

**LIS Graduate Exit Survey December 2013**  
**Presentation of Results**  
**February 13, 2014**

*Survey Details:*

**No. of Respondents:** 16 (12 total submissions, 2 submissions with no content)  
**Method:** Select Survey online survey tool, sent in December 2013 to list of 25 LIS students expected to graduate with February 2014 graduation date  
**Survey Status:** Closed  
**Launched Date:** 12/9/2013  
**Closed Date:** 12/21/2013

*Request for participation:*

Dear [Graduate],

Congratulations on your upcoming graduation from our program! I'm delighted to hear of your success, and hope that your job search is going well. Please do keep in touch, and let us know your news from time to time.

I'm writing to ask that you provide us with some feedback on your experiences in the MLS program, so that we may know where we're doing a good job, and work towards making improvements where needed. The survey should take only 10 minutes or less—please help us create positive MLS experiences for current and future students. The link to the survey is:

<https://gseweb.gse.buffalo.edu/gse-survey/TakeSurvey.aspx?SurveyID=94KHI841>

Please complete this survey by Friday, December 20, 2013.

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

Sincere Thanks,  
Dr. Heidi Julien  
Chair, Department of Library & Information Studies

Results:

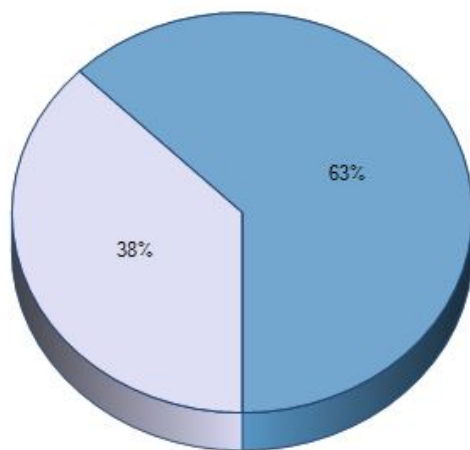
| Question No. | Question Abbreviation | Question   | Question Format |
|--------------|-----------------------|--|-----------------|
| 1            | confirmdegree         | Please confirm: My degree will be conferred in February 2014 (I will have finished all my coursework and will be receiving my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

1. confirmdegree

|  | Response Total | Response Percent | Points | Avg |
|--|----------------|------------------|--------|-----|
| Yes  | 16             | 100%             | n/a    | n/a |
| No   | 0              | 0%               | n/a    | n/a |
| <b>Total Respondents (For this Question)</b> |                | <b>16</b>        |        |     |
| (skipped this question)                      |                | 2                |        |     |

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

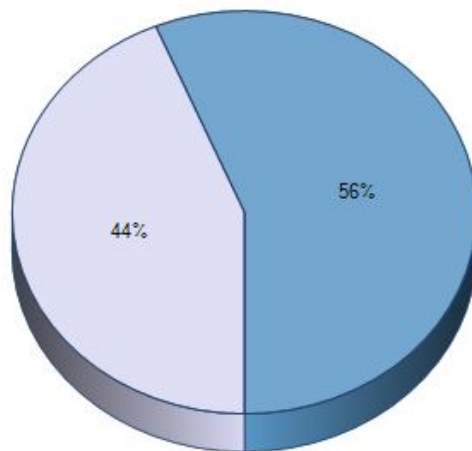
2. slms



|                                | Response Total | Response Percent |
|--------------------------------|----------------|------------------|
| Yes                            | 6              | 38%              |
| No                             | 10             | 62%              |
| <b>Total Respondents</b>       |                | <b>16</b>        |
| <b>(skipped this question)</b> |                | <b>2</b>         |

