
MINUTES

SCHOOL COUNCIL

October 25, 2019, 1000 - 1200 hrs, 7-152 Education North

- Present: T. Samek, D. Allard, K. Anderson (for D. Davidson), D. Askey, J. Cohn, K. de Long, S. Farnel, E. Hoar, C. Lynch, P. Martinez, I. Martyniak, M. McNally, J. Peck (for A. Pitcher), S. Polkinghorne, D. Rathi, A. Shiri, R. Stobbs, A. Watson, A. Watt, R. Wimmer, A. Worrall, D. Zhao.
- Regrets: N. Amato, G. de Vos, K. MacLeod, A. Pitcher, B. Reyes Ayala, M. Shane, A. Sivak, D. Turpin.
- Minutes: C. Mosimann
-

Materials before members are contained in the official meeting file.

Call to Order.

1.0 *Approval of Agenda dated October 25, 2019.*

Motion: It was moved by D. Zhao, seconded by D. Rathi, to approve the agenda.

CARRIED

2.0 *Review of Minutes dated May 28, 2019*

Minutes were previously approved via electronic vote.

3.0 *Roundtable Introductions*

4.0 *Chair's Report*

T. Samek presented the Chair's Report (attached).

5.0 *Associate Chair and Graduate Coordinator's Report*

A. Shiri presented the Associate Chair's report (attached).

New Business

6.0 *Updates to Terms of Reference*

6.1 *Curriculum Committee*

Motion: It was moved by A. Shiri, seconded by P. Martinez, to approve the updated Terms of Reference.

CARRIED

6.2 *Academic Council*

Motion: It was moved by A. Worrall, seconded by D. Rathi, to approve the updated Terms of Reference with a friendly amendment to correct the term "School Council" to "Academic Council" on page 3 of the terms.

CARRIED

6.3 *School Council*

Motion: It was moved by P. Martinez, seconded by D. Allard, to approve the updated Terms of Reference with friendly amendments to (1), remove Bylaw 11 "Canadian Library Association Representative" and (2), change Bylaw 12.1 to end with "...present and voting, prior to which there has been seven (7) days notice of the proposed amendment before the meeting."

CARRIED

7.0 *Practicum Survey*

T. Samek presented the Practicum Survey (attached).

8.0 *Exit Survey*

T. Samek presented the Exit Survey (attached).

9.0 *Curriculum Committee Update and Voting*

D. Rathi delivered the Curriculum Committee update including notification of ongoing discussion surrounding credits awarded for LIS 600. There was a motion and discussion to assign a permanent course number to an LIS 598 course.

Motion: It was moved by D. Rathi, seconded by I. Martyniak, that LIS 598 “Issues and Trends in Public Libraries” receives a (1) permanent number and (2) course title change to “Issues and Trends in Public Librarianship,” with a friendly amendment to remove the phrase “for children and adults” from the calendar description.

CARRIED

10.0 *Scholarship and Awards Committee Update*

D. Zhao delivered an update on the Scholarships, Awards, and Bursaries Committee with thanks to B. Reyes Ayala and G. Johnson for their work on the committee along with thanks to the support staff. D. Zhao noted future work in updating the committee Terms of Reference. D. Zhao thanked and acknowledged the people and organizations who support SLIS scholarships and awards.

11.0 *Accreditation Update*

K. de Long excused herself from the meeting prior to the update citing a conflict of interest. T. Samek delivered an update on the accreditation work currently underway and summarized the accreditation process for the Council. T. Samek thanked everyone for their ongoing work on accreditation and notified School Council this is her last council meeting as Chair. D. Rathi expressed, on behalf of SC, thanks to T. Samek for her work and leadership throughout her term.

Meeting Adjourned.

SLIS Chair's Report School Council

OCT 25 2019

Thanked the whole SLIS team for sustained hard and intensive work over the last year plus (e.g., space move, administrative merge; credit reduction; curriculum review; and solid location in Faculty of Education's Education for the Public Good strategic plan), especially in light of accreditation 2020 preparations.

Alerted to enhance website. For example, see Indigenous Activities page, International Opportunities page; Fair and Effective Communication page; refresh of SLIS Visions, Mission and Values (approved at School Council in May 2019) page, and ever growing Program Assessment page.

A TalentMap Engagement Survey performed in the Faculty of Education in winter 2019 reported glowing results for SLIS academic staff as affirmed by the Dean. (SLIS did not have results for support staff due to unit size.)

In 2019-20 SLIS began efforts to address solutions to barriers to Indigenous-based practicum opportunities. Conversations have begun between SLIS sessionals Kayla Lar-Son and Tanya Ball, LIS 590 instructor Dr. Alvin Schrader, SLIS Chair Toni Samek, and Coleen Poitras of Public Libraries Services Branch (PLSB).

A special Orange Shirt Day event was offered last month through our LIS 598 Indigenous course.

An October 8, 2019 information session was held on the combined MBA/MLIS which produced new recruitment ideas. Another MBA/MLIS session is set for January 2016, 2020 in the Business Building.

On October 18, 2019 The Alberta Library (TAL) held a Symposium in the Education Centre which attracted many SLIS students who attended both on-campus and remotely. Thanks TAL!

November convocation is set for November 20, 2019.

The popular student-organized annual conference Forum for Information Professional (FIP) 2020 is set for Friday, February 7, 2020. Please attend!

In 2020, SLIS, as usual, will have a booth at OLA, ALC, and BCLA. And SLIS had a booth at the MacEwan University career fair last month.

The SLIS 2018 Employment Survey (of November 2017 and June 2018 MLIS graduates) is now open and will close October 30, 2019. Results will be reported on our Program Assessment Page in the New Year. The 2017 Employment Survey results, previously shared, were strong. Examples of jobs secured by our recent graduates include, but are not limited to, such titles as: Law Librarian, Open Data Coordinator, IT Librarian, Information Sharing Analyst,

Neighbourhood Librarian, Information Management and Records Analyst, Scholarly Communications Librarian, Data Management Consultant, Assistive Technology Specialist, Digital Services Librarian, Archivist, Access and Privacy Advisor, Teaching and Learning Librarian, Copyright Strategy Manager, Knowledge Management and Taxonomy Specialist, Data Governance Analyst and Ethics Adviser, and Senior Advisor for Research and Analytics.

Thanks to all members of School Council for sustained support of the School and the MLIS program. We are accountable to you and are working very hard to earn your continued trust!

**Associate Chair and Graduate Coordinator
School Council Report
October 25, 2019**

FGSR Quality Assurance of the Faculty of Education Graduate programs

The programs offered by the Faculty of Education will be subject to a quality assurance review by FGSR in 2022.

The program review will include Self-study documents, site visit, final report and Response. The Faculty will conduct a comparative analysis of the accreditation requirements and the Quality Assurance templates and will submit the report to the Office of the Provost and Vice-President (Academic) for review.

We will be well positioned as we are going through accreditation. Some key areas of focus include, Program learning outcomes, capping exercise, and calendar compliance.

Student statistics (see the attached)

SLIS Student Statistics

October 2019

Program Offerings	No. of students
Online MLIS	177
On-campus MLIS	48
MA DH/MLIS	17
PhD	2
Online MLIS (Convocating in November)	11
On campus MLIS (Convocating in November)	9
Total	264

Total number of Indigenous students	18 (7% of the student body)
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On-Campus students 2019

