



2024-2025 Exit Survey of Recent Graduates

Exit survey results for students graduating in Summer 2024, Fall 2024, and Spring 2025

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

February 1, 2025 conferral 21

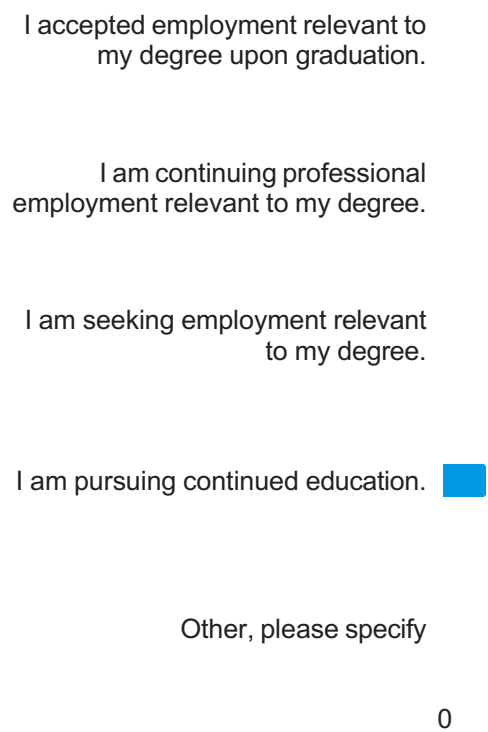
June 1, 2025 conferral 22

August 31, 2024 conferral ☒ 1

0 5 10 15 20

☒ Choice Count

Please choose the status that most accurately reflects your situation.



Choice Count

Field	Choice Count	
I accepted new employment relevant to my degree upon graduation.	6.67%	3
I am continuing professional employment relevant to my degree.	46.67%	21
I am seeking employment relevant to my degree.	35.56%	16
I am pursuing continued education.	2.22%	1
Other, please specify	8.89%	4
Total		45

My degree is in the School Librarianship program.

Yes

No

0

10

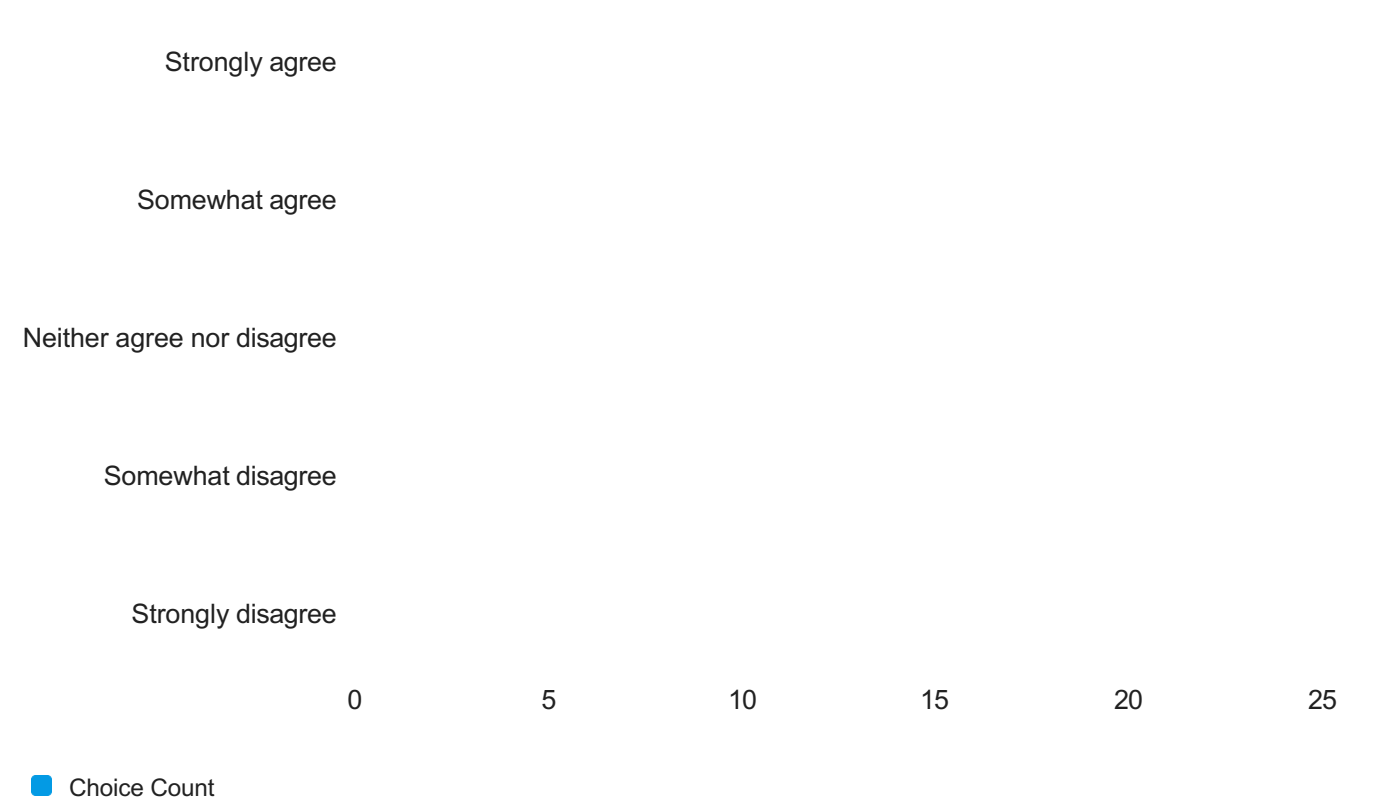
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30

