**Master of Information Student Council**
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# MISC Annual Survey Report 2012-2013

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## Introduction

The 2012-13 Master of Information Student Council (MISC) Annual Survey was emailed to all Master of Information students that were enrolled in the program in fall 2012. Part of MISC's mission is to "represent and advocate for Master of Information students within the iSchool" and "improve the quality of the information community at the Faculty of Information for MI students, the university, and the broader information community".[1] One way to do this is through conducting student surveys. For further details or any questions about the survey, please email diana.kulpa@mail.utoronto.ca.

## Methodology

MISC used the online application Survey Monkey to create and administer the survey. The survey included 20 semi-structured questions and used likert scales, multiple choice, and open-ended questions. The variety in questions reflected the need to collect predefined variables (i.e. a student's program concentration), as well as unknown variables (i.e. characteristics of a student's favourite class). The survey was divided into four sections: student background information, debt and workload, the iSchool experience, and MISC interests and issues. 173 students responded to the survey. Survey answers were reviewed and open ended questions with less than a 25 percent response rate were not coded. Only three open ended questions had a sufficient response rate: characteristics of favourite and least favourite classes, and final comments. Broad themes in responses were identified and then included depending on frequency. Coding for the 2012-13 MISC survey remained at a high level and was not evaluated for reliability.

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[1] MISC Mission Statement http://misc.ischool.utoronto.ca/sites/misc/files/documents/misc-mission-statement.pdf
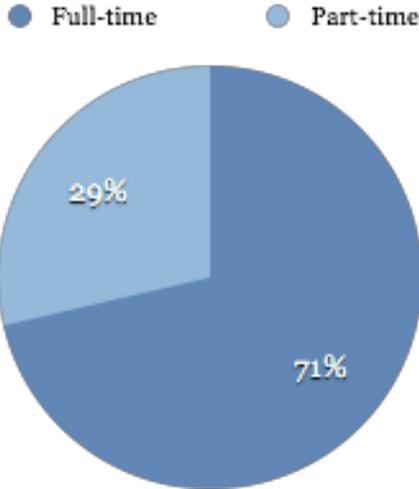
# Section 1: Background Information



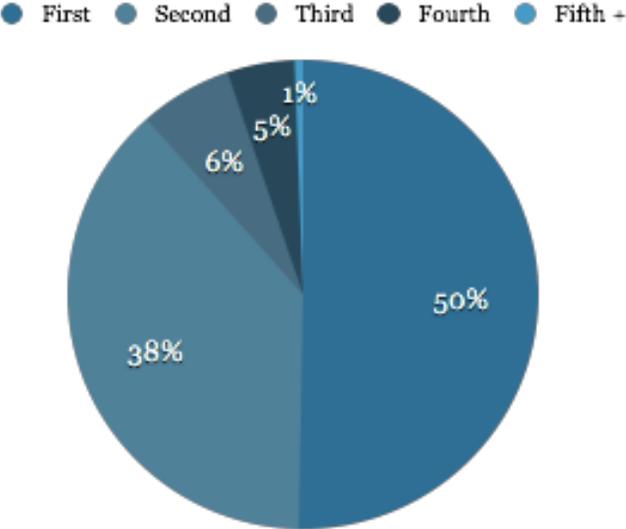*Figure 1.* Full-time and part-time status of respondents.



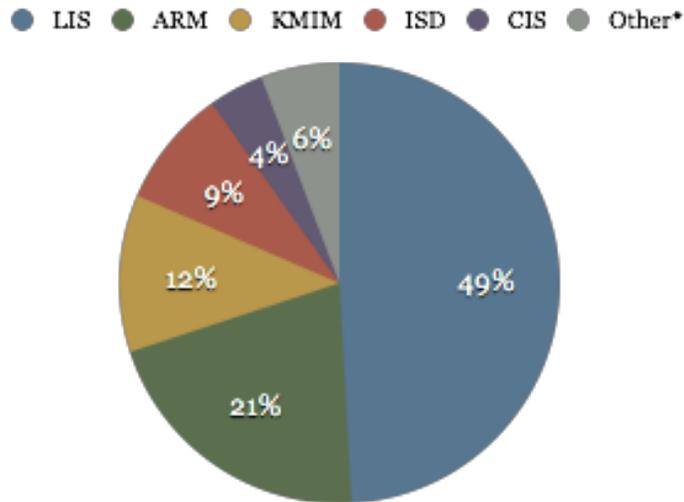*Figure 2.* Respondents year of study in the iSchool.

