisor Reports	# and % of students who receive exceptional or very good on this competency	10	70%	80%	92%
1.3	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5 (mean)	10	60%	80%	89%
1.4	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5 (mean)	10	100%	80%	100%
2	Practicum and Prof. Exp. Supervisor Reports	# and % of students who receive exceptional or very good on this competency	10	80%	80%	92%
2	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5 (mean)	10	100%	80%	100%
3	Practicum and Prof Exp. Supervisor Reports	# and % of students who receive exceptional or very good on this competency	10	70%	80%	91%
3	Alumni Survey	% self-assessment rating on this competency of at least 3/5 (mean)	10	70%	80%	74%
4	Prof. Exp. Supervisor Reports	# and % of students who receive exceptional or very good on this competency	10	70%	80%	100%
4	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5 (mean)	10	100%	80%	94%
5	Alumni Survey	% of self-assessment ratings on this competency of at least 3/5 (mean)	10	90%	80%	94%
5.1	Practicum and Prof. Exp. Supervisor Reports	% of students that meet or exceed expectations on professionalism in placements (co-op, practicum)	10	80%	80%	86%
5.3	Alumni Survey	% of respondents who are members of a professional organization	10	80%	80%	84%

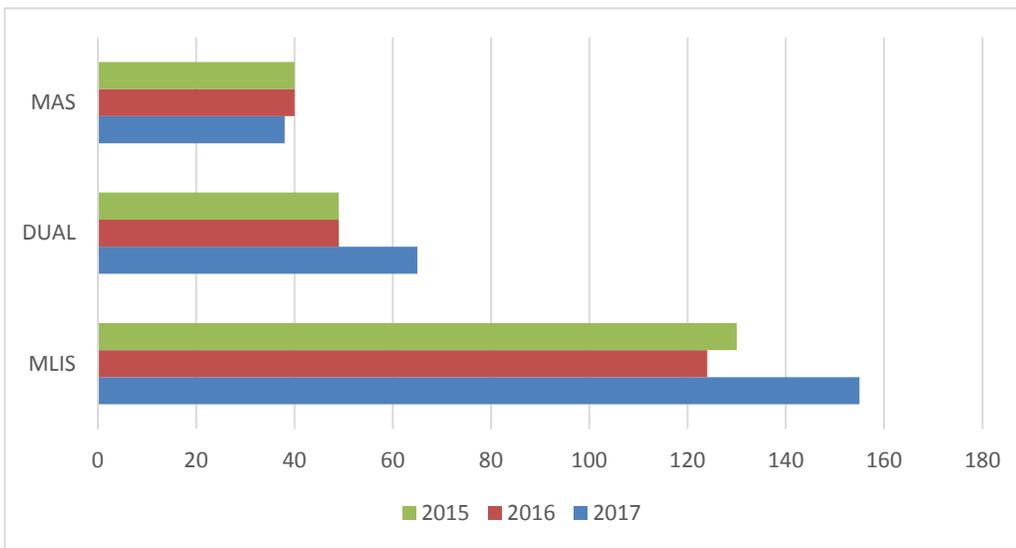
### THREE | SUMMARY MEASURES OF INSTITUTIONAL EFFECTIVENESS

#### Recruitment and Retention

**Table 8: Summary of applications and admissions data for the 2016-2017 academic year (Source: GRASP online application system)**

	2016-2017		
	MLIS	MAS	DUAL
Applications	155	38	65
Offers	96	29	31
Acceptances	61	11	17

**Figure 1: Applications: 3 Year Trends (Source: GRASP online application system)**



#### Student Perceptions of Programs and Courses

**Table 9: Percentage of courses taught with mean student course evaluation ratings of 4 or higher. ( Source: Student Course Evaluations)**

% of mean scores above 4 out of 5	2014-2016		
	Jan-Dec 2014	Jan-Dec 2015	Jan-Dec 2016
UMI 6 Overall, the instructor was an effective teacher.	82%	72%	81%
ARTS 6 Considering everything how would you rate this course?	76%	73%	76%

## Employment Outcomes

*Table 10: 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
December 2016	2015, 2016	87% (27/31)	83% (5/6)	100% (5/5)	88%
September 2015	2013, 2014, 2015	84% (72/86)	79% (15/19)	94% (16/17)	84%
September 2014	2011, 2012, 2013	86% (67/78)	100% (13/13)	81% (13/16)	87%