Choice Count

Field	Choice Count	
Yes	31.11%	14
No	68.89%	31
Total		45

My interactions with faculty members were generally positive.



Field	Choice Count	
Strongly agree	60.98%	25
Somewhat agree	34.15%	14
Neither agree nor disagree	4.88%	2
Somewhat disagree	0.00%	0
Strongly disagree	0.00%	0
Total		41

Please comment on the above question.

Please comment on the above question.

Whenever interacting with faculty for any kinds of questions, follow up or support, the staff of the Library and Information Sciences department were understanding, flexible and supportive. They did an excellent job of remaining supportive and pleasant to speak with throughout the program and it's requirements. Most were very accommodating to different limitations inherent to the online nature of the program, and the many ways that personal schedules can interfere with studies.

N/A

Nearly all of my professors were excellent in many ways.

The faculty were accommodating and responded to questions quickly.

I liked all my professors

No further comments.

All of my courses were online so there was not a lot of faculty interaction.

Not all professors were equally wonderful. I had one particularly awful instructor that was thankfully an adjunct, but it ruined that class for me. Most professors were willing to answer questions. One in particular, though, hardly answered the questions I asked.

All professors respond online in a timely manner

Faculty are enthusiastic, and engaging!

I only ever had an issue with one professor, but it was continued through every course I took with [them].

All faculty were understanding, knowledgeable, and flexible.

My experience with the professors and instructors for my courses was generally positive.

I had positive interactions with faculty members.

I had positive interactions with the faculty members that I interacted with

While most of my professors were great, there were a couple that were not only unresponsive, but outright unhelpful. Of all my professors, Dr. B was by far the most impactful, knowledgeable, and attentive. She is the backbone of this department, and I hope you all know how lucky you are to have her.

All faculty were responsive and respectful; interactions were always positive.

Generally, all of my experiences have been positive. I've never encountered any faculty member who has been intentionally hostile.

In my experience about 1/3 interactions with professors were GREAT, 1/3 were Good, and 1/3 were bad or unhelpful. So that distribution probably lines up with most organizations where there's gonna be some people who just aren't that nice, or are having a bad semester for some reason.

All of my professors were great.

In my experience, the faculty members are professional and respectful.

I only had one professor that was not a positive interaction. The class was [course title] and I felt there was not enough instruction by the professor. For example, no video lectures which I found not helpful bc of the asynchronous format of the program. Also I had to create a video lesson plan for a project with only written instructions. Felt unclear.

My interactions with faculty was very limited during my time at UB. When I posed a question via email, I would sometimes have to wait several days to over a week for a response. This was a problem with my academic advisor mostly, and the response, when it did come, would almost always fully address my initial question.

So impressed with all the faculty and staff I worked with during my coursework. Friendly, helpful, and responsive to my needs. Kudos all around.

There were some professors that I had that I really enjoyed, and there were some that I had problems with and that other students have had problems with.

Professors were good.

Some faculty members were not responsive to emails and concerns.

Overall amazingly supportive and knowledgeable professors.

The faculty members were supportive and set us up for success in the program.

Most professors were an absolute delight and honor to work with. There were a couple who had unclear expectations that were not clearly communicated, and therefore grading could seem arbitrary. One in particular refused to meet to elaborate on a grade and how to improve, and told me to "[quote]."

There were faculty members who I learned from more effectively than others; those interactions were very positive.

I had no issues reaching out to my advisors or people within the department. My only issues was this past semester where my advisor was on sabbatical and I was not made aware of this.

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As an online student, all of my interactions with professors were virtual via email, zoom, and phone calls. Each time I interacted with a professor, they were extremely helpful, positive, and professional.