*Figure 3.* Program concentrations of respondents.

The following concentrations, in descending order, had four-percent or greater representation amongst respondents: LIS (Library and Information Science), ARM (Archives and Records Management), KMIM (Knowledge Management and Information Management), ISD (Information Systems and Design), CIS (Critical Information Studies). Other* concentrations included Knowledge Media Design, the thesis, the Identity, Privacy and Security Specialization, the Concurrent Registration Option (MI and MMSt), and the individual path of study.
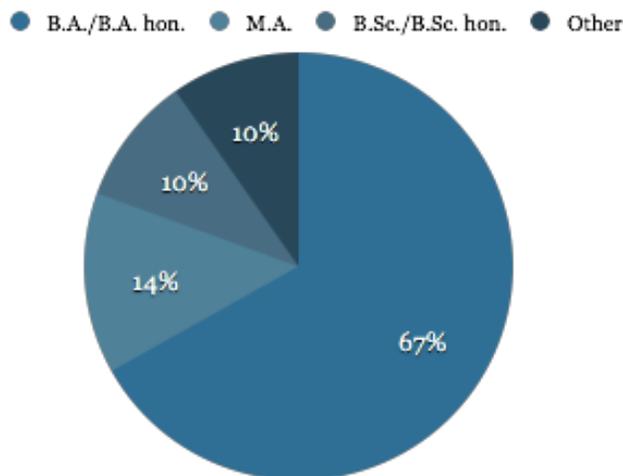


*Figure 4.* Previous education of iSchool students.

The remaining 10 per cent of respondents came to the iSchool with a Ph.D., B.Com., B.Ed., B.Des., B.Eng., B.F.A., B.B.A., L.L.B., or M.S.
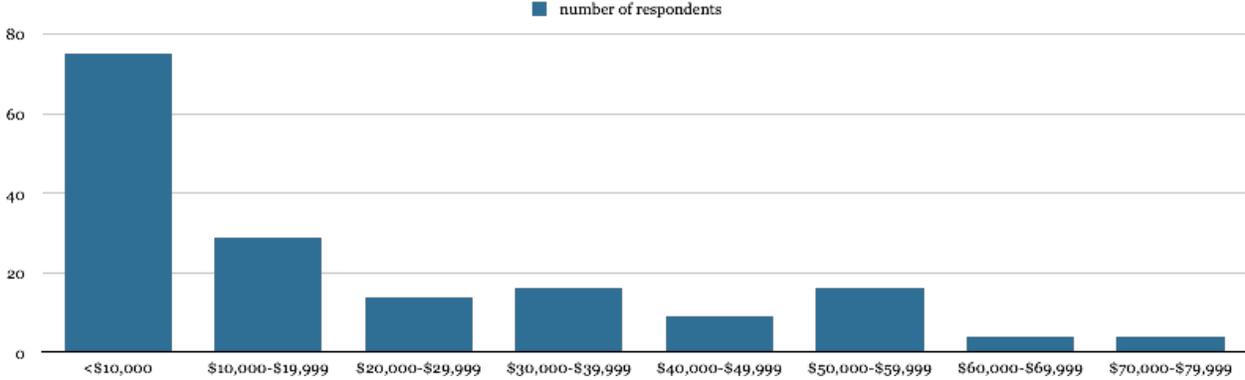
# Section 2: Debt and Workload



