

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

Alumni Survey

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ALUMNI SURVEY: EXECUTIVE SUMMARY

The survey was sent out on December 30, 2022 via a link included in an email (see Appendix for a copy of the email) to a list of 276 University at Buffalo Department of Information Science alumni, all of whom had graduated since 2020 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 February 15, 2023, five days past the originally closing date to accommodate last-minute responses.

Of these 276 potential respondents, 39 completed at least part of the survey. Most of the questions in this survey were answered by all 39 respondents. This report includes the number of different responses to all of the questions, shown in pie charts, bar graphs, 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 2021 and 2022 accounted for the most respondents, with 17 graduates responding from each year. Of the 2 programs, a large majority were in the Information and Library Science MS degree program, while only 8 respondents were in School Librarianship. About one-third of graduates responding to this survey were over 40 years old. Over 75% of respondents identified as female. Only 1 of the 39 respondents identified themselves as non-white, while 35 stated their race as white and 3 preferred not to answer.

Employment Status

Questions 7 through 9 asked respondents about their current employment status. Of the 39 respondents who provided their employment status, 36 stated that they were employed at the time of the survey. One had unsuccessfully sought employment for 12 months or longer. Four indicated they were looking for a professional position within a library or information center, while one indicated they were seeking other employment and provided additional context for their response.

Professional Roles

Questions 10 through 16 investigated the topic of professional roles. The public library is the setting where most respondents are employed with 28%, followed by school libraries with 18% and academic libraries with 15%. Other settings included military libraries, museum archives, and publishing companies. Three indicated that they were currently unemployed, while 1 stated they were not currently working in a library, but did not elaborate. Of the 34 respondents with employment, 74% had a position in the field at the time of their degree conferral, while an additional 21% took up to a year to find employment. Seventy-seven percent of respondents stated that they were using their IS skills in an information/library setting.

Appropriate to a survey of recent graduates, 77% of graduates are employed in nonmanagement positions, 10% are supervisors, 8% are middle management, and 5% are senior management level. Only 9 of the 39 respondents are in supervisory roles.

When asked if they thought they would still be working in an IS-related field in three years, 74% replied in the affirmative, and 26% did not know. None of the respondents selected "no." Ninety 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 38 to 39 respondents for these questions, satisfaction with their overall experience in the LIS program was rated by 44% as excellent, 41% as good, 13% as fair, and 3% (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 59% are members of a professional association, 33% have attended a professional conference since graduation, 18% have regularly participated in an online discussion list, 18% have helped to organize and/or volunteered at a professional conference, 5% have presented papers or posters at professional conferences, 2% hold or have held office in a professional association, and 3% have had sole-authored papers accepted at a conference. Twenty-eight percent chose "other," with some noting activities including professional development and leading internal initiatives at their place of employment, while the rest who selected that option indicated that they had not taken part in any professional activities.

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 are as follows: public libraries, reference, academic libraries, archives and record management, collection development, and young adult services 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 information architecture, digital libraries, and web design and management.

A majority (61%) stated that their program had prepared them well or very well for their professional work, while 31% felt adequately prepared, and 8% said poorly or not at all.. Thirty-five 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, 33% stay in touch with fellow students, 21% are active through social media, 13% keep in touch with faculty, and 5% stay in touch through reunions or alumni events. Fifteen percent are not connected with their programs in any way. When asked about their capstone experience, 50% indicated that this was achieved through a practicum or internship, 87% achieved it through the e-portfolio, and a handful through independent study or thesis. In terms of continuing education delivery, 82% of responding graduates from our online programs preferred special interest webinars, while 70% chose online workshops tailored to their specific IS workplace.

Course Delivery Evaluation

Questions 25 and 26 offer evaluations of course delivery methods. These graduating classes completed their programs completely online, and 85% of respondents felt that online course delivery was effective or very effective. Ninety-five percent of responds felt that online delivery as convenient or very convenient.

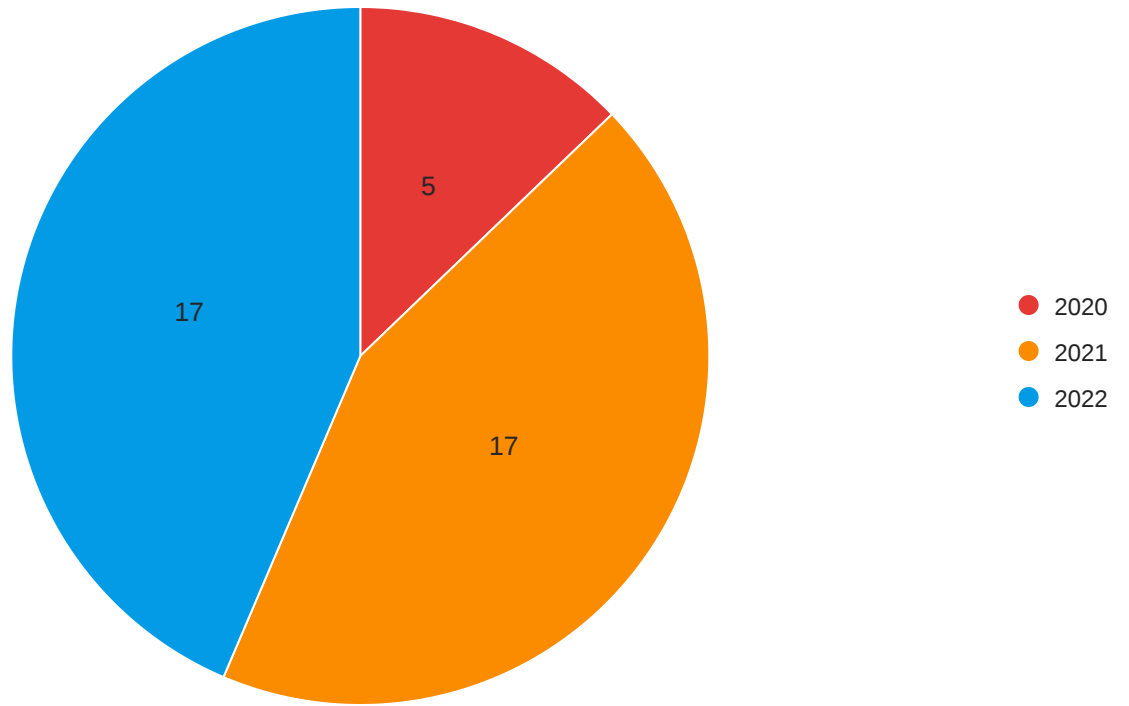
IS Program Evaluation

Questions 27 through 44 investigated respondents' perceptions of the IS program. Regarding meeting the four program goals (Q27), the responses were overwhelmingly positive. 89% felt the first three goals were met, and 97% 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.

Question 44 provided space for respondents to give any additional feedback they had for their programs and the department if they did not feel they had already expressed themselves sufficiently.

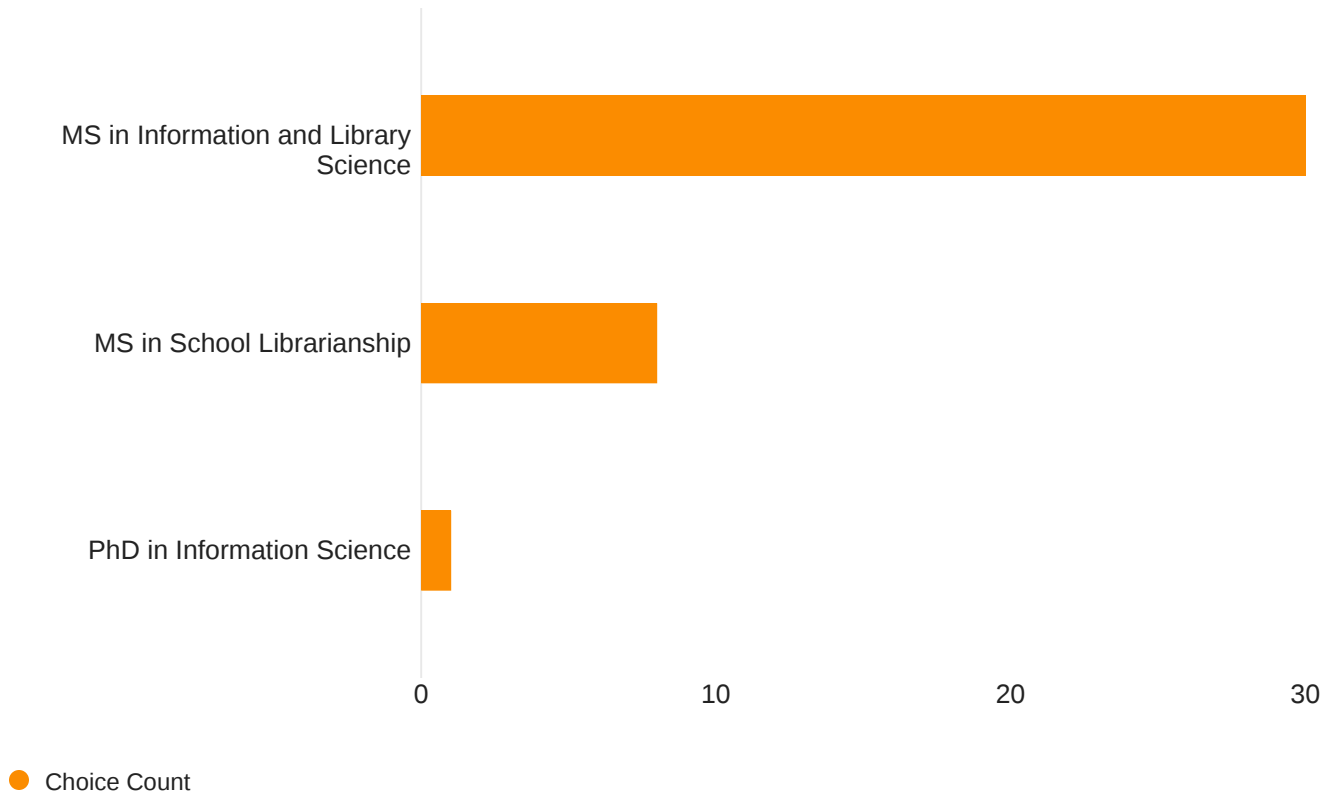
The rest of this report consists of the questions asked in the survey and the responses to it. Please note that the totals listed for each question correspond to respondent totals. This means that the percentages listed on each of those questions do not add up to 100, and the total listed corresponds to the amount of people who answered that question rather than the amount of choices selected in total.

Q1 - What year did you graduate from UB with a graduate degree in IS?



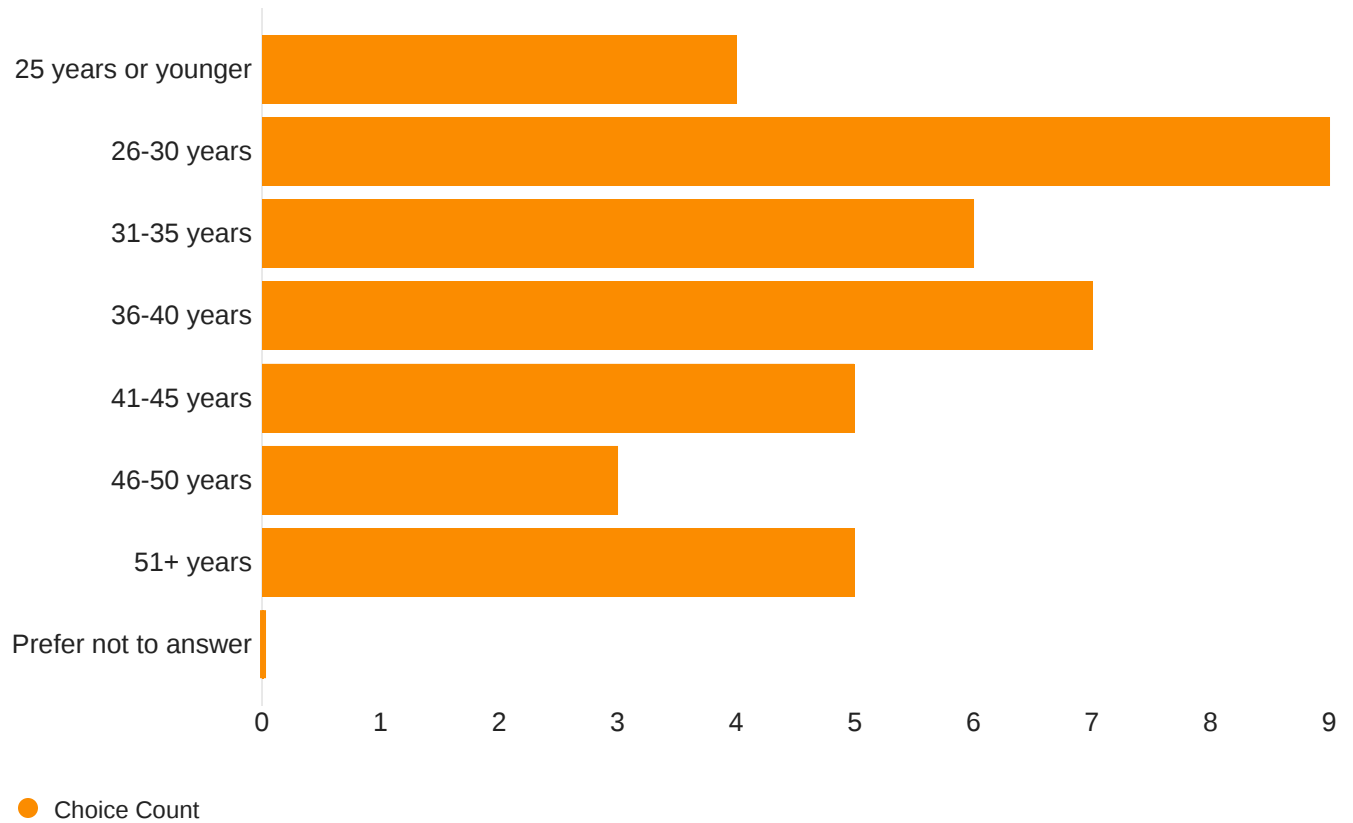
Year	Choice Count
2020	13% 5
2021	44% 17
2022	44% 17
Total	39

Q2 - What degree were you awarded?



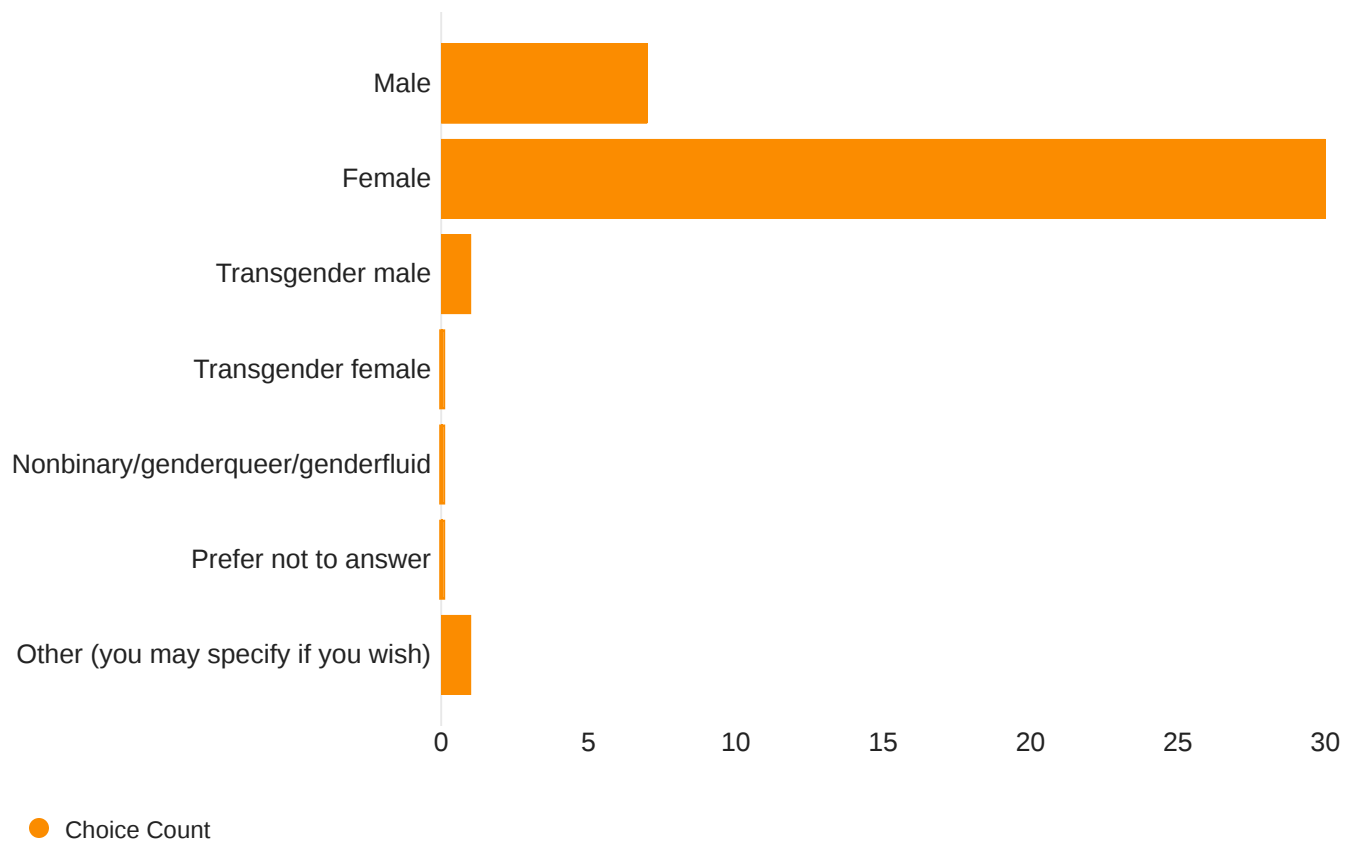
Degree	Choice Count
MS in Information and Library Science	76.92% 30
MS in School Librarianship	20.51% 8
PhD in Information Science	2.56% 1
Total	39

Q3 - What is your age?



