



Programrapport

Programmets namn: Master in Library and Information Science: Digital Library and Information Services	Ladokkod: BMDD120h & BMDD120h1
Antal högskolepoäng:	Årskull: 2022
Programansvarig: Wout Dillen	

Comment on response frequency in the student assessment

This report is largely based on the results of a general program evaluation survey that was distributed to DLIS students and open for the duration of the summer period following the årskull 2022 group's fourth and final semester. Specifically, the survey was open from 27 June to 31 August 2024. The survey was developed and hosted using Sunet Surveys, and made completely anonymous. It was distributed to the DLIS programme's 50 students, and received 14 responses, i.e. with an official response rate of 28%. These 50 students, however, also included a large number of inactive students. In total, 14 students did not participate in any of the course's examinations. Discounting those, the survey's response rate would climb to 39%, which is relatively high, when we compare this to response rates for individual course evaluation surveys. This is especially true when we acknowledge that this was quite a long survey, which included 33 questions (34, when counting one accidental duplicate question), and that apart from a couple of optional free-text questions, all respondents answered almost all of the questions in the survey. None of the 14 responses were deemed invalid or incomplete in accordance with the survey's standard.

Apart from the survey, course evaluations reported by course managers for individual courses in the DLIS programme have also been consulted and referenced where thought relevant.

As noted in many of the course evaluations, very few students generally fill out the course evaluation surveys, which means that they form an unreliable basis for making assessments about the students' views of each course and the overall programme. Nevertheless, when taken together, the survey and individual course evaluation seem to paint a relatively comprehensive and coherent picture of the programme. Also, regardless of actual response rates, survey results can be a good source to identify potential issues.

Finally, it should be noted that the DLIS programme was in the process of phasing out in the relevant period (2022-2024). This means that many of the courses in the program were being taught for the last time for these students, and that we will not be able to use the results of this evaluation to improve future iterations of many of the courses, nor the programme as a whole. It also meant that students had fewer opportunities to halt their studies or retake courses after the usual 5 examination opportunities per assignment. This created some confusion among the students that I (as programme coordinator) tried to resolve as best I could, by providing and frequently repeating detailed information about specific course and programme requirements, and directing students to administrative colleagues who could help them develop individual study trajectories if necessary. Still, despite our best efforts, this situation created the impression in some students that the DLIS programme was an abandoned programme, where teachers were no longer interested in supporting the students to complete the studies they had registered for.

I would argue that this was very much not the case. To the contrary, it is my impression that most (if not all) of the DLIS teachers went to great lengths to support the students and help them obtain their degree. Of the 36 active students, 21 (58.5%) have currently obtained their degree, and 7 more (19.5%) are in the final stages of their programme, finalizing their thesis or the odd final course. This means that we expect a completion rate of almost 80% of active students in the next couple of months. In many cases, achieving these numbers required considerable creativity and extracurricular effort for the teachers, by organizing and evaluating additional

examination opportunities, and including students in equivalent courses taught in other programmes when students needed the credits to complete their studies. In addition, students that did not advance far enough to realistically complete the degree were directed to support mechanisms that would still allow them to repurpose their earned credits to obtain a general LIS degree at our department.

Analysis of:

