

IS Exit Survey 2019-2020

Survey Title: IS Graduate Exit Survey - 2019-20 Academic Year

Responses By Question Analysis:

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

		Response Total	Response Percent	Points	Avg
February 2020 conferral (last semester was Fall 2019)		20	61%	n/a	n/a
June 2020 conferral (last semester was Spring 2020)		13	39%	n/a	n/a
September 2020 conferral (last semester was Summer 2020)		0	0%	n/a	n/a
None of the above		0	0%	n/a	n/a
Total Respondents		33	100%		
		(skipped this question)	7		

2. Please choose the status that most accurately reflects your situation.

		Response Total	Response Percent	Points	Avg
I accepted new employment relevant to my degree upon graduation.		4	13%	n/a	n/a
I am continuing professional employment relevant to my degree.		12	39%	n/a	n/a
I am seeking employment relevant to my degree.		12	39%	n/a	n/a
I am pursuing continued education.		0	0%	n/a	n/a
Other, please specify	1. Already have a job, only needed 30 credit hours, decided to finish				

2. Completing my second year as an LMS in a high school. Was working in this position for the last 2 years of the grad program. Directly relevant to my degree!
3. I am continuing professional employment not relevant to my degree while seeking relevant employment

Total Respondents 31 100%
(skipped this question) 9

3. My degree is in the School Librarianship program.

	Response Total	Response Percent	Points	Avg
Yes	12	39%	n/a	n/a
No	19	61%	n/a	n/a
Total Respondents 31				
(skipped this question)		9		

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

	Response Total	Response Percent	Points	Avg
Strongly Agree	12	39%	n/a	n/a
Agree	13	42%	n/a	n/a
Neutral	2	6%	n/a	n/a
Disagree	2	6%	n/a	n/a
Strongly Disagree	1	3%	n/a	n/a
Total Respondents 31				
(skipped this question)		9		

5. Please comment on the above question (4).

1. I thought the quality of course content was excellent. Some instructors were not as prompt with answering questions and giving feedback on assignments, which is difficult for an online course. However, some instructors went above and beyond in providing interesting, varied course content and timely, constructive feedback.
2. The vast majority of professors and adjuncts were highly skilled at androgogy and online education. They also were skilled at creating community and collaboration on an online platform.
3. I did not know coming in to the program that it was 100% online. Nowhere in my research was that reflected. I feel as though an in-person instruction would be so much more effective. I'm not sure I learned too much throughout this program.
4. Some professors were more suited to teaching online courses than others.
5. Dr. B, Dr. VanScoy, Chris Hollister, and Molly Poremski were particularly excellent professors!
6. Some professors were excellent and they all seemed knowledgeable, but there was very little consistency on the quality of teaching in an online format, mostly leaning on the "not good" end of the spectrum.
7. I loved this program. I learned so much.
8. The majority of my instructors were fantastic and I enjoyed taking their classes.
Many professors were, or are, working in the field of school librarianship. This makes it easier for

9. them to connect with us as students and other professionals in the field. The most valuable asset of the program.

10. I was introduced to a broad range of concepts and skills, such as reference interview, CARP test, boolean operators, and LibGuides.

11. Overall I had an incredible experience at UB - even though my instruction was online. My professors were amazing. I feel more could be done about the rigor for the public/school-related courses, but I did have a great experience regardless.

12. All my professors seemed to know what they were talking about. Some were better at teaching their knowledge than others.

13. I felt the quality of instruction was overall very excellent. I learned valuable information in each class. However, I will say that the level of instruction was much stronger with tenure-track faculty than with adjuncts. I understand that adjuncts have other responsibilities - and also that some are asked to teach courses last minute, but it was a distinct experience (I am specifically speaking of the courses for children's and YA services).

14. I learned a lot from the program and felt that the courses offered covered a wide range of topics, from what program-centric classes that one typically envisions as part of "library school" to more theoretical and technical classes.

15. I have learned so much in my program that I am ready to apply it successfully in any location. But with the current marketplace and influences, it remains to be seen whether I will have that opportunity soon.

16. Upon completion of this program I truly feel like I am unprepared to enter my field. I feel that my classes did not prepare me for the realistic operations of a school library. I feel that the instruction was heavily focused on theory and best practices while failing to address the real tasks of the job. If it was not for my supervising librarian in my field placements I would have no idea how to work a typical catalog, or how to work typical databases that elementary and secondary school students use. This program was clearly designed for librarians that are already in the field who have access to collections, databases, and catalogs. I struggled throughout this program trying to catch up, and would have to uncomfortably ask professional librarian's for their private log in information to things like Titlewave or Destiny just so I could get an assignment done. Why is it that this program has no databases or catalogs that represent what we would be using in a typical elementary or secondary level school library for students in the program to use? This program is meant to be preparing students for positions in the school library, but the priority seems to be pushing students through this program who are already in the field and just need the piece of paper.

In addition to this, the core courses of this program really cater to the rest of the LIS world while failing to create assignments and discussions that relevant to school libraries. Though I understand the crossover in these different fields, it seemed these courses would only offer a brief discussion post or two on school libraries and maybe one assignment that focuses on that. The skills just do not seem to transfer well.

17. Upon completion of this program I truly feel like I am unprepared to enter my field. I feel that my classes did not prepare me for the realistic operations of a school library. I feel that the instruction was heavily focused on theory and best practices while failing to address the real tasks of the job. If it was not for my supervising librarian in my field placements I would have no idea how to work a typical catalog, or how to work typical databases that elementary and secondary school students use. This program was clearly designed for librarians that are already in the field who have access to collections, databases, and catalogs. I struggled throughout this program trying to catch up, and would have to uncomfortably ask professional librarian's for their private log in information to things like Titlewave or Destiny just so I could get an assignment done. Why is it that this program has no databases or catalogs that represent what we would be using in a typical elementary or secondary level school library for students in the program to use? This program is meant to be preparing students for positions in the school library, but the priority seems to be pushing students

through this program who are already in the field and just need the piece of paper.

