MIM Program Committee Report

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1. Fall 2017 Admissions Update (as of 02/27/2017)

As of February 27, 2017, the MIM Program received 206 completed applications for the fall 2017 semester. After carefully reviewing all received applications, the MIM admission committee has recommended for admission to the graduate school 100 applicants (out of 206 received); and 106 applicants were rejected.

2. Learning Outcomes Report Update

Background:

The Master of Information Management (MIM) Committee finalized a graduate learning outcomes strategy and started implementing the process in fall 2016.

As discussed earlier, in the Learning Outcome Assessment plan, the MIM program uses two key components:

1. Conceptual, foundational, and theoretic component during the first 18 credits, including two of the four MIM core courses:
   - INFM 600 – has to be taken in student's first semester in the program
   - INFM 605 – has to be taken during the first 18 credits in the program
2. Practice, professional development, and application component during the MIM practicum courses:
   - INFM 736 Information Management Experience and
   - INFM 737 Information Management Capstone experience.

Graduate Learning Outcomes measured by each aforementioned course can be found in the attached report.

To determine the attainment of the specified learning outcomes, the MIM Committee uses the following rule: **90% or higher designation of Outstanding, Exceeds Expectations, or Meets Expectations across the measurable attributes of the rubrics.** For example, using evaluating rubrics submitted by the core course instructors, the Committee would tally across all students in the sections of the core courses and determine whether 90% or more of students overall attained "Meets Expectations" or higher.

Conclusions:

According to the individual student evaluations submitted by INFM 600 and INFM 605 instructors:

INFM 600 Learning Outcomes:

- 85% of Fall 2017 admitted students were evaluated as being outstanding/exceed expectations/meet expectations in comprehending and applying the first measured by INFM 600 outcome - *An ability to find and evaluate data for a purpose, demonstrate understanding of the contexts of both production and use of data, as well as the limits of the data and the questions that can be asked.* At the same time, performance of the rest 15% was evaluated as being unsatisfactory or below expectations.
- 100% of students were rated outstanding/exceed expectations/meet expectations in the second measured learning outcome - *an ability to perform basic data cleaning and management operations, with documentation of data manipulation and analysis processes for replicable work;*

- 100% were rated outstanding/exceed expectations/meet expectations in the following measured learning outcome - *an ability to demonstrates basic skills and familiarity with command line, SQL SELECT statements, R and RStudio, and GitHub;*
- And 100% were rated outstanding/exceed expectations/meet expectations in the last measured by INFM 600 learning outcome - an ability to accurately and persuasively present information intended for decision support.

INFM 605 Learning Outcomes:

- 100% of students, completed INFM 605 in Fall 2017, were rated outstanding/exceed expectations/meet expectations in the first measured by INFM 605 learning outcome - a*n ability to identify and assess the strength, weaknesses, and effectiveness of various methodologies used for gathering information from a diverse range of users with different needs and abilities;*
- 100% were rated outstanding/exceed expectations/meet expectations in the second measured by INFM 605 learning outcome - *an ability to demonstrate an understanding of a user-centered approach to information programs and systems*;
- 95% of Fall 2017 admitted students were evaluated as being outstanding/exceed expectations/meet expectations in comprehending and applying the last measured by INFM 605 learning outcome - *an ability to demonstrate an understanding of different use contexts and how those impact performed user tasks and users.* Performance of the rest 5% was evaluated as being unsatisfactory or below expectations.

Please refer to the attached Learning Outcomes report for more details.

3. Current Student Survey Results

Background:
iSchool has implemented 2016-2017 Current Student Survey to assess current student satisfaction with academic programs and services provided to the students by the department.

57 MIM students participated in the survey. About 9% of those responses were from students who started the program in 2014, 51% - 2015, 40% of the survey participants started in 2016. Respondents from all specializations were represented, with the exception of Information Management Research – Thesis (IMR). The most popular specialization was the Data Analytics track chosen by 50% of the respondents, followed by Individualized Program Plan (32%), Technology Development (12%), Strategic Management (5%) and lastly User Experience (2%). Respondents who were pursuing the IPP specialization indicated Data Analytics and Strategic Management as the most popular combination, followed by Data Analytics and Technology Development specializations.

Conclusions:
In the survey, the students were asked to rate their satisfaction with current number and selection of courses offered by the iSchool. The majority of students were neither satisfied nor dissatisfied with current iSchool course offerings (course variety and existing course availability).

Participants were also asked to express satisfaction with their ability to use the iSchool and MIM program resources in the process of degree and course planning (i.e. resource accessibility, reliability, effectiveness, etc.) The **2-year course plan, iSchool and MIM websites** were all found to be useful by a majority of the respondents (75% and 74% respectively). Furthermore, a vast majority (84%) found **the**

Program/Specialization checklists to be useful. **MIM handbook**, on the other hand, was evaluated as being useful by only about 60% of the respondents.

In addition, respondents were asked to rank their level of satisfaction with the following iSchool and MIM program methods of communication:

- MIM Program Website – the majority of students find it somewhat useful,
- MIM program pages on the iSchool website – somewhat useful,
- MIM Students Listservs – very useful,
- iSchool Discussions – useful, and
- iSchool Announcements Listservs was evaluated as being useful.

Students were also asked to rank the following on their ability to address student concerns/questions: Advisors/Student Services Office, College Administration, iSchool Faculty, MIM Program Coordinator, and MIM Program Director.

Survey results details can be found in the attached report.

4. **MIM Self Study (feedback requested)**

Please share your feedback about this document (it includes MIM mission, vision, strategic goals and objectives, and learning outcomes). You can participate online, sharing your comments in the Google doc (https://docs.google.com/document/d/1kuh9zx7Q5GdosbMUFlm9PnazUxQ9NEcPfNTPPbkD9bc/edit) or review the document and send me your comments via email.

5. **Course Approval (vote required)**

The MIM Committee voted on a few proposed course changes.

INFM Course Description Change:

INFM 600 – Information Environments

INFM 620 – Introduction to Strategic Information Management

INST Courses:

New Course Proposal

YX Capstone Course Proposal

Update Restriction/Prerequisite

INST 641 - Policy and Ethics in Digital Curation

INST 610: Information Ethics

INST 652: Design Thinking & Youth

INST 704: Inclusive Design in HCI

INST 717: Internship Practicum in Human-Computer Interactions

INST 775: HCIM Capstone Prep

INST 776: HCIM Capstone

INST 779: Readings Seminar

INST 745 - Introduction to Digital Arts Curation

Title and/or Description Change

INST 614 - Literacy and Inclusion

INST 742 - Implementing Digital Curation

INST 660 – 21st Century Leadership

Retire

INST 790: Building the Human-Computer Interface