LIS Graduate Exit Survey September 2014
Presentation of Results
October 3 , 2014

Survey Details:

No. of Respondents:	12 (17 total submissions, 5 submissions with no content)
Method:	Select Survey online survey tool, sent to list of 21 targeted graduates for September 2014 degree conferral
Survey Status:	Closed
Launched Date:	9/9/2014
Closed Date:	9/26/2014

Request for participation:

Dear #FirstName#,

We need your help as a new graduate of the program!

We are following up on a request for participation in the survey of our September 2014 graduates. Please help our program by participating!

I'm writing to ask that you provide us with some feedback on your experiences in the MLS program, so that we may know where we're doing a good job, and work towards making improvements where needed. This information will also be very important for our program accreditation.

The survey should take only 10 minutes or less—please help us create positive MLS experiences for current and future students. The link to the survey is: #SurveyLink#

This survey will be open through Friday, September 26, 2014.

We would also like to keep connected with you in the future as we look to strengthen our ties to our alumni and create a bright future for our program. Would you please provide your permanent contact information by sending an e-mail with your name, permanent mailing address, and permanent e-mail address to lis-alumni@buffalo.edu?

Please continue to keep in touch with your fellow UB LIS alumni and the Department of Library and Information Studies for networking, surveys, and other communications and announcements, and update the department of your accomplishments:

- Facebook : Department of Library and Information Studies official page - http://www.facebook.com/ublisofficial

- LinkedIn : University at Buffalo Library and Information Studies Network - https://www.linkedin.com/groups/University-Buffalo-Library-Information-Studies-2936203
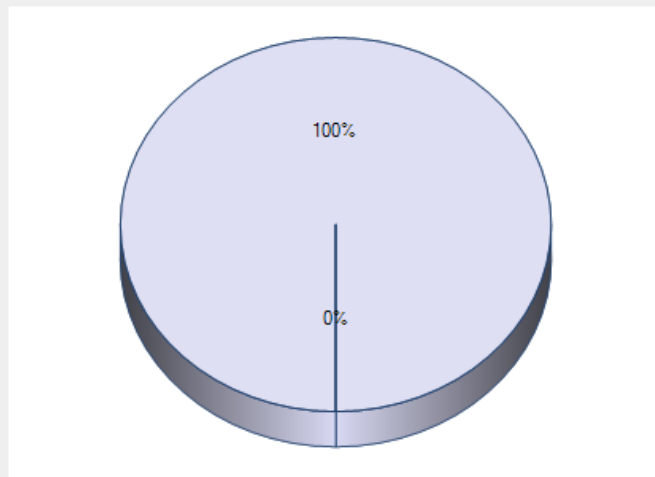
- LIS Listservs : http://gse.buffalo.edu/lis/students#lists

Sincere Thanks,

Dr. Heidi Julien

Results:

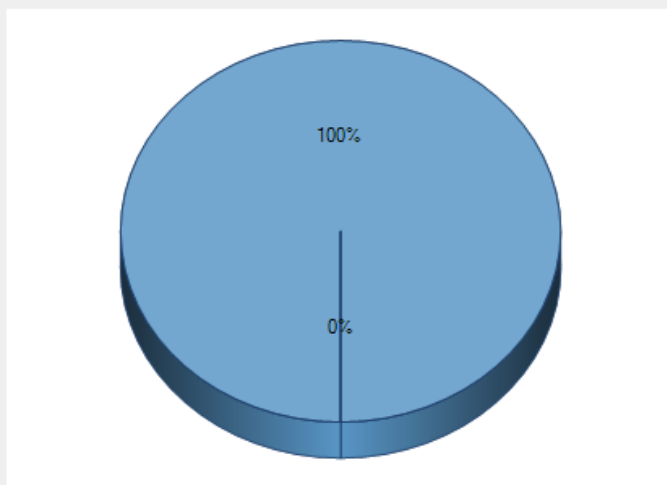| Question No.	Question Abbreviation	Question	Question Format
1	confirmdegree	Please confirm: My degree will be conferred in May 2014 (I will have finished all my coursework and will be receiving my degree).	Pull-down (Yes/No)

1. confirmdegree

		Response Total	Response Percent
☐	Yes	12	100%
■	No	0	0%
	Total Respondents	**12**	

100%

0%

Question No.	Question Abbreviation	Question	Question Format
2	slms	I was in the School Library Media Specialist (SLMS) specialization.	Yes/No

2. slms

		Response Total	Response Percent
☐	Yes	0	0%
■	No	12	100%
	Total Respondents	**12**	

100%

0%

Question No.	Question Abbreviation	Question	Question Format
3	onlinestudent	My coursework was primarily (online or on campus/in classroom).	Pull-down (Online or On Campus/In-Classroom)