18. I strongly agree that the IS program at UB was excellent due to its rigorous, detailed workloads and expectations from the faculty.

19. In general, I've noticed class sizes getting larger and larger - too large for instructors to really devote individualized attention to students, or provide detailed feedback in class discussions.

Total Respondents 19

(skipped this question) 21

6. My interactions with faculty members were generally positive.

		Response Total	Response Percent	Points	Avg
Strongly Agree		13	42%	n/a	n/a
Agree		14	45%	n/a	n/a
Neutral		1	3%	n/a	n/a
Disagree		2	6%	n/a	n/a
Strongly Disagree		0	0%	n/a	n/a
Total Respondents		31			

(skipped this question) 9

7. Please comment on the above question (6).

1. I rarely had issues with faculty members. As aforementioned, some instructors did not provide prompt responses or feedback for assignments, but these instructors were also lenient with grading relevant to communication issues. At times, the graduate assistant work was difficult due to lack of communication (response) from the professor. It was difficult to improve work when the professor did not provide assistance when asked.

2. All interactions with faculty have been so positive, encouraging, and engaged.

3. My professors were not keen on me visiting them during their office hours while I was on campus during my three semesters. Often they seemed more angry than excited to see one of their students. Via email, mostly the professors were polite at best and snarky at worst.

4. Everyone was friendly and responsive.

5. I had some really good professors. Some of them were okay.

6. The faculty members were very nice and helpful.

7. My adviser Mary Jo was amazing throughout the program for advice, support, and mentorship. I have been privileged to work with some program adjunct professors in the professional world, strengthening ties within the school library world.

8. My professors responded promptly and usually answered my questions thoroughly.

9. Some course instructors were excellent. Some were subpar (posted PPTs in place of lectures, which taught nothing, and expecting a lot of assignments without teaching)

10. Again, I had a very positive experience in the IS program and with IS faculty. However, I must say that some of the adjunct faculty, while they tried hard, did not provide the same level of instruction that the tenure-track faculty did. (*However, I must note that the adjunct faculty I am speaking of did have to teach the courses last minute)

All my professors were wonderful. I did have a professor who I had a semester long argument over my use of the singular "they"; with as I am of the belief that "he or she"; is not

- 11. inclusive as a term and would not use it, preferring the singular they. I believe this professor is part of the Education department not the LIS department but as school library majors all likely take classes with this professor I thought it was worth mentioning. I have never had this issue at another institution. Some sensitivity training may be in order.
- 12. The faculty I did have interactions with were very positive. Sometimes I would ask random questions and they would respond quickly and with detailed answers.
- 13. I found professors to be helpful, accessible, and interested in supporting my learning.
- 14. Faculty have been very supportive of my learning. Career services help, however, has been more difficult to obtain.
- 15. Though all of my professors were generally kind, almost all of my school library courses had outdated materials posted on our instructional sites. I often had to get clarification on assignments because I would find two or three different due dates posted in different places. I also found myself spending more time trying to understand what my professors wanted from me for an assignment than the time I actually spent doing the assignment. This was often because professors would post incomplete assignment directions in several places making it extremely difficult to find every source of information just for the assignment instructions. I would have to have 3-4 tabs or documents open just so I had everything. I felt like a bother to my professors often when I asked them questions, even though it is their job to answer them.
- 16. Though all of my professors were generally kind, almost all of my school library courses had outdated materials posted on our instructional sites. I often had to get clarification on assignments because I would find two or three different due dates posted in different places. I also found myself spending more time trying to understand what my professors wanted from me for an assignment than the time I actually spent doing the assignment. This was often because professors would post incomplete assignment directions in several places making it extremely difficult to find every source of information just for the assignment instructions. I would have to have 3-4 tabs or documents open just so I had everything. I felt like a bother to my professors often when I asked them questions, even though it is their job to answer them.
- 17. I always had positive interactions with instructors and they were very responsive to my needs as an online student.

Total Respondents 17

(skipped this question) 23

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

		Response Total	Response Percent	Points	Avg
Strongly Agree		10	32%	n/a	n/a
Agree		16	52%	n/a	n/a
Neutral		4	13%	n/a	n/a
Disagree		0	0%	n/a	n/a
Strongly Disagree		0	0%	n/a	n/a

Total Respondents 31

(skipped this question) 9

9. Please comment on the above question (8).

All students were respectful in course interactions (online discussions and email). Group dynamics proved difficult for some team projects, especially those projects that lasted the entire semester and

were a large part of individual grades. In nearly every team project on which I worked, I did the most work, and while at times this was by design (if I chose to be the team leader), at other times, it was due to lack of effort on the part of other team members, and that was extremely frustrating. I have completed two major team projects almost entirely on my own due to lack of communication and effort from team member(s), despite repeated attempts to engage them and delegate reasonable tasks. In at least two groups, members stated that they were traveling and would be "out of email service" for one or more weeks before a major group assignment was due. While some of them offered to complete their own portion of group projects ahead of time, this completely upsets the timeline and corroboration of the entire group, as other people have their own timelines for other coursework and personal lives. Being out of email contact for more than a week during the semester, especially when a group assignment is due, is completely unacceptable to me. I understand that teamwork is a part of nearly any employment; however, as a project manager (as I was in these situations), I would also have the ability to hire good workers and fire people who show no communication or effort whatsoever. I like learning, and I wouldn't mind doing all of the work for these projects myself anyway, but having to complete tasks at the last minute because my group mates have failed me is less than ideal. Teams for smaller assignments would be okay. Teams for larger assignments is incredibly frustrating and stressful when a major portion of my grade for a course depends on whether or not other people feel like contributing graduate level work.