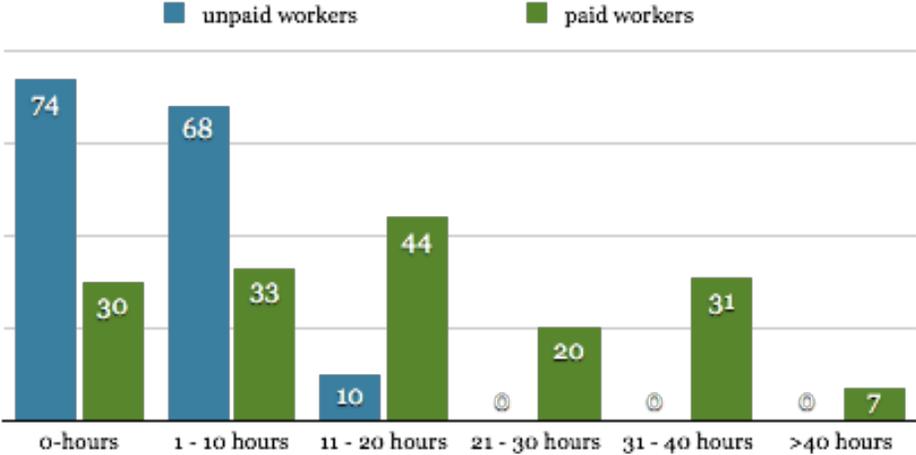*Figure 5.* Expected educational debt load at graduation.



*Figure 6.* Number of students engaged in paid and unpaid employment (hours per week).
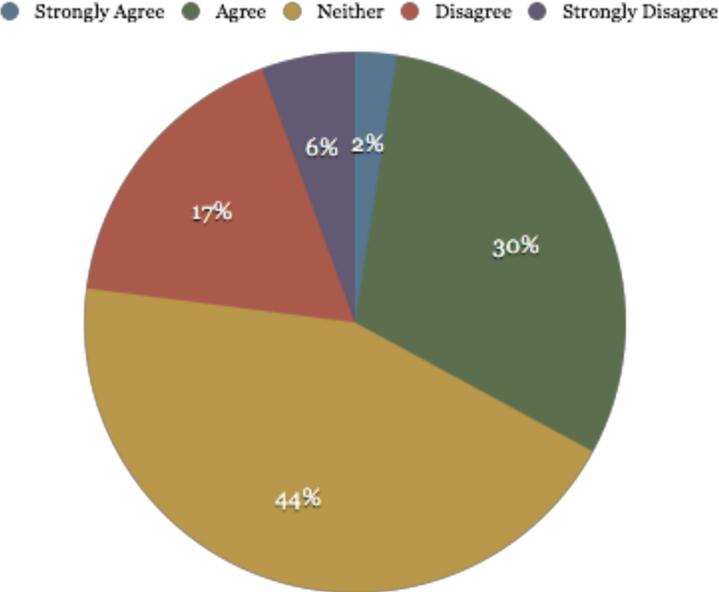
# Section 3: iSchool Experience

Strongly Agree ● Agree ● Neither ● Disagree ● Strongly Disagree



6% 2%

17%

30%

44%

*Figure 7.* Degree to which students feel they have a voice in the Master of Information program.



per cent

50%

37.5%

25%

12.5%

0%

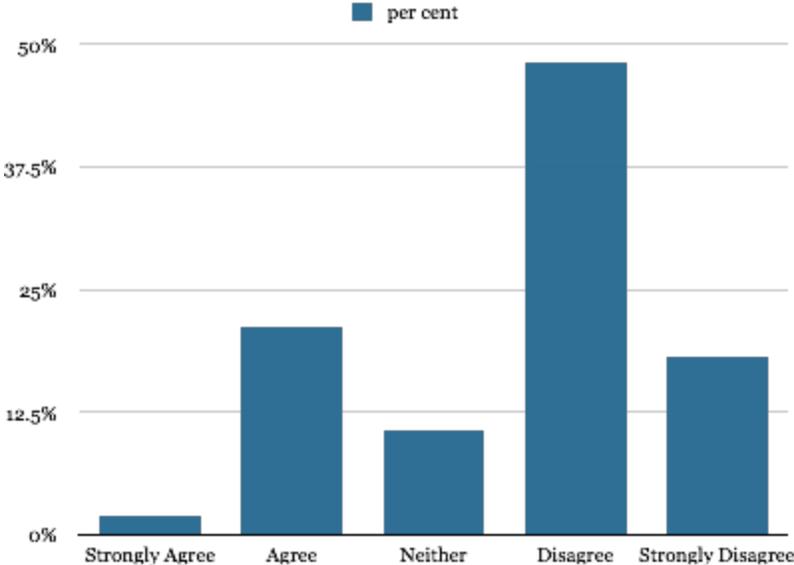Strongly Agree    Agree    Neither    Disagree    Strongly Disagree

