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Report to ALA Committee on Accreditation
Conditional Status Progress report
School of Library, Archival and Information Studies (SLAIS),
The iSchool at the University of British Columbia

March 1, 2015

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1 INTRODUCTION

In January 2014, the School of Library, Archival and Information Studies, The iSchool@UBC (iSchool) received notice that the Committee on Accreditation (COA) had determined a Conditional Accreditation Status for the Master of Library Studies (MLIS) degree. Since that time we have been taking steps to address COA's concerns by implementing a learning outcomes assessment program, documenting the student-centred assessment and planning activities within the school, and reporting on these activities to COA. This status report follows upon our *Plan for the Removal of the Conditional Accreditation Status*, submitted to COA on October 1, 2014, and a face to face meeting with COA in which Director Caroline Haythornthwaite and Associate Director Luanne Freund presented this plan and responded to questions. We received notification that the COA accepted the plan in a letter dated November 21, 2014. In that letter the COA made the following requests:

In the annual Conditional Status Progress report, due March 1, 2015, and in the documentation for the comprehensive review:

- Provide an update on the development of the assessment framework and its integration into the planning process (Standard I.2);
- Provide an update on collection of assessment data and use of the data in the program's planning and decision making processes (Standard II.7).

The report responds to these requests in three sections that follow this introduction:

Section 2: Implementation of the October 2014 Plan. Update on the implementation of our Assessment Framework, including completion status of milestones set out in the October 2014 Plan and presentation of the **iSchool Guidance Document for Planning and Assessment** showing the role of learning outcomes assessment in that framework;

Section 3: Assessment Data Collection and Use. Update on the collection and use of assessment data within the iSchool including a description of the activities of the Assessment Committee;

Section 4: Data-Driven Planning and Decision Making. Presentation of cases that illustrate the role of data-driven planning and decision making in the school resulting from direct and indirect assessment data.

2 IMPLEMENTATION OF THE OCTOBER 2014 PLAN

Activities undertaken to address Standard 1.2

Table 1 (Appendix 1) shows the status of activities undertaken to address Standard 1.2. To follow is a brief review of activities carried out since October 2014.

iSchool Graduate Competencies: defined, approved by faculty, published on iSchool website

The iSchool Graduate Competencies were published on the iSchool website in November 2014 (Task 1.5.2), together with additional information on iSchool learning outcomes assessment. Information on assessment, including links to the Graduate Competencies, is now readily available on the following pages:

- <http://slais.ubc.ca/programs/about-department/program-assessment/>
- <http://slais.ubc.ca/programs/degrees/mlis/>

The following statement now appears on the MLIS program description page:

The educational commitments of the MLIS program are set out in the [Statement on Graduate Competencies](#). The Graduate Competencies provide a framework for the ongoing assessment of the MLIS program through direct and indirect measures of student achievement. The results of the assessment are published annually on the [Program Assessment](#) page of the website.

iSchool and MLIS Mission: revised and published

As a result of the assessment process, and in consultation with faculty, we have undertaken a revision of the school's mission, goals and objectives (Task 1.6). In a series of meetings and online consultations with faculty members and other stakeholders, we formulated and adopted a new mission statement for the iSchool as a whole which more accurately reflects the broad range of goals and activities of faculty and students across all programs. Further, in response to student and community feedback (see below, Section 4, Case 1: The iSchool Graduate Competencies), we created separate mission statements for the professional programs within the school. These provide focus, create identity and serve the purposes of planning and assessment at the program level. The following mission statements, for the iSchool as a whole and for the MLIS program, were approved by vote of the faculty on February 27, 2015. They will be published on the iSchool Website early in March 2015.

Mission of SLAIS, the iSchool at UBC:

Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

Mission of the MLIS Program:

The MLIS program prepares professionals to exercise creativity, integrity and leadership in designing, implementing and promoting programs and systems for the creation, organization, management, preservation and effective use of information and collections.

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The revision of goals and objectives at the school and program level is being addressed as part of the broader planning processes within the school. Consultations with faculty, students and the professional community will be carried out in March-April, 2015 and revised goals and objectives put in place by September 2015.

Activities undertaken to address Standard II.7

Table 2 (Appendix 1) shows the status of activities undertaken in response to Standard II.7. To follow is a brief review of activities carried out since October 2014.

Course syllabus template: revised

A revised course syllabus template was created to make explicit the relationship between course level objectives and the Graduate Competencies, with links to the Competencies page on the website. The revision was created with the expectation that it will provide students with a better understanding of how each course contributes to their learning outcomes. These syllabi were implemented for all courses in January 2015 (Task 2.1.4).

Curriculum Committee review of MLIS courses for alignment with Graduate Competencies

To address continuing assessment of course alignments with graduate competencies, the iSchool Curriculum Committee has been charged with reviewing all MLIS course descriptions and providing feedback to instructors for those courses in which there is poor alignment between the Graduate Competencies, course objectives and course assignments.

Evaluation of MLIS core courses was completed in 2014. The revised courses and course descriptions received approval from the University Curriculum Review Committee in February 2015. These four revised core courses are now strongly and clearly aligned with the iSchool Graduate Competencies, and will be offered for the incoming cohort in September 2015 (Task 2.1.2).

The evaluation of all remaining current courses will take place in March-April of 2015. Instructors will be asked to revise course descriptions prior to September 2015. As necessary, revisions will be put forward to the University Curriculum Review Committee for approval.

Rubric assessment instruments: implemented for direct measure assignments

In January 2015, a workshop was held with faculty members to facilitate understanding and use of rubric assessment instruments for courses. These rubrics are now in place and in use for all courses and assignments that serve as sources of direct measures of learning outcomes in the iSchool Learning Outcomes Assessment (LOA) program (Task 2.3.7). Further implementation of rubrics for assignment assessment will be ongoing.

Data collection procedures for outcomes assessment: steps defined for ongoing process

The iSchool Assessment Committee (described below) has established a set of procedures for data collection and review, which are laid out in the document: *Guidelines on Data Collection* (Task 2.5.1).

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The Guidelines include a section on how the results of the data collection and assessment process will be disseminated within the school and externally (Task 2.5.2), as follows:

- A full summary of all measures will be compiled and distributed to faculty members prior to the annual retreat;
- A select summary of measures, based on the approved template, will be posted on the iSchool Website on the Assessment Page;
- A brief textual report and link to the online summary of measures will be included in the iSchool newsletter each fall;
- Annual focus groups with program stakeholders and presentations at professional conferences (e.g. the British Columbia Library Association – BCLA) will be utilized to disseminate results further and engage the community in discussion.

The Assessment Committee held initial discussions on the set of measures that will be publically reported in June of each year on the iSchool website (<http://slais.ubc.ca/programs/about-department/program-assessment/>) and a final decision on measures is scheduled to take place at the March 2015 Committee meeting (Task 2.4.3).