1.

Classroom ethics were very strong. The community of learners worked together toward a common goal.

2.

Many of my interactions with other students were forced (i.e., required discussion board posts, group work, etc.) so I didn't feel as though they were completely natural. I noticed, though, that many of them were feeling similar to me: that this program is not the most effective one of its kind.

3.

There was limited interaction, but nothing negative.

4.

Met some really great people and we helped each other.

5.

I made a few friends and learned a lot from my fellow classmates.

6.

All students treated others, and myself, as professionals.

7.

My fellow students were receptive to my suggestions and shared equitably in group projects.

8.

There are quite a few students that I had extremely positive relationships with, but unfortunately this happened much later in my degree program. While my interactions with other students were positive, there were students who seemed to slack off during group projects or may not have seemed ready for graduate school.

9.

I only found myself in a single situation where I did not have positive interactions between with a classmate and it related to a group member who did not do any of their work for a group project. Otherwise the students I've worked with and spoken to in this program have been lovely. The online aspect made it difficult to build any lasting connections however.

10.

Interactions with fellow students were positive overall. I never had a truly negative experience with my classmates; however, there were difficulties with some group projects. Some students took on too much or were, for lack of a better term, lazy and did not contribute. No matter what, this is graduate school and the students enrolled in this program should be better prepared. I worked full-time and had other responsibilities and never dropped the ball on my teammates. I think the bar might need to be raised in terms of admissions.

11.

Occasionally it was tough to get in touch with other students for projects - not a surprise given that we are all working remotely, but it did sometimes make group work a challenge. On the whole, everyone I've worked with has been great in terms of attitude, collaboration, and professionalism.

12.

Students have been nothing but respectful and positive in my time here.

13.

Discussion boards are really the only way I interacted with other students through the program.

14. These discussion boards were generally not very engaging and it was clear most people just wrote something to get the assignment done. I realize this is a complication of an online program, but I never truly felt engaged with any of my fellow students.

Discussion boards are really the only way I interacted with other students through the program.

15. These discussion boards were generally not very engaging and it was clear most people just wrote something to get the assignment done. I realize this is a complication of an online program, but I never truly felt engaged with any of my fellow students.

16. I found that in the online environment that students were always cordial and respectful of one another; especially for group projects.

Total Respondents 16

(skipped this question) 24

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

		Response Total	Response Percent	Points	Avg
Strongly Agree		14	45%	n/a	n/a
Agree		12	39%	n/a	n/a
Neutral		4	13%	n/a	n/a
Disagree		0	0%	n/a	n/a
Strongly Disagree		0	0%	n/a	n/a

Total Respondents 31

(skipped this question) 9

11. Please comment on the above question (10).

1. Most of my interactions with department administrative staff were generally positive. For a very long time (more than four months), I was not receiving direct deposit checks for graduate assistant work, even though I had submitted the appropriate paperwork and void check for this, and was instead receiving live checks at the wrong address. For unknown reasons, this took repeated attempts to correct and the administrative staff at the other end was not very timely in responses, helpful or very customer service oriented (I'm not sure whether this person was departmental admin staff, or other university admin). I had to offer to involve the Department Chair in order to receive a response and actual action to correct the situation.

2. Extremely helpful and professional.

3. Jennifer in the admin office wasn't mean but she was not extremely welcoming and polite either. She seems extremely overworked all the time and that seems like perhaps a bit of miscommunication/mismanagement between the dept itself? Not sure. I can tell that the switch from in-person to remote teaching played a large role in the efficient way things were run.

4. They were friendly and responsive.

5. Very helpful! My advisor especially.

6. I didn't really speak with administrative staff.

7. The administrative staff was polite and helpful when I called.

8. The information provided by the IS department is quite detailed so I did not have to contact department staff very often, but I did contact them in regards to my degree progress and graduation information. They were quick to respond and extremely helpful.

9. Mary Jo was a delight to have as an advisor. She was really the only person in the department I had consistent contact with and I found her both flexible and kind to work with.
10. I only reached out to departmental staff right at the beginning and now, at the end, of my program. Though my interactions were brief, I found the staff to be friendly, informative, and responsive.
11. I did not end up needing to interact with them much, but no issues.
12. Everyone has followed up and provided excellent service.
13. N/A

Total Respondents 13

(skipped this question) 27

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

		Response Total	Response Percent	Points	Avg
Strongly Agree		8	26%	n/a	n/a
Agree		11	35%	n/a	n/a
Neutral		9	29%	n/a	n/a
Disagree		1	3%	n/a	n/a
Strongly Disagree		1	3%	n/a	n/a
Total Respondents		31			

(skipped this question) 9

13. Please comment on the above question (12).

1. My interactions with the Department Chair were generally positive, though there was some miscommunication regarding the graduate assistant appointment at first. I was not aware that it was my responsibility to contact my GA professors for work at the very start of the semester; I had assumed they would contact me first. Dr. Julien (chair at that time) communicated very effectively regarding the work she needed completed through the GA position, which was highly appreciated. She was also understanding when work was not always completed at the quickest rate.
2. Extremely helpful and prompt in reply. Caring!
3. I never interacted with the Department Chair
4. Never really talked with Dr. Julien except when she was my instructor, and the same for Dr. Albertson.
5. I never had a direct interaction with the Dept. Chair
6. I did not have interactions with the Department Chair
7. Didn't interact with my department chair.
8. I didn't speak with the Department Chair much.
9. Dr. Albertson was a tremendous help as I was nearing the end of my program.
10. The Chair answered my questions politely, promptly, and thoroughly.
11. There were few times when I contact the Chair (at first it was Dr. Julien and then Dr. Albertson). However, when I did contact them, they were quick to respond and assist with my questions.
12. No interactions. I felt most emails did not relate to me or my studies in any way.