My assigned advisor, [name] was horrible. [They] did not listen to any of my stated interests or career goals and signed me up for [their] own class, which was the most confusing, disorganized, and poorly led class I have taken in over a decade of higher education experience. [They] also did not provide any feedback on the final assignment for the course until nearly a year after the course ended. Once I requested to have my advisor changed, my new advisor, [name], was incredibly attentive and helpful. My interactions with other faculty members were largely positive.

I really enjoyed interacting with most of my professors. There were a couple I really didn't meld well with their style of teaching but our interactions weren't overall negative.

I had very pleasant interactions with Dr. Julien, Dr. Battleson-White, Dr. Perrault, Dr. Shankar, Dr. Grunert, and librarian Molly Poremski.

I did not have positive interactions with [name], whose feedback on assignments were unhelpful (and sometimes rude, as [they] used the phrase "[quote]" when we were learning how to [lesson] for the first time).

I also did not have positive interactions with [name]. [Their] assignment descriptions were vague and [they] was unresponsive to emails.

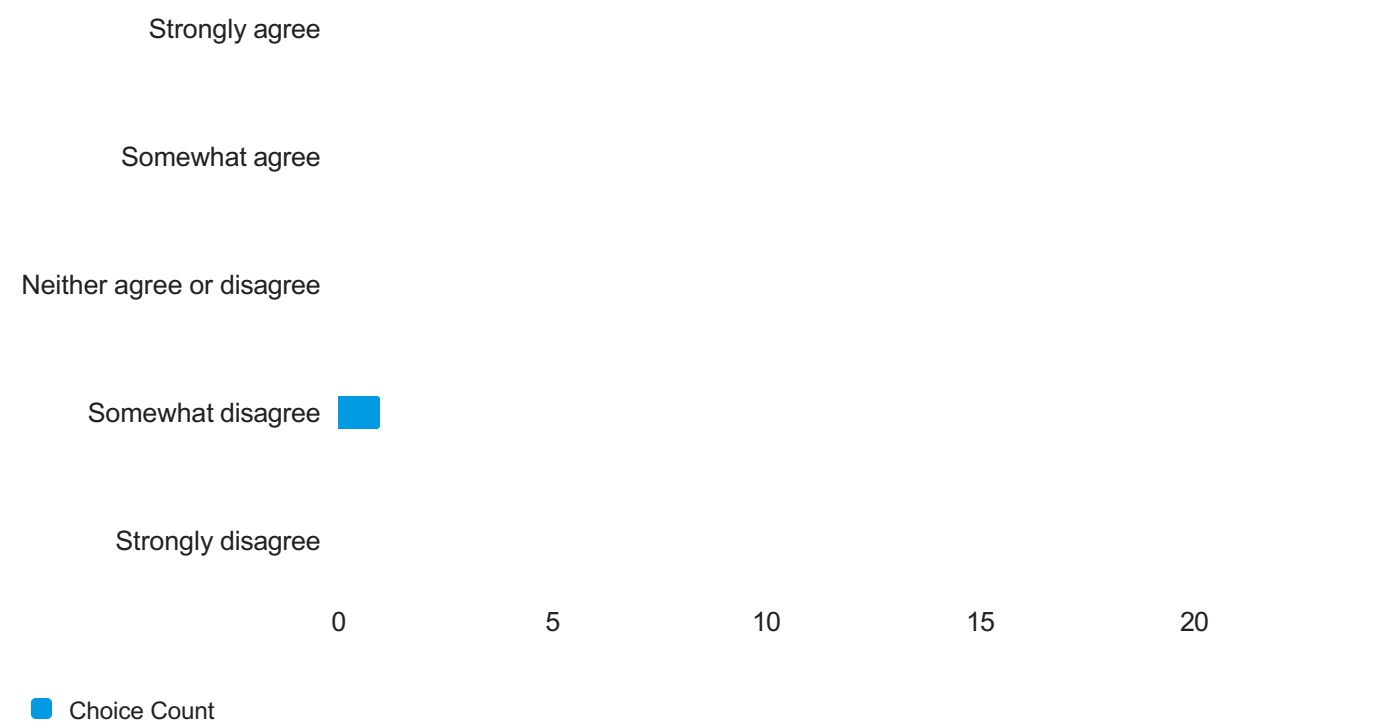
Professors were receptive and helpful.

For the most part, the faculty was friendly and helpful.

Overwhelmingly my interactions with the faculty were positive. However, there were two instances where I felt faculty members did not measure up to the standard set by the rest. In one case, the visiting adjunct was outright rude, and stopped all communication whatsoever 2/3 of the way into the semester. In the second, I felt that the faculty member did not treat us as professionals, in communications and in the teaching of the course.