*Figure 8.* Degree to which students feel they are able to attend all the extracurricular iSchool events that are of interest.
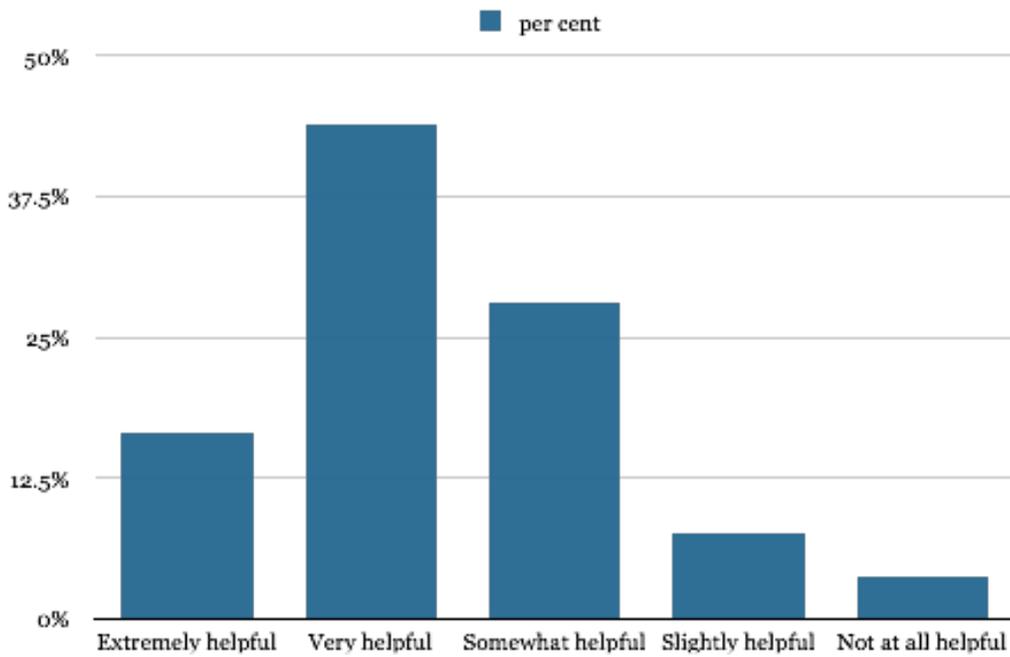
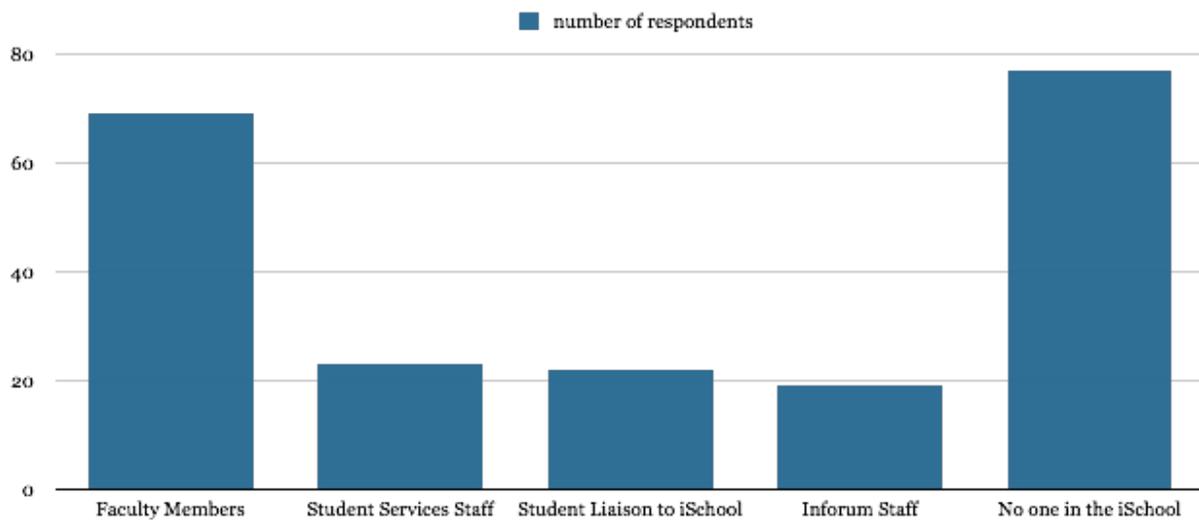*Figure 9.* Students' perceptions of the helpfulness of Student Services.