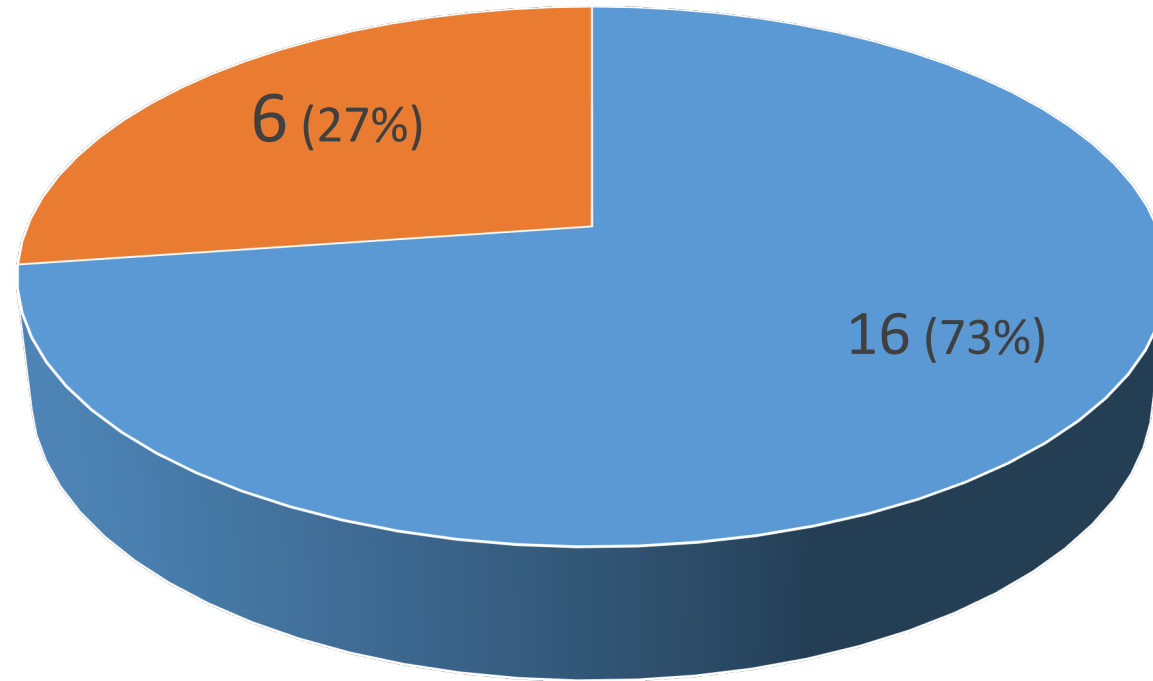
22 Students

20 from Canada
2 from China & US

Average GPA
3.54

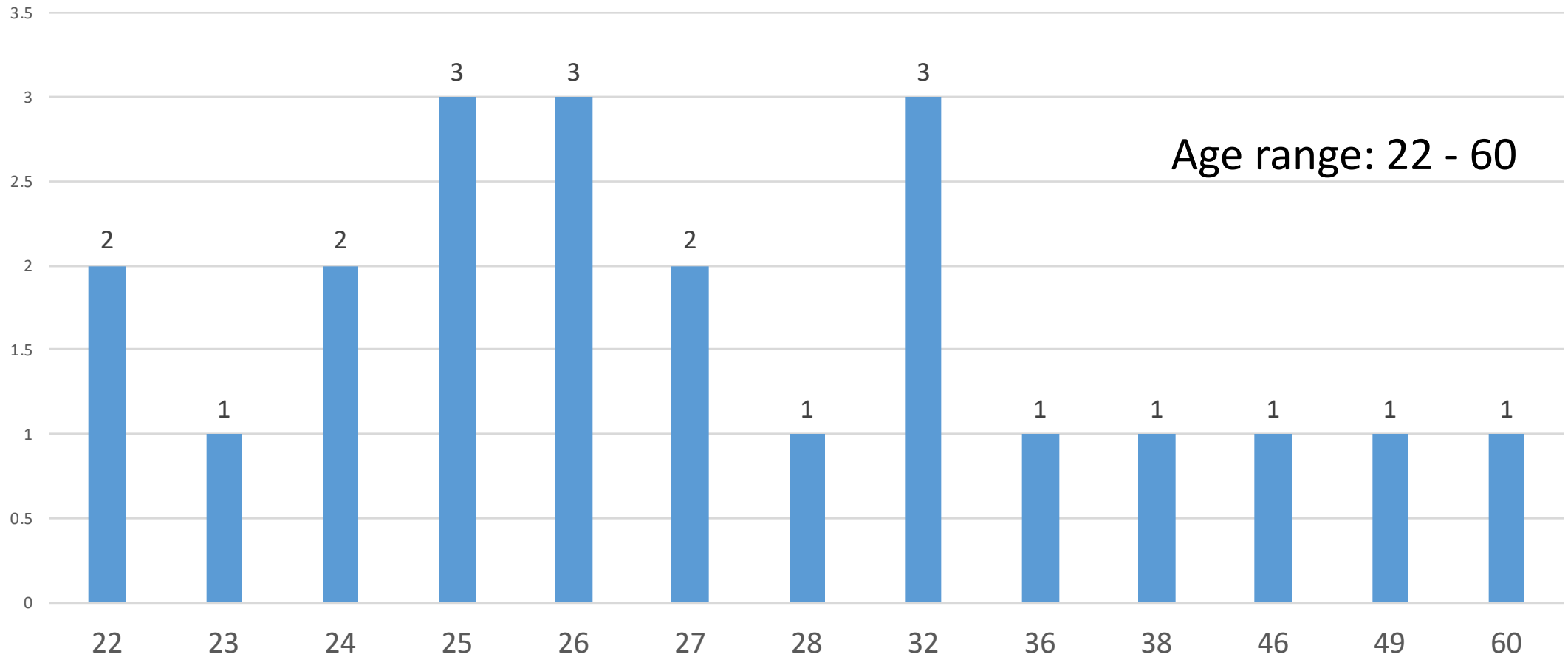
1 Indigenous
student

Gender Distribution

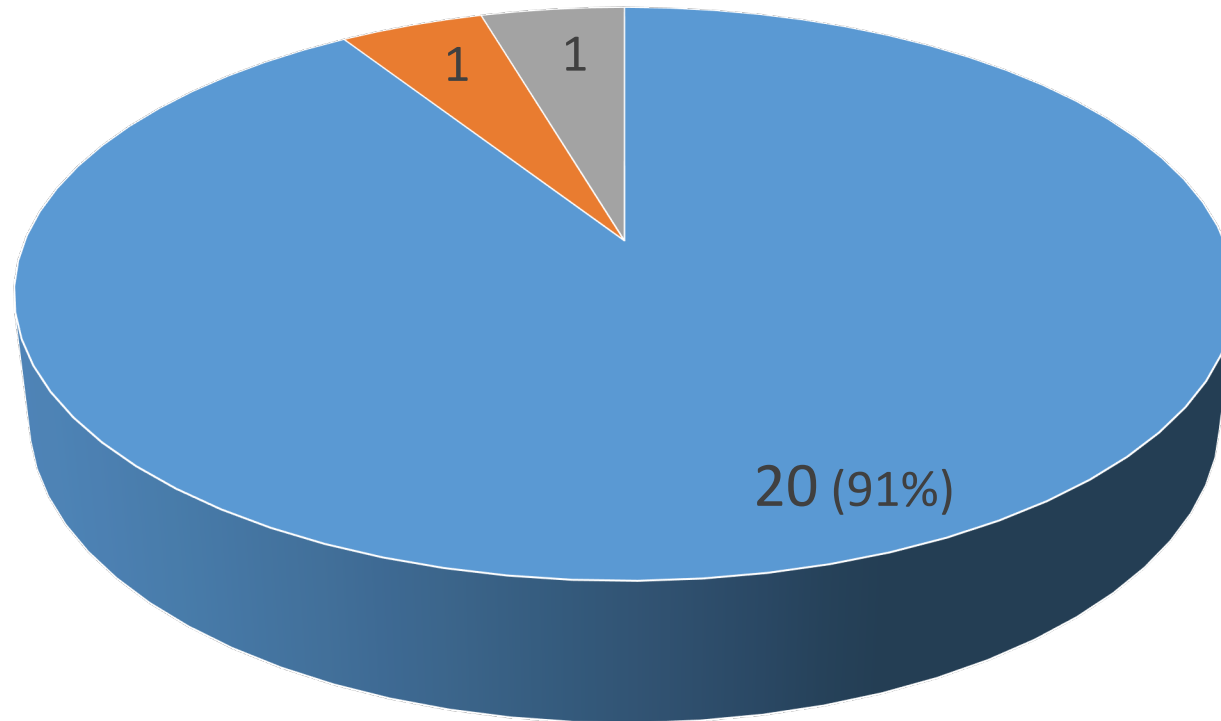


■ Female ■ Male

Age Distribution

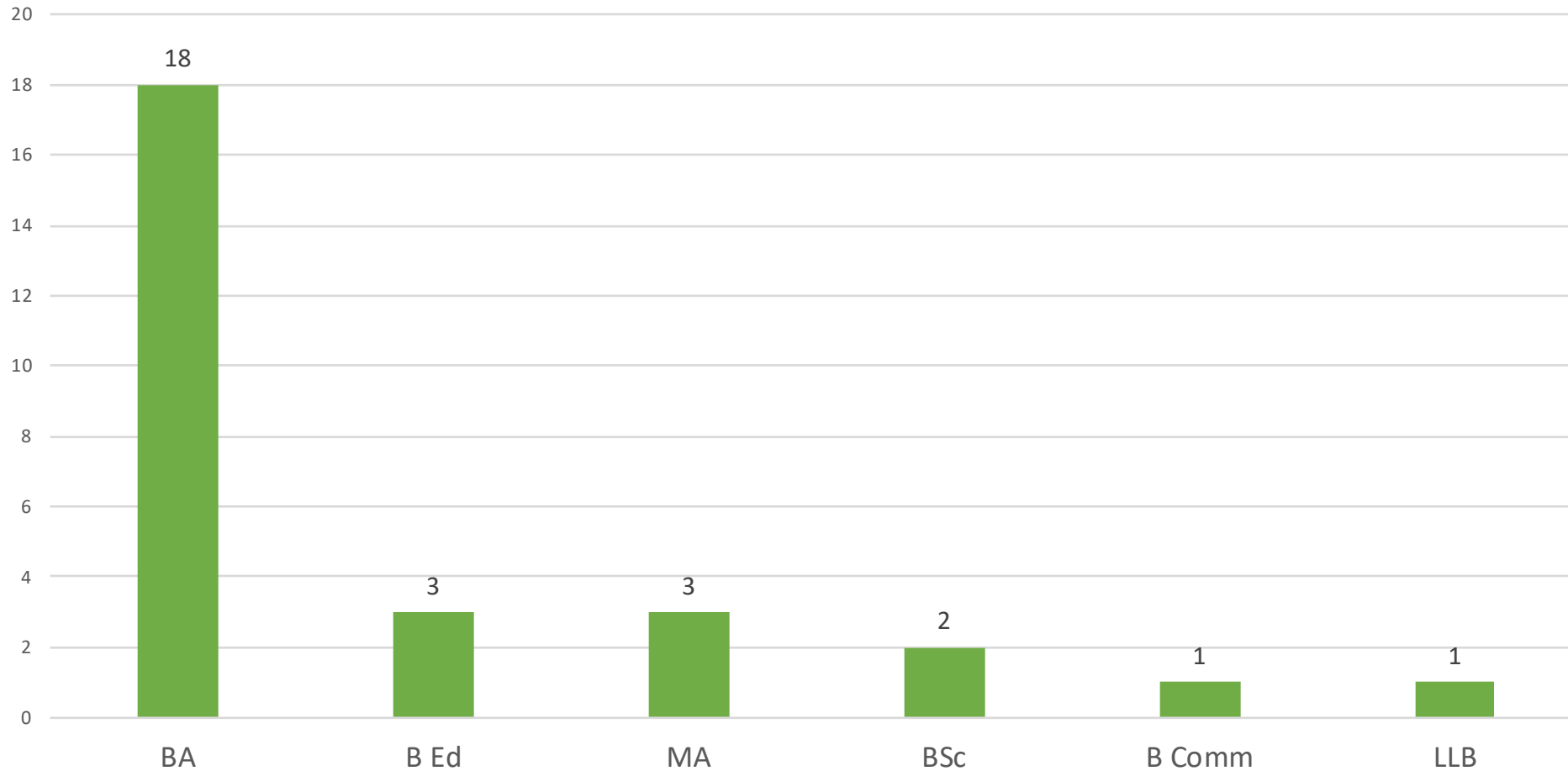


Distribution by Province/State



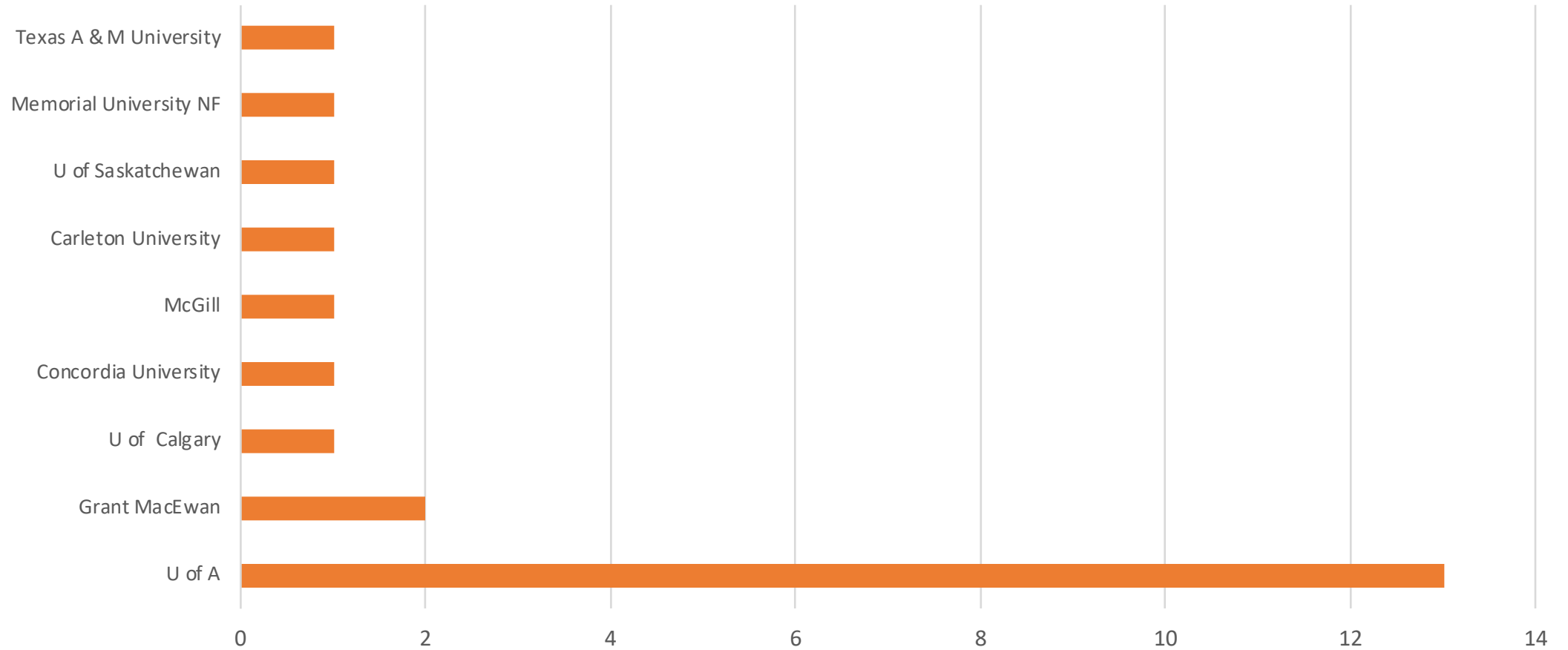
■ Alberta ■ China ■ US (Texas)