The majority of my interactions with faculty was generally positive. My singular negative interaction was with [name] for [course]. When emailing to ask for additional feedback on a graded assignment so I could improve in the future, [they] declined doing so and simply directed me to the graded rubric. I know other students had similar interactions with [them]. This was a frustrating experience that made the learning environment less welcoming, and despite having questions on the course, I turned to my classmates and avoided emailing [them] for the rest of the semester.

My interactions with department administrative staff were generally positive.



Field	Choice Count	
Strongly agree	56.10%	23
Somewhat agree	17.07%	7
Neither agree or disagree	24.39%	10
Somewhat disagree	2.44%	1
Strongly disagree	0.00%	0
Total		41

Please comment on the above question.

Please comment on the above question.

Whenever there was a hitch or hiccup in registration, academic support or guidance, the staff were quick to help. Whenever I made a mistake, or there was some kind of malfunction preventing me from doing what I've needed to do, they were helpful and instructive.

N/A

At times it was challenging to navigate the best ways to communicate with administrative staff when necessary, but e-mail response was always timely and helpful once I was able to identify and connect with the right folks. Arry Singleton was a marvel!

I did not have many interactions with department administration.

My advisor was great

No further comments.

My advisor has been super helpful.

I only ever reached out to the [title] once with a question, and [they] never responded. I reached out to the LIS Coordinator a couple of times, and interactions with him were generally positive.

did not need to interact much with administrative staff

My assigned advisor changed after my first semester and I found my new advisor to be slightly unapproachable.

Sure!

I had minimal interaction with them, but all interactions were positive.

Though I did not have any direct interactions with department administrative staff, their e-mails throughout the semester were always helpful.

I had positive interactions with department administrative staff.

I had positive interactions with the department administrative staff that I interacted with

I don't want to out myself, but I did have contact with a couple of admin who blatantly did not help me at all. I often had to resort to reaching out to professors for assistance when admin wouldn't help me or give guidance.

Again, administrative staff were quick to respond and always supportive and helpful.

N/A

As a remote student I only really interacted with admin staff 3 or 4 times.

I did not have contact with department administration.

The department admin staff are helpful and understanding.

All were helpful when I needed something which was rare. The major issue was conferral date too delayed and conflicting with civil service application deadline. This is still not resolved but staff was open and responsive.

I don't think I talked to an administrator a single time.

Same as above - So impressed with all the faculty and staff I worked with during my coursework. Friendly, helpful, and responsive to my needs. Kudos all around.

I didn't have interactions with department administrative staff.

Not much interaction with admin.

There were meetings often held once a month which helped me learn more about the department.

No complaints. :)

The department administrative staff were supportive and set us up for success in the program.

It was easy and pleasant to communicate with admin, who addressed issues and questions quickly and comprehensively.

Mary Jo Sicurella has been incredible.

The only interaction I had with administration was when I was having issues with the Fall conferral date and they were absolutely zero help (which should be changed to prevent students who have job opportunities from missing out on them due to civil service limitations, i.e. January 31st civil service deadline).

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The administrative staff have always answered any question I've had and have helped guide me to make sure I complete my degree on time.

I did not have any extended interactions with department staff.

I didn't really have to interact with administrative staff often but when I did they were pleasant and helpful.

I did not have much interaction with administrative staff.