## FOUR | SUMMARY OF FINDINGS BY ASSESSMENT INSTRUMENT

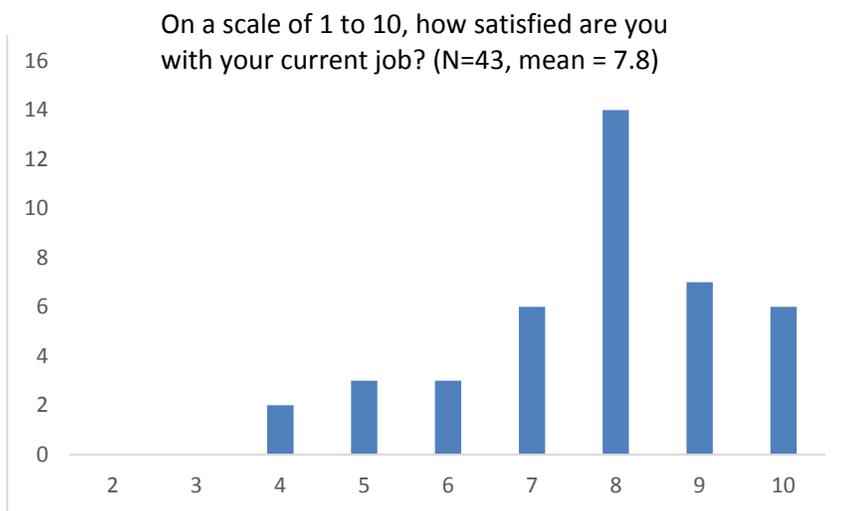
### (1) Alumni Survey Highlights

This iSchool Graduate Survey (Alumni Survey) is an annual survey that targets graduates at different intervals of time after graduation. This survey was conducted in December 2016 and included graduates who had completed their degree programs between September 2015 and May 2016. Of the 88 graduates eligible to complete the survey, a total of 43 (49%) responded.

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: <http://slais-ischool.sites.olt.ubc.ca/files/2014/07/Alumni-Survey-2016.pdf>

Of the 42 respondents to the Alumni Survey who confirmed they have obtained employment since graduation, **88% reported being employed in a position related to their iSchool degrees.**

**Figure 2: Satisfaction with Current Position**



**Table 11: Location of Current Position**

Metro Vancouver	22
Lower Mainland	1
Other BC (not metro Vancouver)	2
Other Canada (not BC)	7
Outside of Canada	10
<b>Total</b>	<b>42</b>

## Sample position titles held by respondents

---

- Assistant/Project Archivist
  - Branch Head Librarian
  - Corporate Information Analyst
  - Curatorial/Museum Specialist
  - Data Visualization and Analysis Librarian
  - Digital Preservation Librarian
  - Education and Information Services Librarian
  - Health Records Clerk
  - Information Management Analyst
  - Information Services and KM Coordinator
  - Learning Resource Manager
  - Librarian
  - Library Fellow Researcher
  - Newcomer Family Outreach
  - Program Coordinator
  - Reference Librarian
  - Research and Graphics Analyst
  - Research Librarian
  - Scholarly Communication and Copyright Librarian
  - Senior Research Associate
  - Software Developer
  - Teen and Information Services Librarian
  - Writer and editor
  - Youth Services Librarian
- 

### Topics not covered in respondents' studies that they thought would be helpful to information professionals in their careers:

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

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

Other areas mentioned were:

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

## (2) 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 2016-2017, 46 students (37 MLIS, 8 Dual and 1 MAS) students applied and were accepted into the program [as compared with 61 students in 2014-15 and 58 students in 2015-16].

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 or MAS). The majority of assessments show high levels of performance (very good or excellent). However, in comparison to 2015-16 data, fewer MLIS students achieved high scores on competencies related to communication, management and teamwork (2, 3.1, and 3.2) and fewer MAS students had high scores on teamwork.

**Table 12: Summary Data: Percent of ratings in the categories Very Good or Excellent**

		Graduate Competencies*						
	N	Overall preparation	1.3	2	3.1	3.2	4	5.1
MAS	14	86%	86%	93%	93%	43%	86%	93%
MLIS	44	89%	84%	73%	68%	48%	89%	89%

### Graduate Competencies\*

- 1.3: applies knowledge of information technologies and resources to real world situations
- 2: able to communicate effectively
- 3.1: demonstrates leadership, initiative and effective collaboration within teams
- 3.2: apply principles of effective management and decision making to organizational issues
- 4: able to conduct original research and assessment
- 5.1 conducts oneself in a manner consistent with the philosophy, principles and ethics of the profession

### (3) Student Course Evaluations

Summary data from Student Evaluations of Teaching for SLAIS courses is shared with the Director by the Evaluation and Learning Analytics unit of Arts ISIT. This data must be considered limited due to the low response rates for some courses, but it provides some indications of students' experiences in the classroom. In addition to the summary metrics provided here, instructors receive the full set of student responses, including comments, which constitutes valuable feedback for improving courses and teaching.