General appreciation of the programme

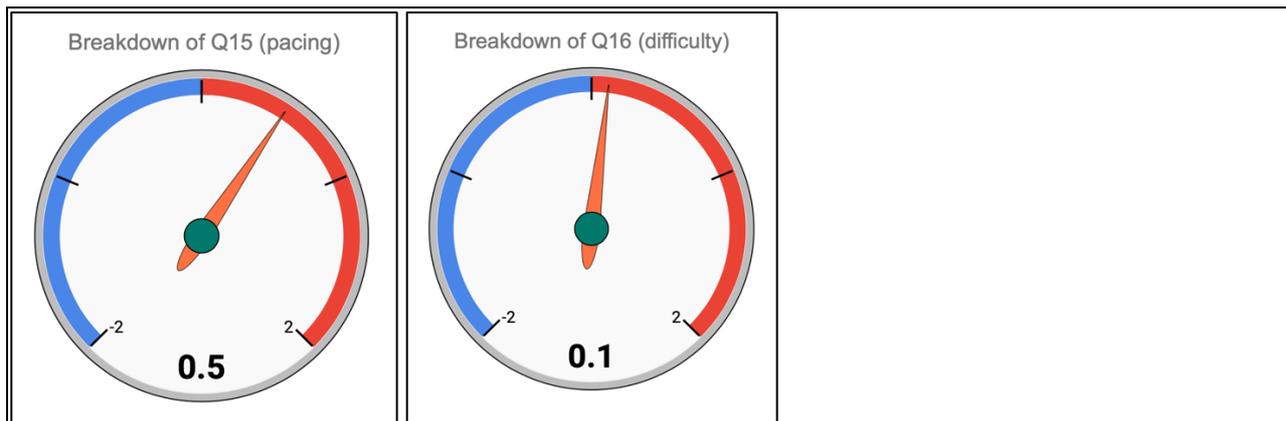
Overall, the programme evaluation survey results suggest that the students' experience of the DLIS programme has been overwhelmingly positive.

For the analysis of the survey results, all multiple-choice responses that were provided on a 5-point scale (i.e. most questions) were awarded a score from 1 to 5, where 1 represents the worst experience, and 5 the best experience. Afterwards, the average score across (valid) responses was measured, and rounded to the nearest integer (e.g. a 3.6 becomes 4, while a 2.4 becomes 2). This way, we can measure to what extent the average student experience of each evaluated aspect was 'terrible' (1), 'bad' (2), 'neutral' (3), 'good' (4), or 'great' (5). An overview of these scores is provided in the appendix.

This 5-point scale success rate approach applies to 21 (sub-)questions in the survey (specifically, questions: 1-2, 5-11, 17a-e, 18-20, 22, 24-26). Out of these 21 questions, 18 (85%) received a rounded average score of 4 ('good'), while the remaining 3 questions (15%) received a rounded average score of 3 ('neutral'). This means that none of these aspects of the course were experienced as 'bad' or worse by the responding students on average. Of course, these are averages, and some individual students rated some individual aspects as 'bad' or 'terrible', and their specific criticisms will need to be taken into account. They will be mentioned in this report where relevant. The three aspects of the programme that received 'neutral' scores on average, which indicate that they may be aspects that require more work, are: Q6 (polling whether the individual courses fit the DLIS program description), Q9 (polling whether students perceived teachers to be aware of each other's courses), and Q24 (polling student experiences interacting with administrative staff).

In the survey itself, students were also asked to rate and comment on their general experience participating in the programme. Q1, which asked exactly this question on a 5-point scale provided the following results: 3 responded 'great' (21%), 6 responded 'good' (42%), 2 responded 'neutral' (14%), 3 responded 'bad' (21%), while none responded 'terrible' – bringing the average score to 3.6 ('good').

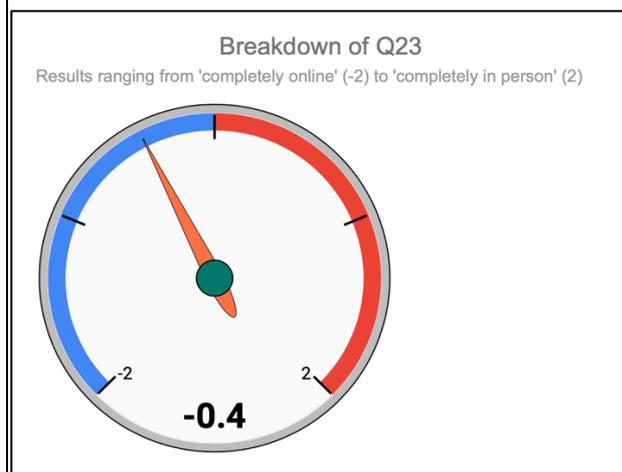
To measure how students experienced the difficulty of the programme in general, students were asked whether or not their BA (or equivalent experience) prepared them enough for the programme (Q14). This was a yes or no question, to which 8 students responded 'yes', 3 'no', and 2 failed to answer. This means that the average scores of the students who responded to this question is 0.8, strongly leaning towards a 'yes'. We also explicitly asked students about their experiences of the programme's pacing (Q15) and difficulty (Q16). For the pacing, we had scores ranging from 'much too slow' (-2) to 'much too fast' (2). Here, the average score was 0.5, which suggests that students on average thought the courses went somewhat too fast. For the difficulty, similarly measured, the average score was 0.1, which suggests that students thought the courses were reasonably challenging (with a slight tilt towards 'too difficult').



