

UW Madison Information School  
Annual Assessment Report Academic Year  
2021-2022

Date: August 22, 2022

## INTRODUCTION

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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 2021-2022 year.

With continued COVID-19 pandemic, the 2021-2022 academic year proved to be 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 two years of pandemic restrictions, adjustments, and stresses on our students. Many of our ratings and scores from this year, 2020-21, and 2019-20 are lower than those from previous years. 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 2021-22 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 18 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 Fall 2021 plenary the faculty/staff concluding the following based on the data in this report:

- The graduate surveys indicated that the percentage of students stating that they 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.
- These concluded. 603 has been revised with new, better text and regular faculty teach to the extent practicable.

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 made some changes to bootcamp 2022:

- Shorten the bootcamp period to make it less disruptive to working professionals' lives. (DONE!)
- Shorten the reading assignments to make the workload more manageable. (DONE)
- Keep the bootcamp online for 2022 (decision pending discussion in appropriate committees: admissions, curriculum) (DONE)

#### Assessment Committee Special Projects:

The following are 2022 special projects for iSchool assessment committee:

E-Portfolio: Decommissioning wordpress, moving to Canvas.

Systematic review of all assessment and reporting obligations.

#### Town Hall Meeting:

The Director held a Town Hall meeting with students in November 2021. He provided updates and answered questions about (then) proposed curriculum changes, the relationship between the iSchool and CDIS, diversity within the student body, TLAM, course modalities (online vs. face to face), and course offerings within concentrations.

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## STUDENT PORTFOLIOS – DIRECT MEASURE

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The iSchool assessed graduating student portfolios representing August 2021, December 2021 and May 2022 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 72 portfolios. In AY2021-2022, 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 2022 portfolio review committee consisted of the following members:

- Faculty/staff: Megan Adams, Tanya Hendricks Cobb, Kristin Eschenfelder, Alan Rubel, Nicole Wiessinger,
- PhD student: Jeremy McLaughlin

Process: Review committee members reviewed the degree to which each portfolio demonstrated the odd numbered program level learning outcomes. Reviewers gave either satisfactory, lean satisfactory, lean unsatisfactory, or unsatisfactory on each PLO.

Review committee perform this review in teams so that they can discuss difficult cases.

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 one of the outcomes (#6) above that 85% level. This is a similar (but slightly better) result to the 2020 graduating cohort.

One 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 77% 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 lean satisfactory	
	# 2022 (n=72)	% 2022
2. Students apply principles of information organization..	58	80.6
4. Students demonstrate understanding of professional competencies important for management of information organizations.	56	77.8
6. Students apply theory to professional practice.	63	87.5

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	
	# 2022 (n=72)	%2022	# 2020 (N=74)	% 2020
2. Students apply principles of information organization..	58	80.6	60	81.1
4. Students demonstrate understanding of professional competencies important for management of information organizations.	56	77.8	61	82.4
6. Students apply theory to professional practice.	63	87.5	60	81.1

### **Portfolio Assessment Committee Comments**

This year’s portfolio assessment committee mostly agreed that review of portfolios was relatively straightforward. As for the learning outcomes, the committee recognized that this cohort of graduates completed four or five semesters during the pandemic. It is hard to imagine that did not affect artifacts and attention paid to justification.

## **GRADUATES SURVEY – INDIRECT MEASURE**

The results from this survey reflect the disruptions caused to the Covid-19 pandemic, which shut out the vast majority of in-person instruction from March 2020 through September 2021. In person instruction began again in Fall 2021, though all students and instructors wore masks, and many people’s social lives were significantly altered due to the continuing waves of the pandemic. This survey was administered in April 2022, and reflect more than a calendar year of overwhelmingly online instruction, (March 2020 - August 2021) and an academic year of continuing (though lesser) disruptions. That means that in-person jobs, practica, and volunteer opportunities essentially vanished for a year, and came only slowly for another year. 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 iSchool fielded those same questions in 2021 and in 2022.

