UW Madison Information School

Annual Assessment Report Academic Year 2020-2021

Date: October 30, 2021

INTRODUCTION

This report is a record of the School's experience with this assessment process over the past academic year. The University of Wisconsin—Madison Information School (iSchool) employs a process for continual program assessment and improvement centered on iSchool's performance in terms of achieving program level student learning outcomes. These learning outcomes are revisited annually by the faculty and were assessed in the 2020- 2021 year.

With continued COVID-19 pandemic, the 2020-2021 academic year proved to be particularly challenging. Results from the graduate student survey, practicum site supervisor survey and the performance level of the students as assessed via the portfolio are, we believe, illustrative of the exceptional toll of over a year of pandemic restrictions on our students. Most of our ratings and scores from this year and last year (i.e., 2019-2020, which was the start of the pandemic) this year are lower than those from last year. Due to the uniformity of the low scores and considering that little changed in terms of curriculum, we feel safe in attributing the changes in scores to the impact of the pandemic.

Assessment activities are primarily run through the iSchool Assessment Committee, which includes faculty, staff and student members. The chair of the Assessment Committee ensures that assessment data collection activities take place throughout the year and organizes the data from various sources. The Assessment Committee discusses interim results of data analysis during the spring and summer. The full faculty discuss the draft annual report at the annual August retreat. The Assessment Committee and faculty then propose changes to the program, and changes to assessment methodologies based on discussions of the data.

Assessment tools used during the 2020-21 academic year included:
- Direct assessment of graduating students' portfolios,
- Direct assessment of students' exhibition of desired outcomes in practicum experiences by their supervisors
- Indirect assessment through an online survey of upcoming graduates,
- Indirect assessment based on a total of 14 exit interviews with upcoming graduates conducted either by staff or via a "self-serve" exit interview through an online form for students who preferred to not meet with a staff member.

At the August 2020 retreat and after, the faculty/staff identified and acted on the following target areas for improvement for the 2020-2021 year, based on the data in the prior report:
- 2020-21 goal: Find ways to make students feel more supported during COVID while avoiding overwhelming them with email. The iSchool identified and took the following actions: Host iSchool library "Tea Times" each week in order for students to drop in and engage in informal discussion. Some classes creates weekly hangout times outside of class (online). Offered "write-in" sessions for students to write / do work in supportive online group environments. The iSchool fully adopted campus-level flexibility guidelines for pandemic; iSchool emphasized increased flexibility for students in particular classes; iSchool offered flexible modality for typically in-person events (e.g., orientation); most notably, the iSchool deviated from normal policies on instructional modality and *program* modality (i.e., letting students move between on-campus and online programs more easily).

- 2020-21 goal: Revise the MA LIS curriculum. Actions taken: fall 2020, spring 2021 task forces. Fall 2021 proposal approved by Curriculum Committee (October 2021) and the EC (October 2021). To be rolled out in late Fall 2021 and Spring 2022 and implemented for class entering in Fall 2022.
- 2020-21 goal: Collect data on faculty, staff, TA, and PhD student space use, space needs, and desire for flexible remote work opportunities. Develop plan for use of existing office space. Develop plans for refurbishing underutilized spaces in iSchool for faculty and research group use. Develop plans refurbishing front office area.

- 2020-21 goal: make advising sustainable and responsive to student need. Based on pilot data about student participation in group advising and optional advisor meetings, iSchool eliminated advisor pre-approval and mandatory student advising prior to enrollment each semester. Advising still recommended and encouraged. Created advising Teams-channel "hotline" for ready access to expert advisors for all faculty to make advising more sustainable.

At the Fall 2021 plenary the faculty/staff made the following decisions based on the data in this report:

- The graduate surveys indicated that the percentage of students stating that the are prepared to "design programs and services to meet the information needs of a given user group" is lower than our target, especially for on campus students. The iSchool is adding a component to LIS722 to focus on addressing particular groups' information needs.
    - In addition, we will clarify the survey question to focus on "designing services" or "designing programs or services" and ask a follow up question in the survey to better understand what is underlying the response.
- The graduate surveys indicated that the percentage of students stating that they are prepared to "write a persuasive email in order to influence a decision" is under our target for on campus students.
    - This is a question where we've had below-target positive response for some time. We will examine writing assignments in core courses and in management courses to determine whether they address this kind of skill. If appropriate will either reach out to Writing Center or draw on resources from Writing Across the Curriculum.
- The graduate surveys indicated that a measure of PLO 4 (Measure: "I can select appropriate materials to best meet the information needs of a user.") is above our target, but near enough to it that we should address. We decided to do the following:
    - Review syllabi for LIS603 to ensure high quality, and make sure that short term faculty are not deviating substantially from syllabus.
    - Continue efforts to have required courses taught by permanent faculty as often as practicable.

