

**Department of Library and Information Studies
Graduate School of Education
University at Buffalo**

**Alumni Survey
2015-2016 Academic Year**

Administered December 2016

**Respectfully Submitted
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**Dr. Valerie Nessel
Associate Chair**

ALUMNI SURVEY: EXECUTIVE SUMMARY

The survey was sent out on November 28, 2016 via a link included in an email (see Appendix for a copy of the email to a list of 163 University at Buffalo Department of Library and Information Studies alumni, all of whom had graduated since 2013 when the last survey was conducted. The survey comprised 44 questions, the majority of which were multiple-choice, and when appropriate, offered the chance to specify choices not included, and/or were open-ended (e.g., Q21, Q44), asking for the respondents' feedback on certain issues. The survey closed on December 16, 2016.

Of these 163 potential respondents, 44 at least opened the survey, but the largest number of respondents who answered questions was 34, with some questions receiving answers from fewer than this number. This report includes the number of different responses to all of the questions, shown in pie charts, tables or lists of comments as appropriate. Following is a brief summary of the major findings:

Demographic Information

Questions 1 through 6 ask for basic demographic information such as graduation year, type of degree earned, age, gender, and race/ethnicity. The graduation years of 2013 and 2014 accounted for the most respondents (11 and 13 respectively with 7 for 2015 and 3 for 2016), the two degrees, the MLS in Library and Information Science accounted for 20 respondents, with 13 for the MS in Information and Library Science and only 1 respondent earning a MS in School Librarianship degree. Most graduates indicated that they were aged 26 to 30 (14), with less than half of that number (6) in the 31 to 35 year range, 5 are aged 36 to 40, and a total of 7 over 41 years of age. The vast majority of respondents were female (28 or 82%) along with 4 males and 2 who preferred not to indicate their gender identity. In terms of race/ethnicity again, the vast majority (30 or 88%) indicated that they are white, with only 1 Black/African American and 1 of other race.

Employment Status

Questions 7 through 9 asked respondents about their current employment status. Fully 94% (32) of the 34 who answered are employed with 6% (2) not working for pay but also not looking for work. Unsurprisingly, for Q8 which asked how long graduates had been seeking work, 91% (31) students chose the "non-applicable" option with 1 person looking for employment for 7 to 12 months and 2 have been looking for 12 months or more. Q9 that asked what type of position was sought for their first job, 47% (16) chose "non-applicable" indicating that they already had employment. Three indicated they were looking for a professional position within a library or information center, 2 indicated they were seeking a professional position outside a library or information center, and 1 looking for work in an archive or museum.

Professional Roles

Questions 10 through 16 investigated the topic of professional roles. It appears that the public library is the setting where most graduates are employed with 42% (13) of the 31 respondents, distantly followed by school libraries with 13% (4), 16% (5) chose "other" (2 people with two part-time jobs in an academic and public library, another with 3 part-time jobs in a public library, museum, and archives, another with a job in information management in a university setting, and one working in a museum archive), academic libraries with 10% (3), institution of higher learning at 6% (2), and non-profit, for-profit, and corporate libraries at 3% (1) each.

In terms of the type of jobs the recent graduates hold, of the 31 respondents, 68% (21) jobs are non-management, 19% (6) are middle management, 13% (4) are supervisory, and none are at the senior management level. For the question (Q14) on supervising where respondents could check as many options as they believed relevant to their own situation, 42% (13) indicated that this was not applicable to their position, 39% (12) are supervising paraprofessionals, 29% (9) are

supervising volunteers, 26% (8) are supervising students or temporary staff, and 7 are supervising professional staff.

When asked if they thought they would still be working in an LIS-related field three years from now, the overwhelming majority (90% - 28 respondents) replied in the affirmative. Only 10% (3) stated that they did not know. No one chose the definitive "No" option. Similarly, when asked if they were satisfied with the LIS field as a career, 55% (17) strongly agreed, 42% (13) agreed, and only 3% (1) disagreed.

Professional Preparation and Development

Questions 17 through 25 were designed to determine how well graduates felt they were prepared for working in the LIS field. Of the 31 to 33 respondents for these questions, satisfaction with their overall experience in the LIS program was rated by 30% (10) as excellent, 55% (18) as good, 12% (4) as fair, and 3% (1) as poor, indicating a positive experience was had by most. When asked about the professional activities they currently engage in, a majority of 82% (27) are members of a professional association, 70% (23) have attended a professional conference since graduation, 30% (10) have regularly participated in an online discussion list, 21% (7) have helped to organize and/or volunteered at a professional conference, 12% (4) have presented papers or posters at professional conferences, 3 hold or have held office in a professional association, 6% (2) have had sole-authored papers accepted at a conference, and 18% have participated in other ways such as volunteering at their local library, participating in webinars, and preservation workshops.

Unsurprisingly, concentration areas of the 33 respondents to this question varied, especially since graduates were encouraged to choose all that applied to them. The most popular concentrations appeared to be in more traditional areas of LIS as follows: Public libraries, reference, and information literacy each at 33% (11), academic libraries, archives and young adult/teen services were next, both at 27% (9), collection development at 24% (8), children's services, digital libraries, information retrieval, and instruction were each at 21% (7), information organization and adult services at 18% (6) each, cataloging and youth literature and services 15% (5) each, special libraries and school librarianship at 12% (4) each, administration and management at 9% (3) and law librarianship at 6% (2). While there were a few graduates who concentrated in more technological and/or growing areas of the field information architecture and web design and management led the way with 12% (4) and 9% (3) respectively. Knowledge management, data curation, community informatics, health sciences, museums, and government information (indicated in 'other') each only accounted for 3% (1).

When asked in an open-ended question (Q21) how well their LIS program had prepared them for their first job, most of the 27 respondents agreed that it had, although some of them had specific areas that they wanted addressed, such as budgeting, and other hands-on practical experience.

In terms of maintaining a connection to the LIS Department, 67% (22) indicated that they stay in touch via an email listserv, 36% (12) stay in touch with fellow students, 33% (11) are active through social media (e.g., Facebook, LinkedIn), 21% (7) keep in touch with faculty, 15% (5) are not connected with the program, and others stay in touch through reunions or alumni events either through LIS or GSE. Finally, some of the students stay in touch through the UB LIS chapter of the academic society, Beta Phi Mu.

When asked about their capstone experience, of the 33 respondents, 64% (21) indicated that this was achieved through a practicum or internship, 39% (13) achieved it through the e-portfolio, 15% (5) did an independent study, and 15% (5) did not have a capstone experience. Regarding

continuing education, for the majority of the 33 respondents webinars, online self-paced or group courses are the preferred methods of delivery followed by face-to-face workshops whether at a conference or their place of work.

Of the 33 respondents, 42% (14) took approximately one-half of their program face-to-face, 36% (12) took more face-to-face courses than online courses, 18% (6) took less than half of their courses face-to-face and only one took no face-to-face courses.

Course Delivery Evaluation

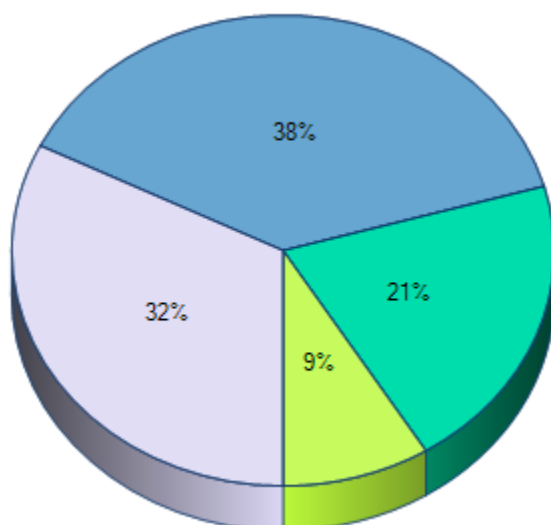
Questions 26 and 27 dealt with the evaluation of course delivery methods. Regarding these methods, face-to-face in-classroom courses received higher ratings (effective and most effective – 42% and 48% respectively) followed by online (39% and 24%) and hybrid (36% and 24%). Those numbers change, however, when the convenience factor is considered: Online delivery is the most popular at 21% (somewhat convenient), 27% (convenient) and 52% (very convenient) whereas in-class was rated not convenient at all by 12% (4), somewhat convenient at 24%(8), convenient at 30% (10) and very convenient at 30% (10).

LIS Program Evaluation

Questions 28 through 44 investigated respondents' perceptions of the LIS program. Regarding meeting the four program goals (Q28), the responses were overwhelmingly positive. 94% felt the first goal was met, 90% believed goals 3 and 4 were met, and 81% believed goal 2 was met. Some respondents provided comments. The remaining questions dealt with respondents' perceptions of how well the program prepared them for their first job and the skills both soft (e.g., collaboration, advocacy, public service) and hard (e.g., technology, budgeting) they learned in the program. For the most part, the majority agreed (however not strongly and with the exception of budgeting) that the program taught them the knowledge and skills needed in the workplace.

The rest of this report consists of the questions asked in the survey and the responses to it.