13. I rarely reached out to the chair, but my experiences with former chair Dr. Julien and current chair Dr. Albertson have been positive. I've received timely email responses and great information regarding activities within and outside the department.
14. Did not have a lot of direct interaction with the Department Chair.
15. Both Dr. Julien and Dr. Albertson have been great as chairs - I especially feel that since Dr. Albertson (Dan) has taken over, the communications have been regular, accessible, and appreciated
16. NA
17. I actually never had much interaction with the department chair.

Total Respondents 17

(skipped this question) 23

14. I received useful information from my faculty advisor.

		Response Total	Response Percent	Points	Avg
Strongly Agree		18	58%	n/a	n/a
Agree		9	29%	n/a	n/a
Neutral		2	6%	n/a	n/a
Disagree		1	3%	n/a	n/a
Strongly Disagree		0	0%	n/a	n/a

Total Respondents 31

(skipped this question) 9

15. Please comment on the above question (14).

1. I received useful information regarding coursework, plan of study, and potential practicums or independent studies from my faculty advisor. The only issue we had was determining which 503 courses counted toward which elective requirements. This is something that ought to be addressed in through 503 course descriptions. (For example, a description of LIS 503 Scholarly Communication should state that it counts toward the Information Users & Use elective requirement.)
2. My advisor was prompt in helping me if I had a question about my course of study.
3. Dr. B-W was an amazing guide during my time at UB. She helped me transition into the world of remote learning and helped me understand the complicated and arbitrary rules that UB has set to finally leave the program. She made sure to comfort me throughout this journey. Very helpful.
4. MJ has been a life-saver and absolutely one of the most important and helpful people I've dealt with during this program.
5. There wasn't much interaction as I felt fairly self reliant. However, any interaction was positive.
6. It was sometimes difficult to get straight answers out of my advisor, and they were not particularly helpful in choosing courses that would be useful to me professionally.
7. See above comment.
8. My advisor informed me about different LIS 503 classes and helped me revise my plan of study.
9. My advisor guided me through the process of registering for a practicum and made suggestions for courses.
10. I was in the SL program for two years, and Mary Jo Sicurella was amazing as an advisor. The advisors I had in the MSLIS program were also great, but Mary Jo was exceptional.

11. My advisor was helpful when I contacted him, but I wish I established more of a relationship with him early on in my degree program.
12. See above. Mary Jo was lovely to work with!
13. My advisor was very nice and helpful, but I wish I had stronger relationship with him from the beginning of my program. While he knew my name from some introduction emails, there was no outreach on his part. Typically our conversations were related to my questions about my plan of study.
14. Dr. Soergel was definitely helpful in getting my plan of study set up at the beginning of the program and adjusted throughout. I've appreciated his advice on which courses to take, including the encouragement to stick with my Database Systems class (LIS 569) this semester.
15. My advisor has been a constant help in my work and a great sounding board for advice.
16. My advisor always answered my questions in a timely fashion and was always really helpful, despite this I think that the department needs to update the UB Learns SL Advisement page. It has completely out of date documents that not only look terrible and dated, as though they were made in Microsoft Word 2003, but they also have misinformation, particularly the portfolio requirements. These have not been updated since 2013 and I ended up doing twice as much work for my portfolio, with so many questions for my advisor/professor as I worked because even these documents have contradicting information.
17. My advisor always answered my questions in a timely fashion and was always really helpful, despite this I think that the department needs to update the UB Learns SL Advisement page. It has completely out of date documents that not only look terrible and dated, as though they were made in Microsoft Word 2003, but they also have misinformation, particularly the portfolio requirements. These have not been updated since 2013 and I ended up doing twice as much work for my portfolio, with so many questions for my advisor/professor as I worked because even these documents have contradicting information.
18. Not all the time. Information that I believed the advisor would have more details on was sometimes hidden in plain sight.

Total Respondents 18

(skipped this question) 22

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

		Response Total	Response Percent	Points	Avg
Strongly Agree		11	35%	n/a	n/a
Agree		14	45%	n/a	n/a
Neutral		3	10%	n/a	n/a
Disagree		0	0%	n/a	n/a
Strongly Disagree		2	6%	n/a	n/a
Total Respondents		31			

(skipped this question) 9

17. Please comment on the above question (16).

We used many valuable tools and technologies related to courses in this program. I was not aware that I would need computer with Windows OS in order to complete assignments for some of the courses. Database Concepts & Management required almost all coursework to be completed in MS Access (not available for Mac OS) and Web Development required an assignment to be completed

1. using the desktop version of Wordpress (not available for Mac). Partway through the program, I heard from peers that UB generally recommends that undergraduate students acquire PC computers rather than Macs for use at the university; however, I was never aware of this recommendation, and was certainly not aware that a PC would be necessary for some of the LIS program coursework.
2. The technology orientation and program pathway were integral in this!
3. not needed
4. I gained access to all of UB's databases and its institutional repository. I wouldn't say I gained access to "related technology" because I had to supply my own tech (read: buy a new laptop) to even come into this program so I'm not really sure what the question is asking.
5. I appreciate that UB provides students with the Microsoft Office suite and EndNote.
6. Only because I already had connections in the library field.
7. I had access to a number of databases and software that was needed for my assignments such as EndNote.
While UB provided a lot of technology, I would have appreciated being able to have access to more video technology and xml files. I did not have access to technology allowing me to make videos and create xml files.
8. All of the software required for the program was provided to me with the appropriate logins. Any software (e.g. Microsoft Access) that I had to get myself was easy enough to find and download.
9. Most software and tools I sought were available to me.
10. I find UB to be very strong in terms of providing technology and software to students. All of my library-related software was provided by instructors. Any additional software, such as MS Access, was freely available by UBIT.
11. I had a little bit of trouble maneuvering with MS Access from a Mac computer for LIS 569. The process of using the remote computing option through the UB Library worked ok as a fix, and I think as well as it could have - and I appreciated it - but it might have been helpful to know before going into the course that MS Access would be a requirement. (And if that was listed but I didn't see it - my apologies!)
12. NA
13. As I mentioned above, the department has no subscriptions to databases or catalog systems for students to use, and the prices are impossible for students to afford on their own for a assignment needs. Despite not having these systems, it was required of me to figure out some way to get into these password-protected systems. It was incredibly uncomfortable to ask someone I just met, my supervising librarian, for her personal usernames and passwords to complete my assignments. I even asked my professor about this, who is a school librarian herself, and I was more or less told to figure it out myself.
14. As I mentioned above, the department has no subscriptions to databases or catalog systems for students to use, and the prices are impossible for students to afford on their own for a assignment needs. Despite not having these systems, it was required of me to figure out some way to get into these password-protected systems. It was incredibly uncomfortable to ask someone I just met, my supervising librarian, for her personal usernames and passwords to complete my assignments. I even asked my professor about this, who is a school librarian herself, and I was more or less told to figure it out myself.
15. All of the technology worked well and I didn't encounter any major issues.