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

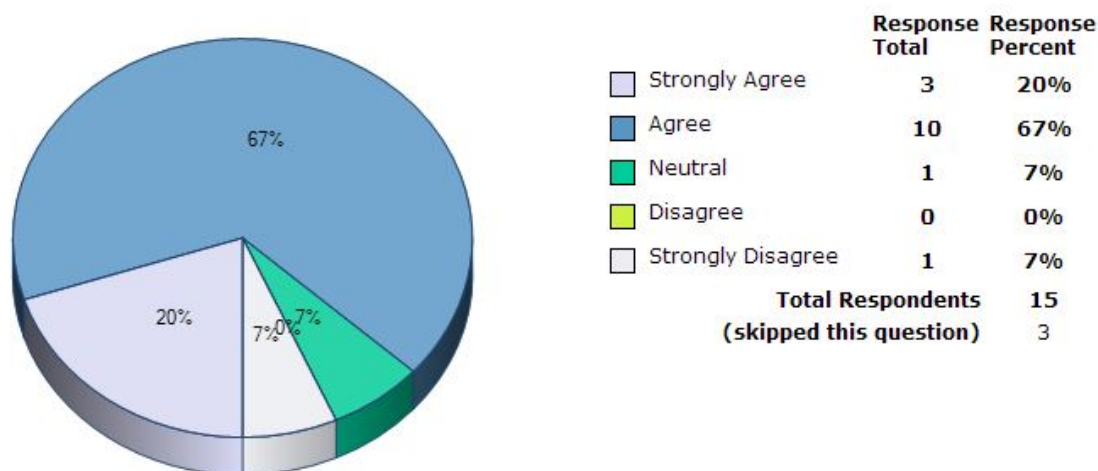
### 3. onlinestudent



|  | Response Total | Response Percent |
|--|----------------|------------------|
| Online   | 7              | 44%              |
| On Campus/In Classroom                           | 9              | 56%              |
| <b>Total Respondents (skipped this question)</b> | <b>16</b>      | <b>2</b>         |

| Question No. | Question Abbreviation | Question  | Question Format   |
|--------------|-----------------------|---|---|
| 4            | instructqual          | The quality of instruction in my program was excellent. | Likert Scale (Strongly Agree/Agree/Neutral/Disagree/Strongly Agree) |
| 5            | instructqualcom       | Please comment on the above question (4).               | Comment Box   |

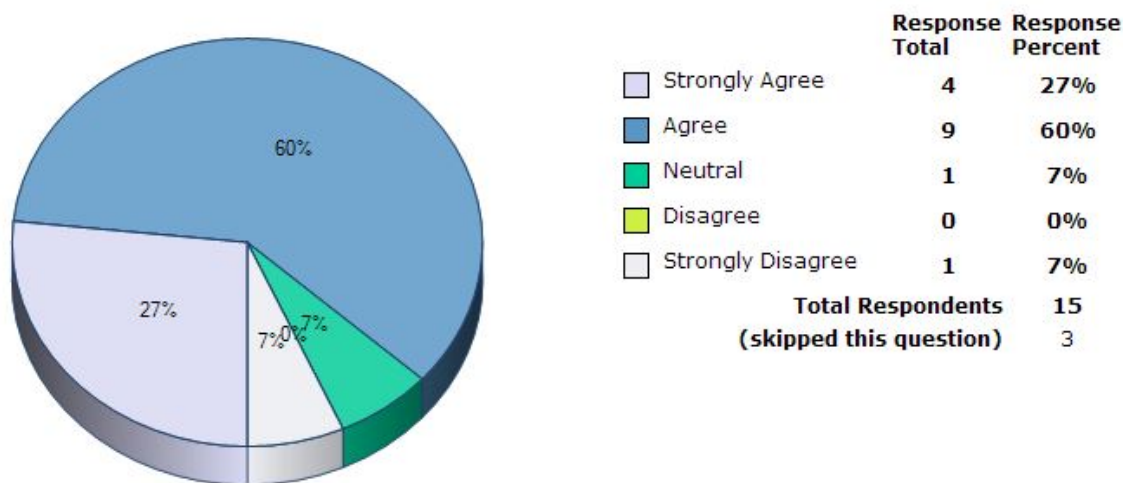
**4. instructqual**



| <b>5. Comments: <i>The quality of instruction in my program was excellent.</i></b>   |
|--|
| The courses have introduced me to helpful information that will prepare me for a career in archives and libraries.   |
| The quality of instruction varied greatly - some classes were amazing, while others felt like a waste of time. But, this is probably true in every program and varies person to person. Overall I feel I had a good experience that helped me achieve the goals I set for myself.  |
| Out of all of the instructors in the program, I had perhaps three that were a pleasure to work with, and I felt I had been well instructed. I have dealt with very difficult professors at this University, some have given me down right mean comments and feedback.  |
| Well designed and clear instruction  |
| I was satisfied with the basic courses available, but I would have liked more online class availability, since I live in Rochester. I also would have liked more availability of archiving classes since ultimately this is what I want to do. However, I was not even able to take the Intro to archives class since it was only taught the spring semester and due to weather I did not want to drive during that semester. I was able to do Practicums in archives, but would have benefitted from the fundamentals I was told. |
| Some adjuncts were less prepared for teaching, especially online, but overall everything was great.  |
| I believe that a number of professors were uncomfortable with or unused to teaching online courses. However, the quality overall was fine.   |
| There were some classes that taught me a lot and others where I don't feel I learned anything.   |
| The courses did vary, but overall they were excellent. I am wondering why there is no course evaluation for summer classes. I took my best and worst class both in summer session.   |
| Some were excellent, some were good and a couple were terrible.  |
| A consistency was lacking overall for the coursework. Repeatedly came across expectations that material was covered in a previous class that was not covered.  |