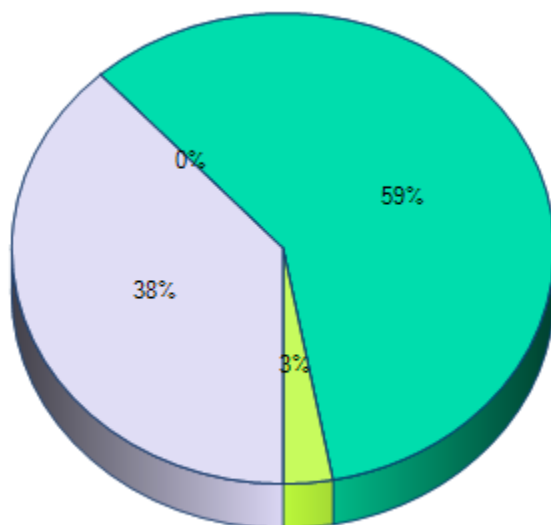
1. What year did you graduate from UB with a graduate degree from DLIS? *



Total Respondents: 34

2013	11	32%
2014	13	38%
2015	7	21%
2016	3	9%

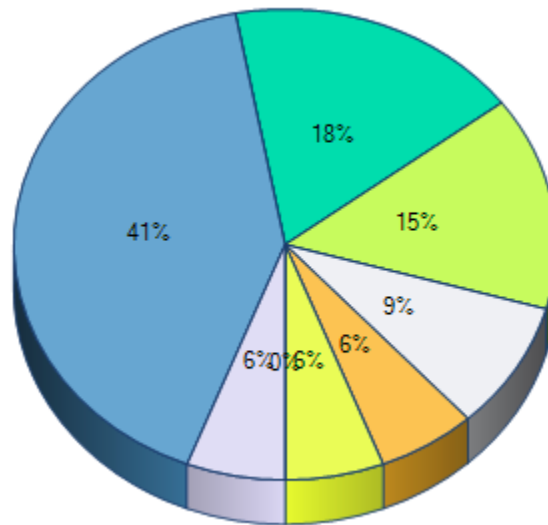
2. What degree were you awarded?*



Total Respondents: 34

MS in Information & Library Science	13	38%
MS in School Librarianship	0	0%
MLS in Information & Library Studies	20	59%
MLS in School Library Media	1	3%

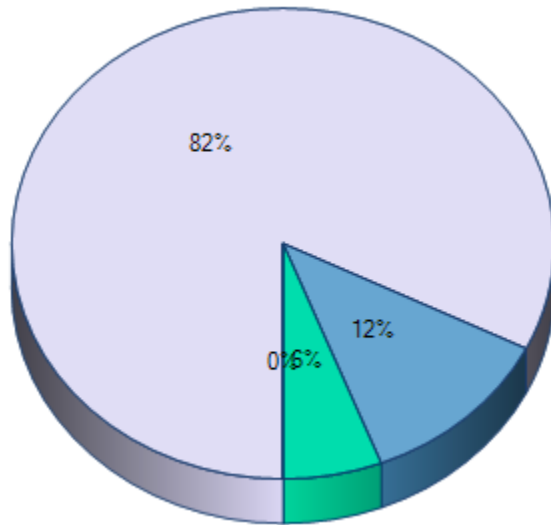
3. What is your age?*



Total Respondents: 34

■ 31 – 35 years	6	18%
■ 36 – 40 years	5	15%
■ 41 – 45 years	3	9%
■ 46 – 50 years	2	6%
■ 51 years or older	2	6%
■ Prefer not to answer	16	46%

4. With what gender do you identify? *



Total Respondents: 34

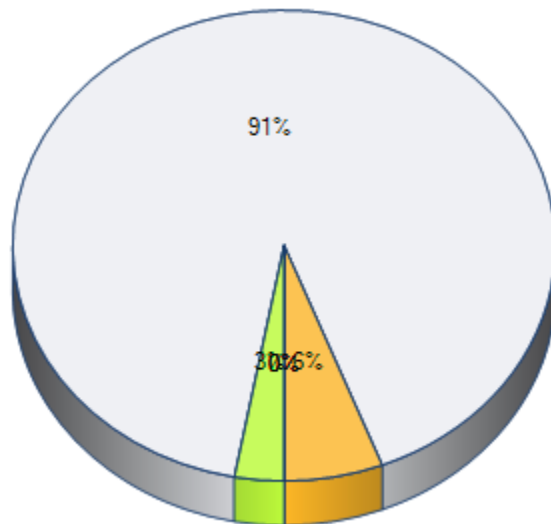
 Female	28	82%
 Male	4	12%
 Prefer not to answer	2	6%
 Other (you may specify if you wish)	0	0

5. What is your race/ethnicity? *

Total Respondents: 34

Race / Ethnicity	Respondents	Percentages
American Indian or Alaskan Native		
Asian / Asian American		
Black / African American	1	3%
Native Hawaiian / Pacific Islander		
Other race	1	3%
White	30	88%
Prefer not to answer	2	6%

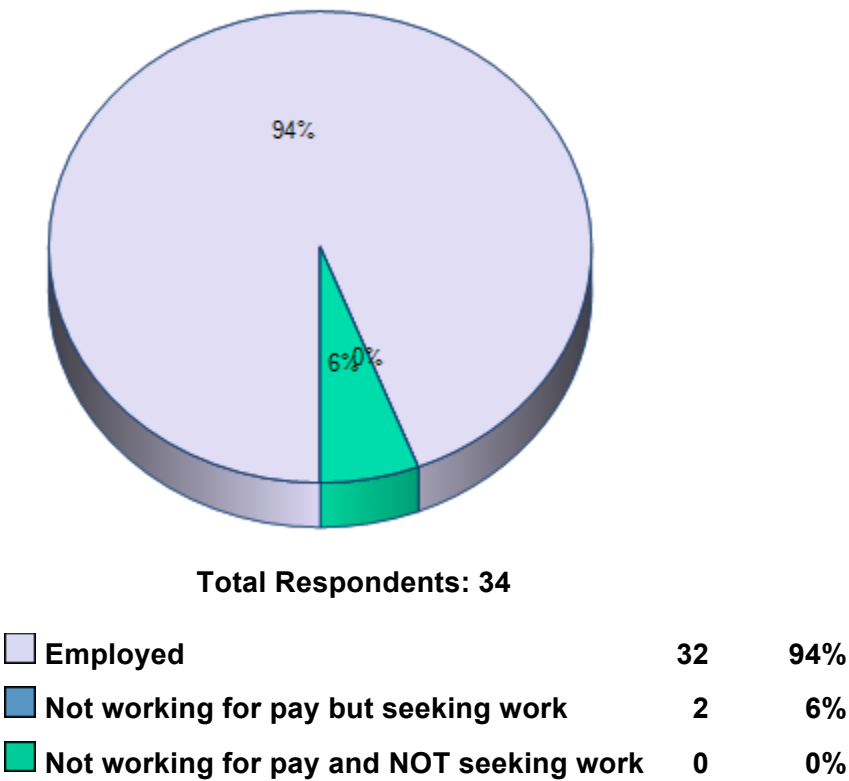
6. Are you Spanish/Hispanic/Latino? *



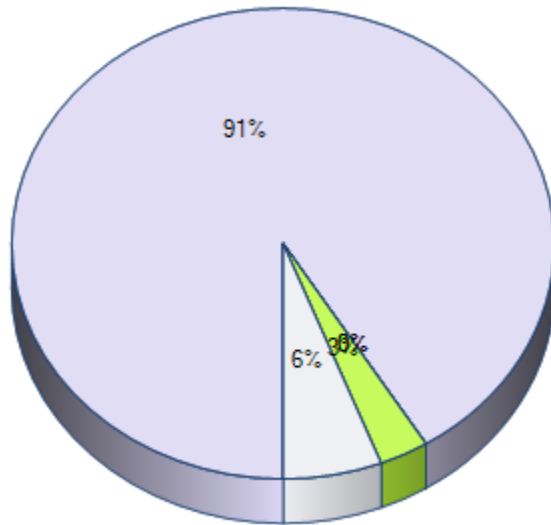
Total Respondents: 34

<input type="checkbox"/> Yes, Cuban	0	0%
<input type="checkbox"/> Yes, Mexican, Mexican American, Chicano	0	0%
<input type="checkbox"/> Yes, Puerto Rican	0	0%
<input type="checkbox"/> Yes, other Spanish/Hispanic/ Latino	1	3%
<input type="checkbox"/> No, not Spanish/Hispanic/Latino	31	91%
<input type="checkbox"/> Prefer not to answer	2	6%

7. What is your current employment status? *



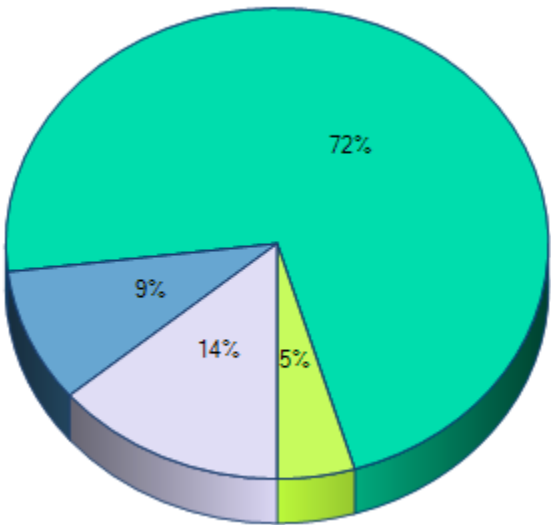
8. For graduates seeking work, how long have you been searching for a position?



Total Respondents: 34

 Not Applicable	31	91%
 Up to 3 months	--	--
 4 – 6 months	--	--
 7 – 12 months	1	3%
 More than 12 months	2	6%

9. If you are a recent graduate currently seeking your first position, what sort of position are you seeking?



Total Respondents: 22

<div></div> Professional position in a library or information center	3	9%
<div></div> Professional position outside a library or information center setting	2	6%
<div></div> Not applicable	16	72%
<div></div> Other jobs	1	3%
• Professional position in archives or museum setting		

10. What is your current job setting?

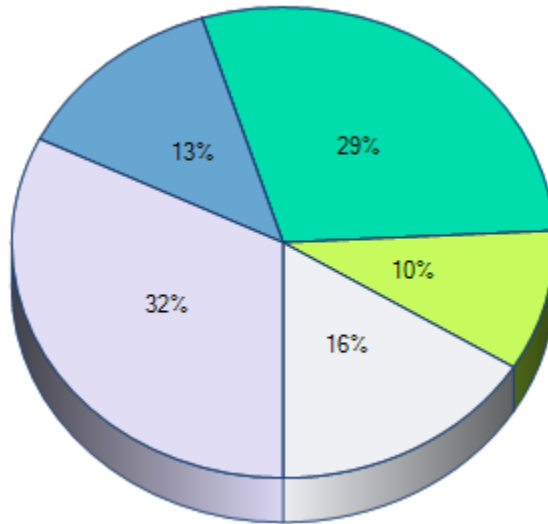
Total Respondents: 31

Work Setting	Respondents	Percentages
Academic library	3	10%
Archives		
Corporate library / information center	1	3%
Government agency		
Government library / information center		
Health sciences or medical library		
Information industry (e.g., information processing)		
Institution of higher learning	2	6%
Law library	1	3%
Library cooperative		
Library vendor		
Museum		
Non-profit organization	1	3%
For-profit organization	1	3%
Primary or secondary education (other than school library)		
Public library	13	42%
School library	4	13%
Self-employed		
Technology company		
Other (please specify)	5	

“Other” Responses:

1. Both an Academic and a Public library
2. Three part-time, substitute, or contract jobs: public library, museum, and archives
3. Academic and public (two part-time jobs)
4. Museum Archives
5. Information management in a University setting