OUTCOME 4. STUDENTS DEMONSTRATE UNDERSTANDING OF PROFESSIONAL COMPETENCIES IMPORTANT FOR MANAGEMENT OF INFORMATION ORGANIZATIONS.

Measure: I can select appropriate materials to best meet the information needs of a user.

Bootcamp: Assessment of the 2021 online program bootcamp was done via a web student survey and informal feedback. It included questions about the perceived usefulness of activities, satisfaction with content from the bootcamp meetings, and the possibility of adding face-to-face components back to the program after the pandemic. Based on this data, the iSchool aims to make some changes to bootcamp 2022:
- Shorten the bootcamp period to make it less disruptive to working professionals' lives.
- Shorten the reading assignments to make the workload more manageable.
- Potentially keep the bootcamp online for 2022 (decision pending discussion in appropriate committees: admissions, curriculum)

Assessment Committee Special Projects:

In the 2020-21 year, the Assessment Committee finalized revisions to an updated employers' survey, fielded it, and analyzed the results.

Student Org Leaders Lunches:

The Director, Student Services Coordinator, and Public Services Librarian met with student organization leaders in January of 2021 in virtual setting (no lunch because of the pandemic). In the meeting, the Director provided information about, and students provided input regarding, general iSchool updates, the iSchool Library, and resources for student organizations.

Town Hall Meeting:

The Director held a Town Hall meeting with students in April 2021. She provided updates and answered questions about grading procedures during the pandemic, graduation events, committee participation, curriculum revisions, and other pandemic related issues.

STUDENT PORTFOLIOS – DIRECT MEASURE

The iSchool assessed graduating student portfolios representing August 2020, December 2020 and May 2021 graduates in two phases:

1. Objective evaluation occurred *prior to graduation* in order to ensure that all students meet the portfolio requirement for graduation. This evaluation focuses on ensuring students meet graduation requirements and quantitative analysis of references to program level learning outcomes.
2. Subjective evaluation occurred *after graduation* but *before the end of the academic contract year*. This analysis focuses on qualitative direct measures of the degree to which portfolios show evidence of having met program level learning outcomes

Step 1: Objective Evaluation

This evaluation, completed by the portfolio manager and the Associate Director, ensures students meet the portfolio graduation requirement. Students missing portfolio elements were given warning and support in order to quickly finish and meet minimum portfolio criteria.

Step 2: Subjective evaluation

Portfolio review committee met and scored 81 portfolios. In AY2020-2021, the iSchool changed its procedure for evaluation of ePortfolios, such that students only include half of the PLOs in their ePortfolios. Odd-numbered and even-numbered PLOs are included and evaluated in alternating years. In odd evaluation years (e.g., 2021), odd-numbered PLOs are included and evaluated; in even evaluation years (e.g., 2022), even-numbered PLOs are included and evaluated.

The 2021 portfolio review committee consisted of the following members:
- Faculty/staff: Megan Adams, Alison Caffrey, Kristin Eschenfelder, Sunny Kim, Meredith Lowe, Anna Palmer, Catherine Arnott Smith, Nicole Wiessinger, Rebekah Willett, Allison Kaplan (lead), Jiepu Jiang, Corey Jackson, Rebekah Willett, Chaoqun Ni

Process: Review committee members reviewed the degree to which each portfolio demonstrated the odd numbered program level learning outcomes. Reviewers gave either a pass or fail grade on each PLO.

Review members then met in teams to resolve difficult cases. After a period of discussion, the committee met as a whole to identify learning outcomes that seemed especially problematic for the student body as a whole and to make suggestions for changes to the process.

Scoring: Scorers were instructed to look at each artifact and the justification statement associated with each artifact. Both had to provide evidence of having achieved one or more learning outcomes. Scorers were instructed

to use a scoring sheet assigning the artifact slightly more weight than the justification statement in assigning a final score. Each learning outcome could be given one of four scores: satisfactory, leaning satisfactory, leaning unsatisfactory, unsatisfactory.