Faculty evaluation of data collected for outcomes assessment: first round discussed

As discussed further in Section 3: Data-Driven Planning and Decision Making, the very important stage of taking data collected for our newly implement LOA processes, comparing this to benchmarks and discussing the implications with faculty was accomplished in Assessment Committee and Faculty Meetings in January and February 2014. These first rounds of data collection, analysis, reporting to, and discussion with faculty addressed primarily data collected in the fall 2014 term. An Interim Report on Assessment Data is included in Appendix 3; this is interim in the sense that this has yet to include data from Spring 2015. A more comprehensive analysis and review will take place in July-August 2015 when the results of the first full year of the LOA Program are available (Task 2.5.3). Outcomes of the faculty evaluation of these data is given below in Section 3.

Activities undertaken to address Standard IV.6

Table 3 (Appendix 1) shows the status of activities undertaken in response to Standard IV.6. To follow is a brief review of activities carried out since October 2014.

Capstone Experience: consultations underway

The faculty discussed the Capstone Experience Program Requirement (Task 3.1.2) and determined that, as a new requirement for the MLIS degree, further information was needed as well as consultations with students and the professional community. These consultations are underway in the form of an online survey seeking input on a range of Capstone Experience options. Focus groups with students and professionals will take place in March and May 2015. Due to the need for this consultation, and internal deadlines for evaluation of required course additions to the program, the definition of the required Capstone Experience will be completed and submitted to the University Curriculum Review Committee in October 2015.

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In the meantime, the Graduating Project course, one of the components of the planned Capstone Experience, is being offered successfully this term as an elective and is already producing useful data on student competencies.

The iSchool Assessment Committee: established and has met

The iSchool Assessment Committee was established and met for the first time in January 2015, with monthly meetings planned. Membership consists of the iSchool Director, two faculty members, the iSchool Student Services Coordinator, the Faculty of Arts Co-operative education coordinator, a professional librarian who is an alumnus of the MLIS program, and a student representative. Work is underway by this committee to implement the learning outcomes assessment (LOA) program and establish policies and procedures for the dissemination and application of results within the iSchool planning framework and in the work of school committees (Tasks 3.3.1, 3.3.2). The Assessment Committee has produced a set of *Guidelines on Data Collection* which sets out these procedures. Over the next few months, all iSchool Committees will be tasked with revising their Terms of Reference and procedures to explicitly incorporate the role of LOA in their work. In February 2014, the Assessment Committee reported to the faculty on the first round of data collection for the fall 2014 term (Appendix 3) and will prepare and disseminate a full annual report for August-September 2015 (Task 3.2.3).

Guidance Document for Planning and Assessment: draft prepared

To articulate more clearly the role that the LOA program plays in the ongoing planning and review process within the iSchool, the Director and Associate Director have prepared a draft *Guidance Document for Planning and Assessment* (Task 3.3.3) (Appendix 2). The Guidance Document defines the scope of program planning in relation to the mission and goals, identifies the key components of the planning framework, establishes planning timelines according to a five year cycle (with each year focusing on a different aspect of the program), and sets out responsibilities.

The Guidance Document describes and documents at the procedural level the role of assessment in program planning:

Assessment plays an essential role in planning activities within the school. At the program level, learning outcomes assessment exists to ensure that programs satisfy their educational goals by providing feedback on the extent to which students acquire the iSchool Graduate Competencies. Assessment contributes to program planning by providing concrete, measurable indicators of student achievement through an ongoing process of engaging the whole iSchool community in defining measures, setting targets and assessing outcomes.

The iSchool Assessment Committee provides leadership in carrying out the assessment plan, reporting on a monthly basis to the faculty, producing an annual public report, and participating in the annual Faculty Retreat during which assessment data is used to set priorities for the coming year.

The Guidance Document for Planning and Assessment is currently under review by the faculty. A final version will be completed by September 2015.

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Summary

The iSchool is making progress on all fronts identified in our October 2014 *Plan to Remove Conditional Accreditation Status*, which was accepted by the COA in November 2014. A small number of tasks have required more time than originally anticipated as a result of university procedures, the need to consult with constituents, and a recognition that the plan must move forward with the support and input of all involved. The great majority of tasks are complete, and we fully anticipate completion of all tasks by September 2015.

3 ASSESSMENT DATA COLLECTION AND USE

A wide range of data has been collected and used in evaluation and planning activities for the MLIS program over the past decade and more. This includes applications and admissions data, student rates of completion and course enrollment data, student evaluations of courses and instructors, peer teaching evaluations, surveys of current students' perceptions of their programs and their learning outcomes, alumni surveys, reports from employers and supervisors of our students and graduates, and both formal and informal feedback from information professionals in the community. The school has participated in a number of large scale benchmarking surveys of students and alumni in Canada and North America¹ and on a number of occasions has carried out intensive internal evaluation processes, notably for the Task Force on Joint Initiatives in 2009 and for Curriculum Reviews in 2005-2006 and again in 2012.

In addition to these ongoing evaluation activities, the iSchool implemented a formal learning outcomes assessment program in 2014, which has been underway for approximately 6 months. It is administered by the newly established iSchool Assessment Committee, described above. The LOA program is designed to assess the extent to which students acquire the knowledge and skills set out in the iSchool Graduate Competencies by tracking a range of specific measures for which we have established performance targets. The LOA program runs on an annual cycle, with the normal reporting period set for June/July; however, data is collected throughout the year. The measures, instruments and procedures for data collection are defined in the *Guidelines on Data Collection*, a document prepared by the Assessment Committee early in 2015.

In the 6 months since the LOA program began, the following data relating to direct and indirect have been collected:

- Course mapping data on the alignment between MLIS courses and Graduate Competencies
- Course-based measures from 2014-2015 Winter Term I courses
- Reports from supervisors of Practica and Professional Experience students
- Alumni Survey responses (90 MLIS and Dual graduates)

Drawing upon this data, an Interim Report on Assessment Data, covering the period of July 2014 to February 2015 (see Appendix 3) was created that documents the evidence of LOA and results available to date. This report was presented and discussed within the Assessment Committee and at the

¹ The WILIS initiative and the Learning from our Students Survey.

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February 2015 Faculty Meeting. The results and implications with respect to student learning outcomes were discussed. The following decisions were reached and passed on for action to the Assessment and Curriculum Committees:

- The targets established for some of the direct measures in the LOA program should be reconsidered by the Assessment Committee and set at more aspirational levels;
- Given the low alumni self-assessment rating on Competency 1.2 - appraise, organize and manage information for effective preservation, discovery, access and use – the Curriculum Committee should undertake a review of the course offerings in this area. Course mapping data and enrollment data should be used to better understand this outcome, and to identify strategies to improve future outcomes.
- The Assessment Committee should investigate the seemingly low rates of membership in professional associations among our alumni (67%) to determine how this compares with rates among information professionals in general and to propose steps to strengthen this aspect of professionalism among our graduates.

NOTE: As can be seen from the Interim Report in Appendix 3, there are a number of *direct* measures of learning outcomes in our framework for which we will have data *only in April 2015*. These include measures from the Graduating Project course currently being offered, other course-based measures (see Appendix 3), and the Student Survey. Therefore, a much richer set of data will be available in May 2015. This will also include additional indirect measures, such as data from course evaluations and from focus groups with community stakeholders. This will enable a more comprehensive outcome-based review and planning session leading up to the 2015-2016 academic year.