The table below provides a summary of this data, using a metric we have adopted to track high level trends the percent of all courses taught that received a mean score of 4 or higher out of 5 on the twelve standard course evaluation questions. Data from the 2015 report is provided for comparison. Across all but one question this metric increased or stayed the same relative to 2015, indicating improvements in the students' perceptions of their courses. The largest increases were in the following questions: UMI 1, 2, 3, 6 and ARTS 2. These reflect areas targeted in teaching workshops and orientation sessions offered in the past 3 years.

**Table 13: Summary of teaching scores across all courses for the 2016 calendar year (Jan.-Dec.)**

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

## (4) Student Survey Data

The iSchool Learning from our Students Survey was first conducted in 2009 and 2010. It was substantially revised in 2015 to include a wider range of questions and to provide responses aligned with the iSchool Graduate Competencies. The 2017 survey was conducted in late March-early April 2017 and 110 completed surveys were submitted by students for a response rate of approximately 44%. The sample consisted of:

- 65 MLIS, 34 Dual, 8 MAS and 3 MACL students
- 24 students enrolled in the FNCC (+4 who intend to enrol)
- 13% in the first term (all MLIS), 62% in the middle, and 25% in the final term of their programs
- 63% domestic students and 35% 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 14) and across all program by stage in program (Table 15).

**Table 14: Summary of self-assessment by program on a 5 point scale (1=Poor; 5=Excellent)**

Competency	MLIS	DUAL	MAS	Overall	Change from 2015
1.1 Assess needs and provide resources, systems, services	3.54	3.36	3.33	3.47	-0.01
1.2 Appraise, organize and manage information	2.98	3.43	3.33	3.14	-0.28
1.3 Apply knowledge of information technologies to real world situations	3.42	3.29	3.0	3.36	-0.01
1.4 Reflect in a critical and informed manner on practices and the information professions	3.68	3.68	3.5	3.67	0.06
2.1 Articulate ideas and concepts fluently	3.70	3.54	2.67	3.58	-0.1
2.2 Employ communication and instructional tools	3.44	3.46	3.0	3.42	0
3.1 Demonstrate leadership, initiative and effective collaboration within teams	3.51	3.64	3.17	3.53	0.01
3.2 Apply principles of effective management	3.25	3.36	3.0	3.26	0.13
4.1 Synthesize and apply existing scholarship	3.44	3.64	2.67	3.45	-0.21
4.2 Design and execute programs of inquiry and assessment	3.02	3.04	3.17	3.03	-0.09
5.1 Conduct themselves in a manner consistent	3.79	3.89	3.33	3.79	0.02

**Annual Assessment Report - 2017**

with the philosophy, principles and ethics of the profession

5.2 Advocate on behalf of the profession	3.51	3.39	2.83	3.43	-0.07
5.3 Contribute to the advancement of the field	3.09	3.39	2.67	3.15	-0.19

**Table 15: Summary of self-assessment by stage in program on a 5 point scale (1=poor; 5=Excellent)**

Competency	First Term	Midstream	Final Term	Overall
1.1 Assess needs and provide resources, systems, services	3.21	3.47	3.57	3.47
1.2 Appraise, organize and manage information	2.71	3.20	3.30	3.14
1.3 Apply knowledge of information technologies to real-world situations	2.79	3.46	3.43	3.36
1.4 Reflect in a critical and informed manner on practices and the information professions	3.29	3.64	3.96	3.67
2.1 Articulate ideas and concepts fluently	3.0	3.65	3.74	3.58
2.2 Employ communication and instructional tools	2.86	3.47	3.65	3.42
3.1 Demonstrate leadership, initiative and effective collaboration within teams	3.21	3.56	3.61	3.53
3.2 Apply principles of effective management	2.64	3.38	3.35	3.26
4.1 Synthesize and apply existing scholarship	3.21	3.53	3.39	3.45
4.2 Design and execute programs of inquiry and assessment	3.07	3.05	3.0	3.03
5.1 Conduct themselves in a manner consistent with the philosophy, principles and ethics of the profession	3.64	3.82	3.74	3.79
5.2 Advocate on behalf of the profession	3.0	3.57	3.35	3.43
5.3 Contribute to the advancement of the field	2.36	3.24	3.43	3.15

Table 14 shows overall means of between 3 and 4 for all competencies. There are some areas where means are lower than they were in 2015, notably for 1.2, 4.1 and 5.3. The drop in 5.3 is surprising, given the results in Table 16 showing a dramatic increase from 2015 in the number of students who are contributing to the advancement of the field by participating in conferences and engaging with professional associations.