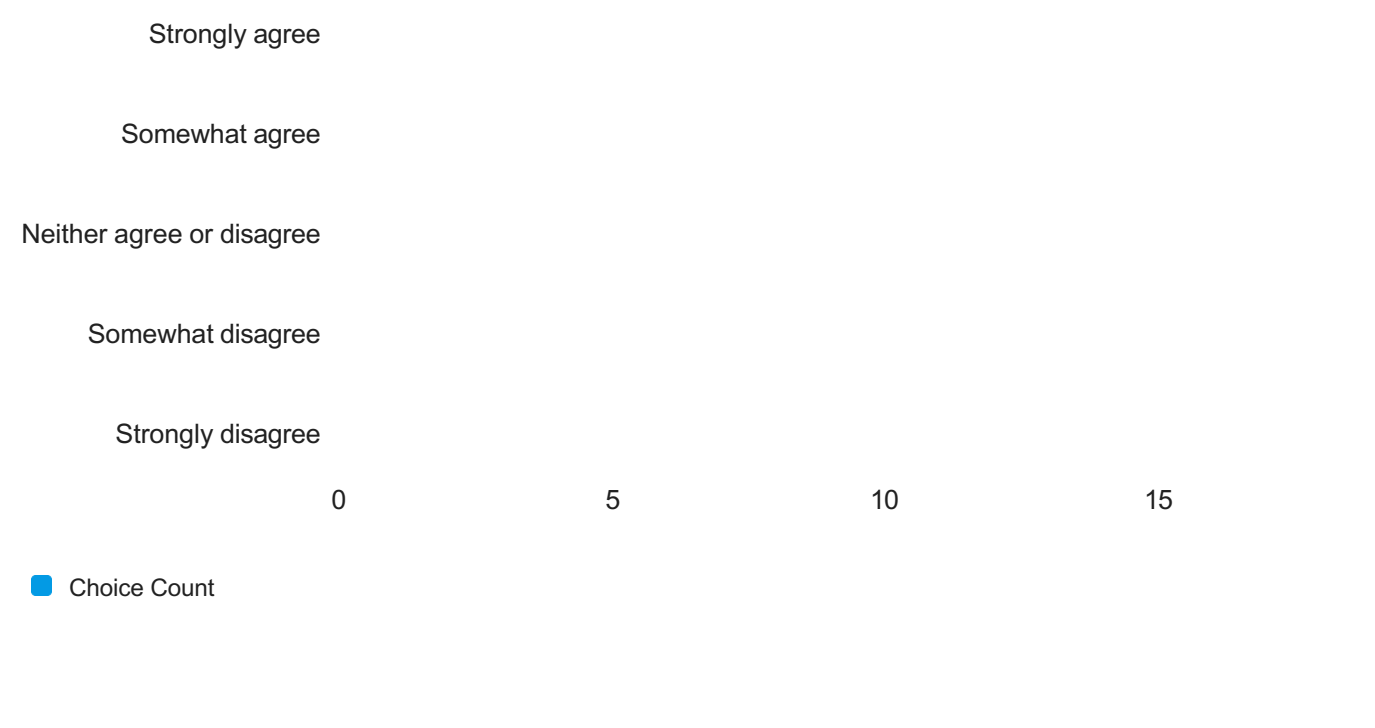
Staff were professional and helpful

I didn't have much in the way of a contract with the administrative staff, but what I did was positive.

I don't think I had any interaction with dept administrative staff at all.

I have not had significant contact with administrative staff, but I have no negative perceptions of them.

My interactions with the Department Chair were generally positive.



Field	Choice Count	
Strongly agree	43.90%	18
Somewhat agree	12.20%	5
Neither agree or disagree	41.46%	17
Somewhat disagree	2.44%	1
Strongly disagree	0.00%	0
Total		41

Please comment on the above question.

Please comment on the above question.

My impression of the department chair is incredibly positive. He's been very helpful whenever I've needed to ask questions, and given good advice and oversight about the expectations of this degree program.

N/A

I was particularly grateful for how available Dr. Albertson made himself to students, and to how wise and useful his guidance was.

I did not have any interaction with the Department Chair.

Didn't talk to them

No further comments.

Never interacted with them

I reached out to the Chair regarding a matter during one class with an awful instructor, and he was very willing to listen to my concerns. Dan is a wonderful person! I had asked him to serve as a reference for me, and he agreed. Any time I had questions, he was quick to respond and thorough.

only really interacted with him due to having a class with him

Reached out to the chair once for advice on a class situation. The chair was approachable, and helpful!

Never had a conversation

All interactions were positive.

Though I never had any personal interactions with our Department Chair, I did appreciate his e-mails at the start and end of every semester.

I had positive interactions with the department chair.

I never had any reason to interact with the Department Chair

See above.

I never needed to interact with the department chair.

N/A

As a remote student I never interacted with the chair

I did not have contact with department chair.

I do not know who the Department Chair is.

I only had to have minimal interaction with department chair. It was about conferral date being too delayed and it was positive but recent developments show it is still presents issues for my peers.

Again, I've never talked to the Chair.

Dan wrote back to me personally on several occasions - esp in response to my request for the health librarianship course. I appreciated his personal notes at the beginning and end of the semester also.

I did not have any interactions with the Department Chair.

Again not much interaction with department chair.

There were meetings often held once a month which helped me learn more about the department. I had discussions with the department chair that allowed me to complete another class for the third time

That the department chair truly wants students to succeed is clearly evident.

The Department Chair was supportive and set us up for success in the program.

Chair was very open to meeting with students.

Who IS the department chair? I have no idea.

The two years I was in the program I never had the need to reach out to them until my final semester where I was basically told our conferral date had no reason for being later than others, and could not help me otherwise.

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One semester the department chair was my professor for a course. Every email correspondence from him was helpful and professional.

I did not have any extended interactions with department chair.

I never directly interacted with the department chair

I did not interact with the department chair.