4 DATA-DRIVEN PLANNING AND DECISION MAKING

This section presents four cases from the many possible examples of recent and ongoing initiatives within the iSchool. These cases illustrate the role that evaluation and assessment data play in MLIS program planning and decision making. In each case, data collected from a range of sources provided impetus and input for planning and decision making, and the LOA program will provide data to guide future developments.

Case 1: The iSchool Graduate Competencies

The current statement on iSchool Graduate Competencies was approved by the faculty in 2014. It includes 13 competencies in 5 areas and serves as a formal statement of student learning outcomes for the two professional programs within the school, the MLIS and the Master of Archival Studies (MAS). The development of the Graduate Competencies and its ongoing review and revision serves as an example of data-driven and consultative planning within the school.

Until 2013, student learning outcomes from the MLIS program were expressed in the form of a statement of 9 Expectations of Graduates. In the process of Curriculum Review in 2011-2012, an important mechanism for program planning, these were reviewed by faculty with the assistance of a curriculum consultant from the Centre for Teaching and Learning at UBC. The need to reframe these in the form of professional competencies became clear. This was followed up by a workshop of all faculty

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members to discuss trends and opportunities within the MLIS field and the need to formulate a set of graduate competencies in accordance with these trends. This workshop was informed by: the *Learning from our Students* surveys (2009,2010), a *Survey of Experiential Learning Supervisors* (2012), a focus group of community stakeholders held at the British Columbia Library Association meeting in 2012 and a review by faculty of materials on learning outcomes assessment. The result of this workshop and subsequent discussions at faculty meetings was a draft Graduate Competencies Framework consisting of 19 competencies in 6 categories, which was included in the iSchool Program Presentation for Accreditation (2013). This comprehensive list of competencies was further revised following review by an assessment expert, who served as a consultant in the development of the iSchool Learning Outcomes Assessment Program. Following this revision the current version of the Graduate Competencies was approved and published on the iSchool website.

The process of review and revision has continued since that time. In the summer of 2014 we carried out a community survey on the Graduate Competencies via a web questionnaire, which provided general validation of the 13 competencies and strong support from within the community of librarians and information professionals. While the archival community supported the competencies in general, we also received a number of responses both to the survey and through more formal channels from the archival community indicating that the competencies did not reflect some of the core skills of professional archivists. We responded by reviewing the Graduate Competencies in light of a set of competencies newly published by the Association of Canadian Archivists. As a result we added a number of more specific competencies to create an MAS version of the iSchool Graduate Competencies.

As the 2014-2015 year is designated in our planning framework as focusing on the Mission, Goals and Objectives of the school, the faculty will again formally review the Statement on Graduate Competencies in the summer of 2015, in light of the outcomes of the LOA program. Moving forward, the Graduate Competencies will be reviewed and revised on a regular basis to reflect the needs of the professional community drawing upon input gathered through the LOA and planning processes within the school.

Case 2: Core Course Redesign

The MLIS program structure has, for many years, included four core courses taken in student's first term, and two additional required courses taken prior to graduation. These courses play an important role in the program by providing students with a common set of foundational skills and a shared knowledge base. Elective courses and experiential learning opportunities build upon the competencies acquired in the core.

In 2014, input and evaluation of information from a number of sources of data contributed to the faculty decision to revise the core and required course components of the MLIS program. These include:

- Feedback from employers and faculty indicating that students should acquire research skills early in their programs to carry out course projects, RA duties and work placements;
- Enrollment data showing that most students were taking the required Research Methods course in their final term;

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- Course evaluations and Student Survey responses indicating student dissatisfaction with two of the core courses due to the increasingly diverse skills and goals of students entering the program.

A special planning session of all MLIS faculty was held to discuss these issues, to reconsider the role of the Core, and to agree upon the competencies that should be covered in a revised core. Based on the decisions from this meeting, a working group met throughout the summer of 2014 to redesign the Core courses. The redesign was further informed by the results of the Course Mapping exercise conducted by the Working Group on Accreditation and carried out in alignment with the recently approved iSchool Graduate Competencies.

The result is a set of core and required courses that are better aligned with the needs of the students and with the MLIS learning outcomes. The new courses will be in place for September 2015 and, going forward, the Core will serve as a keystone component of the LOA program, both as a source of direct measures and as an aspect of the program that will be strengthened and regularly updated as a result of ongoing assessment.

Case 3: Graduating Project

The Graduating Project course (LIBR569R), which is currently being offered for the first time, is the result of a 2 year planning effort that drew upon multiple sources of data. The course is designed to be taken by students in their final or penultimate term and takes the form of a capstone project course with a community service learning orientation. Students gain project management and problem solving skills, carry out self-assessment exercises, engage in career planning, and work closely with community partners. Initial planning for the course was prompted by the need for an opportunity to assess learning outcomes at an advanced level. A Working Group within the Curriculum Committee carried out an environmental scan based on a literature review and examination of other programs with such courses in place. They collected data from a range of sources to inform the course design, including: The iSchool internal *Task Force on Joint Initiatives Report* (2009), the *Learning from our Students* surveys (2009,2010), a *Survey of Experiential Learning Supervisors* (2012), the reports from iSchool alumni collected through the WILIS project, and informal focus groups with current students, carried out in the Research Methods course.

Based on these sources, it was determined that almost all students valued and wanted more opportunities for experiential project-based learning, that community-based learning would afford such an opportunity, that stronger project management and problem-solving skills were needed, that students would benefit from a chance to develop their professional presentation and communication skills, and that while students supported the concept of a capstone course, they were not very familiar with it. Based on the latter, the course instructor held information and orientation sessions prior to the first offering to encourage students to participate.

In addition to drawing upon these many sources in the design of the course, the Graduating Project course has been developed in alignment with the Graduate Competencies, and like the Core, will serve

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as a key component of the iSchool LOA program. All course assignments are designed in such a way that they can serve as direct measures of the Graduate Competencies. This is strengthened through the involvement of community partners in the assessment of the final project. Going forward, the Graduating Project course will benefit from the LOA program, which will provide consistent and regular feedback on the level of student achievement on program learning outcomes. The Graduating Project course, which is focused more on competencies than on specific content, functions as a flexible learning environment that will be reshaped over time in response to the results of the LOA program to serve evolving student needs.

Case 4: Archival Science and Records Management

One of the unique features of the iSchool is that archival studies and library and information studies constitute two distinct degree programs. Given that each of these degree programs (MLIS and MAS) have a separate required Core, a situation emerged over time in which students in the MLIS program had almost no access to archival or records management courses, even though many of these courses were offered within the iSchool. A number of sources of data pointed to the problematic nature of this situation. The *Task Force on Joint Initiatives* report (2009) suggested that many MLIS students had come to the iSchool specifically due to its strength in archival studies, and were frustrated that they had no opportunity to develop these skills in their program. The *Learning from our Students Survey* data showed that more than 75% of students supported greater integration across programs. In illustration of this point, admissions data showed a strong growth trend in the Dual degree program, in which students take 3 years and complete both the MLIS and MAS programs. In addition, some data from Experiential Learning Supervisors suggested that skills in organizing and describing materials were relatively weak, a competency that can be strengthened through archival studies.