The survey was sent to 84 students who qualified as December 2021, May 2022 and August 2022 graduates. A total of 77 students completed the survey (74% response rate): 40 on-campus and 37 online. Not all respondents answered all questions.

### **2022 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	14	9	23
Archives	10	3	13
Public libraries	1	8	9
School libraries	0	1	1
Children/youth	6	7	13
Info tech/UX	2	3	5
DIA: data/information analytics & management	3	4	7
Organization of information	3	2	5
Other	1	0	1
	40	37	77

“Other” answers included a “mix of public and university libraries.”

## RESULTS BY LEARNING OUTCOME

This section continues by describing the 2021-2022 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 good. However, there were several questions where the students rated themselves below “very prepared” or “prepared” at the 85% target level are:

Outcome 1:

**PLO #1 STUDENTS DEMONSTRATE UNDERSTANDING OF SOCIETAL, LEGAL, POLICY OR ETHICAL INFORMATION ISSUES :** I can address concerns of a patron who is offended by the content in a collection. (83.1% overall, 87.2% on campus, 78.1% online). This may be a result of the substantial number of highly charged and viral challenges occurring, as well as cases in which librarians lose their jobs. In other words, students may believe address such concerns is impossible.

**PLO #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. (71.4% overall, 66.7 on campus, 77.4% online).

**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. (79.7% overall;

65.8% on campus; 96.8% online). This is a perennial issue. It is surprising in light of the iSchool's emphasis on writing.

**PLO #5 DEMONSTRATE COMPETENCY WITH INFORMATION TECHNOLOGIES IMPORTANT TO THE INFORMATION PROFESSIONS:** I can teach myself new technologies and software relevant for your job, using widely available resources. (81.7% overall; 69.2% on campus; 96.9% online).

**PLO #6 APPLY THEORY TO PRACTICE:** I understand how the structure and controlled vocabularies of subscription databases or online catalogs influence how one searches for information. (84.3% overall, 87.2% on campus, 80.6% online)

**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	97.2
Campus students	97.4
Distance students	96.9

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	83.1
Campus students	87.2
Distance students	78.1

**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	92.9
Campus students	89.7
Distance students	96.8

**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
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All students	71.4
Campus students	66.7
Distance students	77.4

**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	93.0
Campus students	94.9
Distance students	90.6

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	79.7
Campus students	65.8
Distance students	96.8

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	85.5
Campus students	86.8
Distance students	83.9

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	95.7
Campus students	94.9
Distance students	96.8

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	92.8
Campus students	92.1
Distance students	93.5



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

Measure: I can teach myself 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	97.1
Campus students	94.7
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	81.7
Campus students	69.2
Distance students	96.9

**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	87.3
Campus students	89.7
Distance students	84.4

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	84.3
Campus students	87.2
Distance students	80.6

**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	93.0
Campus students	92.3
Distance students	93.8

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	93.0
Campus students	87.2
Distance students	100

***Other Questions: Professional Involvement***

About 87% 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	34.8
Campus students	31.6
Distance students	38.7

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	19.4
Campus students	13.2
Distance students	15.9

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	23.7	7.5
Professional organization (local, regional, national)	22	30.0
Volunteer/Service Activity	11.9	7.5
Recreational group	3.4	5.0
Community Organization	8.5	5.0
Others	1.7	0.0

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

## SUPPORT DURING COVID-19 PANDEMIC

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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 2022?

	% of all students agreeing	% of campus students agreeing	% of online students agreeing
I felt supported by the instructors	80.6	78.4	83.3
I had stable internet connectivity	94.0	91.9	96.7
I was able to finish my work in a timely manner	82.1	73.0	93.3
I was provided with information for my mental or physical health	46.3	43.2	50.0
I had adequate access to devices for completing course work	95.5	97.3	93.3
I created coping mechanisms on my own to be successful	77.3	72.2	83.3
iSchool faculty/staff reached out to me	38.8	37.8	40.0
I was provided with information about financial resources	35.8	27.0	46.7