Degrees held



Previous University

No of students



Online Student Cohort 2019

50
Students

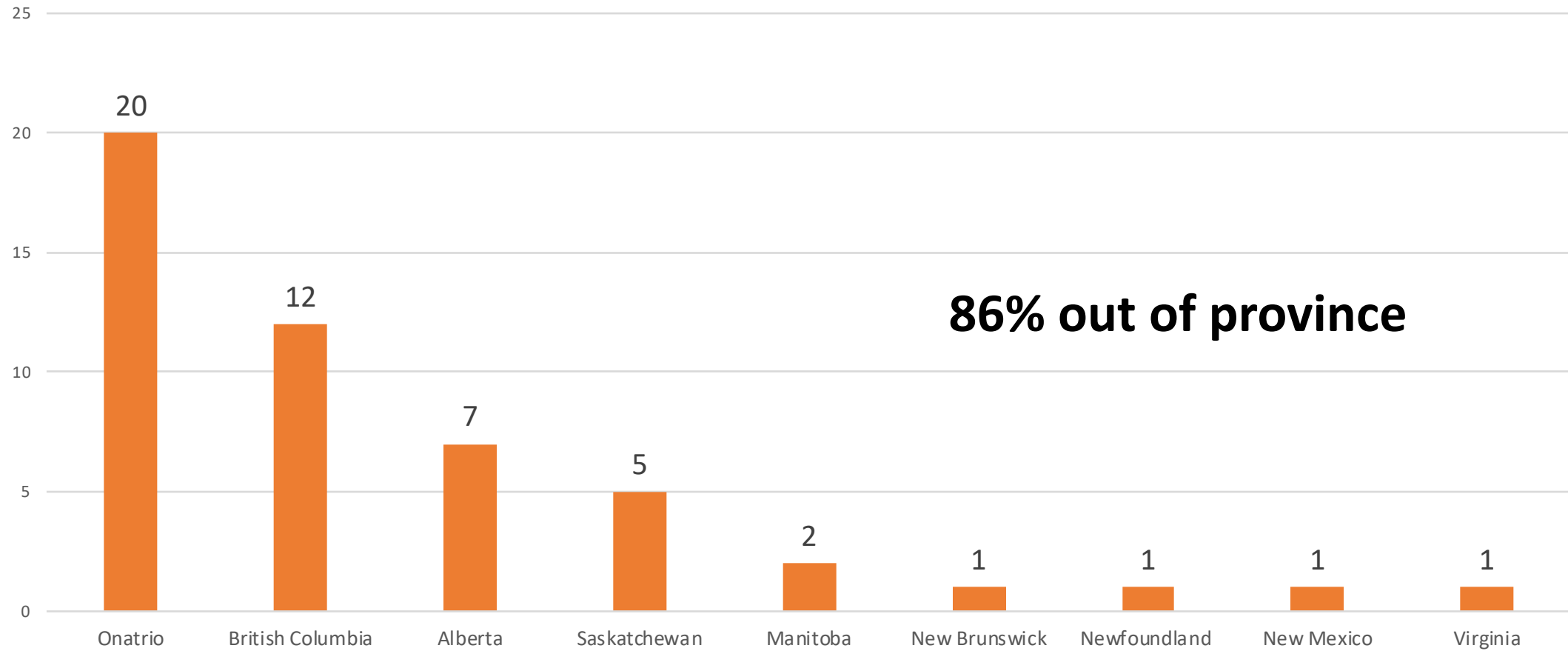
48 from Canada
2 from the US

Average GPA
3.6

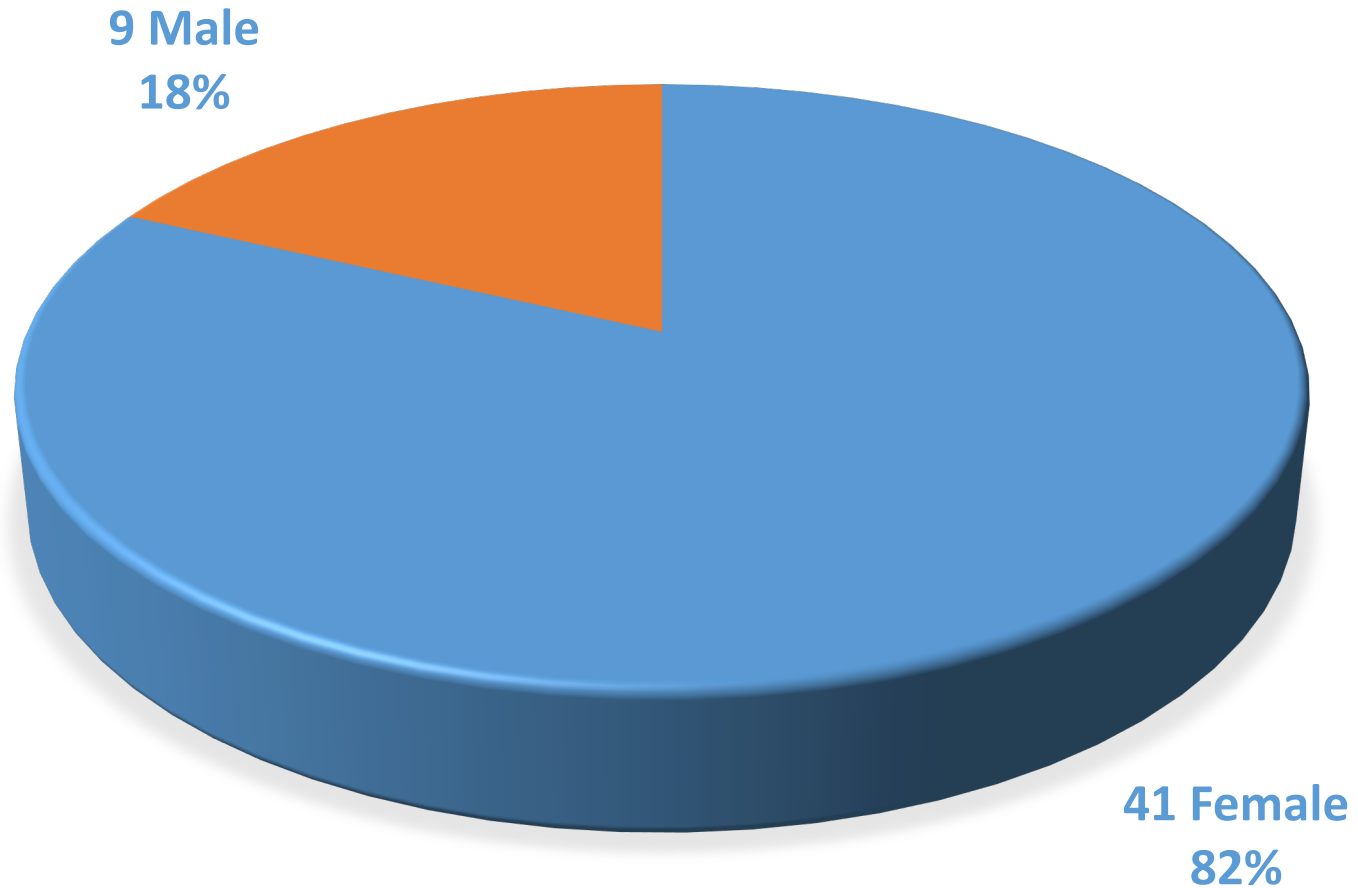
5 Indigenous
students

Distribution by Province/State

Number of students

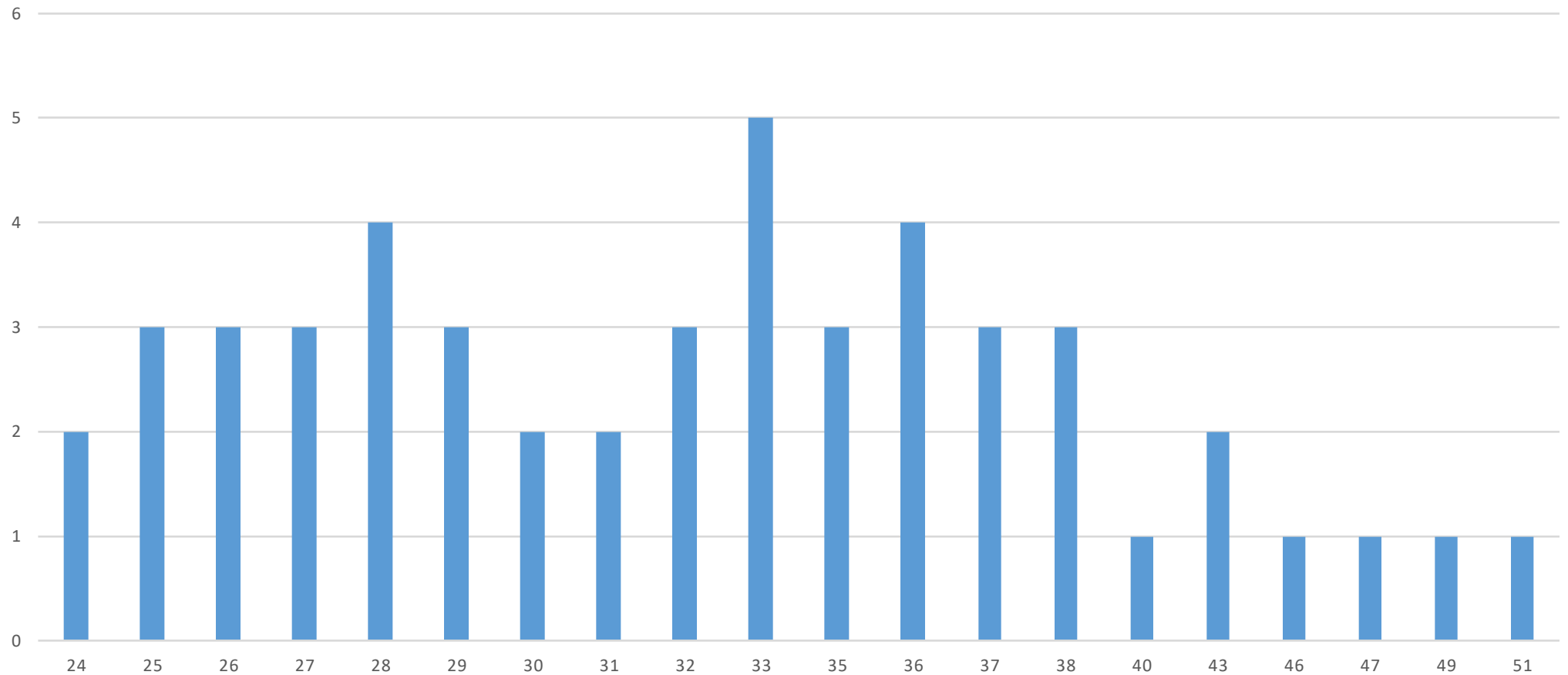


Gender Distribution



Age Distribution

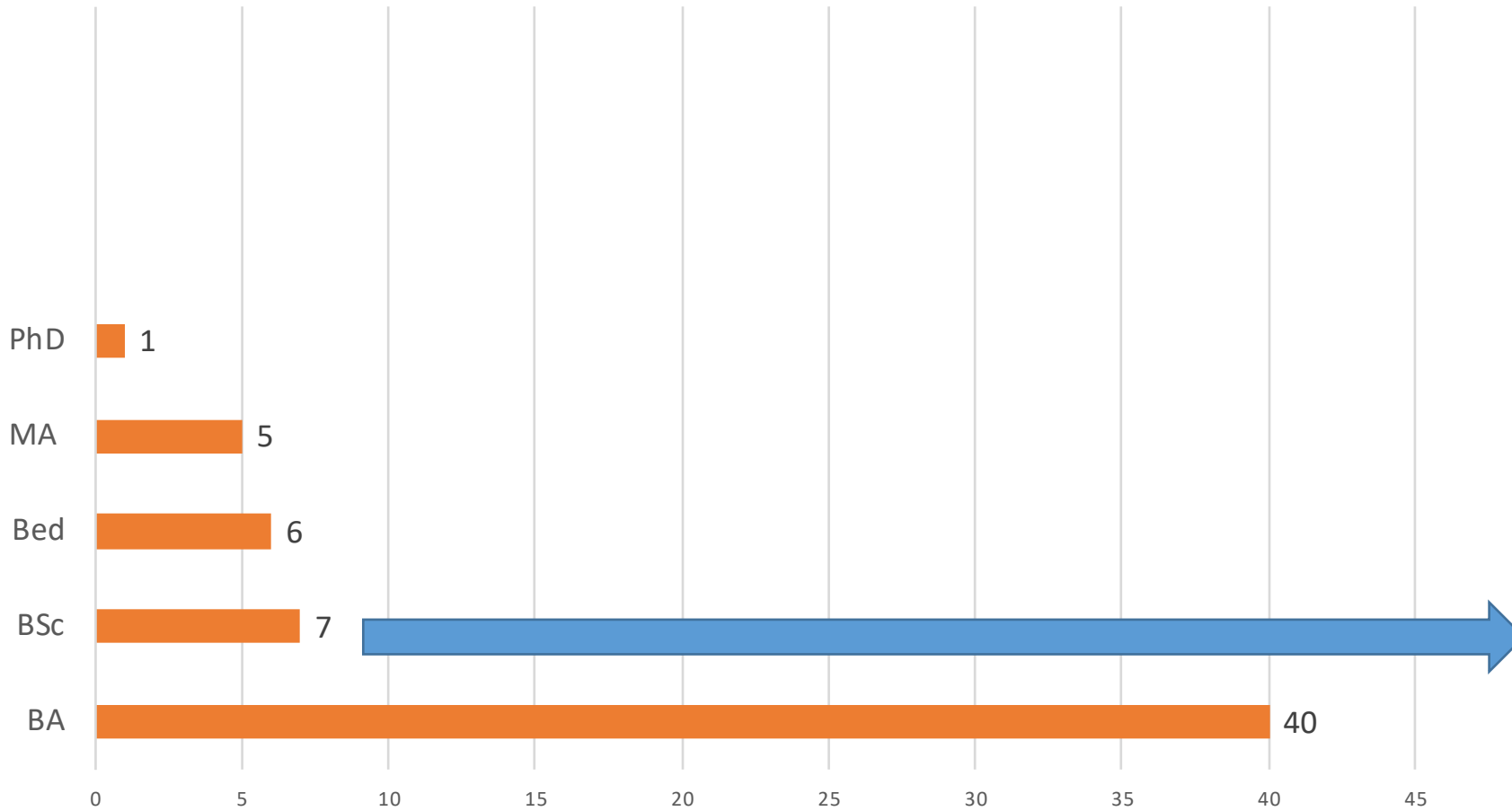
Number of students



Age range: 24 - 51

Degrees held

Number of dgrees



- Human Ecology
- Chemistry
- Psychology (2)
- Home Economics
- Microbiology
- Biology, Environmental & Resource Sciences
- Nutritional & Nutraceutical Sciences



















Languages Spoken

- **Cantonese**
- **Croatian**
- **French**
- **German**
- **Hungarian**
- **Japanese**
- **Mandarin**
- **Portuguese**
- **Spanish**

Attrition rate (June to October)

On campus (2 students) 8%

Online (6 Students) 9%

-  Alexandria (Virginia)
-  Baden (Ontario)
-  Caledonia (Ontario)
-  Calgary
-  Caronport (Saskatchewan)
-  Castlegar (British Columbia)
-  Chilliwack (British Columbia)
-  Edmonton
-  Fort McMurray
-  Gallup (New Mexico)
-  Guelph (Ontario)
-  Hamilton (Ontario)
-  Killarney Road
-  Kitchener
-  Mission (British Columbia)
-  Mississauga (Ontario)
-  Niagara Falls
-  Orillia (Ontario)
- Orleans (Ontario)

-  Ottawa
-  Paradise (Newfoundland)
-  Peterborough (Ontario)
-  Portland (Ontario)
-  Powell River (British Columbi...)
-  Prince George (British Colum...)
-  Prince Rupert
-  Qualicum Beach
-  Regina
-  Rutherglen (Ontario)
-  Saskatoon
-  Scarborough (Ontario)
-  Seguin (Ontario)
-  Spruce Grove
-  Thunder Bay
-  Tofield
-  Toronto
-  Vancouver
- Victoria British columbia
- Waterloo (Ontario)
- Winnipeg

Survey of Practicum Supervisors in the MLIS Program 2017-2019

Alvin M. Schrader, PhD, Practicum Instructor
September 2019

Survey Background

Following the inaugural web-enabled survey of professional practitioner colleagues who supervised or co-supervised University of Alberta MLIS students enrolled in LIS 590 Practicum during the 3-year period 2015-2017, the School of Library and Information Studies followed up with a second survey of Practicum supervisors over the ensuing 3-year period 2017-2019. The specific assessment goal in both surveys was to elicit feedback on supervisors' and co-supervisors' experiences, perspectives, and suggestions. This ongoing series is part of the School's ongoing self-assessment program that includes the Practicum as an important component of community engagement with our colleagues in professional practice.

Supervisors and co-supervisors of the four most recent offerings of the Practicum were included in the survey, fall 2017 to spring 2019 inclusive, for a total of 48 potential survey participants who had volunteered their time, energy, and mentorship in partnering with the School. They provided placements for 56 senior MLIS students, 25 of whom were enrolled in the online teaching and learning program stream and 31 in the on-campus stream.

These School partners worked in a wide range of locations across Canada and internationally, in both archives and libraries; all past and prospective placement sites are listed, in geographic clusters, on the School's course webpage (see above link), although students are free to find any other eligible site that meets their needs. More information about the Practicum is found on the School's course webpage at <https://www.ualberta.ca/school-of-library-and-information-studies/courses/practicum-lis-590>.

At the time of the survey, 45 Practicum supervisors and co-supervisors were identified as still active in the same workplaces (one was no longer working at the site and 2 on leave or vacation), similar to the 42 potential participants the inaugural survey. Using the same consultative framework as the first time, the 2017-2019 survey was open from May 23 to June 14, 2019, with one follow-up reminder emailed on June 5.

The survey comprised 10 questions worded similarly to those in the inaugural survey (see Appendix). Supervisors and co-supervisors were promised confidentiality and a summary of findings. Dr. Toni Samek and a professional colleague field-tested the survey instrument. The survey did not differentiate between supervisors and co-supervisors.

There were 32 survey participants, for a response rate of 71%; the inaugural survey rate was 67%. Altogether they were responsible for 43+ students over the 3-year survey period. During that time, 80% of survey participants had one Practicum student each and 20% had two or more students. Some 30% of respondents said they had supervised students in other MLIS programs; the survey also probed respondents' perceptions of noticeable differences from the UAlberta MLIS Practicum. In the inaugural survey, 39% had supervised students from elsewhere as well.

In a nutshell, the survey found that:

- Two-thirds of the Practicum students were deemed “well prepared” for their placements and 31% “somewhat prepared” by their Practicum supervisors and co-supervisors.
- All but one of the respondents said students could count on a positive job reference.
- Eight in ten took the time to share feedback and insights, almost all of whom said they endorsed the School’s approach to the pedagogy of the Practicum.
- More than 80% of the survey participants responded to our probe about the benefits of taking on a Practicum student, and most of them described a rich diversity of multiple benefits of having a Practicum student, particularly simultaneous contributions to both the workplace and to the individual supervisor. These benefits clustered into several related themes: reflecting on, articulating, and improving workplace practices, policies, and intended outcomes; developing team project skills and improve team functioning; bringing fresh eyes to the workplace, gaining new knowledge, and learning new perspectives, insights, skills, and tools from students; feeling connected and learning about current MLIS curricula and what is being taught; sharing expertise and giving back to the profession, and especially the UAlberta School; supporting and mentoring new professionals and helping them be better prepared for employment and the job market; working on leadership skills; recruiting new staff; making lasting professional connections.
- Key take-aways shared by 80% of the survey participants about their Practicum experience clustered around four general themes: the overall Practicum experience; insights into aspects of the experience; the qualities of their students; and supervisors’ own self-insights and attitudes; while all of the take-aways were laudatory, some respondents focused their narrative on the mutual benefits of the Practicum experience.

The benefits and key take-aways shared by responding supervisors and co-supervisors are particularly important clues for new Practicum students to help inform, guide, and develop and extend MLIS student awareness of their own relationship skills, and most especially their interactions with their Practicum supervisors as well as with other workplace colleagues.

Survey respondents are gratefully acknowledged, as is their willingness to continue engaging as supervisors (and co-supervisors) with UAlberta MLIS Practicum students. Since the inception of the School’s MLIS Practicum more than two decades ago, in 1995, our professional partners have supervised 620 students in 62,000 hours of Practicum placements. These partnerships with the School are deeply appreciated by all SLIS faculty and students!

Key Findings

Survey participation: Out of 43 eligible Practicum supervisors and co-supervisors, a total of 32 participated in the survey, for a response rate of 71%; the inaugural survey rate was 67%. Altogether the respondents supervised and co-supervised 43+ students (77%+ of all 56 Practicum students) over the 3-year survey period.

During that time, 80% had one Practicum student each and 20% had two or more students:

- 26 supervised or co-supervised 1 student each
- 3 supervised or co-supervised 2 students each
- 1 supervised or co-supervised 3 students
- 2 supervised or co-supervised 4 or more students each.