*Figure 10.* Members of the iSchool community that students would feel comfortable approaching with a personal problem.
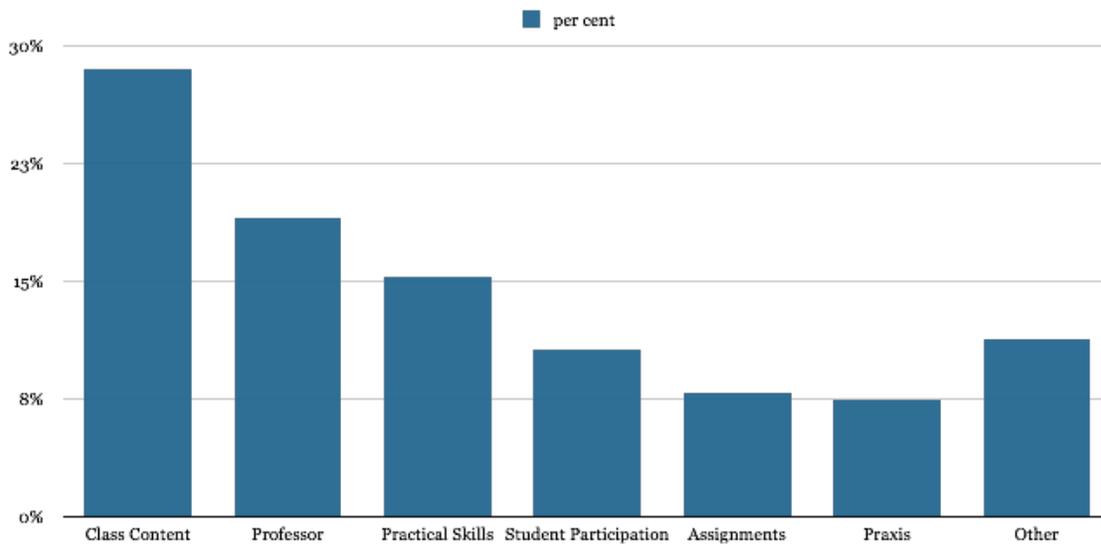
*Figure 11.* Characteristics of students' favourite classes.

Students provided feedback on what they liked about their favourite classes. The characteristics were grouped into six categories, as well as 'other'. Class content included the subject matter and materials used or required for the class. Professor included general and instructor-specific comments. Practical skills included general and course-specific characteristics. Student participation included all forms of participation including interactions with other students. Assignments included general and specific assignment and their outcomes and grades, as well as workload comments. Praxis included experiential learning. Positive characteristics captured in the 'other' category included guest lecturers and field trips.
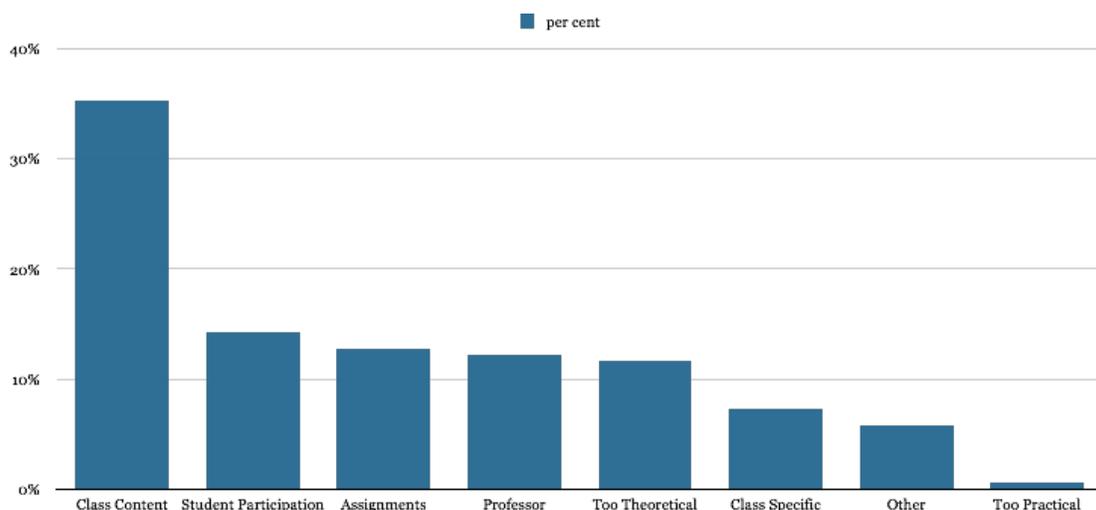