There are some notable differences in self assessments across programs as well, for competencies such as 1.3, 2.1,

2.2, 3.1, 4.1, and 5.1. It is important to note that the small sample of MAS students (N=10) means that these scores are less robust in comparison to the MLIS and Dual responses.

Table 15 indicates that for the foundational competencies (1.1-1.4) and for most others, there is a clear trend of students' perceptions of their competencies increasing as they move through the program. This is a positive change in comparison to the 2015 data, which showed lower self-assessments in the final term for many of the competencies.

**Table 16: Self-reported levels of participation in scholarly and professional activities (% of all responses)**

	MLIS	Dual	MAS	Overall	Change from 2015
Served as research assistant	20	63	67	39	+16%
Presented at a conference	18	22	0	18	+4%
Attended a conference	68	85	50	73	+38%
Authored publication	0	7	0	3	-1%
Held office in an association	27	52	33	36	-1%
Held membership in an association	68	74	67	70	+16%
Volunteered for an organization	55	59	33	55	+13%
Attended research events within School	45	63	67	53	+6%

### 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 2015 survey and the degree and direction of change in comparison to the previous survey is included in the tables.

**Table 17: Mean student assessment scores on a range of program features by degree program (Out of 5)**

	MLIS	MAS	Overall	Change from 2015
Relationship between faculty members and students	3.85	3.74	3.80	+0.3 (6%)
Range and quality of course offerings	3.08	3.24	3.16	+0.04 (1%)
Overall program quality	3.68	3.68	3.68	+0.16 (3%)

**Table 18: Percent of respondents who Agree or Strongly Agree with the following statements regarding their program:**

	MLIS	MAS	Overall	Change from 2015
Fosters intellectual community	67%	63%	66%	-7%
Fosters sense of professional identity	70%	76%	72%	0
Fosters intellectual diversity	55%	39%	51%	0
Has high academic standards	62%	74%	66%	-3%
Addresses latest developments in research and technology	69%	58%	66%	+2%
Course content is intellectually stimulating	75%	71%	74%	0

**Table 19: Mean student satisfaction ratings overall (Out of 10)**

How satisfied are you with the education you have received in the program?	7.48	6.97	7.23	+ .24
--	------	------	------	-------

Data in Tables 17 and 18 indicate some gains in program quality as perceived by students, which is also reflected in an increased in the mean student satisfaction score. The largest gains are in the perceived relationship between faculty members and students and in addressing technology developments in the curriculum, both of which were areas of focus in the past two years. There is, however, a drop in perceptions of academic standards and the extent to which the school fosters an intellectual community.

In addition to the quantitative questions, students were asked to comments on aspects of their program. Comments are summarized below, by program.

### **Comments on the MLIS program**

Students noted positive aspects of the program including the variety of courses, the quality of teaching and instructors who are knowledgeable and care about their students.

Critical feedback was directed at the uneven quality of teaching across different courses, and concerns about course scheduling, including the low frequency of certain courses, and the desire for a more predictable schedule of offerings. Comments called for more distance courses, more courses in the summer; more public library focused courses and more emphasis on professional identify; greater opportunities to focus on critical and minority issues and inclusion of more Indigenous content across the program, more technology focused courses and information on relevant technology courses outside the program. Some students wanted more emphasis on theory, higher academic standards, and more intellectually engaging coursework, while others requested more practical application and real world examples. Some concerns were raised about heavy reliance on group work

and “busy work”.

Several of these themes arose in the 2015 student survey. One major theme from 2015 that did not arise in 2017 is the complexity of the curriculum and a desire for streams, which has since been addressed through the MLIS pathways.

### Comments on the MAS program

Students noted positive aspects of the program including strong foundations courses, the variety of perspectives that core faculty bring to the program, the strong professional identity it fosters and the close-knit collegiality of students in the program.

