LIS Graduate Exit Survey 2016-17 Academic Year
Presentation of Results
September 13, 2017

Survey Details:

No. of Respondents:	34 (45 total submissions, 11 submissions with no content)
Method:	Select Survey online survey tool, sent to list of 67 targeted graduates for February 2017, June 2017, and September 2017 degree conferral
Response Rate:	50.7% (34/67)
Survey Dates:	Open during three week windows prior to end of each semester

Request for participation:

Dear #FirstName#,

Congratulations on your upcoming graduation from our program!

We are asking you to provide us with some feedback on your experiences in the LIS 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 experiences for current and future students. The link to the survey is:

#SurveyLink#

This survey will stay open through [date]. Please complete the survey by this date.

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

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

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

•   LinkedIn : University at Buffalo Library and Information Studies Network - https://www.linkedin.com/groups/University-Buffalo-Library-Information-Studies-2936203

•   LIS Listservs : http://gse.buffalo.edu/lis/students#lists

Sincere Thanks,

Results:

Question No.	Question Abbreviation	Question	Question Format
1	confirmdegree	1. Please indicate your conferral date below (when you will have finished all coursework and will be receiving your degree).	Pull-down (Yes/No)

1.   Please indicate your conferral date below (when you will have finished all coursework and will be receiving your degree).
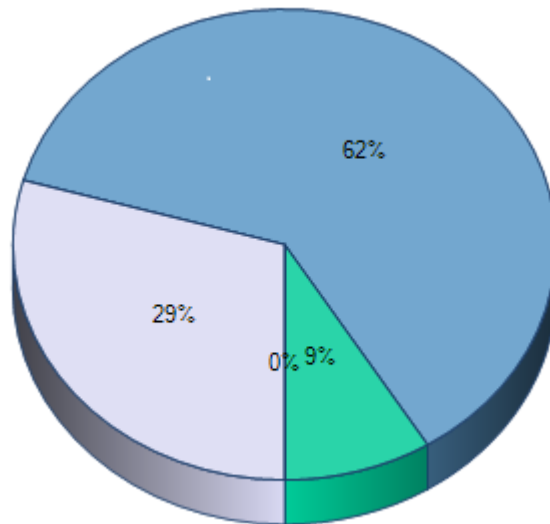
Total Respondents: 34

February 2017 conferral (last semester was Fall 2016)	**10**	**29%**
June 2017 conferral (last semester was Spring 2017)	**21**	**62%**
September 2017 conferral (last semester was Summer 2017)	**3**	**9%**
None of the above	**0**	**0%**

Question No.	Question Abbreviation	Question	Question Format

2	slms	I was in the School Librarianship program.	Yes/No

2.   I was in the School Librarianship program.
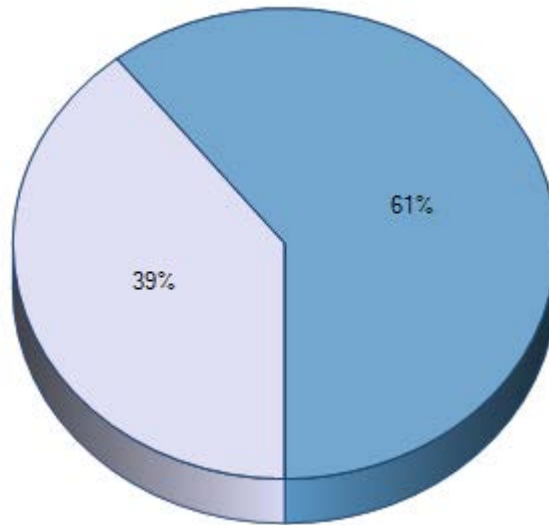
Total Respondents: 33

☐ Yes	13	39%
■ No	20	61%

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. **My coursework was primarily (online or on campus/in classroom).**
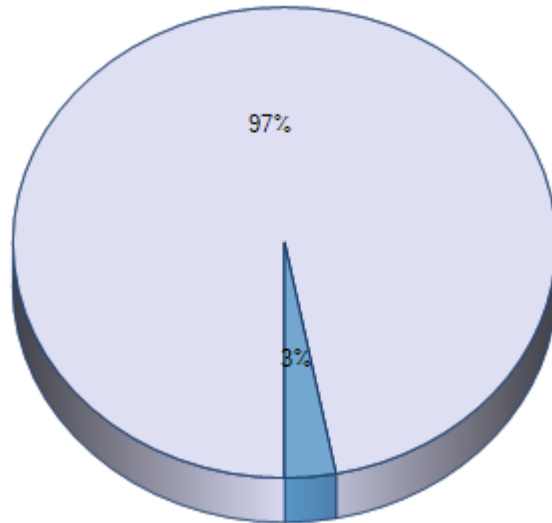
Total Respondents: 33

☐ Online	32	97%
■ On Campus / In Classroom	1	3%

Question No.	Question Abbreviation	Question	Question Format

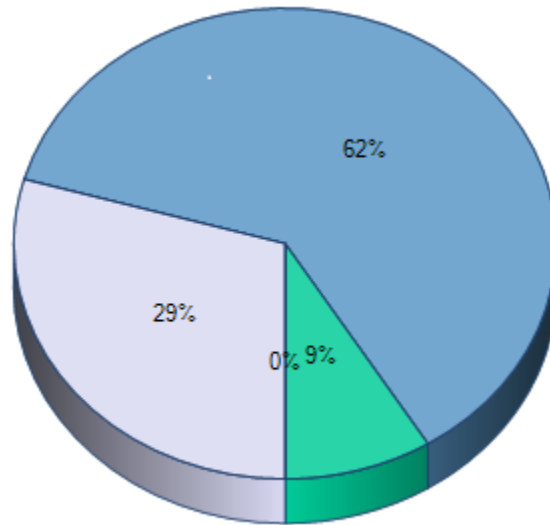| 4	instructqual	The quality of instruction in my program was excellent.	Likert Scale (Strongly Agree/Agree/Neutral/Disagree/Strongly Agree)
5	instructqualcom	Please comment on the above question (4).	Comment Box