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

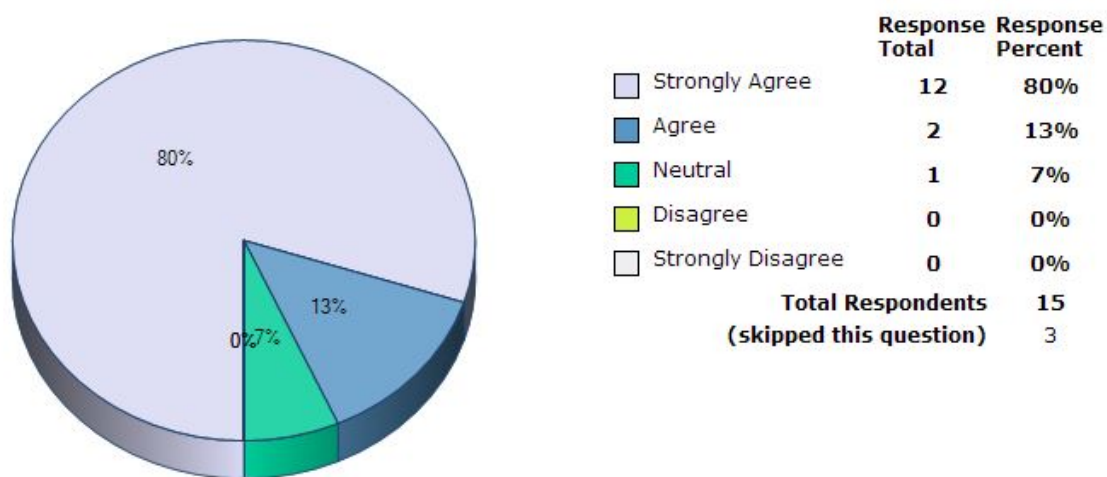
**6.** facultyinteract



| <b>7. Comments: My interactions with faculty members were generally positive.</b>   |
|---|
| The faculty have provided helpful feedback in my assignments.   |
| Faculty members were always kind and as helpful as they could be.   |
| Out of all of the instructors in the program, I had perhaps three that were a pleasure to work with, and I felt I had been well instructed. I have dealt with very difficult professors at this University, some have given me down right mean comments and feedback. |
| My contact was minimal and generally initiated by myself  |
| My interactions with most of my faculty members was positive. There were one or two professors I felt were sub-par, in the fact that assignments were not clear and information was hard to access.   |
| While I felt that some professors were less satisfactory than others, the majority of my experiences have been positive.  |
| The only thing that kept me from selecting strongly agree were a couple of faculty members that were slow to respond to emails and discussion board questions.  |
| Most of my classes were with adjuncts, but overall interactions with my professors and other faculty I met at events were very positive.  |
| I have had mostly positive interactions with faculty.   |