Critical feedback was directed at the variable quality of teaching across courses, concerns about scheduling of courses, limited offerings and space limitations in cross-listed courses. With respect to course content, a number of students raised concerns about a lack of: intellectual diversity and openness to innovative thinking, multi-disciplinary theory and international perspectives in course content.

Several of these themes arose in the 2015 student survey. Two themes from 2015 that did not arise in 2017 are the need for more full time faculty in the program, which has since been addressed, and the need for more hands-on, technology focused work, which has also been a focus of attention in the past 2 years.

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

**Table 20: Mean student assessment scores on aspects of facilities and services (out of 5, 1=Poor, 5=Excellent)**

	Mean rating
Program space and facilities, classrooms and meeting rooms	3.7
Information technology facilities	3.7
Social and study spaces	3.7
Lab spaces for research	3.6
Student support services	3.9
Academic advising	3.5
Career advising	2.9
Information services	3.7
Health and wellness support	2.9

Table 20 indicates high rates of satisfaction with facilities and services, and notably for student support services. Comments were particularly appreciative of the study and commons spaces.

Scores were lower in three areas: academic advising, career services and health and wellness support, and these scores are reinforced by comments (see also Figure 5). A number of students indicated that they are either not aware of or have not met with their faculty advisor, and in some cases did not find the advising helpful. Career

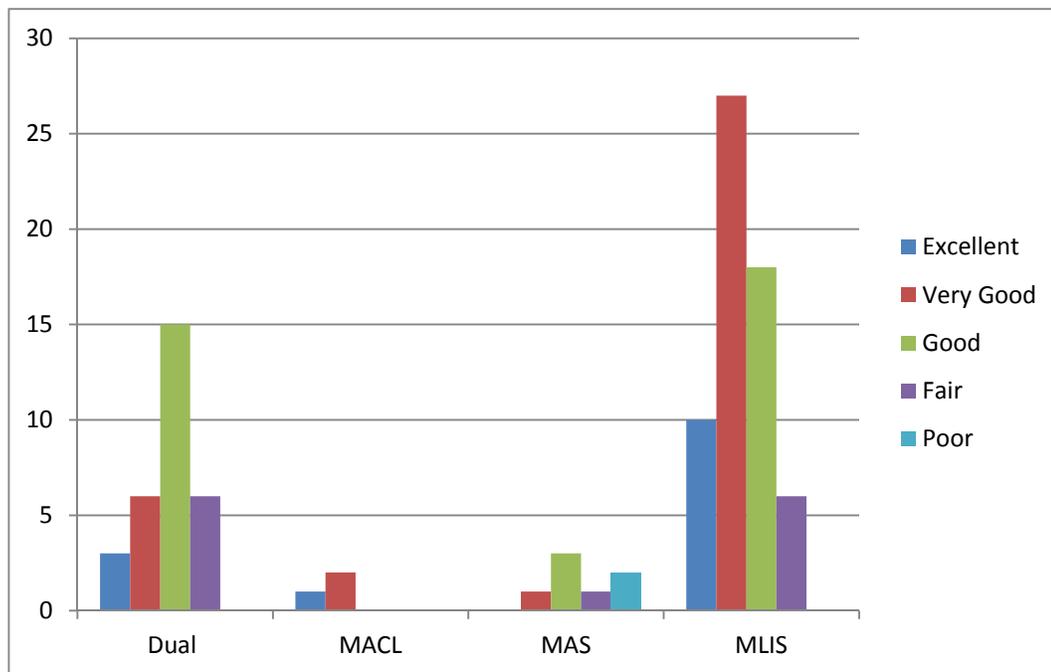
**Annual Assessment Report - 2017**

advising was also considered to be notably lacking. In response to the questions on health and wellness support a number of students provided personal accounts of challenges faced by themselves or colleagues in navigating the system and seeking support within UBC. Students did not seem to hold the school to be responsible for these services, but indicated that more awareness and communication on health and wellness within the school would be appreciated. Some issues were raised regarding competitiveness and stress, and a reluctance to raise personal issues of health and wellness with their instructors.