4. The quality of instruction in my program was excellent.

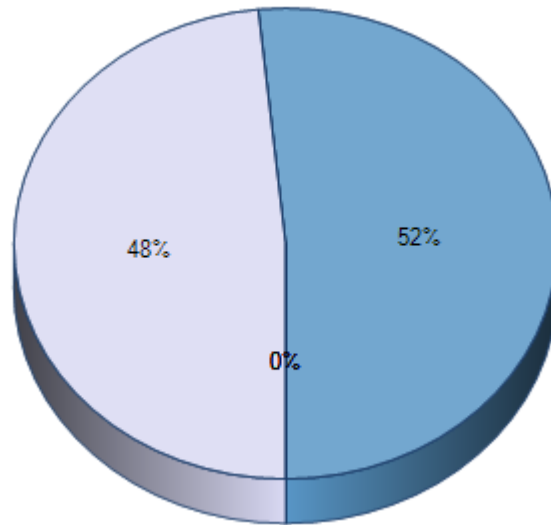**Total Respondents: 31**

☐ Strongly Agree	12	39%
■ Agree	15	48%
■ Neutral	4	4%
☐ Disagree	0	0%
☐ Strongly Disagree	0	0%

5. Comments: The quality of instruction in my program was excellent.

There was only one class in which I felt that my quality of instruction was lacking. This I addressed with Dr. Julien at that time.
I found that hands-on practice was more informative than classroom instruction.
I have thoroughly enjoyed my time spent at UB. I feel that I have received an excellent education and I am very excited to take what I have learned these past two years and continue to implement them in my career.
Quality of instruction was uneven. Some instructors were adept at the online format and others were not.
I feel that I have grown a great deal while in the LIS program with UB. I feel far more skilled, intelligent, and competent than I did two years ago.
Of all of the professors I had, the following were especially excellent: Susan Allen, Brenda White, Jim Tammaro, Valerie Nesset, Amy Vanscoy, Keith Mages (it was a new course [Health Science Librarianship] and had some bumps, but definitely improving quickly).
I had a few cases of not-so-great instructors but the majority were good
Professors were willing to provide feedback and answer questions and possibly provide more resources when necessary
Some of my instructors were excellent and I felt as though they truly understood their subject and how to teach students who are attending the course online. Unfortunately, some other instructors, while undoubtedly aware of their subject, didn't make that clear or struggled with the online instruction method.
While the program helped me gain more knowledge in the field, there were some things I feel could have been better, one of which already changed. I wholeheartedly agree with the changing of the required courses for incoming students. I did not find the Information to Technology or the Information Organization courses useful to my career. These should be electives. I also feel that in the Resources and Services for Adults course, it would have been beneficial to actually go through with hosting a program for adults rather than just writing about one.
Most of the instructors were outstanding.
I enjoyed every class and the quality was outstanding.
I found some professors to be better suited for teaching in an online environment than others. I preferred the courses and instructors who used a wide variety of methods to teach the information instead of simply uploading powerpoints with narration.
I received excellent instruction in most courses. There were a few times when I felt that online instruction was not being utilized as well as it could have been, but overall I learned a great deal and felt supported by my instructors.
The professors I had were helpful and left long lasting impressions.
All of the Professors gave real life assignments, good course readings and discussions.
All my instructors have given 100% when creating their class lessons. There was only one exception in which I had to drop a course. Thank goodness I dropped it in time so it would not be counted towards my grade average. A numerous amount of students also dropped the course due to the instructors teaching methods. He is an intelligent individual, but should not to be instructing a course. I really think all students should have been refunded for that course. But it did not in any way change my opinion about the program. It still is a well instructed program with some of the most intelligent and caring instructors.
Even with the limitations with online learning, the quality of instruction was excellent. Most lessons were clear, with some exceptions. The exceptions were from the level of difficulty from my perspective, not from the general quality of instruction.
The majority of my courses had professors who gave excellent instruction. I can really only think of one that I didn't enjoy as much.
Some of it was excellent, some of it was less than.
There was only one class where the professor didn't engage fully with students

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

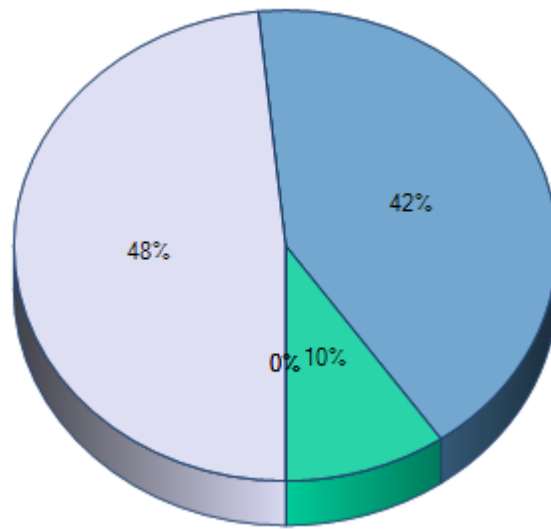## 6. My interactions with faculty members were generally positive.