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

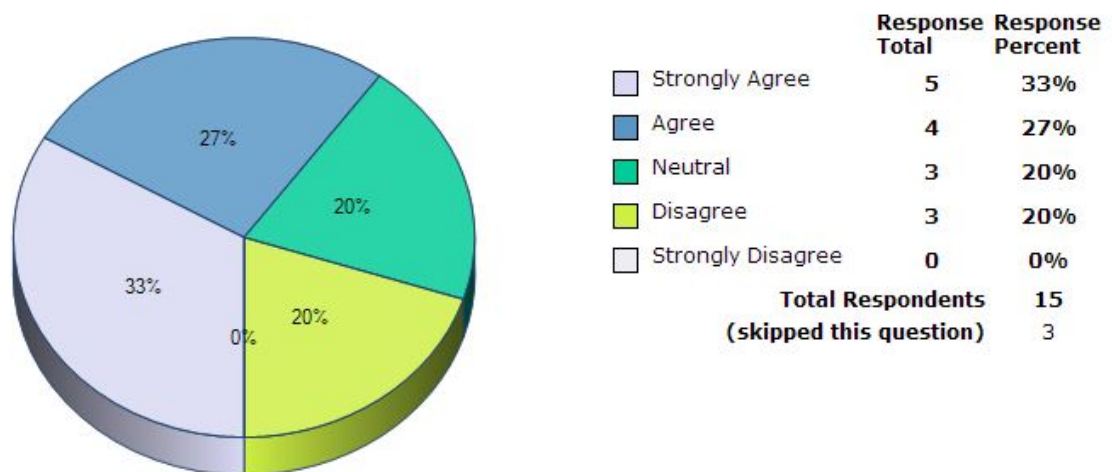
**8.** studentinteract



| <b>9. Comments: <i>My interactions with my fellow students were generally positive.</i></b>   |
|---|
| The students I have collaborated with on projects have shown a strong passion for archives and libraries and have shared with me their past and current experiences in the LIS field. |
| I had a high quality experience with student leadership and working with my peers.  |
| I was able to make great connections and network with a few of my classmates. There was a great camaraderie. However, it was due to a lot of difficult professors.                    |
| Only interaction was online collaboration for classes   |
| I think Library Science students are generally on the same page as me and easy to work with.  |
| My peers in the program were fantastic, and I felt that we could have meaningful, positive discussions on the message boards and in chat rooms.                                       |
| There were a few jerks, but overall my interactions were very positive.   |
| I have met a great group of students that are dedicated to learning, helping others and sharing information.  |

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

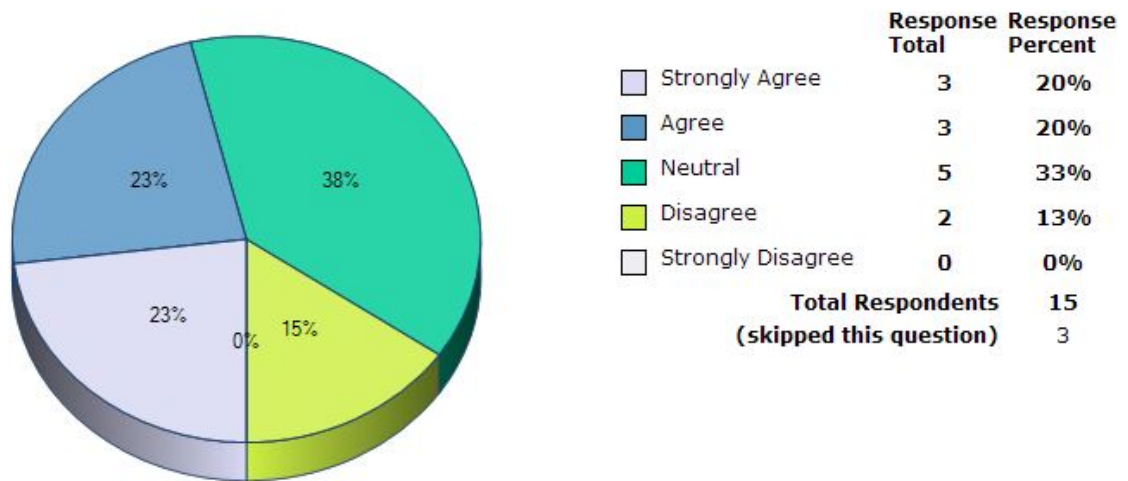
### 10. staffinteract



| 11. Comments: <i>My interactions with department administrative staff were generally positive.</i>   |
|--|
| During my time in the program, I had very little contact with department administrative staff.   |
| Staff were consistently far more helpful than I would have expected! They are a strong backbone in this program.   |
| In the first semester, I experience a very negative email from administrative staff.   |
| Once again, minimal.   |
| I did not feel I got reliable help and consistent and timely response to questions and concerns.   |
| My interactions with administrative staff was fine; however, I feel that there could have been more of it.   |
| Some information was left out in one very important discussion in making sure I had enough to graduate. I felt I was teaching them the procedures, when I only stumbled across it on accident. |
| I had very little contact with administrative staff--it ended once I was admitted and enrolled in the program.   |
| I have an issue with one member at this time, but worry if I say something it will affect my graduation and certification.   |