Total Respondents 16

(skipped
this

question)

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

		Response Total	Response Percent	Points	Avg
Strongly Agree		16	52%	n/a	n/a
Agree		10	32%	n/a	n/a
Neutral		1	3%	n/a	n/a
Disagree		2	6%	n/a	n/a
Strongly Disagree		1	3%	n/a	n/a
Total Respondents		31			
		(skipped this question)	9		

19. Please comment on the above question (18).

1. I think being prepared to enter the LIS workforce probably has a lot to do with which courses students selected. If I have navigated away from technical courses, I'm not sure I would feel as confident in my ability to learn further skills that may be necessary for future position. I feel that by completing the core courses as well as elective courses in database management, digital libraries, metadata, information systems, cataloging, collection development, and scholarly communication, I have at least a grasp on several, well-rounded skills that may be necessary for future positions. I am not sure this would be the case for everyone in the program, if they had chosen to take other elective courses. I already have experience working what was essentially reference in a major bookstore and working in a large public library, so I felt that I already had some skills related to those areas and that I should challenge myself to take coursework in other areas.

2. I am in my second year as a school librarian.

3. I don't really feel as though I was challenged enough in this program. It is a possibility that that is due to me not choosing difficult enough classes, but I created my Plan of Study with Dr. B in my first semester, and everything seemed fine. I don't think I was really held accountable to anything because online classes are a lot easier to sort of fake your way through than in-person classes. I believe that (not at the fault of UB) this degree I will be obtaining is much more of a formality than an actual asset to take with me throughout my career. I don't think I gained any useful experience in the field because there were so few opportunities for that around me. I don't live near a big city so things are harder. I feel absolutely, completely unprepared.

4. I have learned at least as much working in the field as I have in the program so it's hard to say how prepared I would be if I had not been working.

5. Yes, but I had a lot of experience before this, both in teaching and library.

6. I feel this program prepared me to continue my work in public libraries.

7. I am prepared because I know how to conduct a reference interview, how to make instructional tutorials, etc.

8. While I strongly agree, I feel more advanced tech/data science classes might be helpful for the IS program.

9. The only thing I feel is holding me back at the moment is the shortage of job listings due to the current circumstances but these are uncontrollable. I feel as prepared as I can be given my student teaching and so on were interrupted by COVID-19.

10. I think I am fully prepared to enter the workforce in Information and Library Science. Though librarian positions are lacking in my geographic area, I think my skills will be invaluable once a position is open. I have skills in cataloging, reference, and programming - just to name a few skills.

I feel like what I've learned has covered a lot of ground and I've gotten good practical

11. experience even just from my classes, without being able to do any internships or practicums while working full time.
12. I am more than prepared to enter the workforce, but again, it remains to be seen whether I can land work in this current climate. More active placement services would have been nice.
13. I feel that I have so much more to learn. I realize that much of this field requires experience and time in the library classroom to learn, but this program did nothing to prepare me realistically for the job I am going to be entering soon.
14. I feel that I have so much more to learn. I realize that much of this field requires experience and time in the library classroom to learn, but this program did nothing to prepare me realistically for the job I am going to be entering soon.
15. I am somewhat ready to enter the workforce; more hands on training will be necessary so that I may feel stronger on taking the next step forward.

Total Respondents 15

(skipped this question) 25

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

		Response		Points	Avg
		Total	Percent		
Strongly Agree		19	61%	n/a	n/a
Agree		9	29%	n/a	n/a
Neutral		1	3%	n/a	n/a
Disagree		1	3%	n/a	n/a
Strongly Disagree		0	0%	n/a	n/a
Total Respondents		31			

(skipped this question) 9

21. Please comment on the above question (20).

1. I am confident that I will be professionally successful not because of this program, but because of my work ethic. I have and will always put in the work necessary to be successful professionally. This program did provide the content and skills I wanted to learn in order to further my professional career. I appreciated the range of electives that were available for study. At times, I wished that there were more flexibility in elective choices (in other words, not having to choose a class to fulfill every elective requirement); however, I did learn much that I never would have known about without fulfilling those requirements.
 2. I'm skeptical at best.
 3. Absolutely!
 4. I believe I can take what I learned in this program and better myself to help serve my community.
 5. I am confident because I had practical experiences in internships and coursework that had practical aspects such as conducting reference interviews.
 6. While a few librarians I have spoken with seem to treat those with online degrees differently, I am positive that I learned more than most. Research methods, database systems, and information organization are some of the most intense and useful classes as a future librarian. And I believe the rigor of this program has helped me gain new skills.
- I feel prepared and I am looking forward to working in schools. I already feel highly successful in my