Total Respondents: 31

☐ Strongly Agree	15	48%
☐ Agree	16	52%
☐ Neutral	0	0%
☐ Disagree	0	0%
☐ Strongly Disagree	0	0%

7.   Comments: My interactions with faculty members were generally positive.

Staff members were very welcoming, warm and open to speaking. They made accommodations around my location and personal schedule.

Staff was supportive and helpful.

Despite courses being online, all of the professors I interacted with made themselves very available to their students through both email and online office hours on Blackboard.

I have had some really great professors, Perrault, Dr. B, Hollister, Van Scoy, they made my time here most worth it.

Everyone in the department was nice, although they were rarely on campus.

I feel that I have had relatively good interactions with faculty, whether via Skype, email, or in the online classroom.

Minor friction with [two instructors]. Otherwise, they were all positive and informative interactions.

Faculty members were generally caring people, who were fair graders.

Professors treated studends respectfully

While I didn't find all of the faculty members as competent as I would have liked, I did not have any specifically negative interactions with them. Any issues that I had was typically over a lack of clarity of expectations.

Dr. Perrault, Dr. Vanscoy and Dr. Brenda White are fantastic. I gained a lot of knowledge from them and they were positive and supportive.

Almost all of the faculty who I interacted with were friendly and helpful

Every faculty member was very helpful.

I would like to mention Dr. Battleson-White and Christopher Hollister in particular. They were always prompt with their responses to my queries and provided the information I needed and more.

Almost any time I reached out to an instructor I received a prompt and helpful response.

My interactions with faculty members were generally positive.

I had really good Professors who took the time to know me.

Overall.

Most professors were great, I had one adjunct professor that wasn't very good but overall enthusiastic teachers.

The faculty were available, encouraging, and supportive during this program. There was one exception, but for the most part my interactions with the faculty were very positive.

Most professors were kind and easy to get in touch with via email.

For the most part they were--faculty was responsive and answered quickly, and usually satisfactorily dealt with whatever the issue was. A few times, however, were less than positive-- like losing 2 points on a final paper for something that was not indicated in the instructions as a mandatory element of the assignment.

Some professors I hope to continue contact in a professional capacity.

Some were better than others. The tenured profs were generally more positive.

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. **My interactions with my fellow students were generally positive.**

Total Respondents: 31
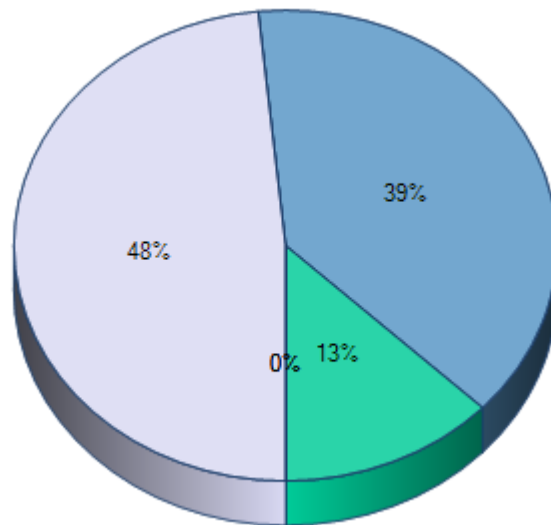
Strongly Agree	15	48%	
Agree	13	42%	
Neutral	3	10%	
Disagree	0	0%	
Strongly Disagree	0	0%	

9. COMMENTS: My interaction with my fellow students were generally positive.

Online presence was very welcoming.
Online courses don't provide for much student-to-student casual conversation, but any time I had to work with others on group projects my experience was never anything but positive.
Even though I am an online student, I have forged a few friendship that I hope will continue once I am through at UB.
Other students were friendly, but group projects were frustrating due to a wide range of ability and work ethic.
I had the opportunity to interact and work with my fellow students consistently throughout the course of the LIS program. Besides a few hiccups, we worked well together (as I saw evidence in through our interactions and grades). Collaboration in class discussion posts and projects/assignments were very welcome.
I mean it's online, so interactions are limited. But yes, emails, discussion board conversations, and group project Google Hangouts all went well.
Online and in person I had a good experience working with my fellow classmates.
With a few exceptions, all of my classmates were great to work with.
I was worried that an all-online learning environment wouldn't have the same social interactions as a physical class setting. I was happy that my classmates were friendly.
I made lasting friendships.
Never had any issues
Online, it was challenging overall to elicit equal work from partners and there wasn't a fair platform to report problems. We did have the chance to "grade" one another, but I experienced retaliation from a group member once when confidentiality was breached which soured me on using that as a forum. Very generally, it seemed to me people were either overly committed or feigned interest, c'est la vie.
I was very fortunate to be in good groups when group work was required. The last group, for 581, was the best work group experience I've ever had.
Group projects are hard with online classes. One per semester would be better rather than 3 per semester.
I was so fortunate to work with many exceptional students during this program. It will be exciting to follow each other in our careers, and some that I will consider friends.
I have made quite a few new friends from the program, some I was group partners with in more than one class too.
The majority of my interactions with other students was positive; however I had significant difficulty with several of the people I was in groups with that made getting group projects done correctly and in a timely manner extremely challenging.
I interacted more with my professors, since my interests lied in academic librarianship and many of my classmates were interested in public or school media librarianship. But for the management class in particular (had to do a three separate group presentations) I connected with my group members.