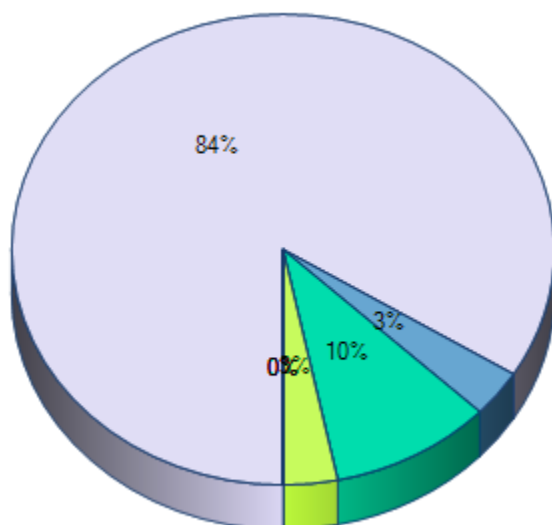
11. Length of job search from graduation:










Total Respondents: 31

<div></div> Had LIS-related job at date of graduation	10	32%
<div></div> Up to 3 months	4	13%
<div></div> 4 – 6 months	9	29%
<div></div> 7 – 12 months	3	10%
<div></div> More than 12 months	5	16%

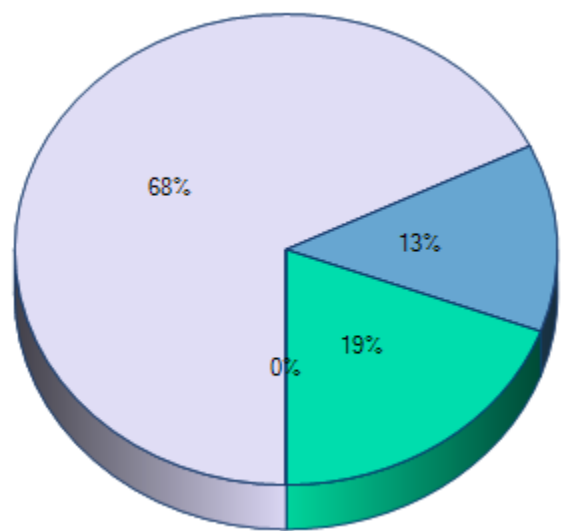
12. Do you use your LIS knowledge and skills in your current job? *







Total Respondents: 31

	In a library or information center using LIS skills/knowledge	26	84%
	In a library or information center NOT using LIS skills/knowledge	1	3%
	In a non-library or non-information center setting using LIS skills/knowledge	3	10%
	In a non-library or non-information center setting NOT using LIS skills/knowledge	1	3%
	Self-employed using LIS skills/knowledge	--	--
	Self-employed NOT using LIS skills/knowledge	--	--
	Other (please specify)	--	--

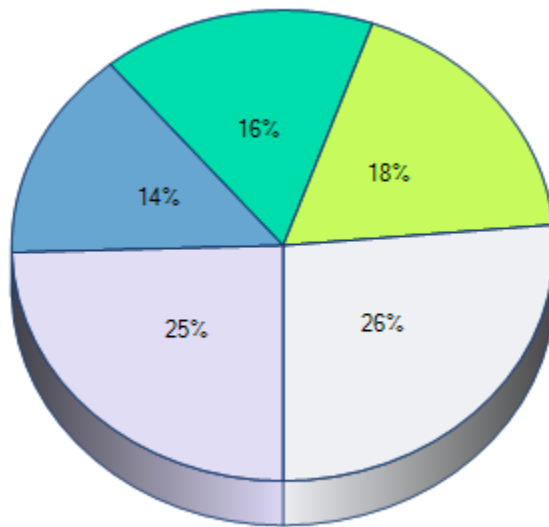
13. What is your primary level of employment? *



Total Respondents: 31

	Non-management	21	68%
	Supervisor	4	13%
	Middle manager	6	19%
	Senior administrator	0	0%

14. I supervise or manage other people who are: (Choose all that apply)

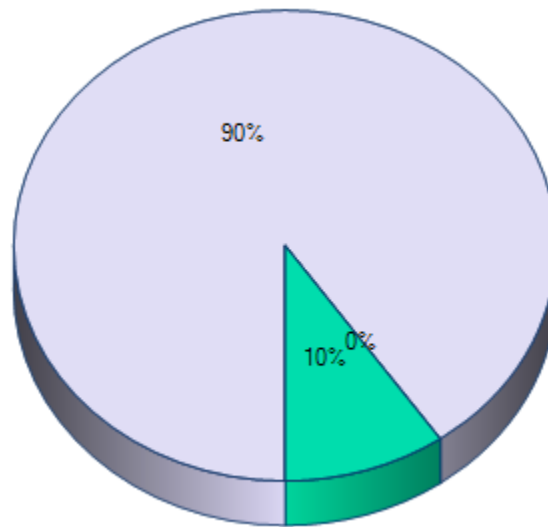


Total Respondents: 31*

<input type="checkbox"/>	Paraprofessional	12	39%
<input type="checkbox"/>	Professional	7	23%
<input type="checkbox"/>	Student / temporary	8	26%
<input type="checkbox"/>	Volunteers	9	29%
<input type="checkbox"/>	Not Applicable	13	42%

* Percentages shown above do not equal 100 nor do they match the pie chart as respondents were able to choose multiple answers that applied to their situation.

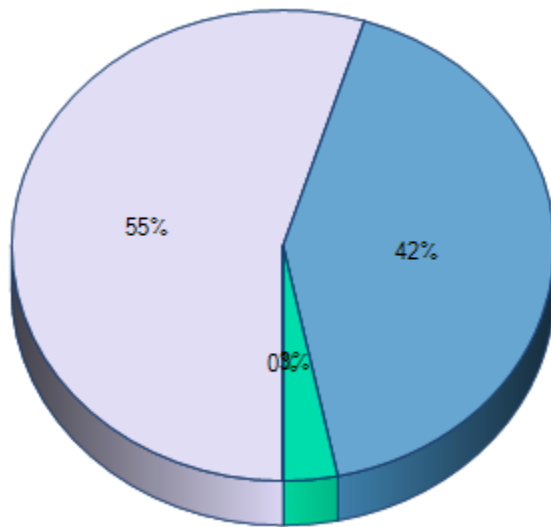
15. Do you think you will still be working in a LIS*-related job 3 years from now? *







Total Respondents: 31*

Yes	28	90%
No	0	0%
Don't know	3	10%

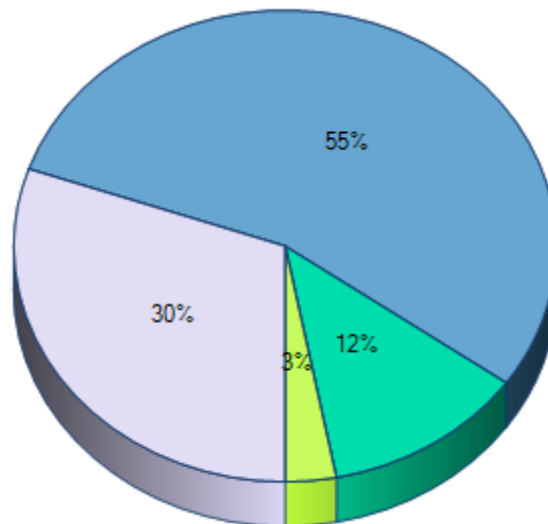
16. Overall I am satisfied with LIS as a career. *



Total Respondents: 31

	Strongly Agree	17	55%
	Agree	13	42%
	Disagree	1	3%
	Strongly Disagree	0	0%

17. How would you rate the overall experience that you had with your LIS program of study? *

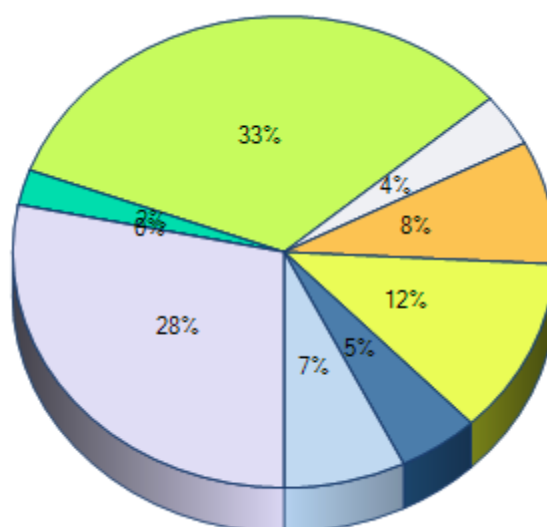


Total Respondents: 31

<div></div>	Excellent	10	30%
<div></div>	Good	18	55%
<div></div>	Fair	4	12%
<div></div>	Poor	1	3%

18. What are the professional activities you have participated in since graduation?

*



Total Respondents: 33

<input type="checkbox"/> Attended a professional conference	23	70%
<input type="checkbox"/> Had one or more papers accepted for publication as a co-author	0	0%
<input type="checkbox"/> Had one or more papers accepted for publication as sole author	2	6%
<input type="checkbox"/> Held membership in a professional association	27	82%
<input type="checkbox"/> Held office in a professional association	3	9%
<input type="checkbox"/> Helped to organize or volunteered at a professional meeting/conference	7	21%
<input type="checkbox"/> Participated regularly in an online professional discussion list	10	30%
<input type="checkbox"/> Presented a paper or poster session at a professional conference	4	12%
<input type="checkbox"/> Other (please specify)	6	18%
1. Volunteer at my local library		
2. Webinars		
3. None of these		
4. School Library Related Professional Development		