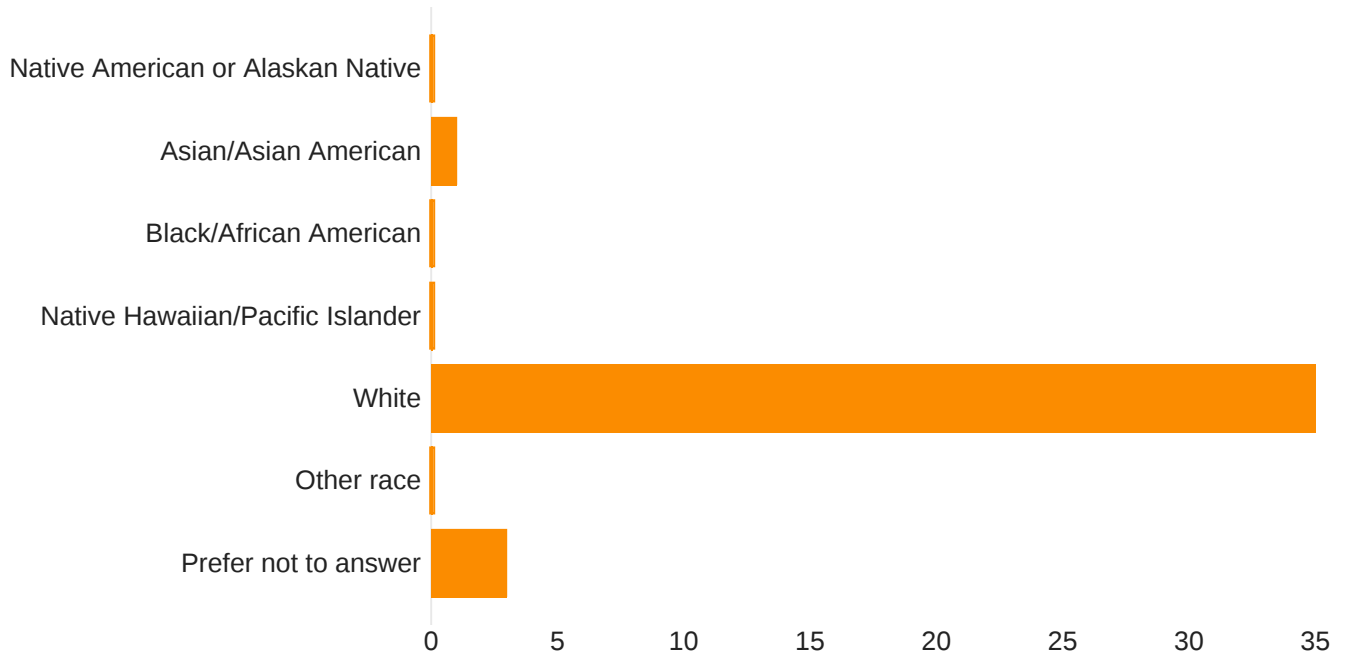
Age	Choice Count
25 years or younger	10% 4
26-30 years	23% 9
31-35 years	15% 6
36-40 years	18% 7
41-45 years	13% 5
46-50 years	8% 3
51+ years	13% 5
Prefer not to answer	0% 0
Total	39

Q4 - With what gender do you identify?



Gender	Choice Count
Male	17.95% 7
Female	76.92% 30
Transgender male	2.56% 1
Transgender female	0.00% 0
Non-binary/genderqueer/gender-fluid	0.00% 0
Prefer not to answer	0.00% 0
Other (you may specify if you wish)	2.56% 1
Total	39

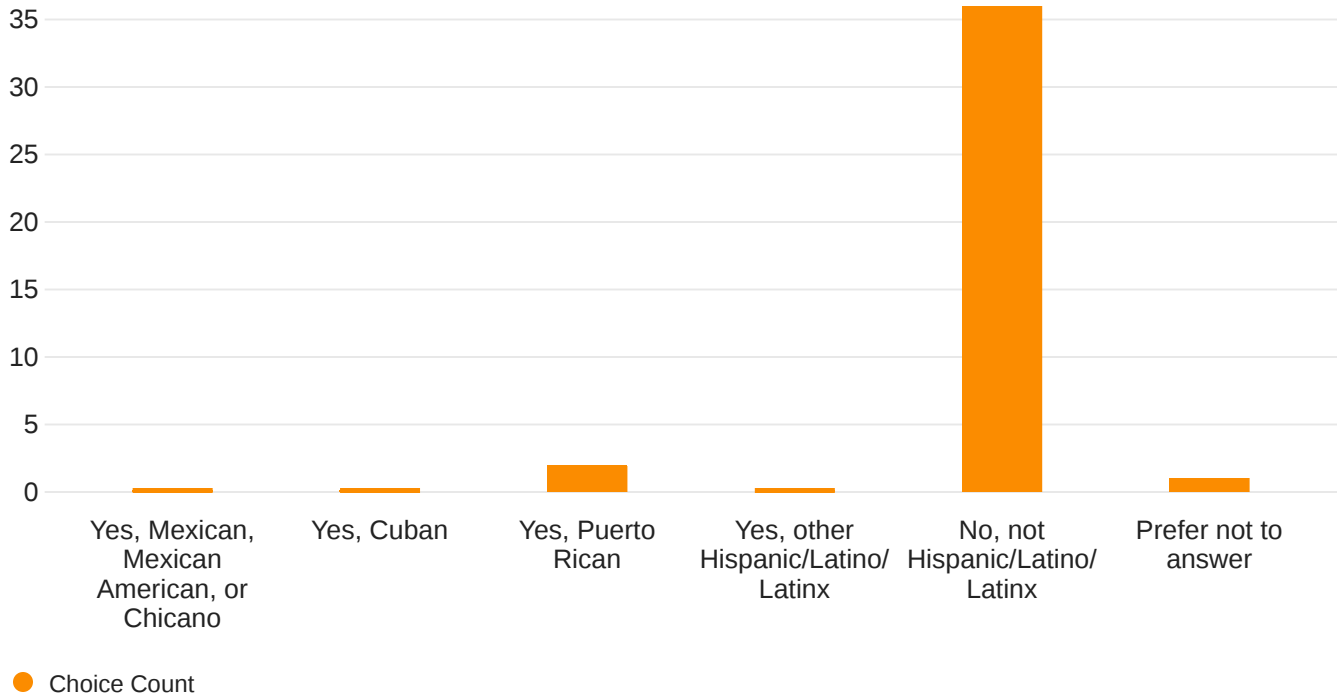
Q5 - What is your race/ethnicity?



● Choice Count

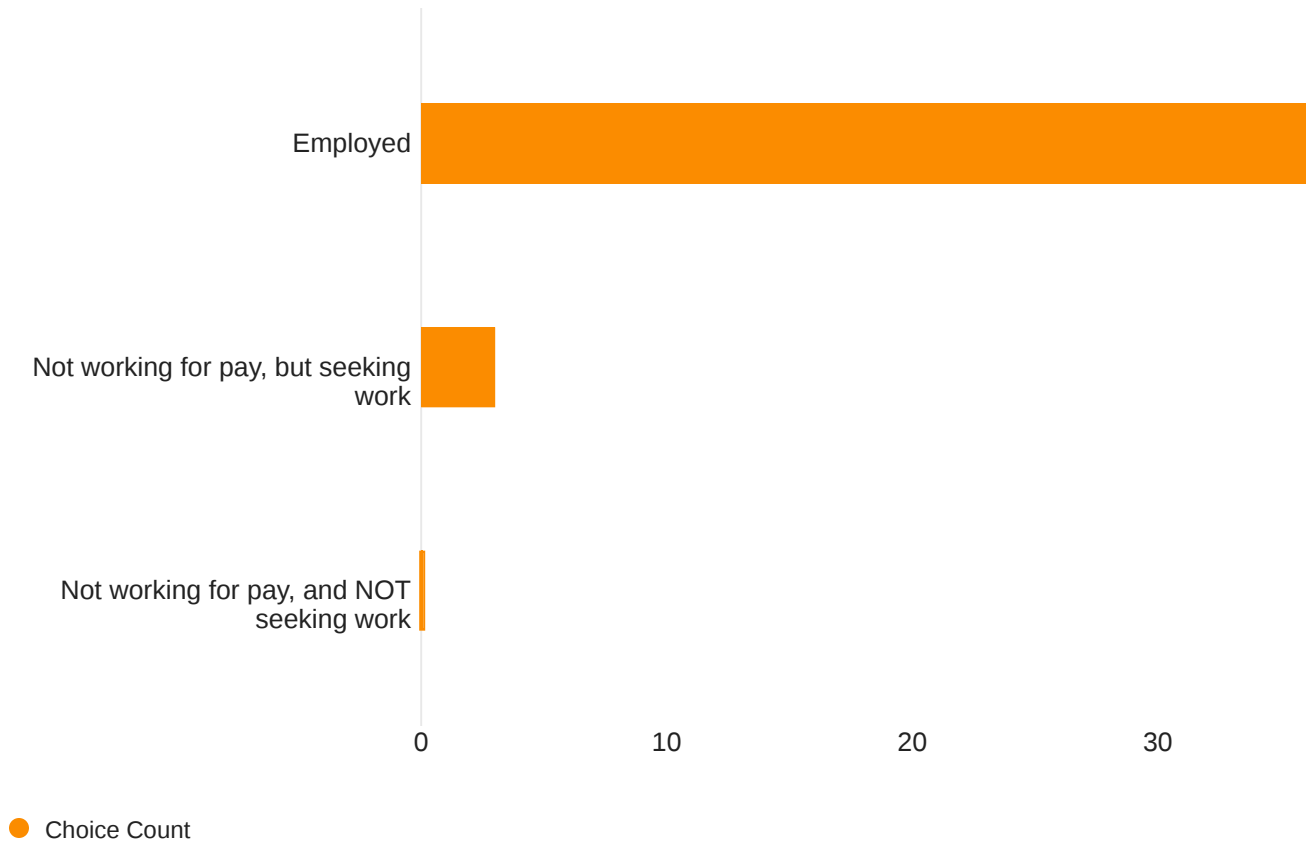
Race	Choice Count
Native American or Alaskan Native	0% 0
Asian/Asian American	3% 1
Black/African American	0% 0
Native Hawaiian/Pacific Islander	0% 0
White	90% 35
Other race	0% 0
Prefer not to answer	8% 3
Total	39

Q6 - Are you Hispanic/Latino/Latinx?



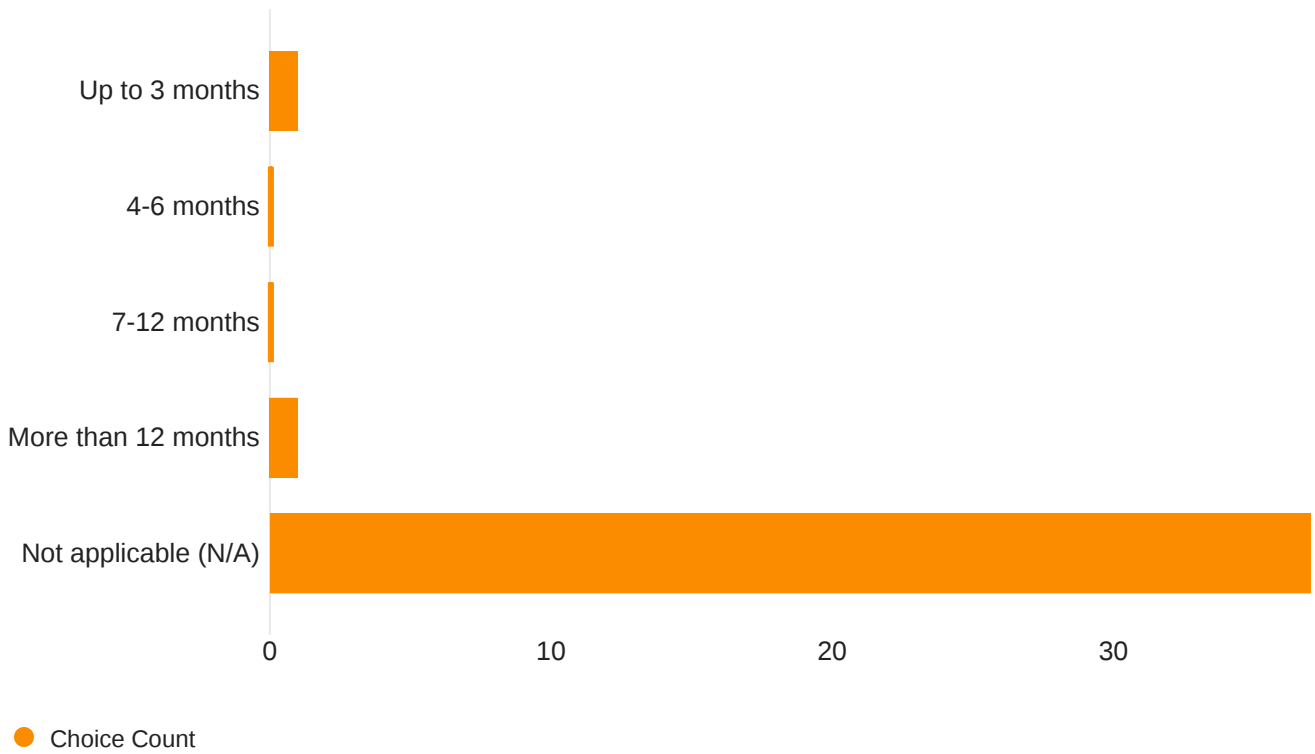
Ethnicity	Choice Count
Yes, Mexican/Mexican American/Chicano	0% 0
Yes, Cuban	0% 0
Yes, Puerto Rican	5% 2
Yes, other Hispanic/Latino/Latinx	0% 0
No, not Hispanic/Latino/Latinx	92% 36
Prefer not to answer	3% 1
Total	39

Q7 - What is your current employment status?



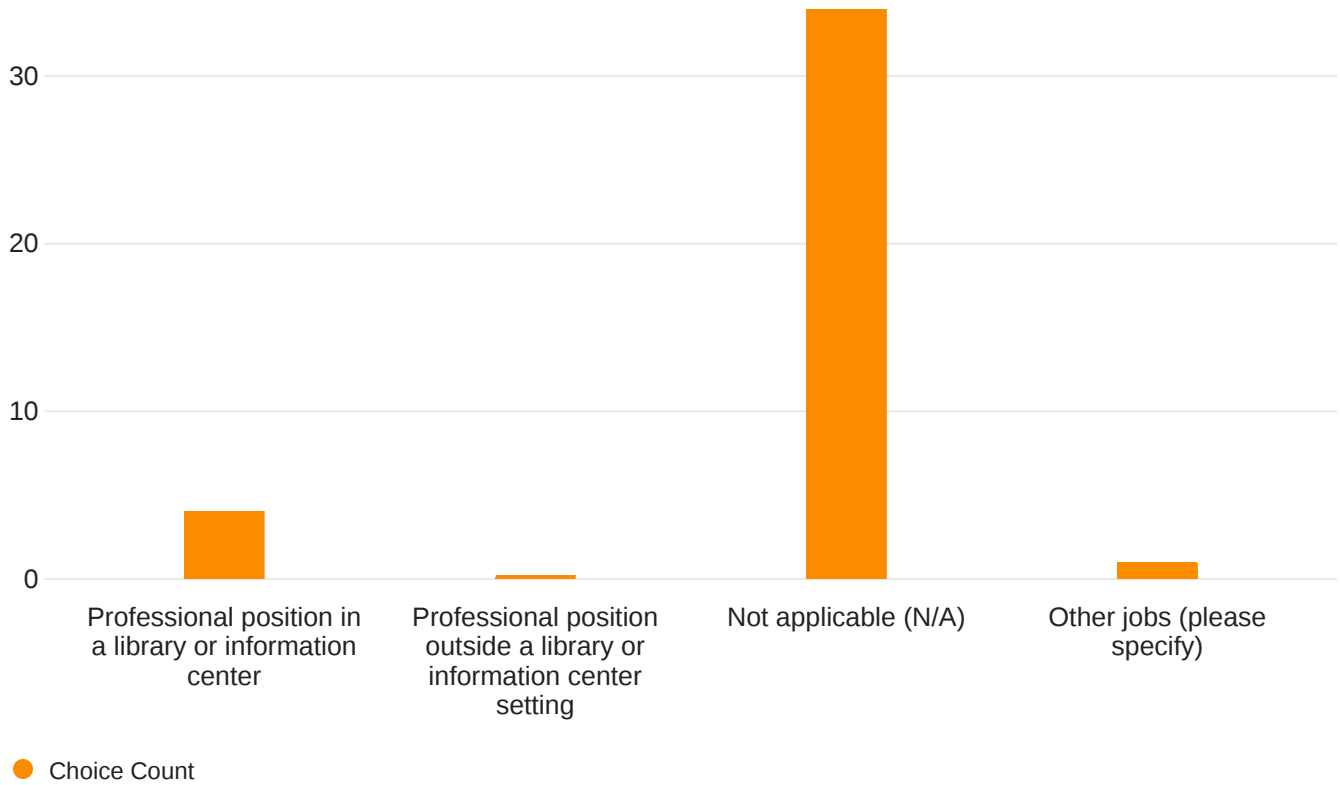
Employment Status	Choice Count
Employed	92% 36
Not working for pay, but seeking work	8% 3
Not working for pay, and NOT seeking work	0% 0
Total	39

Q8 - For graduates seeking work, how long have you been searching for a position?



Length	Choice Count
Up to 3 months	3% 1
4-6 months	0% 0
7-12 months	0% 0
More than 12 months	3% 1
Not applicable (N/A)	95% 37
Total	39

Q9 - If you are a recent graduate currently seeking your first position, what sort of position are you seeking?