Based on these concerns, and in recognition of the iSchool goal to support interdisciplinarity (Goal 4), the Curriculum Committee established the objective of opening up more opportunities for MLIS students to develop these skills. Over a period of several years, numerous courses were identified as candidates for cross-listing across the two programs and negotiations with the MAS program were carried out to reduce the pre-requisites where possible. At present, an MLIS foundations course exist in Records Management that prepares students to take more advanced courses in Records Management on a par to students coming through the MAS core. And, a standalone MLIS course in the foundations of Archival Studies was introduced to give basic understanding of archival practice for MLIS students. The outcome of this effort is that the number of courses in archival studies and records management that are fully available to MLIS students has increased from a single course in 2011 to 6 courses in 2014, covering issues such as digital records, legal and ethical considerations, risk management and governance.

Moving forward, we will be able to track the extent to which MLIS student outcomes in related areas improve through the LOA program. This is particularly relevant to Competency 1.2, which we have already noted as an area for concern, based on Alumni self-assessment measures (see section 2.1).

5 SUMMARY

This status report provides evidence that the iSchool continues to make steady progress on our *Plan for the Removal of the Conditional Accreditation Status* and shows that most of the milestones outlined in the plan have been reached. The report also shows evidence that the assessment framework put forward in the plan is already operational, serving as a source of data on student learning outcomes, and functioning as a key component within our program planning framework (Section 3; Appendix 3; and cases in Section 4). The integration of learning outcomes assessment and program planning, as described in the appended Guidance Document for Planning and Assessment, provides a mechanism for ongoing evidence-based improvements to the MLIS program, grounded in the needs of the students and the professional community.

The case examples in the final section of this report are illustrative of our long standing commitment to evidence-based program planning and to the needs of students and the broader community, and the ways in which that commitment is now strengthened through the implementation of the LOA program, the integration and use of more direct measures of student outcomes, and the integrated planning and assessment framework. Given that we have not yet completed a full annual cycle of the LOA program, it is clear that there will be more substantial benefits in the years to come; however, there is no question that LOA is already functioning and making contributions to decision making and planning for the MLIS program and within the iSchool more generally.

APPENDIX 1: UPDATED TASK SCHEDULES

Table 1: Schedule of Tasks in Response to Standard I.2

Task Subtask		Responsibility	Timeline	Status
#	Description			
1.1	Consult with faculty and obtain approval for a revised set of MLIS-GC	Director	March-April 2014	Completed April 4, 2014
1.2	Review and analyze the draft graduate competencies (April 2014 version)	Consultant	May 2014	Completed May 20, 2014
1.2.1	Map draft graduate competencies to ALA Standard I.2	Consultant	May 2014	Completed May 20, 2014
1.2.2	Map draft graduate competencies to iSchool assessment instruments	Consultant	May 2014	Completed May 20, 2014
1.2.3	Map draft graduate competencies to Graduating Project Course objectives	Consultant	May 2014	Completed May 20, 2014
1.3	Revise the draft graduate competencies (April 2014 version)	Consultant/ WG-A	May-July 2014	Completed August 1, 2014
1.3.1	Propose revisions to the competencies to provide better alignment with Standard I.2	Consultant	May 2014	Completed May 20, 2014
1.3.2	Review / revise the draft graduate competencies, resulting in revised Graduate Competencies (MLIS-GC)	WG-A	May-June 2014	Completed June 10, 2014
1.3.3	Review / revise mappings from Task 1.2 using revised MLIS-GC.	WG-A	July 2014	Completed August 1, 2014
1.4	Assess the relationship between the MLIS-GC and the MLIS course offerings	WG-A/Faculty	June-September 2014	Completed August 5, 2014
1.4.1	Map core and elective course objectives and assignment to MLIS-GC	Faculty	June-July 2014	Completed July 31, 2014
1.4.2	Conduct online survey of community stakeholders to obtain feedback on the MLIS-GC	WG-A	July 2014	Completed July 22, 2014
1.4.3	Conduct a pilot study using the MLIS-GC as a course design framework for the revision of the MLIS core and required courses	Core Curriculum Revision Committee / WG-A	June-September 2014	Completed August 5, 2014
1.5	Approve and publish the Statement on Graduate Competencies	Director/ faculty/ WG-A	August - September 2014	Completed November 25, 2014
1.5.1	Approve the final statement of graduate competencies	Director and Faculty	August 2014	Completed August 5, 2014
1.5.2	Publish the statement on the iSchool website and in promotional materials	WG-A	September 2014	Completed November 25, 2014

1.6	Revisions and alignment of Mission, Goals and Objectives	Director/ faculty/ Assessment Committee	August- September 2015	Completed February 2015
1.6.1	Review/revision of the iSchool Mission, Goals and the MLIS-GC to improve alignment and in light of input from constituents and assessment process.	Director and faculty	August-September 2015	Completed February 2015
1.6.2	Publish the revised Mission, Goals and Objectives (MLIS-GC) on the iSchool website.	Assessment Committee	September 2015	Completed February 2015

Table 2: Schedule of Tasks in Response to Standard II.7

Task Subtask		Responsibility	Timeline	Status
#	Description			
2.1	Revise all course syllabi to clarify course level learning outcomes and link to the program level outcomes.	Faculty/WG-A	June 2014- January 2015	Completed January 2015
2.1.1	Carry out course mapping exercise and analysis of courses currently taught	Faculty	June 2014	Completed June 30, 2014
2.1.2	Revise new core course syllabi and submit to School and University-wide curriculum review process	Core Curriculum Revision Committee	May-October 2014	Completed and approved in February 2015
2.1.3	Create and implement revised course syllabus template	WG-A, Curriculum Committee	July-December, 2014	Completed December, 2014
2.1.4	Implement new course syllabi for all MLIS courses	Faculty	January 2015	Completed January 2015
2.2	Identify sources of measures for graduate competencies	WG-A	June-July 2014	Completed July 2014
2.2.1	Conduct course mapping exercise to identify core and elective courses that are closely aligned with competencies (see task 1.4.1)	WG-A	June 2014	Completed June 30, 2014
2.2.2	Identify current and potential survey instruments and feedback forms that can serve as program level assessment instruments	WG-A	June 2014	Completed June 20, 2014
2.2.3	Map current and potential instruments to graduate competencies	WG-A	June-July 2014	Completed July 2014
2.3	Review /revise and implement current assessment instruments vis-à-vis graduate competencies	WG-A	July- October 2014	Completed February 2015