3. onlinestudent
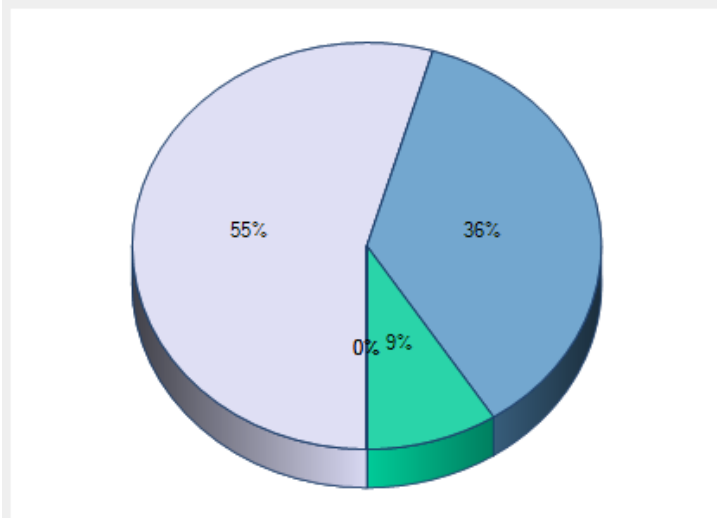

	Response Total	Response Percent
☐ Online	12	100%
☐ On Campus/In Classroom	0	0%
Total Respondents	**12**	
(skipped this question)	**5**	
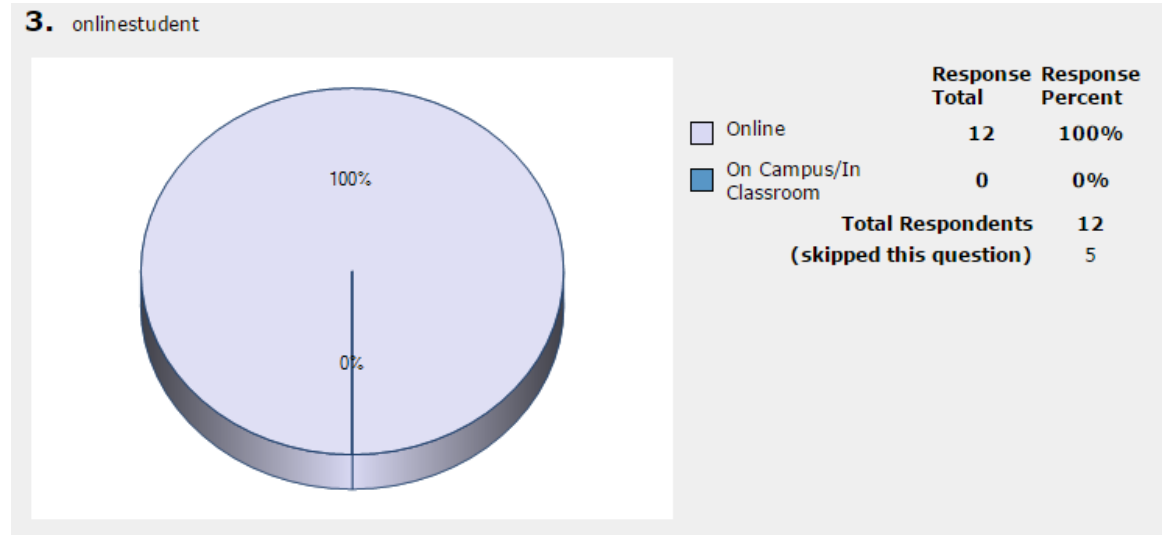
Question No.	Question Abbreviation	Question	Question Format
4	instructqual	The quality of instruction in my program was excellent.	Likert Scale (Strongly Agree/Agree/Neutral/Disagree/Strongly Agree)
5	instructqualcom	Please comment on the above question (4).	Comment Box

4. instructqual

	Response Total	Response Percent
☐ Strongly Agree	5	45%
☐ Agree	4	36%
☐ Neutral	2	18%
☐ Disagree	0	0%
☐ Strongly Disagree	0	0%
Total Respondents	**11**	
(skipped this question)	**6**	

5. Comments: *The quality of instruction in my program was excellent.*
Overall I thought that the quality of the program was very good. The majority of the assignments were well thought out, applicable, and supported what we were learning. The UB Learns method of delivery always worked and was well organized.
All syllabus and instructions were adequate.
All of the professors in my program were professional and knowledgeable and provided clear instruction and communication in the online setting.
I thoroughly enjoyed most of my classes, and even those that I found less enjoyable provided valuable information and practice with different resources or tools. The only thing that would have made this a better experience would be for online students to have access to more course offerings, specifically more from the archives, cataloging, or academic library tracts, although I realize this would come with a lot of challenges, such as dealing with low enrollments for some courses.
I had two professors that I can think of off the top of my head that did not enjoy teaching online courses and as a result did not utilize the full extent of the online resources that were offered through UBLearns (or even other online resources that were free from other services or websites), which I found to be frustrating. The best professors that I had, that taught the courses enthusiastically and were very knowledgeable in the subject matter, were my adjunct professors.
Some was indeed excellent. Some was just OK. One or two instances were not good. I provided feedback to this effect in the surveys distributed after each course.