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

## 12. chairinteract

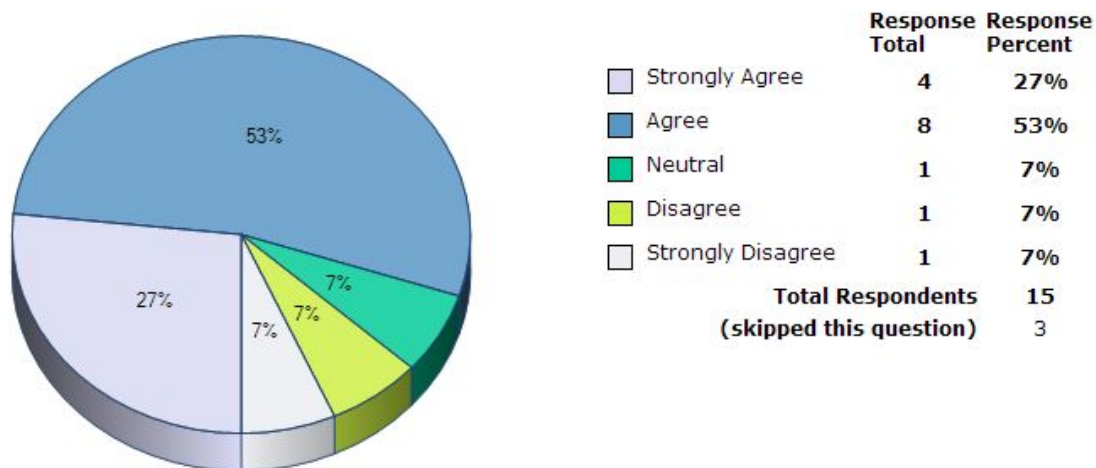


| <b>13. Comments: <i>My interactions with the Department Chair were generally positive.</i></b>   |
|--|
| During my time in the program, I had very little contact with the department chair.  |
| Individualized attention was helpful and reassuring.   |
| In the first semester, I experience a very negative email from the Department Chair at the time.   |
| Once again, minimal.   |
| I had little or no contact with the Department Chair, mostly due to living in Rochester.   |
| I didn't get the chance to meet Dr. Julien. I never really had cause to interact with the chair.   |
| I'm actually not entirely sure who the department chair is. I feel that we have been through a couple of them, which has been off-putting. |
| I don't even know what they look like  |
| There have been three LIS chairs while I have been here and my interactions with them all has been limited.                                |
| Did not have interaction with the Department Chair as the Department Chair.  |
| I met the department chair once.   |



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

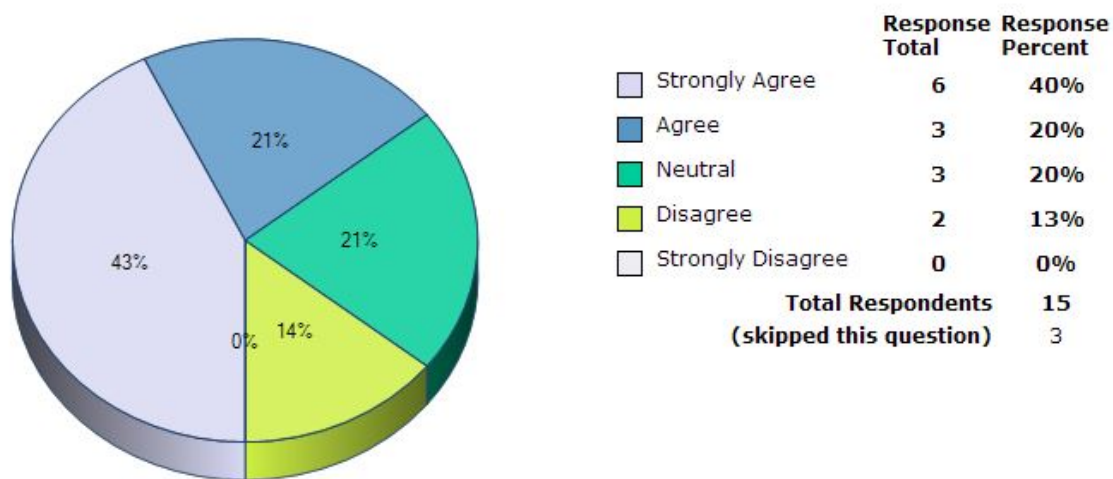
**14.** advisorinfo



| 15. Comments: <i>I received useful information from my faculty advisor.</i>  |
|--|
| When going over my plan of study, my advisor has provide me some useful information on what classes to take based on the direction I was going in the program.   |
| My advisor was adequate, and was able to point out opportunities I might have missed, such as taking classes outside the major.  |
| I felt I wasn't made aware of the portfolio and other requirements in time. I discovered a lot of things on my own, and felt panicky most of the time.   |
| Once again, minimal.   |
| Again I had very little contact.   |
| My advisor was very helpful in providing relevant information, though again I feel there could have been more interaction between us.  |
| I am very happy with the courses I was able to take at UB, several of which were suggested by my advisor.  |
| There is a lack of information from the advisor on certification and an unwillingness to discuss issues that are specific to a student. There is no information provided about the process of finding a job in the field and the hiring/interview process. |

