MLIS Graduate Student Exit Survey Summary—2016-2017
School of Library and Information Studies
University of Alberta

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The two academic convocations in the fall 2016 and spring 2017 included MLIS students enrolled in the on-campus learning stream combined with the second cohort of MLIS students in the online learning stream, which has been offered by the School of Library and Information Studies at the University of Alberta since the fall of 2013. The School now accommodates some 300 students in various stages of the MLIS program, through its on-campus and online learning delivery streams.

There were 70 MLIS graduates in the fall 2016 and spring 2017 convocations. On-campus graduates accounted for two-thirds of the total and online graduates for one-third. In the previous two convocations, fall 2015 and spring 2016, there were 54 graduates, with a similar on-campus to online ratio.

The School has been participating since the fall 2015 convocation in the biannual Faculty of Education Graduate Exit Survey, which is a faculty-wide survey of all convocating graduate students and is typically conducted over a one-month period leading up to each fall and spring convocation. The general goals of the survey are to capture the program experiences and satisfaction levels of graduates with both their educational programs and the student support services available to them.

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.

A total of 57 graduates in the fall 2016 and spring 2017 participated in the surveys, for an overall response rate of 81%. This represents a substantial increase in survey participation from the previous convocations (fall 2015 and spring 2016), when less than 60% in each stream were survey participants.

For the spring 2017 survey alone, the overall response rate for the combined learning streams was 82%, or 45 out of 57 graduates. However, response rates for the two learning streams differed: 31 or 86% of on-campus graduating students, and 14 or 74% of the online graduating cohort. All of the 45 responding graduates except one were in the course-based MLIS; one respondent graduated from a course-based joint degree program (for statistical purposes, joint degree program graduates are included in the on-campus MLIS cohort).

Beyond the high rates of participation in the spring 2017 survey, an important observation is that the statistical results in this report tend to reflect the perceptions and demographics of on-campus graduates more than they do online graduates. The on-campus cohort of 31

responding graduates was more than twice as large as the online group of 14, a 69% versus 31% ratio.

This report focuses on key findings from the cohort of spring 2017 survey participants. There are two principal reasons: first, only 12 graduates participated in the fall 2016 survey (10 on-campus and 2 online), which is regarded as too few in number to be deemed representative of their cohort; and second, the fall 2016 on-campus respondents were atypical in that 5 of them – almost half – were thesis-based graduates of the joint MLIS/MA degree program offered with Humanities Computing in the Faculty of Arts.

Selected Student Satisfaction Metrics
Graduate Exit Survey of On-Campus and Online MLIS Program Streams
Spring 2017

The following summary of the spring 2017 survey findings highlights key indicators of student satisfaction with their MLIS program experience. The analysis includes responding graduates enrolled in both online and on-campus learning delivery streams.

"The Bottom Line"

Would you recommend the UofA MLIS program to prospective students?

	Spring 2017
Yes	82%
No	18%

Overall program experience:

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

Other Key Indicators of Student Satisfaction

Graduate program administration:

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

Course registration:

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

Appropriateness of course requirements:

	Spring 2017
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.3

Career relevance of courses:

	Spring 2017
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.5

Quality of instruction:

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

Quality of scholarly experience:

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

Opportunities to grow and learn:

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

Personal and intellectual enrichment goals:

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

Further career and professional development goals:

	Spring 2017

Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.9

Library resources, access, and tutorials:

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

Technology support:

	Spring 2017
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied) - On-campus learning stream - Online learning stream	 3.4 3.7

eClass, other online learning support:

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