Question No.	Question Abbreviation	Question	Question Format
6	facultyinteract	My interactions with faculty members were generally positive.	Likert Scale (Strongly Agree/Agree/Neutral/Disagree/Strongly Agree)
7	facultyinteractcom	Please comment on the above question (6).	Comment Box

6. facultyinteract

	Response Total	Response Percent
Strongly Agree	6	55%
Agree	4	36%
Neutral	1	9%
Disagree	0	0%
Strongly Disagree	0	0%
Total Respondents	**11**	
(skipped this question)	**6**	

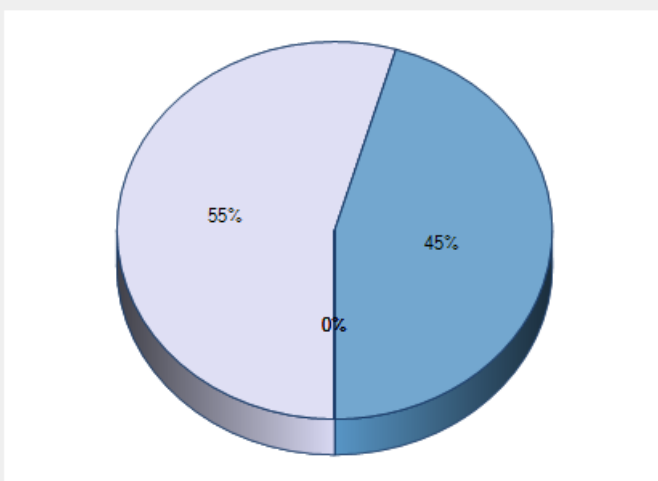| 7. Comments: *My interactions with faculty members were generally positive.* |
|---|
| The faculty was wonderful. I'd like to specifically mention Dr. Collier and Professor Logan Rath. I enjoyed their classes immensely, both teaching style and content. |
| Most faculty members displayed a genuine concern to see their students achieve success. |
| While I enjoyed some professors' teaching styles more than others, I can honestly say that all of them were competent in their fields and took their responsibilities seriously. For the most part, faculty were available, accessible, helpful and respectful when interacting with them by email, phone, and forum discussion. |

Question No.	Question Abbreviation	Question	Question Format
8	studentinteract	My interactions with my fellow students were generally positive.	Likert Scale (Strongly Agree/Agree/Neutral/Disagree/Strongly Agree)
9	studentinteractcom	Please comment on the above question (8).	Comment Box

8. studentinteract

	Response Total	Response Percent
Strongly Agree	6	55%
Agree	5	45%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total Respondents	11	
(skipped this question)	6	

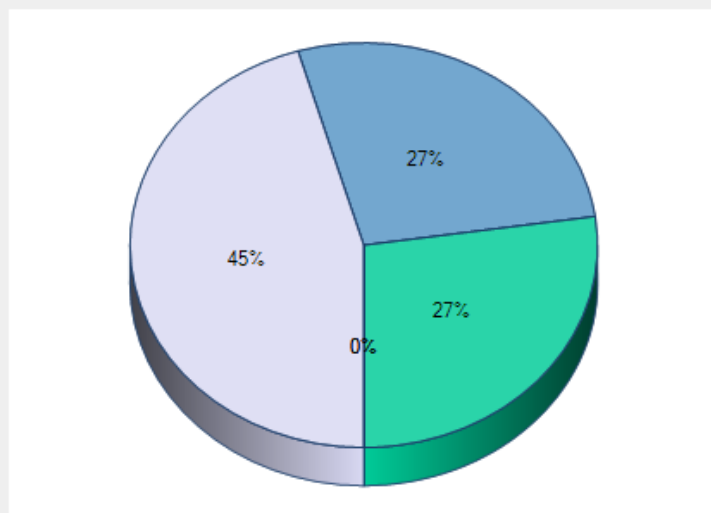| 9. Comments: My interactions with my fellow students were generally positive. |
|---|
| I am not a conversationalist either in person or in online forums. I tend to post what I need to post and be done. However, I have to say that the students were surprisingly easy to talk to. No discussions degraded to name calling or any other behavior often found when you know you are likely to never meet the person face to face. Group projects usually went smoothly with everyone doing their part and working together. |
| All online communication was ethical. |
| The online setting made it difficult to really get to know fellow students, but doing projects in groups helped me to make these connections. |
| Even with a diverse mix of backgrounds, opinions, and career perspectives, nearly all of my classmates were respectful of each other's opinions, views, and time. When working in groups, most of my classmates were team players and worked well toward a common goal. |
| Most interactions were positive. Group work was sometimes problematic. One group member was downright rude and irrational. |

| Question No.	Question Abbreviation	Question	Question Format
10	staffinteract	My interactions with department administrative staff were generally positive.	Likert Scale (Strongly Agree/Agree/Neutral/Disagree/Strongly Agree)
11	staffinteractcom	Please comment on the above question (10).	Comment Box