Position	Choice Count
Professional position in a library or information center	10% 4
Professional position outside a library or information center setting	0% 0
Not applicable (N/A)	87% 34
Other jobs (please specify)	3% 1
Total	39

Other jobs (please specify):

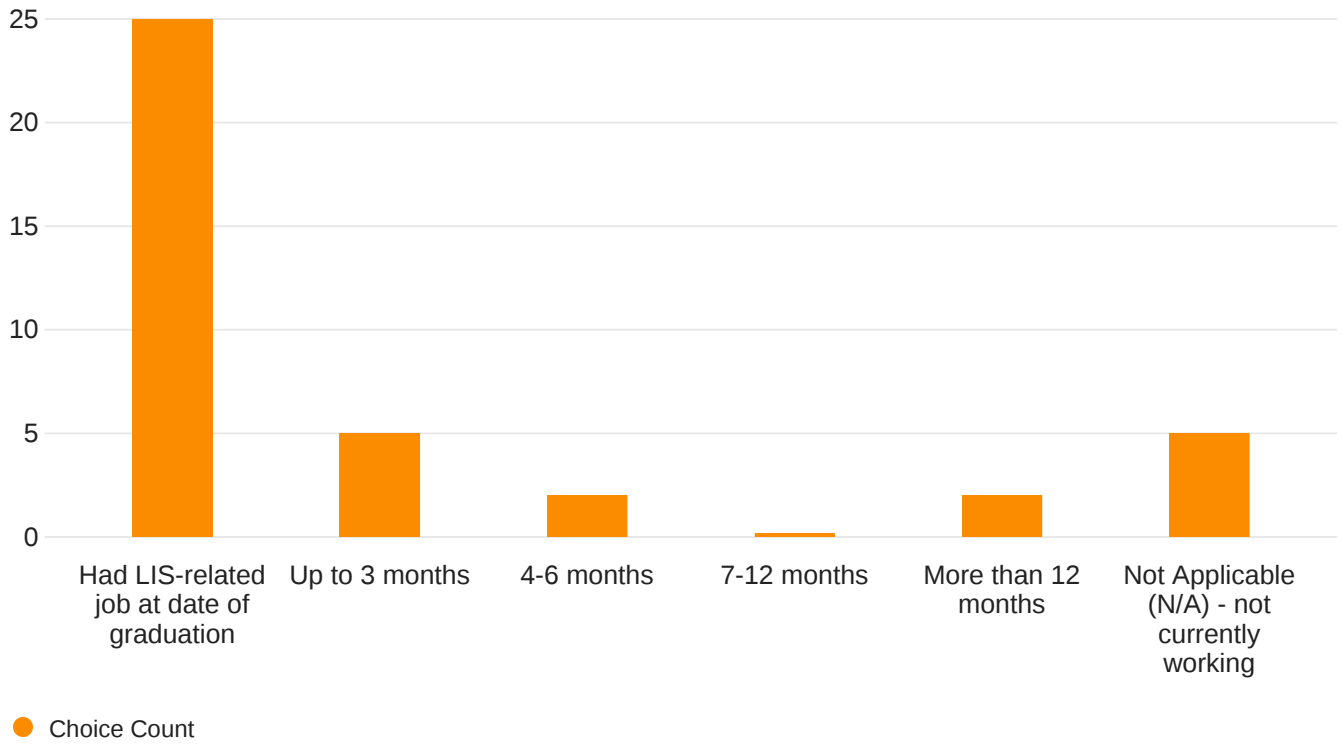
I am looking for anything that I am qualified for but my preference right now are any Library internships with entertainment companies such as Disney, Nickelodeon, Paramount etc. I wish there was more talks about these positions also being a possibility for us

Q10 - What is your current job setting?

Setting	Number of Respondents
Public Library	11
Library System	1
Assistant Library Director	1
Military Library	1
Academic/University Library	6
School Library	7
Museum Archive	1
Publishing Company	1
Town Historian	1
Office	1
Fundraising Analyst	1
Remote Work	1
AV Tech/Circulation Position	1
Public health for my full-time job AND I teach LIS part-time	1
Unemployed	3
Not currently working in a library position	1

Total: 39

Q11 - Length of job search from graduation:



Length	Choice Count
Had LIS-related job at date of graduation	64.10% 25
Up to 3 months	12.82% 5
4-6 months	5.13% 2
7-12 months	0.00% 0
More than 12 months	5.13% 2
Not Applicable (N/A) - not currently working	12.82% 5
Total	39

Q12 - Do you use your IS knowledge and skills in your current job? (Select multiple if you have more than one job).

Skill Usage	Choice Count
In a library or information center using LIS skills/knowledge	77% 30
In a library or information center NOT using LIS skills/knowledge	3% 1
In a non-library or non-information center setting using LIS skills/knowledge	15% 6
In a non-library or non-information center setting NOT using LIS skills/knowledge	5% 2
Self-employed using LIS skills/knowledge	0% 0
Self-employed NOT using LIS skills/knowledge	0% 0
Other (please specify)	10% 4
Total	39

Other (please specify):

Currently working at the job I held while attending school. Have begun the search for a job that uses my degree.

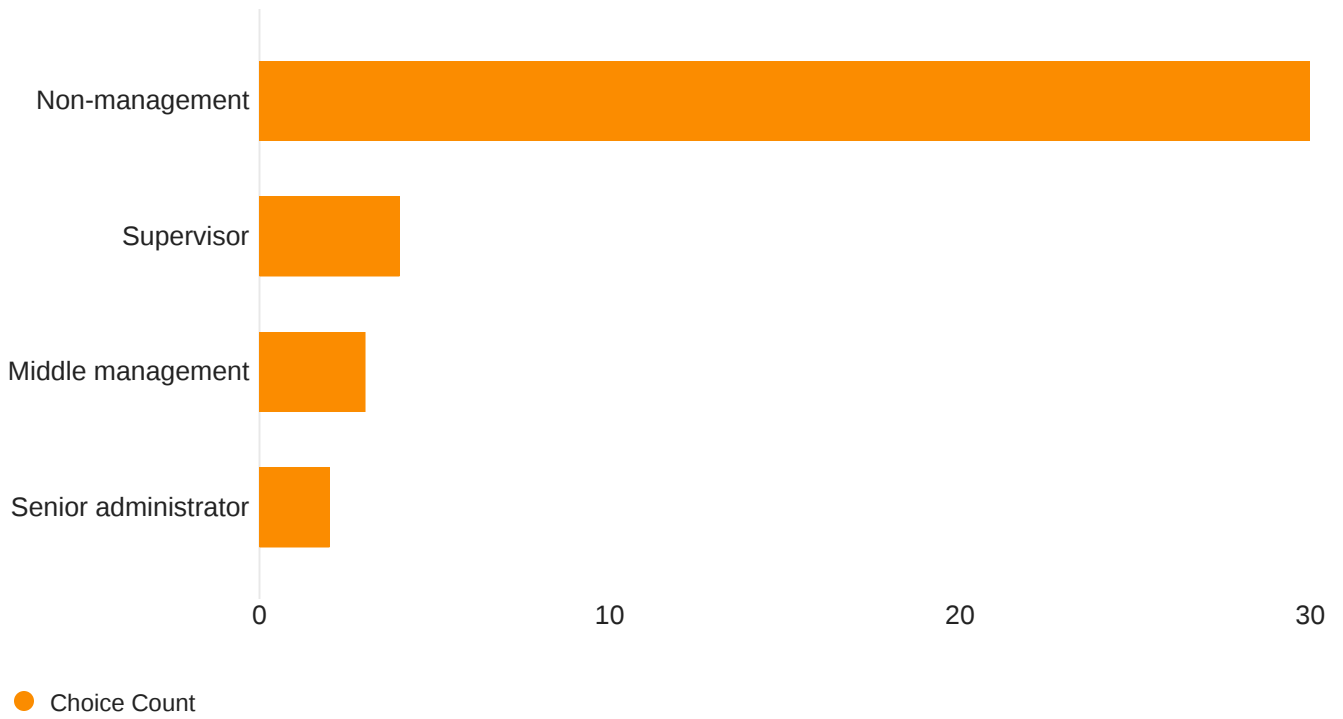
I have been unemployed since September, prior to this I was using LIS skills in retail

Not currently working

teaching LIS part-time

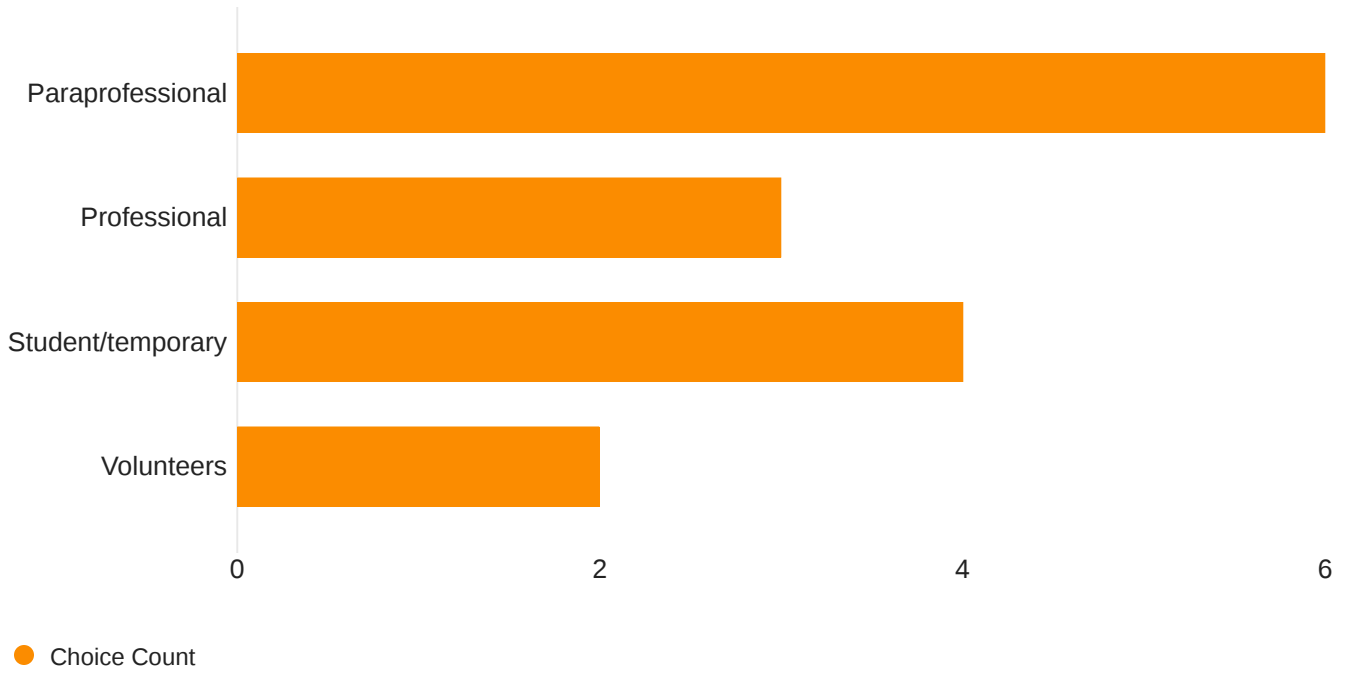
*Please note that the total shown corresponds to the number of respondents, and since respondents could select multiple options, the percentages do not add up to 100.

Q13 - What is your primary level of employment?



Level of Employment	Choice Count
Non-management	76.92% 30
Supervisor	10.26% 4
Middle management	7.69% 3
Senior administrator	5.13% 2
Total	39

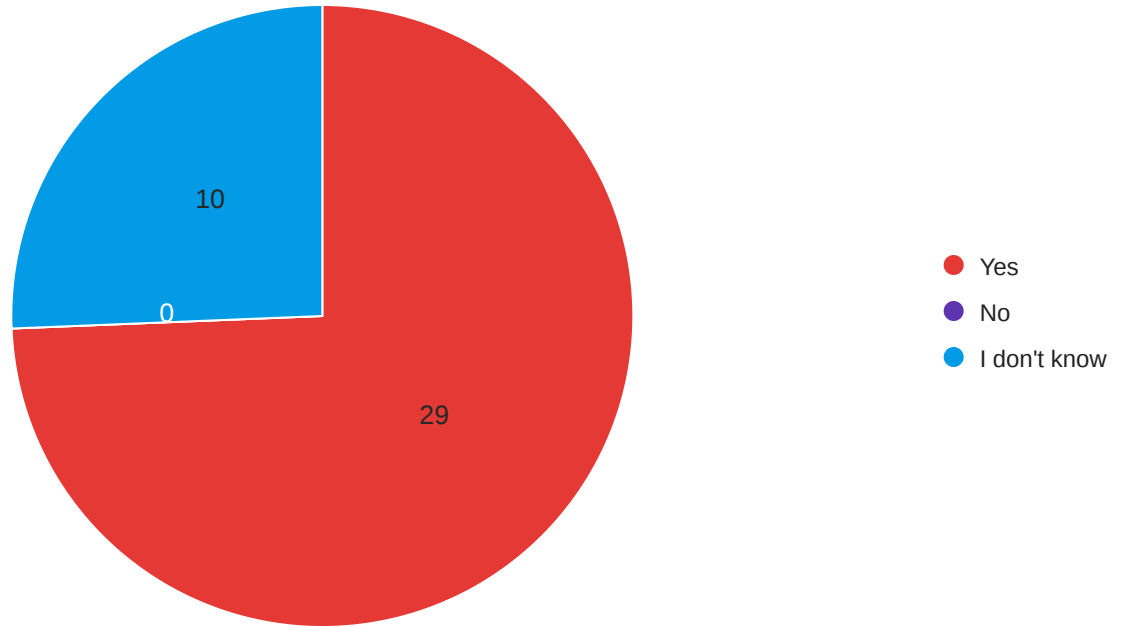
Q14 - I supervise or manage other people who are: (Choose all that apply)



Type of Worker	Choice Count
Paraprofessional	67% 6
Professional	33% 3
Student/temporary	44% 4
Volunteers	22% 2
Total	9

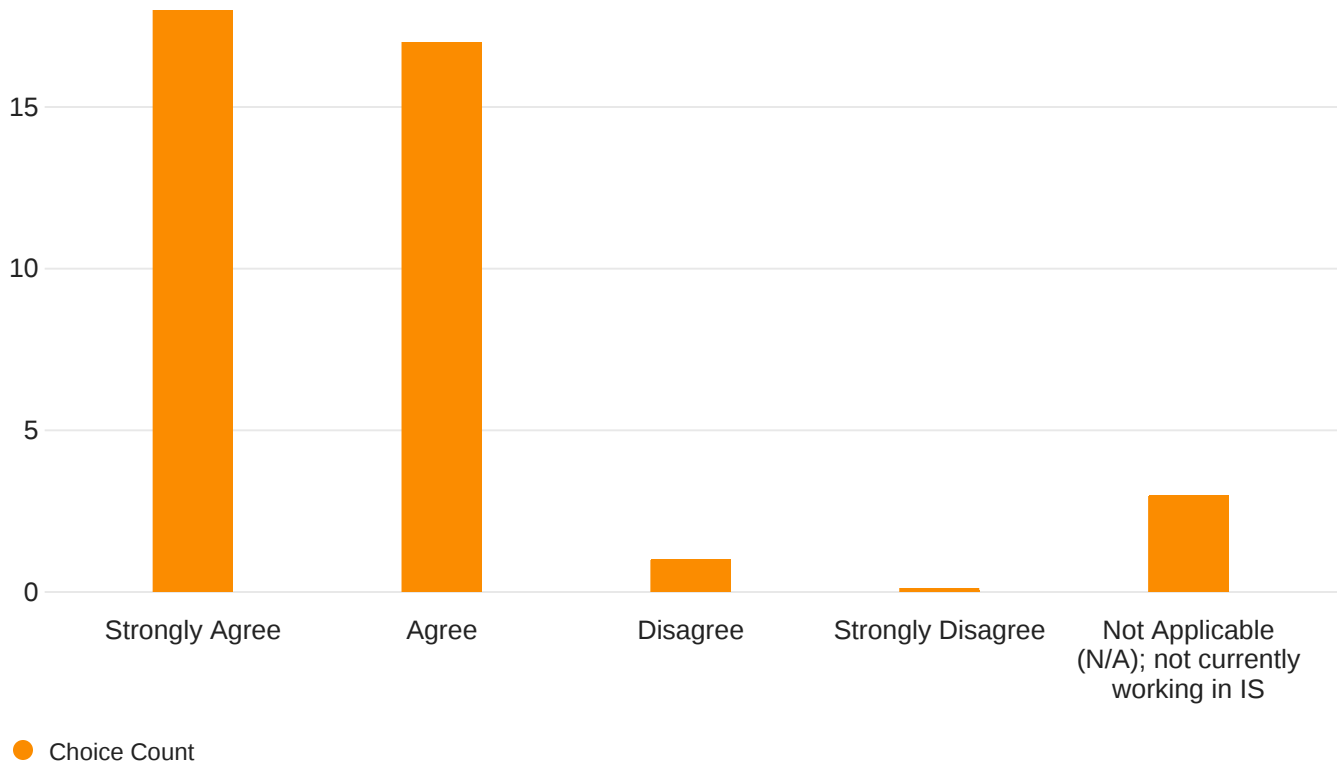
*Please note that the total shown corresponds to the number of respondents, and since respondents could select multiple options, the percentages do not add up to 100.

Q15 - Do you think you will be working in an IS-related field 3 years from now?