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

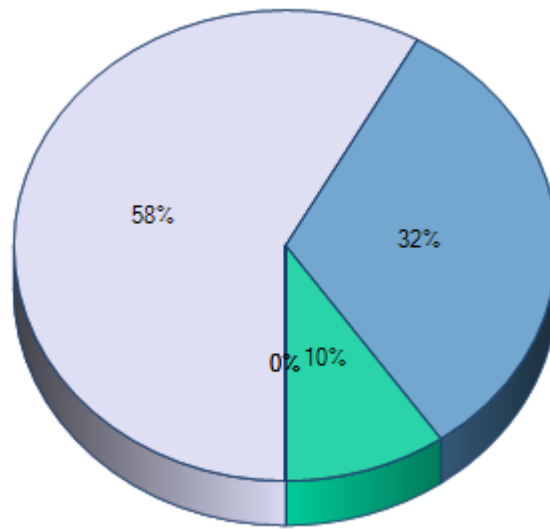**10. My interactions with department administrative staff were generally positive.**

Total Respondents: 31

☐ Strongly Agree	15	48%
☐ Agree	12	39%
☐ Neutral	4	13%
☐ Disagree	0	0%
☐ Strongly Disagree	0	0%

10. Comments: My interactions with department administrative staff were generally positive.
Administration always responded promptly to questions and concerns.
Administration was very helpful and supportive.
I never really interacted with administrative staff.
Any need or concern was met with the utmost respect and quickly. I did not have many issues my time here, but the few were met, understood and rectified. Was curious how that would play out since I am an online student, but can thankfully report it all went smoothly.
Administrative staff were friendly but not knowledgeable about University procedures. I had to do a lot of legwork just to jump through bureaucratic hoops.
I always found interactions with LIS administrative staff to be timely and positive.
Yep. If I had questions, they'd answer them.
Limited interaction but we're helpful
I heard back almost immediately from administrative staff when I emailed them. They maintain a positive and professional demeanor.
Didn't really encounter any, but the few that I did during the admission process were helpful.
I had some issues with the financial aid department in which I was repeatedly given confusing or wrong information regarding my financial aid for study abroad.
The administrative staff were always kind and helpful.
Always helpful and responsive to email
Regular emails are courteous.
The administrative staff were very positive but I must mention one incident where this was not the case. During my study abroad in Prague through the University of South Carolina, it was very difficult to get this credit accepted at UB. With the department promoting this program, it seemed odd that my grade was not honored right away. It took tremendous effort to change that. But otherwise, the admin staff were very helpful and communicative.
Ben and Dr. Julien were always prompt in their responses, professional, and kind. Made it easy to communicate with them.
I didn't have a lot of interactions with administrative staff, what I did was about half and half positive and not terribly helpful.
didn't really interact

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. My interactions with the Department Chair were generally positive.**

Total Respondents: 31

☐ Strongly Agree	18	58%
☐ Agree	10	32%
☐ Neutral	3	10%
☐ Disagree	0	0%
☐ Strongly Disagree	0	0%

| 12. Comments: My interactions with the Department Chair were generally positive. |
|---|
| These interactions were always positive. |
| I never really interacted with the Department Chair. |
| Same answer as above. |
| She is a very intelligent and capable chair, but I did not feel as though she was dedicated to student success or happiness with the program. |
| I feel that Heidi Julien has been an excellent person to learn under and interact with during my time in the LIS program with UB. |
| I didn't personally interact with Dr. Julien much at all, but her emails to students were always a pleasure to read. Thanks for your leadership Dr. Julien! |
| Willing to take criticism from students concerning the program without negativity |
| Always fast to offer help!! |
| I had no issues with Dr. Julien |
| I've never waited more than a few hours for a direct answer. |
| Regular emails are courteous. |
| Due to my lack of proximity to the UB campus, I could not participate in Dr. Julien's Town Hall meetings, but otherwise, she was helpful and accommodating. |
| She was easy to get in touch with, prompt, informative, and kind the entire two years. |
| While in the program it was fine; however, when I sent an email before applying to the program about the GRE requirement I was told that I had to retake it because my scores were too old, however, the day AFTER I took the GRE when I looked at the UB MLIS website there was now a notice on it saying if you already had a masters degree you did not have to re-take the GRE. And yes, this is my second masters. |

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. I received useful information from my faculty advisor.
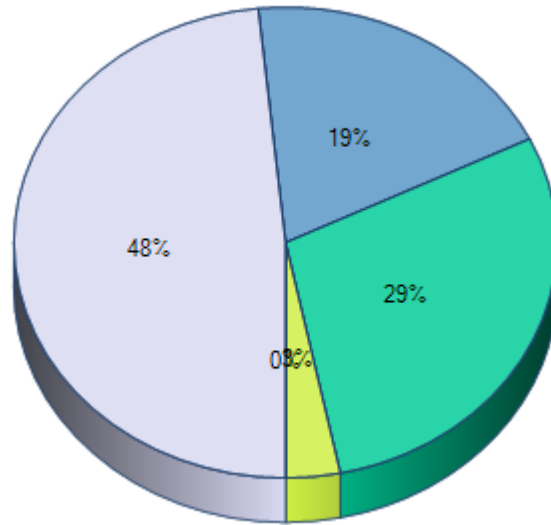
Total Respondents: 31

▥	Strongly Agree	15	48%
▦	Agree	6	19%
▦	Neutral	9	29%
▦	Disagree	1	3%
▥	Strongly Disagree	0	0%

15. Comments: I received useful information from my faculty advisor.

I had changes in my advisor due to job changes and then a major change. It was difficult at first to figure out who my "new" advisor was, but once sorted it the process of contacting them and receiving information was much smoother.

Dr. Perrault was wonderful.