Students' opportunity for responsibility and participation

The DLIS programme is a distance programme, where almost all teaching and examination forms take place online. Materials are distributed via Canvas, lectures and other contact hours take place over Zoom, and assignments are submitted online. Alongside these online teaching formats, courses in the programme also organize and coordinate 'residential weeks', usually one or sometimes two weeks per year, where students are encouraged to travel to Borås to participate in live teaching classes. Participation is highly encouraged both to give the students an opportunity to socialize with their peers and teachers, but also because they typically focus on hands-on workshops to hone skills that are less easily taught online. Still, since DLIS is a distance programme, these residential weeks are always optional, and more or less equivalent training materials are always provided afterwards, through Canvas.

To gauge the extent to which students experienced this approach to distance teaching to fit their needs and schedules, we asked them whether they would have liked the programme to have offered more, or less in person teaching (Q23). We provided them with five options to state their preferences, which we scored as follows: 'completely online' (-2), 'more online' (-1), 'more in person' (1) and 'completely in person' (2), with an option to declare that the balance between online and in person teaching suited their needs very well (0). Results to this question were somewhat mixed, with 7 students (50%) indicating that they thought the balance worked well, 2 students (14%) wanted more in person teaching, another 2 wanted more online teaching, and 3 (21%) indicated that they would have preferred it if the course were taught completely online. The resulting average score was -0.4, which suggests that on average students were quite pleased with the balance that was struck, but slightly leaning towards wanting less in person teaching.



In a related question (Q18), survey respondents were also asked to rate their study environment. This question was intended to gauge the extent to which students were happy with the ways in which they could participate with each other, the teachers, the programme, etc. For example: on Canvas, Zoom, Ladok, or on campus. This question was again graded on a 5 point scale from 'terrible' to 'great', and received an average score of 3.6 ('good'). It should be noted, however, that this question should probably have been phrased in a more nuanced

way, because comments from students in the optional text fields indicated that at least some of them had interpreted the question to refer to the Borås campus. Those students indicated that they found it difficult or impossible to rate the environment because they never came to visit.

Finally, we also tried to analyze the way in which students experienced their ability to participate with the programme by interact with and provide feedback on the programme and course management. Apart from participating in questionnaires students also communicate with programme and course coordinators both online and during the residential weeks. Online communication with programme and course coordinators happens both on an ad-hoc, student initiated level via email and canvas messages, and on a scheduled, programme coordinator initiated level by means of open office hour zoom meetings.

In the questionnaire, the students' experience of these mechanisms were assessed in two questions, one asking if they felt like they had sufficient means and opportunities to voice their concerns about the programme as a whole, or specific courses in particular (Q27), and a follow-up question asking if they felt like they were listened to if and when they did voice such concerns (Q28). For Q27, respondents received the options 'yes' (1), 'no' (0), 'I am not sure' (DK), and 'I did not feel the need' (N/A).¹ For Q28, respondents received the options 'yes' (1), 'no' (0), and 'not applicable' (N/A).

For both questions, usable results are largely unavailable, with students mostly picking 'N/A' and 'DK' options. For Q27, 2 students responded 'N/A' 8 responded 'DK', while in Q28, 10 students responded 'N/A'. In both cases, this left us with only 4 measurable responses (28%). It should be noted though, that almost all of those 8 measurable responses were negative. To Q27, all four responded 'no', and to Q28, only 1 responded 'yes', with 3 responding 'no'. While it's possible to argue that in both cases N/A and DK responses suggest neutral, leaning to positive responses, the overall picture does suggest that in most cases the students were either unaware of or disappointed with the ways in which they could voice their opinions (or, the extent to which they felt like doing so made a difference). These are disappointing results, that we should keep an eye on with regard to different programs in the future.

