

**Department of Information Science
Graduate School of Education
University at Buffalo**

Alumni Survey

**Administered November/December 2019
Submitted May 1, 2020**

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ALUMNI SURVEY: EXECUTIVE SUMMARY

The survey was sent out on December 11, 2019 via a link included in an email (see Appendix for a copy of the email to a list of 301 University at Buffalo Department of Information Science alumni, all of whom had graduated since 2016 when the last survey was conducted. The survey comprised 43 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, Q443), asking for the respondents' feedback on certain issues. The survey closed on December 20, 2019.

Of these 301 potential respondents, 53 completed at least part of the survey, though most questions received 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 2016 and 2017 accounted for the most respondents, with 15 graduates responding from 2016, and 18 from 2017). Of the two programs, a large majority were in the Information and Library Science degree programs (MLS and successor MS), while only eight respondents were in School Librarianship and its predecessor School Library Media Studies. About one-third of graduates responding to this survey were over 40 years old. Over 85% of respondents identified as female. Only two of the 53 respondents identified themselves as non-white, while 45 stated their race as white.

Employment Status

Questions 7 through 9 asked respondents about their current employment status. Of the 52 respondents who provided their employment status, 50 stated that they were employed at the time of the survey. Four had unsuccessfully sought employment for 12 months or longer. Ten indicated they were looking for a professional position within a library or information center, while two indicated they were seeking a professional position outside a library or information center.

Professional Roles

Questions 10 through 16 investigated the topic of professional roles. The public library is the setting where most respondents are employed with 32%, followed by academic libraries with 26% and school libraries with 16%. Medical libraries, special libraries, non-profit organizations, and the balance chose "other" (six respondents in part-time jobs in multiple settings, government records, and non-IS jobs). Of those with employment, 56% had a position in the field at the time of their degree conferral, while an additional 36% took up to a year to find employment. Eighty-two percent of respondents stated that they were using their IS skills in an information/library setting.

Appropriate to a survey of recent graduates, 68% of graduates are employed in non-management positions, 24% are supervisors, while 4% (2 each) are middle management and senior management level. Few respondents (6%) are in positions supervising professionals.

When asked if they thought they would still be working in an IS-related field in three years, 80% replied in the affirmative, and 14% did not know. Six percent took the “No” option. Eighty-eight percent of respondents agreed or strongly agreed that they were satisfied with IS as a career.

Professional Preparation and Development

Questions 17 through 25 were designed to determine how well graduates felt they were prepared for working in the field. Of the 31 to 33 respondents for these questions, satisfaction with their overall experience in the LIS program was rated by 24% as excellent, 62% as good, 12% as fair, and 2% (1) as poor, indicating a positive experience was had by most respondents. When asked about the professional activities they currently engage in, a majority of 76% are members of a professional association, 74% have attended a professional conference since graduation, 32% have regularly participated in an online discussion list, 30% have helped to organize and/or volunteered at a professional conference, 24% have presented papers or posters at professional conferences, 12% hold or have held office in a professional association, 4% 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. We note that the depth of professional involvement has increased over our last survey of graduates (2014-16), with more graduates involved in organizing conferences, serving as officers, and presenting papers.

Unsurprisingly, concentration/specialization areas of the respondents to this question varied greatly/, especially since graduates were encouraged to choose all that applied to them. The most popular concentrations appeared to be in more traditional areas of the field as follows: Public libraries, reference, academic libraries, and information literacy are where the greatest density of the respondents may be found. A few graduates concentrated in more technological and/or growing areas of the field such as data curation, information architecture, digital libraries, web design and management, knowledge management, and community informatics.

A bare majority (52%) stated that their program had prepared them well or very well for their professional work, while 38% felt adequately prepared, and 10% said poorly or not at all.. Forty graduates responded to an open-ended question (Q21) asking how well their program had prepared them for their first job.

In terms of maintaining a connection to the department, 62% stay in touch via an email listserv, 36% stay in touch with fellow students, 36% are active through social media, 16% keep in touch with faculty, 16% are not connected with the program, and 14% stay in touch through reunions or alumni events either through IS, GSE, or university-level alumni groups.

When asked about their capstone experience, 56% indicated that this was achieved through a practicum or internship, 80% achieved it through the e-portfolio, and a handful through independent study or thesis. Seventy percent of responding graduates from our online programs preferred their continuing education through online workshops.

Course Delivery Evaluation

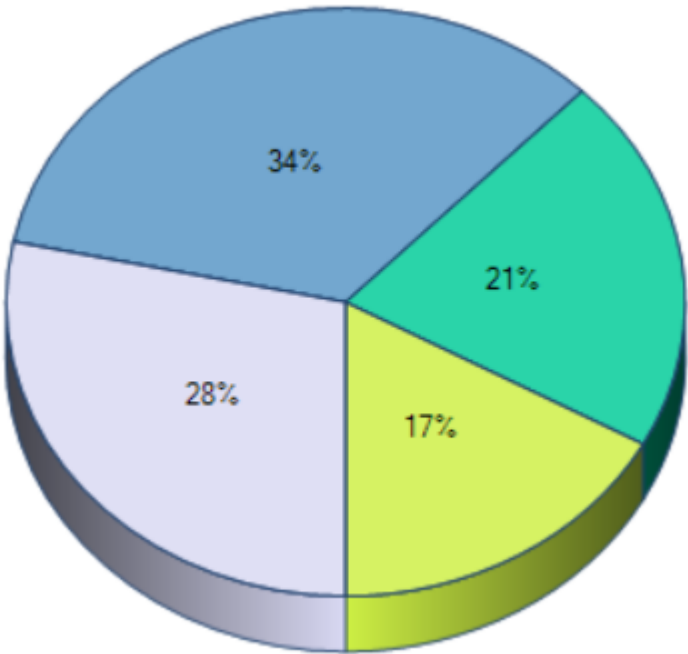
Questions 25 and 26 offer evaluations of course delivery methods. These graduating classes saw the transition of UB's IS programs to fully online delivery, and 87% of respondents felt that online course delivery was effective or very effective. Ninety-four percent of respondents felt that online delivery was convenient or very convenient.

IS Program Evaluation

Questions 27 through 43 investigated respondents' perceptions of the IS program. Regarding meeting the four program goals (Q27), the responses were overwhelmingly positive. 91% felt the first goal and second goals were met, 89% believed goal 3 was met, and 93% felt the fourth goal 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. The majority agreed that the program taught them the knowledge and skills needed in the workplace with the exception of budgeting.

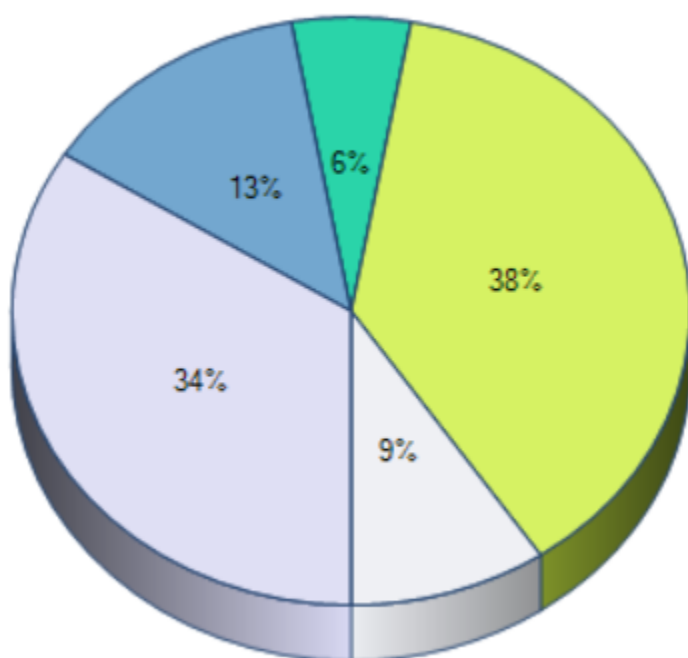
The rest of this report consists of the questions asked in the survey and the responses to it.