These figures are comparable to the findings for the 2015-2017 cohort, when 28 survey participants supervised or co-supervised 42 Practicum students, 21 of whom had one student each (75%) and 7 reported multiple students (25%).

Preparedness: Survey participants were asked to indicate how prepared they thought their students were for the Practicum placement, a question that sheds light not only on student preparedness for the Practicum itself, but also, and more broadly, on the overall quality of MLIS curricular outcomes. The perceptions of supervisors and co-supervisors were generally positive, with two-thirds of the Practicum students deemed “well prepared” for their placements and 31% “somewhat prepared”; one student was deemed “somewhat unprepared.” In the inaugural survey, 82% of the students were considered well prepared and 14% somewhat prepared.

One respondent in the current survey said their Practicum student was aware of timelines, expectations for work and working hours, and “made themselves available to learn and be successful in the Practicum. Attitude was positive and mature, with a willingness to learn and explore.” Another indicated their student was very prepared, and “it was obvious they had done research about my organization before contacting me to ask about being a Practicum Supervisor.” And another commented their student was clear about their placement goals, and was “very motivated to reach these goals for their own development.” In one situation, however, the survey respondent noted, “There was some reluctance by the student to spend time in all different departments of the library.”

At the same time, some supervisors and co-supervisors were candid about the general constraints on classroom preparedness. One pointed out that: “The student had a great basic knowledge of a lot of our procedures and of topics that we work with in public libraries every day, such as intellectual freedom. However, reality is very different than what you learn in a class!” And another commented: “Grad school offers a lot of philosophical grounding but not much practical work – i.e., fresh librarians have no idea actually HOW to catalogue.” Two respondents mentioned their students had the basic foundation of the MLIS degree but lacked an understanding of archival work, with one noting students “find processing more challenging” although they worked well in the reference room.

Job references: Echoing respondent ratings of student readiness for the Practicum, another key indicator of both curricular quality and placement preparedness is the willingness of supervisors and co-supervisors to provide a positive job reference for a student. As a result of the Practicum experience, all but one of the respondents said students could count on a positive job reference (97%); one was not sure” if they could do so. In the inaugural survey, 100% of respondents said yes.

One supervisor said, “my student did an excellent job with not only the projects they worked on but also dealing with staff and patrons. I agreed to be a reference for them and I am happy to say they now have full time employment and I was a reference for their new library position.” Another exclaimed, “Yes, and they just got my former job!”

Other supervisors were just as enthusiastic: “Yes, definitely. My student was extremely well-prepared and integrated seamlessly into our office culture.” Another said, “My student was excellent and would

be an asset to any employer, team or department.” And yet another observed, “They came to us with a very open mind and willing to learn as much as possible in a short time, I'd definitely recommend.”

One more respondent: “I could not be more pleased with my student and their work. They are motivated, smart, and independent. They’re able to take a task, assess how best to complete it, identify “gap” areas and ask for help, and then execute and finish said task. Additionally, I’m impressed with how well they have taken advantage of, or created for themselves, various opportunities during their time here.”

Supervisory experience in other MLIS programs: Some 30% of respondents said they had supervised students in other MLIS programs; in the inaugural survey it was 39%. The survey also probed respondents’ perceptions of noticeable differences from the UAlberta MLIS Practicum. One said there was more follow-up during and after the experience than with other practicums, although another pointed out the MacEwan University library/info tech program had more hours as well as a check-in with a faculty member midway.

One respondent noted there was “greater structure” and it wasn’t “necessarily a bad thing.” Another mentioned students were better prepared for cataloguing and reference duties. And another stressed the strong desirability of flexibility in accommodating different learning objectives based on the student’s interests and knowledge and ideas so that there was an opportunity for advance planning and preparation.

Practicum pedagogy: An open-ended question probed survey respondents’ views of the UAlberta School’s Practicum pedagogy. Eight in ten took the time to share feedback and insights, almost all of whom said they endorsed the School’s approach (which was elaborated in the survey as a primary focus on leadership and self-leadership skills in the workplace and on socialization to professional values, broadly encompassing networking and relationship skills; observation of how communication, decision-making, and information-sharing occur; learning how to acquire tacit as well as formal knowledge about workplace culture and staffing relationships; and building self-confidence in career planning).

One respondent expressed the view that “this is the exact approach the Practicum Placement program should take. The ability to acquire tacit knowledge, while cultivating networking and relationship skills are key factors in successfully integrating into a new office/workplace culture. By focusing on this, the Practicum Placement Program is setting students up for success in their field.” Another respondent said leadership was a wonderful focus for a practicum, noting that, “Often practicums I have overseen have been very focused on building library specific skills such as collection development and have not focused on more of the big picture skills such as workplace culture and career planning.” Another commented: “I strongly believe in this pedagogy. The expectation is that a Master’s level student is mature and knowledgeable and should be able to handle most daily interactions (i.e., able to have conversations with people, treat them with respect, and listen) along with demonstrating a reasonable level of technical or theoretical skills acquired from coursework.”

And another respondent observed, “The students from the [UAlberta] MLIS program are a bit more social than others – some more confident – have a sense of the value of their education; eager to acquire real world experience.” Still another pointed out “this approach has a well-rounded, explicit set of goals for students,” with the added bonus that it makes Practicum supervisor requirements explicit.

A few respondents offered more qualified support for the School's approach. One indicated it was "reasonable in theory, however, in practice students may not be in a situation that these elements will be present. One must keep in mind that the student would be considered a junior colleague and therefore not have a role to play in some of the aspects described." Another cautioned, "My only reservation is that the graduation from a master's level program doesn't make someone a professional -- there still needs to be learning, listening, and understanding while new to a field."

Two respondents endorsed the approach but cautioned that the length of the Practicum didn't lend itself to learning hard or technical skills, and that "the actual practicum is a bit short to realistically accomplish this." Another commented, "Lovely thought, but it doesn't teach you how to work a reference desk."

Supervisory benefits derived from the Practicum: As noted in the inaugural survey, we were (and remain) very curious as to why so many library and information professionals, whether situated across Canada or across the world, were willing to take on the added workload of supervising and mentoring a student. More than 80% of the survey participants responded to our probe.

As was also true in the inaugural survey, most of the respondents described rich diversity of multiple benefits of having a Practicum student. Many of the perceived benefits described simultaneous contributions to both the workplace and to the individual supervisor.

Reported benefits clustered into several broad themes, many of which were reciprocally interrelated. (Parenthetically, this naming of themes is my own subjectivity.)

The theme clusters that emerged were:

- Undertaking projects and activities that current staffing precluded ["It allowed our team to complete a broad-scope assessment of current state of information management in a cross-organizational functional area in a short period of time." "We completed a project that will help us make some decisions in the future." "The student was able to complete an important project for a team that included faculty and students – the student's help was invaluable."]
- Reflecting on, articulating, and improving workplace practices, policies, and intended outcomes ["A refresh of my skills, in terms of explaining concepts and intended outcomes."]
- Developing team project skills and improve team functioning ["I think it is important to give back and help students gain practical, employable skills – that benefits us in the long run when they graduate and are on the job hunt. I also think it helps us think about our workplace from a different perspective and improve our own team functioning."]
- Bringing fresh eyes to the workplace, gaining new knowledge, and learning new perspectives, insights, skills, and tools from students ["They have enthusiasm which is catching, often new perspectives which broaden our discussions and our approach to the work." "Honestly, our student came in with so many new ideas and having a fresh pair of eyes look at our services was very refreshing. Our student also was very interested in trying many different public library duties and projects and brought a lot to the table with their skill set." "I enjoyed sharing my knowledge and expertise with a bright and enthusiastic student. Explaining procedures and

methods is always a good chance to take a step back yourself and affirm that what you are doing makes sense and is current and efficient.”]

- Feeling connected and learning about current MLIS curricula and what is being taught [“To develop an understanding of views and thoughts of a UAlberta MLIS Practicum student.” “Feel like I’m more connected to SLIS and the curriculum. Enjoy sharing information about our daily work as library professionals. Learn new skills and tools from SLIS students!” “I liked learning how things had changed in the MLIS world since my time at Dalhousie.”]
- Sharing expertise and giving back to the profession, and especially the UAlberta School [“I find engaging with practicum students educational, invigorating, and enjoyable. It is an opportunity to learn from and with students who are exploring their options as they look ahead to their careers, and being able to step back and reflect on the what, how, and why we do what we do, and share that with others is a fantastic opportunity.”]
- Supporting and mentoring new professionals and helping them be better prepared for employment and the job market [“I like supporting and connecting with new generations of SLIS students.” “I think it is important to give back and help students gain practical, employable skills.” “I enjoy being able to share my experiences, connect students with a number of colleagues to demonstrate the diversity in positions, additionally it’s an opportunity to give back to the community and mentor future professionals.” “Connect with new and fresh ideas and drive to get work done well and on time. Facilitate growth by coaching and mentoring and provide opportunities so that they are better prepared for future employment.”]
- Being re-energized and stimulated intellectually [“Got professionally re-energized, re-ignited my teaching passion and learned SO much from the student.”]
- Working on leadership skills [“This was a great opportunity for me to work on leadership skills.”]
- Recruiting new staff [“Benefits us in the long run when they graduate and are on the job hunt.”]
- Making lasting professional connections. [“I have made many lasting relationships through the program.” “My colleagues often ask me for updates about how my practicum student is doing.” “Getting to know upcoming SLIS grads; new fresh eyes on projects.”]

These benefits reported by responding supervisors and co-supervisors are particularly important clues for new Practicum students to help inform and guide their relationship skills, and most especially their interactions with their Practicum supervisors as well as other workplace colleagues.

Key Take-Aways: We were equally curious to develop a sense of “in a nutshell” take-aways resulting from their Practicum experience, just as we were in the inaugural survey. Such insights were shared by 80% of the survey participants.

These insights are of equal significance to those shared by survey respondents around benefits to them of hosting a Practicum student, because they help to develop and extend MLIS student awareness of their own relationship skills, and especially workplace relationship skills.

Key take-aways clustered around four general themes: the overall Practicum experience; insights into aspects of the experience; the qualities of their students; and supervisors' own self-insights and attitudes. (Parenthetically, and as I mentioned above, this naming of themes is my own subjectivity.)

While all of the take-aways were laudatory, some respondents focused their narrative on the mutual benefits of the Practicum experience, such as the following examples:

- Hosting a practicum, while time consuming, is a positive experience for both parties and can result in some really interesting opportunities and learnings.
- Win-win, mutual benefit, connection, and better potential hires.
- I strongly believe in giving back to the profession, and helping students succeed as they prepare to enter the workforce.
- It's a mutually beneficial, two-way journey that enhances every Professional Librarian's life.

Some of the respondents' insights into various aspects of the experience were inner directed, such as reminders to themselves about their own role and interactions, as expressed in the following examples:

- That it is impossible to provide "everything" in terms of field or subject matter experience in a short time period, but it is possible and more beneficial to provide quality experiences that the student is able to be challenged in and reflect upon.
- It takes a bit of time to nurture the student, more than I expected. A lot more explanation of the system was required and my student was particularly inquisitive.
- I should be prepared to provide students the resources and opportunity to acquire additional, specific skills and knowledge to complete their practicum work.
- Should I do it again in the future, I would be clearer with my expectations upfront, and make a determination whether there is a fit with our program.
- The importance of constant communication, to give the student a sense of not just what decisions we are making, but the nuances and complications that lead us to those decisions. Giving the context for all the work the student undertook.
- The applicability of the MLIS in non-library environments is clear, but is not always clear to students at the start of the practicum.

But a few of the insights shared by respondents had an external or perhaps just more general focus, such as: offering to supervise again; offering to supervise in the specific area of records and information management in an academic setting; and, hoping graduates would consider working collaboratively with Archives in their future careers.

Many respondents focused their take-aways on the qualities of their Practicum students. They described them, variously, as being: highly engaged and passionate who went over and above what was expected; very smart and capable, very professional; intelligent, collaborative, and forward thinking; a great addition to our team; particularly inquisitive. One respondent observed, "Practicum students are likely to come with a broad range of applicable competencies and general skills and knowledge." And another said, "We were fortunate to have a highly engaged and passionate practicum student who went over and above what was expected."

Another cluster of take-aways revolved around the enjoyment experienced by the supervisors and co-supervisors. Various comments were:

- It was a pleasure to be able to work with the next generation of librarians.
- Could result in some really interesting opportunities and learnings.
- Having the chance to mentor a student one-on-one for an extended length of time helped me identify what it is I love about the profession myself.
- I was glad I was very prepared and organized for my student so that she had a positive experience.
- I really enjoyed the opportunity to teach and mentor someone, even if only for a few weeks.
- It's always so rewarding to be able to provide students with real life, on the job experience to demonstrate a typical day. The experiential learning opportunities are invaluable.
- Worthy experience for both the supervisor and the organization.
- Practicums are beneficial to both the student and the supervisor. The student benefits with mentorship and hands-on practical experience. The supervisor benefits with professional engagement with an emerging professional and an opportunity to get assistance with special projects.
- Explaining how our library is so vastly different from any other library (as is every other library, haha) gave me an insight as to how we are more similar than most realize. Explaining it gave us clarity as well.

To end on a very positive note, one respondent's key take-away was especially appreciated by the Practicum course Instructor (the writer): "This practicum was one of the best run practicums I have been a part of in the fifteen plus years I have had students in for multi hour practicums."

Information provided for Practicum supervisors: In terms of the information provided by the School for prospective supervisors and co-supervisors about the Practicum – elucidated in the survey as curricular vision, mentoring focus, learning outcomes, pedagogy, timelines, forms, practicalities – 90% reported it was satisfactory; two respondents said somewhat satisfactory and one said not satisfactory. In the inaugural survey, 96% said the information was satisfactory and said it was not.

Varying observations were excellent documentation; thorough information package; "VERY well done" information package that "made my job as Practicum Supervisor very easy, and it clearly outlined what the goals of the placement should be"; "a wonderful job of really focusing on learning outcomes and the specifics of the practicum!"

One respondent said: "Documentation beforehand is extremely important in setting expectations for both the supervisor and for the student - and to allow for the school to monitor and ensure success of the practicum. From a supervisor experience, it was also very useful to have a good amount of prep time/advance notice on the practicum, especially for a 3-week, full time experience. In this case, I was able to provide a fulsome activity schedule that worked for me and for the student, with very little "waiting around". Another mentioned some clarification was needed around expectations and whether or not certain projects would be appropriate, and "this was easily sorted out." And another mentioned appreciation that the Practicum Instructor checked in via phone part way through the placement.

One respondent was satisfied with the information about expectations and goals but would have appreciated "guidance around the mentor/mentee experience." And another noted, "Not sure I even looked at it honestly."