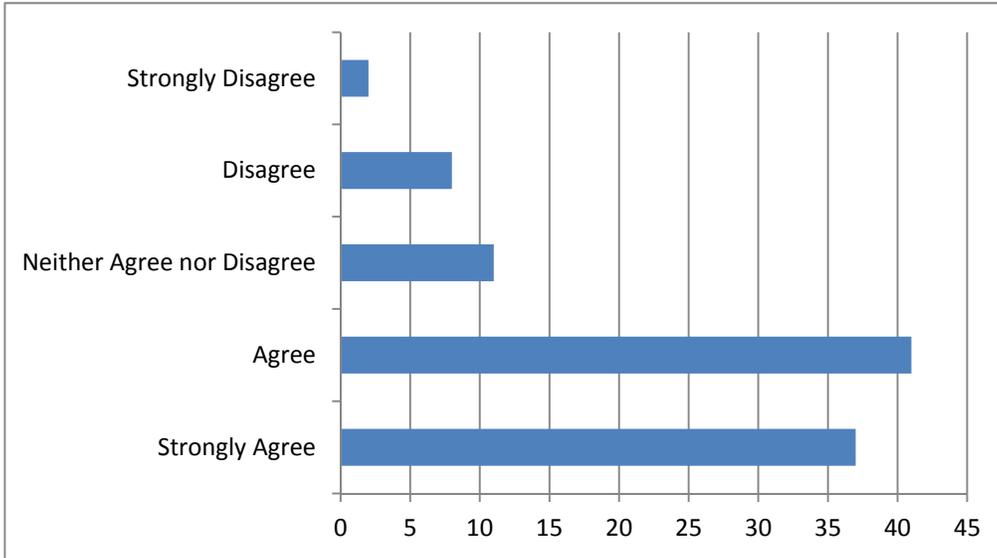
The final three figures (3-5) summarize responses to questions about the community and social atmosphere in the school. Figure 3 suggests that the majority of students find the atmosphere good, very good or excellent, but that students in the three programs experience their time at the school differently, with students in the largest (MLIS) and smallest programs (MACL, N=3) providing the most positive responses.

Generally, students seem to find the school a welcoming place for students from diverse backgrounds, but a number of comments highlighted that the lack of actual diversity means that this is not really put to the test. There are some indications in students comments that international students face difficulties finding a place within the social fabric of the school and that students with minority perspectives on politics, religion, and social issues may not feel comfortable speaking up. Several students noted that the cohort model, based on the common core, creates some isolation and that more could be done to encourage interaction across cohorts.

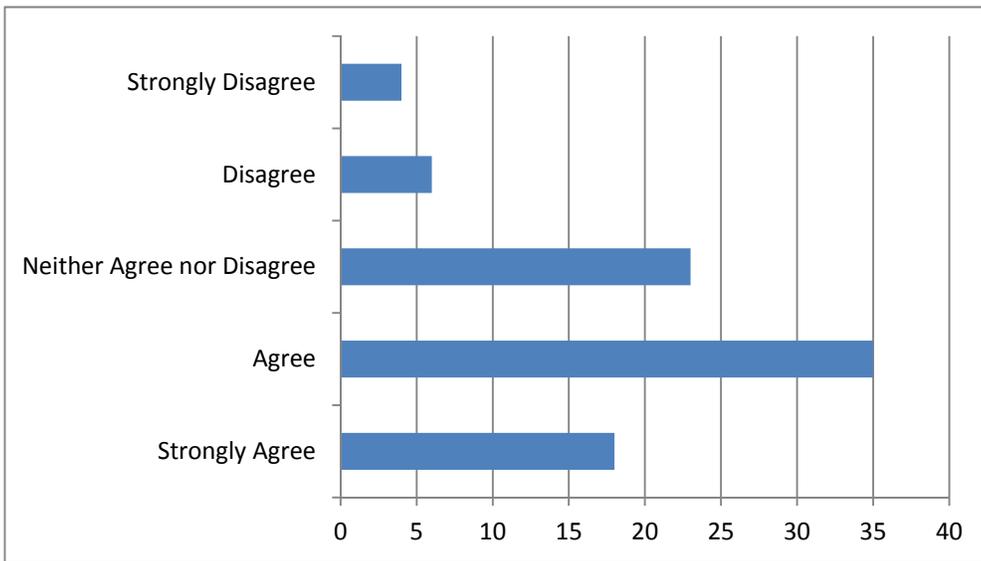
**Figure 3: Responses, by program, to the question: How would you rate the overall community and social atmosphere in the school?**



**Figure 4: Responses, overall, to the statement: The iSchool community is accepting of students from diverse backgrounds**



**Figure 5: Responses, overall, to the statement: The iSchool community supports the mental health and well-being of students**



## (5) Focus Groups on the Student Experience

The planning focus for the 2016-2017 year was the student experience. To gain a deeper perspective on the student experience, we conducted a series of focus groups, which were moderated by Special Projects staff member Tony Edwards between November 2016 and February 2017. Students from all SLAIS programs were invited to attend, with the initial group consisting of students invited on the recommendation of the Student Services Coordinator. The goal of these focus groups was to collect qualitative data from SLAIS students to gain insights into the SLAIS student experience and inform existing practices.