7. role as a librarian at a public library, mostly due to the skills I learned in the program.
8. I feel like I learned a lot and built on knowledge that I had coming into the program. I know that libraries are constantly changing to meet users needs and we must also be able to change as well. Even though I learned a lot from this program, I understand that I will have to participate in professional development and probably take non-matriculated classes to keep my knowledge current.
9. I feel somewhat adrift now, but I suspect that my own determination and drive will see me through the current climate.
10. I am confident in myself and my abilities to learn quickly on the job. I am confident that I will find a mentor in my school to help me learn and grow. I do not accredit any of this confidence to this program.
11. I am confident in myself and my abilities to learn quickly on the job. I am confident that I will find a mentor in my school to help me learn and grow. I do not accredit any of this confidence to this program.
12. I am confident that I will be successful with my recent education and long term job experience.
13. I'd be more confident if it weren't for Covid-19...that's kind of throwing a lot of plans up in the air, I'm afraid.

Total Respondents 13

(skipped this question) 27

22. I would recommend this program to others.

		Response Total	Response Percent	Points	Avg
Strongly Agree		16	52%	n/a	n/a
Agree		9	29%	n/a	n/a
Neutral		2	6%	n/a	n/a
Disagree		0	0%	n/a	n/a
Strongly Disagree		3	10%	n/a	n/a
Total Respondents		31			

(skipped this question) 9

23. Please comment on the above question (22).

1. I would recommend this program to others, especially people who are local and/or specifically looking for an online program. I really enjoyed the all-online format of this program and thought the majority of courses were adapted very well for online learning. I would recommend this program to people who are nontraditional students, have irregular work hours, are remote and/or wish to travel during semesters, and who want to save money. I would also recommend courses in this program for individuals seeking professional development. In regards to saving money, the program ought to state that seated and/or hybrid courses are no longer an option, as none of the courses I or any of my classmates took were actually offered seated (to my knowledge). To say that a hybrid option is available is deceitful not only because some students may choose to study through this program specifically for the seated and/or hybrid aspect, but also because students should know that they can waive certain college fees (healthcare, transportation, activities) by declaring that they are an online student. Higher education is expensive enough as it is, even through a public institution. The department should not be helping the university take students' money unnecessarily.
2. I think this program is excellent for adult learners. I frequently recommend it to colleagues.

3. I have been trying to dissuade people from coming here. My favorite part about this program was studying abroad through another university. If the dept were to offer some in-person classes I would be much more appreciative of it. I feel a bit jipped honestly.
4. Although some people are still hesitant about online courses.
I had an internship this semester, and my supervisor was very impressed with what I had learned at UB. She has had interns from other SUNY schools and said it seemed I was far ahead of those other students, and more on-par with the interns she has had from Syracuse University. I was very happy to hear that considering Syracuse is so much more expensive. I would absolutely recommend other students to UB.
- 5.
6. It would depend on where they are in life and what they want to do with a library degree.
7. Yes, I will!
8. I recommend this program to anyone thinking about getting their MLS.
9. I would recommend this program to others because of the ability to get practical experiences, coursework with practical projects/aspects, and politeness and kindness of faculty and staff.
I would highly recommend UB for those interested in learning IS. Many times, people go to schools that are the "easiest" or have the "best" reputation, but IS program at UB is rigorous and encourages problem-solving, independence, and collaboration.
- 10.
11. Absolutely.
12. Yes, I think this is an excellent program and very underrated. The level of scholarship and engagement is very strong for an online program.
13. If they have the love, the drive, the self-organization, and motivation, then they can do well in the program.
14. I have told people to look elsewhere if they want to feel supported and prepared to be in the field when they finish their program.
15. I have told people to look elsewhere if they want to feel supported and prepared to be in the field when they finish their program.
16. I would certainly recommend this program to others. It is convenient for online students and one will gain much knowledge from the coursework.

Total Respondents 16

(skipped this question) 24

24. What were the major strengths of your program?

1. Some instructors used a great mix of course content, including traditional lecture video recordings, chapter/article reading, interviews, podcasts, and YouTube videos. Some instructors also required interesting, but still useful course assignments. Chris Hollister is a fantastic instructor - he uses all different kinds of engaging course content, he records video responses to weekly discussion posts, he's encouraging, and his course assignments are more than just an evaluation method, given his commitment to the open access movement and creating open access content. I also really liked Dr. Sun's courses. I enjoyed almost every course in this program for one reason or another, but I especially enjoyed the information organization and technical courses.
2. The combination of adjunct practitioner instructors and professors made for a realistic representation of the field.
3. Assignments in all classes were applicable for my field. This was a major success of this program and something I tell other potential students. Even classes that i had though were not necessarily relevant had assignments designed to allow me to apply the information to my particular field.