Suggested Practicum improvements: More than half of the supervisors and co-supervisors responded to the survey question inviting suggestions for improving the UAlberta MLIS Practicum and any other feedback they'd like to share.

A few suggestions for improvement were offered, such as promoting placements outside traditional library environments; providing a clear list of learning expectations; adopting a more flexible range of hours such as 80 to 100, instead of the current fixed number of 100 hours; increasing the number of placement hours, suggested by one respondent to be of more value to host and student; extending the duration (but not total hours) of placements over, e.g., an eight-week period (parenthetically, the fall term offering meets this suggestion, as the hours are distributed over the whole term). One respondent suggested having students contact institutions well in advance of arrival, to ensure possible projects are discussed and sufficient time to take on a meaningful project (parenthetically, that is already an explicit expectation in the Student's Guidebook, so it is disappointing to learn that did not happen in at least one case).

One suggestion by a respondent was for their Practicum colleagues: consider holding an "orientation interview" at the start of the placement so the student understands expectations and can have questions answered.

Speaking more generally, many respondents took the opportunity of the survey to share how much they enjoyed being part of the MLIS program. One commented, "This was the first practicum experience I have supervised, and I was pleased with all aspects of administration, feedback, and most importantly, student quality. Thank you for giving me the opportunity to participate." Another offered, "I cannot think of any other suggestions but I can say that my entire staff enjoyed having a student in and I think we learned a bit from the student as we mentored them! Even though I spent the most time working with and mentoring the student, I did have other staff fill in during areas of their expertise and this was a professional development area for them, as it was new to them too. Thanks again!"

Other comments were: "The MLIS Practicum was very well organized, and I would certainly take part in it again if asked. Well done!" And, "I really enjoyed the whole experience and was very pleased with student and their knowledge, skill, and abilities." And finally, "It is an excellent program, keep up the fantastic work!"

Detailed Survey Results, by Question

Survey participation

Out of 43 eligible Practicum supervisors and co-supervisors, a total of 32 participated in the survey, for a response rate of 71%; the inaugural survey rate was 67%. Altogether the respondents supervised and co-supervised 43+ students (77%+ of all 56 Practicum students) over the 3-year survey period. During that time, 80% had one Practicum student each and 20% had two or more students:

- 26 supervised or co-supervised 1 student each
- 3 supervised or co-supervised 2 students each
- 1 supervised or co-supervised 3 students
- 2 supervised or co-supervised 4 or more students each.

Student Readiness for Practicum

A key finding from the survey is that 66% of responding supervisors and co-supervisors (21 out of 32) reported that students were “well prepared” for their placements, while 10 said they were “somewhat prepared.” One supervisor said the student was “somewhat unprepared.”

Verbatim comments by survey respondents about student preparedness were as follows:

- The practicum student was clear about the goals they'd like to achieve through the placement, and was very motivated to reach these goals for their own development.
- The student was aware of timelines, expectations for work and working hours, and made themselves available to learn and be successful in the Practicum. Attitude was positive and mature, with a willingness to learn and explore.
- The student was very prepared, and it was obvious they had done research about my organization before contacting me to ask about being a Practicum Supervisor.
- The student had a great basic knowledge of a lot of our procedures and of topics that we work with in public libraries every day, such as intellectual freedom. However, reality is very different than what you learn in a class!
- Grad school offers a lot of philosophical grounding but not much practical work – i.e., fresh librarians have no idea actually HOW to catalogue.
- They had the basic foundation of the MLIS degree but often lacked the understanding of archives.
- Archives is a minor part of the program – most are exploring their interest in archives – they work well in the reference room – but find processing more challenging.
- There was some reluctance by the student to spend time in all different departments of the library.
- I do think there was a fundamental misunderstanding of the nature of the internship and what would be required.

Job References

The survey queried participating supervisors and co-supervisors as to whether they did, or if asked would have been able to, provide the student(s) with a positive job reference as a result of the Practicum experience. All but one of the respondents said yes (97%). One respondent indicated they were “not sure” about providing a positive reference.

Verbatim comments by respondents were as follows:

- Yes, my student did an excellent job with not only the projects they worked on but also dealing with staff and patrons. I agreed to be a reference for them and I am happy to say they now have full time employment and I was a reference for their new library position.
- And they just got my former job!
- I was asked to act as a reference and was very happy to do so!
- Yes, definitely. My student was extremely well-prepared and integrated seamlessly into our office culture. My colleagues often ask me for updates about how my practicum student is doing.
- My student was excellent and would be an asset to any employer, team or department.
- They came to us with a very open mind and willing to learn as much as possible in a short time, I'd definitely recommend.
- Happily given.
- At the end of the practicum, the student was also coached to understand what specific and/or transferable skills were taught or shown, to demonstrate awareness of both technical and "soft" skills needed for interviewing and formal work purposes.
- I would give an honest reference depending on the questions asked.

Supervisory Experience in Other MLIS Programs

Some 30% of respondents said they had supervised students in other MLIS programs. The survey also probed respondents' perceptions of noticeable differences from the UAlberta MLIS Practicum.

Verbatim comments about noticeably different aspects of the UAlberta MLIS Practicum were as follows:

- Not really. Served students with an interest in information management.
- Better prepared for cataloguing and reference duties.
- Duration.
- The MacEwan library/info tech program had a greater number of hours and a check-in with a faculty member midway.
- Very structured which is not necessarily a bad thing.
- Not particularly, it's best if the practicum allows for the flexibility to take on different learning objectives based on the student's interests and knowledge. Ideally the student would come with an idea or an area of interest and have an opportunity to start planning the practicum placement well in advance of the actual placement. This also allows the institution to be better prepared for their arrival and potentially provide advance readings or information that would assist with their project.
- There was actually more follow up during and after the U of A practicum than in any other practicums I have been a part of from other schools and programs.

Supervisors' Perceptions of Practicum Pedagogy

An open-ended question probed survey respondents' views of the School's Practicum pedagogy. Eight in ten took the time to share feedback and insights, almost all of whom said they endorsed the School's approach. The School's approach was elaborated in the survey as emphasizing "leadership and self-leadership skills in the workplace and on socialization to professional values, with grounding in placement opportunities for senior MLIS students to be able to: cultivate networking and relationship skills; observe how communication, decision-making, and information-sharing occur; learn how to acquire tacit as well as formal knowledge about workplace culture and staffing relationships; and build self-confidence in career planning."

Respondents' verbatim comments about the School's approach to Practicum pedagogy were as follows:

- I believe this is a wonderful focus for a practicum – leadership. Often practicums I have overseen have been very focused on building library specific skills such as collection development and have not focused on more of the big picture skills such as workplace culture and career planning.
- I think this is the exact approach the Practicum Placement program should take. The ability to acquire tacit knowledge, while cultivating networking and relationship skills are key factors in successfully integrating into a new office/workplace culture. By focusing on this, the Practicum Placement Program is setting students up for success in their field.
- The students from the MLIS program are a bit more social than others - some more confident - have a sense of the value of their education; eager to acquire real world experience.
- I think this approach has a well-rounded, explicit set of goals for students. It also makes practicum supervisor requirements explicit.
- I would agree that the practicum student I supervises possessed most if not all of these skills. They were extremely professional in all interactions, meetings and written communications. They were self motivated and took the opportunity to network with staff at our institution. This student was well prepared.
- My student had opportunities to discuss profession-related issues and trends, as well as their project requirements, with several librarians with diverse career experiences. I think the practicum provided my

student with sufficient opportunities to discuss and reflect on professional values and learn about the work environment for library professionals in our type of organization.

- It is a great approach. I also think developing empathy is another great skill to have if planning on working in a public library.
- I think these are reasonable goals for a practicum experience where each student might be placed in very different work environments. I would think of these as foundational or "soft skills" in any environment. For our workplace, I would suggest adding meeting facilitation skills and working on a virtual team as facets worth exploring.
- I agree with the approach wholeheartedly.
- Yes, to the fullest.
- I strongly believe in this pedagogy. The expectation is that a Master's level student is mature and knowledgeable and should be able to handle most daily interactions (i.e., able to have conversations with people, treat them with respect, and listen) along with demonstrating a reasonable level of technical or theoretical skills acquired from coursework.
- It is accurate.
- I think the focus of the practicum pedagogy is well advised.
- I am very much in favour of this approach. To me librarianship is very much learned on the job, and allowing students to spend time in the workplace is the best possible way to prepare them for their careers.
- Very much. And those are critical working skills that can't be taught without practical application.
- Right on the money.
- Sounds great.
- A great focus. Very important for fostering initiative, integrating into work culture and shifting mindset from student to professional.
- I think [... Library] librarians are well positioned to offer opportunities to develop the skills described in the above statement.
- To a large extent, students we have had have been interested and willing to learn, and when given the chance, take part in all aspects of the above.
- I am very much in favour of this approach. This is an opportunity for students to be immersed in a professional experience and be exposed to the various aspects of what that context entails. This kind of exposure is difficult to get in other ways.
- Yes that is reasonable in theory, however, in practice students may not be in a situation that these elements will be present. One must keep in mind that the student would be considered a junior colleague and therefore not have a role to play in some of the aspects described above.
- Sure. I do generally agree with this approach. My only reservation is that the graduation from a master's level program doesn't make someone a professional – there still needs to be learning, listening, and understanding while new to a field.
- I think it's a good approach as the length of the practicum doesn't lend itself to learning hard/technical skills.
- It seems like a good goal but the actual practicum is a bit short to realistically accomplish this.
- Lovely thought, but it doesn't teach you how to work a reference desk.

Supervisory Benefits Derived from the Practicum

As noted in the inaugural survey, we were (and remain) very curious as to why so many library and information professionals, whether situated across Canada or across the world, were willing to take on the added workload of supervising and mentoring a student. More than 80% of the survey participants responded to our probe.

As was true in the inaugural survey, most of the respondents described rich diversity of multiple benefits of having a Practicum student. Many of the perceived benefits described simultaneous contributions to both the workplace and to the individual supervisor.

Reported benefits clustered into several broad themes, many of which were reciprocally interrelated. The theme clusters that emerged were:

- undertaking projects and activities that current staffing precluded ["It allowed our team to complete a broad-scope assessment of current state of information management in a cross-organizational functional area in a short period of time." "We completed a project that will help us make some decisions in the future." "The student was able to complete an important project for a team that included faculty and students – the student's help was invaluable."]
- reflecting on, articulating, and improving workplace practices, policies, and intended outcomes ["A refresh of my skills, in terms of explaining concepts and intended outcomes."]
- developing team project skills and improve team functioning ["I think it is important to give back and help students gain practical, employable skills – that benefits us in the long run when they graduate and are on the job hunt. I also think it helps us think about our workplace from a different perspective and improve our own team functioning."]
- bringing fresh eyes to the workplace, gaining new knowledge, and learning new perspectives, insights, skills, and tools from students ["They have enthusiasm which is catching, often new perspectives which broaden our discussions and our approach to the work." "Honestly, our student came in with so many new ideas and having a fresh pair of eyes look at our services was very refreshing. Our student also was very interested in trying many different public library duties and projects and brought a lot to the table with their skill set." "I enjoyed sharing my knowledge and expertise with a bright and enthusiastic student. Explaining procedures and methods is always a good chance to take a step back yourself and affirm that what you are doing makes sense and is current and efficient."]
- feeling connected and learning about current MLIS curricula and what is being taught ["To develop an understanding of views and thoughts of a UAlberta MLIS Practicum student." "Feel like I'm more connected to SLIS and the curriculum. Enjoy sharing information about our daily work as library professionals. Learn new skills and tools from SLIS students!" "I liked learning how things had changed in the MLIS world since my time at Dalhousie."]
- sharing expertise and giving back to the profession, and especially the UAlberta School ["I find engaging with practicum students educational, invigorating, and enjoyable. It is an opportunity to learn from and with students who are exploring their options as they look ahead to their careers, and being able to step back and reflect on the what, how, and why we do what we do, and share that with others is a fantastic opportunity."]
- supporting and mentoring new professionals and helping them be better prepared for employment and the job market ["I like supporting and connecting with new generations of SLIS students." "I think it is important to give back and help students gain practical, employable skills." "I enjoy being able to share my experiences, connect students with a number of colleagues to demonstrate the diversity in positions, additionally it's an opportunity to give back to the community and mentor future professionals." "Connect with new and fresh ideas and drive to get work done well and on time. Facilitate growth by coaching and mentoring and provide opportunities so that they are better prepared for future employment."]
- being re-energized and stimulated intellectually ["Got professionally re-energized, re-ignited my teaching passion and learned SO much from the student."]
- working on leadership skills ["This was a great opportunity for me to work on leadership skills."]
- recruiting new staff ["Benefits us in the long run when they graduate and are on the job hunt."]
- making lasting professional connections. ["I have made many lasting relationships through the program." "My colleagues often ask me for updates about how my practicum student is doing." "Getting to know upcoming SLIS grads; new fresh eyes on projects."]

Verbatim comments by respondents about perceived benefits of engaging with Practicum students were as follows:

- It allowed our team to complete a broad-scope assessment of current state of information management in a cross-organizational functional area in a short period of time.
- Willingness to learn new methods.
- I think it is important to give back and help students gain practical, employable skills - that benefits us in the long run when they graduate and are on the job hunt. I also think it helps us think about our workplace from a different perspective and improve our own team functioning.
- A refresh of my skills, in terms of explaining concepts and intended outcomes. It was also beneficial from a scheduling and timing perspective, to ensure minimal "down time" for the student. Planning ahead was a huge benefit on both sides. The student mentioned that the approach we took – half project, half normal operations – was beneficial for her learning. She was able to see some progress or development for a project, and was also able to observe the normal, reactive nature of the job as well.
- We completed a project that will help us make some decisions in the future (which is where some of the misunderstanding may have initially occurred – decisions are made on foundations and that foundation has to be built iteratively and we don't jump to conclusions).
- The student was able to complete an important project for a team that included faculty and students – the student's help was invaluable.
- I like supporting and connecting with new generations of SLIS students.
- To develop an understanding of views and thoughts of a UAlberta MLIS Practicum student.
- The student completed a report I didn't have time to research and write myself. The report was used in subsequent decision-making.
- Our team benefited from an extra resource for a few weeks of work. The practicum student was able to prepare training materials and project outline documentation.
- I liked learning how things had changed in the MLIS world since my time at Dalhousie.
- This was a great opportunity for me to work on leadership skills.
- I enjoyed learning about the program and courses.
- I enjoyed sharing my knowledge and expertise with a bright and enthusiastic student. Explaining procedures and methods is always a good chance to take a step back yourself and affirm that what you are doing makes sense and is current and efficient.
- Got professionally re-energized, re-ignited my teaching passion and learned SO much from the student...
- I enjoy being able to share my experiences, connect students with a number of colleagues to demonstrate the diversity in positions, additionally it's an opportunity to give back to the community and mentor future professionals.
- Assistance with a specific project, insights into topics the student studied during the program.
- Giving back to the professions.
- The student did an important project that helped us. The student gained some experience that can help them with future job searching.
- Honestly, our student came in with so many new ideas and having a fresh pair of eyes look at our services was very refreshing. Our student also was very interested in trying many different public library duties and projects and brought a lot to the table with their skill set.
- Completion of projects that would have been conducted by other staff. Awareness of current SLIS objectives and connection to the school.
- We were able to complete a project that would otherwise never have happened, due to staffing limitations and priorities.
- It got me to extract for myself exactly why we do things the way we do, gives clarity when having to explain it to someone else.
- Feel like I'm more connected to SLIS and the curriculum. Enjoy sharing information about our daily work as library professionals. Learn new skills and tools from SLIS students!
- We ensure descriptive work is completed, able to have our archivists mentor students, good to understand what is being taught in various programs.
- I find engaging with practicum students educational, invigorating, and enjoyable. It is an opportunity to learn from and with students who are exploring their options as they look ahead to their careers, and

being able to step back and reflect on the what, how, and why we do what we do, and share that with others is a fantastic opportunity. I have made many lasting relationships through the program.