Results: The iSchool had set an ideal goal that 85% of portfolios would provide satisfactory evidence of each learning outcome, showing excellent achievement. This graduating cohort met only two of the outcomes (#1 and #7) above that 85% level. This is a similar result to the 2020 graduating cohort.

On possible explanation is that most of the graduating students completed work on their portfolios during the course of the pandemic. The enormous amount of stress and burnout (and in particular burnout for doing work online) may well have made it difficult and unmotivating to pay a proper level of attention to completing the portfolio. Given that all outcomes were met with at least 81% satisfactory evidence, however, it is unlikely that these low satisfactory scores are a signal of problems with the curriculum or student quality.

Table 1 summarizes the data for the new learning outcomes for the 2020-2021 graduating cohort.

New Program Learning Outcome	Combined satisfactory and very satisfactory	
	# 2021 (n=81)	% 2021
1. Students demonstrate understanding of societal, legal, policy or ethical information issues.	73	90.1
3. Students apply appropriate research methodologies for inquiry or decision-making.	66	81.5
5. Students demonstrate competency with information technologies important to the information professions.	67	82.7
7. Students demonstrate understanding of issues surrounding marginalized communities and information.	69	85.2

Table 2 compares the scores from 2019-20 cohort with the scores from this year's cohort.

New Program Learning Outcome	Combined satisfactory and very satisfactory		Combined satisfactory and very satisfactory	
	# 2021 (n=81)	%2021	# 2020 (N=74)	% 2020
1. Students demonstrate understanding of societal, legal, policy or ethical information issues.	73	90.1	65	87
3. Students apply appropriate research methodologies for inquiry or decision-making.	66	81.5	61	82
5. Students demonstrate competency with information technologies important to the information professions.	67	82.7	60	81
7. Students demonstrate understanding of issues surrounding marginalized communities and information.	69	85.2	66	89

Portfolio Assessment Committee Comments

A couple of conclusions came from this year's portfolio evaluation:

The most important is that this cohort of graduates completed one-three semesters during the pandemic, and graduated at the end of prolonged pandemic isolation. It is hard to imagine that did not affect artifacts and attention paid to justification.

Second, the online TA (in contrast to 2018-2019 and before) was instructed to only look for completeness of the portfolio rather than giving students comments about how to improve their work before "passing" the portfolio. This change might have influenced that fewer number of the outcomes met our goal of 85% satisfaction in both 2020 and 2021.

GRADUATES SURVEY – INDIRECT MEASURE

The results from this survey reflect the disruptions caused to the Covid-19 pandemic, which shut does the vast majority of in-person instruction from March 2020 through September 2021. This survey was administered in April, after an entire calendar year of overwhelmingly online instruction, and after a year in which in-person jobs, practica, and volunteer opportunities essentially vanished. Related, the isolation associated with social distancing isolated many students and created substantial amounts of stress. Although most of these measures are in line with pre-pandemic scores (albeit slightly lower), it is reasonable to assume that they've been affected.

In recognition of the unusual circumstances, the chair of the Assessment Committee fielded a modified Graduates Survey similar to the one issued during April of 2020. This included revised survey questions that to include questions related to any challenges students encountered during the COVID-19 pandemic. To keep the length of survey manageable, the number of questions related to the learning outcomes was adjusted, specifically around career and advising support and portfolio.

The survey was sent to 88 students who qualified as December 2020, May 2021 and August 2021 graduates. A total of 66 students completed the survey (74% response rate): 28 on-campus and 38 online. Not all respondents answered all questions.

2021 Graduates Cohort Survey Responses

In order to get an understanding of the career aspirations of the respondents, the survey asked respondents to choose the specialization with which they most identified.

With which of the following concentrations do you most identify? (choose only one)	On-Campus student	Online/Distance student	Total
Academic libraries	6	9	15
Archives	7	0	7
Public libraries	5	11	16
School libraries	1	2	3
Children/youth	3	10	13
Info tech/UX	0	0	0
DIA: data/information analytics & management	2	3	5
Organization of information	4	2	6

Other	0	1	1
	28	38	66

"Other" answers included art librarianship.

RESULTS BY LEARNING OUTCOME

This section continues by describing the 2020-2021 data from skill and competency measures associated with each program level learning outcome. The goal is to have 85% or more of all students describing themselves as moderately or very well prepared.