19. Please select the primary area(s) of focus of your coursework during your MLS program. *
(Select one or more.)

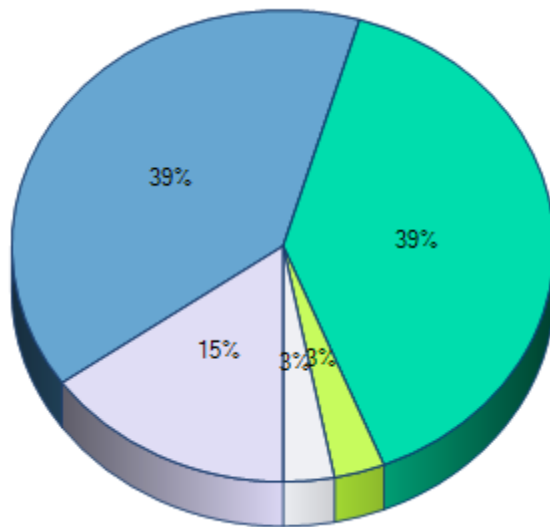
Total Respondents: 33

 Academic Libraries	9	27%	 Information retrieval	7	21%
 Administration management	3	9%	 Instruction	7	21%
 Adult Services	6	18%	 Knowledge management	1	3%
 Archives and records management	9	27%	 Law	2	6%
 Cataloging	5	15%	 Museums	1	3%
 Children's services	7	21%	 Music	3	15%
 Collection development	8	24%	 Network information systems	1	3%
 Community informatics	1	3%	 Public Libraries	11	33%
 Data curation	1	3%	 Reference	11	33%
 Digital libraries	7	21%	 School librarianship	4	12%
 Health sciences	1	3%	 Science/technical libraries	--	--
 Human-computer interaction	2	6%	 Special libraries	4	12%
 Information architecture	4	12%	 Technical services	--	--
 Information behavior	--	--	 Web management and design	3	9%
 Information literacy	11	33%	 Young adult services	9	27%
 Information organization	6	18%	 Youth literature and services	5	15%
 Other (please specify)	1	3%			

Government Information

for your first job? *

20. How well did your LIS program prepare you



Total Respondents: 33*

 Very well	5	15%
 Well	13	39%
 Adequately	13	39%
 Poorly	1	3%
 Not at all	1	3%

21. COMMENTS: How well did your LIS program prepare you for your first job?

Total Respondents: 27

1. My first position was an adjunct position with a handful of hours. I do feel that I wasn't prepared for the amount of bureaucracy involved in library operations.
2. The earning of the degree gave me experience in working with people, information with a mind to how it would occur in a library setting.
3. Would have liked to get more out of the leadership class.
4. It did prepare me for the idea of working in a public library but not necessarily the practical skills. This is especially true for managing union employees.
5. I have not looked for employment, as I am volunteering at my local public library currently until my children are in school full time.
6. There are some areas that just were not covered. For example a marketing plan. I have to come up with one but this was not covered in my courses at UB.
7. Almost all the work I have done since earning my MLS has been information retrieval, whether working at a reference desk or doing research for a client. I feel comfortable searching for applicable information in databases and on the Internet.

8. I am working in a public library and various skills I learned in Library School assisted my switch from paraprofessional staff to professional staff.
9. Overall, I did feel prepared for a school librarian job. However, what best prepared me was certainly student teaching.
10. Really non-applicable since I was not able to find a job.
11. While my position officially listed me as a corporate librarian, the organization I worked for was more interested in giving me largely secretarial work. I felt ill prepared to stand up for myself professionally.
12. My first job was as a part time web services librarian for a small private college. Course work in digital libraries, academic libraries, management, usability/ information architecture/ literacy and web management/ design all gave me the foundations required to excel in my position.

13. There was a lower level of engagement with technology than what was expected. Additionally, every prospective librarian should take entry-level statistics in order to decipher empirical data in original research. Many classes did include exercises that directly translated into the professional environment. Disappointed to see much of the current program is online and impersonal, rather than on site where collaboration and interaction can mold professional skill sets.

All of the courses I took, with the exception of LIS 581, really prepared me for my current position and the daily work that I do. Digital Information Retrieval, Academic & Research Libraries, Reference Sources & Services, Emerging Technologies, and User Education all really informed or enriched my perspective of academic librarianship.

14. I had several years of management prior to entering the LIS program, and in my current position I am managing once again but now in a library setting. The Management course did not add any value to my education, as I strongly feel it heavily emphasized preparing future library directors within the public realm. Managing an academic library poses different challenges and encompasses very different concerns than managing a public library. Perhaps, if the course was more flexible and library-type neutral, I would have felt differently.

I did not answer "very well" because it was a genuine combination of my coursework, and my work as a graduate student assistant in the Reference and Instruction Department of UB.

15. I wish there had been more tract options. Or the offering of a real Archives/Records Management program. Now I'll have to go back to get another masters even though my concentration was archiving. And theoretical knowledge doesn't prepare you for hands on experience so based on the education I got, I probably wouldn't have gotten a Librarian job had I not already been working at a library at the time I was getting my MLS.

For my archives jobs:

The courses offered at UB during the time I was a student gave adequate conceptual background but they did not include any hands-on experience performing archival processing, using the common archives database tools (Archivist's Toolkit/ ArchivesSpace), or EAD encoding. Most jobs I've seen advertised require hands-on experience or in-depth knowledge of these skills.

For my public library jobs:

The program at UB does not align well with the requirements of the civil service exams used by the City of Rochester and Monroe County (my residence). I found that my training and education was not sufficient to place high enough on a civil service list to be offered any available full-time position. Even though I paid attention to all advice offered by the department and sought out advice from librarians working in the local public library system, the advice I got was inadequate or, in some cases, simply wrong. The main issues, for me, are:

1. The civil service exam does not give any credit for non-professional library work experience--so the paid work experience I gained as a library assistant in a public library setting while taking courses was worthless from a civil service perspective.
2. Internships do not receive any credit on the civil service test unless they are eight months or more in duration. UB grades internships on a semester basis; I had no idea that full-year internships were even possible, let alone desirable.
3. Holding office in a student organization (which does earn credit on the civil service exam) is an option that was not available to me as an online student not living in Buffalo. At one point, I tried to join a student organization as a "Rochester liaison" but they never communicated with me or held any events in Rochester.

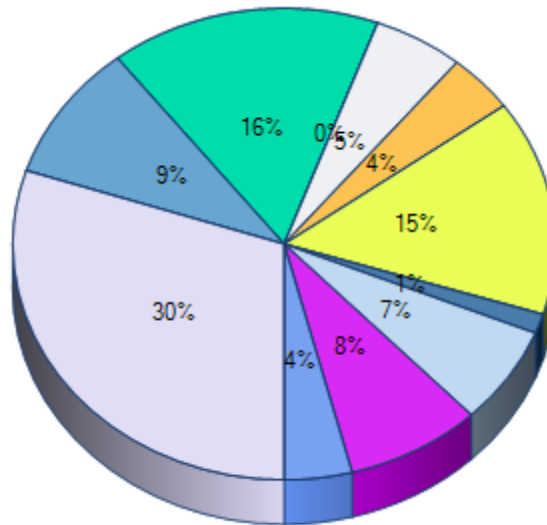
16. To my knowledge, two new graduates (one from UB and one from Syracuse) were able to get the necessary score of 100 on the Rochester/Monroe County lists in 2015. In one case, the person told me that she had received advice from a mentor and taken exactly the sequence of professional development courses offered by the Rochester Regional Library Council that would allow her to receive additional credit on the exam. In the other case, the person from Syracuse worked at an unpaid internship for a year or more. Both of these people were offered full-time positions at the same library where I worked for a year as a library assistant while I was a student.

In general, I get the impression from talking to other UB students that my experience as a student was sub-par compared to theirs. I took courses primarily online but was not part of the official "online cohort" (I wanted to take courses in archives and records management, and I would not have been able to do that in the prescribed sequence of courses). I've talked to both on-campus students and students who were part of the online cohort, and both types report getting more feedback from professors, building a stronger connection with their professors, and generally getting a more in-depth version of the course material than I did (in some cases, we took courses with the same names but they were in campus sections and I was in online sections). For example, in my required course covering management in libraries (581?) the instructor simply disappeared midway through the semester; I did not receive a single bit of feedback on some assignments and only a number score with no explanation on the rest. Or, for another example, my Adult Services course was of very limited value. The assignments seem out of touch with the work I'm performing now as a substitute librarian in a public library, and any engagement with the professor was impossible.







I'm disappointed with the level of education I received and I feel that I will need to take additional courses (possibly from UB, possibly from other schools) in order to fill in gaps that I didn't realize were gaps until after I graduated. I believe that eventually I will be able to get a full-time job in a library or archives setting, but I did not anticipate that it would take 2 or more years for me to work my way up to that point after graduating.

17. I knew a lot going in. It was a matter of learning beyond the basics. I got to learn history and context to my profession.
18. Not every aspect of librarianship could be covered in 2 years and there are still aspects I need to learn, however, I felt confident enough in my abilities going into my job.
19. The student teaching experiences as well as an internship I did during my LIS program were the most beneficial for preparing me for my first job, since I got real experience with librarians in the field. The School Library courses were not as helpful in preparing me as the real world experience was, but they definitely helped prepare me for my school librarian position.
20. My courses were all focused on relevant skills needed in library
21. Hands-on experience is what prepared me the most.
22. My first job (marketing) was not in the library field but I still found my degree relevant, especially when conducting market and competitive research.
23. Many real-world experiences (managing patrons, staff disputes, budgeting, etc.) that are part of small branch library life are not adequately prepared for. Management classes attract mainly men interested in running libraries, but the skills taught in the class are essential for all new librarians who will most likely assume a large amount of authority and responsibility in a branch library environment. These skills should be much more widely taught outside of the Management class.
24. Wish there was database management course that included simple VBA or SQL coding for the layman
25. I wasn't planning to go into public libraries so didn't take many public library-focused classes. Theory-wise, though, I feel well-prepared.
26. The LIS program offered a broad overview of the field of librarianship as a whole but did not present actual experiential knowledge. For example, as a public librarian I am frequently asked to provide reader's advisory services, but while in graduate school was not presented with any good resources to use for reader's advisory. The program also does not provide real-world experiences with technology and computers. I completed a course in designing websites, but the most frequently asked computer questions I answer relate to how to set up and maintain an email account, how to develop resumes and cover letters, and how to search for jobs. The program should focus more on the questions that are actually asked.
27. I had a clear perception of the different roles school librarians play. Some of the content did not apply to my first position, but has been useful years later (policy development, cataloging). Every job is different, but the MLS program prepared me pretty well to adapt to any of them. It would have been helpful to receive more background in co-teaching and collaboration, as my elementary practicum was in a setting where the library was prep coverage for teachers but I am now working with a totally flex schedule and lots of time to plan.