Content, teaching methods, examination and progression

As mentioned, the programme's teaching formats largely consisted of online discussions and workshops on campus for the residential weeks positioned at the beginning of each semester, followed by Canvas activities and discussions, as well as zoom discussions and seminars. The course hosts a myriad of different examination methods, including specific skill-related assignments (like the HTML assignment in Technologies of digital libraries 1 and digitization skills in Digitization of Cultural Heritage Material), analytic papers (Digital Library Management; Users; the thesis course), seminar discussions (Research Methods), methodological experiments (Research Methods), concrete digital development projects (Digitization of Cultural Heritage Material; Interaction design), and home exams (Information Retrieval).

Across the programme evaluation survey and individual course evaluation reports, it becomes clear that the students' appreciation of individual courses is extremely varied. As a programme on 'Digital Library and Information Services', DLIS consists of a 'digital-oriented' component, and a 'library-oriented' component. And while the two are increasingly connected in today's technological landscape, students will typically register for the DLIS programme with a special affinity to either aspect. This almost unavoidably colours their experience of individual courses. Some students highly rated the digital-oriented courses, while others found them difficult to master, and did not always see their relevance to their future professional or personal development. Some students especially enjoyed library-oriented courses, while others didn't. Since individual courses were not rated in the survey, we can only go on sporadic mentions in optional comment fields, and course evaluations – neither of which paint a very clear picture. It seems to vary from student to student, with some courses being experienced as more organized and taught by more competent teachers than others – but these are also not always made explicit.

In the survey, students were asked the share their experiences with the way in which they found the courses in the programme related to each other, and the programme. When asked whether the courses met the students' initial expectations for the programme (Q5), responses were mainly positive, averaging around 3.6 ('good') with

¹ In this report, the scoring abbreviation 'DK' stands for 'don't know', and 'N/A' stands for 'not applicable'.

only 2 (14%) 'bad' responses. When asked whether the courses fit the DLIS programme (Q6) results were a bit more mixed, averaging around 3.1 (neutral) with 3 'bad' and otherwise mostly 'neutral' responses. When asked whether the courses in the programme complemented each other well (Q7) and whether they linked to each other in meaningful ways (Q8), responses were positive again, averaging around 3.6 ('good'). The course progression was also evaluated positively: when asked whether subsequent courses would build on knowledge and skills that were acquired earlier on in the programme (Q10) scores averaged around 3.7. This average included four 'great' assessments, and one 'terrible'. Finally, when asked whether they found that the courses painted a complete picture of the field of Digital Library and Information Sciences responses were again positive, averaging around 3.5 ('good'), including 3 'bad' responses.

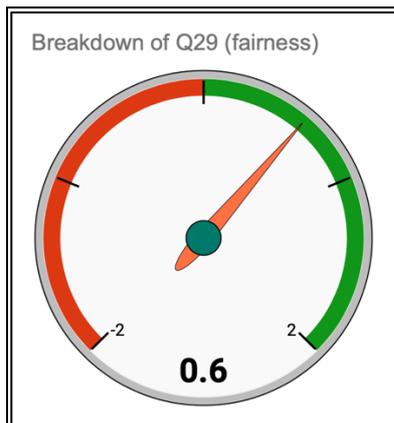
In the survey, students were also asked to self-evaluate the extent to which they thought the programme had helped them achieve the course objectives (Q17a-e). These questions were again mostly evaluated positively, and even received some of the highest average scores in the survey. Students were asked if, by the time they obtain their degree, they believe they would

- Be able to understand and explain relevant current research related to library and information services (avg. 3.8; 'agree')
- Be able to apply knowledge and skills that were taught in the DLIS programme to specific cases and problems in the area of digital library and information services (avg. 3.8; 'agree')
- Be able to develop strategies for digital information services in cooperation with other specialists, and implement those strategies (avg. 3.6; 'agree')
- Be able to plan and conduct basic training for users of digital information services (3.7; 'agree')
- Have acquired theoretical and methodological knowledge and skills relevant to the area of digital library and information services (4; 'agree')

In total, these 5 (sub)questions only received 5 negative responses (3 'disagree' and 2 'strongly disagree'); while receiving 15 'strongly agree' responses.