1. What year did you graduate from UB with a graduate degree from IS/LIS? *



	Response Total	Response Percent
2016	15	28%
2017	18	34%
2018	11	21%
2019	9	17%
Total Respondents (For this Question)		53

2. What degree were you awarded?*

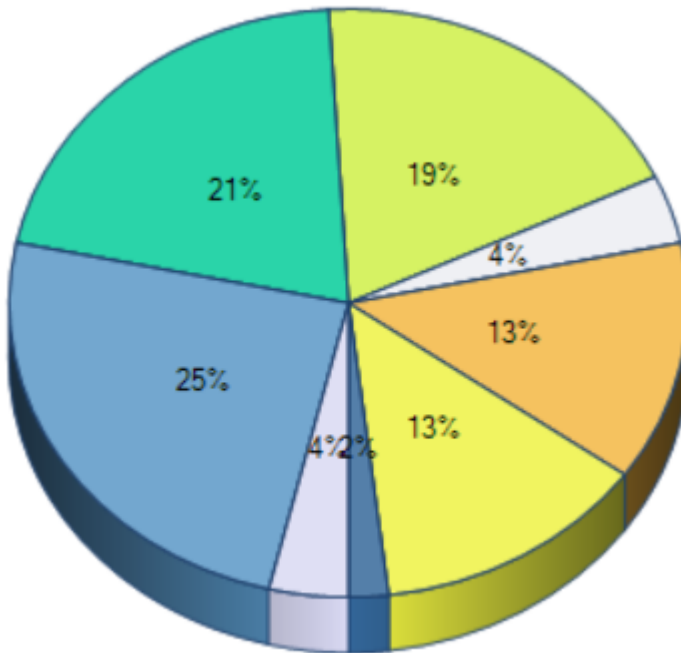










- ☐ MLS in Information and Library Science
- ☐ MLS in Library and Information Studies
- ☐ MLS in School Library Media
- ☐ MS in Information and Library Science
- ☐ MS in School Librarianship

Response Total	Response Percent
18	34%
7	13%
3	6%
20	38%
5	9%

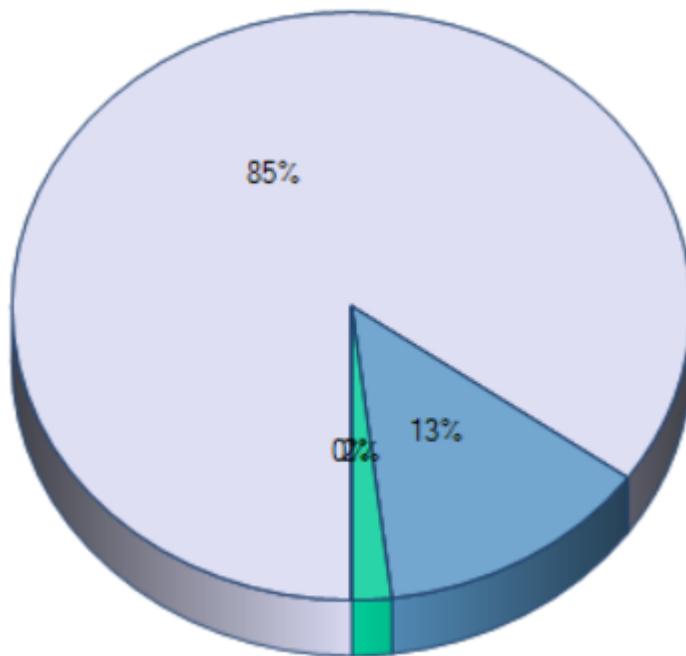
Total Respondents (For this Question) **53**

3. What is your age?*



	Response Total	Response Percent
 25 years or younger	2	4%
 26-30 years	13	25%
 31-35 years	11	21%
 36-40 years	10	19%
 41-45 years	2	4%
 46-50 years	7	13%
 51 years or older	7	13%
 Prefer not to answer	1	2%
Total Respondents (For this Question)	53	

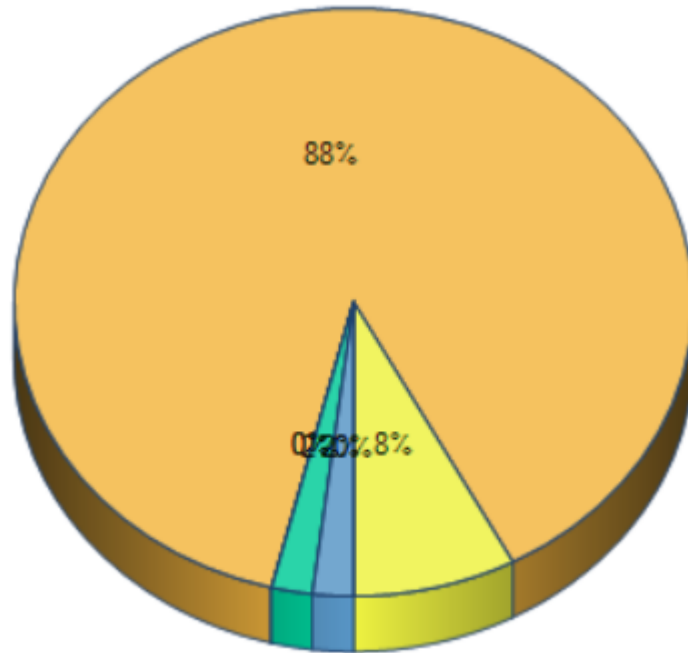
4. With what gender do you identify? *



<input type="checkbox"/>	Female
<input type="checkbox"/>	Male
<input type="checkbox"/>	Prefer not to answer
<input type="checkbox"/>	Other (you may specify if you wish)

Response Total	Response Percent
45	85%
7	13%
1	2%
0	0%
Total Respondents (For this Question)	
53	

5. What is your race/ethnicity? *

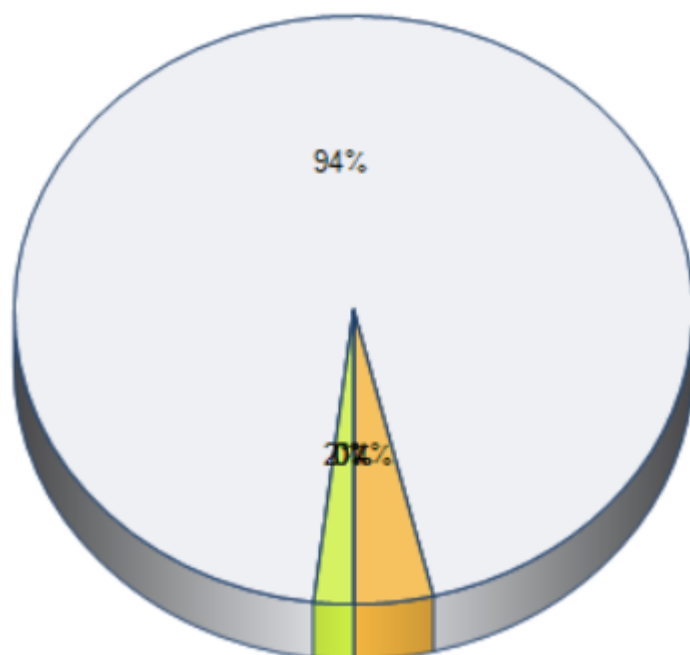


- ☐ American Indian or Alaskan Native
- ☐ Asian/Asian American
- ☐ Black/African American
- ☐ Native Hawaiian/Pacific Islander
- ☐ Other race
- ☐ White
- ☐ Prefer not to answer

Response Total	Response Percent
0	0%
1	2%
1	2%
0	0%
0	0%
48	91%
4	8%

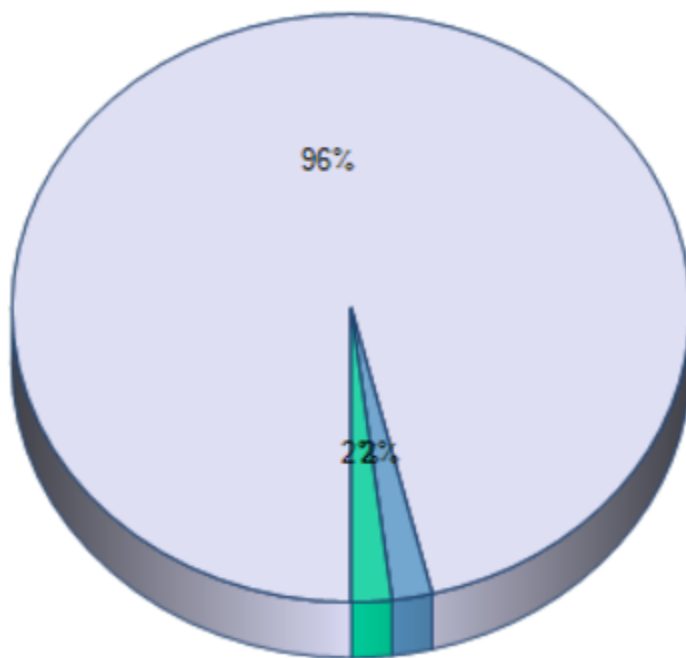
Total Respondents (For this Question) 53