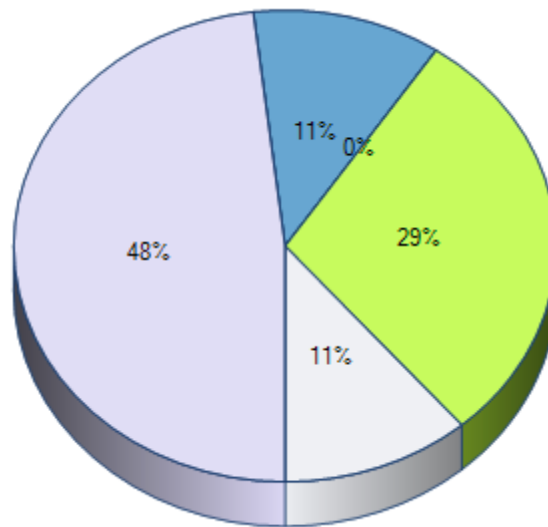
22. In what ways are you still connected to the Department of Library and Information Studies at UB? *



Total Respondents: 33

	Email listserv	22	67%
	Keep in touch with faculty	7	21%
	Keep in touch with other students	12	36%
	Making donations	--	--
	Meet at professional association	4	12%
	Reunions or alumni events	3	9%
	Social media (Facebook, LinkedIn, etc.)	11	33%
	Visit campus	1	3%
	University at Buffalo or GSE alumni association	5	15%
	I am not connected to my program	6	18%
	Other (please specify)	3	9%
	<ul style="list-style-type: none"> I get emails from the department sometimes Beta Phi Mu UB Chapter Member Beta Phi Mu 		

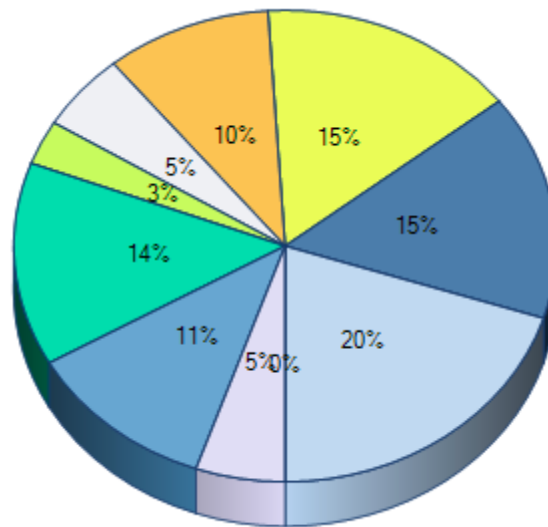
23. What capstone experiences did you have in your LIS degree program? *
(Please select all that apply)



Total Respondents: 33*

<input type="checkbox"/> Practicum, field experience, internship, work experience in a library or information setting	21	64%
<input type="checkbox"/> Independent study or research project	5	15%
<input type="checkbox"/> Master's thesis	--	--
<input type="checkbox"/> Portfolio, e-portfolio, capstone portfolio or e- portfolio	13	39%
<input type="checkbox"/> Not applicable – my program did not have a capstone experience	5	15%

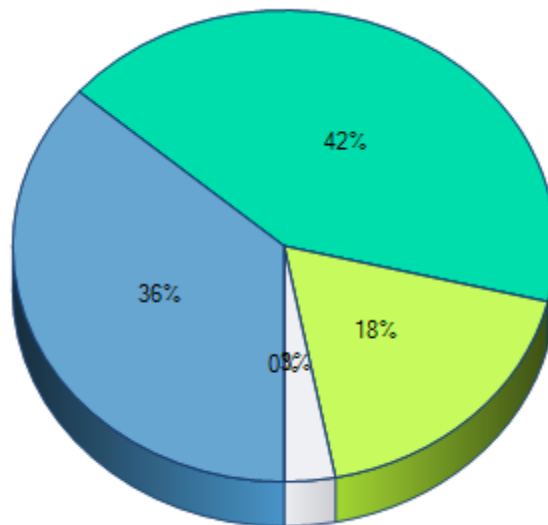
24. What types of continuing education delivery modes appeal to you? * (Select all that apply).



Total Respondents: 33

<input type="checkbox"/> Courses located at your LIS program	7	21%
<input type="checkbox"/> Face-to-face workshops delivered in conjunction with conferences	15	45%
<input type="checkbox"/> Face-to-face workshops delivered locally	18	55%
<input type="checkbox"/> Face-to-face workshops located at your LIS program	4	12%
<input type="checkbox"/> MOOCs	7	21%
<input type="checkbox"/> Online courses (regularly scheduled and part of a group)	13	39%
<input type="checkbox"/> Online courses (self-directed and self-paced)	20	61%
<input type="checkbox"/> Training sessions at your workplace	20	61%
<input type="checkbox"/> Webinars on special interest topics	26	79%
<input type="checkbox"/> Other (please specify)	--	--

25. How many of your LIS degree courses were delivered predominantly face-to-face? *



Total Respondents: 33*

<input type="checkbox"/> All	--	--
<input checked="" type="checkbox"/> Most (more than half but not all)	12	36%
<input checked="" type="checkbox"/> About half	14	42%
<input checked="" type="checkbox"/> Some (but less than half)	6	18%
<input type="checkbox"/> None	1	3%

26. Please rate how effective you found each course delivery format: *

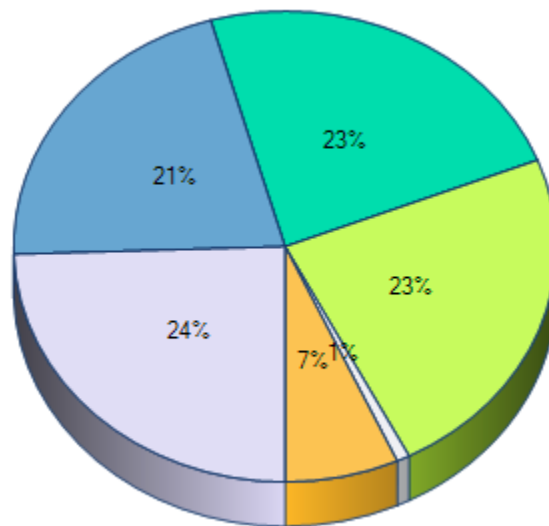
	Not at all Effective	Somewhat Effective	Effective	Very Effective	Not Applicable	Totals
Online	--	12 36%	13 39%	8 25%	--	33 100%
In Classroom	--	2 6%	14 43%	16 48%	1 3%	33 100%
Hybrid	--	3 9%	12 36%	8 25%	10 30%	33 100%

27. Please rate how convenient you found each course delivery format: *

	Not at all Convenient	Somewhat Convenient	Convenient	Very Convenient	Not Applicable	Totals
Online	--	7 21%	9 27%	17 52%	--	33 100%
In Classroom	4 12%	8 24%	10 30.5%	10 30.5%	1 3%	33 100%
Hybrid	--	5 15%	12 33.5%	7 21%	10 30.5%	33 100%

28. My LIS program of study met the following goals: (Check all that apply)

1. Graduates demonstrate an understanding of information and library science, including its historical foundations, as well as the creation, representation, organization, dissemination, use, and curation of information.
2. Graduates apply domain knowledge and skills required in diverse information environments.
3. Graduates demonstrate professional competences, including leadership, critical thinking, inquiry, communication, collaboration, reflective practice, and ethical adherence.
4. Graduates apply an understanding of information and library professions and the roles, responsibilities, and professional dispositions (i.e., values, attitudes, behaviors).



Total Respondents: 31

 Goal #1	29	94%
 Goal #2	25	81%
 Goal #3	28	90%
 Goal #4	28	90%
 None of these	1	3%
 Comments?	8	26%

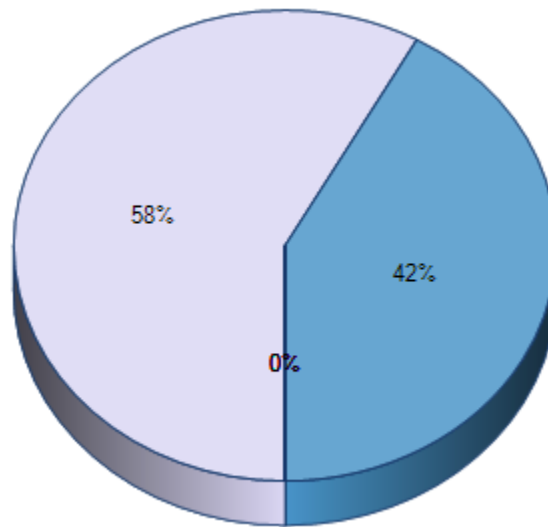
28. COMMENTS: My LIS program of study met the following goals

1. While I felt relatively secure in my book knowledge, I was very unsure of how to apply that information, particularly in non-traditional librarian settings
2. I feel that Goal #1 contains a hidden outcome within it that could be separated out into a different goal. While the historical foundations of information and library science were touched on in some of my courses, I was extremely disappointed that I was unable to take a History of Libraries course as it was removed from the course offerings. I feel that a History of Libraries course would have provided me with a holistic comprehension of the historical significance, rather than the scattered sense of our profession's history that I feel I graduated with.
3. I think the program met all of these goals to some degree, but I do not feel confident of my competency in any of them (fwiw, my gpa during the program was 3.8, so I was not deficient in meeting the academic goals of the courses).

My impression is that the current DLIS is much stronger than it was in 2013-2014 when I was taking most of my classes. I wish the timing had allowed me to earn my degree in the new department rather than the one that existed a few years ago.

4. A lot of what is needed in libraries today you can't learn in the classroom. It is a matter of how you speak to others, approach every scenario. I learned all of that after completing my degree.
5. Practicums are essential for this profession, especially since most students are online. I don't feel as if I would have fully met goals 2 and 4 without practicum and library student work experience while in grad school.
6. I believe Goals 3 and 4 could be strengthened in order to provide librarians with the "soft skills" necessary in public-facing jobs like public library service.
7. As stated above, the program should research what skills are actually needed and supply more technology training in particular.
8. I believe that I came to the program with goal 3 already, and the program did little to enhance it besides force us to write a lot of reflections. I do not think that the program helped me GROW in this area.