The questions presented below are designed to relate to the seven iSchool PLOs (see Appendix 1). The goal is to have the students rate themselves as "prepared" or "very prepared" at the 85% or higher level. All things considered, the ratings were very good even for the questions that had slightly lower ratings from previous years. The three questions where the students rated themselves below "very prepared" or "prepared" at the 85% target level are:

- PLO #6 APPLY THEORY TO PRACTICE: I could design programs and services to meet the information needs of a given user group. (87.7% overall, 74.1 on campus, 97% online) Although the total number of students rating themselves prepared is over our 85% goal, the 74.1% of on campus students falls below that level, and is below last year's level.
- PLO #4 DEMONSTRATE UNDERSTANDING OF PROFESSIONAL COMPETENCIES IMPORTANT FOR MANAGEMENT OF INFORMATION ORGANIZATIONS.: I can write a persuasive email in order to influence a decision. (84.5% overall; 81.4% on campus; 87.1% online). This is a surprising outcome in light of the iSchool's emphasis on writing.

OUTCOME 1 STUDENTS DEMONSTRATE UNDERSTANDING OF SOCIETAL, LEGAL, POLICY OR ETHICAL INFORMATION ISSUES

Measure: I can apply professional ethics to my work.

Student population	Percent of responding students describing themselves as moderately or very well prepared
All students	95.2
Campus students	88.9
Distance students	100

Measure: I can address concerns of a patron who is offended by the content in a collection.

Student population	Percent of responding students describing themselves as moderately or very well prepared
All students	90.3
Campus students	85.1
Distance students	94.2

OUTCOME 2 STUDENTS APPLY PRINCIPLES OF INFORMATION ORGANIZATION.

Measure: I can describe some basic approaches for organizing information.

Student population	Percent of responding students describing themselves as moderately or very well prepared
All students	96.7
Campus students	96.3
Distance students	97.0

OUTCOME 3. STUDENTS APPLY APPROPRIATE RESEARCH METHODOLOGIES FOR INQUIRY OR DECISION-MAKING.

Measure: I can design a plan to collect data for assessment for evaluation purposes.

Student population	Percent of responding students describing themselves as moderately or very well prepared
All students	**88.3**
Campus students	**88.9**
Distance students	87.9

OUTCOME 4. STUDENTS DEMONSTRATE UNDERSTANDING OF PROFESSIONAL COMPETENCIES IMPORTANT FOR MANAGEMENT OF INFORMATION ORGANIZATIONS.

Measure: I can select appropriate materials to best meet the information needs of a user.

Student population	Percent of responding students describing themselves as moderately or very well prepared
All students	95
Campus students	88.9
Distance students	100

Measure: I can write a persuasive email in order to influence a decision.

Student population	Percent of responding students describing themselves as moderately or very well prepared
All students	84.5
Campus students	81.4
Distance students	87.1

Measure: I can successfully elicit information needs from users via face to face or online interactions.

Student population	Percent of responding students describing themselves as moderately or very well prepared
All students	96.5
Campus students	96.3
Distance students	96.8

Measure: I am prepared to be an advocate for the values of the profession.

Student population	Percent of responding students describing themselves as moderately or very well prepared
All students	95.0
Campus students	92.6
Distance students	97.0

Measure: I can lead a team or a working group.

Student population	Percent of responding students describing themselves as moderately or very well prepared
All students	93.1
Campus students	88.9
Distance students	96.8

OUTCOME 5. STUDENTS DEMONSTRATE COMPETENCY WITH INFORMATION TECHNOLOGIES IMPORTANT TO THE INFORMATION PROFESSIONS.

Measure: I can teach myself yourself new technologies and software relevant for your job, using widely available resources.

Student population	Percent of responding students describing themselves as moderately or very well prepared
All students	98.3
Campus students	96.3
Distance students	100

Measure: I can refer to appropriate resources in order to create a hyperlink in HTML code.

Student population	Percent of responding students describing themselves as moderately or very well prepared
All students	88.7
Campus students	88.8
Distance students	88.5

OUTCOME 6: STUDENTS APPLY THEORY TO PROFESSIONAL PRACTICE

Measure: I could design programs and services to meet the information needs of a given user group.

Student population	Percent of responding students describing themselves as moderately or very well prepared
All students	86.7

Campus students	74.1
Distance students	97.0

Measure: I understand how the structure and controlled vocabularies of subscription databases or online catalogs influence how one searches for information.