6. Are you Spanish/Hispanic/Latino? *



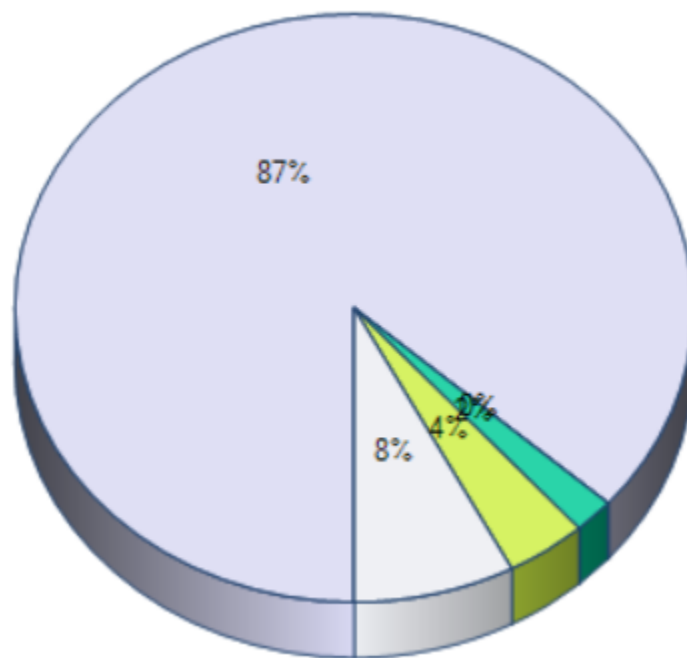
	Response Total	Respo Perce
 Yes, Cuban	0	0%
 Yes, Mexican, Mexican American, Chicano	0	0%
 Yes, Puerto Rican	0	0%
 Yes, other Spanish/Hispanic/Latino	1	2%
 No, not Spanish/Hispanic/Latino	50	94%
 Prefer not to answer	2	4%
Total Respondents (For this Question)		5

7. What is your current employment status? *



	Response Total	Response Percent
 Employed	50	96%
 Not working for pay but seeking work	1	2%
 Not working for pay and NOT seeking work	1	2%
Total Respondents (For this Question)		52

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

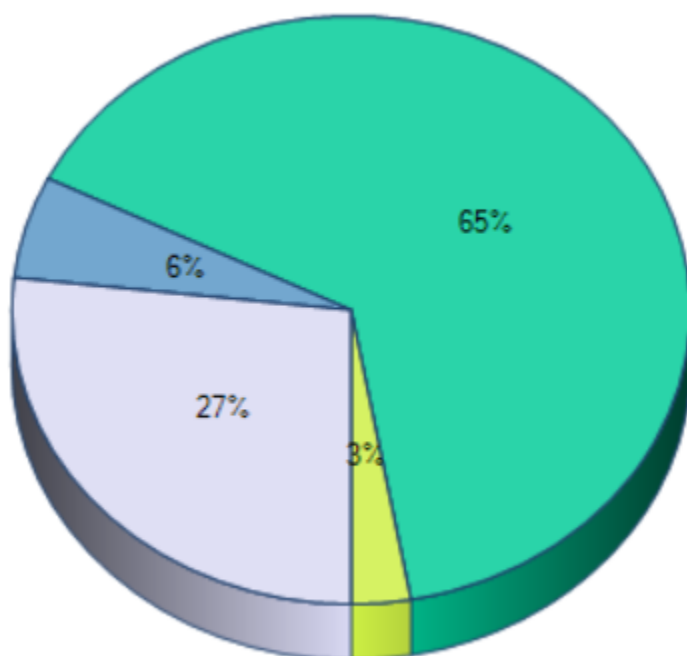


- ☐ Not Applicable
- ☐ Up to 3 months
- ☐ 4-6 months
- ☐ 7-12 months
- ☐ More than 12 months

Response Total	Response Percent
45	87%
0	0%
1	2%
2	4%
4	8%

Total Respondents (For this Question) **52**

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



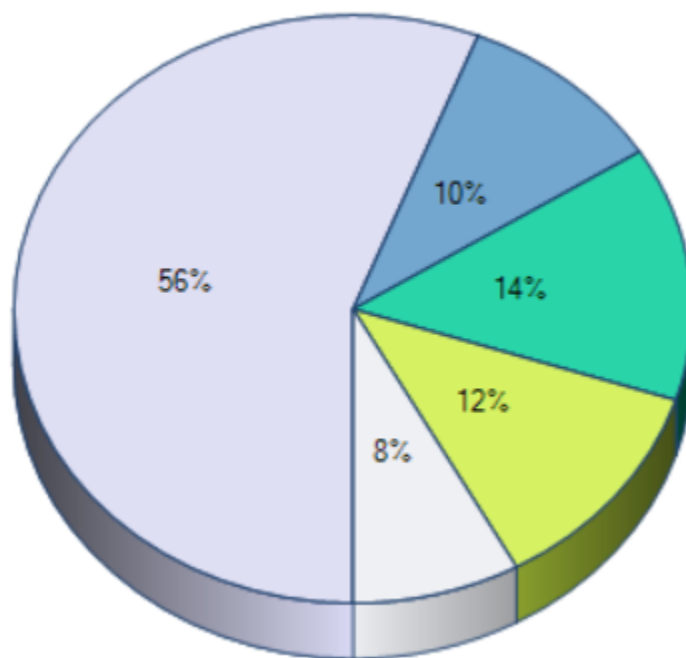
	Response Total	Response Percent
<input type="checkbox"/> Professional position in a library or information center	10	19%
<input type="checkbox"/> Professional position outside a library or information center setting	2	4%
<input type="checkbox"/> Not applicable	24	46%
<input type="checkbox"/> Other jobs (please specify) view	1	2%






Open-ended response: "Anything I can get in a library. Right now that means volunteer work."

10. What is your current job setting?

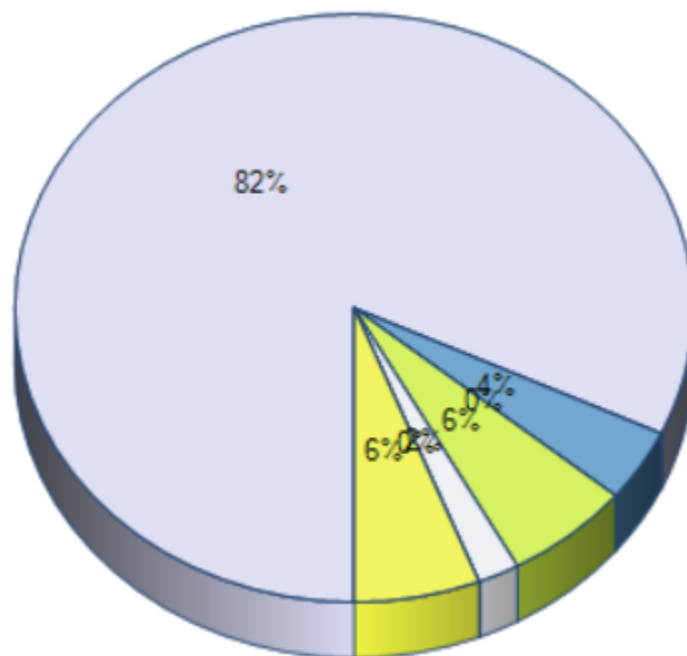
Setting	No. of Respondents
Public library	16
Academic library	13
School library	8
Archives	3
Non-profit organization	2
Health sciences or medical library	1
Hospital System - Purchasing - Administrative Assistant	1
I am working 2 jobs. One full time in higher ed and the other as a Digital consultant for Cultural organizations	1
I work one part-time job for a local city government for records administration/archives, and another for a non-profit as a processing archivist	1
Janitor -at a College	1
Museum or Fine Arts library	1
Night cleaner in a middle school	1
School library and public library	1

11. Length of job search from graduation:



	Total	Percent
 Had LIS-related job at date of graduation	28	56%
 Up to 3 months	5	10%
 4-6 months	7	14%
 7-12 months	6	12%
 More than 12 months	4	8%
Total Respondents (For this Question)		50