As with most of the quantitative survey results (see above), the analysis of the students' programme evaluations suggest that they were generally positive about the range and execution of the teaching methods. The question whether they found that the teaching methods had supported their learning (Q20) received an average score of 3.6; similar question regarding the examination methods (Q22) received an average of 3.5.

When asked to what extent students experienced the evaluation of their work as 'fair' (Q29), however, the results were a bit more divided. To answer the question, they had the options 'yes' (2), 'for the most part: yes' (1), 'for the most part: no' (-1), and 'no' (-2), with an option to indicate that they felt the fairness of the grading depended largely from course to course (0). To this question, half of the students (7) responded that they found that the fairness differed greatly from course to course, while the other half evaluated the experience more positively with 1 'yes' answer, and 6 'for the most part: yes' responses. This brings the average score for this question to 0.6, tilting slightly towards a positive answer. The responses do indicate, however, that students were highly sceptical of the fairness with which they were graded for at least some of their courses. Since there were no follow-up questions in the survey, it is impossible to know exactly which courses students deemed to be unfair. The free text fields and individual course evaluations also do not provide a straightforward answer here. It should also be taken into account that it is possible that there is a discrepancy between the effort students put into individual assignments and evaluations, and the examiner's quality assessment of that work – which is not always necessarily commensurate. Still, a trend is clearly visible here, and it is something we should take with us when we teach in and evaluate courses in other programmes.



One more thing that must be taken into account, and that might be linked in some way to the way students experienced the overall ‘fairness’ of the evaluations in the programme, is the fact that the question whether students were under the impression that teachers were aware of what was taught in other courses in the programme received the lowest score of all the questions (with 2.6 only barely leaning towards ‘neutral’, including 3 ‘disagree’ and 3 ‘strongly disagree’ responses, and only 1 ‘strongly agree’). So while the courses themselves were perceived as relatively closely linked and progressively building on one another, the same was not always the case for the teachers teaching those courses. This is hard to achieve, of course, since teachers in the department are generally already struggling to keep their workloads at 100%, and spread thin across programmes. With the co-teaching approach to course design (which has many benefits in other areas), courses usually also have a lot of teachers who are responsible of small aspects of individual courses, and apart from the course managers, these may not always be aware of how their units relate to the bigger programme picture. Still, in light of these results, it might be useful to start thinking about ways in which the synergy between teachers across courses in the same programme may be improved.

Research connection

Connections to research are varied in the available course evaluations. The evaluation for the Information Retrieval courses, for example, suggest that they provide a very good link to research conducted in the area. On the other hand, like in previous evaluations of this programme, students still identify the Technologies of Digital Libraries courses as lacking a connection to research. The teachers of this course are aware of this, but do not consider this a problem for the course, because of its more practice-oriented nature. As it stands, the course is mainly offered to prepare students to understand and undertake their own research using skills learned in this course. In this sense, the course supports a more practical understanding of research.

In the programme evaluation survey, students were asked specifically whether or not they thought the course literature helped them link the course contents to the relevant and recent research in the field. Overall, this connection was evaluated positively, with an average score of 3.9 (‘good’). In this case, 3 students responded ‘great’; 8 responded ‘good’; 2 responded ‘neutral’, and 1 responded ‘bad’ – with no ‘terrible’ responses – which suggests that 78% of respondents perceived this aspect as either ‘good’ or ‘great’.

Resources

Teachers involved in each of the courses had relevant research backgrounds for teaching these courses. However, the resources for teaching were just barely sufficient for the program, as teachers report overtime issues, and the search for examiners (especially for the Research Methods and Thesis courses) continued to pose difficulties. As mentioned in last year’s report: to some extent the continued work on structural improvements in the Research Methods course (which has been split into two individual, smaller courses) and the Thesis course (where students are now strongly encouraged to work in pairs, and the deadlines and relevance of seminars and deadlines are currently being re-evaluated) aim to resolve some of these issues (if not for the DLIS programme, which is currently phasing out, then at least for its sister MADI programme), but it is unlikely that those changes will eradicate this problem completely.

