

MLIS Graduate Student Exit Survey Summary—2017-2018
School of Library and Information Studies
University of Alberta

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The two academic convocations in the fall 2017 and spring 2018 consisted of 61 MLIS degree students enrolled in both the on-campus and the online teaching and learning streams offered by the School of Library and Information Studies at the University of Alberta. The 2017-2018 convocations included the third cohort of graduates in the online stream, which the School has been offering since the fall of 2013. Graduates in the 2017-2018 convocations were evenly split between the on-campus and the online streams; in 2015-2016 and 2016-2017 the ratios were 2:1.

Overall, 61% of the 61 graduates in the fall 2017 and the spring 2018 convocations participated in the survey. Individual response rates for the two learning streams were about even: 58% of on-campus graduates and 63% of the online cohort. Response rates in the previous two academic years were 81% and 57%, respectively.

All but two of the 37 responding graduates in 2017-2018 were in the course-based MLIS program; one of the two was in a course-based joint degree program and the other was in a thesis-based joint degree program (for statistical purposes, joint-degree graduates were included in the on-campus MLIS cohort).

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.

This report is devoted primarily to the 28 graduates in the spring 2018 convocation who participated in the survey, representing a response rate of 67% (28 out of 42 graduates); the spring 2017 rate was 82%. The two teaching streams differed somewhat in survey participation: 60% of on-campus graduates and 73% of the online graduating cohort. Just under half of the 19 graduates in the fall 2017 convocation participated (6 on-campus and 3 online, 55% and 38%, respectively), considered too few in number to be deemed representative of their cohort.

Selected Student Satisfaction Metrics
Graduate Exit Survey of On-Campus and Online MLIS Program Streams
Survey Respondents – Spring 2018

The following report summarizes key indicators of MLIS program quality and student satisfaction as reported by the 28 survey participants who graduated in the spring 2018 convocation. The analysis includes those enrolled in both online and on-campus teaching and learning streams.

“The Bottom Line” – Key Indicators of Program Quality and Student Satisfaction with their Academic Program Experience

Willingness to recommend UofA MLIS program to prospective students

	Spring 2018
Yes	86%
No	14%

Overall program experience

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

Quality of instruction

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

Quality of scholarly experience

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

Other Key Indicators of Program Quality and Student Satisfaction

Further career and professional development goals

	Spring 2018
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	4.4

Personal and intellectual enrichment goals

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

Opportunities to grow and learn

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

Career relevance of courses

	Spring 2018
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.8

Appropriateness of course requirements

	Spring 2018
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	3.6

Key Indicators of Student Satisfaction with Program Resources and Services

Library resources, access, and tutorials:

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

Technology support

	Spring 2018
Average satisfaction rating (scale 1=very dissatisfied; 5=very satisfied)	

- On-campus learning stream	3.7
- Online learning stream	4.5

eClass, other online learning support:

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

Graduate program administration

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

Course registration

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