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2.3.1	Review / revise reporting form for experiential learning activities: practica, Professional Experience and Co-op	WG-A/Co-Op Office	August-Sept 2014	Completed Sept. 20, 2014
2.3.2	Review / revise rubric for Graduating Project course	WG-A and Capstone Instructor	August-Sept 2014	Completed Sept. 20, 2014
2.3.3	Review / revise evaluation forms for theses and independent learning courses	WG-A	August-Sept 2014	Completed Sept. 20, 2014
2.3.4	Review / revise alumni survey	WG-A	July 2014	Completed July 31, 2014
2.3.5	Review / revise mechanisms for collecting feedback from supervisors of student research assistants and graduate academic assistants	WG-A	August 2014	Complete, August 31, 2014
2.3.6	Implement revised rubrics, reporting forms, surveys, etc.	WG-A	September 2014	Completed Sept. 26, 2014
2.3.7	Review / revise evaluation frameworks for assignments used as direct measures in core and elective courses	WG-A and course instructors	September 2015	Completed February 20, 2015
2.4	Identify a set of direct and indirect measures to be used for program level assessment	WG-A	July - October 2014	Completed
2.4.1	Identify the direct and indirect measures to be used to assess each competency	WG-A	July -Sept. 2014	Completed Sept 26, 2014
2.4.2	Establish benchmarks and/or target for each competency	WG-A	August-September 2014	Completed Sept 26, 2014
2.4.3	Identify a subset of assessment measures that will be publicly reported and create a template for reporting these on the School website	WG-A	October 2014	Completed February, 2015
2.5	Collection and review of assessment data	WG-A	January-September 2015	In progress
2.5.1	Define data collection and review procedures	WG-A	January-April 2015	Completed February, 2015
2.5.2	Integrate review of assessment results with curriculum review procedures	WG-A and Curriculum Committee	May-June 2015	Completed February, 2015
2.5.3	Conduct data collection and analysis and report to faculty	WG-A/Assessment Committee	July-September 2015	In progress; Interim Assessment complete February 2015

Table 3. Schedule of Tasks in Response to Standard IV.6

Task Subtask		Responsibility	Timeline	Status
#	Description			
3.1	Review / revise information collected via assessment instruments to ensure applicability to all students at the specific competency level	WG-A	June-October 2014	In progress
3.1.1	Review assessment measures to establish coverage and confirm that all students will be assessed on each competency via at least one assessment instrument	WG-A	June-September 2014	Completed Sept. 15, 2014
3.1.2	Establish a program level requirement for all student to complete one of the Capstone Experience options	WG-A	August-October 2014	In progress
3.1.3	Develop a common assessment framework for the Capstone Experience Options to link them with the Graduate Competencies	WG-A, Course Instructors	August - October 2014	In progress
3.2	Produce an annual report on student achievements	WG-A , Assessment Committee	September 2014-September 2015	In progress
3.2.1	Select a set of measures derived from assessment instruments to be compiled and updated annually	SWG-A	September 2014	Completed Sept. 26, 2014
3.2.2	Allocate responsibility for the task of preparing an annual report on student achievements to Assessment Committee	Director	September 2014	Completed Sept 26, 2014
3.2.3	Publish an annual report on student achievement on the iSchool website	Assessment Committee	September 2015	Planned
3.3	Integrate review of assessment results with academic and administrative policy review procedures	WG-A	January-July 2015	Completed
3.3.1	Define review procedures (see task 2.5.1)	WG-A	January-April 2015	Completed February 2015
3.3.2	Integrate review of assessment results with policy review procedures	WG-A, Assessment Committee	June-July 2015	Completed February 2015
3.3.3	Produce Guidance Document for Five Year Strategic Planning Cycle	WG-A, Assessment Committee	June-July 2015	Completed February 2015

APPENDIX 2: ISCHOOL GUIDELINES FOR PLANNING AND ASSESSMENT

Guidance Document for Planning and Assessment

Draft Version 1.1 – Spring 2015

1. Introduction

The American Library Association's (ALA) Standards for Accreditation of Master's Programs in Library and Information Studies (2008) emphasize the need for "broad-based, continuous program planning, assessment, development and improvement. Systematic planning entails:

An ongoing, active, broad-based approach to

- a) continuous review and revision of a program's vision, mission, goals, objectives and learning outcomes;
- b) assessment of attainment of goals, objectives, and learning outcomes;
- c) realignment and redesign of core activities in response to the results of assessment, and;
- d) communication of planning policies, programs, and processes, assessment activities, and results of assessment to program constituents.

(ALA, Standards for Accreditation (2008), p. 4.)

The ALA Standards further emphasize that:

Effective broad-based, systematic planning requires engagement of the program's constituents and thorough and open documentation of those activities that constitute planning. Many programs achieve their planning processes through development of formal planning documents that incorporate explicit targets or deadlines for achievement of planning processes.

(ALA, Standards for Accreditation (2008), p. 4.)

The purpose of this document is to outline the general framework for the UBC iSchool program planning process: its scope, the activities and actors involved, the instruments required to carry it out, the timelines for reviews, and its relationship with program assessment.

2. Scope

The Program Planning Framework: MLIS addresses the iSchool Mission and Goals, with a focus on the MLIS program. The mission statement for the iSchool is:

Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

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The mission statement for the MLIS program is as follows:

The MLIS program prepares professionals to exercise creativity, integrity and leadership in designing, implementing and promoting programs and systems for the creation, organization, management, preservation and effective use of information and collections.

Planning activities align with and address the iSchool Goals (<http://slais.ubc.ca/programs/about-department/missions-goals-and-objectives/>). The planning addresses the definition of objectives, measurement and monitoring, evaluation, and actions in response to evaluations, and re-evaluation and re-definition of objectives as necessary. The iSchool goals and associated planning activities are:

Goal 1: To attract highly qualified and motivated applicants from a wide variety of backgrounds locally, nationally, and internationally

- **Planning Activities: Recruitment and Admissions:** includes the establishment of qualitative and quantitative admissions targets; planning for marketing and recruitment campaigns, methods and venues; and planning associated with the procedures and tools used to handle the admissions process;

Goal 2: To educate students in the scholarly and professional dimensions of their field and to produce graduates able to advance professional practice and contribute significantly to the growth of the theoretical and methodological body of knowledge of the professions

- **Planning Activities: Educational Outcomes:** includes planning associated with the establishment and ongoing review of the Graduate Competencies; facilities planning; planning for the development, delivery and assessment of the curriculum for the school's programs and specializations, experiential learning options, directed studies, thesis and capstone option, as well as the total student learning experience.

Goal 3: To contribute through research and publication to the development of the information field and its disciplines

- **Planning Activities: Research Contributions:** includes planning associated with Master's level research options, faculty research, research events and facilities within the school; partnerships with other research organizations and institutions; and the relationships between the iSchool and research in the LAIS fields more generally.

Goal 4: To foster interdisciplinary links with auxiliary and allied disciplines and fields

- **Planning Activities: Interdisciplinary Collaboration:** includes planning with respect to intra- and inter-departmental collaborations within the university and outside; Master's student participation in interdisciplinary courses and programs; and development and engagement in interdisciplinary programs, research projects and grants.

Goal 5: To cultivate a relationship of mutual support with the academic and professional community

- **Planning Activities: Relationships with the professional community:** includes planning for school participation in professional events; networking opportunities for student and professionals; and the ongoing relationship with the Alumni association, employers, and experiential learning hosts.