My advisor was only my advisor for the beginning of my graduate career - I had an interim for one semester but never interacted with my original advisor after that. Because of this, I had to extend my program by one semester due to lack of knowledge that I was 3 credits short of graduating in Spring 2016.

My advisor was great! Always there and helpful!

My advisor changed a number of times, and at least one of these people seemed to have no idea of requirements or procedures.

My faculty advisers always had relevant answers to my questions, and took the initiative to contact me with information as needed.

I think the SLM program advisor changed maybe 3 or 4 times since I enrolled in Spring 2014. So that meant that newcomers sometimes didn't immediately have the info I needed, but aside from [one], they were all fine.

Mary Jo is great about communicating with us and keeping us aware of deadlines and necessary paperwork. Mary Jo is prompt and thorough, answering questions quickly and getting answers where she does not know the answer

My current advisor was amazing and helped wherever possible

My faculty advisor didn't really interact with me at all. The only real interactions were when she signed off on my plan of study each semester, and never did we have a discussion regarding what courses I should take or what my professional goals were; I was left to my own devices.

I spoke to my advisor once in the beginning of the program. Most of the courses he recommended I take were not offered anymore.

My advisor didn't offer me much information at all and gave me at least one incorrect piece of information. But he was always quick to respond to contact.

Dr. Battleson-White was always on top of my class choices and gave me great advice.

Overall.

I would have liked more advising--more discussion about putting together a course load that might actually lead to something.

Dr. White was the best advisor! She was a great mentor, encouraging and enthusiastic. My experience at UB was a joy partly due to her.

Soergel was a good advisor, although I am one of those people that doesn't really rely on help from their advisors for much. But he did try to answer my questions when I did have them.

I had two different advisors during the program--neither was especially helpful. Sometimes they answered by questions fairly quickly and accurately, other times they didn't.

Dr. B recommended I take a 503 class, Scholarly Communication, which was the most useful class for what I wanted (and am now doing!) professionally.

Valerie Nesset is the best.

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. I had access to appropriate specialized library software and related technology to support my educational needs.
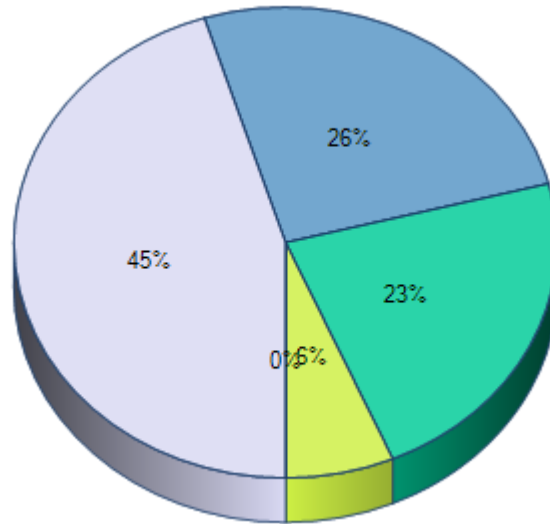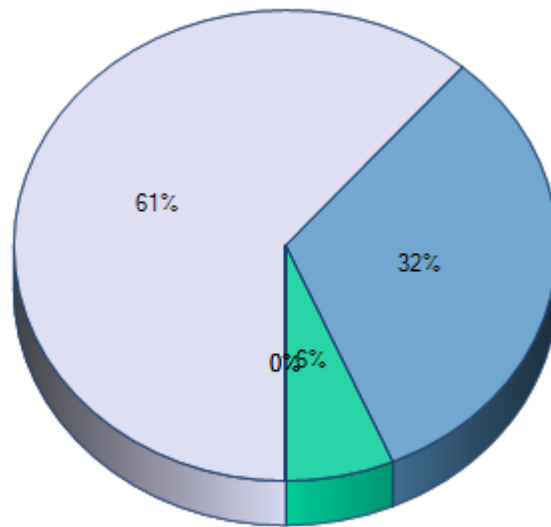

Total Respondents: 31

☐ Strongly Agree	14	45%
☐ Agree	8	26%
☐ Neutral	7	23%
☐ Disagree	2	6%
☐ Strongly Disagree	0	0%

17. Comments: had access to appropriate specialized library software and related technology to support my educational needs.
Everything I needed, and MORE, was readily available to me.
No software was provided.
UB IT support was great. I was able to utilize some of the software made available to UB students as well. I used my own Acer Aspire 17.3 inch quad core laptop and iPad throughout my time with UB. That, along with the iPhone and wifi in my apartment, provided me with more than adequate technology.
I guess? That really only came into play in 505 and 571 (I think) for me.
This concerns school library technology needs. Had to procure my own video recording equipment in some fashion through my school placements. This was an issue because I do not own video recording equipment that is appropriate for a school environment and I have limited funds and was lucky the school could assist. More assistance with procuring this equipment needs to be addressed
We didn't really have access to any software aside from what's offered thru ubit.
All classes provided the necessary tools required.
Technology offered was the best, current and up to date.
I provided these for myself as an online student.
Technology needed in my program was accessible, even from Canada.
Having the microsoft office suite and other software was great. I was super grateful for it. Including the filezilla!
We had only limited access to specialized library software and technology through the program. I had greater access through my job.