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

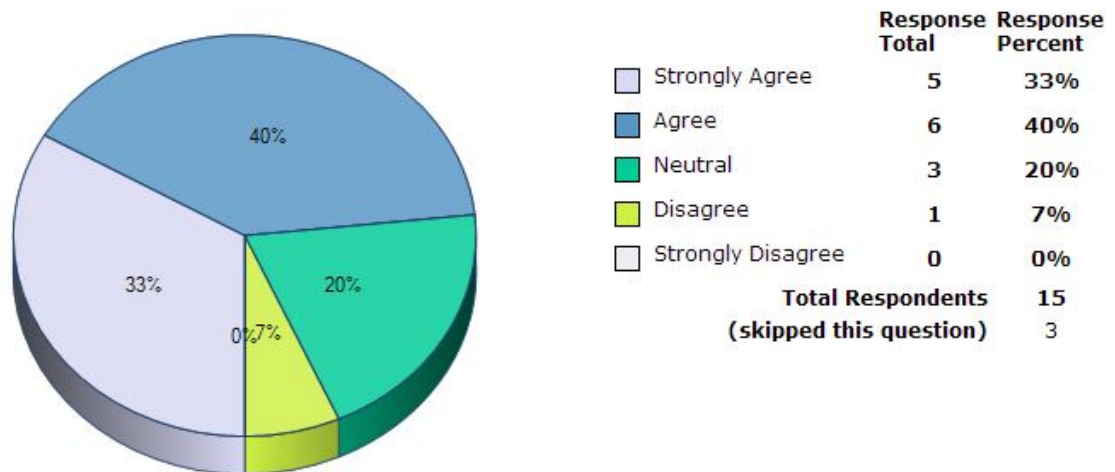
**16.** technology



| <b>17. Comments: I had access to appropriate specialized library software and related technology to support my educational needs.</b>  |
|--|
| The Baldy lab (room 14A) was a great place for me to work on class assignments and projects, especially assignments in my IT-related courses such as LIS 506 and LIS 563.  |
| Software needs to be updated, especially in the 506 course. Many programs were outdated. This is an area I feel shaky in, and will need on the job training to succeed at.   |
| All good.  |
| Very good tech services.   |
| I can't think of any specialized software necessary besides those freely available online.   |
| Only if I used the on-campus computers   |
| I always had what I needed to get the work done.   |
| Most of the software used is outdated already or at the point of being outdated. Technology labs are outdated for classes and for group collaboration. With the switch to primarily mobile devices having access to an up to date computer lab is needed. It would also help to have access to a Mac computer lab in addition to a PC lab. |

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

### 18. preparation



### 19. Comments : I am prepared to enter the workforce in my chosen field.

With the archives and records management courses I took in the program, all three have helped me immensely in preparation for the archival field. The other library-related courses such as LIS 581 and LIS 518 have helped me in acquiring knowledge in reference work and library management (i.e. dealing with management issues such as HR issues, budget planning, information auditing).

I already have received a position as a full time librarian.

I am prepared to enter the workplace, but I don't feel this program is the reason, I have already been working as a library manager and have accepted a librarian I position at the beginning of this semester.

I am prepared and seeking employment now.

Hopefully. I have not been in professional service in quite a long time. Also I would have liked more access to archival classes.

Though I feel confident in my knowledge of the field, I feel that we could have been provided more information regarding applying and interviewing at schools specifically, as the process is different than in other career paths.

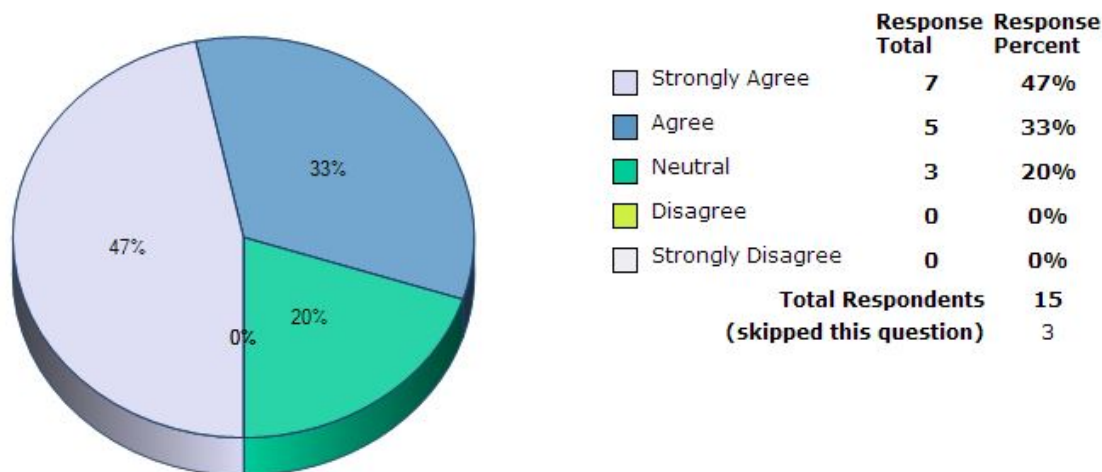
I read job descriptions and I don't have some of the skills needed. I think the reference course could help with this a lot. LIS 518 taught me to navigate UB libraries web site... I don't need that now. I need experience with library cataloging software.