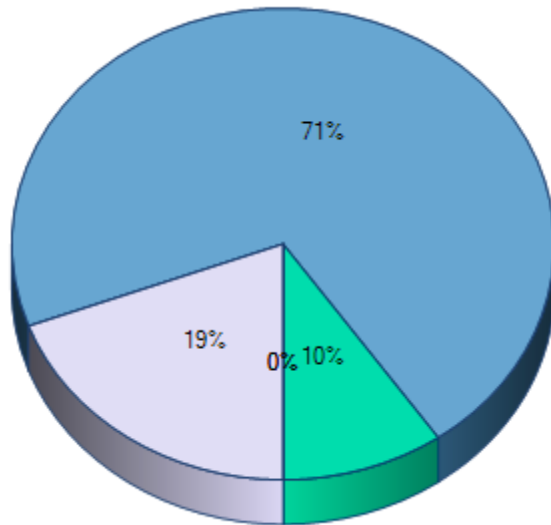
29. The program provided me with basic knowledge of the field. *



Total Respondents: 31

<input type="checkbox"/> Strongly Agree	18	58%
<input type="checkbox"/> Agree	13	42%
<input type="checkbox"/> Disagree	--	--
<input type="checkbox"/> Strongly Disagree	--	--
<input type="checkbox"/> Not an issue for me	--	--

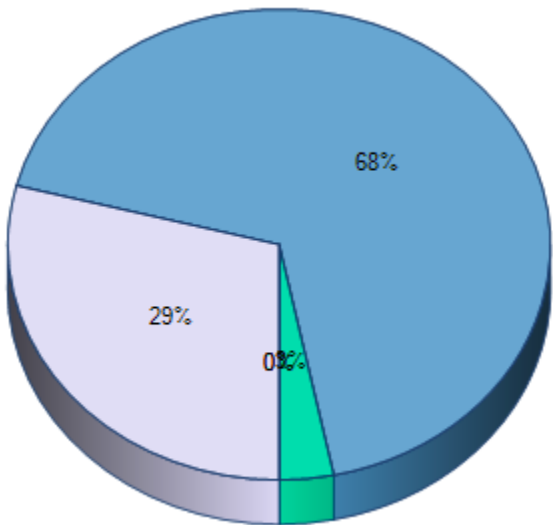
30. The program provided me with a realistic understanding of what it is like to work in the information field. *



Total Respondents: 31

<input type="checkbox"/> Strongly Agree	6	19%
<input checked="" type="checkbox"/> Agree	22	71%
<input type="checkbox"/> Disagree	3	10%
<input type="checkbox"/> Strongly Disagree	--	--
<input type="checkbox"/> Not an issue for me	--	--

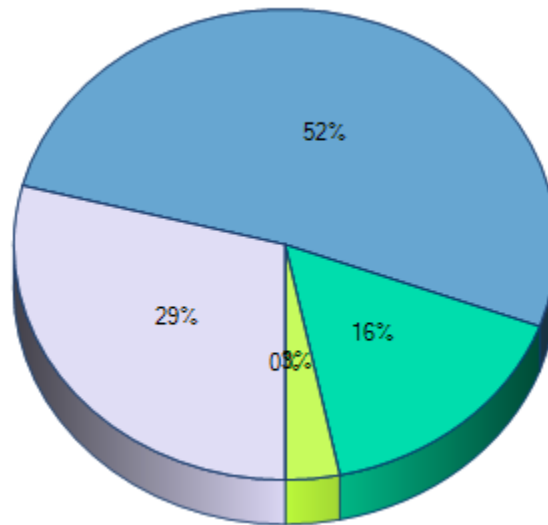
31. The program provided me with skills I can apply on the job. *



Total Respondents: 31

<div></div> Strongly Agree	9	29%
<div></div> Agree	21	68%
<div></div> Disagree	1	3%
<div></div> Strongly Disagree	--	--
<div></div> Not an issue for me	--	--

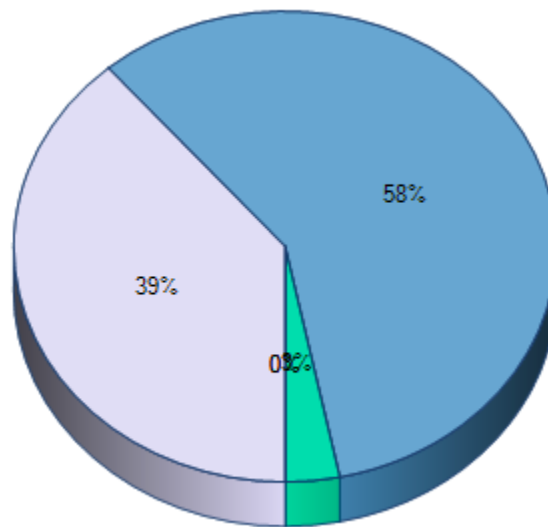
32. The program provided me with information technology skills or knowledge. *



Total Respondents: 31

<input type="checkbox"/>	Strongly Agree	9	29%
<input type="checkbox"/>	Agree	16	52%
<input type="checkbox"/>	Disagree	5	15%
<input type="checkbox"/>	Strongly Disagree	1	3%
<input type="checkbox"/>	Not an issue for me	--	--

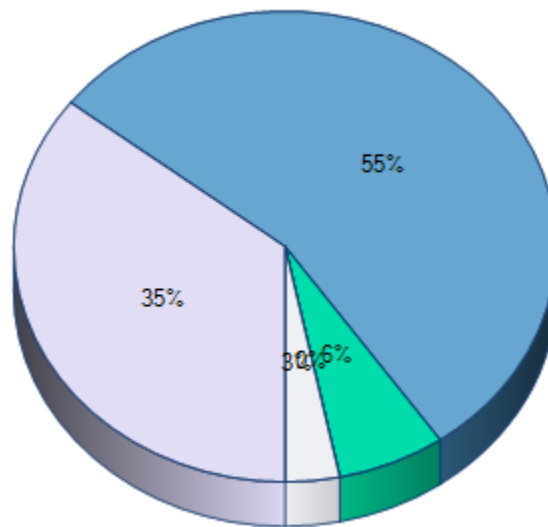
33. The program provided me with information seeking skills or knowledge. *



Total Respondents: 31

<input type="checkbox"/>	Strongly Agree	12	39%
<input type="checkbox"/>	Agree	18	58%
<input type="checkbox"/>	Disagree	1	3%
<input type="checkbox"/>	Strongly Disagree	--	--
<input type="checkbox"/>	Not an issue for me	--	--

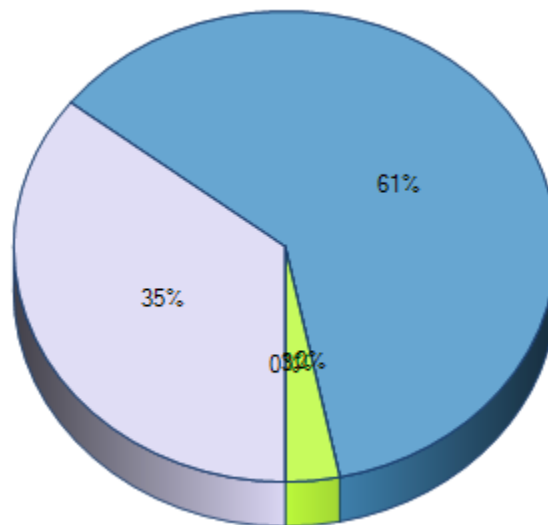
34. The program provided me with research and evaluation skills or knowledge. *



Total Respondents: 31

<input type="checkbox"/>	Strongly Agree	11	35%
<input type="checkbox"/>	Agree	17	55%
<input type="checkbox"/>	Disagree	2	6%
<input type="checkbox"/>	Strongly Disagree	--	--
<input type="checkbox"/>	Not an issue for me	1	3%

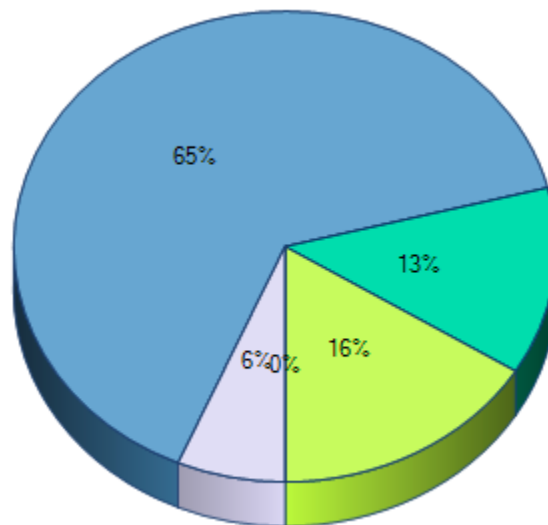
35. The program provided me with organization of information skills or knowledge. *



Total Respondents: 31

<input type="checkbox"/> Strongly Agree	11	35%
<input type="checkbox"/> Agree	19	65%
<input type="checkbox"/> Disagree	--	--
<input type="checkbox"/> Strongly Disagree	1	3%
<input type="checkbox"/> Not an issue for me	--	--

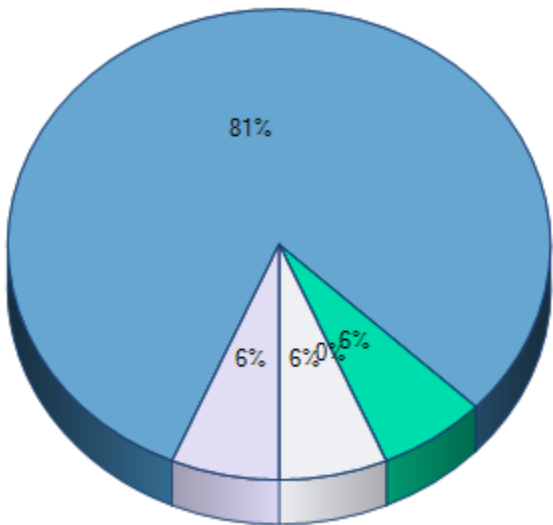
36. The program provided me with management skills or knowledge. *



Total Respondents: 31

<div></div> Strongly Agree	2	6%
<div></div> Agree	20	65%
<div></div> Disagree	4	13%
<div></div> Strongly Disagree	5	16%
<div></div> Not an issue for me	--	--

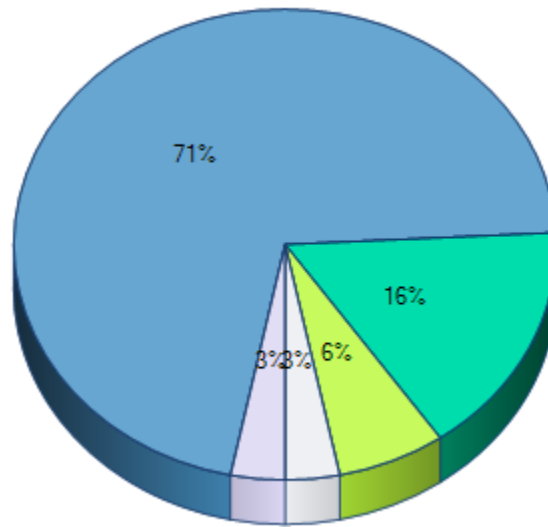
37. The program provided me with problem solving skills or knowledge.*