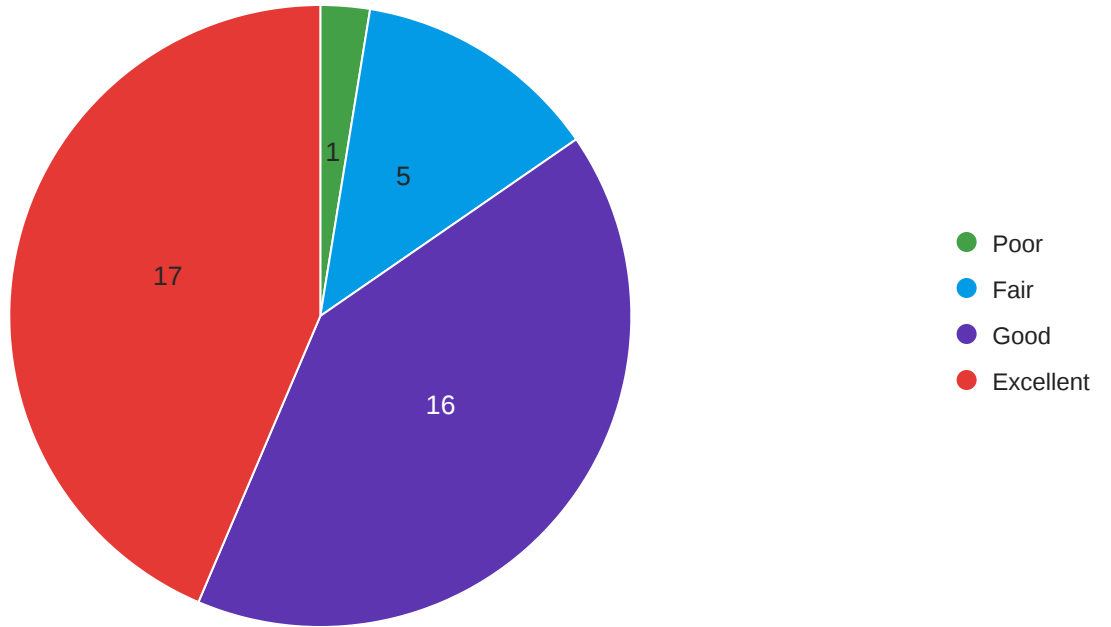
Response	Choice Count
Yes	74% 29
No	0% 0
I don't know	26% 10
Total	39

Q16 - Overall, I am satisfied with IS as a career.



Response	Choice Count
Strongly Agree	46% 18
Agree	44% 17
Disagree	3% 1
Strongly Disagree	0% 0
Not Applicable (N/A); not currently working in IS	8% 3
Total	39

Q17 - How would you rate the overall experience that you had with your IS program of study?



Response	Choice Count
Excellent	44% 17
Good	41% 16
Fair	13% 5
Poor	3% 1
Total	39

Q18 - What are the professional activities you have participated in since graduation? (Choose all that apply).

Professional Activities	Choice Count
Attended a professional conference	33.33% 13
Had one or more papers accepted for publication as co-author	5.13% 2
Had one or more papers accepted for publication as sole author	2.56% 1
Held membership in a professional association	58.97% 23
Held office in a professional association	2.56% 1
Helped to organize or volunteered at a professional meeting/conference	17.95% 7
Participated regularly in an online professional discussion list	17.95% 7
Presented a paper or poster session at a professional conference	5.13% 2
Other (please specify)	28.21% 11
Total	39

*Please note that the total shown corresponds to the number of respondents, and since respondents could select multiple options, the percentages do not add up to 100.

Other (please specify):

Professional Activity	Number of Respondents
I have organized and/or taught multiple professional development seminars.	1
Numerous internal initiatives, including membership on the guiding body for my specialty within the library system.	1
Received 2 grants for activities in my library.	1
Professional development to continue learning; educate my colleagues on the latest LIS schooling	1
Not applicable; I have not participated in any professional activities.	7

Total: 11

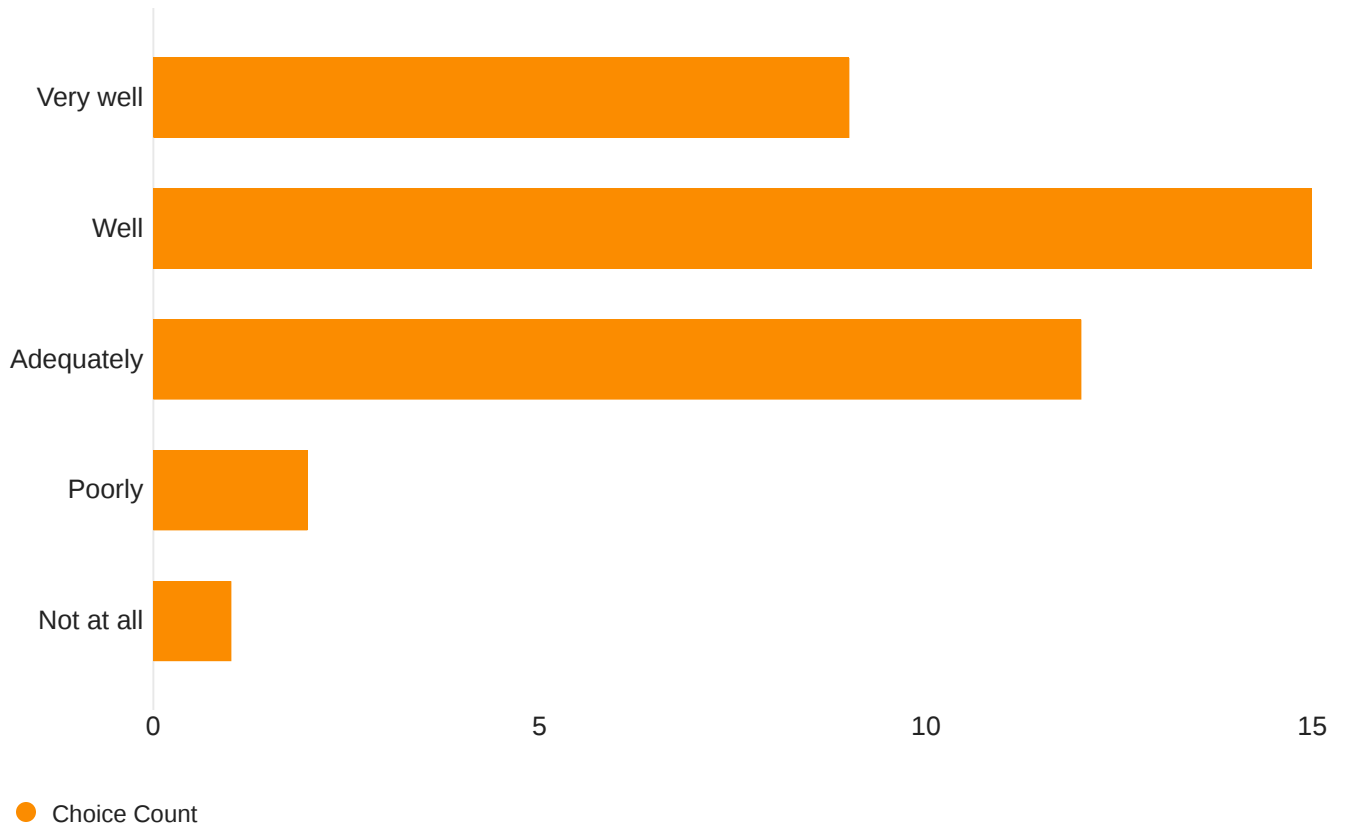
Q19 - Please select the primary area(s) of focus for your coursework during your MS program. (Select one or more)

Focus Area	Choice Count
Academic libraries	28% 11
Administration management	5% 2
Adult services	18% 7
Archives and records management	28% 11
Cataloging	10% 4
Children's services	18% 7
Collection development	26% 10
Community informatics	0% 0
Data curation	5% 2
Digital libraries	15% 6
Health sciences	0% 0
Human-computer interaction	0% 0
Information architecture	3% 1
Information behavior	15% 6
Information literacy	21% 8
Information organization	15% 6
Information retrieval	13% 5
Instruction	5% 2
Knowledge management	0% 0
Law	0% 0
Museums	3% 1
Music	5% 2

Network information systems	3%	1
Public libraries	41%	16
Reference	38%	15
School librarianship	21%	8
Science/technical libraries	0%	0
Special libraries	5%	2
Technical services	3%	1
Web management and design	5%	2
Young adult services	26%	10
Youth literature and services	18%	7
Other (please specify)	5%	2
Total		39

*Please note that the total shown corresponds to the number of respondents, and since respondents could select multiple options, the percentages do not add up to 100.

Q20 - How well did your IS program prepare you for your first job?



Response	Choice Count
Very well	23% 9
Well	38% 15
Adequately	31% 12
Poorly	5% 2
Not at all	3% 1
Total	39

Q21 - Please elaborate on the previous question:

Beginning job search for a library job, not yet hired in a library position.

Learning about scholarly communication, history of libraries, emerging technology, etc.

Impact on my experience

I had 9 years of actual library experience that far better prepared me for working as a professional librarian. With the heavy focus of the program on "information" rather than "library", that experience was significantly more beneficial than the program

Gave me familiarity with library processes and lingo

Courses and assignments relevant to real world work

There NEEDS to be a professional development (i.e. resume building, interview preparation and etiquette, cover letter workshop, job sites, how to apply for certification, etc...) REQUIRED for this program. My fellow alumni are very unprepared in this regard (based on numerous conversations I have had). The final portfolio requirement for a resume, analysis of courses etc... Is insufficient. It is concerning of how unprepared and how much research and work I have had to put in to assist not just myself, but many other alumni in this regard. Professional development skills are a MUST in any field.

I felt well-prepared for my positive as a Library Media Specialist.

Most of the classes I took prepared me very poorly for being a PUBLIC librarian. Almost no classes were actually geared toward public and actively said they focused on school librarianship. I learned no practical skills like cataloguing and management basics and how public libraries actually work. My current employers were appalled at how little we recent graduates knew in areas that were important. Also, some of the classes taught outdated information. the social media class in particular was egregiously outdated.

The soft skills and thought processes are there, but the hard skills like dealing with metadata, cataloging in various systems and information architecture developments are sorely missed.

As a public facing librarian in a large system, much of the database and metadata driven information is not regularly used. Recently, the research oriented skills have come back into use relating to my committee work and future goals for the organization. I can confidently say that my IS courses helped prepare me for that facet of my job.

The program is something that had to be done in order for me to become a librarian in the spaces I would like to be one in. I feel as though it was the lack of some professors of being more accommodating to their students time and space and mental health needs that it did not feel as supportive of what I was doing.

I thought it would have been nice to do more curriculum development.

I applied information that I learned from courses throughout my degree, but nothing prepared me for the real-life interactions and experiences with patrons.

Many of my courses were theory-based, which left me ill-equipped for properly running a school library program. My best courses were taught by people actively working in the field, who were not simply college-level "academics."

One assignment that offered hands-on experience with OCLC Connexion and creating MARC records was the most relevant to my current job.

My LIS education was excellent, but did not have tremendous overlap with my job in digital asset management; with the number of DAM librarian positions available it might be worth having a course.

My practicum at the local public library really helped me with the rest of classes. I think having first hand experience made the rest of the classes easier to get through

It helped with developing some relevant skills.

Some of the required courses like information behaviors and such did not help prepare me to work with children.

I think ILS programs across the board could benefit from less theory and more praxis based learning.

I accepted a new more advanced position with in my employment organization upon graduation.

I wish I had taken more coursework on data infrastructure/architecture and using R and less on thoery

I am surprised at how well my classes prepared me for my first library job. My job is not a typical library job, though. I am using web design, data management, and information organizational skills

I'm now a reference and instruction librarian but I mostly pull from my previous experience teaching and working in public. My program did help me but there's a lot it simply built upon. I worry about the graduates who had no experience, and who won't be hireable with Erie County because apparently only full time gets you a reachable score on the Library 1 exam. Academic really seems to be the more sustainable path but even then I don't know how a new graduate would have a way in unless they had a successful practicum or other relationship with their institutions

It is harder to answer because I was already working in a position when I joined the program, and I'm still in that same position upon graduating. I have found that my IS program knowledge is helping me understand some of the aspects of my current position better and I'm able to help the patrons more efficiently now.

Myself and a colleague say "well they don't teach you this at library school" on a daily basis. LIS education needs to address the real world work of libraries including the negative aspects of dealing with the public on a daily basis.

Gained lots of data management skills

I think life prepared me better than the program did.

There are many practical elements that were not covered.

I feel that with no field experience I benefited most learning while working in a library. The program was okay but I think there should be more required classes for LIS students

It provides me tools needed to be successful in my career

No one could have prepared educators for COVID. I did repeat one class during my master's that I believe the professor wasn't engaged in or helpful.

My IS program turned out to be more relevant to my current job (fundraising analyst) than I expected, honestly - I do a lot of work retrieving information from our database, which is very much like the reference coursework I did in school

I felt Prepared but could've felt more

Q22 - In what ways are you still connected to the Department of Information Science at UB?

Method	Choice Count
Email listserv	62% 24
Keeping in touch with faculty	13% 5
Keeping in touch with other students	33% 13
Making donations	3% 1
Meeting at professional association	3% 1
Reunions or alumni events	5% 2
Social media (Facebook, LinkedIn, Instagram, etc.)	21% 8
Visiting campus	3% 1
University at Buffalo or GSE alumni association	5% 2
I am not connected to my program	15% 6
Other (please specify)	5% 2
Total	39

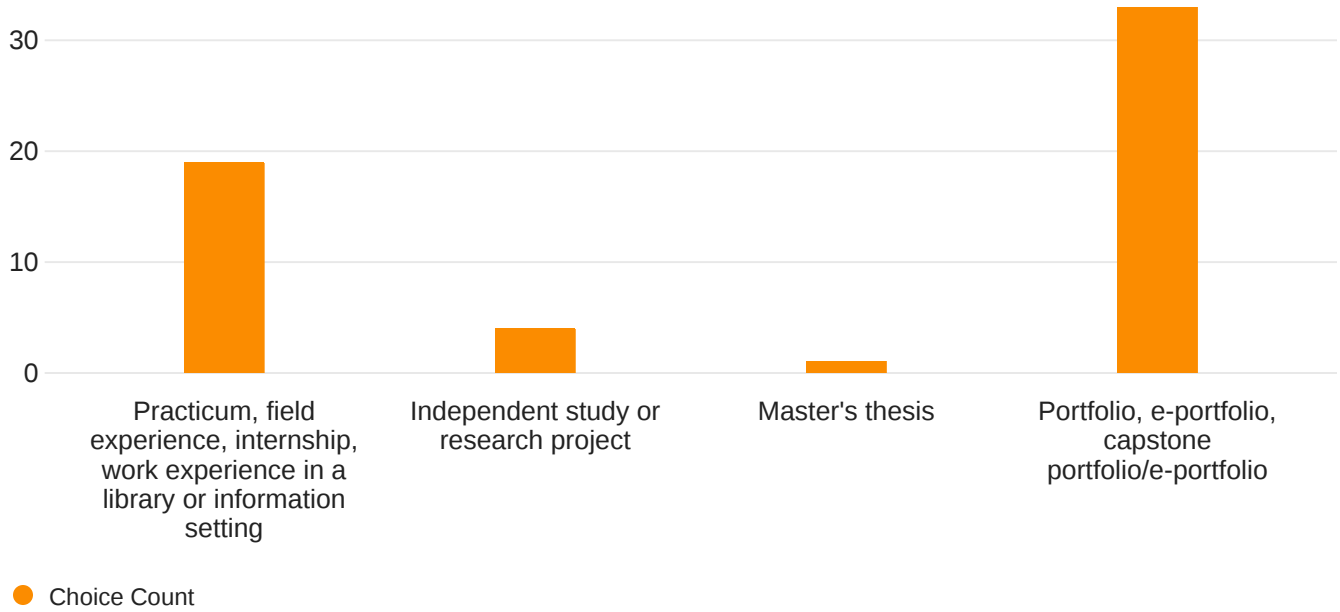
*Please note that the total shown corresponds to the number of respondents, and since respondents could select multiple options, the percentages do not add up to 100.

Other (please specify):

Several of my coworkers and peers are currently in the exact same IS program that I completed, and some of my connection is through current students and recent graduates.

I'm more connected to the people at Lockwood than work the department

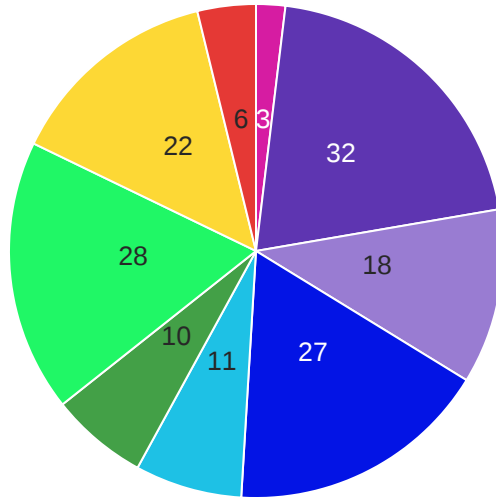
Q23 - What capstone experiences did you have in your MS degree program?



Capstone Experience	Choice Count
Practicum, field experience, internship, work experience in a library or information setting	50% 19
Independent study or research project	11% 4
Master's thesis	3% 1
Portfolio, e-portfolio, capstone portfolio/e-portfolio	87% 33
Total	38

*Please note that the total shown corresponds to the number of respondents, and since respondents could select multiple options, the percentages do not add up to 100.

Q24 - What types of continuing education delivery modes appeal to you?
(Select all that apply).