My practicum experience was vital. I learned a lot in classes as well but my library work experience was crucial.

I feel unprepared for the hiring process and the portfolio is not adequate at this point. I will have to redo mine after my grades are in.

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

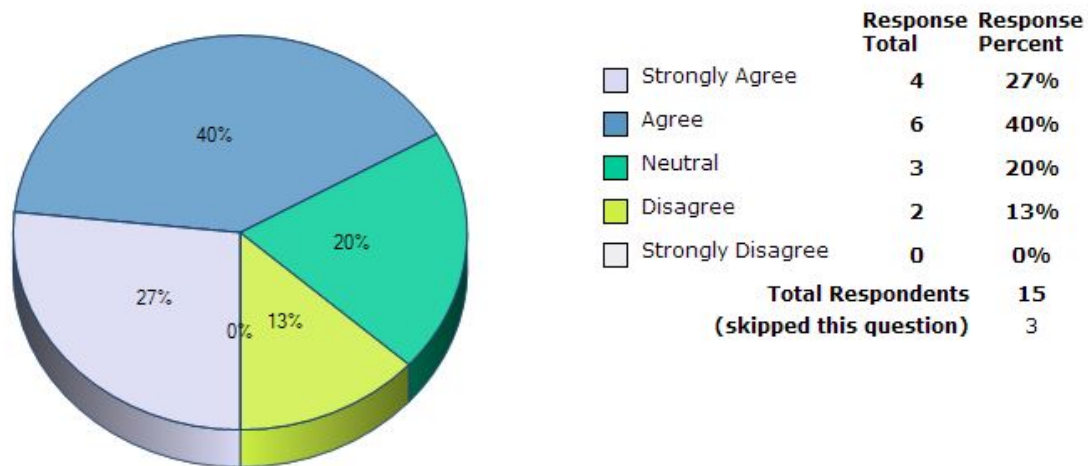
**20.** confidence



| <b>21. Comments: I am confident that I will be professionally successful.</b>   |
|---|
| All of the knowledge and skills I have learned in the LIS program at UB has brought upon more confidence than ever in becoming a successful information professional. |
| I believe that librarianship is the correct avenue for me, following this program and what I know to be true in my life.  |
| Looking and hoping.   |
| I need to personally have more of a positive attitude and confidence.   |
| Not for a while   |
| I know I will have a great job. I am a little concerned with the amount of time it may take me to find the right job, though.   |
| I have worked had to earn my degree and my certification and once I figure out the hiring process and interview process I will be successful!                         |

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

## 22. recommend



## 23. Comments: *I would recommend this program to others.*

Since I started the program a year and a half ago, the archives concentration of the program was getting stronger and I hope for the concentration to become even more influential for newly incoming students who are pursuing public history careers (archives, museum work, historic preservation).

I would recommend this program as a good deal financially, and as a program that is a step towards a career. If a person was intensely committed to deep theoretical learning, I would point them elsewhere. But as a move towards getting an MLS and entering the field, this program was fine and I will recommend it as such.

The program is great because it is online and flexible. However, there are manjor attitude problems with the intructors that work here.

I would and have.

I am satisfied with the program.

Though I got a lot out of my time with the program, I feel that there needs to be some stability before I would feel confident recommending it to others. I would like to see a more consistent team of staff members with whom students could build relationships and rapport, and a more concise and identifiable mission statement.

There's nothing about it that stands out from any other program. Had another school been closer I would have went there.

I am worried about the variety of courses that will be offered in the future. Also, I benefitted greatly from the seated classes in Rochester. There were a couple of people in this program who make me question the academic rigor of admission to the department.

My daughter is now enrolled and as a family we are sharing information about the program, but with a warning on the advisement process.

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

| 24. What were the major strengths of your program?  |
|---|
| Archives courses, the faculty, online courses (which were very convenient for me as a commuter).  |
| Being able to tailor it so individually was very helpful - I was able to take the courses I felt served my goal, and wasn't required to take a bunch of courses that weren't important to me. I was able to be very involved in the program and in the department, which helped my learning. My half GA appointment influenced my program immensely as well, and made it much stronger. |
| Adjunct Professors  |
| The focus on the patron, and the emphasis on being an advocate for your library.  |
| The use of student conversation and debate throughout the courses worked extremely well. It was clear that we could get out of the course exactly as much as we were willing to put in, which was a positive overall experience. The program also found numerous opportunities to get us into functioning libraries throughout.   |
| Experienced teachers  |
| Technology Oriented, learned to create web pages, book trailers, and gained experience in book talks  |
| Seated classes in Rochester, overall great faculty, excellent advisement.   |
| Flexibility   |
| The classes that I took with Mrs. Allen.  |
| The professors are knowledgeable, experienced and highly qualified.   |