The survey revealed that most students had stable internet connectivity and adequate access to devices for completing course work in 2021-22, though that is less an acute issue with classes moving largely back in person for on campus students. . 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 and its wake have 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

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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 2021-22 academic year, including the summer of 2021, representing the field experiences of 68 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?*

<b>Supervisors' rating</b>	<b>% of responses</b>
Exceeds expectations	<b>64.7</b>
Meets expectations	<b>33.8</b>
Short of expectations	1.5
Not applicable	0
<b>Total satisfactory or above</b>	<b>98.5</b>

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

<b>Supervisors' rating</b>	<b>% of responses</b>
Exceeds expectations	<b>66.0</b>
Satisfactory	<b>33.0</b>
Unsatisfactory	2.0
Not applicable	0
<b>Total satisfactory or above</b>	<b>98</b>

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

<b>Supervisors' rating</b>	<b>% of responses</b>
Exceeds expectations	<b>75.8</b>
Satisfactory	<b>24.2</b>
Unsatisfactory	0
Not applicable	0
<b>Total satisfactory or above</b>	<b>100</b>

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

<b>Supervisors' rating</b>	<b>% of responses</b>
Strongly Agree	<b>70.3</b>
Agree	<b>23.4</b>
Disagree	3.1
No basis for judgement	3.2
<b>Total agree</b>	<b>93.7</b>

**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.*

<b>Supervisors' rating</b>	<b>% of responses</b>
Strongly Agree	<b>64.1</b>
Agree	<b>26.6</b>
Disagree	0
No basis for judgment	9.4

<b>Total agree</b>	<b>90.7</b>
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Measure: *The student worked independently to accomplish goals during the course of this placement.*

<b>Supervisors' rating</b>	<b>% of responses</b>
Strongly Agree	<b>79.7</b>
Agree	<b>18.8</b>
Disagree	1.6
No basis for judgement	0
<b>Total agree</b>	<b>98.4</b>

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

<b>Supervisors' rating</b>	<b>% of responses</b>
Strongly Agree	<b>51.6</b>
Agree	<b>32.8</b>
Disagree	4.7
No basis for judgement	10.9
<b>Total agree</b>	<b>84.4</b>

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

<b>Supervisors' rating</b>	<b>% of responses</b>
Strongly Agree	<b>76.6</b>
Agree	<b>23.4</b>
Disagree	0
No basis for judgement	0
<b>Total agree</b>	<b>100</b>

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

<b>Supervisors' rating</b>	<b>% of responses</b>
Strongly Agree	<b>60.3</b>
Agree	<b>35.3</b>
Disagree	4.4
No basis for judgement	0
<b>Total satisfactory or above</b>	<b>95.6</b>

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

Only 3 supervisors chose to answer this question.

<b>Area of unsatisfactory communications</b>	<b># of responses</b>
Public speaking	0
Coordinating with peers and supervisors	2
Contributing in meetings or teams	0
Shyness with coworkers or public	0
Written work for public	0

Written work for internal use	0
Other	1

The supervising choosing “other” did not specify further.

## OTHER ASSESSMENT TOPICS:

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### **One-credit classes:**

Feedback from exit interviews suggests more ideas for 1 credit courses: library history; special libraries; libraries and community organizations; makers spaces in libraries; scholarly communications; Spanish for librarians. 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. Some students praised the course in particular. Others noted that we’re clear that e-portfolios are primarily for school assessment and accreditation. As in prior years, some students express 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.

### **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 was praise for particular classes (e.g., Services to Diverse Populations) and ways in diversity issues are addressed in class; though there was also a suggestion that diversity issues were addressed in a “101” way. There was some concern expressed about whether the school is preparing students to deal with adversity and a concern about the lack of diversity within the class itself. Suggestions include better recruitment diversity, more diverse guest speakers, required sensitivity training, a DEI requirement.

## APPENDIX – ISCHOOL PROGRAM LEARNING OUTCOMES\*

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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.

\* Through AY2021-22. iSchool MA-LIS program level learning outcomes have been revised, effective Fall 2022.