The Role of Assessment in Planning

Assessment plays an essential role in planning activities within the school. At the program level, learning outcomes assessment exists to ensure that programs satisfy their educational goals by providing feedback on the extent to which students acquire the iSchool Graduate Competencies. Assessment contributes to program planning by providing concrete, measurable indicators of student achievement through an ongoing process of engaging the whole iSchool community in defining measures, setting targets and assessing outcomes.

The iSchool Assessment Committee provides leadership in carrying out the assessment plan, reporting on a monthly basis to the faculty, producing an annual public report, and participating in the annual Faculty Retreat during which assessment data is used to set priorities for the coming year.

3. Responsibilities for Program Planning

Planning is carried out at the level of the School and the program. The Director has primary responsibility for the preparation and implementation of Strategic Plans for the school. These activities are supported by the Administration Manager, who provides operational leadership. The Director also has primary responsibility for planning at the program level, although these activities are distributed to a greater degree. The Associate Director, Program and Specialization Chairs/Leads/Coordinators (referred to herein as Program Leads), iSchool Committees, and Administrative Staff all play a role in program planning. The following outlines these responsibilities in more detail.

Leadership Roles

Director – provides leadership and oversight of the planning process; establishes broad-based objectives in alignment with iSchool’s Strategic Plan, Mission and Goals; assigns responsibilities and charges to Program Leads and Committees, and allocates resources in response to plans and initiatives; primary liaison with the Faculty of Arts and the university, including reporting on planning goals and activities and gathering input for the planning process.

Administration Manager – working with the Director, contributes to the development of the organizational and governance structure by providing operational leadership in developing and implementing strategic plans, allocating tasks to Office Personnel, and engaging and overseeing temporary staff as needed; responsible for developing and administering revised departmental operating procedures and policies in response to planning and assessment activities; works with Director on resource and budgetary allocations in response to program

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plans; allocates resources and assigns office personnel in the production and availability of iSchool communication materials.

Associate Director - works with Director in setting priorities for assessment and planning review; leads program assessment activities, including oversight of data collection and engagement of community stakeholders (through role as Assessment Committee Chair); coordinates Committee activities related to planning and assessment; works with Program Leads to develop and implement revised procedures and policies in response to planning and assessment activities; ensures that reporting is accomplished internally and externally in appropriate presentations, internal web-based documentation of planning activities and outcomes.

Program Leads – have primary responsibility for maintain ongoing connections with relevant disciplinary and professional groups, and communicating effectively with program faculty and iSchool faculty in bringing feedback and information on current and emerging trends to the planning process; oversight of the degree program and curricular offerings, including leading in determining and revising program requirements and course offering in response to assessment outcomes and objectives; works with other Program Leads on cross-program, cross-university, and emerging programs initiatives arising from strategic planning and/or planning processes; responsible for accurate and effective communication of program information for purposes of recruiting, reporting, and communication; work effectively and collaboratively with Office Personnel assigned to communication duties.

Graduate Advisor – as primary liaison with the School of Graduate and Postgraduate Studies (G&PS), attends meetings and maintains awareness of developments in G&PS, and conveys these to the Director, Associate Director, Administrative Manager and/or faculty as inputs to the planning process; provides leadership for planning and policy-making in the area of student support, including financial support, academic awards and the student experience.

Committees

Assessment Committee – responsible for the ongoing learning outcomes assessment activities within the school which serve as primary input to the planning process; maintaining, implementing and revising assessment frameworks (learning outcomes assessment and institutional effectiveness assessment), instruments for data collection; and measures and targets; running assessment activities, including the collection of course-based measures, data from employers and experiential learning opportunities, surveys of and focus groups with program constituents; preparing an annual report on outcomes and presenting this to faculty as input to the planning process; ensuring outcomes are reported annually through the iSchool website and newsletter.

Curriculum Committee – Carry out the charges that arise from planning and assessment activities with respect to curricular matters, including review of the curriculum, development of proposals

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to bring to faculty, and implementation of faculty decisions; report to faculty on Curriculum Committee activities and provide input on curricular matters to the planning process.

Facilities Committee - Carry out the charges that arise from planning and assessment activities with respect to facilities, including review of facilities and equipment, development of proposals to bring to the faculty, and implementation of faculty decisions; report to faculty on Facilities Committee activities and provide input on facilities matters to the planning process.

Admissions Committee – Carry out the charges that arise from planning and assessment activities with respect to program recruitment and admissions, including the establishment of targets and implementation of procedures to meet those targets; report to faculty on Admissions Committee activities and provide input on admissions to the planning process.

Administrative Staff members play important roles in the planning process through support of the faculty and staff leadership role and service on iSchool committees, in particular, the Administration Manager and the Student Services Coordinator. The Director and Associate Director work with these two individuals to assess tasks allocation between faculty and staff.

4. Timelines and Components of the Planning Framework

The program planning process operates on a five year cycle, each year focused one or more aspects of the program such that all goals are reviewed in particular within a five year timeframe. This cycle ensures that planning is broad and inclusive, while keeping the scale of activities to a manageable level. The cycle provides guidance for the attention of each year's planning activities, but, as necessary, other goal evaluations may be added to any particular year in response to immediate need. The Director will determine supplementary foci as necessary. Table 1 shows the foci identified for the five year period 2014 to 2019, mapping these to the five iSchool goals.

Table 1: Annual Planning Foci for the Five Year Period 2014 to 2019

Year	Planning Focus	iSchool Goals & Objectives
(1) 2014-2015	Mission, Goals and Objectives	Goal 2: Graduate Competencies
(2) 2015-2016	Program Structure and Development	Goal 1: Recruitment and Goal 2: Educational Commitments
(3) 2016-2017	The Student Experience: motivation, quality and diversity	Goals 1: Student quality and diversity, Goal 2: Educational Commitments, and Goal 5: Supportive Community
(4) 2017-2018	Quality of Teaching and Research	Goals 2: Teaching outcomes and Goal 3: Research Excellence
(5) 2018-2019	Building Relationships	Goals 4: Interdisciplinarity and Goal 5: Academic and Professional Communities

The Program Planning Process – Annual Cycle of Activities

The planning framework addresses all phases of the annual planning cycle. Figure 1 outlines the main components and process of program planning. The inner cycle indicates the primary activities carried out within the school; around the outside are the inputs and outputs to be gathered from program constituents and stakeholders (employers, alumni, students, accrediting bodies, and university oversight units).

These components, the activities they entail and the timeframe for the activities within the annual academic year (September to May) are described in the sections below.

Establish and communicate annual goals and objectives (September at Faculty Retreat)

All faculty review and revise program mission and goals and objectives, including Graduate Competencies, in light of:

- Results of assessment activities: specifically all instances in which assessment targets are not met should be discussed and addressed through program objectives;
- Input gathered from constituents via surveys, focus groups and assessment activities;
- Analysis of the context: university strategic plans and initiatives, disciplinary and professional trends and developments;
- The Planning Focus for the year (see Table 1).

Inform stakeholders and engage them in support of the program’s goals and objectives; publish revised goals and objectives on the iSchool Website, in the newsletter and at professional meetings.