10. staffinteract

	Response Total	Response Percent
Strongly Agree	5	45%
Agree	3	27%
Neutral	3	27%
Disagree	0	0%
Strongly Disagree	0	0%
Total Respondents		**11**
(skipped this question)		**6**

| **11. Comments:** *My interactions with department administrative staff were generally positive.* |
|---|
| The fee waivers could have been handled a little better. At one time they were filled out for us and then after Louise left her position we had to fill them out ourselves, but this was never communicated to us. In fact on a couple of occasions I had ot aks the department numerous times to send the written verification from that the courses for which was registered for were not held on university campuses and do not require you to use any university facilities. It seems like it is hard to get anyone to do anything in a timely manner. |
| I did not interact very much at all with the admin staff. |
| Administrative staff was supportive and professional. |
| Interaction with finance was generally positive; other administrative staff tended to either not reply or send slightly rude emails. Requesting a comprehensive fee waiver was one challenge I had. Asked for confirmation, receeived none. Follow up question resulted in a rude decline. |
| I didn't have many direct interactions with department administrative staff, but when emailing for clarification on an issue or help with student accounts issues, staff was always extremely helpful, professional, and quick to respond. |
| I had minimal interaction with administrative staff. |

Question No.	Question Abbreviation	Question	Question Format
12	chairinteract	My interactions with the Department Chair were generally positive.	Likert Scale (Strongly Agree/Agree/Neutral/Disagree/Strongly Agree)
13	chairinteractcom	Please comment on the above question (12).	Comment Box

12. chairinteract
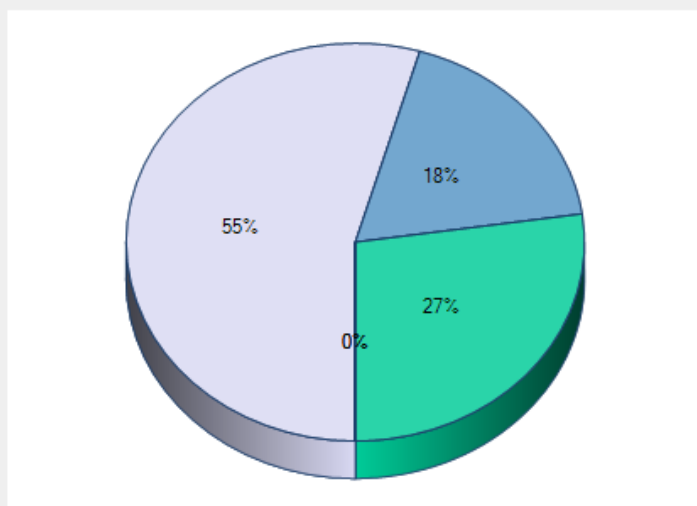
	Response Total	Response Percent
Strongly Agree	6	55%
Agree	2	18%
Neutral	3	27%
Disagree	0	0%
Strongly Disagree	0	0%
Total Respondents	11	
(skipped this question)	6	

13. Comments: *My interactions with the Department Chair were generally positive.*
I only emailed the Department Chair once with some concerns and received a prompt and well stated answer. (I was actually a little surprised that she answered at all so thanks!!)
Dept. Chair was helpful and offered mentoring guidance.
I'm impressed by the Chair's efforts in keeping students informed of events and issues surrounding the program, and by her willingness to work with individual students (in my case, offering guidance on how to pursue a Directed Study in tandem with an online internship).
I do not recall ever interacting with the department chair.

Question No.	Question Abbreviation	Question	Question Format
14	advisorinfo	I received useful information from my faculty advisor.	Likert Scale (Strongly Agree/Agree/Neutral/Disagree/Strongly Agree)
15	advisorinfocom	Please comment on the above question (14).	Comment Box