*Figure 12.* Characteristics of students' least favourite classes.

Students provided feedback on what they disliked about their least favourite classes. The characteristics were grouped into seven categories, as well as 'other'. Class content included the subject matter and materials used or required for the class. Student participation included all forms of participation including interactions with other students. Assignments included general and specific assignment and their outcomes and grades, as well as workload comments. Professors included general and instructor-specific comments. Classes that were either too theoretical or too practical included their corresponding relevant comments. Class specific courses included comments about a singular class only. Negative characteristics captured in the 'other' category included weak wireless connectivity.
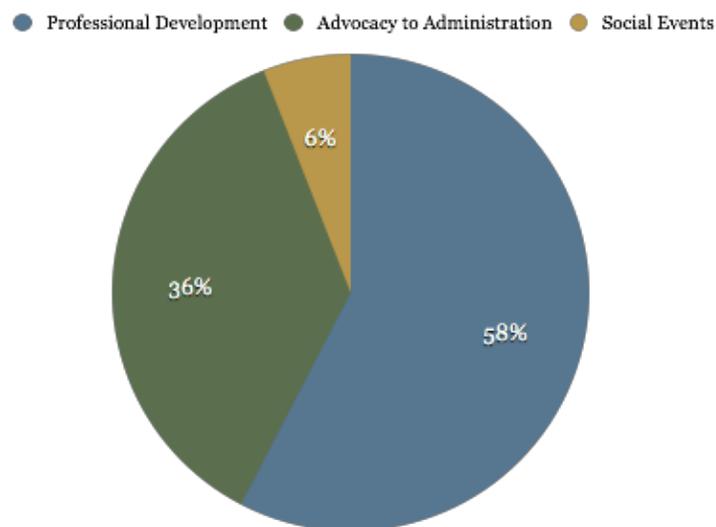
# Section 4: MISC



*Figure 13*. Students' perceptions of what MISC's top priorities should be.
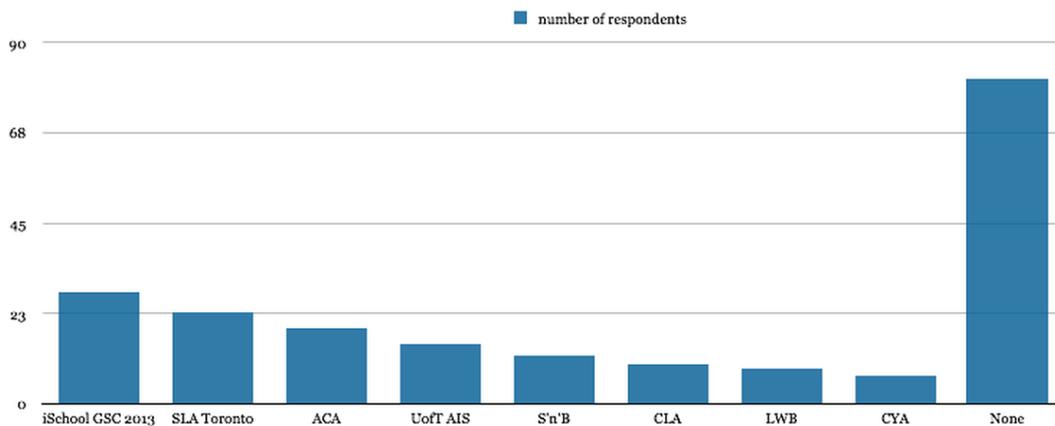


*Figure 14*. Student participation in Faculty of Information student groups.