Total Respondents: 31

<div></div> Strongly Agree	2	6%
<div></div> Agree	25	81%
<div></div> Disagree	2	6%
<div></div> Strongly Disagree	--	--
<div></div> Not an issue for me	2	6%

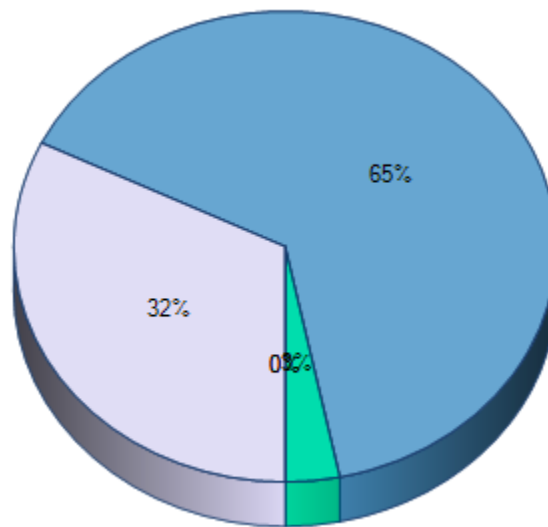
38. The program provided me with leadership skills or knowledge.*



Total Respondents: 31

<input type="checkbox"/> Strongly Agree	1	3%
<input checked="" type="checkbox"/> Agree	22	71%
<input type="checkbox"/> Disagree	5	16%
<input type="checkbox"/> Strongly Disagree	2	6%
<input type="checkbox"/> Not an issue for me	1	3%

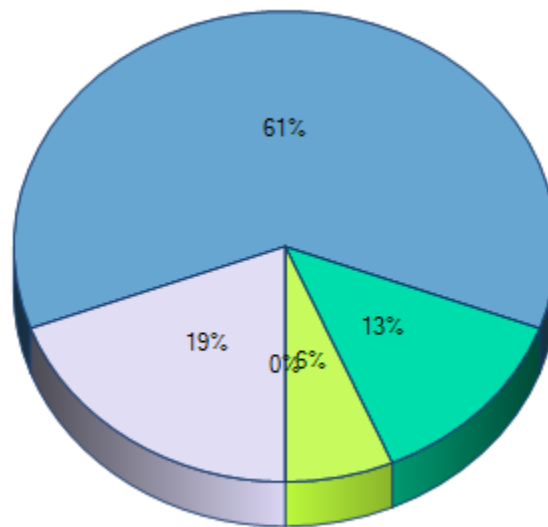
39. The program provided me with collaboration skills or knowledge.*



Total Respondents: 31

<input type="checkbox"/> Strongly Agree	10	32%
<input type="checkbox"/> Agree	20	65%
<input type="checkbox"/> Disagree	1	3%
<input type="checkbox"/> Strongly Disagree	--	--
<input type="checkbox"/> Not an issue for me	--	--

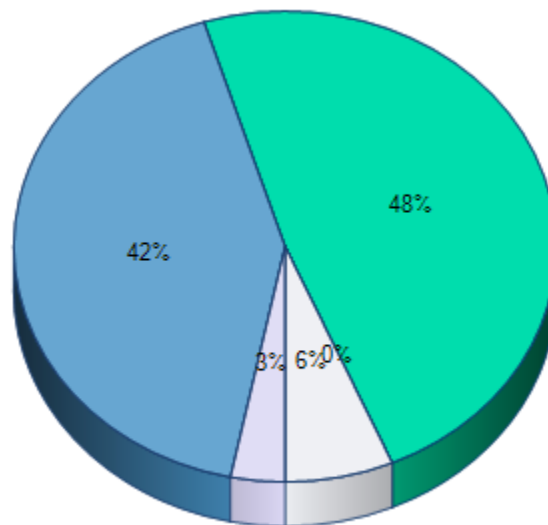
40. The program provided me with instructional skills or knowledge.*



Total Respondents: 31

<input type="checkbox"/>	Strongly Agree	6	19%
<input type="checkbox"/>	Agree	19	61%
<input type="checkbox"/>	Disagree	4	13%
<input type="checkbox"/>	Strongly Disagree	2	6%
<input type="checkbox"/>	Not an issue for me	--	--

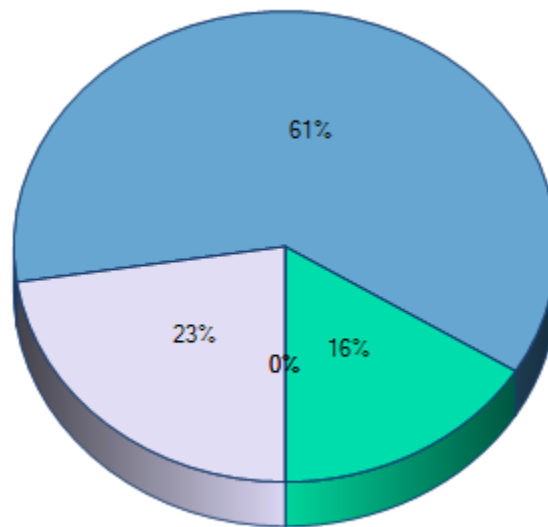
41. The program provided me with budget and finance skills or knowledge.*



Total Respondents: 31

<div></div> Strongly Agree	1	3%
<div></div> Agree	13	42%
<div></div> Disagree	15	48%
<div></div> Strongly Disagree	--	--
<div></div> Not an issue for me	2	6%

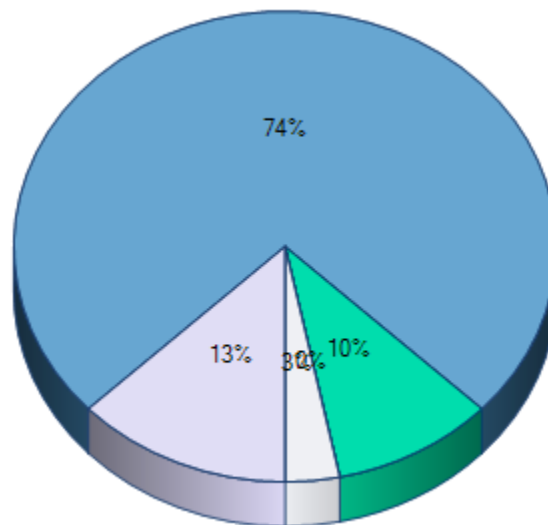
42. The program provided me with public service skills or knowledge.*



Total Respondents: 31

<input type="checkbox"/> Strongly Agree	7	23%
<input type="checkbox"/> Agree	19	61%
<input type="checkbox"/> Disagree	5	16%
<input type="checkbox"/> Strongly Disagree	--	--
<input type="checkbox"/> Not an issue for me	--	--

43. The program provided me with advocacy skills or knowledge.*



Total Respondents: 31

<input type="checkbox"/> Strongly Agree	4	13%
<input type="checkbox"/> Agree	23	74%
<input type="checkbox"/> Disagree	3	10%
<input type="checkbox"/> Strongly Disagree	--	--
<input type="checkbox"/> Not an issue for me	1	3%

44. Please provide any additional comments.

1. I completed half of my program in person and half online when I relocated for work. Both were so valuable and helped shape me as a librarian. I am a proud UB grad.
2. I would love to come back to UB and talk to students about the job that I have.
3. The most frustrating part of the program for me was group projects in which the group carried VERY weak students through, sometimes earning them an A when they probably shouldn't have made it through the program.
4. For 2-3 years I took Librarian 1 exams, applied for jobs, and only got interviewed maybe 3 times. In most cases I apparently did not have enough experience or they already had someone in mind for a job. It was very frustrating because I was unable to get in anywhere to start getting any experience. I think Civil Service is not beneficial because libraries send canvas letters because Government says they must, but in most cases they already have someone in mind. Part of my issue was I have a family, this was a second career and I had been home with my children and not working when I was going to school and had finished school. At this point I feel my chances of getting a job are slim and I needed to find work outside of my field to make money and there are very few opportunities available in my local area.
5. While there were classes, often very good classes, that addressed all of these skill sets, many of them were stuffed into a single capstone class (management) rather than spread out among other classes to allow for more in depth discussion and study as well as practical application in a variety of situations.
6. Research methods course was not available during my time in DLIS, it would have been extremely useful in all of the positions I've held.
7. Lack of opportunities to work in an academic library setting or practice library instruction (as an online student not in the Buffalo area) is a big issue for me. These factors pretty much bar me from applying to academic library positions. I see that in the past year-18 months the department has advertised internships and work study positions with Rochester-area colleges. I wish these opportunities had been available to me in 2013-2014.
8. All of these above items were provided during my time in the LIS program, however I believe that several of them (namely 42, 41, 39, and 38) could be strengthened as these skills are essential to operating within a changing world of library service. These skills are *taught* in LIS classes, however they could be focused and emphasized more.

Subject: FW: The Department of Library and Information Studies, University at Buffalo (UB DLIS) needs your help!

Date: Sunday, January 22, 2017 at 11:59:24 PM Eastern Standard Time

From: Nessel, Valerie

From: Valerie Nessel <vmnesset@buffalo.edu>

Date: Monday, November 28, 2016 at 4:48 PM

Subject: The Department of Library and Information Studies, University at Buffalo (UB DLIS) needs your help!

Greetings from the Department of Library and Information Studies, University at Buffalo!

At UB DLIS we continually strive to improve our Master's curriculum to ensure that our graduates are prepared to begin their careers in the ever-changing library and information science job market.

The perspectives of the graduates of our program are critical to inform these improvements, and to assist our accreditation process. As an alumnus who has graduated from the LIS program between 2013 and 2016, please take 10 minutes to complete the online survey linked below – we value your input!

Survey link: <https://gseweb.gse.buffalo.edu/gse-survey/TakeSurvey.aspx?PageNumber=1&SurveyID=86K17521&Preview=true>

The survey will close on Friday, December 16th.

Again, thank you for helping us to continue to strive for excellence.

Sincerely,

Valerie M. Nessel, PhD
Associate Professor, Associate Chair
Department of Library & Information Studies
Graduate School of Education, State University of New York at Buffalo
Editor: *Canadian Journal of Information and Library Science (CJILS)*
524 Baldy Hall
Buffalo, NY 14260-1020
Email: vmnesset@buffalo.edu
Tel: 716-645-1485
Fax: 716-645-3775

Subject: Alumni of UB DLIS: There's still time to complete the survey before it closes!

Date: Saturday, December 10, 2016 at 12:48:18 PM Eastern Standard Time

From: Nessel, Valerie

To: Nessel, Valerie

Greetings from the Department of Library and Information Studies, University at Buffalo (UB DLIS)!