4. When the instructors had actual time to devote to the classes instead of not being able to make it a priority. I feel as though there were a small handful of classes I actually learned anything in versus the remainder in which I essentially learned nothing.
5. The strong and engaging instruction, the variety of classes offered, and the flexibility of the online format
6. It was fantastic that the entire program was available to complete online. I still felt as though I was making professional growth and networking, despite being in a virtual setting.
7. Opportunities for internships. The professors are very good about forwarding emails with such opportunities.
8. I thought the online program was particularly well done. Collaboration and interaction between students was encouraged. The majority of the professors I had were excellent.
9. I got a lot of experience working in a digital format and creating presentations that could be shared digitally, which I have to do professionally and had not done before. Molly Poremski, Anne Perrault, and Amy Van Scoy should teach classes to the rest of the faculty on how to give a course in an online format.
10. Way classes were set up and the knowledge of the professors.
11. One major strength is how passionate the professors are about the work they are doing. I can tell that they love the subject matter and teaching.
12. While working in the profession I was getting my degree in, having opportunities to directly and immediately apply my learning was so beneficial. The strengths were professors who were understanding and allowed me to complete class work in my own library.
13. The classes that focused on practical knowledge in my concentration area (public librarianship).
14. The major strengths were: introduction of theories, practical skill-based projects in courses such as tutorial videos and reference interviews, and kindness and intelligence of students, faculty, and administrative staff.
15. The faculty and the variety of coursework as well as the flexibility to take courses in other departments within the Graduate School of Education. While the IS program resides in the Graduate School of Education, I was surprised and happy to see the focus of research and IT within the program. One of the major strengths of the program was also how well everything was taught online. I have taken online classes before and they were terrible and not the same caliber that the UB IS classes are taught.
16. One of the major strengths of the program is that it forces you to critically think about what's important in your library.
17. It also provides understanding and context for things outside of the library as well. My professors or mostly prepared to explain the use of their content area in the field. I felt that all professors knew how to explain their area in a way that caught the attention and interest of all students and that they explained material in a way that would be useful for school librarians, public librarians and academic librarians.
18. Major strengths of this program were the faculty. Some of the faculty are very committed to student learning and it shows. I also like that there is so much variety in courses and that students can take classes in other programs within the Graduate School of Education. There are several instructors (like Dr. Battleson White, Dr. VanScoy, Dr. Sun, and Dr. Wang) that really push you to learn as much as possible, which is much appreciated.
19. The literature choices and reading were particularly strong in a lot of classes, especially with Dr. B. The professors overall were clearly experts in their fields and all did well in offering online courses that felt manageable and not too difficult to keep track of.
20. Hands on work was best for learning.
21. Mary Jo Sicurella was the sole person that I consistently turned to for help and who would actually

help and support me.

22. The major strengths of the program was the discussion boards for online students and the assignment series.
23. Several excellent professors (Dr. B, Dr. VanScoy, Dr. Poremski, Dr. Nessel, Dr. Wang, Jim Belair, etc.)

Total Respondents 23

(skipped
this
question)

17

25. Do you have any suggestions for improvement?

The program needs to be more upfront about the actual program requirements. Yes, all documents say that LIS 507, 508, and 575 are required, but it was difficult to find information regarding required elective courses (as stated on the departmental Plan of Study document). Course descriptions for 503 courses should mention whether they fulfill an elective requirement.

1. Group projects should not be the majority of an individual person's grade in any course. I don't think it's fair to have over half of my course grade depend on the quality of other people's work. In fact, I would much rather complete an entire project myself, so that I can learn all aspects of completing that project. That's why I'm taking these classes - to learn all the tasks associated with different LIS projects. I don't mind working with people, because that is also a skill. However, in some cases, it seemed like more time was spent on figuring out group dynamics, communicating within the group, and at times creating a backup plan in case group members didn't complete their work than it was on actually learning the skills for that particular project. I didn't spend \$10,000 on this program to teach other people how to communicate effectively and produce graduate level work.
2. Continue building more courses for public facing librarians as well as more information science electives for those looking to work in data rich fields.
3. More classes offered over the summer. More of the core classes--they were often extremely large and I know some students struggled to get into the core classes when needed.
4. In-person classes. I understand you just finished switching over to completely remote but it is not working. It is not effective. If I had known that beforehand I would have chosen a different university.
5. I understand its relevance to IS, but why do school librarians need to take LIS 575 (intro to Research)? We're not exactly going to be conducting large scale research while managing a school library media program.
6. There should be standards and expectations that the professors teaching online courses are comfortable in the format and understand that it should be done differently than a lecture class. Powerpoint presentations with embedded sound clips are not an effective way to present information. Blackboard has so many functions that most of the professors did not use.
7. Work on the Research methods class, found it to be I useful for school librarianship and unrealistic in expectations.
8. No suggestions at this moment.
9. While I understand there are some core courses that apply to all librarianship, some classes were heavy on understanding content that maybe would not be used daily in some areas. Maybe allowing for some differentiation of content in some classes in order to successfully learn would be advantageous.
10. I would have liked a course introducing basic technology such as making instructional videos, spreadsheets, xml files, etc. Each student comes in with a different technological skillset. The information technology requirement is not sufficient in my opinion. A required course teaching basic technological skills would give everyone a level playing field and make them more marketable. Also

less group work because some courses were all group work and in work environments you have to work individually often.

In terms of online teaching, I highly recommend that all faculty have closed captioning on their videos to ensure accessibility. Some faculty did and some did not. If this is too difficult, all the videos can be transferred to YouTube so that there is automated captions (they're not great, but better than nothing). Also, push students to present more at conferences and apply to scholarships - maybe the advisors can be more proactive in this sense.

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.

I was very happy with the program except for one glaring concern. I do not feel prepared to take the EdTPA. Luckily I was able to complete the first half of my practicum before schools closed. There is so much that goes into that and is a requirement to become certified in NY. While I enjoyed my time as a student my main objective is to begin my career in education. The fact that that is not more explicitly taught makes no sense at all. I know things are dramatically different because of the pandemic but unless that is no longer needed it should be taught fully.

Have a more accessible list of education classes and the requirements that they cover. I felt like I had to email Mary Jo about everything relating to education courses when I would have preferred to look them up independently.

While I think the staff does a very good job of engaging students online - I think there should be more socialization events, especially between students and advisors. I also think that admissions should be a bit more competitive and inclusive in selection/recruitment. Another improvement that I recommend is that all instructors should be required to implement closed captioning in their videos/lectures to make the material more accessible. If this is difficult for them, I would recommend that they upload the videos to YouTube and have the basic captioning done (it is not entirely accurate, but it is decent).

I would ask for is a little clearer schedule of when/how the more specialty electives are offered - the classes typically in LIS 503. Also, in terms of structuring online classes, I really appreciated the week-by-week breakdown that several professors provided both in the syllabus and in UBLearns, and it would be great to see that adopted more uniformly.