Teachers are, of course, not the only staff members who are involved in the administration of courses, programmes, and services that are available to students. To evaluate these aspects, students were asked to evaluate their experience with the university’s admin, IT, and library staff. In all three cases, respondents were

offered options ranging from 'terrible' (1) to 'great' (5), with an option to indicate that they did not interact with these staff members at all (N/A). The administrative staff received an average rating of 3.4 ('neutral') from a total of 13 students (1 answered N/A). The IT staff received an average rating of 3.8 ('good'), but only from 5 students (9 answered N/A). The library staff received an average rating of 3.9 ('good'), from 9 students (5 answered N/A). It should be noted, however, that a closer look at some of the free text comments to these question indicate that at least some of the students were confused about who actually performed these roles. Some students may have confused course and programme managers with administrative staff; administrative staff with IT staff; and library services (e.g. Primo) with library staff. Finally, it should also be noted that the administrative staff's average rating of 'neutral' was not caused by a lukewarm student experience, but rather by a great difference in student experiences. Most of the valid responses to the question (7 out of 13) were actually positive (with 2 'great' ratings), while 3 were neutral, and 3 were negative (including one 'terrible' rating).

If we understand 'resources' as the availability of teaching materials for the students, it should be mentioned that these have also been mostly evaluated positively. For the most part, survey respondents report high degrees of satisfaction with video lectures, literature, and other training materials (see discussions of Q19 and Q20 above).

Usability and preparation for working life

Since this is a question that is not usually addressed in course evaluations, we decided to address it specifically in the programme evaluation. In Q2, students were asked how relevant they thought their MA in LIS and what they learned in the DLIS course would be to their future development. To answer this question, respondents received the following options: 'no connection' (1), 'not very relevant' (2), 'unclear' (3), 'quite relevant' (4) and 'central' (5). The respondents' answers were overwhelmingly positive, albeit slightly tempered, with an average score of 3.8 ('quite relevant'). These results include 11 scores of 'quite relevant', and 3 scores of 'unclear'.

Other

A final remark (that might be connected to the section on 'participation and responsibility' would be that one of the final questions in the survey read 'Did you at any time feel unsafe or discriminated against while participating in the DLIS programme?' (Q30), with possible answers being 'yes' (1), 'no' (0), and 'unsure' (DK). To this question, 13 out of 14 students answered 'no', but 1 student answered yes (R13). While this makes the student's experience an outlier in the survey, any 'yes' is of course one too many and warrants further investigation. The student did not leave a comment in the accompanying optional text field to explain this experience further, but did leave a related comment two questions down, when asked 'What would you say was the worst thing about the programme' (Q32). There, the student answered: 'Teachers discriminating students. Unprecedented compared to two other Swedish universities.' Again, there is no indication of the exact nature of the discrimination experienced by the student. But the phrasing seems to suggest that the discrimination would have been against students in general, rather than discrimination on the basis of gender, ethnicity, religion, etc.

Looking at other comments left by the respondent (of which there are not many) further corroborates this interpretation. In answering Q18 concerning the study environment at the University of Borås (which the respondent rated as 'terrible'), the optional comment field reveals: 'There has been a latent (and occasionally manifested) strong hostility from some teachers towards students (*generalized towards everyone*) throughout the program' (my emphasis). The nature of this hostility, as experienced by the student, might be gleaned from other comments. In response to the statement in Q9: 'Overall, it is my impression that the teachers were well aware of what was taught in other courses of the programme', the respondent answered 'strongly disagree', and argued: 'During master thesis being questioned "Where in the world have you got this idea/thing from?" referring to skills taught previously in the program'. Finally, in response to Q29: 'Did you feel that the evaluation and grading of the individual courses was altogether fair?', the respondent indicated that this differed greatly between courses, and added: 'Many times receiving criticism and feedback for things not specified in the assignment. Many times received critique when examiner has failed to read sections properly (e.g. have read too fast, spent too little time)'.