- Connect with new and fresh ideas and drive to get work done well and on time. Facilitate growth by coaching and mentoring and provide opportunities so that they are better prepared for future employment.
- They have enthusiasm which is catching, often new perspectives which broaden our discussions and our approach to the work.
- Getting to know upcoming SLIS grads; new fresh eyes on projects.

Practicum Supervisors' Key Take-Aways

We were equally curious to develop a sense of “in a nutshell” take-aways resulting from their Practicum experience, just as we were in the inaugural survey. Such insights were shared by 80% of the survey participants.

These insights are of equal significance to those shared by survey respondents around benefits to them of hosting a Practicum student, because they help to develop and extend MLIS student awareness of their own relationship skills, and especially workplace relationship skills.

Key take-aways clustered around four general themes: the overall Practicum experience; insights into aspects of the experience; the qualities of their students; and supervisors' own self-insights and attitudes. (Parenthetically, and as I mentioned above, this naming of themes is my own subjectivity.)

While all of the take-aways were laudatory, some respondents focused their narrative on the mutual benefits of the Practicum experience, such as “Hosting a practicum, while time consuming, is a positive experience for both parties and can result in some really interesting opportunities and learnings.” Some of the respondents' insights into various aspects of the experience were inner directed, such as reminders to themselves about their own role and interactions. A few had an external or perhaps just more general focus, such as offering to supervise again and offering to supervise in the specific area of records and information management in an academic setting.

Many respondents focused their take-aways on the qualities of their Practicum students. They described them, variously, as being: highly engaged and passionate who went over and above what was expected; very smart and capable, very professional; intelligent, collaborative, and forward thinking; a great addition to our team; particularly inquisitive. Another cluster of take-aways revolved around the enjoyment experienced by the supervisors and co-supervisors, e.g., “It was a pleasure to be able to work with the next generation of librarians.” And, “Having the chance to mentor a student one-on-one for an extended length of time helped me identify what it is I love about the profession myself.”

One respondent's key take-away was especially appreciated by the Practicum course Instructor (the writer): “This practicum was one of the best run practicums I have been a part of in the fifteen plus years I have had students in for multi hour practicums.”

Verbatim comments by respondents about their key take-away from their Practicum experience were as follows:

- Practicum students are likely to come with a broad range of applicable competencies and general skills and knowledge, but I should be prepared to provide students the resources and opportunity to acquire additional, specific skills and knowledge to complete their practicum work.

- We were fortunate to have a highly engaged and passionate practicum student who went over and above what was expected. But my take away would be that hosting a practicum, while time consuming, is a positive experience for both parties and can result in some really interesting opportunities and learnings.
- That it is impossible to provide "everything" in terms of field or subject matter experience in a short time period, but it is possible and more beneficial to provide quality experiences that the student is able to be challenged in and reflect upon.
- That there is a need and desire for records and information management experience, and that our office is able to provide a great opportunity in terms of exposure, campus location, and influence.
- Should I do it again in the future, I would be clearer with my expectations upfront, and make a determination whether there is a fit with our program.
- The importance of constant communication, to give the student a sense of not just what decisions we are making, but the nuances and complications that lead us to those decisions. Giving the context for all the work the student undertook.
- It was a pleasure to be able to work with the next generation of librarians.
- It was a mutually beneficial experience.
- The applicability of the MLIS in non-library environments is clear, but is not always clear to students at the start of the practicum.
- It takes a bit of time to nurture the student, more than I expected. A lot more explanation of the system was required and my student was particularly inquisitive.
- I strongly believe in giving back to the profession, and helping students succeed as they prepare to enter the workforce. Having the chance to mentor a student one-on-one for an extended length of time helped me identify what it is I love about the profession myself.
- I was glad I was very prepared and organized for my student so that she had a positive experience.
- I would have liked to have kept my student longer, she was a great addition to our team. My key take-away was that I really enjoyed the opportunity to teach and mentor someone, even if only for a few weeks.
- It's a mutually beneficial, two-way journey that enhances every Professional Librarian's life.
- It's always so rewarding to be able to provide students with real life, on the job experience to demonstrate a typical day. The experiential learning opportunities are invaluable.
- Worthy experience for both the supervisor and the organization.
- It was great. We love our student. She was very smart and capable. Very professional.
- This practicum was one of the best run practicums I have been a part of in the fifteen plus years I have had students in for multi hour practicums.
- I would be happy to supervise another student in future.
- Practicums are beneficial to both the student and the supervisor. The student benefits with mentorship and hands-on practical experience. The supervisor benefits with professional engagement with an emerging professional and an opportunity to get assistance with special projects.
- Explaining how our library is so vastly different from any other library (as is every other library, haha) gave me an insight as to how we are more similar than most realize. Explaining it gave us clarity as well.
- Good experiences, like being able to provide experience and window into archives for students willing to learn.
- The profession has a bright future ahead given the intelligent, collaborative, and forward thinking students I have had the pleasure of working with.
- Win-win, mutual benefit, connection, and better potential hires.
- Very positive. They are good workers and tackle projects we might have taken longer to get to without them. They hopefully are more familiar with our work (niche environment) and would consider working with Archives collaboratively in their future library careers.
- A worthwhile experience.

Information Provided for Practicum Supervisors

In terms of the information provided by the School to prospective supervisors and co-supervisors about the Practicum – elucidated in the survey as curricular vision, mentoring focus, learning outcomes, pedagogy, timelines, forms, practicalities – 90% reported it was satisfactory; two respondents said somewhat satisfactory and one said not satisfactory.

Verbatim respondent comments about the information that was provided by the School about the Practicum were as follows:

- Excellent documentation.
- I feel I was supplied with sufficient info about the expectations and goals of the practicum experience, but less about curricular vision, mentoring and pedagogy. Of those, any guidance around the mentor/mentee experience would have been most useful.
- Documentation beforehand is extremely important in setting expectations for both the supervisor and for the student - and to allow for the school to monitor and ensure success of the practicum. From a supervisor experience, it was also very useful to have a good amount of prep time/advance notice on the practicum, especially for a 3-week, full time experience. In this case, I was able to provide a fulsome activity schedule that worked for me and for the student, with very little "waiting around".
- The information package that was given to me by the student and Alvin was VERY well done. It made my job as Practicum Supervisor very easy, and it clearly outlined what the goals of the placement should be.
- Some clarification around expectations and whether or not certain projects would be appropriate for the practicum was required but this was easily sorted out.
- Yes, and thank you for checking in via phone part way through the practicum.
- Yes the practicum instructor Alvin, did a wonderful job of really focusing on learning outcomes and the specifics of the practicum!
- The information package was thorough.
- Not sure I even looked at it honestly.

Suggested Practicum Improvements

More than half of the supervisors and co-supervisors responded to the survey question inviting suggestions for improving the UAlberta MLIS Practicum and any other feedback they'd like to share. A few suggestions for improvement were offered, and many respondents took the opportunity to share how much they enjoyed being part of the MLIS program. One suggestion by a respondent was for their Practicum colleagues: consider holding an "orientation interview" at the start of the placement so the student understands expectations and can have questions answered.

Verbatim comments by respondents asking for suggestions to improve the Practicum or wishing to share other feedback were as follows:

- I encourage the U of A MLIS program to promote placements outside traditional library environments.
- I'd like to have a clear list of learning expectations.
- The 100 hours was unwieldy. Please consider setting a range of hours such as 80-100 as an example. There was a Stat Holiday which fell during the period as well as some other departmental hours changes that needed to be worked around. It felt very rigid to have a specific number.
- I would suggest making the practicum longer. Three weeks goes by very quickly. I would also suggest having students contact institutions well in advance to scope out their projects and prepare for their arrival well in advance to ensure there is time to take on a meaningful project while on site.
- I feel like a longer term practicum would be of more value to the hosts and the students.
- More time would be good, or few hours a day over more days, like half days over 8 weeks or something.
- Potential benefit to all groups might be an orientation interview so student understands expectations and have questions answered.

- Since students have to reach out themselves, they may not connect initially with the right person at the library. Some students got referred several times.
- I cannot think of any other suggestions but I can say that my entire staff enjoyed having a student in and I think we learned a bit from the student as we mentored them! Even though I spent the most time working with and mentoring the student, I did have other staff fill in during areas of their expertise and this was a professional development area for them, as it was new to them too. Thanks again!
- This was the first practicum experience I have supervised, and I was pleased with all aspects of administration, feedback, and most importantly, student quality. Thank you for giving me the opportunity to participate.
- The MLIS Practicum was very well organized, and I would certainly take part in it again if asked. Well done!
- No I really enjoyed the whole experience and was very pleased with student and their knowledge, skill, and abilities.
- I was very pleased to be part of this program.
- No, I enjoy being part of the program.
- Not at this time. This is an excellent program!
- No major suggestions, my experience was quite good. Keep it up!
- Keep up the good work.
- It is an excellent program, keep up the fantastic work!

Appendix. UAlberta MLIS Practicum Supervisors Survey Consultation*

Cover Letter – MLIS Practicum Supervisors Consultation 2017-2019



Dear UAlberta MLIS Practicum Supervisors:

At the University of Alberta, the philosophy and pedagogy of the MLIS Practicum are grounded in creating opportunities for senior MLIS students to develop leadership and self-leadership skills in the workplace; to cultivate networking, relationship, and team skills; to learn how to acquire tacit as well as formal knowledge about an organization, its culture, values, priorities, and staffing relationships; to mindfully observe how communication, decision-making, and information sharing occur in an organization; to learn how to apply theory to practice; to foster professional socialization; and to build self-confidence in career planning.

We, SLIS Chair Toni Samek and current Practicum Instructor Alvin Schrader, would like to take this opportunity to express our deep appreciation for your most generous support of the UAlberta MLIS Practicum. Your willingness to engage with us and to supervise and mentor our Practicum students affords truly unique learning experiences.

As part of the School's ongoing self-assessment for improving our Practicum, we want to consult with you and invite you to share your experiences, perspectives, and suggestions to ensure it is a meaningful opportunity for both supervisors and students. The survey consultation covers Practicum placements over the past three years 2017-2019.

Please note all responses will be aggregated for confidentiality and any narrative comments you care to offer will be anonymized in documentation produced for the purposes of assessment and accreditation. A summary of findings may be reported to School Council and/or published on the School's website. We will of course share a summary of the findings with you first and expect that will occur before the end of the calendar year.

You will be able to access the survey until **Friday, June 14, 2019**. The survey can be completed in about 10 minutes.

Thanks again, everyone, for supporting the School's community-engaged learning opportunities for student success! If you have any questions, please feel free to contact either of us directly at toni.samek@ualberta.ca or alvin.schrader@ualberta.ca.

Sincerely,

Toni and Alvin
 School of Library and Information Studies
 University of Alberta

Question Items – MLIS Practicum Supervisors Consultation 2017-2019*

1. How many UAlberta MLIS Practicum students have you supervised over the 3 years from the Fall 2017 offering to the Spring 2019 offering, inclusive?
 1__ 2__ 3__ 4 or more__
2. In which term did you supervise a UAlberta MLIS Practicum student?
 Fall 2017__ Spring 2018__ Fall 2018__ Spring 2019__
3. How prepared do you think the student was for a UAlberta MLIS Practicum placement?
 Well prepared__ Somewhat prepared__ Somewhat unprepared__ Not prepared__
 Please feel free to elaborate: _____
4. Was the information satisfactory as provided by the School's website, Practicum instructor, and/or student about the UAlberta MLIS Practicum – curricular vision, mentoring focus, learning outcomes, pedagogy, timelines, forms, practicalities, other concerns?
 Yes__ No__ Somewhat__
 Please feel free to elaborate: _____
5. Have you supervised students in other MLIS or sister programs?
 Yes__ No__

- If yes, were any aspects of the UAlberta MLIS Practicum noticeably different? _____
6. The UAlberta MLIS Practicum pedagogy focuses on leadership and self-leadership skills in the workplace and on socialization to professional values. This pedagogy is grounded in placement opportunities for senior MLIS students to cultivate networking and relationship skills; observe how communication, decision-making, and information-sharing occur; learn how to acquire tacit as well as formal knowledge about workplace culture and staffing relationships; and build self-confidence in career planning.
- To what extent does this approach resonate with you? _____
7. Considering your experience working with a UAlberta MLIS Practicum student, did you or would you, if asked, have been able to provide the student with a positive job reference?
- Yes__ No__ Not sure__
- Please feel free to elaborate: _____
8. What benefit did you derive from supervising a UAlberta MLIS Practicum student? _____
9. In a nutshell, what was your key take-away from your UAlberta MLIS Practicum supervisory experiences? _____
10. Do you have any suggestions for improving the UAlberta MLIS Practicum, or any other feedback you'd like to share with us?
- _____

** Question items as worded here do not encompass the skip logic design built into the web survey to capture multiple experiences and assessments if Q1 respondent had 2+ Practicum students.*

MLIS Graduate Student Exit Survey Summary—2018-2019

*School of Library and Information Studies
University of Alberta*

- by Alvin M. Schrader, Professor Emeritus
September 2019

A record number of 82 MLIS students graduated in the two academic convocations fall 2018 and spring 2019; in the previous three academic years, total graduates numbered 61, 70 and 54. Students graduating in 2018-2019 were enrolled in either of the two teaching and learning program streams offered by the School of Library and Information Studies at the University of Alberta, on-campus and online. This is the fourth graduating cohort in the online learning stream, which has been available since September 2013.

Graduates in the 2018-2019 convocations were evenly split 1:1 between the two learning streams, a reversal of the 2:1 ratio two years earlier for on-campus enrollment. Taking the two learning streams together, a total of 283 students were registered in 2018-2019 in the various stages of their graduate professional MLIS program (it was 273 the previous year). Two-thirds of these students were in the online stream (188 out of 283), indicating that in future years the ratio of on-campus to online enrollment can be expected to shift towards the latter delivery stream.