As a recent graduate of UB DLIS, in November you received an email from me asking you to complete a survey, the answers of which will inform our efforts to continually improve our Master's curriculum to ensure that our graduates are prepared to begin their careers in the ever-changing library and information science job market.

I would like to remind you that if you haven't already completed the survey to do so before the closing date of Friday, December 16th. As graduates of the LIS program your perspectives are crucial to informing these improvements, and to assist our accreditation process. As an alumnus who has graduated from the LIS program between 2013 and 2016, if you haven't already done so, please take 10 minutes to complete the online survey linked below – we value your input! For those of you who have already completed the survey we thank you!

Survey link: <https://gseweb.gse.buffalo.edu/gse-survey/TakeSurvey.aspx?PageNumber=1&SurveyID=86K17521&Preview=true>

The survey will close on Friday, December 16th.

Again, thank you for helping us to continue to strive for excellence.

Sincerely,

Valerie Nessel, PhD., Associate Professor, Associate Chair
Department of Library and Information Studies
Graduate School of Education
State University of New York at Buffalo
Editor, *Canadian Journal of Information and Library Science*
524 Baldy Hall
Buffalo, NY 14260-1020
Email: vmnesset@buffalo.edu
Voice: 716.645.1485
Fax: 716.645.3775

UB Library and Information Studies Alumni Survey Fall - 2016

Demographic Information

1. What year did you graduate from UB with a graduate degree from DLIS?*

-- Please Select --

2. What degree were you awarded?*

-- Please Select --

3. What is your age?*

-- Please Select --

4. With what gender do you identify?*

☐ Female

☐ Male

☐ Prefer not to answer

☐ Other (you may specify if you wish)

5. What is your race/ethnicity?*

☐ American Indian or Alaskan Native

☐ Asian/Asian American

☐ Black/African American

☐ Native Hawaiian/Pacific Islander

☐ Other race

☐ White

☐ Prefer not to answer

6. Are you Spanish/Hispanic/Latino?*

☐ Yes, Cuban

☐ Yes, Mexican, Mexican American, Chicano

☐ Yes, Puerto Rican

☐ Yes, other Spanish/Hispanic/Latino

☐ No, not Spanish/Hispanic/Latino

☐ Prefer not to answer

UB Library and Information Studies Alumni Survey Fall - 2016

Employment Status

7. What is your current employment status?*

-- Please Select --

8. For graduates seeking work, how long have you been searching for a position?

Not Applicable

9. If you are a recent graduate currently seeking your first position, what sort of position are you seeking?

Answer all that apply

- ☐ Professional position in a library or information center
☐ Professional position outside a library or information center setting
☐ Not applicable
☐ Other jobs (please specify)

UB Library and Information Studies Alumni Survey Fall - 2016

Professional Role

10. What is your current job setting?*

- ☐ Academic library
☐ Archives
☐ Corporate library/information center
☐ Government agency
☐ Government library/information center
☐ Health sciences or medical library
☐ Information industry (e.g., information processing)

- ☐ Institution of higher learning
- ☐ Law library
- ☐ Library cooperative
- ☐ Library vendor
- ☐ Museum
- ☐ Non-profit organization
- ☐ For-profit organization
- ☐ Primary or secondary education (other than school library)
- ☐ Public library
- ☐ School library
- ☐ Self-employed
- ☐ Technology company
- ☐ Other (please specify)

11. Length of job search from graduation:*

12. Do you use your LIS knowledge and skills in your current job?*

- ☐ In a library or information center using LIS skills/knowledge
- ☐ In a library or information center NOT using LIS skills/knowledge
- ☐ In a non-library or non-information center setting using LIS skills/knowledge
- ☐ In a non-library or non-information center setting NOT using LIS skills/knowledge
- ☐ Self-employed using LIS skills/knowledge
- ☐ Self-employed NOT using LIS skills/knowledge
- ☐ Other (please specify)

13. What is your primary level of employment?*

14. I supervise or manage other people who are:

Choose all that apply

- ☐ Paraprofessional
- ☐ Professional
- ☐ Student/temporary
- ☐ Volunteers
- ☐ Not applicable

15. Do you think you will still be working in a LIS*-related job 3 years from now?*

*LIS refers to the broad career field of library and information science.

16. Overall I am satisfied with LIS as a career.*

UB Library and Information Studies Alumni Survey Fall - 2016

Professional Preparation and Development

17. How would you rate the overall experience that you had with your LIS program of study?*

- ☐ Excellent
☐ Good
☐ Fair
☐ Poor

18. What are the professional activities you have participated in since graduation?*

(Please select all that apply)

- ☐ Attended a professional conference
☐ Had one or more papers accepted for publication as co-author
☐ Had one or more papers accepted for publication as sole author
☐ Held membership in a professional association
☐ Held office in a professional association
☐ Helped to organize or volunteered at a professional meeting/conference
☐ Participated regularly in an online professional discussion list
☐ Presented a paper or poster session at a professional conference
☐ Other (please specify)

19. Please select the primary area(s) of focus of your coursework during your MLS program.*

Select one or more.

- | | |
|--|--|
| <input type="checkbox"/> Academic libraries | <input type="checkbox"/> Information retrieval |
| <input type="checkbox"/> Administration and management | <input type="checkbox"/> Instruction |
| <input type="checkbox"/> Adult Services | <input type="checkbox"/> Knowledge management |
| <input type="checkbox"/> Archives and records management | <input type="checkbox"/> Law |
| <input type="checkbox"/> Cataloging | <input type="checkbox"/> Museums |
| <input type="checkbox"/> Children's services | <input type="checkbox"/> Music |
| <input type="checkbox"/> Collection development | <input type="checkbox"/> Network information systems |
| <input type="checkbox"/> Community informatics | <input type="checkbox"/> Public libraries |
| <input type="checkbox"/> Data curation | <input type="checkbox"/> Reference |
| <input type="checkbox"/> Digital libraries | <input type="checkbox"/> School librarianship |
| <input type="checkbox"/> Health sciences | <input type="checkbox"/> Science/technical libraries |
| <input type="checkbox"/> Human-computer interaction | <input type="checkbox"/> Special libraries |
| <input type="checkbox"/> Information architecture | <input type="checkbox"/> Technical services |

- | | |
|---|--|
| <input type="checkbox"/> Information behavior | <input type="checkbox"/> Web management and design |
| <input type="checkbox"/> Information literacy | <input type="checkbox"/> Young adult/teen services |
| <input type="checkbox"/> Information organization | <input type="checkbox"/> Youth literature and services |
| <input type="checkbox"/> Other (please specify) | |

20. How well did your LIS program prepare you for your first job?*

21. Please briefly explain your choice for Question 20.

22. In what ways are you still connected to the Department of Library and Information Studies at UB?*

Please select all that apply.

- ☐ Email listserv
- ☐ Keep in touch with faculty
- ☐ Keep in touch with other students
- ☐ Making donations
- ☐ Meet at professional association
- ☐ Reunions or alumni events
- ☐ Social media (Facebook, LinkedIn, etc.)
- ☐ Visit campus
- ☐ University at Buffalo or GSE alumni association
- ☐ I am not connected to my program
- ☐ Other (please specify)

23. What capstone experiences did you have in your LIS degree program?*

Please select all that apply

- ☐ Practicum, field experience, internship, work experience in a library or information setting
- ☐ Independent study or research project
- ☐ Master's thesis
- ☐ Portfolio, e-portfolio, capstone portfolio or e-portfolio
- ☐ Not applicable - my program did not have a capstone experience

24. What types of continuing education delivery modes appeal to you?*

Select all that apply.

- ☐ Courses located at your LIS program
- ☐ Face-to-face workshops delivered in conjunction with conferences
- ☐ Face-to-face workshops delivered locally
- ☐ Face-to-face workshops located at your LIS program
- ☐ MOOCs
- ☐ Online courses (regularly scheduled and part of a group)

- ☐ Online courses (self-directed and self-paced)
- ☐ Training sessions at your workplace
- ☐ Webinars on special interest topics
- ☐ Other, please specify

25. How many of your LIS degree courses were delivered predominantly face-to-face?*



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Course Delivery Evaluation

26. Please rate how **effective** you found each course delivery format:*

	Not at all effective	Somewhat effective	Effective	Very effective	Not applicable
Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Please rate how **convenient** you found each course delivery format:*

	Not at all convenient	Somewhat convenient	Convenient	Very convenient	Not applicable
Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hybrid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Program Evaluation

28. My LIS program of study met the following goals: (Check all that apply)

1. Graduates demonstrate an understanding of information and library science, including its historical foundations, as well as the creation, representation, organization, dissemination, use, and curation of information.
2. Graduates apply domain knowledge and skills required in diverse information environments.
3. Graduates demonstrate professional competences, including leadership, critical thinking, inquiry, communication, collaboration, reflective practice, and ethical adherence.
4. Graduates apply an understanding of information and library professions and the roles, responsibilities, and professional dispositions (i.e., values, attitudes, behaviors)

- ☐ Goal #1
- ☐ Goal #2
- ☐ Goal #3
- ☐ Goal #4
- ☐ None of these
- ☐ Comments?

29. The program provided me with basic knowledge of the field.*

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not an issue for me

30. The program provided me with a realistic understanding of what it is like to work in the information field.*

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not an issue for me

31. The program provided me with skills I can apply on the job.*

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not an issue for me

32. The program provided me with information technology skills or knowledge.*

- ☐ Strongly agree

- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not an issue for me

33. The program provided me with information seeking skills or knowledge.*

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not an issue for me

34. The program provided me with research and evaluation skills or knowledge.*

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not an issue for me

35. The program provided me with organization of information skills or knowledge.*

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not an issue for me

36. The program provided me with management skills or knowledge.*

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not an issue for me

37. The program provided me with problem solving skills or knowledge.*

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not an issue for me

38. The program provided me with leadership skills or knowledge.*

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

☐ Not an issue for me

39. The program provided me with collaboration skills or knowledge.*

- ☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree
☐ Not an issue for me

40. The program provided me with instructional skills or knowledge.*

- ☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree
☐ Not an issue for me

41. The program provided me with budget and finance skills or knowledge.*

- ☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree
☐ Not an issue for me

42. The program provided me with public service skills or knowledge.*

- ☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree
☐ Not an issue for me

43. The program provided me with advocacy skills or knowledge.*

- ☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree
☐ Not an issue for me

44. Please provide any additional comments below.