Student population	Percent of responding students describing themselves as moderately or very well prepared
All students	88.3
Campus students	85.1
Distance students	90.9

OUTCOME 7. STUDENTS DEMONSTRATE UNDERSTANDING OF ISSUES SURROUNDING MARGINALIZED COMMUNITIES AND INFORMATION

Measure: I can build connections with diverse social, economic and cultural community members.

Student population	Percent of responding students describing themselves as moderately or very well prepared
All students	93.6
Campus students	92.5
Distance students	94.3

Measure: I can understand and respond to the information needs of diverse social, economic and cultural communities.

Student population	Percent of responding students describing themselves as moderately or very well prepared
All students	95.0
Campus students	88.9
Distance students	100

Other Questions: Professional Involvement

Over 96% of students responded that they were made aware of the need for continuous professional development and lifelong learning in the information professions while in the program. The number of students attending conferences was no doubt dramatically affected by COVID-19, as many conferences were either cancelled outright or moved online.

Measure: I attended one or more professional conferences while a student at the iSchool (local, regional, national or international)

Student population	Percent of students answering yes
All students	37.9
Campus students	25.9
Distance students	48.4

Measure: I presented at one or more workshops or conferences while a student at the iSchool

Student population	Percent of students answering yes
All students	8.6
Campus students	3.7
Distance students	12.9

Measure: While a student at the iSchool, I participated in (select all that apply)

	Campus: Percent of students answering yes	Distance: Percent of students answering yes
Student club or organization	42.9	10.5
Professional organization (local, regional, national)	35.7	36.8
Volunteer/Service Activity	32.1	15.8
Recreational group	7.1	10.5
Community Organization	14.3	10.5
Others	0.0	5.3

Others included full/part time jobs, internships, and labor union.

SUPPORT DURING COVID-19 PANDEMIC

For the 2020 survey, the iSchool removed questions about mentorship and advising, career services, and portfolio preparation in favor of gleaning a sense of how the students were able to cope and their perceptions of iSchool support with the onset of the pandemic in which students were told to not return to campus after spring break, March 2020. These questions were kept as a part of the 2021 survey because the entire 2020-2021 academic year was affected by the pandemic.

Additional questions related to students' experience during the COVID-19 pandemic were included in both the Graduates Survey and the exit interviews. Questions were asked to help identify the issues/areas that iSchool should address and improve should other calamitous events occur.

Question: How much do you agree/disagree with the statements based on your experience in Spring 2020?

	% of all students agreeing	% of campus students agreeing	% of online students agreeing
I felt supported by the instructors	88.4	90.7	94.1
I had stable internet connectivity	90	92.3	88.3
I was able to finish my work in a timely manner	80	76.9	82.8
I was provided with information for my mental or physical health	88.2	80.8	93.9
I had adequate access to devices for completing course work	94.9	88.5	100
I created coping mechanisms on my own to be successful	81.4	80.8	81.9
iSchool faculty/staff reached out to me	55.9	50	60.6
I was provided with information about financial resources	47.5	46.1	48.5

The survey revealed that most students had stable internet connectivity and adequate access to devices for completing course work in 2020-21 when most courses were delivered online due to the COVID-19 pandemic. It also underscored areas for improvement, including reaching out to students and greater information about financial resources and information about mental or physical health. Here it is worth noting that the iSchool, L&S, and UW made substantial efforts to provide such information, but the pandemic simply overwhelmed everything. That includes the ability to provide information *and* students' abilities to absorb the flood of information and changing pandemic circumstances.

PRACTICUM SUPERVISOR QUESTIONNAIRE – DIRECT MEASURE

The iSchool asks each practicum supervisor to fill out a survey about their students' work performance at the end of the 120-hour practicum experience. This evaluation is a direct measure of student performance at professional activities during the practicum.

This data is based on supervisor responses submitted via an online questionnaire for the 2020-21 academic year, including the summer of 2020, representing the field experiences of 81 students.

The survey did not "force answers" to questions meaning that supervisors could skip questions and still submit the survey. Not all supervisors answered all questions.