Overall, 53 of the 82 students convocating in 2018-2019 participated in the Graduate Exit Survey, for a response rate of 65%, similar to previous years. All but two of the 53 survey participants were in the course-based MLIS program; the other two were in the on-campus, thesis-based MLIS/MA joint degree program in Digital Humanities (for statistical purposes, joint-degree survey participants are included in the on-campus MLIS cohort).

By way of background, the School has been participating since the fall 2015 convocation in the biannual Faculty of Education Graduate Exit Survey, a faculty-wide perceptions survey of all convocating graduate students that is typically conducted over a one-month period around each fall and spring convocation. The broad goals of the survey are to capture the program experiences and satisfaction levels of Faculty of Education graduate students with both their educational programs and student services.

The biannual surveys serve two key educational priorities in the School of Library and Information Studies: continuing international accreditation; and institutional transparency and community engagement. In addition to assisting with the continuing international accreditation of the MLIS degree program under the auspices of the American Library Association's Committee on Accreditation, the survey results also help to guide the School's future planning and directions, inform the School's recruitment and marketing plans, and provide feedback to the larger practitioner community about the School's success and effectiveness.

This report is devoted primarily to the 39 students graduating in the spring 2019 convocation who participated in the survey, accounting for 61% of all 64 convocants; the rate the year before was 67%.

In a nutshell, 88% of the survey participants in the spring 2019 said they would recommend the MLIS program at the University of Alberta to prospective students, a pattern of student endorsement that has remained robust over the past several years (see below). Willingness to recommend is regarded as the key “bottom line” indicator of the School’s program quality and the students’ satisfaction with their overall academic experience.

Other key indicators of students’ educational experiences – overall program satisfaction; quality of instruction; quality of required courses; quality of elective courses; and quality of scholarly experience – showed that graduating students’ ratings were similar or had improved in the spring 2019 survey compared to previous years.

Sincere appreciation to all survey participants for taking the time and thought to inform the School’s work in serve of the public good.

Selected Student Satisfaction Metrics

Graduate Exit Survey of MLIS Program Teaching and Learning Streams Survey Respondents – Spring Convocations 2016-2019

The following summary of survey results compares key indicators of MLIS program quality and student satisfaction as reported by graduates in the spring convocations 2016 to 2019. The analysis includes those enrolled in both online and on-campus teaching and learning streams.

A marked or noteworthy change in survey responses between any two years is defined as a threshold minimum of 20 percentage-points for questions that generate descriptive statistics, or a threshold minimum of 0.5 on questions yielding weighted average 5-point Likert scale ratings. These magnitudes of change are somewhat arbitrary thresholds and may be considered noteworthy but not an implied claim of (tested) statistical difference. There were no threshold differences in student satisfaction indicators between the spring 2019 survey and the year before.

“The Bottom Line” – Key Indicator of Satisfaction with Academic Program Experience

Willingness to recommend UofA MLIS program to prospective students

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Yes	85%	82%	86%	88%
No	15%	18%	14%	12%

Key Indicators of Program Quality and Student Satisfaction with Educational Experience

Overall program experience

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	4.0	3.7	4.2	4.1

Quality of instruction

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.9	4.0	4.2	4.5

Quality of required courses

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.4	3.5	3.9	4.2

Quality of elective courses

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.7	3.9	4.2	4.2

Quality of scholarly experience

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.9	3.9	4.1	4.1

Opportunities to learn and grow

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	4.0	4.0	4.1	4.1

Appropriateness of course requirements

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.7	3.3	3.6	3.8

Career relevance of courses

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.7	3.5	3.8	3.8

Key Indicators of Student Satisfaction with Program Resources and Services

Graduate program administration

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	4.2	3.9	4.3	4.6

Library resources, access, and tutorials

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	4.6	4.5	4.6	4.6

eClass, other online learning support

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating				
- On-campus learning stream	3.9	3.9	3.9	4.1
- Online learning stream	4.4	4.5	4.5	4.4
(scale 1=very dissatisfied; 5=very satisfied)				

Course registration

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	4.4	3.9	4.0	4.1

Technology support

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating				
- On-campus learning stream	4.1	3.4	3.7	3.7
- Online learning stream	3.5	3.7	4.5	4.2
(scale 1=very dissatisfied; 5=very satisfied)				

Indicators of Student Satisfaction with Personal Goals Help

Help with personal and intellectual enrichment goals

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating	4.3	4.2	4.3	4.2
(scale 1=very dissatisfied; 5=very satisfied)				

Help with further career and professional development goals

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating	4.1	3.9	4.4	4.1
(scale 1=very dissatisfied; 5=very satisfied)				

Help with career change goals

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating	3.9	3.7	3.9	3.9
(scale 1=very dissatisfied; 5=very satisfied)				

Help with specific job or career preparation goals

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating	4.1	3.6	4.1	4.0
(scale 1=very dissatisfied; 5=very satisfied)				

School of Library and Information Studies
University of Alberta

Results of the MLIS Graduate Exit Surveys Fall 2018 & Spring 2019 Convocations

By Alvin M. Schrader, Professor Emeritus
September 2019

Overview of MLIS Graduates 2018-2019

A record number of 82 MLIS students graduated in the two academic convocations fall 2018 and spring 2019; in the previous three academic years, total graduates numbered 61, 70 and 54. Students graduating in 2018-2019 were enrolled in either of the two teaching and learning program streams offered by the School of Library and Information Studies at the University of Alberta, on-campus and online. This is the fourth graduating cohort in the online learning stream, which has been available since September 2013.

Comparison of enrollments in the on-campus and the online streams in 2018-2019 shows they were split evenly, for a ratio of 1:1. This was also true the previous year, while in the two earlier years, 2016-2017 and 2015-2016, the ratio was reversed 2:1 for on-campus enrollment. Taking the two learning streams together, a total of 283 students were registered in 2018-2019 in the various stages of their graduate professional MLIS program (it was 273 the previous year). Two-thirds of these students were in the online stream (188 out of 283), indicating that in future years we can expect the ratio of on-campus to online enrollment to shift towards the latter program stream.

By way of background, the School has been participating since the fall 2015 convocation in the biannual Faculty of Education Graduate Exit Survey, a faculty-wide perceptions survey of all convocating graduate students that is typically conducted over a one-month period around each fall and spring convocation. The broad goals of the survey are to capture the program experiences and satisfaction levels of Faculty of Education graduate students with both their educational programs and student services.

Accordingly, the Graduate Exit Survey captures the perceptions of graduating students' educational experiences by means of two types of questions: fact-gathering demographic questions, with findings reported in percentage distributions; and perceptual questions, with findings reported through the qualitative mechanism of weighted averages of students' collective satisfaction or ascribed importance on 5-point Likert rating scales. The digital platform is Survey Monkey.

The biannual survey supports two key priorities of the UAlberta School of Library and Information Studies: continuing international accreditation of the MLIS degree program by the American Library Association; and, institutional transparency and community engagement. In addition to international accreditation, survey results also help to guide the School's future planning and educational directions,

inform the School's recruitment and marketing strategies, and provide feedback to the larger local and international practitioner communities about the School's successes and effectiveness.

Overall, 53 of the 82 students convocating in 2018-2019 participated in the Graduate Exit Survey, representing a response rate of 65%. This was similar to the survey participation patterns in the previous three academic years (2017-2018; 2016-2017; 2015-2016), when responding students accounted for 61%, 81%, and 57%, respectively, of all graduates.

The ratio of survey participants in the two learning streams in 2018-2019 echoed the 1:1 ratio characterizing all graduating students in the two convocations. At the same time, there was some divergence between the two learning streams in survey participation rates: 59% of the on-campus students and 70% of the online cohort. This was similar to the previous year, when survey participants accounted for 58% of the on-campus students and 63% of the online cohort.

All but two of the 53 survey participants in 2018-2019 were enrolled in the course-based MLIS program; the other two were in the on-campus, thesis-based MLIS/MA joint degree program in Digital Humanities (for survey purposes, they are combined with the on-campus MLIS cohort).

This report focuses primarily on the spring 2019 survey of graduating students in both learning streams. A total of 39 students participated in the survey, accounting for 61% of all 64 convocants (one prospective survey participant was removed from this count when it was discovered they had abandoned the survey after answering only the first question); the response rate the year before was similar, at 67%. Typically, fall convocations have afforded much smaller pools of survey respondents, regarded as too few in number to be deemed representative of their cohorts and therefore not included in this report; only 14 graduates responded to the fall 2018 survey, 5 in the on-campus stream and 9 in the online cohort. On the critical factor of 'willingness to recommend program', 90% said yes, the same proportion as found in the spring 2019 survey.

The following analysis is organized in two parts: 1) responding graduates' perceptions of MLIS program quality and satisfaction, overall and by learning stream, as captured in the spring 2019 survey; and comparison of perceptions, overall and by learning stream, between the spring 2019 and spring 2018 surveys; and 2) respondent demographics, also overall and by learning stream. There are also two appendices: Appendix A, Selected Student Satisfaction Metrics, which compares key indicators from the spring 2019 survey findings with those from the previous three spring convocations 2018, 2017, and 2016; and Appendix B, Graduate Exit Survey – Spring 2019, which presents question-by-question survey data for the spring 2019 respondents that shows the statistical patterns for the combined learning streams as well as for each stream individually.

A briefer public version of this report is posted to the Assessment folder on the School's website, providing a top-level overview of the spring 2019 findings with a focus on key satisfaction indicators.

Sincere appreciation to all survey participants for taking the time and thought to inform the School's work in service of the public good.

1a. Perceptions of MLIS Program Quality and Satisfaction, Spring 2019 – Both Learning Streams

Altogether, 88% of the graduating students who participated in the spring 2019 survey said they would recommend the MLIS program at the University of Alberta to prospective students. The willingness of graduating students to recommend the UAlberta MLIS degree program is regarded as the key “bottom line” indicator of the School’s MLIS program quality, support services, and facilities and resources (see Appendices A and B).

This metric mirrors and cross-validates the spring 2019 survey participants’ perceptions of their academic program experience on 12 other satisfaction indicators of program quality and 6 of program services:

- Overall MLIS program experience - 4.1
- Quality of instruction – 4.5
- Quality of required courses – 4.2
- Quality of elective courses – 4.2
- Quality of scholarly experience – 4.1
- Opportunities to learn and grow – 4.1
- Course-based program advisor support – 3.9
- Career relevance of courses – 3.8
- Appropriateness of course requirements – 3.8
- Availability and scheduling of required courses – 3.3
- Course variety – 3.1
- Availability and scheduling of elective courses – 2.8

- Graduate program administration – 4.6
- University of Alberta Library resources, access, and online and in-person tutorials – 4.6
- eClass and other online learning support – 4.1 on-campus; 4.4 online
- Course registration – 4.1
- Support and accessibility services – 4.1
- Technology support – 3.7 on-campus; 4.2 online.

Four additional questions probed spring 2019 survey participants’ satisfaction with the degree to which they thought the MLIS program helped them meet their personal goals:

- help with personal and intellectual enrichment goals – 4.2
- help with further career and professional development goals – 4.1
- help with specific job or career preparation goals – 4.0
- help with career change goals – 3.9.

1b. Perceptions of MLIS Program Quality and Satisfaction, Spring 2019 – By Learning Stream

While the overall perceptions of the spring 2019 survey participants were generally positive, there were marked or noteworthy differences between the two learning streams on more than half of the satisfaction indicators.¹

Noteworthy differences were registered for nine dimensions of program quality and two facets of support services:

- Willingness to recommend UAlberta MLIS program to prospective students – 73% on-campus, 100% online
- Overall program experience – 3.8 on-campus, 4.3 online
- Course-based program advisor support – 4.4 on-campus, 3.6 for online
- Quality of required courses – 3.9 on-campus, 4.5 for online
- Career relevance of courses – 3.5 on-campus, 4.2 for online
- Appropriateness of course requirements – 3.3 on-campus, 4.2 for online
- Availability and scheduling of required courses – 3.0 on-campus, 3.6 for online
- Variety of course offerings – 2.6 on-campus, 3.7 for online
- Availability and scheduling of elective courses – 2.2 on-campus, 3.3 for online

- Support and accessibility services – 3.8 on-campus, 4.3 for online
- Technology support – 3.7 on-campus and 4.2 for online.

There were also noteworthy differences between the two learning streams in the degree to which the MLIS program helped students meet two of their four personal goals:

- Further career or professional development goals – 3.8 on-campus, 4.3 for online
- Specific job or career preparation goals – 3.7 on-campus, 4.3 for online.

1c. Perceptions of MLIS Program Quality and Satisfaction, Spring 2019 and Spring 2018 – Both Learning Streams

Even though noteworthy differences were registered on the spring 2019 survey between the two learning streams on several satisfaction indicators, when both learning streams are looked at together over the longer term, graduating students' perceptions of their academic program experience have proven remarkably similar over the past several years (see Appendix A).

Comparing the two most recent surveys, spring 2019 and spring 2018, overall satisfaction ratings were relatively comparable between the two years on all 19 dimensions of MLIS program quality (see subsection 1a above), as well as on the degree to which the MLIS program helped students meet all four of their personal goals.

¹ A marked or noteworthy difference is a magnitude of variance defined somewhat arbitrarily, for the purposes of analysis, as a threshold minimum of 20 percentage-points for questions that generate descriptive statistics, or a threshold minimum of 0.5 on questions yielding weighted average 5-point Likert scale ratings – see Appendix B.

1d. Perceptions of MLIS Program Quality and Satisfaction, Spring 2019 and Spring 2018 – By Learning Stream

When each learning stream is examined individually, **on-campus graduating students'** perceptions were unchanged from the year before on 14 of the 19 key satisfaction indicators and on two of the four personal goals helped by the MLIS program. However, they registered noteworthy declines from the spring 2018 survey on five dimensions of program quality as well as on an equal number of facilities and resources that are available exclusively to them as students enrolled in the on-campus learning stream.

Noteworthy declines by on-campus students in satisfaction ratings between the two survey years were noted for the following dimensions of program quality:

- Overall program experience – 3.8, down from 4.4 the year before
- Appropriateness of course requirements – 3.3, down from 3.8
- Availability and scheduling of required courses – 3.0, down from 3.8
- Variety of course offerings – 2.6, down from 3.3
- Availability and scheduling of elective courses – 2.2, down from 3.2

- Computer and lab access – 3.6, down from 4.5
- Study and carrel space – 3.4, down from 4.3
- Resource room – 3.3, down from 4.1
- Classroom space – 3.1, down from 4.3
- Office space – 2.7, down from 4.0.

On two of the four individualized questions, on-campus students' perceptions also showed noteworthy declines from the year before:

- help with further career and professional development goals – 3.8, down from 4.5
- help with career change goals – 3.8, down from 4.3.