These comments seem to indicate that the student did not feel supported by their teachers, and at times even hindered. These experiences are also echoed in some similar comments by other respondents, and link to what

was mentioned at the start of this evaluation, regarding students who shared that the out-phasing DLIS programme felt 'like an abandoned course' (R14, Q3). These are all highly regrettable, of course, and further encourage us to foster a closer collaboration between teachers within each programme, as mentioned above. As also mentioned, however, there is no easy fix for this issue, as it is endemic of a larger structural issue where the Department needs more teachers to help lighten the workload, and make space for teachers to support their students better, and connect to each other across courses. Thankfully, the survey responses positive reactions from students with opposing experiences, with statements like 'It was also clear that the lecturers were all trying their best in a disorganized situation with limited time and moving requirements' (R4, Q3). Still, the sense that several aspects of the programme's teaching and administration was to some extent experienced as 'disorganized' seems to be a recurrent theme throughout the survey responses (even among several of the positive evaluations) – an experience that was undoubtedly exacerbated by the fact that course and programme coordinators, department managers, and administrators were all constantly trying to find workable and creative solutions to relatively rare (and, to many of those involved, unfamiliar) problems caused by the moratorium that was inevitably placed on the programme and some of its courses.

Finally, I should also note that in the case of the one student who indicated that they experienced discrimination would have seen a pop-up with a link to the university's page with information on what to do and who to contact in cases of 'discrimination, harassment, or negative influence on the educational environment through violations' – a pop-up that was triggered through a 'yes' or 'I don't know' answer on the discrimination question. So hopefully, if the student genuinely felt discriminated against, they will have taken note of the link and contacted the relevant people to file a formal complaint.

Any suggestions for changes

It should again be noted that since the current batch of students (BMDD122h) is the last group to ever participate in the DLIS programme, of which the final semester has now been long taught, there are no more opportunities to use this evaluation to make changes to the DLIS courses and programme. Still, we may use what we learned from these evaluations when we go on to teach different programmes (notably the DLIS Swedish sister programme MADI, and the new international MAIDI programme). It should also be noted that some of the DLIS courses that were evaluated here will continue to be taught in different programmes. Things to take away from these experiences include:

- Make sure that individual courses fit the overall programme (and work actively towards making this clear to students)
- Make sure that teachers across the program are aware of what is taught in other courses (and work actively towards making this clear to students)
- Evaluate the student's perspective on interacting with student administration (and work actively towards aligning communication between teachers and administrators if necessary)
- Be mindful of the pacing of individual courses; they are more likely to be experienced as 'too fast' by students than 'too slow'
- Remember that residential weeks are not necessarily what students signed up for when registering for a distance course. While they are usually greatly appreciated by most (based on interactions with several student groups over the years it is my impression that most students will try to join, and most who join greatly enjoy the opportunity to interact in person), they are not always feasible for everyone. Sometimes this is because students work alongside studies (which we cannot cater for in a fulltime programme), but sometimes there are also accessibility issues (e.g. disabilities, expense) that prevent students from joining. So try to make sure that all the required training materials taught in person are also available online, and of similar quality (while acknowledging, of course, that some hands-on aspects do not fully translate).
- In international programmes like DLIS and MAIDI, make sure teachers always speak English (and do not revert to Swedish while teaching), and keep untranslated Swedish literature to a minimum (preferably 0).
- Try to provide students with plenty opportunities to voice their concerns, and to listen and try to be supportive when they do. Some students will be understandably disheartened when they bring up the courage to speak up, but feel that their concerns are ignored afterwards. Make sure that students also have these opportunities outside of the usual evaluation surveys.

- Make sure that students know that they are allowed and encouraged to approach programme coordinators when they have concerns they feel uncomfortable sharing with course coordinators, or when they already did but feel like they were ignored.
- Make sure students know how to report cases of discrimination or harassment
- Work actively towards ensuring that assignments and examinations are evaluated fairly across all courses in the programme (and work towards making this clear to students).
- Several students indicated that they would have wanted more of the 'pass/fail' assignments throughout the programme (many of which required a considerable amount of work) to be graded on a graded scale (and therefore contribute to their final grade for the course). This is also something to consider.