Practicum Supervisor questions relating to overall satisfaction of students

Measure: *How well did the student meet your expectations?*

Supervisors' rating	% of responses
Exceeds expectations	63
Meets expectations	36
Short of expectations	1
Not applicable	0
Total satisfactory or above	**99**

Measure: *Please rate the quality of the student's work in terms of daily tasks (work requiring regularized tasks)*

Supervisors' rating	% of responses
Exceeds expectations	68
Satisfactory	32
Unsatisfactory	0
Not applicable	0
Total satisfactory or above	**100**

Measure: *Please rate the quality of the student's work in terms of specific projects (work not requiring regularized tasks).*

Supervisors' rating	% of responses
Exceeds expectations	76
Satisfactory	24
Unsatisfactory	0

Not applicable	0
Total satisfactory or above	**100**

Measure: *If I were an administrator and there was an appropriate level job in my organization, I would recommend this student.*

Supervisors' rating	% of responses
Strongly Agree	**73**
Agree	**21**
Disagree	3
No basis for judgement	3
Total agree	**94**

Practicum supervisor questions relating to overall professional behavior of student related to PLO 4 "Students demonstrate understanding of professional competencies important for management of information organizations" and to PLO 6 "Students apply theory to professional practice"

Measures: *The student worked effectively as a team member during the course of this placement.*

Supervisors' rating	% of responses
Strongly Agree	**69**
Agree	**23**
Disagree	0
No basis for judgment	8
Total agree	**92**

Measure*: The student worked independently to accomplish goals during the course of this placement.*

Supervisors' rating	% of responses
Strongly Agree	**89**
Agree	**9**
Disagree	1
No basis for judgement	0
Total agree	**98**

Measure: *The student demonstrated innovation and skills necessary for leadership during the course of this placement.*

Supervisors' rating	% of responses
Strongly Agree	**45**
Agree	**43**
Disagree	1
No basis for judgement	9
Total agree	**88**

Measure: *The student displayed a professional attitude and demeanor during the course of this placement.*

Supervisors' rating	% of responses
Strongly Agree	**83**
Agree	**16**

Disagree	0
No basis for judgement	1
Total agree	**99**

Measure: *The student displayed the communications skills needed to be an effective professional during the course of this placement.*

Supervisors' rating	% of responses
Strongly Agree	**79**
Agree	**20**
Disagree	1
No basis for judgement	0
Total satisfactory or above	**99**

Measure: *In which of the following areas did your student exhibit unsatisfactory communications skills? (mark ALL that apply)*

Only 2 supervisors chose to answer this question.

Area of unsatisfactory communications	# of responses
Public speaking	0
Coordinating with peers and supervisors	1
Contributing in meetings or teams	0
Shyness with coworkers or public	0
Written work for public	0
Written work for internal use	1

OTHER ASSESSMENT TOPICS:

One-credit classes:

Feedback from exit interviews suggests more ideas for 1 credit courses: coding/programming, archival preservation, introduction to social services, introduction to copyright and IP laws, introduction to materials/patron management systems, Budget and finance, managing special collections, scholarly communications, genealogy, film archiving.

The comments on 1-credit courses included positive feedback on the courses students had taken already.

E-portfolio

Exit interviews asked students about the iSchool e-portfolio requirement. Students had mostly positive or neutral comments, with some comments that starting early (as suggested in boot camp) made it easy. There were some frustrations: several referred to the Wordpress interface difficulty, and others about the difficulty of determining whether assignments fit PLOs well. And some concern about whether the ePortfolios are worthwhile at all. These are similar comments to prior years, and we should consider focusing our exit interview efforts on other topics.

Course shifts during pandemic:

Exit interviews asked about the transition to online learning (for campus students) during the pandemic. There were several comments that the transition was smooth, and others suggesting that the expectations (particularly around

deadline and group work) didn't shift enough. One important issue brought up is that all of the focus on the difficulty of the transition and regrets about moving online seemed to imply that online education and online students were in some way lesser (i.e., that it wasn't as good).

Diversity, Equity, and Inclusion

The exit interviews asked two questions related to DEI, one related to students' individual experiences and one asking for suggestions. There were some concerns expressed by students about inclusion, mostly coming from others in their cohort or being responsible for representing underrepresented groups to other students. Other students expressed appreciation for a range of things, including offering professional tools applicable to their current jobs, for including DEI subject matter as it relates to course content, and supportive communications.

APPENDIX – ISCHOOL PROGRAM LEARNING OUTCOMES

1. Students demonstrate understanding of societal, legal, policy or ethical information issues.
2. Students apply principles of information organization.
3. Students apply appropriate research methodologies for inquiry or decision-making.
4. Students demonstrate understanding of professional competencies important for management of information organizations.
5. Students demonstrate competency with information technologies important to the information professions.
6. Students apply theory to professional practice.
7. Students demonstrate understanding of issues surrounding marginalized communities and information.