The online cohort's perceptions, in contrast, were unchanged from the year before on 13 of the 19 key satisfaction indicators, while on the other six program dimensions noteworthy improvements were registered:

- Quality of instruction – 4.6, up from 3.8 the year before
- Quality of required courses – 4.5, up from 3.9
- Appropriateness of course requirements – 4.2, up from 3.4
- Variety of course offerings – 3.7, up from 2.6
- Availability and scheduling of elective courses – 3.3, up from 2.6

- Graduate program administration – 4.7, up from 4.1.

And on one of the four individualized questions probing the degree to which the MLIS program helped graduating students meet their personal goals, noteworthy improvement was also registered for:

- help with career change goals – 4.1, up from 3.6.

2a. Respondent Demographics, Spring 2019 – Both Learning Streams

Key demographic patterns characterizing the spring 2019 survey participants were similar for both learning streams:

- Almost all of the students were enrolled in the course based MLIS degree (95%).
- The majority of the students started the MLIS program in 2015 or later (79%).
- Just over half of the students reported part-time status in the program (55%).
- All but one of the students were Canadian citizens at the time of first enrollment (98%).
- The majority of the students identified as female (74%).
- More than half of the students were 34 years of age or younger (63%).
- Just over half of the students learned about the UAlberta MLIS program through the Web (54%), followed by other sources of information: colleagues (34%), and family and friends (39%). Altogether, 35 responding graduates reported 52 sources of information about the program.
- Almost all of the students mentioned the importance of the quality of the UAlberta MLIS program as a key reason for applying (92%), followed closely by further career or professional development, job or career preparation or career change, and personal and intellectual enrichment (86% each); 76% mentioned the reputation of the program or faculty members.
- 22% of the students applied for financial support.
- 31% of the students said they received campus financial support, not counting research assistantships.
- One-third of the students reported off-campus part-time employment, one-third reported student loans, and 24% said they were employed full-time. Altogether, 32 students reported 46 sources of off-campus financial support.
- 69% of the students said they were employed or had a job offer at the time of the survey, but the majority indicated they were seeking more suitable employment regardless (64%).
- In terms of knowledge sharing, 64% of the students said they participated in conference presentations, 44% in school or library workshops, and 40% in resource documents preparation. Altogether, 25 students reported 49 knowledge sharing activities.

2b. Respondent Demographics, Spring 2019 – By Learning Stream

However, the online cohort and the on-campus graduates differed on several important demographic variables in the spring 2019 survey:

- Students in the online stream differed from those on campus in MLIS program start dates by 1 to 2 years: 75% of the on-campus stream students started their program in 2016 or later, compared with only 39% of the online cohort.
- Students in the online stream differed from those on-campus in program status: all were part-time, while 84% of the on-campus respondents were full time and only 11% part-time.
- Students in the online stream differed somewhat from those on-campus in gender identity, though women predominated in both streams: 79% of the online cohort identified as female and 68% of on-campus students; 16% of the online cohort identified as male and 11% of on-campus students; 11% of on-campus students identified as non-binary.
- Students in the online stream were somewhat older than those on-campus: 58% of the online cohort were 35 years or older and only 15% of on-campus students.
- Students in the online stream differed from on-campus students in how each cohort learned about the MLIS program at the University of Alberta: 74% mentioned the Web and 47% mentioned colleagues as sources of information compared with just 31% and 19% of those on-campus who mentioned the Web and colleagues, respectively; half of on-campus students mentioned family and friends and 31% mentioned alumni, compared to 11% and 5% respectively of the on-line cohort.
- Students in the online stream differed from those on-campus in their key reason for pursuing the MLIS program: all of them mentioned the availability of the program online, while almost all of the on-campus students mentioned physical location.
- Students in the online stream were less likely to apply for program or University financial support than on-campus students, 11% versus 33%.
- Students in the online stream differed from those on-campus in program or University financial support: almost all said they had none, while 59% of those on-campus reported they received campus financial support, not counting those with research assistantships; 7 on-campus students held research assistantships, rating their overall satisfaction with this experience at 4.7 on the 5-point Likert scale.
- Students in the online stream differed from those on-campus in types of off-campus financial support: 42% worked full-time, while only 1 on-campus student did; 37% of the online cohort received employer tuition, but only 17% of on-campus students did; 16% of the online cohort reported part-time work, but half of on-campus students worked part-time; and 16% of the online cohort received student loans, but 50% of on-campus students did.
- Students in the online stream were more likely than on-campus students to report employment or a job offer at the time of the survey, 89% versus 47%, but majorities in both learning streams said they

were seeking more suitable employment regardless, 60% of the online cohort and 68% of on-campus students.

- In terms of knowledge sharing, students in the online stream were less likely than on-campus students to have participated in conference presentations, 45% versus 79%; but more likely to have participated in school or library workshops, 64% versus 29%, and resource documents preparation, 55 versus 29%.

Appendix A.

Selected Student Satisfaction Metrics

Graduate Exit Survey of MLIS Program Teaching and Learning Streams Survey Respondents – Spring Convocations 2016-2019

The following summary of survey results compares key indicators of MLIS program quality and student satisfaction as reported by graduates in the spring convocations 2016 to 2019. The analysis includes those enrolled in both online and on-campus teaching and learning streams. A marked or noteworthy difference between any two years is defined as a threshold minimum variance of 20 percentage-points for questions that generate descriptive statistics, or a variance of 0.5 on questions yielding weighted average 5-point Likert scale ratings. These magnitudes of difference are somewhat arbitrary thresholds and may be considered noteworthy but not an implied claim of (tested) statistical difference. There were no threshold differences in student satisfaction indicators between the spring 2019 survey and the year before.

“The Bottom Line” – Key Indicator of Satisfaction with Academic Program Experience

Willingness to recommend UofA MLIS program to prospective students

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Yes	85%	82%	86%	88%
No	15%	18%	14%	12%

Key Indicators of Program Quality and Student Satisfaction with Educational Experience

Overall program experience

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	4.0	3.7	4.2	4.1

Quality of instruction

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.9	4.0	4.2	4.5

Quality of required courses

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.4	3.5	3.9	4.2

Quality of elective courses

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.7	3.9	4.2	4.2

Quality of scholarly experience

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.9	3.9	4.1	4.1

Opportunities to learn and grow

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	4.0	4.0	4.1	4.1

Appropriateness of course requirements

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.7	3.3	3.6	3.8

Career relevance of courses

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.7	3.5	3.8	3.8

Key Indicators of Student Satisfaction with Program Resources and Services

Graduate program administration

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	4.2	3.9	4.3	4.6

Library resources, access, and tutorials

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	4.6	4.5	4.6	4.6

eClass, other online learning support

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating				
- On-campus learning stream	3.9	3.9	3.9	4.1
- Online learning stream	4.4	4.5	4.5	4.4
(scale 1=very dissatisfied; 5=very satisfied)				

Course registration

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	4.4	3.9	4.0	4.1

Technology support

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating				
- On-campus learning stream	4.1	3.4	3.7	3.7
- Online learning stream	3.5	3.7	4.5	4.2
(scale 1=very dissatisfied; 5=very satisfied)				

Indicators of Student Satisfaction with Personal Goals Help

Help with personal and intellectual enrichment goals

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	4.3	4.2	4.3	4.2

Help with further career and professional development goals

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	4.1	3.9	4.4	4.1

Help with career change goals

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.9	3.7	3.9	3.9

Help with specific job or career preparation goals

	2016 Spring	2017 Spring	2018 Spring	2019 Spring
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	4.1	3.6	4.1	4.0

Appendix B.

Graduate Exit Survey of On-Campus and Online MLIS Program Teaching and Learning Streams Spring 2019 Convocation

	<u>On-campus</u> <i>n=20*</i>	<u>Online</u> <i>n=19*</i>	<u>Both Cohorts</u> <i>n=39*</i>
A. Program Quality and Satisfaction			
Would recommend Program	73%**	100%**	88% var***
Program			
Satisfaction – Overall program experience	3.8	4.3	4.1 var
Quality of instruction	4.3	4.6	4.5
Quality of required courses	3.9	4.5	4.2 var
(weighted Quality of elective courses	4.2	4.3	4.2
average Quality of scholarly experience	4.1	4.2	4.1
rating on Opportunities to learn & grow	4.1	4.2	4.1
1-5 scale) Course-based program			
advisor support	4.4	3.6	3.9 var
Appropriateness of			
course requirements	3.3	4.2	3.8 var
Career relevance of courses	3.5	4.2	3.8 var
Availability / Scheduling of			
required courses	3.0	3.6	3.3 var
Course variety	2.6	3.7	3.1 var
Availability / Scheduling of			
elective courses	2.2	3.3	2.8 var
Support			
Services			
Satisfaction – Graduate program admin.	4.4	4.7	4.6
Course registration	3.9	4.3	4.1
Support & accessibility services	3.8	4.3	4.1 var
Tech support: online			
students	-	4.2	- var
Tech support: on-campus			
students	3.7	-	- var
Facilities & Resources			
Satisfaction – Library resources / access /			
tutorial (online or in person)	4.7	4.5	4.6
eClass, other online learning			

environments	4.1	4.4	4.2
Computers / labs access	3.6	-	-
Study / carrel space	3.4	-	-
Resource room	3.3	-	-
Classroom space	3.1	-	-
Specialty space access	3.0	-	-
Office space	2.7	-	-

Satisfaction

With Personal

Goals Help – Personal & intellectual

enrichment goals	4.1	4.3	4.2
Further career / PD goals	3.8	4.3	4.1 var
Specific job or career prep goals	3.7	4.3	4.0 var
Career change goals	3.8	4.1	3.9

Knowledge

Sharing

– Conference presentations	79%	45%	64% var
School or library workshops	29%	64%	44% var
Resource documents prep'n	29%	55%	40% var
(25 grads Refereed journal pub'n	14%	9%	12%
reported Consulting work	14%	9%	12%
49 activities) Participation in Fac. of			
Education events/activities	14%	-	8%
Non-refereed magazine pub'n	14%	-	8%
District/provincial workshops	-	-	-
Fac. of Ed. committee work	7%	-	4%

B. Respondent Demographics

Program Teaching and Learning Stream

- survey responses by stream	20 (51%)	19 (49%)	39 (100%)
- overall survey participation by stream	20 (57%)	19 (66%)	39 (61%)

Start Year – 2012

2012	1 (5%)	-	1 (3%)
2013	2 (10%)	2 (11%)	4 (11%)
2014	-	3 (17%)	3 (7%)
2015	2 (10%)	6 (33%)	8 (21%) var
2016	4 (20%)	7 (39%)	11 (29%)
2017	11 (55%)	-	11 (29%) var

Program Status – FT

FT	16 (84%)	-	16 (42%) var
PT	2 (11%)	19 (100%)	21 (55%) var
Both	1 (5%)	-	1 (3%)

Citizenship – Citizen	18 (95%)	19 (100%)	37 (98%)
Student visa	1 (5%)	-	1 (3%)
Identity – Female	13 (68%)	15 (79%)	28 (74%)
Male	2 (11%)	3 (16%)	5 (13%)
Non-binary	2 (11%)	-	2 (5%)
Prefer not to answer	2 (11%)	1 (5%)	3 (8%)
Age – 21-34	16 (84%)	8 (42%)	24 (63%) <i>var</i>
35-44	2 (11%)	6 (32%)	8 (21%) <i>var</i>
45-54	1 (5%)	3 (16%)	4 (11%)
55+	-	2 (11%)	2 (5%)
Learned of Program			
– Web	5 (31%)	14 (74%)	19 (54%) <i>var</i>
Colleagues	3 (19%)	9 (47%)	12 (34%) <i>var</i>
Family / Friends	8 (50%)	2 (11%)	10 (29%) <i>var</i>
Alumni	5 (31%)	1 (5%)	6 (17%)
University event	2 (13%)	-	2 (6%)
Ads	-	1 (5%)	1 (3%)
Faculty	1 (6%)	-	1 (3%)
Convention	-	1 (5%)	1 (3%)
Reasons for Applying – Quality of program	17 (84%)	17 (89%)	34 (92%)
(very & somewhat Important combined)			
Further career / PD	15 (83%)	17 (89%)	32 (86%)
Job or career prep / career change	17 (94%)	15 (79%)	32 (86%)
Personal & intellectual enrichment	16 (89%)	16 (84%)	32 (86%)
Location of program	17 (94%)	11 (58%)	28 (76%) <i>var</i>
Reputation of Program / Faculty	12 (67%)	16 (84%)	28 (76%)
Online program	1 (6%)	19 (100%)	20 (54%)
Specific research areas offered	8 (44%)	7 (37%)	15 (41%)
Recommendation from student / graduate	7 (39%)	4 (21%)	11 (30%)
Specific professor or supervisor	1 (6%)	2 (11%)	3 (8%)
Financial Support Requested	6 (33%)	2 (11%)	8 (22%)
Research Assistantship	7 (39%)	1 (5%)	8 (22%) <i>var</i>
	(weighted average satisfaction 4.7; 5.0; 4.8)		

Other On-campus Financial Support	10 (59%)	1 (5%)	11 (31%) var (tuition scholarship 7; scholarship 5; professor's research grant 2; other 3)	
Off-campus Support – PT employment	9 (50%)	3 (16%)	12 (32%) var	
Student loan	9 (50%)	3 (16%)	12 (32%) var	
(32 grads reported	FT employment	1 (6%)	8 (42%)	9 (24%) var
46 sources of support)	Employer tuition	2 (17%)	7 (37%)	7 (19%) var
	Non-university sch'p	2 (11%)	1 (5%)	3 (8%)
	Other	2 (11%)	1 (5%)	3 (8%)
	None	1 (6%)	4 (21%)	5 (14%)
Currently Employed or With Offer	8 (47%)	17 (89%)	25 (69%) var (librarian/archivist/information specialist 14, para-professional 6, freelance writer 1, community relations and marketing 1, public servant 1, K-12 teacher/specialist teacher 1, other 3)	
Seeking More Suitable Employment	12 (60%)	13 (68%)	25 (64%)	

* n's vary for individual survey question items; one prospective survey participant was removed when it was discovered they had abandoned the survey after answering only the first question.

** 6 (15%) of respondents skipped this question, 5 (25%) of on-campus and 1 (5%) of online skipped this question; in spring 2018 it was 6 respondents (21%) who skipped it, 3 (25%) on-campus and 3 (19%) online.

*** **var** Marked or noteworthy differences on the spring 2019 survey between on-campus and online cohorts are highlighted with the abbreviation **var** for variance. A marked difference is a magnitude of variance defined as a threshold minimum of 20 percentage-points between on-campus and online patterns for questions that generate descriptive statistics, or as a threshold minimum of 0.5 on questions yielding weighted average 5-point Likert scale ratings. These magnitudes of difference are somewhat arbitrary thresholds and may be considered noteworthy but not an implied claim of (tested) statistical difference.