- Other (please specify)
- Webinars on special interest topics
- Training sessions at your workplace
- Online courses (self-directed and self-paced)
- Online courses (regularly scheduled and part of a group)
- Massive Open Online Courses (MOOCs)
- Online workshops tailored to your specific type of IS workplace
- Online general workshops
- Courses located at your IS program

Course Delivery	Choice Count
Courses located at your IS program	15% 6
Face-to-face workshops delivered in conjunction with conferences	28% 11
Online general workshops	56% 22
Online workshops tailored to your specific type of IS workplace	72% 28
Massive Open Online Courses (MOOCs)	26% 10
Online courses (regularly scheduled and part of a group)	28% 11
Online courses (self-directed and self-paced)	69% 27
Training sessions at your workplace	46% 18
Webinars on special interest topics	82% 32
Other (please specify)	8% 3
Total	39

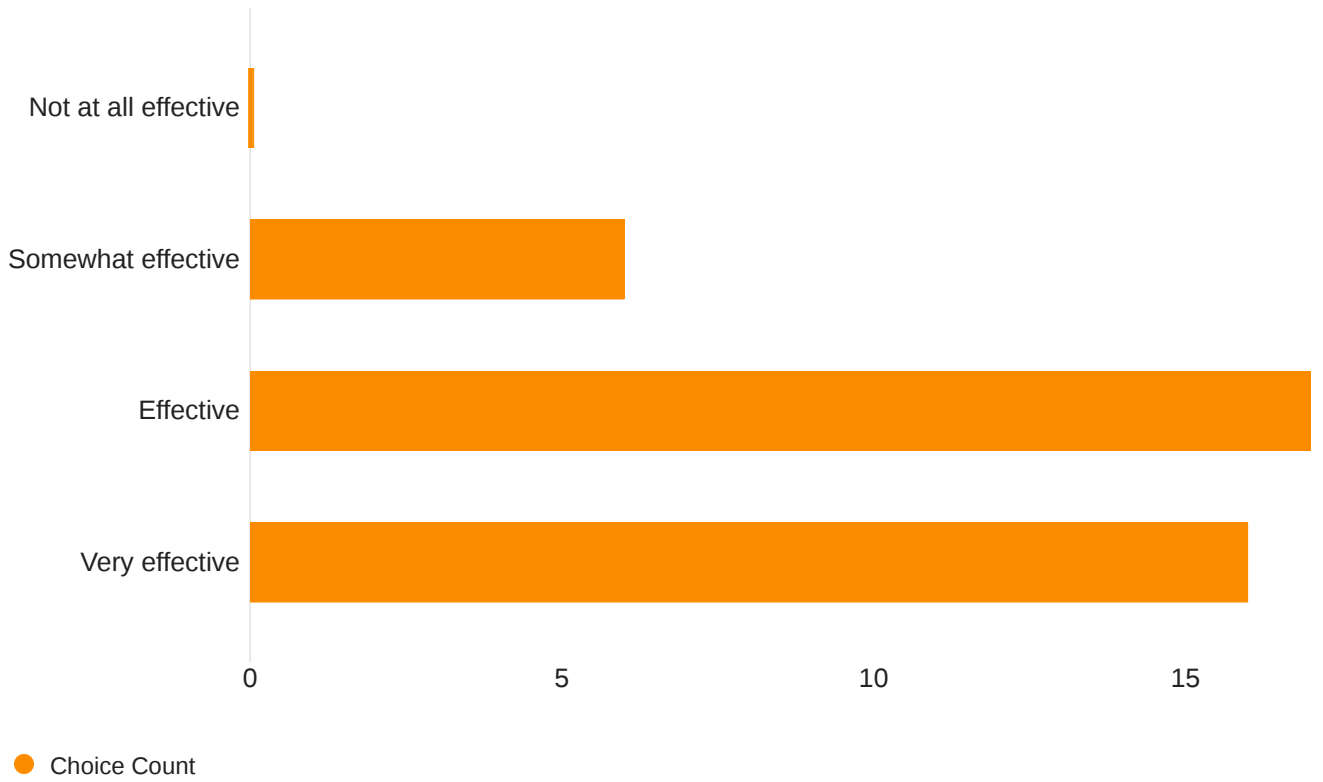
Other (please specify):

N/A

As my IS program was entirely remote, in-person workshops at my program would be impractical as a main mode.

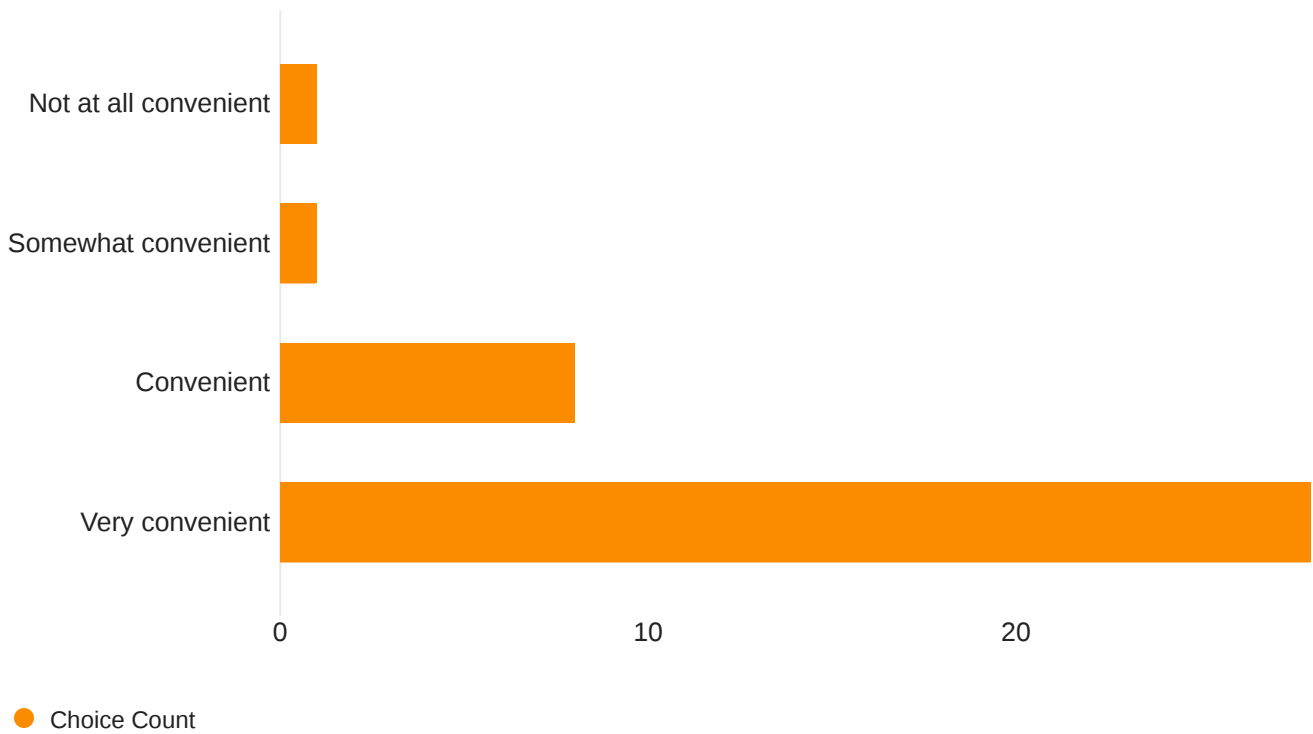
Free

Q25 - Please rate how effective you found online course delivery:



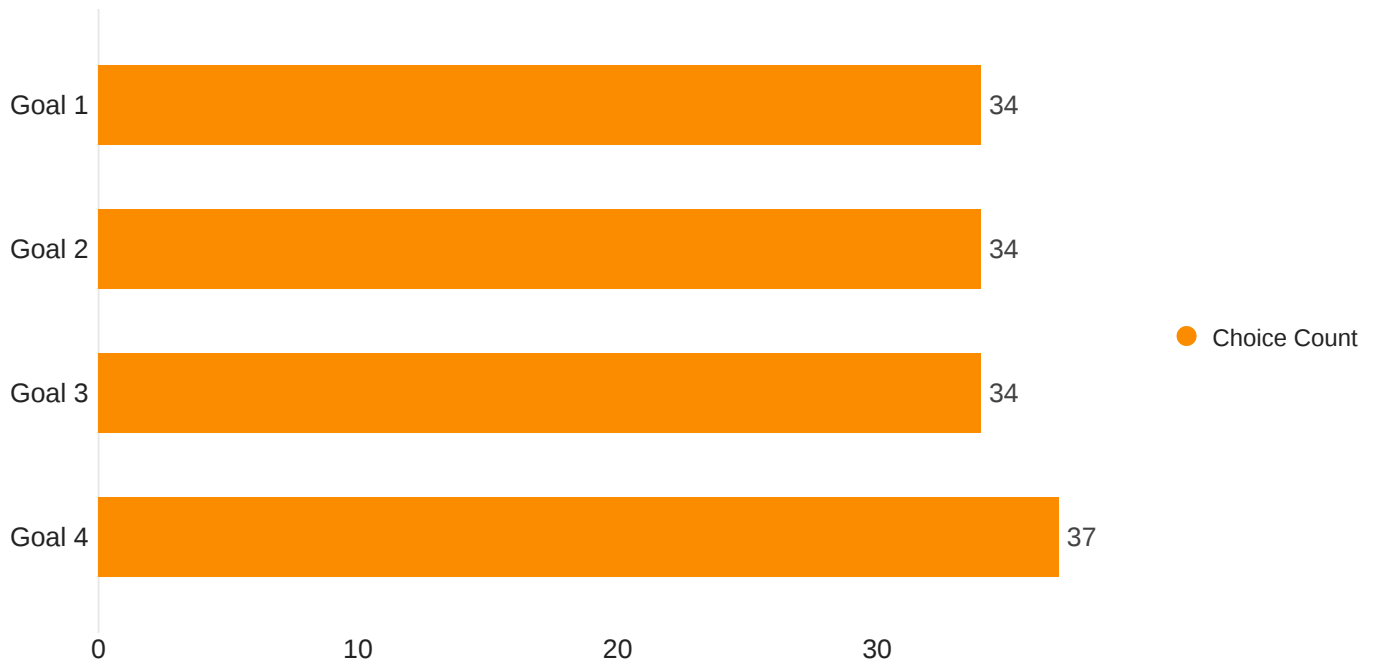
Effectiveness	Choice Count
Not at all effective	0% 0
Somewhat effective	15% 6
Effective	44% 17
Very effective	41% 16
Total	39

Q26 - Please rate how convenient you found online course delivery:



Convenience	Choice Count
Not at all convenient	3% 1
Somewhat convenient	3% 1
Convenient	21% 8
Very convenient	74% 28
Total	38

Q27 - My IS program of study met the following goals: (Check all that apply).



Program Goals	Choice Count
Graduates demonstrate theoretical and conceptual understanding of information science, including the creation, representation, organization, retrieval, dissemination, use, and curation of information.	89% 34
Graduates apply disciplinary knowledge and skills required in diverse information contexts.	89% 34
Graduates demonstrate professional competences, including leadership, critical and analytical thinking, research, communication, collaboration, reflective practice, and ethical adherence.	89% 34
Graduates demonstrate the values, attitudes, and behaviors associated with the roles and responsibilities of information and library professionals.	97% 37
Total	38

*Please note that the total shown corresponds to the number of respondents, and since respondents could select multiple options, the percentages do not add up to 100.

Q28 - Please elaborate on the previous question:

My course schedule allowed me to be introduced to many facets of the Information and Library Science field.

I feel that this program requirements and electives addressed many of the issues we face as LIS professionals

Meet all requirements

I feel that the coursework was not geared toward very diverse information contexts. It felt much more geared toward academic or research-oriented professions

Achieved these through various classes and apply them in my current role

I think professional development skills would fall under "professional competences" so I cannot say that particular goal was completed.

I gained knowledge of the library environment, various library tech and how to collaborate with others

Diverse information contexts is accurate because we learned about almost all contexts but public libraries. I do not feel I was adequately trained in the first goal or the third goal. These are things I had to develop entirely on my own or at my workplace.

Everything was accomplished, I just wish there was more practice of skills

All of these were put into practice through my program, and have continued into my workplace. Each of the above goals were met by one or more (most frequently the case) courses and the work therein.

I feel the courses offered a wide range of goals.

Again, the focus was mostly theoretical and not practical. Also, there were classes I was required to take that were 100% unrelated to my position as a high school library.

Many of the classes and assignments helped meet these goals. Practical assignments and classes taught by people with experience in libraries and similar settings were especially helpful.

My courses covered all 4 goals; however, each of them could have been explored in greater depth.

The program checked all the goals

I think that the program overall met its goals.

I don't have much to add to this except that maybe for School Librarianship that the information life cycle and information and it's used could be combined into one course for that major.

I feel that each of these goals was met through my experience in the program.

my program covered all of those topics, though some of them like ethical adherence were mostly covered in my CITI trainings instead of coursework.

I worked hard and learned as much as I could in the program. I would love to take a continuing education class in information visualization

We went to school during the pandemic so I don't know how much professional experience others actually got. I do believe in the first option however the program is severely lacking in applied theory. Often in the children and YA courses, we talked about the same concepts and did the same activities. Professors would present equity and diversity concepts but did not talk about post colonial theory or other historical contexts that would highlight why a book was impactful and needed in a collection. Without the application of in-depth theory, much of the content of those courses felt like glorified book clubs. But again, it was the pandemic and we were extremely burned out at times without vaccines or knowing what the future would hold. So I'm not sure I had a true perception of what the department is like in normal circumstances

I feel that it was a bit harder sometimes to rely only on online delivery methods when I had questions, but almost all of the professors were really good about giving detailed answers and responding fairly quickly. I think that I hit all the goals effectively, since I was able to understand well enough and complete everything according to deadlines, and got passing grades on everything.

I feel as though I already touched on these goals in my capstone portfolio two years ago and I have no interest in retyping them at this time.

IS program prepared me for all the ever changing technology parts being used in every field impacting the globe.

Some of these I think I could have proven upon entering the program.

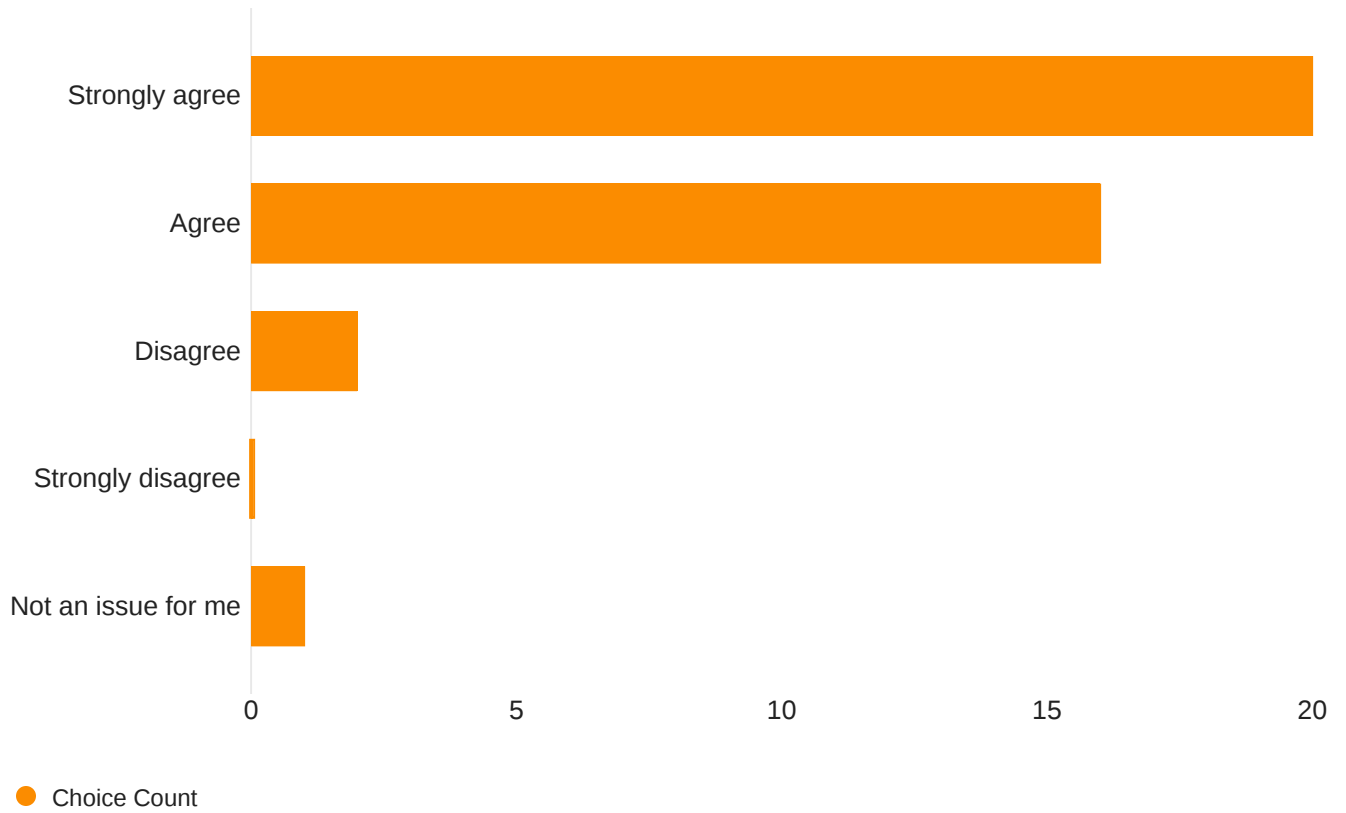
While theories were deeply covered, practical skills were not. Professors who haven't worked in the field except to do research for many years are not equipped to prepare students

I already had my position as a school librarian and believe the coursework I did helped me while getting my degree

I learned or expanded upon my knowledge of all of the above during my coursework, either through the material itself or through discussions with classmates and professors