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



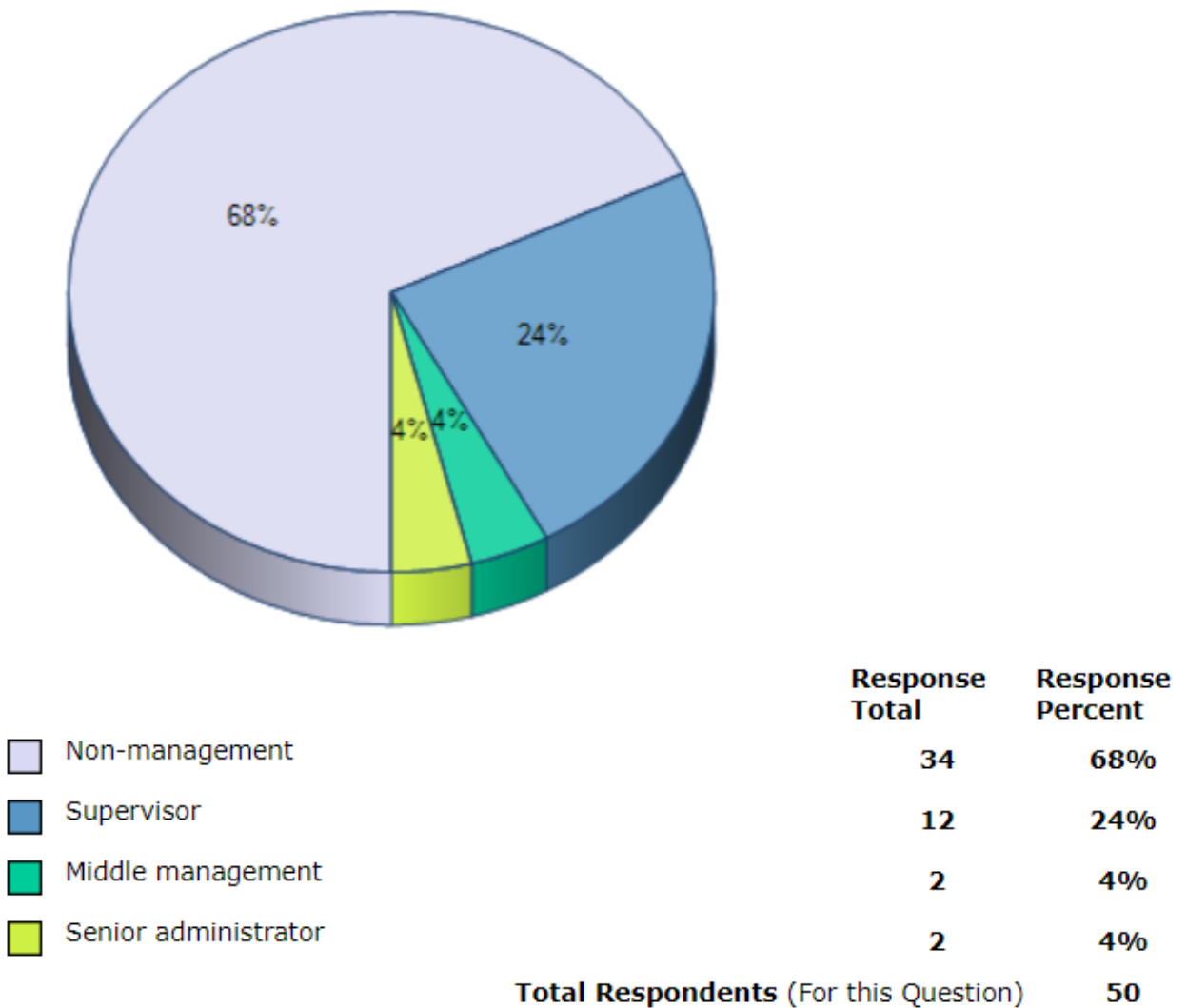
	Response Total	Response Percent
<input type="checkbox"/> In a library or information center using LIS skills/knowledge	41	82%
<input type="checkbox"/> In a library or information center NOT using LIS skills/knowledge	2	4%
<input type="checkbox"/> In a non-library or non-information center setting using LIS skills/knowledge	0	0%
<input type="checkbox"/> In a non-library or non-information center setting NOT using LIS skills/knowledge	3	6%
<input type="checkbox"/> Self-employed using LIS skills/knowledge	1	2%
<input type="checkbox"/> Self-employed NOT using LIS skills/knowledge	0	0%
<input type="checkbox"/> Other (please specify) view	3	6%

Total Respondents (For this Question) **50**

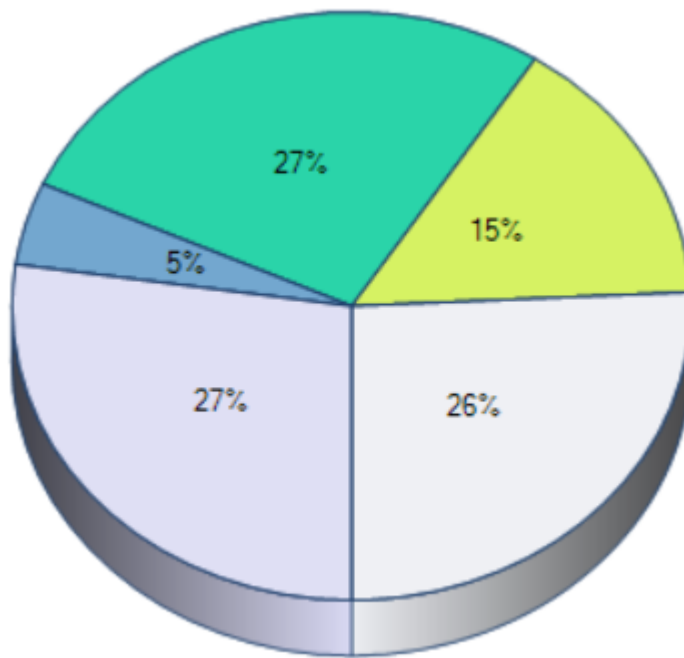
Other responses:

1. Should be able to select more than one as this survey assumes we only have one job. It would be both "in a library/information center using LIS skills/knowledge" and "in a non-library or non-information center setting using LIS skills and knowledge"
2. NO - Janitors don't use these skills - they are told what to do.
3. In a non-library or non-information center setting NOT using LIS skills/knowledge, but I had been in an LIS role there until I transitioned into providing customer service alone, rather than the catalog librarian position I had been in at first

13. What is your primary level of employment? *



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

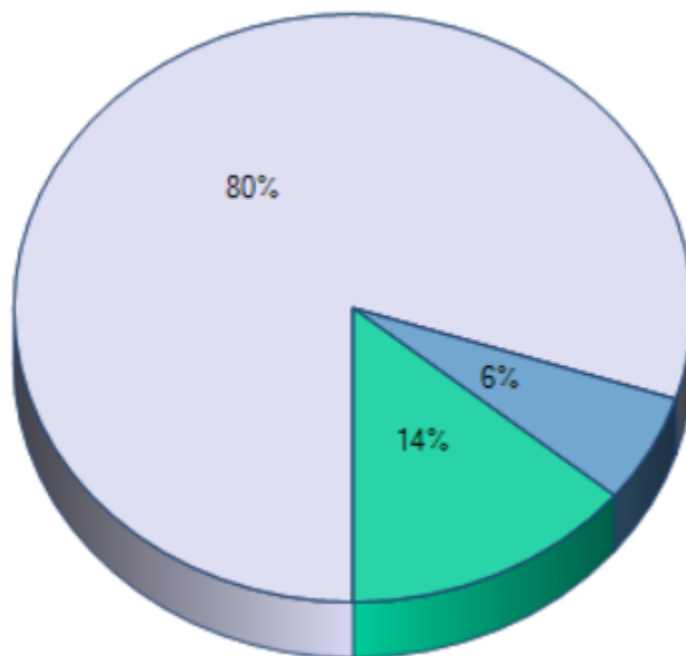


- ☐ Paraprofessional
- ☐ Professional
- ☐ Student/temporary
- ☐ Volunteers
- ☐ Not applicable

Response Total	Response Percent
18	36%
3	6%
18	36%
10	20%
17	34%

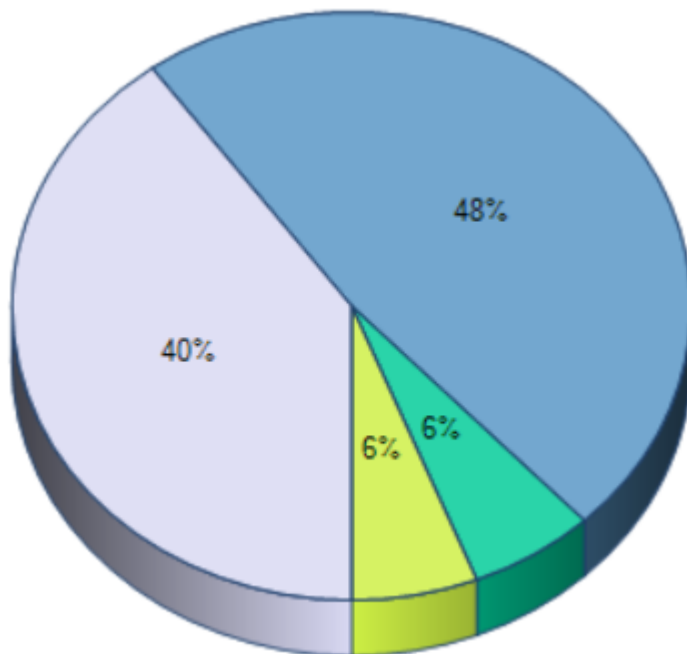
* Percentages shown above do not equal 100 nor do they match the pie chart as respondents were able to choose multiple answers that applied to their situation.