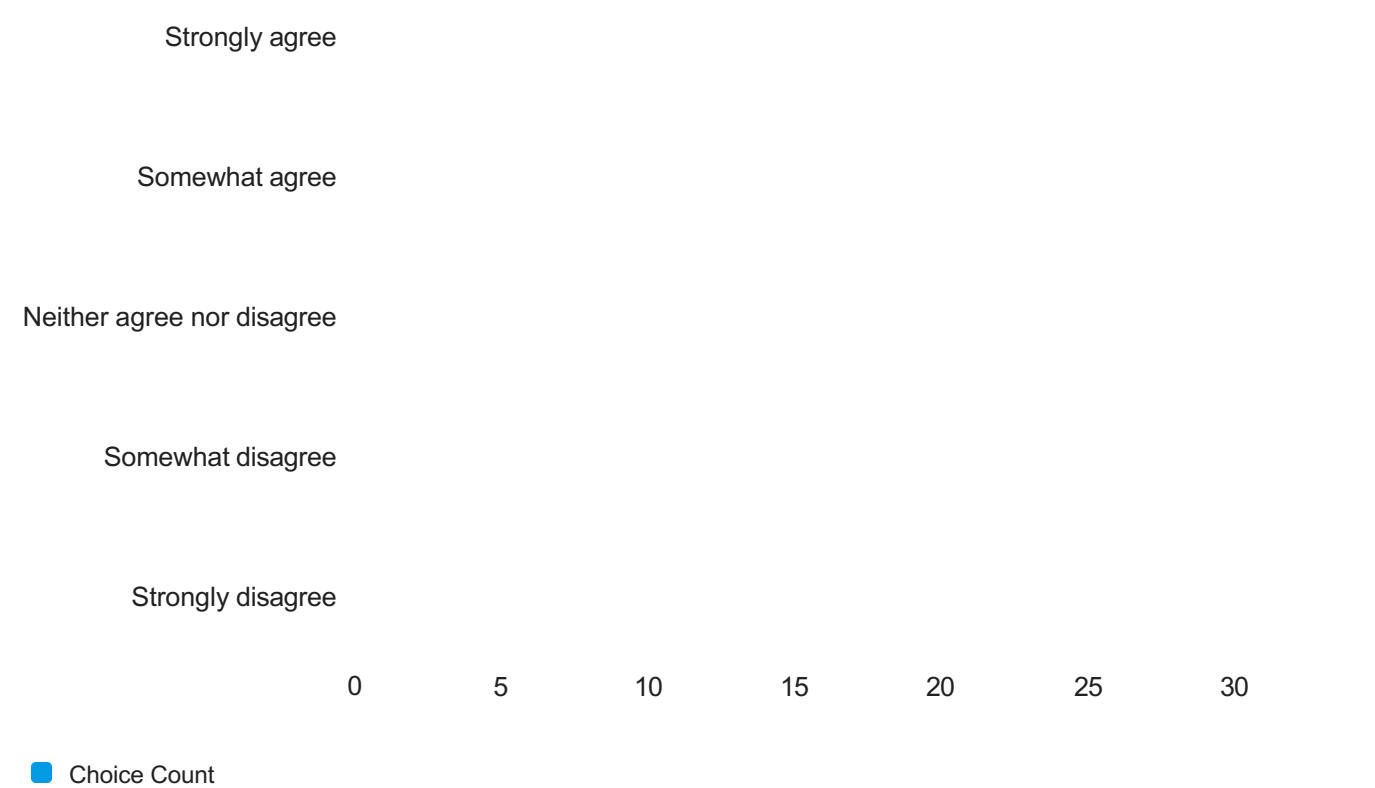
The chair was helpful and knowledgeable

Due to my work schedule, I could not meet with him for any of his chats. I did appreciate his emails. It is difficult as an online student to have interaction with people on campus.

Had no interactions with the department chair. He seemed open to communication, and listened to complaints, but I have no personal experience to speak of.

I haven't had specific interactions with the department chair, but I have no negative perceptions.

My interactions with my fellow students were generally positive.



Field	Choice Count	
Strongly agree	80.49%	33
Somewhat agree	19.51%	8
Neither agree nor disagree	0.00%	0
Somewhat disagree	0.00%	0
Strongly disagree	0.00%	0
Total		41

Please comment on the above question.

Please comment on the above question.

Most students were very supportive of one another, and sympathetic to the rigors and restrictions that this coursework imposes. Rigors in terms of workload and course expectations, restrictions in terms of natural limitations of online coursework. Most students would help me find resources that I had missed, give advice on using tools for coursework, and perspective on how one can approach projects.

There was, in some cases, an outspoken political twist to many of the interactions with fellow students. Regardless of any personal disposition in agreement, disagreement or neutrality towards their views; it was something that was at times distracting from my engagement with course materials and discussion.

N/A

I was privileged to work with some of the most thoughtful, motivated, and positive students. Sadly, I did have occasion to work with a handful of students with whom I hope never to cross paths again. Team projects were a coin toss in that regard.

Communication with fellow students via Zoom, Discussion Board posts, and e-mail was constantly engaging, inspiring, and informative!