14. advisorinfo
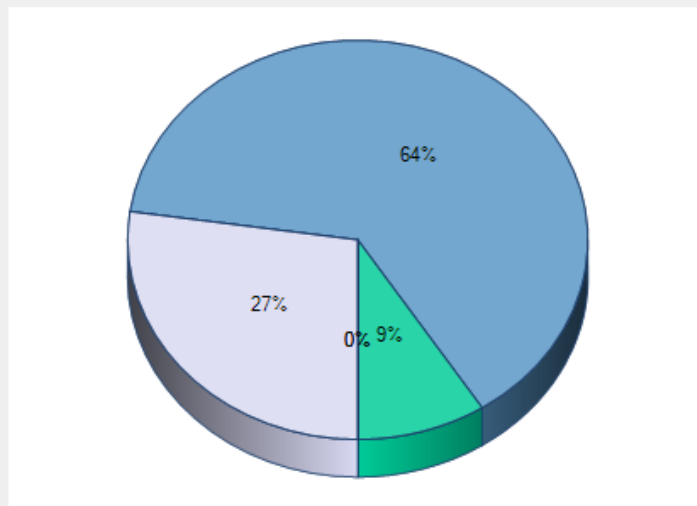
	Response Total	Response Percent
☐ Strongly Agree	3	27%
■ Agree	7	64%
■ Neutral	1	9%
☐ Disagree	0	0%
☐ Strongly Disagree	0	0%
Total Respondents	**11**	
(skipped this question)	**6**	

| **15. Comments:** *I received useful information from my faculty advisor.* |
|---|
| One problem with an online degree is that you don't build a personal relationship with your advisor. I discussed my program with my advisor once and the very beginning and I felt as though he was pushing me in a direction that he thought I should go based on my BA and was not trying to help me find the right direction for me. I really should have followed up because there are classes I wish in hindsight I had taken but was not entirely aware of. Over time my vision of the future of my degree changed and I could have morphed my program to better match that change. |
| Faculty advisor was helpful and encouraging. |
| My advisor was always professional, helpful, and approachable, and was extremely helpful in working with me to set up and pursue a Directed Study. |
| I was frustrated at the degree conferral process when enlisting the help of my advisor to get a situation straightened out. But other than that, she was great at answering questions of mine. |
| I had minimal interaction with my advisor, and he failed to inform me about an important form that had to be filled out in order to graduate. |

Question No.	Question Abbreviation	Question	Question Format
16	technology	I had access to appropriate specialized library software and related technology to support my educational needs.	Likert Scale (Strongly Agree/Agree/Neutral/Disagree/Strongly Agree)
17	technologycom	Please comment on the above question (16).	Comment Box

16. technology
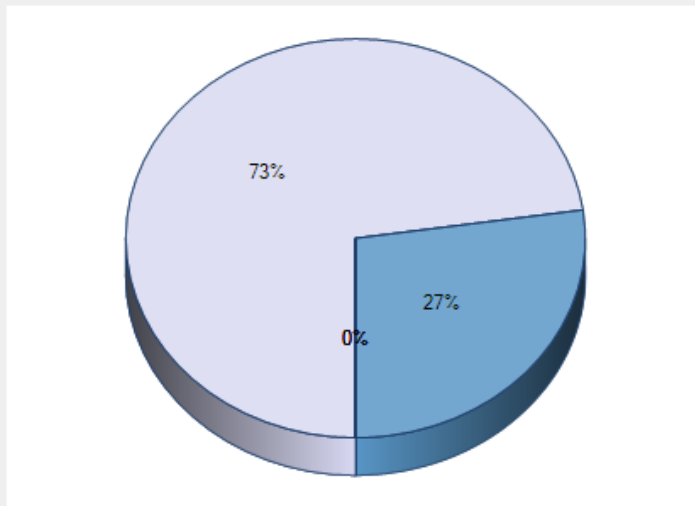
	Response Total	Response Percent
Strongly Agree	8	73%
Agree	3	27%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total Respondents		**11**
(skipped this question)		**6**

| **17. Comments: *I had access to appropriate specialized library software and related technology to support my educational needs.*** |
|---|
| The software and technology available to us was a dream. Everything worked all the time. There was nothing I wish I had but didn't. I'm going to really miss access to all the wonderful databases that I've had for the last two years. Especially Eighteenth Century Collections Online. That database is "porn" for history buffs like me. |
| The UB website offered excellent instruction for downloading software. |
| While there are other types of library software I would have liked to get hands-on experience with (specifically related to cataloging, though I think experience with any ILS could be helpful for certain entry level courses), the software I did use was easily accessible and relevant to the coursework in question. |
| I appreciated the access to Springshare LibGuides in particular. |

Question No.	Question Abbreviation	Question	Question Format
18	preparation	I am prepared to enter the workforce in my chosen field.	Likert Scale (Strongly Agree/Agree/Neutral/Disagree/Strongly Agree)
19	preparationcom	Please comment on the above question (18).	Comment Box