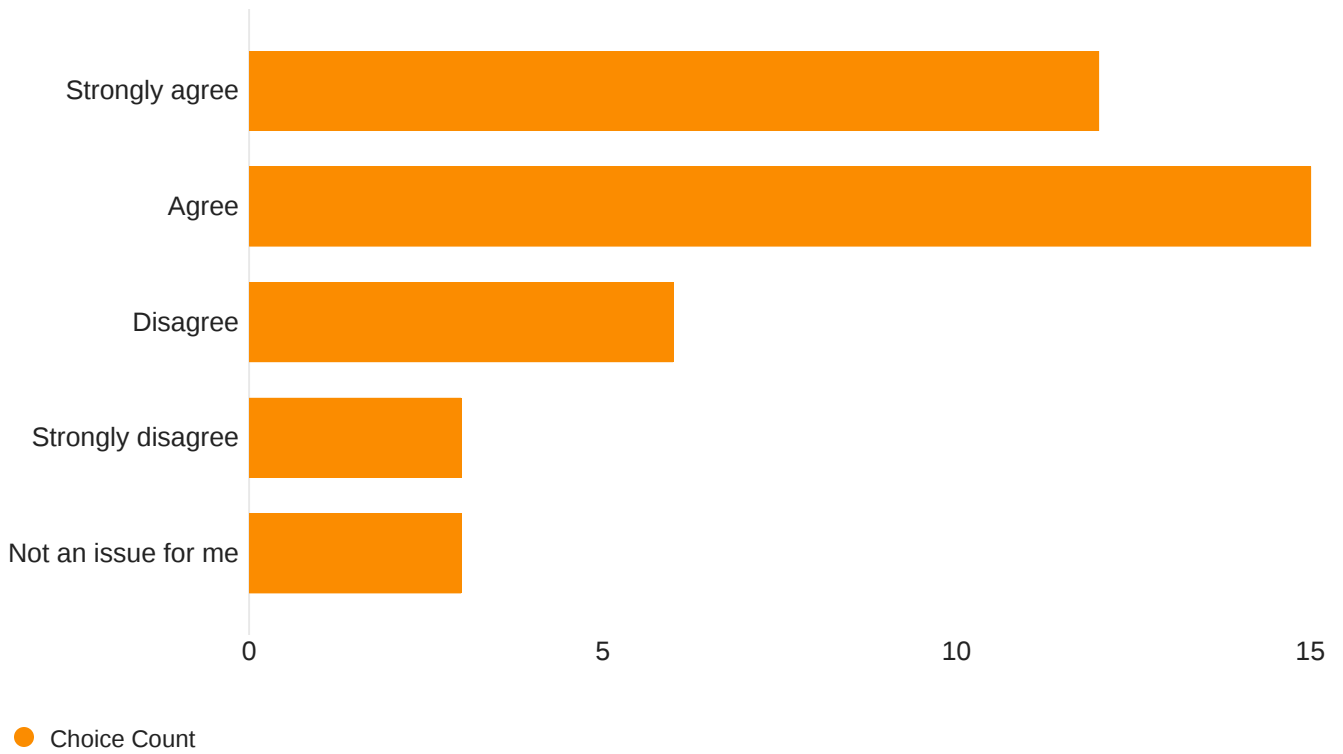
I felt mostly prepared on the SL front, but the IS classes were vague and the professors weren't great

Q29 - The program provided me with basic knowledge of the field.



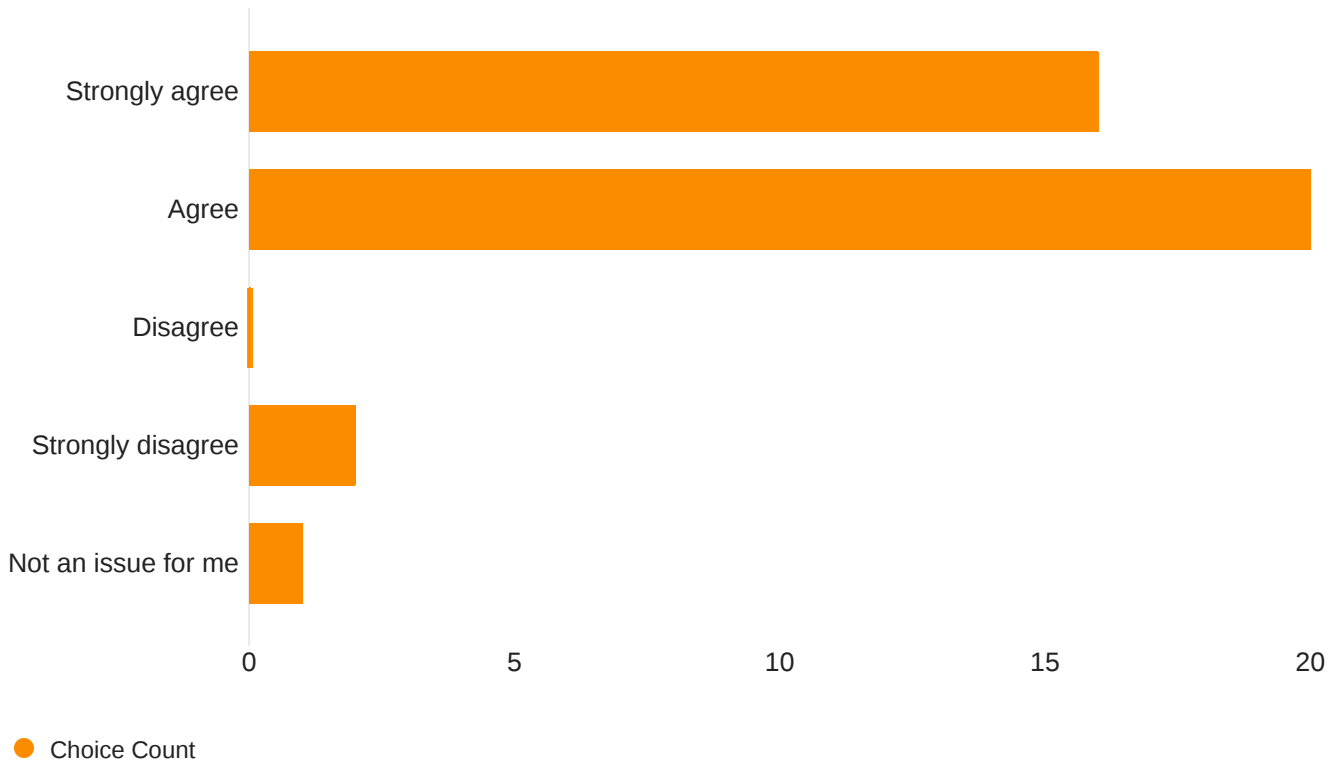
Response	Choice Count
Strongly agree	51% 20
Agree	41% 16
Disagree	5% 2
Strongly disagree	0% 0
Not an issue for me	3% 1
Total	39

Q30 - The program provided me with a realistic understanding of what it is like to work in the information field.



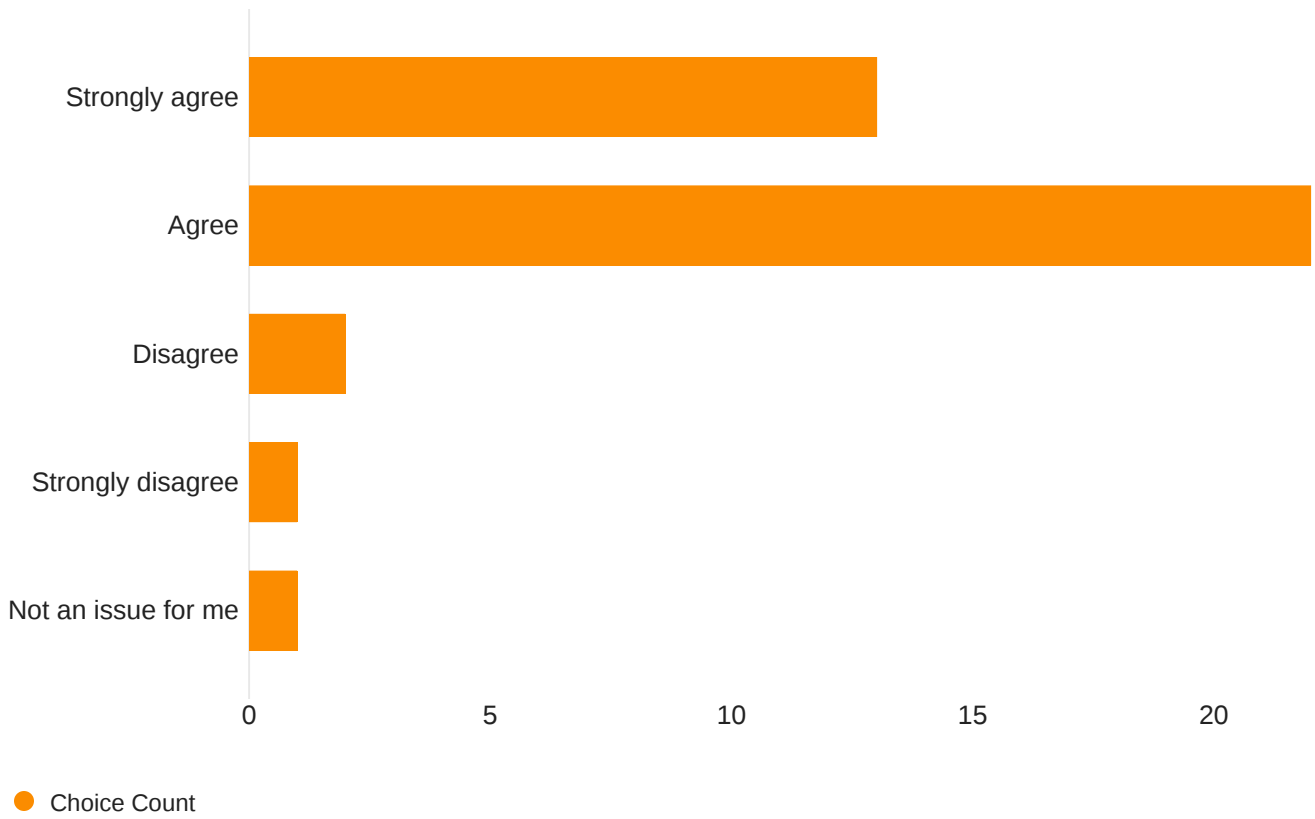
Response	Choice Count
Strongly agree	31% 12
Agree	38% 15
Disagree	15% 6
Strongly disagree	8% 3
Not an issue for me	8% 3
Total	39

Q31 - The program provided me with skills I can apply on the job.



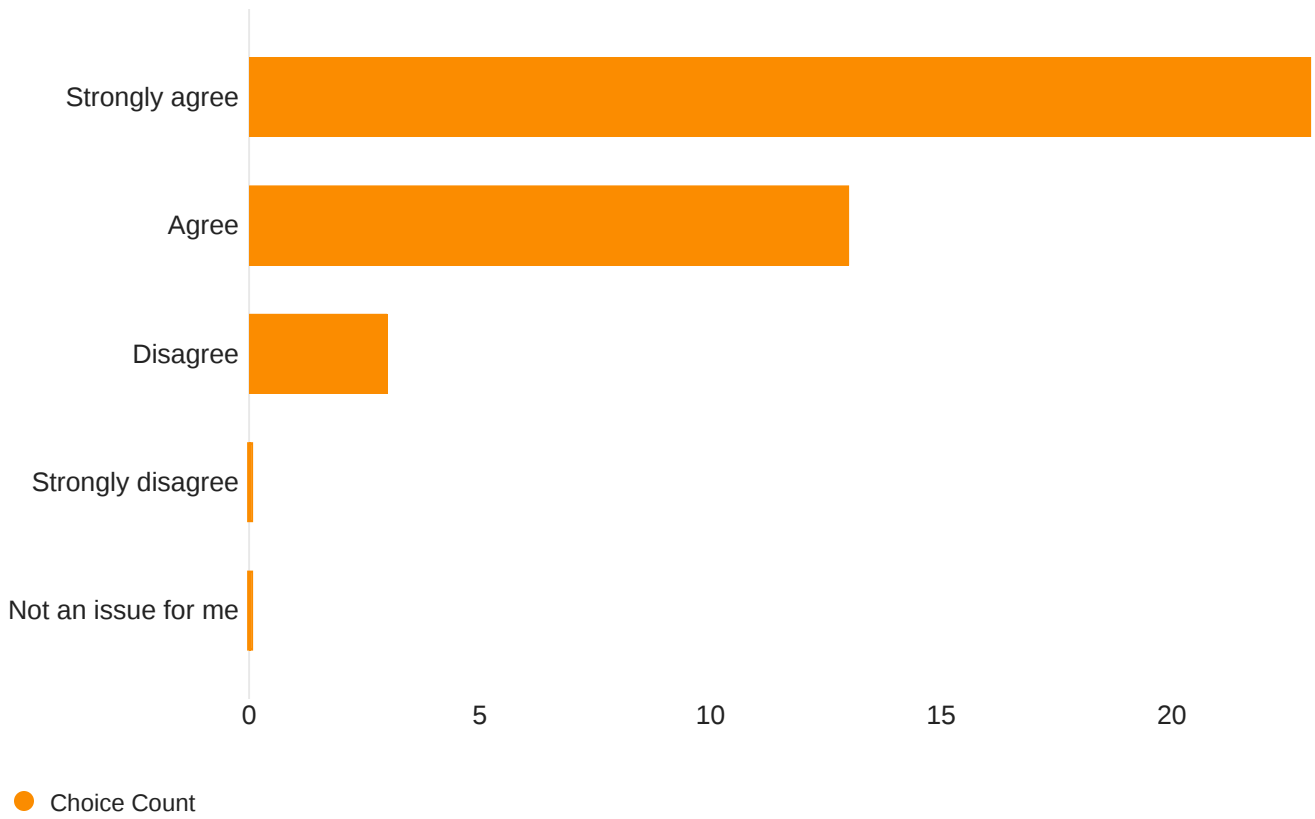
Response	Choice Count
Strongly agree	41% 16
Agree	51% 20
Disagree	0% 0
Strongly disagree	5% 2
Not an issue for me	3% 1
Total	39

Q32 - The program provided me with information technology skills or knowledge.



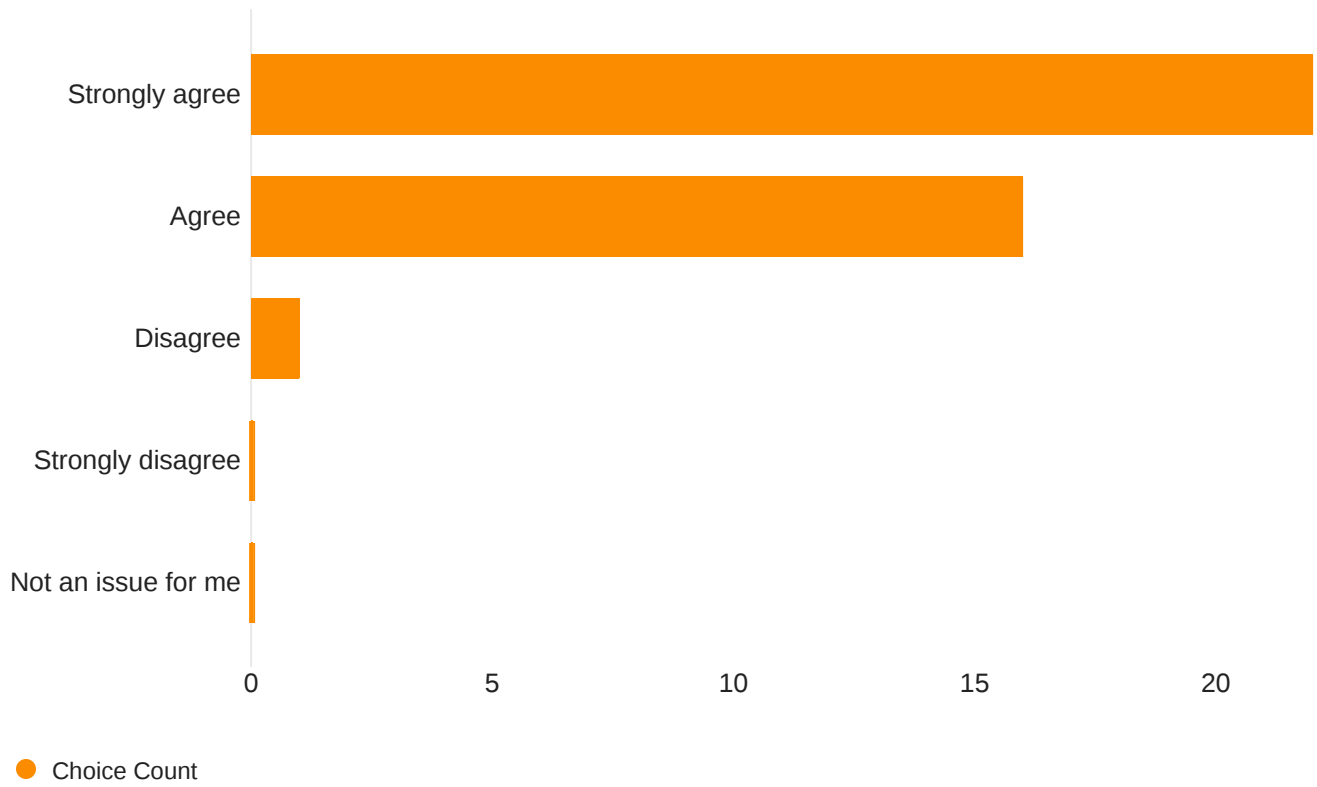
Response	Choice Count
Strongly agree	33% 13
Agree	56% 22
Disagree	5% 2
Strongly disagree	3% 1
Not an issue for me	3% 1
Total	39

Q33 - The program provided me with information seeking skills or knowledge.