These key takeaways mostly relate directly to the results discussed above, but some also draw on student responses to the survey that were not explicitly discussed in the present evaluation. Due to the extensive nature of the survey, it was not possible to include all relevant comments in the programme evaluation. For a more exhaustive picture, please refer to the full course reports drawn up by DLIS course managers (available in the archives on Canvas), and the full answers of respondents to the programme evaluation survey (available upon request).

Most of these takeaways seem like common sense, but bear repeating, especially since many of them were points that were criticized by one or more respondents.

Appendix:

Color-coded matrix of quantitative aspects of the programme evaluation survey results.

		R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	AVG	NEAR
Q1	General experience	5	5	5	4	4	4	4	4	4	3	3	2	2	2	3.6	4
Q2	Future relevance	4	4	3	4	4	4	4	4	4	4	4	3	4	3	3.8	4
Q5	Expectations met	5	5	3	4	3	4	2	4	4	4	4	2	4	3	3.6	4
Q6	Courses fit DLIS	4	5	3	4	3	3	2	3	3	3	2	2	4	3	3.1	3
Q7	Courses complement	4	4	4	4	4	3	3	4	4	4	3	2	4	3	3.6	4
Q8	Courses linked	5	4	4	5	4	3	3	4	4	4	2	2	4	2	3.6	4
Q9	Teacher awareness	3	3	4	1	5	2	4	3	3	3	1	2	1	2	2.6	3
Q10	Course progression	5	5	4	5	5	3	3	4	4	3	1	4	4	2	3.7	4
Q11	DLIS representative	4	5	4	4	4	3	2	4	4	4	2	2	4	3	3.5	4
Q14	BA sufficient	0	1	1	0	1	1	1	1	1	0	1	--	--	1	0.8	1
Q15	Pacing	0	0	0	1	1	0	2	0	1	1	0	1	0	0	0.5	1
Q16	Challenge	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0.1	0
Q17a	meet goal 1	4	4	3	4	5	4	4	4	5	5	3	3	3	2	3.8	4
Q17b	meet goal 2	4	4	4	4	5	4	4	3	5	4	3	1	5	3	3.8	4
Q17c	meet goal 3	4	4	4	4	4	4	4	5	4	3	3	1	4	3	3.6	4
Q17d	meet goal 4	3	3	5	4	5	4	3	4	5	5	3	2	4	2	3.7	4
Q17e	meet goal 5	5	4	3	4	5	4	4	4	5	4	3	3	5	3	4	4
Q18	study environment	5	4	5	3	5	4	4	3	3	4	3	--	1	3	3.6	4
Q19	literature	5	4	5	4	4	4	4	3	5	4	2	4	4	3	3.9	4
Q20	teaching	5	4	5	4	4	4	4	3	5	2	4	3	2	2	3.6	4
Q22	examinations	5	4	5	4	3	3	3	4	4	3	3	--	3	2	3.5	4
Q23	online balance	0	0	0	-1	-2	0	1	0	-1	0	0	1	-2	-2	-0.4	0
Q24	admin staff	4	3	4	1	5	5	3	4	4	4	2	N/A	2	3	3.4	3
Q25	IT staff	N/A	N/A	4	N/A	N/A	3	3	N/A	N/A	5	N/A	N/A	N/A	4	3.8	4
Q26	library staff	4	N/A	5	3	5	3	4	N/A	N/A	4	4	N/A	N/A	3	3.9	4
Q27	voice	N/A	DK	DK	DK	DK	0	0	DK	N/A	DK	DK	DK	0	0	0	0
Q28	listened to	N/A	N/A	N/A	0	N/A	N/A	1	N/A	N/A	N/A	N/A	N/A	0	0	0.3	0
Q29	fairness	1	1	0	1	2	1	1	1	0	0	0	0	0	0	0.6	1
Q30	discrimination	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0.1	0