Out of fifteen students initially invited to participate in the focus groups, six took part in the first session. Seven students participated in the second and third sessions. Not all of the initial participants attended the subsequent sessions and additional students attended as a result of the focus groups being promoted to other by the participating students (i.e. snowball sampling). At each of the focus group sessions there were participants from the MAS, MLIS, MACL and PhD programs.

The questions presented to students explored the following topics, and a thematic analysis was conducted on the resulting data:

- curricular and extra-curricular experiences of students at SLAIS
- challenges faced by students during their program at SLAIS
- support received by students from SLAIS faculty and staff
- perceptions on respectful and diverse environments at SLAIS
- stressors experienced by students at SLAIS.

### Focus group findings

Overall, positive perceptions and experiences characterize the responses provided by students in most of the areas surveyed by the focus groups. The most positive perceptions go to the Ph.D. program, the MLIS core, the sense of community at SLAIS, and professional experience opportunities. Conflicting and neutral perceptions characterize students' views on quality of teaching (especially among non-permanent faculty), career prospects and lack of professional experience for MACL, instructions for assignments, learning evaluation (e.g. lack of rubrics, too much weight on individual assignments, delayed feedback), and over emphasis on summative evaluations rather than on formative evaluations. Negative perceptions centred on stressors during studies (e.g. mental health issues, personal problems, bureaucratic procedures, time stressors and overlapping assignments, slow grading/feedback on assignments, etc.), the divide between MLIS and MAS for dual students, irregular support and attitudes to mental health issues among faculty, lack of clear policies and consistent effort to address inclusion and diversity from formal policies to content in the classroom.

The following is a summary of key points, concerns and constructive suggestions extracted from the data:

- For PhD students there is a feeling of freedom of expression
- Students felt that they are able to pursue their own particular interests within their program
- Students valued the content knowledge provided by instructors and the use of case studies
- Students appreciated the 'real world' problem solving experiences
- The thematic nature of the MLIS and MAS core was appreciated as a means of drawing together some of the key elements of the program. The development of a common vocabulary was regarded in a similar manner.
- The SLAIS alumni are regarded as a valuable resource that is currently underutilized, particularly with regards to career prospects.

- Concerns were raised about the lack of consistency experienced by students with regards to their learning experiences in the classroom. There were direct references made to the lack of clarity around the expectations of instructors, associated assessment tasks, and lack of use of rubrics in some classes.
- Students saw the value of all members of the SLAIS community being given the opportunity to develop an awareness and appreciation of Indigenous knowledge and issues as it pertains to the profession and the wider community.
- Accounts were given of the divide between the MAS and MLIS programs and the challenges this presents, especially for students in the Dual program.
- Course pre-requisites or assumed pre-existing knowledge were considered to be worthy of review in terms of intent, nature and application, especially for highly technical courses.
- Logistical and pedagogical aspects of professional experience were a concern for the students – this included the imbalance between the internship and practical experience placement i.e. three months or 120 hours both receive 3 credits.
- There was recognition of the significance of mentoring for and by students. It was positively acknowledged that the archival program had positive approach to mentoring students.
- SLAIS was recognized as being well placed and regarded in the wider professional community. This factor was viewed as having a direct relationship to the students being able to engage with professional experience in the field.
- Promotion of potential career pathways and opportunities early in the program, as a means of providing direction for students within and beyond the program, was an element nominated for enhancement. Students gave accounts of their concerns regarding the need for work experience and professional networks to be utilized upon graduation.
- Overall there was a sentiment that the students felt well supported by the permanent faculty, yet saw the need for all instructors to have training with regards to responding to diversity and supporting student wellbeing.
- The lack of clear policies and consistent efforts to address inclusion and diversity in formal SLAIS policies, students' recruiting practices, and content in SLAIS classes and curriculum was noted.
- UBC/SLAIS facilities are not friendly to sexual diversity (e.g. gender neutral washrooms are needed)
- Students expressed that better communication and collaboration between instructors, with regards to assignment due dates, would reduce some of the stressful experiences of their programs. This consideration was further added by calls for greater clarity from instructors with regards to academic expectations through expressions of intent, purpose and nature of course undertakings.
- Particular elements of the discussions of learning experiences highlighted a need for all SLAIS instructors to develop and enhance 'student-centred pedagogies'.
- Quality of teaching among non-permanent faculty is perceived as uneven, with some excellent experiences and others poor.