Respondents participated in the following Faculty of Information student groups: iSchool Graduate Student Conference 2013, SLA Toronto (Special Libraries Association, Toronto), ACA (Association of Canadian Archivists), UofT AIS (Association for Information Systems), S'n'B (Stitch 'n' Bitch), CLA (Canadian Library Association), LWB (Librarians Without Borders), CYA (Children and Youth Advocacy).
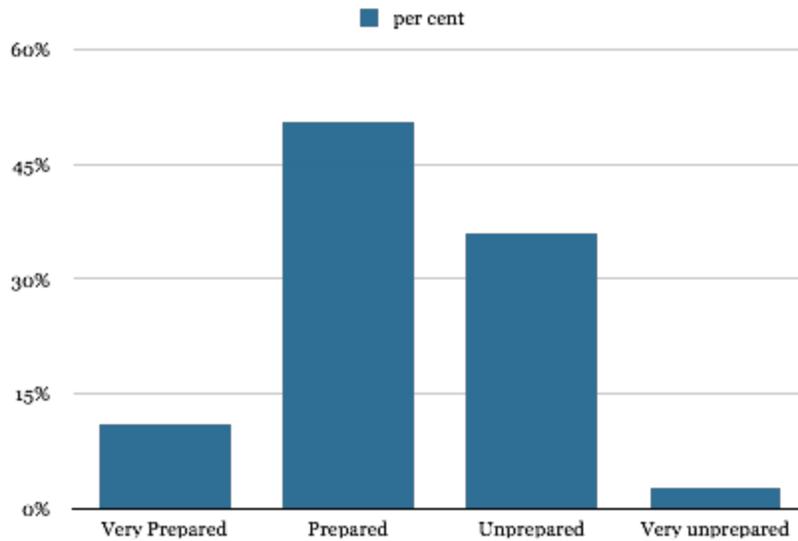
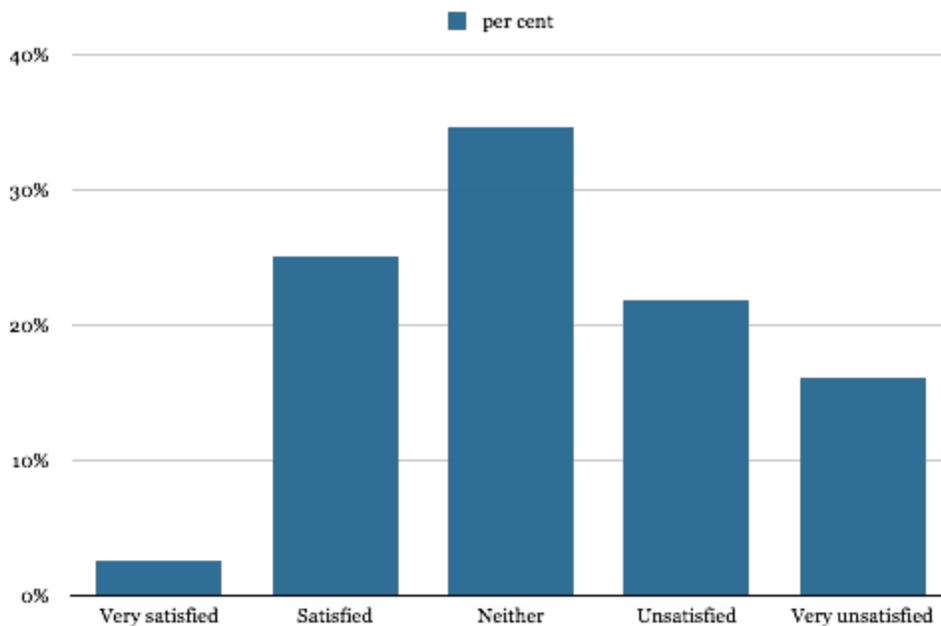*Figure 15*. Degree to which students feel prepared for employment after graduation.