More hands on work.

This program needs to reevaluate their courses for the school librarianship program. It needs to collaborate with local school libraries and figure out how to work together to prepare students for the actual field instead of focusing on hypotheticals and theory. Theory is great, but it is not going to help anyone in the day to day operations of a library.

No. I wouldn't change anything.

Reduce class sizes

Total Respondents 19

(skipped this question) 21

26. How did you find out about the MS/MLS program at UB?

- 1. My sister and several of my friends and colleagues completed UB's LIS program.
- 2. Google
- 3. Google search.
- 4. Librarians at my alma mater had attended this program when it still had in-person classes. It was recommended to me many times by trusted librarians.
- 5. I used to live in the Buffalo area, so I was generally familiar with UB and its programs.
- 6. Through colleagues who recommended the program to me.

7. Online search.
8. I searched Open SUNY for LIS programs.
9. Internet search for online programs that I could take while working full time.
10. My friend was in the program.
11. Two of my colleagues and friends graduated from UB or were currently enrolled.
12. My high school librarian: Kathy Jaccarino!
13. Online research and a coworker who is an alumnus.
14. I researched online.
15. Searching for SUNY programs with LIS programs; brother is alumn
16. I researched all the programs listed on the ALA website and wanted to ensure that the program I attended was ALA accredited.
17. My Elementry library mentor suggested the program to me.
18. Researching myself. Google searches and preferring to stay inside the SUNY system after having a positive experience at Oswego.
19. I found out about this program while browsing for accredited programs on the ALA website.
20. Truthfully, I was looking for a program that would let me start in the spring. I knew UAlbany had a program (I grew up in the area), but that it didn't have an online option, so I looked to see if any other SUNY schools did.
21. I looked it up.
22. Through online searching for programs.
23. My husband found it since we were looking for schools in New York that offered online MS LIS programs.
24. Local librarians

Total Respondents 24

(skipped
this
question) 16

27. Why did you choose UB for your MS/MLS program?

1. I chose UB because it's local, it's public (and therefore cheaper than private), I was reasonably sure I could secure a graduate assistantship through the department (which would waive the first year of tuition), I liked the online option for the program because I could continue to work while in school, and I thought the courses looked reasonably interesting/useful (I was especially interested in the music librarianship courses).
2. In state, online, well regarded.
3. affordability and efficiency.
4. I had heard great things and decided to look into it. Many reputable librarians obtained degrees here so I applied. They offered me a GAship my first year so I wouldn't have to pay tuition against a scholarship to Syracuse.
5. The online format was a primary reason for my choice - I would not have been able to complete this degree any other way. I was also pleased with the courses offered and with the program's overall structure.

6. Being a SUNY, it was more affordable than Syracuse and I much prefer the style of online classes at UB versus other programs I looked at.
7. Close to home, online only, financially feasible.
8. Cost, and the 100% online aspect.
9. It was a SUNY, and therefore more affordable than other online programs, and offered was offered fully online.
10. My friend suggested it.
11. My friends and I spoke about the program and it seemed like a good fit for me.
12. After meeting with some faculty, I chose UB over Drexel based on location and tuition.
13. The convenience of the online program and the potential to gain practical knowledge about the field.
14. I chose UB because of the curriculum, the expertise of faculty, availability of internships, and responsiveness of faculty when answering my questions.
15. SUNY; cost; online
I chose UB 1) location/flexibility - I wanted to either be close to campus or be allowed to attend fully online. Since I am 8 hours away from UB, the fully online option attracted me to the program. 2) tuition - since I decided to pursue an online program, UB is one of a handful of schools that has reasonable tuition and will not put me in a lifetime of debt. 3) Research Methods - I wanted to attend a program with rigor and I determined that by the required courses. Other schools close to me do not require research methods OR a thesis. I do not want to pursue a degree that can be easily attained by just anyone.
17. It had the degree program I wanted to pursue.
18. The school was in the SUNY system which I prefer, it was affordable, and it offered an online program.
I chose UB for three reasons: 1) location/online - I wanted to be within an hour commute of my program, but due to other reasons I decided on an online program. UB has an excellent online program (it is not "hybrid"). 2) tuition - I wanted to make sure I did not go into debt since I already have loans from another graduate degree. UB is affordable in comparison to other
19. programs. 3) research methods - I did not want to go to a school that did not require a thesis or research methods. I think we need to raise the standards for our profession and research methods is absolutely essential to understand research. While it was a challenging course, it is a necessary one and all library schools should teach this.
I appreciated that it was an established, accredited online program that was affordable and allowed me to start in the Spring semester without significant in-person requirements. I would have been
20. happy to do one or two brief sessions if they had been required, but I do feel like I received a good education without them - and it certainly saved me the hassle of some programs that required in-person visits anywhere from 4 days to a full week.
21. It was close to home and reasonably priced.
I chose this program because it was supposed to be an in-person/online hybrid course. I moved to Buffalo for this program and a week before it started, after I paid, I was informed all of my classes would be online. This was incredibly deceptive of the department, and I would not have chosen to complete my education here otherwise. By the time I found this out, it was way too late and costly to back out and begin elsewhere.
22. I really wanted to attend a local school and the cost was reasonable.
23. I really wanted to attend a local school and the cost was reasonable.
24. Comparatively affordable

(skipped
this
question) 16

28. Please provide any additional feedback for us below.

1. I'm a former teacher. I observed the curriculum and pedagogy closely. I was so impressed by both.
2. Please just listen to what we are saying. It's hard enough being in a program where the professors obviously have very little care for their students, but to have the chair also ignore us is just a huge blow.
3. Thank you for a great experience.
4. No additional feedback at this moment.
5. Better preparation for EdTPA.
6. Thank you!
7. NA
8. UB was great; thanks! :-)

Total Respondents 8

(skipped
this
question) 32