



UNIVERSITY
OF ALBERTA

May 2023

School of Library and Information Studies **2021/22 Exit Survey Summary**

Summary of University of Alberta MLIS
Graduate Exit Survey





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INTRODUCTION

The biannual survey, with results reported annually, supports two key priorities of the School of Library and Information Studies (the School): continuing international accreditation of the MLIS degree program by the American Library Association, and institutional transparency and community engagement. 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 success and effectiveness.

METHODOLOGY

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 convocating graduate students that is typically conducted over a one-month period preceding 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 Graduate Exit Survey captures the perceptions of the 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 of a factor on a 5-point Likert rating scale:

- 1 = Very Dissatisfied
- 2 = Somewhat Dissatisfied
- 3 = Neutral, So-so
- 4 = Somewhat Satisfied
- 5 = Very Satisfied

Students had the option to choose 'Not applicable' as a response.

Satisfaction metrics focus on overall program quality and satisfaction with educational resources; program support services, facilities and resources; and program help in meeting personal goals. To ensure relevant sample size, at least 50% of respondents needed to indicate that a metric was relevant to their program for that metric to be included in this summary. A question asking about the impact of COVID-19 was added to the Spring 2020 survey and remains in the current survey.

This summary combines data from both the Fall 2021 and Spring 2022 surveys which each respondent's response weighted equally. Previous exit survey summaries focused on results from the Spring convocations which was the much larger graduating class and with similar, consistent results between the two groups of convocations. Given the assurance of Spring convocation results as representative of both graduating classes for the year and the reporting of results as a percentage or on a 5-point rating scale, results are comparative between survey years.

OVERVIEW OF MLIS GRADUATES 2021-2022

A total of 58 MLIS students graduated from the School in the two academic convocations, Fall 2021 and Spring 2022, combined. Over the previous four years, convocations totalled 66 (2020-2021), 77 (2019-2020), 82 (2018-2019), and 61 (2017-2018).

Twenty of the 58 graduates (34%) participated in the Faculty of Education Graduate Exit Survey. This compares to previous response rates of 52% (2020-2021), 44% (2019-2020), and 60% (2018-2019).

Since 2013, U of A MLIS students have been able to choose either of two learning streams: on-campus or online. The 7th online cohort completed their MLIS programs this past Spring. On average, the on-campus graduates took 3.25 years to complete their degree while online students took 3.58 years. Online cohorts enroll in two courses per term while on-campus students can enroll in up to four.

Comparison of total enrollments in the two learning streams has been fairly consistent over the past three reporting periods. Of the 226 students enrolled in both streams in all stages of the program as of September 2021, 73% were in the online stream, compared to 74% (2020), 77% (2019), and 66% (2018) in previous sessions. Joint-degree students in the MLIS/MA in the Digital Humanities programs are included in the on-campus cohort for survey reporting.

RESULTS

Marked differences between 2021-2022 levels of satisfaction compared to 2020-2021 in the following table are indicated by directional arrows:

- ↑ 2021-2022 results are greater by at least .25, but less than .5
- ↑ 2021-2022 results are greater .5 or greater
- ↓ 2021-2022 results are lesser by at least .25, but less than .5
- ↓ 2021-2022 results are lesser by at least .5

Overall Indicators of Academic Program Experience

Responses to questions about overall program experience were mixed. Satisfaction with overall experience showed a significant increase compared to the previous year and was the second highest result during the seven years that the question has been asked; however, the proportion of respondents who would recommend the UAlberta MLIS program decreased significantly and was the second lowest result in the history of the survey.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Overall experience in your Program	4.00	3.70	4.20	4.10	3.00	3.70	4.11	↑
1 = Very Dissatisfied; 2 = Somewhat Dissatisfied; 3 = Neutral, So-so; 4 = Somewhat Satisfied; 5 = Very Satisfied								
Would recommend U of A MLIS program to prospective students	85%	82%	86%	88%	45%	85%	67%	↓

Impact of COVID-19 on Program Experience

The impact of COVID-19 reported by this year's convocants was the highest in the three years that the question has been asked.

	2019-2020	2020-2021	2021-2022	
Were there major impacts on your Program because of COVID-19?	60%	46%	66%	↑

Key Indicators of Program Quality and Satisfaction with Educational Resources

Responses indicate decreased satisfaction with the variety, availability, and scheduling of courses but increased satisfaction with the quality of offerings.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Course-based program advisor support	n/a	3.80	3.80	3.90	3.90	3.60	3.73	
Thesis-based research/scholarly support	not previously reported						3.40	
Variety of course offerings	3.00	3.00	3.30	2.60	2.00	3.10	2.64	↓
Availability / Scheduling of required courses	3.20	3.20	3.80	3.00	3.60	3.70	3.42	↓
Availability / Scheduling of elective courses	3.00	2.90	3.20	2.20	1.90	3.10	2.45	↓
Appropriateness of course requirements	3.70	3.30	3.60	3.80	3.20	3.70	3.90	
Quality of required courses	3.40	3.50	3.90	4.20	3.40	3.70	3.74	
Quality of elective courses	3.70	3.90	4.20	4.20	3.60	4.00	4.38	↑
Quality of instruction	3.90	4.00	4.20	4.50	3.50	4.10	4.01	
Quality of scholarly experience	3.90	3.90	4.10	4.10	2.90	3.70	3.95	↑
Opportunities to learn and grow	4.00	4.00	4.10	4.10	3.40	3.90	4.16	↑
Career relevance of courses	3.70	3.50	3.80	3.80	3.00	3.70	3.59	

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Key Indicators of Satisfaction with Support Services, Program Resources, and Facilities

With the exception of course registration, respondents indicated higher levels of satisfaction with support services, program resources, and facilities, with a large improvement in on-campus technology support.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Course registration	4.40	3.90	4.00	4.10	3.50	3.70	3.28	↓
Graduate Program Administration	4.20	3.90	4.30	4.60	2.70	3.60	3.89	↑
Online Students Technology Support	3.50	3.70	4.50	4.20	3.90	3.90	4.00	
On-campus Students Technology Support	4.10	3.40	3.70	3.70	3.60	3.30	3.87	↑
Library resources/access tutorial (online or in-person)	4.60	4.50	4.60	4.60	4.50	4.30	4.51	
eClass or other online learning environments								
Online	4.4	4.5	4.5	4.4	4.1	4.1	4.04	
On-campus	3.9	3.9	3.9	4.1	4.0	4.1		

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Indication of Satisfaction with Program Helping to Meet Personal Goals

Although there was an increased level of satisfaction in the program for helping students to meet personal and intellectual goals, there were decreases in areas related to career preparation.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Personal and intellectual enrichment	4.30	4.20	4.30	4.20	3.70	3.80	4.27	↑
Preparing to enter a specific job or career	4.10	3.60	4.10	4.00	3.00	4.10	3.44	↓
Further career/professional development	4.10	3.90	4.40	4.10	3.30	4.00	4.06	
Changing careers	3.90	3.70	3.90	3.90	3.40	3.90	3.50	↓

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With thanks to Dr. Alvin Schrader for permission to use the template that he developed for the School.

Leading with Purpose.



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