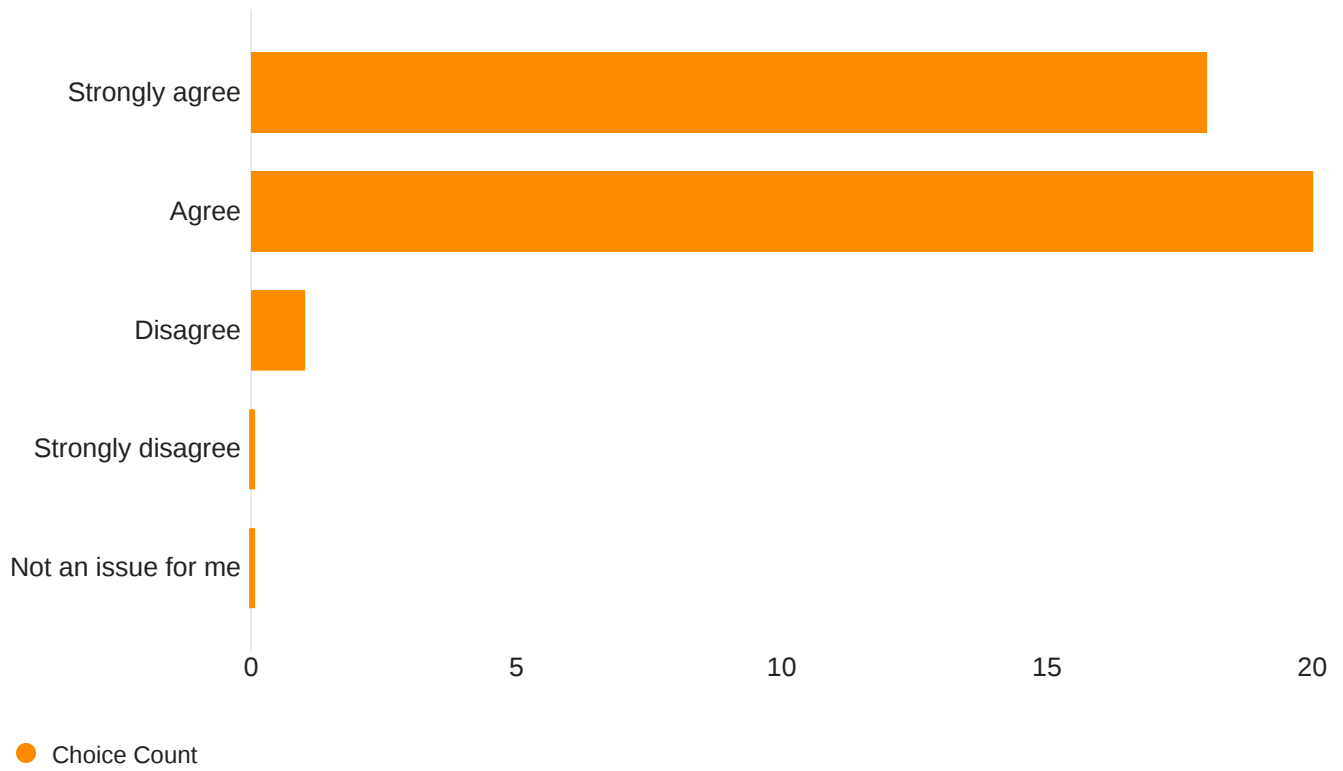
Response	Choice Count
Strongly agree	59% 23
Agree	33% 13
Disagree	8% 3
Strongly disagree	0% 0
Not an issue for me	0% 0
Total	39

Q34 - The program provided me with research and evaluation skills or knowledge.



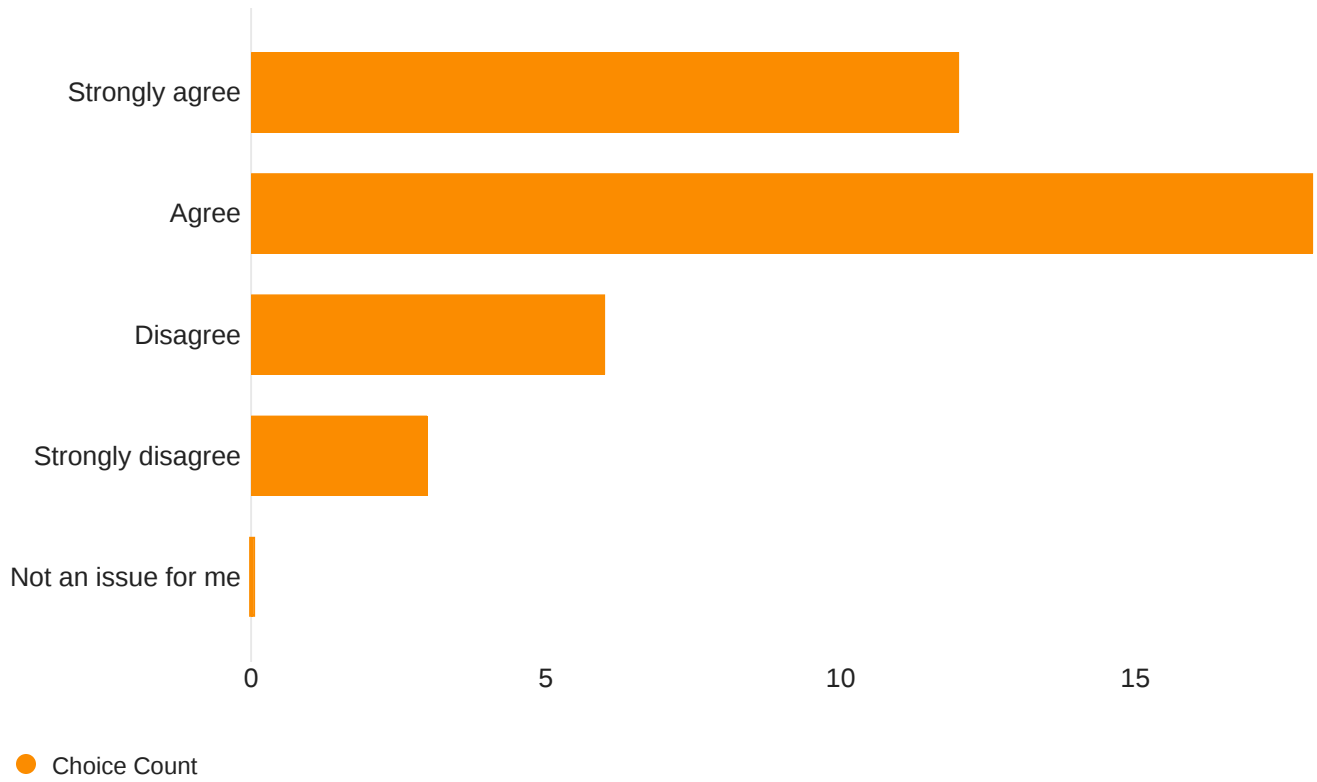
Response	Choice Count
Strongly agree	56% 22
Agree	41% 16
Disagree	3% 1
Strongly disagree	0% 0
Not an issue for me	0% 0
Total	39

Q35 - The program provided me with organization of information skills or knowledge.



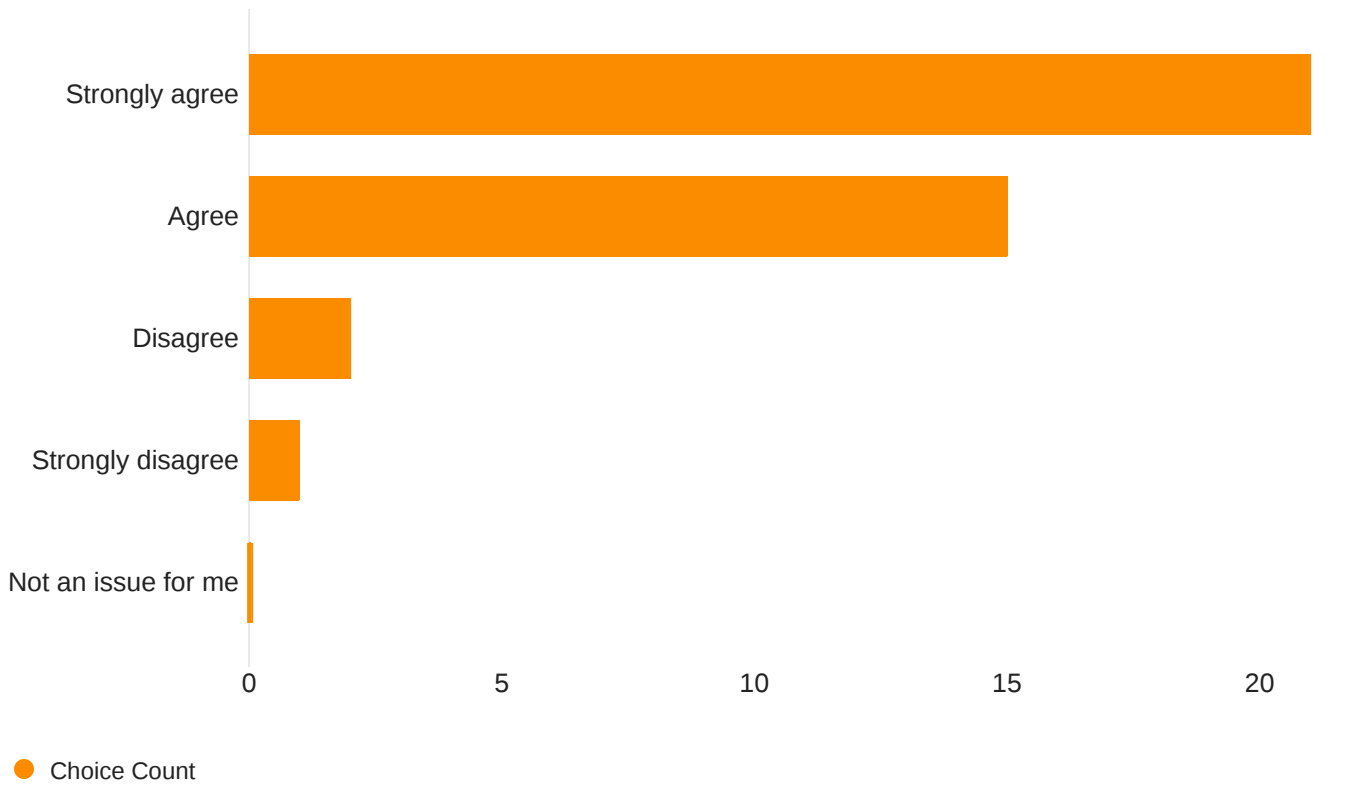
Response	Choice Count
Strongly agree	46% 18
Agree	51% 20
Disagree	3% 1
Strongly disagree	0% 0
Not an issue for me	0% 0
Total	39

Q36 - The program provided me with management skills or knowledge.



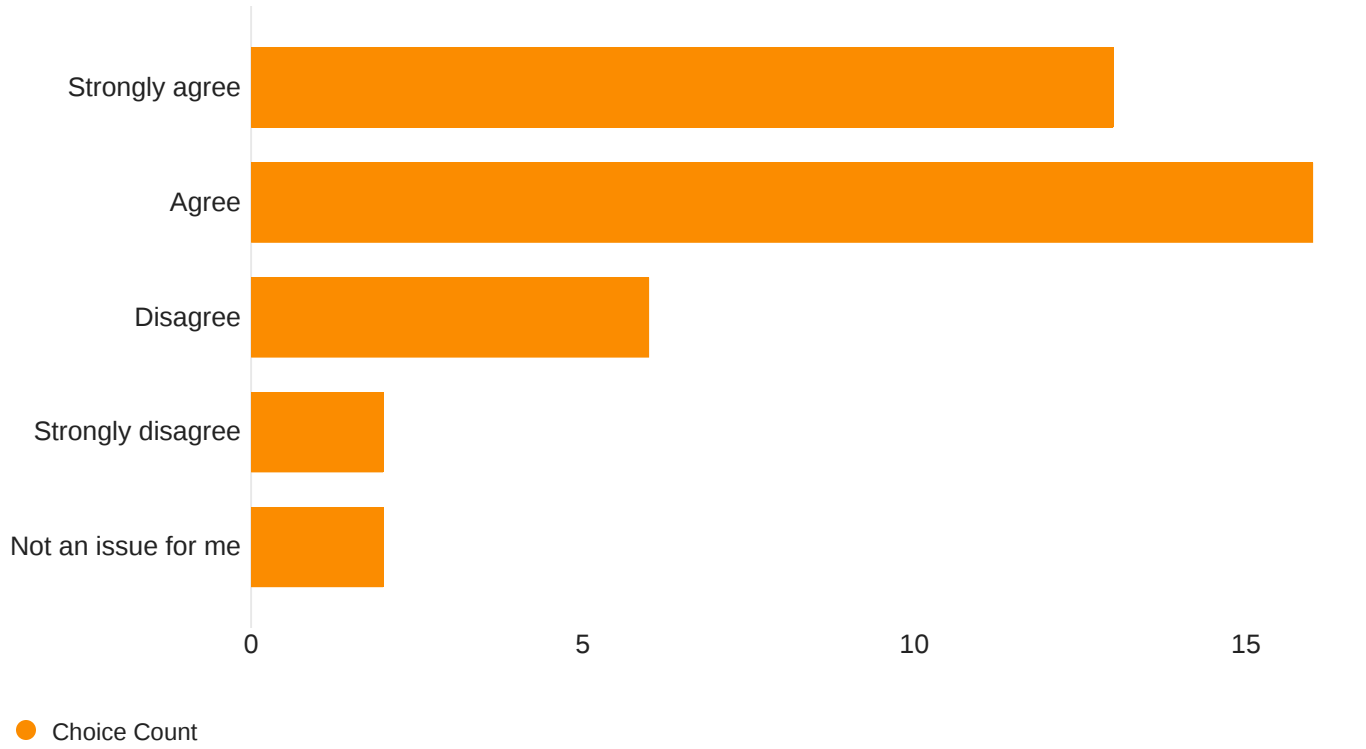
Response	Choice Count
Strongly agree	31% 12
Agree	46% 18
Disagree	15% 6
Strongly disagree	8% 3
Not an issue for me	0% 0
Total	39

Q37 - The program provided me with problem solving skills or knowledge.



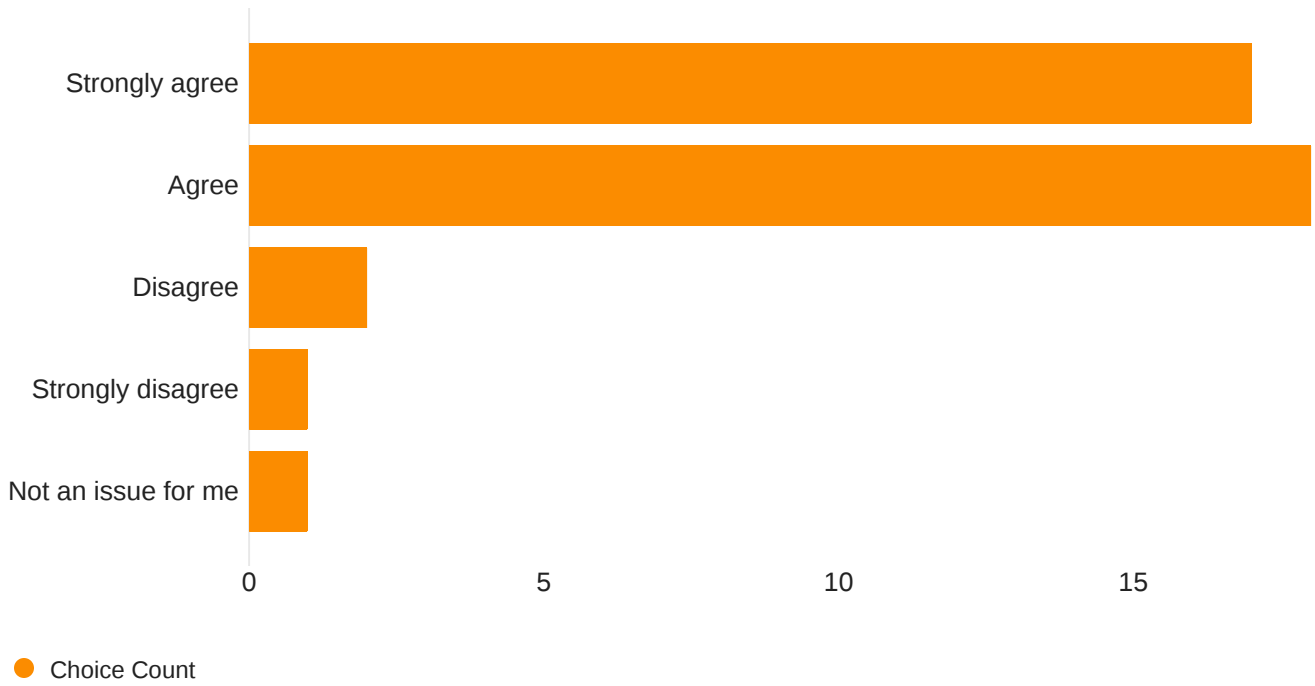
Response	Choice Count
Strongly agree	54% 21
Agree	38% 15
Disagree	5% 2
Strongly disagree	3% 1
Not an issue for me	0% 0
Total	39

Q38 - The program provided me with leadership skills or knowledge.