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



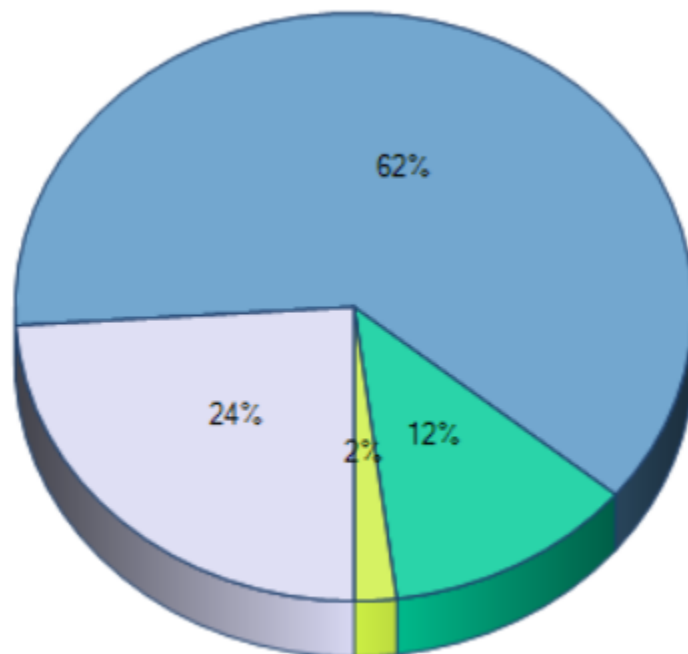
	Response Total	Response Percent
 Yes	40	80%
 No	3	6%
 I don't know	7	14%
Total Respondents (For this Question)		50

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



	Response Total	Response Percent
Strongly Agree	20	40%
Agree	24	48%
Disagree	3	6%
Strongly Disagree	3	6%
Total Respondents (For this Question)	50	

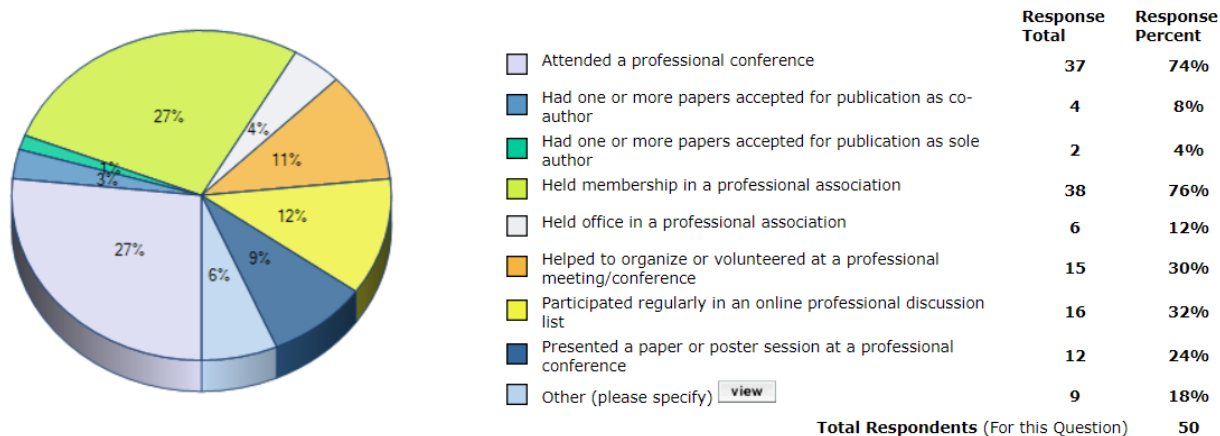
17. How would you rate the overall experience that you had with your IS program of study? *



- Excellent
- Good
- Fair
- Poor

Response Total	Response Percent
12	24%
31	62%
6	12%
1	2%
Total Respondents (For this Question)	
50	






















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















Additional responses:

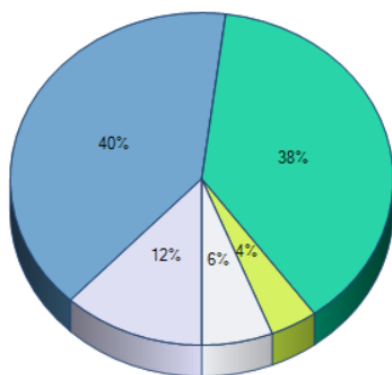
1. Volunteered to participate in activities of professional org committees. Presented a workshop at a professional conference.
2. Working to publish a paper in a journal as a co-author
3. Member of WNYLRC committee
4. Grant Committee Member

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

 Academic Libraries	9	27%
 Administration management	3	9%
 Adult Services	6	18%
 Archives and records management	 9	27%
Cataloging	5	15%
 Children's services	7	21%
 Collection development	8	24%
 Community informatics	1	3%
 Data curation	1	3%
 Digital libraries	7	21%
 Health sciences	1	3%
 Human-computer interaction	2	6%
 Information architecture	4	12%
 Information behavior	11	33%
 Information literacy	6	18%
 Information organization	1	3%
 Other (please specify)		
<i>Government Information</i>		
		
 Information retrieval	7	21%
 Instruction	7	21%
 Knowledge management	1	3%

 Law	2	6%
 Museums	1	3%
 Music	3	9%
 Network information systems	1	3%
 Public Libraries	11	33%
 Reference	11	33%
 School librarianship	4	12%
 Science/technical libraries	--	--
 Special libraries	4	12%
 Technical services	--	--
 Web management and design	3	9%
 Young adult services	9	27%
Youth literature and services	5	15%

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



Very well
Well
Adequately
Poorly
Not at all

Response Total	Response Percent
6	12%
20	40%
19	38%
2	4%
3	6%
Total Respondents (For this Question)	
(skipped this question)	
50	22

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

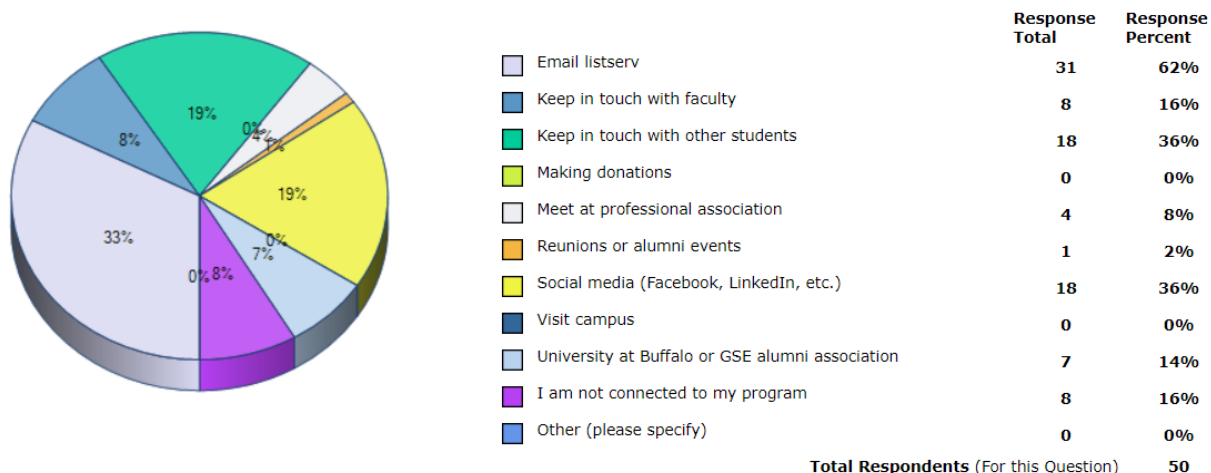
1	I felt that the skills and knowledge gained helped me hit the ground running in a professional organization.
2	I'm a little bit of atypical example because I worked in the profession for 15 years before deciding to get an MLIS degree. I was working when I started the program and when I finished so while I had years of experience going into the program, I do believe it provided very necessary information and education for the profession.
3	I feel there needs to be a more robust offering of web design or system management and data courses.
4	I probably made the wrong choice in pursuing school librarianship. At least 4-6 of my classes were the same content in different formats (pedagogy-centered, despite the fact that I have 7 years of teaching experience). I was bored and unengaged very quickly. It became a matter of jumping through the hoops (doing the same assignments over and over again) just to finish my degree. My favorite and most intellectually stimulating class was reference services with Dr. Amy VanScoy. She is brilliant, inspiring, and the best instructor hands down- with intelligent formatting for an online class and just the right amount of rigor. Dr. Battleson White's classes were also the most informative, rigorous, and intellectually stimulating. She challenged me in a supportive environment and I am still in the field due to those two individuals. The school librarianship classes were mostly a joke. I wish that I had spoken to someone, or switched my program, but that is my own fault. At this juncture I hope that in my professional setting as staff support in an academic library, I can learn the needed skills and create experiences for myself to pursue a job in academic librarianship.