18. preparation
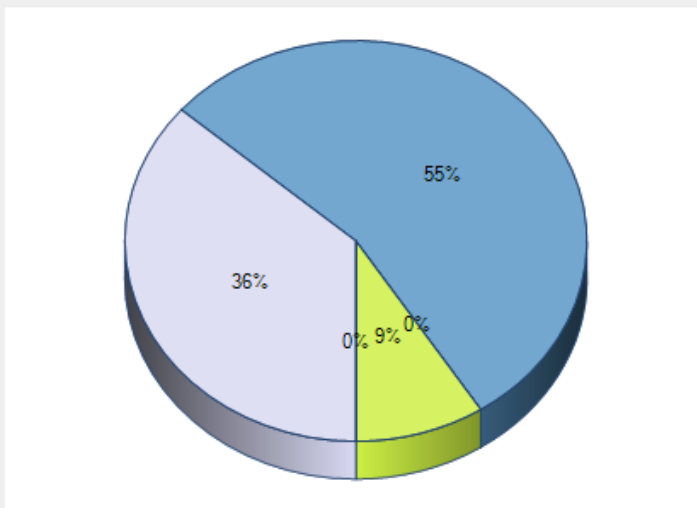
	Response Total	Response Percent
Strongly Agree	4	36%
Agree	6	55%
Neutral	0	0%
Disagree	1	9%
Strongly Disagree	0	0%
Total Respondents	**11**	
(skipped this question)	**6**	

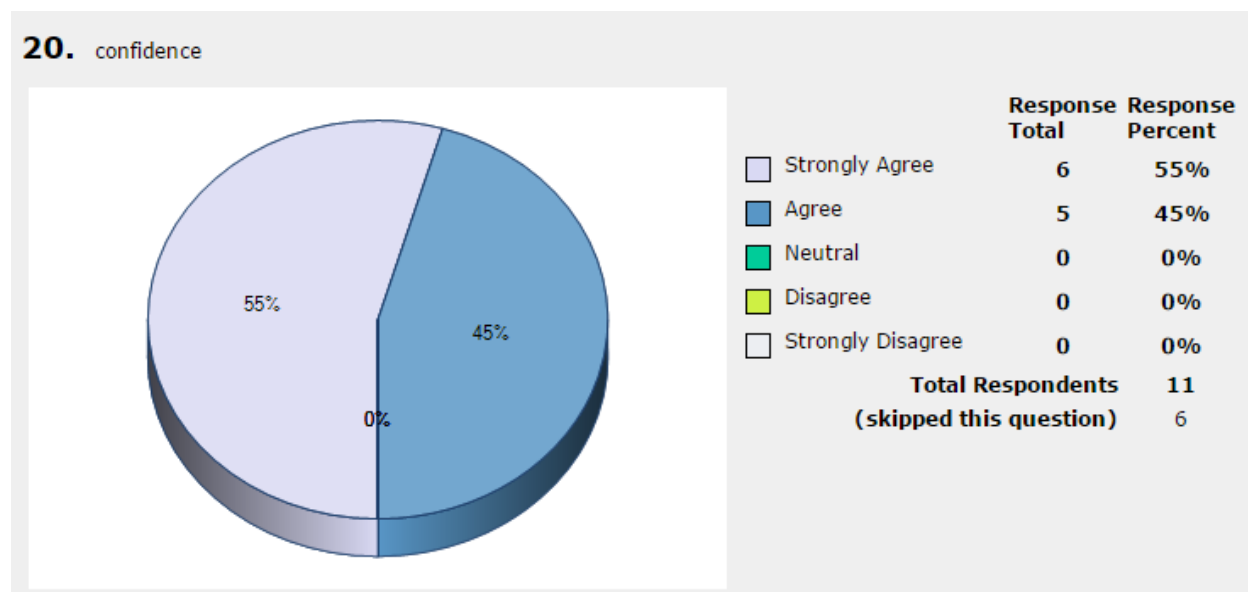| **19. Comments :** *I am prepared to enter the workforce in my chosen field.* |
|---|
| Academically, yes. Mentally, not quite yet. But that's because of my life, not anything the school could have done. |
| I expect to achieve my professional goals in a timely manner. |
| Although I have a good variety of volunteer experiences in different types of library settings, I haven't been able to obtain a paid position at any level, i.e. page, clerk, assistant, etc. since beginning the program in Sept. 2012. I chose to take two practicums because I thought it would be more helpful than the classes that were offered during that semester. I think that practicums should be mandatory, especially for those of us that aren't currently working in a library. Also, as far as Civil Service professional positions go, if you don't have paid experience, it seems you're pretty much out of luck. I'm more than a little discouraged at this point - not sure if it's too much competition for too few jobs or what. Anything you can do to assist future students in getting prepared for employment after school would be very helpful. |
| I consider myself fortunate to have been able to maintain library employment since starting my program, which I think has given me a strong advantage in preparedness. However, I expect that it might take a while for me to gain experience in library positions closer to my specific interests. While my coursework has prepared me well in some areas, I would feel more confident if I had been able to have more access to more coursework in areas such as cataloging, archives, and academic librarianship. |
| I was not able to complete an internship while in school, due to financial constraints. I am worried that this will effect my ability to get a job as a librarian in the near future. |
| The coursework did prepare me to enter the workforce, but it was my practicum and internship (the latter completed independently and not for credit) that seem to have made the biggest impact on potential employers. |