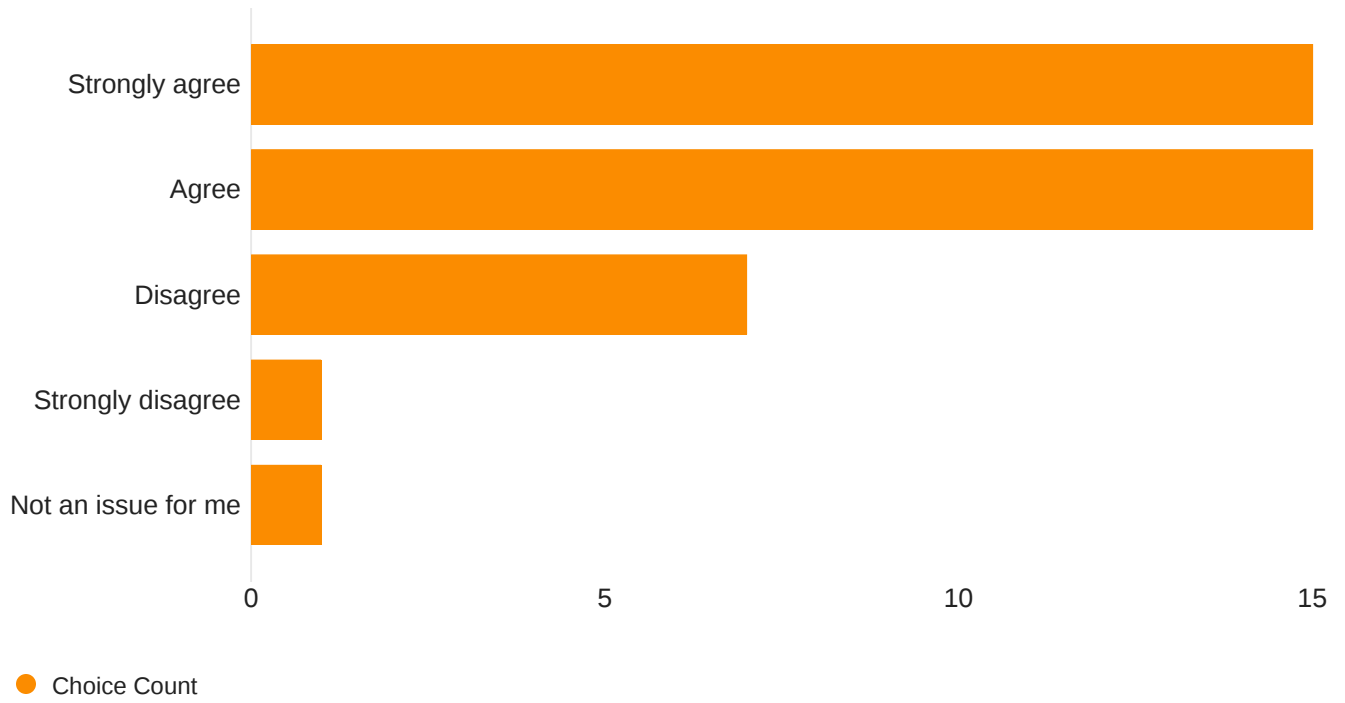
Response	Choice Count
Strongly agree	33% 13
Agree	41% 16
Disagree	15% 6
Strongly disagree	5% 2
Not an issue for me	5% 2
Total	39

Q39 - The program provided me with collaboration skills or knowledge.



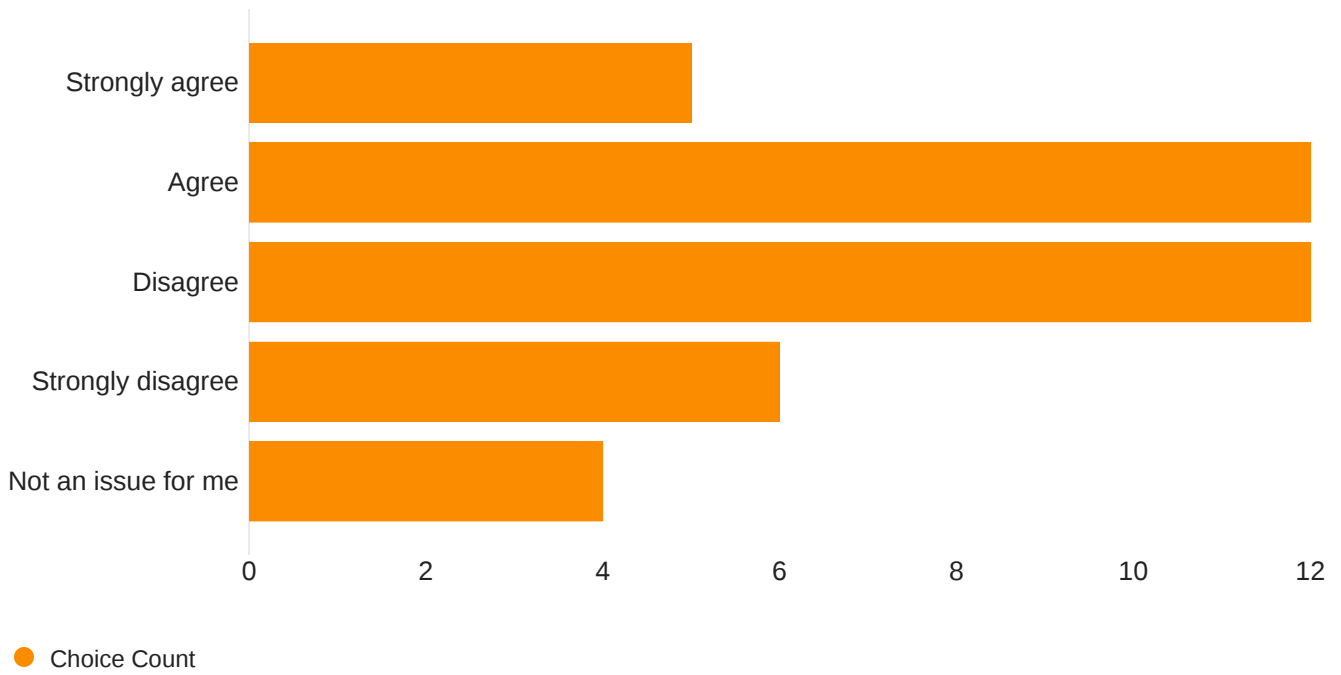
Response	Choice Count
Strongly agree	44% 17
Agree	46% 18
Disagree	5% 2
Strongly disagree	3% 1
Not an issue for me	3% 1
Total	39

Q40 - The program provided me with instructional skills or knowledge.



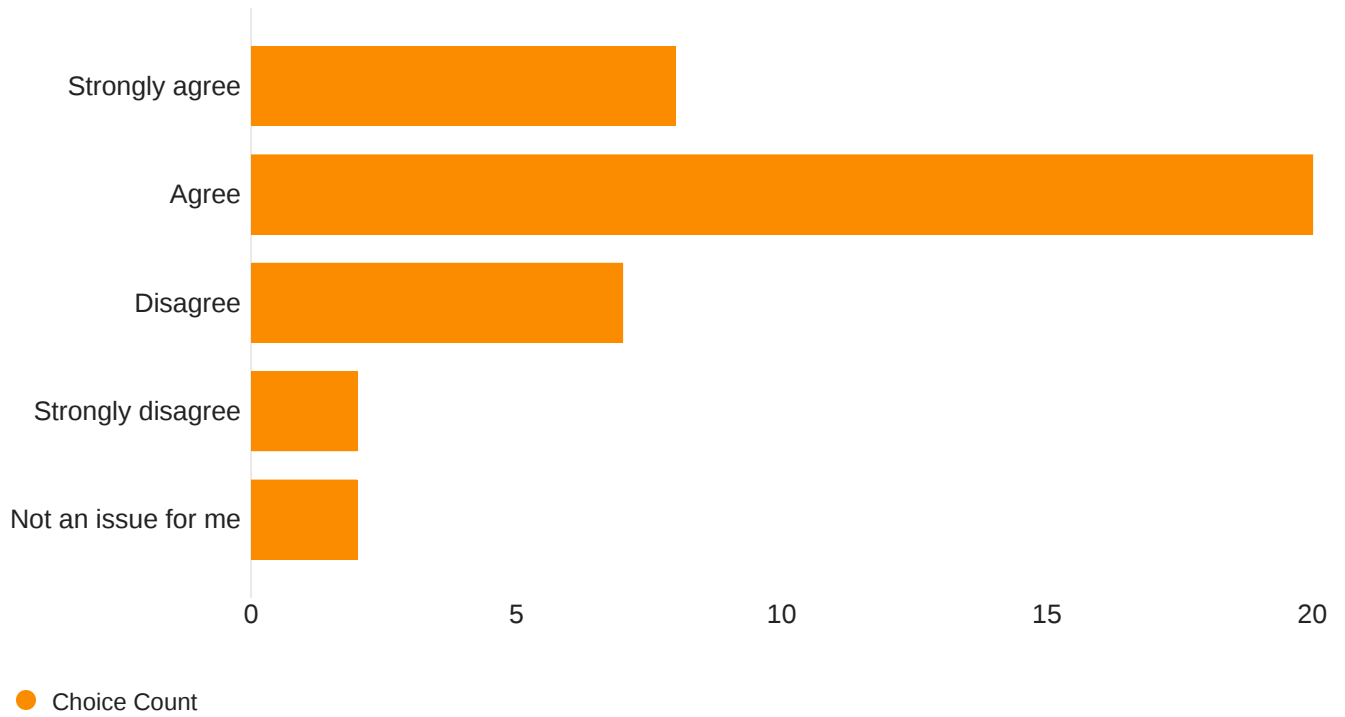
Response	Choice Count
Strongly agree	38% 15
Agree	38% 15
Disagree	18% 7
Strongly disagree	3% 1
Not an issue for me	3% 1
Total	39

Q41 - The program provided me with budget and finance skills or knowledge.



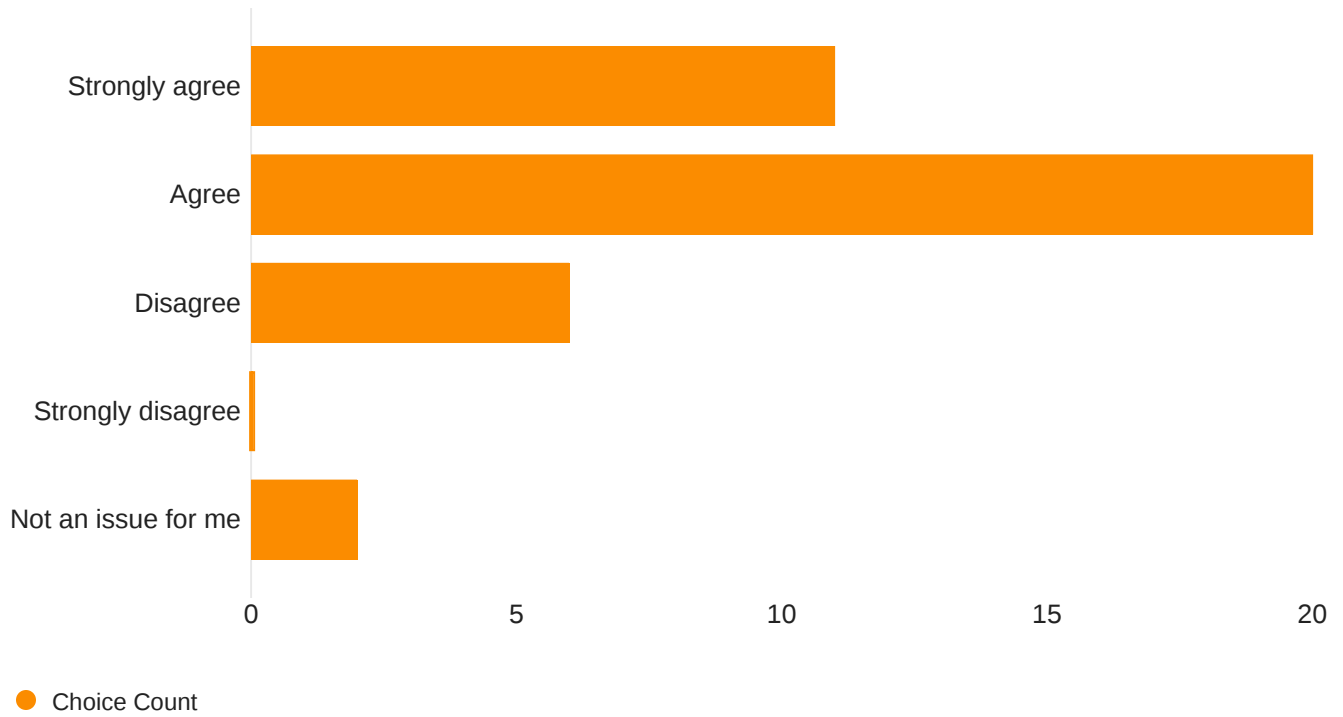
Response	Choice Count
Strongly agree	13% 5
Agree	31% 12
Disagree	31% 12
Strongly disagree	15% 6
Not an issue for me	10% 4
Total	39

Q42 - The program provided me with public service skills or knowledge.



Response	Choice Count
Strongly agree	8
Agree	20
Disagree	7
Strongly disagree	2
Not an issue for me	2
Total	39

Q43 - The program provided me with advocacy skills or knowledge.



Response	Choice Count
Strongly agree	28% 11
Agree	51% 20
Disagree	15% 6
Strongly disagree	0% 0
Not an issue for me	5% 2
Total	39

Q44 - Please provide any additional comments:

Some of your questions seem very specifically geared towards those who are in academic libraries post-graduation, which many of us are not. Additionally, I wanted to comment on the idea that my program taught me skills to use in my everyday work life. The background I received from my program work has been helpful in allowing me to reframe my thinking into a public service, information seeking mindset. However, there is very little that prepared me for the day to day workings of a library. Some of that would be impossible to teach in a classroom (the number of incidents involving bodily fluids, for example) but things such as deescalation techniques and other people skills (whether it's difficult bosses, patrons, coworkers, board members, vendors, etc) would have been vitally helpful. More than anything, this is a PEOPLE job, not an INFORMATION job, and better preparation for new graduates (particularly those who have limited/no experience in libraries or other public service jobs) would be immensely helpful to them.

More classes geared toward public librarianship would be very helpful!

There were not enough credits to take courses on all aspects of librarianship; so I'm lacking in knowledge of cataloging.

The program was effective in providing context, theoretical, and historical knowledge, but only a few courses provided actual applicable "skills" to put on a resume or talk about in a job setting. I enjoyed the "skills" courses a lot more than the "theory" courses. I have done dozen upon dozens of job applications, had several interviews, and I still cannot get a job. I wish that the program had better prepared me for interviews, applications, resume and cover letter skills tailored to the field, so that I could've saved a lot of time (months) trying to figure out what employers wanted. From my conversations with other alumni (some also struggling) this is a common sentiment.

This program is straying far away from librarianship and much more toward information science. I get that, I do, but it's really hard for people who need the library science part of the degree to get the skills they need to actually thrive in the field of librarianship. The final required research methods class was inexcusably irrelevant and overly demanding and harsh and should be re-evaluated. This program is now primarily for information science professionals and maybe school librarians but is NOT fit for public librarians.

More of a data science approach and offering would've been very helpful

I was working in the same library system prior to and throughout the IS program, many of my skills were honed on the job and put into direct practice. All of the skills listed were taught through the program, but some of them were skills I had already acquired to a greater level than the instruction was able to provide through the program's length. For this reason, not every skill listed necessarily applies to me in the context of this survey.

Again, I feel their could have been knowledge in the development of curriculum on a day to day basis.

I provided course evaluations for each of the courses, as well as evaluations for each of the instructors. I was very vocal about my feelings on each. If you're looking for ways to improve the program, perhaps you should read the course evaluations.

If I had not already worked in library settings, I do not think this program would have given me a good understanding of what it is like to work in those settings. The program should take into account the different levels of professional experience that different students may have.

My practicum in remote referencd proved extremely effective in teaching me practical skills in working with patrons instruction, research, IT and other areas.

I would recommend this program

Overall I had a good experience.

I don't think the program helped me understand how to apply for and interview for a library job.

I was very happy with my program and am pleased it lead to greater teaching opportunities.

Public librarianship support absolutely needs to include civil service realities for the local market, and the department needs to have conversations with Erie County about the realities of a career path. I currently work with someone who was in public in Buffalo for about 5 years and his experience did not give him a reachable score on the exam. Students looking for archival careers in WNY also need to know the reality of their scope as well, as these positions are rare and highly competitive. I would encourage all students to have generalized data management skills and not put their eggs in one librarian basket, as information science is a broad field with many opportunities that are more skill-based. Database creation and management, website building and design, metadata management, should be taught both within and without librarianship. Be honest with students about the job market realities and make sure they're as skilled as possible in ways that go across fields and jobs.

I really enjoyed this experience, I loved how I was able to do everything mostly on my own schedule, and it was a much preferred atmosphere to attending scheduled classes in a building every week.

I was in the group of students working on their student teaching when the pandemic hit and I felt like I was left out to dry. I went into public librarianship and am unlikely to use my school librarianship degree to actually work in a school.

I am thankful for IS.

The program is entirely too theoretical. The PhDs who run it and who designed this program have forgotten what the real world is.

Classes addressing real world public library tasks and issues would be ideal. Weeding, dealing with angry patrons, how to program, how to help homeless people etc.

I am enjoying my job and happy I was able to get this master's online

APPENDIX A: Invitation to Participate

Message Subject: UB IS Alumni Survey: Now Open

Date Sent: 12/30/2022, 9:32am

From: Kaufman, Shannen

Message Text:

Dear IS/SL Masters Program Graduate,

I am inviting you to participate in our anonymous survey of MS graduates. We are surveying all alumni who have graduated since 2020 as part of our ongoing efforts to improve our MS programs 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 minutes of your time.

The survey is available at: https://ubgse.iad1.qualtrics.com/jfe/form/SV_3w3hCojIlyv8fY2

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

Please do not hesitate to get 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/14105894/>), and to follow our department Facebook page (<https://www.facebook.com/ubinfosciofficial/>).

You may also subscribe to our IS-ALUMNI listserv. Go to <https://listserv.buffalo.edu/subscribe.html> and type in IS-ALUMNI-LIST into the bar. You will then be prompted to add your name and email. If you have any questions, feel free to reach out to me (sakaufma@buffalo.edu) or the department chair, Dan Albertson (dalbert@buffalo.edu).

We would appreciate a response to the survey by **Friday, February 10, 2023**.

Sincere thanks,

Shannen Kaufman
Assistant, Department of Information Science