5	I currently work as an assistant archivist, and I have found that the archival-specific courses I took during my MS program prepared me for the types of tasks I complete on a regular basis. I do, however, wish that there were more archival courses that I could have taken; namely, toward an archive concentration.
6	I was able to apply knowledge from my course work into my practice. For instance, assignments from my children's resources and services to children class, I have implemented those ideas into programs at my job.
7	Teaching is such a large part of academic librarianship. The class I took on pedagogy wasn't enough. It would have been helpful to have the opportunity to watch and evaluate actual sessions librarians teach students.
8	I was already working in public libraries, so much of my experience for day-to-day management is specific to the neighborhood I work in and on the job experience. My degree however, was in School librarianship, and though I did not transition into a school library, my Graduate program deeply informed my work in children's services.
9	There's no formal archival program, so I did my own research into what skills are required for archivist positions and looked to see which courses UB offered that might help me. Although I did a practicum at an archives, theirs was so small and informal that it didn't prepare me exactly for what real archivists do. It did give me experience in Content Management systems, though. It gave me a good base, but no real good practical understanding or execution of skills that would be required of me. I learned a lot on the job once hired.
10	I understood the philosophy and main goals of library leadership. That shaped my daily decisions and priorities.
11	I had already been working as a paraprofessional in the field for several years, which did a great deal to prepare me for my first professional library job.
12	I have been working in academic libraries for almost twenty years, so I knew a lot of what I was taught in library school going in. I did learn some new stuff, but a lot of it was expanding on my paraprofessional experience
13	I felt like there was so much that I did not know in my first job, but I had the foundational knowledge I needed.
14	I'd say I use maybe 50% of what I learned in graduate school, if that. More practical knowledge would definitely be good.
15	I can't get a job in a library because I have no experience.
16	I already had a senior position, but was seeking the credential for professional development.
17	I was hired at a non-profit to provide a system and order to their collection of 9,000+ volumes (mostly theology and Biblical studies) that had been willed to the organization over the years. I had not focused on cataloging in my program, so I was unprepared to do any original cataloging. I picked a software system to complete semi-automated copy-cataloging, printed and affixed LoC call number spine labels, and placed the volumes in order myself. Many books are too rare or specific to have a record on loc.gov or in WorldCat, so I was unprepared in that way. Generally, I felt adequate to do the job, though.

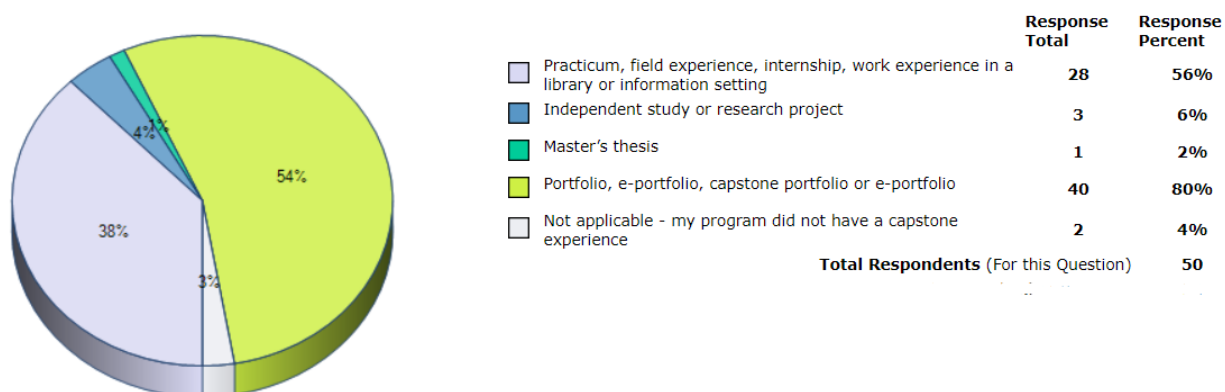
18	Although I was working in a public library as a page while earning my degree, it would have helped to have more hands on experience doing librarian level tasks. I had expressed interest in applying for internships but my adviser was not very responsive or supportive.
19	I went to work in a PUBLIC library and was lost. BASIC things like readers advisory Buying books for the library and weeding the library were hardly/never discussed. The University need to get in touch with what real public libraries are doing, and teach to give them basic skills to do so.
20	I'm glad I had a good understanding of what type of library job I wanted prior to starting my course work, still, there were some courses I took because I had a vague interest, or I guessed that they would be useful, but in the end they weren't at all relevant. I think it would be helpful for students if certain tracks in librarianship were more clearly identified (academic/public/special/systems, etc.) with associated courses that are offered.
21	I found that working in a library environment while going to school for Library Science was the best way for me to learn things that wouldn't necessarily come up in an academic environment.
22	I am often able to apply the principles I learned during my time in the program to my work.
23	I don't have a professional position; how could it have prepared me for having the same job as when I started?
24	I would have preferred more courses in teaching information literacy skills. I am lucky because I was a classroom teacher prior to becoming a school librarian. Had I not had this experience, I would not have been prepared for teaching.
25	I had no experience with lesson planning or the actual set up of a library so that was all learned on the job. I would not have wanted a class on either specifically but it would have been helpful to touch on it more.
26	The only information I really have used at all from my classes are from User Education. All of the rest of it is was pretty irrelevant to actual Academic Library work.
27	What new graduates focusing on school librarianship (particularly elementary) REALLY need are lessons that can be used right away - particularly ones that do not integrate technology. I had plenty of theory but not much usable lesson material, and most elementary schools don't have much in the way of technology in the library. You're lucky if you even get a SmartBoard.
28	I am not working in the field
29	Because I learned from professionals currently working as school librarians I had a good feel for what my actual job responsibilities would be. I spent a lot of time in schools observing and practicing.
30	Most of the skills I needed to work at my first/current job were acquired as a student assistant -- so, on the job. My MS program did more to prepare me mentally and intellectually.
31	To feel prepared for a job after graduating, it is necessary to engage in ILS work in addition to the program. Any experience in the field will complement the program studies, and better prepare students for their first job.

32	I had worked professionally in libraries for many years before getting my degree, and retired within 2 years of receiving it. That being said, I was able to form and lead a new department (Scholarly Communications and Special Collections) during those 2 years.
33	I think that there are some things that simply cannot be learned in a classroom setting and you have to learn while on the job. I think that this program prepared me very well in the areas of instruction, reference, and information literacy. However, I wish that more collection development coursework was required because that's an area where I felt unprepared once I started my current position.
34	Most of my library knowledge was acquired through academic and public library work experience prior to graduate school.
35	I was not able to take the course for medical libraries and it was only offered one semester. I think it would have been very beneficial to me to be able to take that.
36	The program filled gaps in my previous job experience working as a paraprofessional in an ILS environment.
37	I chose the online program for my degree and it was a great fit for my lifestyle. The classes were thorough, the professors very knowledgeable, helpful, approachable, and attentive. Something from every class that I took at UB has come into play at my work in a public library in young adult services.
38	My education and school librarianship classes have been helpful. I think current and future students will be in a good position if the program continues to emphasize information literacy content, academic standards, reference services, and educational technology. On the flip side, I rarely draw on the content of some of the core classes I was required to take. LIS 505 and 506 have been largely irrelevant to my job, and I outsource most of my cataloging, so I don't really draw on the skills I learned in LIS 571 either (though I may do some cataloging in the future). I also wish my education classes had included more content about supporting students' mental health. That has been a major point of emphasis in my region.
39	I think it prepared me well for my first job. It gave me the background and skills I would need for the job and to develop and grown in the position and to do a good job.
40	There is a lot you have to learn on the job. Working in a public library means you have to know a little bit about a lot of things. NO one can prepare you for working with the public who are kind and cranky and funny and exasperating all at the same time.

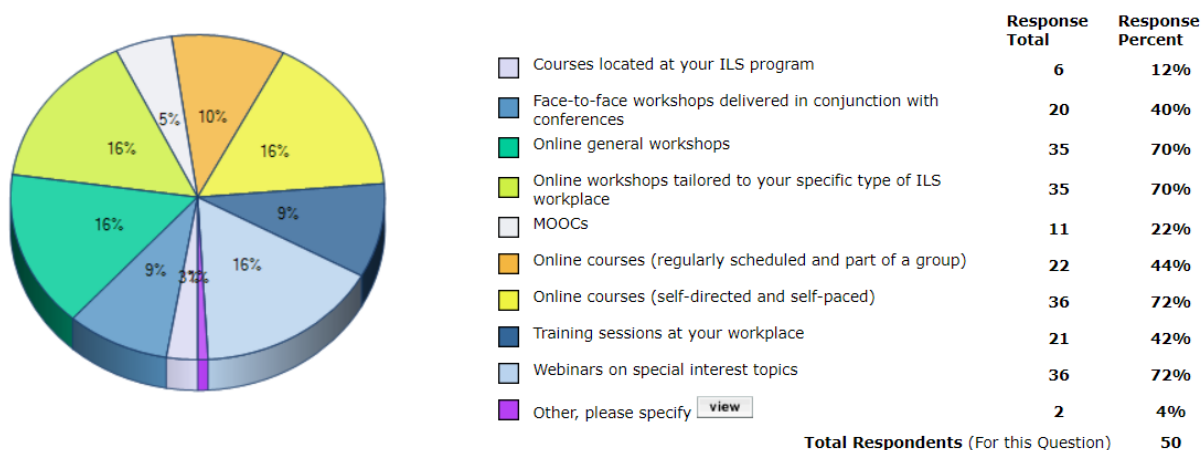
22. In what ways are you still connected to the Department of Library and Information Studies at UB? *



23. What capstone experiences did you have in your MS ILS/SL degree program?*



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



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

	Not at all effective	Somewhat effective	Effective	Very effective	Not applicable	Response Total
Online	3.85% (2)	9.62% (5)	40.38% (21)	46.15% (24)	0% (0)	
Hybrid	0% (0)	9.8% (5)	7.84% (4)	15.69% (8)	66.67% (34)	
Total Respondents (For this Question)						50

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

	Not at all convenient	Somewhat convenient	Convenient	Very convenient	Not applicable	Response Total
Online	0% (0)	4% (2)	6% (3)	88% (44)	2% (1)	
Hybrid	6% (3)	6% (3)	10% (5)	10% (5)	68% (34)	
Total Respondents (For this Question)						50

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

1. Graduates demonstrate theoretical and conceptual understanding of information science, including the creation, representation, organization, retrieval, dissemination, use, and curation of information.
2. Graduates apply disciplinary knowledge and skills required in diverse information contexts.