Good interactions

No further comments.

Online classes meant little interaction

Though I dislike group projects, many of the ones I did were pleasant because of the students I worked with. I never had a negative interaction with another student.

only interact with students when required for class

For the most part working with fellow students was positive, there were a few incidents in relation to group work where there was a significant imbalance in work effort that was frustrating which caused more work for me.

We're all graduating in a program that has cut funding; hard to be mean to each other during that.

All interactions were positive!

I found my fellow students engaged in the online mode of learning and very willing to collaborate. Overall I felt that we had a very nice virtual professional community that was supportive.

My interactions with fellow students were positive.

I had positive interactions with the fellow students that I interacted with

I didn't interact with my peers all that much, but our discussion post interactions were usually good.

There was always a general sense of respect for other opinions and ideas and a feeling of support among classmates.

All of my classmates have been friendly, kind, and dedicated to helping themselves and each other.

Again, as a remote student, interaction with fellow students was limited to group assignments. Who wrote these questions? Someone who doesn't know there's a fully online remote MSILS program?

Students in my classes were great.

I have had great experiences interacting with my peers in the program.

Great peers to learn alongside

My classmates were great. The online nature of this program limits my interaction with them, which is unfortunate.

Student interactions on the discussion boards were one of the highlights of the program.

The students in the program were great.

There needed to be more of it, but generally positive.

Students were friendly

I was blessed to only ever work with wonderful fellow students on group projects and discussions. Everyone always pulled their weight.

My fellow classmates were responsive and finished group assignments in a timely manner.

I had such a good time getting to know my classmates on class discussion boards, and learned much from their perspectives and experiences.

Only struggle with online learning was coordinating partner/group projects with students expressing differing levels of engagement.

When we are all experiencing the same hardships this program threw at us, we all bonded.

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I interacted with my peers mostly through group projects and other informal meetings. The interactions were always positive, supportive, and respectful.

I found my fellow students helpful and kind. For several classes I was able to connect with local students to form study groups that were very helpful.

I didn't really have any negative interactions with my classmates though there were some I did not agree with on various things.

My interactions with other students were mostly positive. It was only negative when they did not pull their weight in group projects, which happened more in the intro classes than any other course.