## PART 5: 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 2017-2018 academic year and beyond. Overall, the assessment shows evidence of strong student learning outcomes in most areas and across programs.

Results across these data collection activities show some evidence that initiatives undertaken in recent years have had a positive impact, such as the increases in course evaluation metrics, the improvements in students' perceptions of their management competencies, and the overall increases in program quality scores, student satisfaction, and the number of applications to the MLIS and Dual programs. Of course, there is no way to determine if there is a direct causal link between the initiatives and the outcomes, but these are positive trends.

At the same time, the assessment report provides evidence of areas for improvement.

To address the direct measures of student learning outcomes first, results indicate that further attention is needed to bring the management competencies (3.1 and 3.2) up to the desired levels, for both MLIS and MAS students. For the MLIS, additional attention is needed to competency 5.3. For the MAS, competencies 1.3 and 4 should be reinforced. If we consider students self-perceptions, then 4.2 is low for both the MLIS and MAS. Now that this is a focus within the MLIS core, we may need to consider how to reinforce research and evaluation skill at the elective level, and to ensure that MAS students have opportunities to develop these skills as well.

Across all programs, serious attention is needed to address variation in instructional quality, a concern that came across very clearly in student comments. Regarding course content, within the MLIS program, student feedback suggests that there is room for more depth and challenge in the course content, and within the MAS, there is room for more diverse perspectives.

In the student experience sphere, we learned from our students that a greater emphasis on advising, both academic and career-focused would be welcome, and that health and wellness concerns are front and centre for many. We have already started to address these issues by organizing workshops and training sessions for students and faculty, and by working more closely with UBC units that can provide expertise and guidance. While we heard that the iSchool is welcoming, it seems that more could be done to ensure that students across all programs and backgrounds share this perception. Continuing to bring Indigenous and minority perspectives into our courses, and developing tools and methods to enable truly open dialogues and discussions within the school, based on mutual respect and open minds, are important steps.

---

## Appendix 1: iSchool Goals and Objective, Revised Fall 2016

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

- Consolidate and communicate the Vision, Mission and Goals of the iSchool within UBC and externally;
  - Develop and implement a comprehensive recruiting plan to encourage and support high-quality applicants from under-represented communities, including Indigenous students
  - Build up a culture of openness, inclusiveness and respect through policy and curriculum development
  - Continue to hire outstanding faculty members in areas that strengthen multiple programs
  - Increase mentorship and professional development opportunities for faculty and staff
  - Continue to build alliances within the Faculty of Arts and the University that increase the campus-wide visibility of the iSchool.
- 

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

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

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

- Nurture a culture of inquiry within the school, both informally and formally, through ongoing commitment to research-focused activities for Phd students and faculty
-

#### Annual Assessment Report - 2017

- Sustain and enhance societally relevant research agendas leading to scholarly publication and public dissemination
  - Increase the opportunities for Master's students to carry out independent research projects, by investigating funding and curricular options
  - Increase the level of support for faculty to establish partnerships and seek external research funding
  - Enhance the rigour and scholarly depth of the PhD program through recruiting initiatives and ongoing commitments to teaching and supervision
- 

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

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

## Appendix 2: Statement on Graduate Competencies

These graduate competencies serve as clear and measurable learning outcomes for the professional programs within the iSchool: the MLIS, MAS and Dual MAS/MLIS Degree Programs. Revisions were approved by the 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.

## Appendix 3: Graduate Competencies: Detailed MAS Version

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 4. Graduates are able to conduct original research and assessment. Specifically, graduates have the ability to:**
- 4.1 synthesize and apply existing scholarship from their field of knowledge and from related fields to identify and analyze significant theoretical and practical questions;
  - 4.2 design and execute programs of inquiry and assessment informed by relevant theory and method.
- 5. Graduates are able to represent their chosen profession. Specifically, graduates have the ability to:**
- 5.1 conduct themselves in a manner consistent with the philosophy, principles and ethics of the profession, while maintaining a critical perspective on the role of the professional in society; specifically:
    - apply legislative and policy frameworks governing records and archives systems.
  - 5.2 advocate on behalf of the profession and the diverse constituencies that the profession serves; specifically:
    - promote awareness and knowledge of archives in society
  - 5.3 contribute to the advancement of the field through participation in professional development, teaching, research or community service.