Question No.	Question Abbreviation	Question	Question Format
20	confidence	I am confident that I will be professionally successful.	Likert Scale (Strongly Agree/Agree/Neutral/Disagree/Strongly Agree)
21	confidencecom	Please comment on the above question (20).	Comment Box

20. confidence

	Response Total	Response Percent
Strongly Agree	6	55%
Agree	5	45%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total Respondents	**11**	
(skipped this question)	**6**	

21. Comments: *I am confident that I will be professionally successful.*
Most definitely. You covered all the bases even down to writing a resume and CV. We discussed the pertinent topics from management to books for kids.
I am confident that I will be professionally successful.
I think once I get my foot in the door somewhere, I will be successful due to both what I learned at UB, and my own work ethic.
More post-graduation support/acknowledgement would have been helpful. I am not even sure if I've successfully completed the program; no one has acknowledged one way or the other.
I think the program has prepared me as well as any other MLS program currently available. From this point onward, professional success will depend on how much I push myself to continue professional development.
I feel once I gain some experience and confidence, that I will have then have the background to be professionally successful.
I thought the program prepared us well but I wish we had more "real life" training. I also wish the program had more on "how to get a job." That said, the information I did receive about job hunting - especially from Dr. Battleson - was excellent.
The key is to put in extra effort with internships and professional involvement, and to continue to seek to be involved in professional development after graduation.

Question No.	Question Abbreviation	Question	Question Format
22	recommend	I would recommend this program to others.	Likert Scale (Strongly Agree/Agree/Neutral/Disagree/Strongly Agree)
23	recommendcom	Please comment on the above question (22).	Comment Box

22. recommend
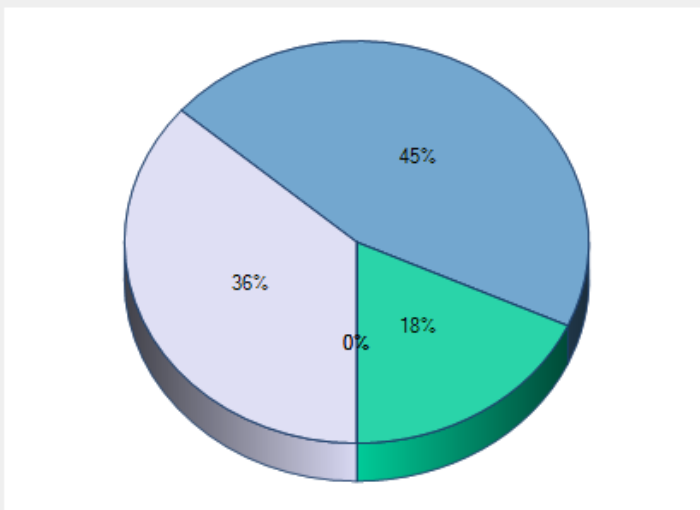
	Response Total	Response Percent
Strongly Agree	4	36%
Agree	5	45%
Neutral	2	18%
Disagree	0	0%
Strongly Disagree	0	0%
Total Respondents	**11**	
(skipped this question)	**6**	

23. Comments: *I would recommend this program to others.*
I would definitely recommend this program. It is very good quality but at the same time it is workable around every day life. The work was often tricky but rarely overwhelming. I've been in class while out to sea, in Japan, sick, moving, career change and the professors worked with me through it all. The professors are wonderful and easy to work with. Their assignments were interesting and useful. Thank you for such a good experience!
I have already recommended this program to others.
Although the program isn't without its limits, I think it provides as much value as any other MLS program available, which means that you get out of it what you put into it by taking initiative and pursuing opportunities and outside knowledge while in the program. I'm happy to have graduated the program with a much better grasp of different library types and my own professional interests than when I began the program, and for a very affordable price compared to other programs, and would say as much to anyone considering the program.

Question No.	Question Abbreviation	Question	Question Format
24	strengthcomment	What were the major strengths of your program?	Comment Box

24. What were the major strengths of your program?
It was online and I had great instructors and classmates.
The flexibility and the professors. The professors are the backbone of this program. They have an incredible collection of knowledge and experience. The flexibility of an online program makes an MLS accessible to someone like me, who might have been limited to a degree I didn't want (like business) because I was not in a position to do classroom work.
Opportunity and access.
The online program I participated in was chosen for its convenience and flexibility with my work/personal schedule. All of the professors were supportive and were quick to respond to questions and concerns at all hours of the day and evening. The course selections each semester were broad enough to have the opportunity to take electives desired.
The fact that it was completely online allowed me to get my MLS. I also learned a great deal about technology. I enjoyed being in classes with students from all over the country - gives you many different perspectives.
Covered a lot, changed my way of thinking about information systems and reference.
Major strengths included being 100% online (a necessity for me due to moving across the country halfway through), having competent, helpful faculty, and well-run communication between students, faculty, and administration.
Flexibility in being able to take online classes. Being able to work at my own pace (part-time for 4.5 years). There are many, many interesting classes to take, just not enough time to take them all! Getting my MLS degree at SUNY tuition prices.
There is a variety of courses and the online program is convenient yet I feel like I learned the same as seated students.
Some of the courses were particularly useful: Digital Information Retrieval, User Instruction, and Information Organization and Classification come to mind as providing skills I find particularly useful.