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

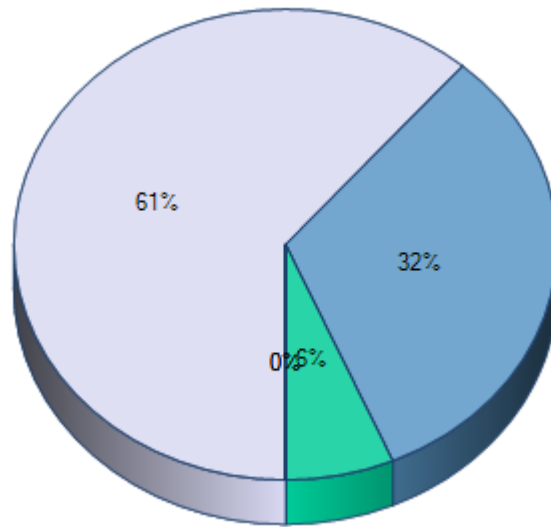**18. I am prepared to enter the workforce in my chosen field.**

Total Respondents 31

☐ Strongly Agree	19	61%	
☐ Agree	10	32%	
☐ Neutral	2	6%	
☐ Disagree	0	0%	
☐ Strongly Disagree	0	0%	

19. Comments: I am prepared to enter the workforce in my chosen field.
I would like more applicable skills - managing a budget, selecting and choosing appropriate materials, supervising clerks and teaching assistants etc.
I feel even more confident!
The quality of theory-based instruction was fine, but I am still very overwhelmed in authentic settings. For an education program, classroom management etc. cannot be practiced online. An in-person class is required.
I think that my time in the LIS program with UB has provided me with a diversity of professional development that is very transferable. I think that the concepts that learning is always an evolving process has equipped me with the mindset of consistent development in the field.
It's a rapidly changing field, so that's just an inherent problem with doing a long-term degree. Plus, personally, I've stretched my classes between school librarianship and archives...and still have interest in public library work, and health science library work. So to say that I have a precise chosen field, even now, wouldn't exactly be accurate.
I am a bit concerned about my ability to teach younger students, as the program's instructors are generally secondary educators. But my student teaching experience will help that.
While I do feel prepared, there should be more courses on reference services.
I already have a position as a librarian trainee.
My coursework has given me literally hands on training.
Overall.
After my many years working within Toronto Public Library, I thought I knew everything needed to be a librarian, but I was wrong. I feel that I will be an asset to this organization.
I have been working part time jobs in archival and record management work, as well as a library for the last few years. I feel pretty confident in looking for full time work that requires my new status as an MLIS professional.
I hope so, since I'm already there!
see comments for #15
I have already secured a job.

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. I am confident that I will be professionally successful.**

Total Respondents: 31

☐ Strongly Agree	19	61%	
☐ Agree	10	32%	
☐ Neutral	2	6%	
☐ Disagree	0	0%	
☐ Strongly Disagree	0	0%	

21. Comments: I am confident that I will be professionally successful.
I have already been hired for full-time LMS position before my graduation. I am on track for a 2020 tenure.
I have already been making a name for myself in my library's consortium, I will continue to do so in UB's name.
I think I have a fairly solid foundation, but I'm uncertain about my future success.
There are many reasons that I feel confident about my skills in the LIS field now. However, I am aware that there are a diversity of variables that affect professional development and growth, and am not devoid of the comprehension that reality throws roadblocks in our path that will be a challenge to solve.
I mean some of this comes down to my own personality. Plus, as mentioned above, I stretched myself thin to keep my options open, but that may end up doing harm. We'll see!
This degree on top of my work experience will provide me with the tool necessary to succeed in this field.
This degree on top of my work experience will provide me with the tool necessary to succeed in this field.
This program was hard but really prepares you. When I completed my internship my supervisor was impressed by my knowledge
Overall.
If I can get a job, I am confident I will be successful. There are very few full time opportunities in public librarianship, and I regret not pursuing something that is more likely to result in a full time job. I am tired of working evenings and weekends, and I see no immediate resolution to this.
I was able to focus on the communities that I am interested in, due to the classes I chose while at UB.
I am, though I'm not sure how much of that confidence comes from my degree and how much is from work experience and on-the-job training.
Got hired at a university and started working before my official conferral date :)

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. I would recommend this program to others.
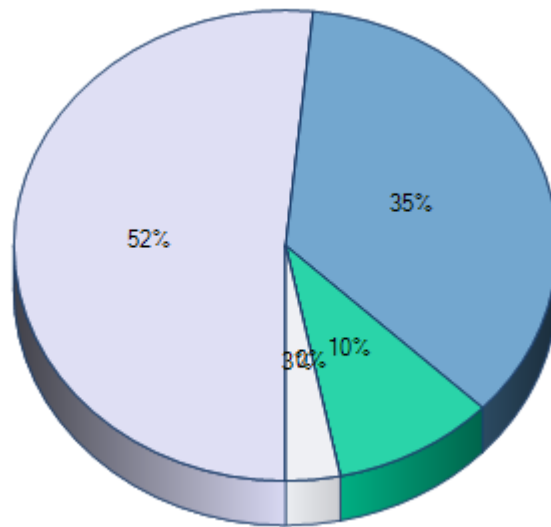
Total Respondents: 31

☐ Strongly Agree	16	52%
■ Agree	11	35%
■ Neutral	3	10%
☐ Disagree	0	0%
☐ Strongly Disagree	1	3%