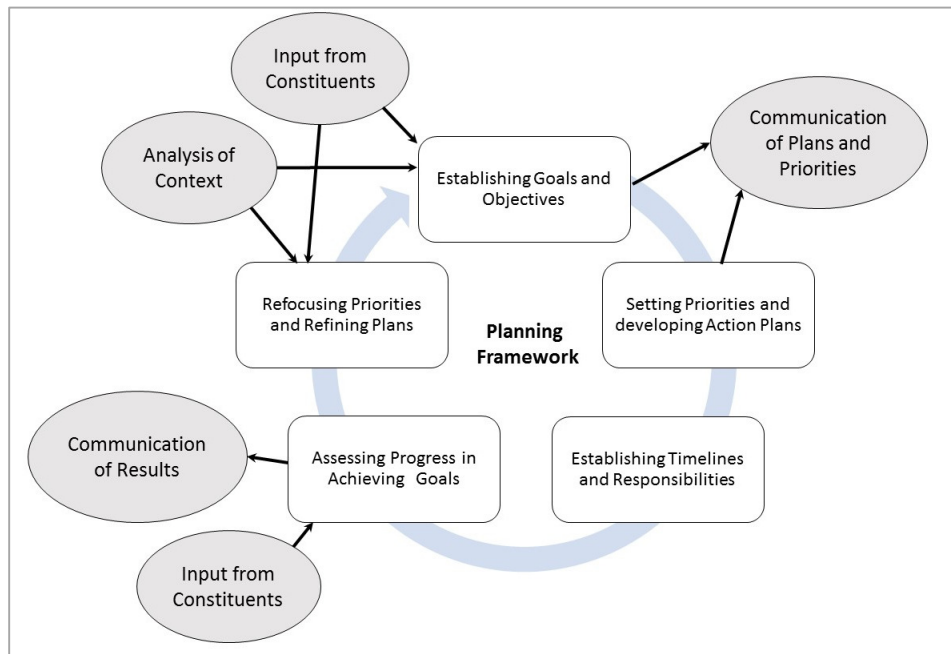


Figure 1: Overview of the iSchool Program Planning Process

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Set priorities and develop action plans; establish timelines and responsibilities (September-October, within Committees)

Director and Associate Director meets with Committee Chairs and Program Leads to set priorities and timelines.

Director and Associate Director meets with Administration Manager and Student Services Coordinator to convey priorities and timelines, and determine office work allocation.

Committees meet to determine committee level objectives and schedules for the year and to establish working groups where needed.

Committees and working groups develop action plans and report back to faculty for approval of plans.

Assess progress in achieving goals (May, Assessment Committee, Committee Chairs)

Review relevant assessment data collected over the year, focusing on data on learning outcomes assessment and institutional effectiveness.

Report on outcomes in the form of an annual assessment report; publish summary of assessment outcomes on iSchool website.

Committees Chairs prepare and submit to Director summary reports on action plans.

Re-evaluate of priorities and refine plans (November, March)

Plans and priorities may change over the course of the year due to internal or external pressures or opportunities. A check on plans and priorities will be made twice a year to serve both as an internal check on progress, and a chance to re-focus if circumstances dictate. The Director, Program Leads or Committee Chairs may bring changes forward at these points in time. Should changes be needed at other times, the relevant individual or committee may bring these forward at the monthly faculty meetings.

Changes in plans, objectives, timelines or targets should be documented and communicated to program constituents.

5. Deliverables

Deliverables from the Planning process include:

- Yearly reports from committees on current year's planning activities, evaluation, recommendations on action as approved by faculty; and the progress in implementation of recommendations from the previous year
- Data records for specific data collections undertaken in the current year, added where relevant to data collections for continuing years, with each year's data separate and retrievable by relevant personnel and faculty.

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- Yearly summary reports suitable as documentation for yearly strategic planning, and for biennial reporting to accreditation bodies
- Summary reports on yearly planning processes posted publicly on the iSchool website, providing communication of planning activities for program constituents and stakeholders

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APPENDIX 3: INTERIM REPORT ON ASSESSMENT DATA

Interim Report on Assessment Data

Collected between July 2014-February 2015

February 20, 2015

iSchool Assessment Committee

1. Foundational Knowledge

Direct Measures

Competency	Source	Measure	Collection Date	Result	Target
1.1	LIBR 503 Assignment 3	# and % of students that meet or exceed expectations in all component of rubric	Dec 2014	44 - [89% above 80% - no rubric]	80%
1.1	LIBR 569R Group Project	# and % of students that meet or exceed expectations in all component of rubric	April 2015		80%
1.2	LIBR 502 Assignment 2	# and % of students that meet or exceed expectations in all component of rubric	Dec 2014	44 - 69%	80%
1.2	LIBR 580 Assignment 3	# and % of students that meet or exceed expectations in all component of rubric	Dec 2014	24 students; (100% above 80% - no rubric)	80%
1.2	LIBR 569R Project Assessment	# and % of students that meet or exceed expectations in all component of rubric	April 2015		80%
1.3	Practicum and Prof Experience Supervisor Reports	# and % of students who receive exceptional or very good on this competency	Dec 2014	6 - 100%	80%
1.3	LIBR 554 Assignment 3	# and % of students that meet or exceed expectations in all component of rubric	April 2015		80%
1.3	LIBR 581 Assignment 5	# and % of students that meet or exceed expectations in all component of rubric	Dec 2014	23 students (83% above 80% - no rubric)	80%
1.3	LIBR 569R Project Assessment	# and % of students that meet or exceed expectations in all component of rubric	April 2015		80%
1.4	LIBR 501 Assignment IIIc	# and % of students that meet or exceed expectations in all component of rubric	Dec 2014	44 students 100%	80%
1.4	LIBR 561 Assignment 4 Policy Briefing	# and % of students that meet or exceed expectations in all component of rubric	April 2015		80%
1.4	LIBR 569R Project Assessment	# and % of students that meet or exceed expectations in all component of rubric	April 2015		80%

Indirect Measures

Competency	Source	Measure	Collection Date	Result	Target
1.1	Alumni Survey ²	% of self assessment ratings on this competency of at least 4/5 (mean)	Dec 2014	60% (3.6)	60%
1.2	Alumni Survey	% of self assessment ratings on this competency of at least 4/5 (mean)	Dec 2014	54% (3.5)	60%
1.3	Alumni Survey	% of self assessment ratings on this competency of at least 4/5 (mean)	Dec 2014	72% (3.8)	60%
1.4	Alumni Survey	% of self assessment ratings on this competency of at least 4/5 (mean)	Dec 2014	70% (3.9)	60%

2. Communication

Direct Measures

Competency	Source	Measure	Collection Date	Result	Target
2.0 general	Practicum and Prof Experience Supervisor Reports	# and % of students who receive exceptional or very good on this competency	Dec 2014	6 - 100%	80%
2.1	LIBR 501 Assignment IIa	# and % of students that meet or exceed expectations in all component of rubric	Dec 2014	44 students 100%	80%
2.1	LIBR 535 Assignment 3	# and % of students that meet or exceed expectations in all component of rubric	April 2015		80%
2.2	LIBR 501 Assignment IIIc	# and % of students that meet or exceed expectations in all component of rubric	Dec 2014	44 students 100%	80%
2.2	LIBR 535 Assignment 4	# and % of students that meet or exceed expectations in all component of rubric	April 2015		80%

Indirect Measures

Competency	Source	Measure	Collection Date	Result	Target
2.0 general	Alumni Survey	% of self assessment ratings on this competency of at least 4/5 (mean)	Dec 2014	81% (4.1)	60%

² Includes Alumni survey responses from MLIS and Dual students only.