*Figure 16*. Student satisfaction with the practical and/or technical skills taught in the iSchool.
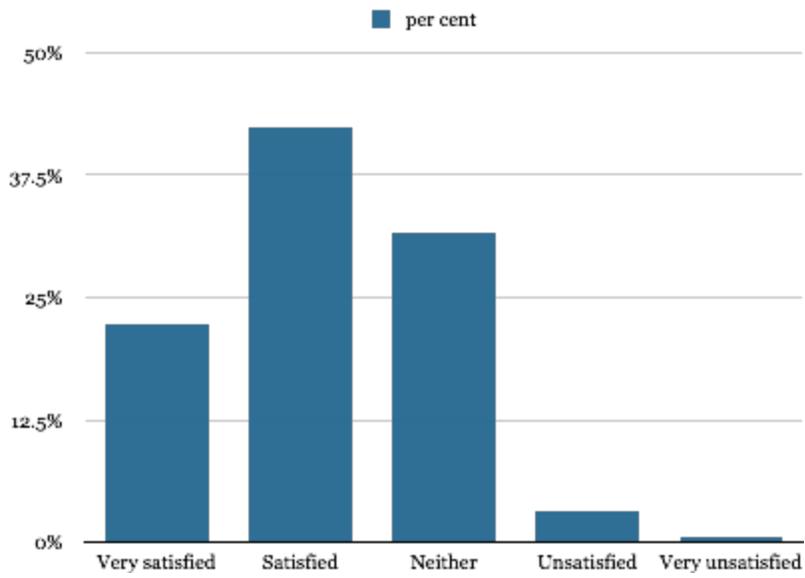
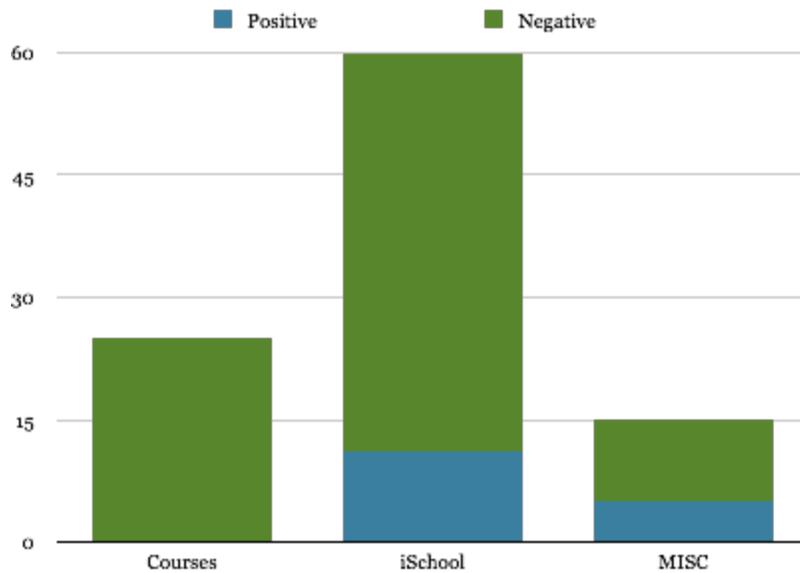*Figure 17.* Student satisfaction with the Tech Fund.



*Figure 18.* General comments for MISC and iSchool administrators.

The survey concluded by asking students to provide any final comments. Comments were categorized as pertaining to courses, the iSchool, or MISC, with each divided further into positive or negative comments. Course comments included coursework, grades, assignments, faculty, and other topics related to the program content. iSchool comments included administration, staff, and iSchool events. MISC comments include the people and operations of MISC. There were 25 miscellaneous comments that did not fall within the scope of courses, iSchool, or MISC; therefore, they were not included.

# Conclusion

## Section 1: Next Steps

The MISC Annual Survey 2014-15 will be sent out to students in winter 2015. MISC expects to provide more detailed reporting on the issues discussed above, including the characteristics of most- and least-liked courses and general comments. If there are specific topics or issues that students feel the upcoming survey should capture, then please email [diana.kulpa@mail.utoronto.ca](mailto:diana.kulpa@mail.utoronto.ca) with your thoughts and/or suggestions.