23.   Comments: **I would recommend this program to others**.
I enjoyed the UB LIS program, however I feel there is a lot I did not learn.
I have recommended this program to others! Some are even enrolled since thanks to me!
I don't think this program is any worse than others in NYS. I encourage people to pursue this degree. However, I would be honest about some of the downsides of the program.
I received a third-party grant that paid for a SUNY education. This economical aspect of UB's graduate school tuition, coupled with its excellent reputation as a public research institution, helped me make my decision to apply to the LIS program. These variables, along with the excellent experience that I have had in the program, make me want to recommend the program to others.
If they're in-state, absolutely. Out-of-state, I might encourage them to see if there's a comparable program in their own state or elsewhere. But yes, as far as I can tell from my own research, UB's library program is top or near-top in NY.
I have sent quite a few students interested in the MLS to UB. I had a great time here and am happy with my decision to go here.
Great program
In general, I found this to be a good grad program.
This is a great Library program
I have already expressed my feelings about this program to fellow co-workers. This has been a great learning experience for me.
Overall.
Honestly the main issues I experienced during my time in the program were related to loans/financial aid/student accounts. I frequently had to contact these offices multiple times to resolve (what should have been) minor problems. These difficulties unfortunately colored my opinion of UB in general. I am very satisfied with the LIS program itself, but my frustrations with these other departments would make me hesitate to recommend UB.
I would recommend pursuing a more lucrative field with more opportunities.
A co-worker has shown interest in this program, and I have encouraged her to apply.
Yes, since it's online and one of the few in the state--and the only one in Buffalo.

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

Successfully integrating online learning into the program.
Practical application of skills.
Ease of access to the program.
I was able to relate a lot of my previous work experience in a public library to the things I learned in this course. There were a lot of practical lessons learned throughout the program that I think will provide me with a solid base for starting a career in this field.
All of it, I cannot single out what I liked more or less, the whole experience was worth it.
Friendly instructors, some great online education, affordability
I feel that the emphasis on collaborative work along with the use of technology are major strengths of the LIS program with UB. This is weird, but it's honestly in your core courses (505 506 518 571) and your electives (I took some archives courses and Health Science Librarianship). Maybe I'm just thinking that now because after so many school-library classes, I'm a little tired of it. But then, that's why I took those electives - so I can claim education through those courses for the non-education jobs I apply for.
I guess I'm an odd sample -- school librarianship interests me greatly, but it's not something I'd dead-positive I'm going into (that's why I took those other courses, and why I'm so grateful for the quality of the core courses). But to have the school-librarianship option open to me, I had to do the whole program & certification work. It's kind of a drag. I know - I'm complaining about something that UB can't change, and besides, it makes sense for there to be such high requirements to work in a school. The world won't, and shouldn't, conform to my wishy-washiness. But that's it - that's why I favored the other classes so much over the school-librarianship ones.
Keeping students involved despite the idea of online coursework. The coursework was just as rigorous as the in-person version of the class.
Practical assignments
The fact that it was all doable online was a huge benefit - I live in an area with no local library schools. I am an adult with a mortgage and a full time job, and couldn't afford to travel to go to school at this stage in my life, and the understanding of that by the program was invaluable to me. I would not have been able to pursue this degree if not for UB's online program.
Amazing faculty members.
Flexibility
Excellent faculty - not universal, but the majority. Special topic classes were great for contemporary issues. The department chair was particularly open to communicating with students and hearing their concerns.
The teachers, the workload and it being an online program.
The course design and knowledgeable Professors.
The instructors teaching methods. Dr. Heidi Julien.
Classes that provided practical skills to the students are a strong point in the program. Required classes are great as they give the history and foundation of librarianship, but they lack the "real world" feeling and are often times viewed as not useful. Having classes that taught me the practical side of my career really encouraged me in knowing that one day, I would be an accomplished librarian.

The coursework generally was structured well and assignments were appropriate to the degree level. Most courses were well organized which is the most important factor for online student success: clear expectations.
Online program allowed me to tailor my education to my own schedule
Academic rigor.
I was able to choose classes that focused on the service I'm interested in. The wide scope of options were instrumental in my specialization, being service to adults and newcomers.
The flexibility of the program, for the most part. I was able to take courses I thought would be better fit for me in the archival field.
Several of the instructors had current or recent experience in libraries, and their experience was helpful. Assignments that had us working with actual librarians and with actual patrons and/or students was a great experience.
The passion of the professors.

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

I would love to see more courses offered.
Stronger course ties to ALA standards.
Besides more summer classes or winter seasons, which has already been addressed. Not at this time.
Better recruitment efforts, more support for in-person instruction, more authentic opportunities, better training for instructors
I completed the program entirely online, mostly from my private apartment. I found this to be very isolating, and at times I disliked being in front of the computer. This, however, is not necessarily something that the department can improve, since the online format is essential for distance learning.
A little more standardization in coursework submission/feedback-delivery would be nice. Some profs worked exclusively through UBlearns, some through email, some did kind of a mix. I know we're supposed to learn how to be flexible, but this is one place where I think profs should step-up and make things simpler on the students. You know...upon reflecting on Question 24 a little more, maybe there should be more communication from, or even required phone sessions, with the program advisor. I know they switched several times while I was enrolled, but in the future, I think it would probably help for the advisor to be more active in discussing academic and career plans with students. On the other hand, we're supposed to be adults by now, so perhaps that's asking too much. Hard to say.
I wish the student teaching class was a little more involved with discussion or something. Compared to the rest of the program, it's very isolating and
I would just like some of the professors to be clearer in their expectations (the same as I would for any course, online or in person), and that the professors fully understand the best methods for teaching online courses, because it's extremely different than in person courses.