3. Management

Direct Measures

Competency	Source	Measure	Collection Date	Result	Target
3.0 general	Practicum and Prof Experience Supervisor Reports	# and % of students who receive exceptional or very good on this competency	Dec 2014	6 - 100%	80%
3.1	LIBR 504 Assignment 1	# and % of students that meet or exceed expectations in all component of rubric	April 2015		80%
3.1	LIBR 569R Project Assessment	# and % of students that meet or exceed expectations in all component of rubric	April 2015		80%
3.2	LIBR 504 Assignment 3	# and % of students that meet or exceed expectations in all component of rubric	April 2015		80%
3.2	LIBR 569R Project Assessment	# and % of students that meet or exceed expectations in all component of rubric	April 2015		80%

Indirect Measures

Competency	Source	Measure	Collection Date	Result	Target
3.0 general	Alumni Survey	% self assessment rating on this competency of at least 4/5 (mean)	Dec 2014	27% (2.6)	30%

4. Research

Direct Measures

Competency	Source	Measure	Collection Date	Result	Target
4.0 general	Professional Experience Supervisor Reports	# and % of students who receive exceptional or very good on this competency	Dec 2014	3 - 100%	80%
4.1	LIBR 505 Assignment 1	# and % of students that meet or exceed expectations in all component of rubric	Dec 2014	37 [73% above 80% – no rubric]	80%
4.1	LIBR 581 Assignment 4	# and % of students that meet or exceed expectations in all component of rubric	Dec 2014	23 [70% above 80% - no rubric]	80%

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4.2	LIBR 505 Assignment 2	# and % of students that meet or exceed expectations in all component of rubric	Dec 2014	37 [84% above 80% - no rubric]	80%
4.2	LIBR 592/594/596	# and % of students who receive Very Good or Excellent on this competency	April 2015		80%
4.2	Research Day	# and % students who present posters or papers	April 2015		30%
4.2	Student Survey	# and % of students who participate in student conferences or publish their research	April 2015		20%

Indirect Measures

Competency	Source	Measure	Collection Date	Result	Target
4.0 general	Alumni Survey	% of self assessment ratings on this competency of at least 4/5 (mean)	Dec 2014	88% (4.3)	60%

5. Professionalism

Direct Measures

Competency	Source	Measure	Collection Date	Result	Target
5.1	Practicum and Professional Experience Supervisor Reports	# and % of students that meet or exceed expectations on professionalism in placements (co-op, practicum)	Dec 2014	6 - 100%	80%
5.1	LIBR 569R Term Project	# and % of students that meet or exceed expectations on professionalism component	April 2015		80%
5.2	LIBR 569R Professional Reflection	# and % of students that meet or exceed expectations in all component of rubric	April 2015		80%
5.2	LASSA	Number of active student organization and chapters	April 2015		5 or more
5.2	Student Survey	% of students who report participating in student or professional organizations	April 2015		50%
5.3	LASSA	% of students who participate in student orgs, chapters and events	April 2015		70%
5.3	Student Survey	% of student who report participating in other student orgs chapter and events	April 2015		50%

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5.3	Alumni Survey	% of respondents who are members of a professional organization	Dec 2014	67%	80%
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Indirect Measures

Competency	Source	Measure	Collection Date	Result	Target
5.0 general	Alumni Survey	% of self assessment ratings on this competency of at least 4/5 (mean)	Dec 2014	62% (3.6)	60%

Indirect Measures of Learning Outcomes

Course Quality and Teaching

Source	Measure	Collection Date	Result	Target
Course Evaluations	# and % of full time faculty who receive an average score of 4 or higher	April 2015		80%
Course Evaluations	# and % of adjunct faculty who receive an average score of 4 or higher	April 2015		60%
Course Evaluations	# and % of courses that receive an average rating of 4 or higher	April 2015		70%

Assessment of Graduates

Source	Measure	Collection Date	Result	Target
Practicum/Professional Experience Supervisor Reports	# and % of students rated as exceptional or very good on all parameters	Dec 2014	3 – 100%	80%
Alumni Survey	# and % of graduates who report being employed full time within the LIS field after 1 year	September 2014 (include grads over 4 years)	79 of 90 - 88%	80%
Alumni Survey	# and % of Graduates who report as an average of 3.5 or higher across all 8 areas in their self-assessment of competence	September 2014	65 of 90 - 72%	75%

Program Quality

Source	Measure	Collection Date	Result	Target
Employers and stakeholders annual Focus Group	% of employers who rate the MLIS program as Very Good or Outstanding	May 2015		90%
Student Survey	% and # of students who report satisfaction with the MLIS program as satisfied or very satisfied	April 2015		80%

iSchool Statement on Graduate Competencies

(These graduate competencies serve as clear and measurable learning outcomes for the professional programs within the iSchool: the MLIS, MAS and Dual MAS/MLIS Degree Programs. They were approved by the iSchool faculty in August, 2014 and are subject to ongoing review.)

1. Graduates are able to apply the foundational knowledge and skills of the profession. Specifically, graduates have the ability to:
 - 1.1 identify, analyze and assess the information needs of diverse individuals, communities and organizations, and respond to those needs through the design, provision and assessment of information resources, services and systems;
 - 1.2 appraise, organize and manage information for effective preservation, discovery, access and use;
 - 1.3 apply knowledge of information technologies and resources to real world situations, taking into account the perspectives of institutional and community stakeholders;
 - 1.4 reflect in a critical and informed manner on individual and institutional practices and on the role of the information professions in society.
2. Graduates are able to communicate effectively. Specifically, graduates have the ability to:
 - 2.1 articulate ideas and concepts fluently and thoughtfully in a variety of communication modes;
 - 2.2 assess, select and employ communication and instructional tools based on an understanding of diverse communicative goals and audiences.
3. Graduates are able to work effectively in team and institutional settings. Specifically, graduates have the ability to:
 - 3.1 demonstrate leadership, initiative and effective collaboration within team and small group settings;
 - 3.2 apply principles of effective management and decision making to organizational issues and challenges;
4. Graduates are able to conduct original research and assessment. Specifically, graduates have the ability to:
 - 4.1 synthesize and apply existing scholarship from their field of knowledge and from related fields to identify and analyze significant theoretical and practical questions;
 - 4.2 design and execute programs of inquiry and assessment informed by relevant theory and method.
5. Graduates are able to represent their chosen profession. Specifically, graduates have the ability to:
 - 5.1 conduct themselves in a manner consistent with the philosophy, principles and ethics of the profession, while maintaining a critical perspective on the role of the professional in society;
 - 5.2 advocate on behalf of the profession and the diverse constituencies that the profession serves;
 - 5.3 contribute to the advancement of the field through participation in professional development, teaching, research or community service.