Question No.	Question Abbreviation	Question	Question Format
25	suggestions	Do you have any suggestions for improvement?	Comment Box

25. Do you have any suggestions for improvement?
As is human nature I had millions of suggestions throughout the entire program and none really come to mind right now.
A clear outline of the academic expectations including how to operate blackboard and suggestions for file maintenance in order to save work samples for portfolio.
To continue to broaden the Marketing classes since there is more and more competition for libraries today.
Stated earlier, more graduation support would have been appreciated.
I would love to see more varied course offerings, especially for online students.

I felt a disconnect as student, since I was not an on-campus (or Buffalo area) student and not a part of the online MLS program, although I took mainly online classes. I am not sure how to improve the experience for a non-traditional student such as myself.
More training on how to work in a real library. Dr. Robinson had has work for the Internet Public Library and that was a useful experience. I'd love if the program had more of that, especially for online students.
More effort should be made to include the online students in the campus community. For example, we received no library orientation but were expected to utilize the library's resources as effectively as the seated students. The portfolio requirement comes across as unnecessary and burdensome busywork and is clearly structured to meet your accreditation needs rather than our scholarly ones. The management course was not effectively structured and created hardship with its odd workload and groupwork/video project structure. I would've appreciated a more proactive approach to academic advisement, with a clearer connection between coursework planning and real-life job seeking (e.g., OK, you want to be x type of librarian? Then you should study a, b, and c and seek an internship doing d.) It wasn't until my second year that I even realized there was flexibility in the courses we could take online rather than following the preplanned trajectory.

Question No.	Question Abbreviation	Question	Question Format
26	programrefer	How did you find out about the MLS program at UB?	Comment Box

26. Comments: How did you find out about the MLS program at UB?
Searching for an online program.
I spent a lot of time on Google. I searched for MLS degrees and used the ALA certified list to narrow down my list of suspects.
A Google search.
Research online
Researched schools offering the MLS program close to me in Rochester.
Ironically, online.
I'd heard about it through other UB graduates in the Rochester area.
I knew that there were only two MLS programs that were in driving distance from where I live (Rochester, NY) - SUNY Buffalo and Syracuse University.
A friend of my sister was a seated student at UB and received her MLS. She recommended the program to me.
Online research. Then I attended an information session on campus.

Question No.	Question Abbreviation	Question	Question Format
27	choicereason	Why did you choose UB for your MLS program?	Comment Box

27. Why did you choose UB for your MLS program?
Because it was 100% online
I chose UB because it was online and it was in NY. I was active duty Navy when I started with permanent residency in NY. I required a non-classroom based degree due to travel considerations and the in-state tuition was an added incentive.
Access and finance.
In State school
Online learning and cost
Cost, location, online option
Familiarity, reputation, and affordability.
SUNY Buffalo was MUCH cheaper to attend than Syracuse University.
I liked that the classes where available all online and I thought the cost was reasonable.
Primarily cost. I also thought I might visit the campus occasionally, so proximity was important the time, but I never ended up needing to do so.

Question No.	Question Abbreviation	Question	Question Format
28	addlfeedback	Please provide any additional feedback for us below.	Comment Box

28. Please provide any additional feedback for us below.
Overall, a great value for the cost, especially if faculty and administration encourage students to be proactive and take initiative in developing their own abilities and opportunities.
Overall, I really enjoyed the program. My only suggestion is integrating the online students more. It would be great if there was some way to allow the students within the online program to get to know each other better.
A couple of things about the graduation process left me a little troubled. First, there was a form that needed to be filled out, but no reminder was sent to the online students and my advisor didn't communicate this requirement to me. I missed the deadline but fortunately was able to submit it late. But if I hadn't found out about it in passing in discussion with a fellow online student, I would still be sitting here waiting for a diploma that would never arrive. Also, I didn't see any e-mail congratulations from the chair to the online students like there were previously for the seated students. And I never received any sort of congratulations or acknowledgement of achievement from the school despite graduating with a 4.0. No no departmental recognition (not even an e-mail), no distinction or summa laude, no Beta Phi Mu invitation, etc. It's a little disappointing after putting in so much effort.