More variety of classes.
Professors who understand that an online learning environment may require some more creative teaching methods.
I think the program is in need of updating. I am very happy to see that happening now. I would recommend this newly revamped program to anyone considering the profession.
Continue offering great elective geared towards culture and public libraries.
No.
More resources and opportunities for online students (located at a distance from campus)
More support for job placement.
Not at all.
Get professors on the same page of organizing their syllabi so that when students need to prepare their portfolios, they're able to find the information they need easily. Dr. Battleson's syllabus are good examples of giving details on which goals and course requirements are met by each of her assignments. It would just save headaches later on down the road.
Better communication--between students, instructors, and the department. I felt like we often had no idea what was going on--between my first semester and the second, I had to redo practically my entire plan of study because (literally) half of my classes were no longer offered but I had no warning that changes were coming. Also, it felt like HUB was only sporadically kept current--graduation status, for example, changed for some students but not for others (A week after graduation mine still says I applied, while others in the program has their candidacies approved, and did weeks earlier). Trying to get straight answers from those in the know was difficult, because it was hard to tell who WAS in the know. Following the information on the website didn't always point you in the right direction, and it was very frustrating.
The user education class should be a requirement for all MLIS students.
I would suggest more opportunities for engagement online especially with clubs and student organizations.

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

College search on line, and then speaking with representatives and the LIS department for more information.
Online.
I was looking for local graduate programs in the field but wanted the flexibility of doing coursework online so I could continue to work full-time. UB was one of the schools I looked in to.
ALA Website, was looking for a school completely online.
Word of mouth and some online research.

Through Google research. I researched SUNY schools that had an excellent rating in LIS programs.
Honestly, just by researching in-state programs.
I was attending the SAVE training at Stony Brook University and one of my classmates was in the UB online program. Prior to this,
My mother
The ALA website - I initially applied to Southern Connecticut's hybrid online/in person program - they were under review for their accreditation at the time I applied, and all along I was told, it will be fine, even if we don't get approved, you will still graduate from an accredited program because of the timing. And then all of a sudden I was about to start and I learned that wasn't true! So my schooling was delayed by a semester and I found UB – I'm actually grateful for how it all worked out!
I heard about the program from at UB from a coworker.
My boss looked into it.
Friend and now co-worker was in the program a few years ago.
To be honest, as a SUNY employee who works in an academic library, I can't remember a time I wasn't aware of this program.
Research
From a former graduate.
It was recommended by a fellow co-worker.
Through the ALA Website
An alumnus.
ALA website list of accredited programs
Internet research
Co-workers
Colleagues of mine took the program and recommended it.
Through other people who have gone to the program, as well as personal research online when I became interested in getting this degree.
From previous graduates who work in my library system; also from the ALA website.
through a friend
Alumni who are coworkers.

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

UB is a New York state school and followed New York State standards, which is important for my career. Also, the information provided regarding the program was positive and well understood. When speaking with admissions and the LIS department I felt welcome even though I was not a student yet. The professors are excited about their roles in students' lives.
Tuition was lower than SU.

I chose the program because I had heard wonderful things about the school in general, and the coursework associated with the program looked like classes I was really interested in.
Was looking for a school completely online via the ALA website, the price was good, (even out of state!) and the reviews I read of UB were fantastic.
Affordability
Partially due to the fact that my grant covered the cost of an economical SUNY tuition. Also, as stated above, due to UB's excellent ratings and reputation as a public research institution in the US.
From the research I did, it seemed like the best value. SUNY, in-state tuition, and well-regarded. It's too bad that money plays a part, but it does.
I live on Long Island and did not like the choices I had (Queens is far and on the verge of losing accreditation, CW Post is very expensive and is on the verge of losing accreditation, and Stony Brook does not offer a full degree.)
Affordable and local
online format and price, primarily, plus the fact that it was in NY State so many of the regulations would be the same as mine, even though we are in different counties.
I choose the program at UB because it was recommended from a coworker.
Fully online program and very reputable.
Recommended by a friend. Affordable. Flexible hours.
It met the criteria of being fully online and offered by a SUNY school.
For financial reasons and because I wanted an online program to fit my personal needs.
Best school in the area, I have has other family members graduate from UB undergrad.
It was recommended by a fellow co-worker. I compared it to other programs and it was far the best choice.
I chose UB because of the extensive research that is produced by this university. I feel that UB's reputation is respected worldwide and I wanted to be a part of that.
Online, tuition free as a SUNY employee, I wanted to pursue library science
Financial aid offer
Price.
Location and price.
This program did not require an honours degree to enroll, unlike the universities in Ontario. The online option also fit well with my personal and professional responsibilities.
Online, I prefer state schools, I have family who are UB alum, heard good things about the program
An online-only option was available, and it's the only one in my part of the state (and one of only two in the entire state).
state school (affordable tuition), online program
Because of known alumni.

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

I am so grateful for my experience at UB. The semester were long and difficult, however I feel that I have learned a wealth of invaluable information. Thank you for the opportunity to attend your program.
Thanks for the great experience UB! I am excited to head out in to the work world with my masters, and to not have any more homework! :)
I think this program should be promoted more--I was only aware of this due to word of mouth
Keep on improving and being open to your students. Also, my one disappointment is that there is no hooding ceremony for master students.
This has been a wonderful experience with great classmates, instructors, and thoughtful and challenging content. I feel that I have become an asset to the library field.
Please bring back Tammaro's advanced archival management courses. Or even consider setting up an archival track. Also should make practicums mandatory to get students into more practical work versus theoretical.
I understand the importance of being able to work with all kinds of people, really I do. I get why we are assigned group work in almost every class in this program. However, many of the group projects did not need to be done by a group--they would have worked much better as individual projects and it felt like they were made group projects so that the instructor had less grading to do. By the time you've been in the workplace for a number of years--and many of us who are doing online only programs have full-time jobs and have been in the workforce for a number of years already--we already have plenty of experience working with all kinds of people. I would suggest only having projects that have true value for the students as group projects be group projects in the future, and less group projects that benefit the instructor only.