3. *Graduates demonstrate professional competences, including leadership, critical and analytical thinking, research, communication, collaboration, reflective practice, and ethical adherence.*
4. *Graduates demonstrate the values, attitudes, and behaviors associated with the roles and responsibilities of information and library professionals.*



Comments:

1	There were far too many group projects where incompetent group members were carried by those of us who did the work. This happened in most courses. At the graduate level, there should be *no* opportunity for master's candidates to slide by in this way. There were several students I interacted with who did next to nothing and/or could barely compose a coherent sentence. These people certainly did not embody #4, and were content to shove work off on the rest of us - professors did nothing to remedy it. My impression was that professors just wanted less papers to grade (despite surely having grad assistants who could do it for them).
2	There is nothing I learned in the MLS program that is not simple customer service knowledge or organizational knowledge that can be gained through working retail and having a modicum of common sense.
3	I achieved these goals in approximately 6 classes- the core of the ILS program. The others were the same class over and over again, with different course titles and professors. As to how effective the online format was, I rated NOT AT ALL EFFECTIVE and MOST EFFECTIVE because both were true, the difference was in the faculty member leading the class.
4	Each course incorporated aspects of these goals.
5	Certainly the opportunities were there. And for me, the program fulfilled these goals. However I cannot speak to the experiences of my fellow graduates. A more concrete/clear question would have helped me provide a clearer answer.

6	It seemed most of my courses were headed towards public librarianship
7	Many of the online classes required group work, which made the workload stressful as not all members communicated effectively. Collaborative work should not be weighted so heavily for an online program.
8	I did not connect with ANY of the above 4 goals.
9	I was aware of how each course was aiming for hitting each of the goals, since it was required of instructors to include an explicit write-up regarding this in their syllabi. However, I am still ambivalent toward goals 3-4, since some of what the ALA asks instructors to teach is WHAT to think about the information field, rather than how to think critically. I seem to disagree with the ALA semi-frequently, so I internally chafed against this type of instruction and just ended up muddling through when this sort of work was required. It's part of why I am not a member of the ALA.

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



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



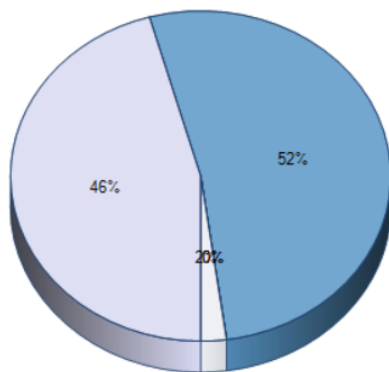
30. The program provided me with skills I can apply on the job. *



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



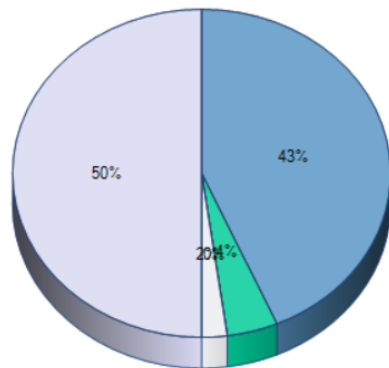
32. The program provided me with information seeking skills or knowledge. *



Strongly agree
Agree
Disagree
Strongly disagree
Not an issue for me

Response Total	Response Percent
21	46%
24	52%
0	0%
0	0%
1	2%
Total Respondents (For this Question)	
46	

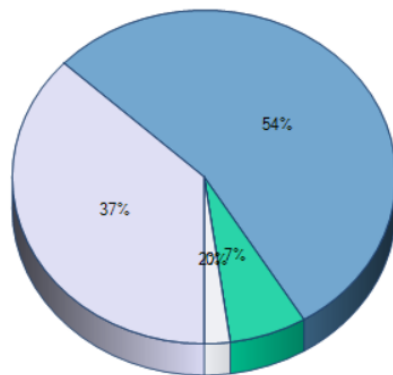
33. The program provided me with research and evaluation skills or knowledge. *



Strongly agree
Agree
Disagree
Strongly disagree
Not an issue for me

Response Total	Response Percent
23	50%
20	43%
2	4%
0	0%
1	2%
Total Respondents (For this Question)	
46	

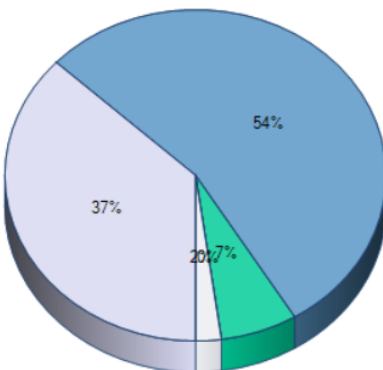
34. The program provided me with organization of information skills or knowledge. *



Strongly agree
Agree
Disagree
Strongly disagree
Not an issue for me

Response Total	Response Percent
17	37%
25	54%
3	7%
0	0%
1	2%
Total Respondents (For this Question)	
46	

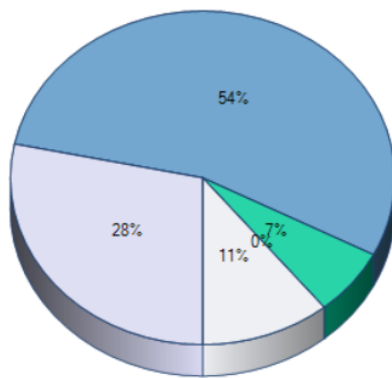
35. The program provided me with management skills or knowledge. *



Strongly agree
Agree
Disagree
Strongly disagree
Not an issue for me

Response Total	Response Percent
17	37%
25	54%
3	7%
0	0%
1	2%
Total Respondents (For this Question)	
46	

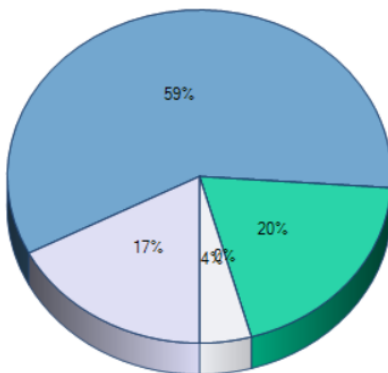
36. The program provided me with problem solving skills or knowledge.*



Strongly agree
Agree
Disagree
Strongly disagree
Not an issue for me

Response Total	Response Percent
13	28%
25	54%
3	7%
0	0%
5	11%
Total Respondents (For this Question)	
46	

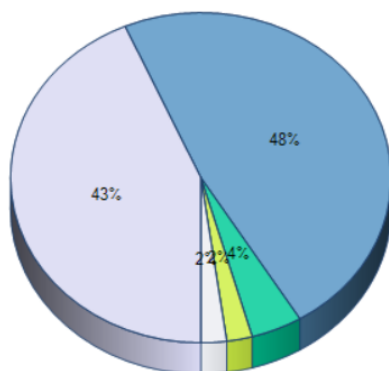
37. The program provided me with leadership skills or knowledge.*



Strongly agree
Agree
Disagree
Strongly disagree
Not an issue for me

Response Total	Response Percent
8	17%
27	59%
9	20%
0	0%
2	4%
Total Respondents (For this Question)	
46	

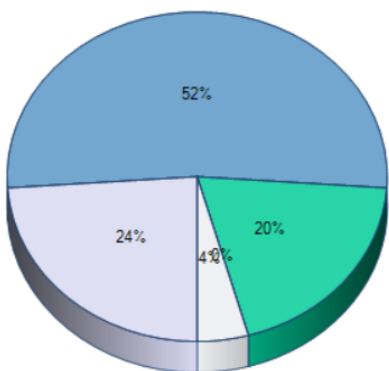
38. The program provided me with collaboration skills or knowledge.*