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

| 25. Do you have any suggestions for improvement?   |
|--|
| Strengthen the IT component in the program while at the same time creating a balance of courses between information technology and librarianship. Also, create courses that cater to different types of libraries: special libraries, academic libraries, public libraries. (i.e. "Introduction to Academic Library Management") |
| Better technological training, more workshops etc. Stricter review of courses taught by adjuncts.  |
| Instructors need to adjust their attitudes and remember that they are dealing with potential co-workers not just students.   |
| Better communication and an Archival tract.  |
| Intellectual freedom and a practicum should be core classes (505 might be removed to make room). 581 might be better served if offered in library-specific programs (public, academic, etc.)   |

|  |
|--|
| A few of the courses seemed very out of place, and proved to be our most challenging and least helpful overall. I would have also liked to have had more interaction with the program faculty and had the same professors multiple times.  |
| Focus more on semester long projects that are done in steps, producing content that can be used outside of the course. Tests do not test anything other than short term memory.  |
| Practicums or internships should be strongly encouraged for students with no library work experience.  |
| It wouldn't hurt if professors videotaped some of their lessons/instruction. This way we'd get a classroom feel and avoid some confusion with lengthy and sometimes vague instructions for assignments.  |
| That the final practicum should include teaching moments. Teaching moments should include instructions on creating a portfolio, how to create a quality video. Also, encourage students to communicate with one another. These are just a few examples and there is so much more that should be done during the final practicum.<br>Don't leave out traditional library skills in favor of going all digital. Story time is not as easy as reading a book cover to cover, there is so much more to it. |
| I am offering a suggestion to review the syllabus assignments for the courses in the program, because there were several assignments that were repeated or are very similar.   |

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

| 26. Comments: How did you find out about the MLS program at UB?                                    |
|--|
| I found out about the program online when researching MLS programs in New York State.              |
| I found out through a librarian I respected at Tompkins County Public Library (she was an alumni.) |
| Searched SUNY schools that had an online program for MLS   |
| Friend   |
| Online searching   |
| Research online  |
| online   |
| I found out about it through a friend.   |
| Graduate Fair  |
| Monroe County library website  |
| Online   |
| Research!  |
| The UB website.  |

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

| 27. Why did you choose UB for your MLS program?   |
|---|
| Close to home and inexpensive compared to applying for a MLS program out-of-state.  |
| It was nearby, in state, offered low tuition, and didn't require the GRE. I was told that employers didn't care where you got the MLS as long as you had one, and decided to go the cheapest route. |
| completely online program   |
| Closest to home and most cost effective.  |
| I had originally come to UB for the music librarianship specialisation. My interests wandered a bit from there, but I was still able to craft a great program.                                      |
| The online factor appealed to me. Coupled with the cost it seemed most efficient.   |
| Only SUNY school to offer it, plus proximity and cost   |
| It was close to home.   |
| It was close  |
| It was affordable and has ALA accreditation.  |
| Price, flexibility and led to certification.  |
| Its location and the offering of seated classes.  |
| Prestige of the university, close proximity to my home, reasonable cost and most importantly a program that I was interested in.  |

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

| 28. Please provide any additional feedback for us below.   |
|--|
| Offer orientations in August for newly incoming library students starting in the fall semester. Before starting the program in Fall 2012, there was no orientation, which was disappointing. Therefore, I had to get acquainted with UB's different libraries and what they had to offer as well as the department itself during the course of the first semester. |
| I enjoyed this experience, appreciate how quickly it can be completed, and appreciated the flexibility of it. I can't wait to start my career!   |



I understand that group work is important, but students need to demonstrate their own skills and work ethic as well. I did not enjoy earning As for other students who did not deserve them.

Please remind faculty and staff about honoring student confidentiality. Members of this program are indeed students and there is an expectation of confidentiality. It has been my experience that this has been forgotten at times. i.e. sharing of student to advisor/teacher emails with others. I do appreciate that instructors that would like to share my assignments in the future as examples have taken the time to ask me first. I really appreciate the respect that has been shown to me in this way.

It would be helpful if support was provided to students for technology assignments, especially online, possibly through support of a student assistant or on campus class support; other than generic tech support; because many times I was given assignments to complete and had to teach myself how to do everything. Mostly by watching YouTube videos. I would have preferred faculty support.