Strongly agree
Agree
Disagree
Strongly disagree
Not an issue for me

Response Total	Response Percent
20	43%
22	48%
2	4%
1	2%
1	2%
Total Respondents (For this Question)	
46	

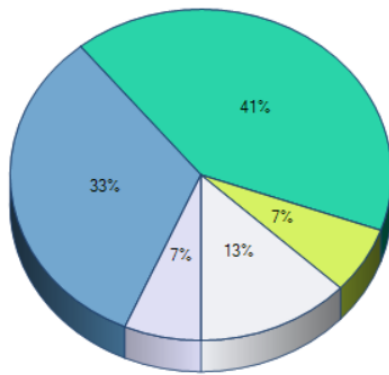
39. The program provided me with instructional skills or knowledge.*



Strongly agree
Agree
Disagree
Strongly disagree
Not an issue for me

Response Total	Response Percent
11	24%
24	52%
9	20%
0	0%
2	4%
Total Respondents (For this Question)	
46	

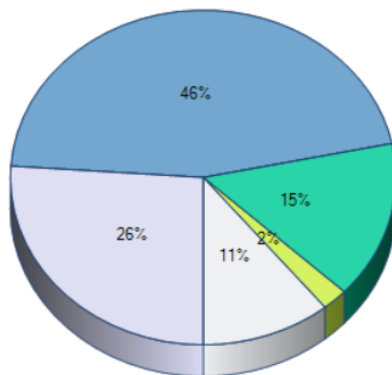
40. The program provided me with budget and finance skills or knowledge.*



Strongly agree
Agree
Disagree
Strongly disagree
Not an issue for me

Response Total	Response Percent
3	7%
15	33%
19	41%
3	7%
6	13%
Total Respondents (For this Question)	
46	

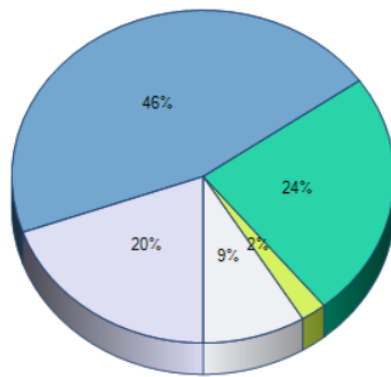
41. The program provided me with public service skills or knowledge.*



Strongly agree
Agree
Disagree
Strongly disagree
Not an issue for me

Response Total	Response Percent
12	26%
21	46%
7	15%
1	2%
5	11%
Total Respondents (For this Question)	
46	

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



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

Response Total	Response Percent
9	20%
21	46%
11	24%
1	2%
4	9%
Total Respondents (For this Question)	
46	

43. Please provide any additional comments.

1	I truly had a wonderful and valuable experience during my MS program - the content and online delivery format of my courses were interesting and effective, allowing me to gain my degree in accordance with my professional demands. I believe that the department could become stronger by offering subject-specific certificates in the ILS field. As an assistant archivist, I am very interested in pursuing an archival certificate; the programs I have looked at thus far, however, would not be compatible with my schedule and would actually be more expensive than my entire MS program at UB. If the department offered and delivered an archival certificate in an online format, I would certainly be among the first to sign up.
2	This program is good if you want to work in the ILS fields but it did not prepare the students for the harsh reality that the related jobs are not hiring or is only minimum wage. The department focused on studies and funding and not a lot on post graduation.
3	The information provided on advocacy really did not help me. I learned quickly that school settings are very authoritarian and most attempts to advocate for libraries are viewed negatively. I've had 1 of my positions completely eliminated, and others were consolidated with other positions. Sad.

4	<p>LIS 524 School Media Center Field Experience (fantastic overview, learned a lot from the adjunct faculty who taught it, phenomenal instructor and middle school librarian Maria Muhlbauer(sp?)). LIS 532 and 538 covered the EXACT SAME TOPICS, over and over again. Why are there THREE classes that teach the exact same thing? HUGE WASTE OF TIME AND MONEY. LIS 534 Resources and Services for Children - abysmal. Learned absolutely nothing. I read a lot of children's books and spent countless hours responding to prompts on discussion boards. I could've done this at my public library. Total waste of time. LIS 568 Computer Applications in the School Library Media Center - abhorrent quality, learned little to nothing. LIS 535 Resources and Services for Young Adults - a HUGE improvement on the former, because the faculty member was excellent. The instructor/faculty member MAKES OR BREAKS the class. Quit employing people who cannot teach, please! I can't remember her name but I took it over the summer. Excellent format and in contrast to LIS 534, I learned a lot. Maybe faculty can collaborate over their syllabi & class goals and activities? The University at Buffalo and the program should be glad that you have high quality individuals like Dr. Battleson White and Dr. VanScoy in the department. There needs to be some serious change in the MS School Librarianship program. I would NEVER recommend someone pursue this particular degree there. In fact, I would do everything in my power to dissuade them from entering the program. Note, I am fervent supporter of school libraries and their value.</p>
5	Budget/finance and advocacy were not (adequately) covered and would have been helpful...

6	
7	I really benefitted from and enjoyed the program much more than I thought I would before attending -- it was more than just a credential for job advancement.
8	After speaking with many librarians and working in a public library setting, my suggestion would be to add a course related to programming, booking programmers, or interactions with programmers and people trying to sell their products or services. Many of us have to navigate and learn this on the job, which can be an additional stressor. Otherwise, this program was amazing and prepared me to work in the field. Thank you!
9	I would encourage those who are developing the courses for the future, to look at job advertisements for differing segments of the library profession. After which, it would be helpful to develop courses to cover skills mentioned. This would be additional to the basic knowledge base required to be part of the curriculum. Thank you for being open to change and improvement.
10	I would have liked more information about budgets and budget management. We briefly touched on this in one class- I believe it could be a whole class itself.
11	Great program. It's difficult to find jobs. Near impossible unless you know someone

12	Overall I am very pleased with the quality of education I received at UB. My classes were generally practical, and relevant to my work as a school librarian. The largest exceptions to that pattern were the one-size-fits-all classes I was required to take at the beginning of the program. As I was browsing the current catalog, I noticed those courses have been updated. I think that is a good change, and I hope the new courses include some alternate pathways to address unique issues school librarians face. In the long term, I would also like to see the program recruit a full time faculty member with a background in school librarianship. Adjunct faculty members taught most of my education courses. They all did fine work, but it would be nice to have our concentration represented on the full time staff.
13	The hallmark of my fully online experience was convenience. My practicum and internship were invaluable, however. I think it should be a mandatory requirement that all online students do some work in the field because that is more akin to actually working in library science than any online class could ever be
14	Budgets would have been helpful along with grant writing.
15	Great program! Very happy that I chose and was accepted to UB to pursue my degree. I would strongly recommend the program to anyone looking to pursue library and information sciences.
16	Thank you for taking the time to ask for alumni input! Take care.
17	Many of the areas in which I have expressed lack of preparation from the program are areas in which I was prepared largely from having worked in the field prior to beginning the program, and from continuing that work afterwards. I have a deep appreciation for the theoretical underpinnings that have become foundational to my approach to info work, but I think a strong case can also be made for a practical hands on component. I worry about my colleagues who went through the program without having a practicum or any real-world library experience, and think such a component is critical to the training process for this and many other helping professions.
18	The online program improved dramatically during my time in the program, for which I am appreciative. Very grateful for the flexibility I was given in developing my program of study, and for the exemplary support of my advisor.
19	I strongly believe that students should be required to engage in a practicum or internship experiences for program credit.

APPENDIX A: Invitation to Participate

Message Subject:	UB IS/LIS Alumni Survey - your participation is needed!	Date Sent:	12/11/2019 1:26 PM
Email List:	IS Alumni Survey 2019 - follow-up	Survey:	UB Department of Information Science (formerly Department of Library and Information Science) Alumni Survey Fall 2019
Message Text:	Dear LIS/IS Masters Program Graduate,		

As the Chair of the Department of Information Science, I am inviting you to participate in our anonymous survey of MS/MLS graduates. We are surveying all alumni who have graduated since 2016 as part of our ongoing efforts to improve our MS program and to learn about the professional successes of our graduates. Your participation is important to us, and is critical to our own assessment and accreditation processes. We expect that the survey will take 15 to 20 minutes of your time.

The survey is available at:

#SurveyLink#

We will post the results on our website in the spring. Thank you very much for helping out!

Please do not hesitate to be in touch anytime if you have feedback about the MS program or the Department. We invite you to visit our website (<https://ed.buffalo.edu/information>), to join our UB Information Science Network LinkedIn Group (<https://www.linkedin.com/groups/2936203/>), and to follow our department Facebook page (<https://www.facebook.com/ubinfosciofficial/>). You may also subscribe to our e-mail list for alumni at <https://listserv.buffalo.edu/cgi-bin/wa?A0=IS-ALUMNI-LIST>.

We would appreciate a response to the survey by Friday, December 20, 2019.

Sincere Thanks,

Dan Albertson
Chair, Department of Information Science