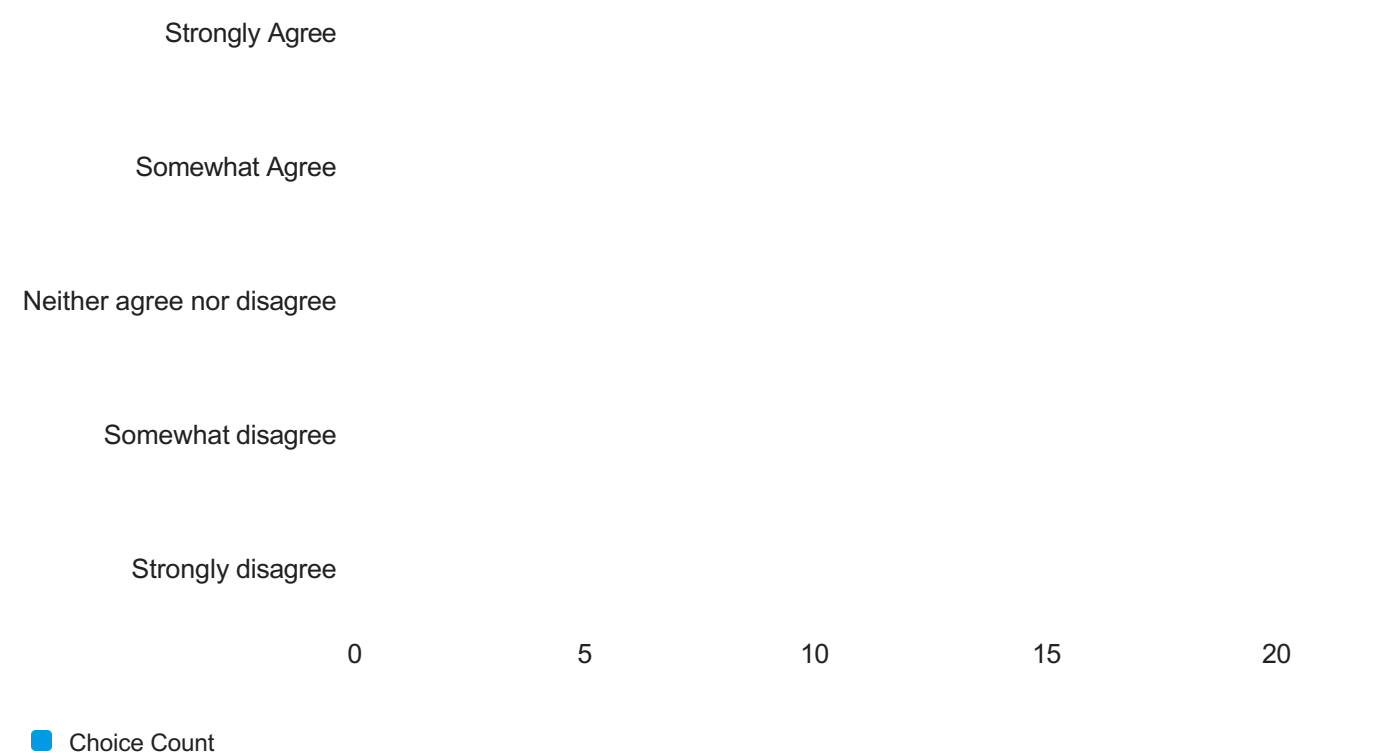
Classmates were nice and receptive

I wish I could have met them in person. Many were just names on the class list, and I only got to chat with a few in group projects.

My interactions with fellow students have really improved the experiences of many classes.

There is a strong peer engagement group that has been integral to my success in navigating this program. It takes a village to earn a masters degree, and my fellow students were very much a part of my village.

The quality of instruction in my program was excellent.



Field	Choice Count
Strongly Agree	43.90% 18
Somewhat Agree	51.22% 21
Neither agree nor disagree	0.00% 0
Somewhat disagree	4.88% 2
Strongly disagree	0.00% 0
Total	41

Please comment on the above question.

Please comment on the above question.

With the exception of one course, my time in this program has been excellent. The instruction and materials, while sometimes not directly related to my professional career goals, were at the very least educationally rewarding. Part of one course being the auditing of the guest-speaker lectures held at UB and recorded online. These lectures usually had very little to do with my line of work. In fact, it usually wasn't something that I'd naturally find interesting. However, I would always finish watching these lectures with something new impressing me about the information field.

N/A

It is obvious how much energy, time, and dedication are applied by the instructors, admin, and the department to designing quality instruction and supporting those who teach.

The work was challenging and relevant to what is happening in libraries today.

Every course was good

No further comments.

There were a few hiccoughs but over a great experience.

Instruction quality varied wildly among professors. The core classes, depending on who taught it, were either great or absolutely horrible. For the core classes at least, I think class structure should be similar because that foundation is often needed for future classes. For all classes, some bombarded you with readings, some seemed to only care about discussion posts, some graded way too harshly, and some were great classes. The great ones were far and few between, though.

I enjoyed my classes

Instruction was organized, and accessible.

It was an online program and I got what I expected.

I learned so much and thoroughly enjoyed it

While most of my professors and instructors went above and beyond for the online modality of learning, there were several that were either hard to get in touch with and did not seem to put as much effort into teaching us in the online format than others.

I had a hard time with classes that were information science-based in content.

I had a good quality of instruction in my program

The only professor who consistently taught relevant, impactful information was Dr. B. I find it odd that a library science program doesn't require a cataloging course (I took one as an elective), and I found many of my courses to be fluff. Some of my professors, such as [name], were completely unhelpful and often seemed to miss the mark of Library Science in their lectures, and I left those courses with little to no practical (or theoretical, for that matter) knowledge. Many of my courses involved making blanket statements about library science ("[quote]!" "[quote].") without much actual substance to back it up. I feel like I didn't learn how to do many key tasks of librarians, such as programming, cataloging (since I only took one course that was cataloging and metadata combined, which is a lot to put into one course), and establishing library policies.

I learned so much relevant to my degree!

N/A

AGAIN, this is highly subjective and variable from course to course. Some of my courses and instructors were great, and some were bad.

I learned a lot.

While there were some instructors that were less organized or responsive, they all were passionate and willing to work with students to succeed. I feel like I learned a lot from most of my courses.

Majority of instruction was excellent but not as all.

More of my classes than not were excellent. There were a few that were incredibly disorganized.

Exceptional all around.

It depended on the professor on if the quality of instruction was good or not. There were some professors who did a great job, and some that did not. Overall, the things I learned were okay. But I learned more from my current position than from the classes I took.

It's hard to know how well the program served me until i am on the job. Until then it was positive.

The program taught me more about library information

I learned an immense amount in almost every course.

The material was easy-to-understand especially since the whole program was virtual.

Again, the vast majority of my professors were phenomenal and I was extremely grateful for their hard work. Some could be better about expectations and communication-- there was one professor who did not answer a single email I wrote in an entire semester.

There are courses in the LIS program that feel like they could be 1-2 day seminars instead of 15-week courses. This could also be due to level of overlap in content. I do appreciate the work of my professors.

It is clear there are some professors who truly love the work they do and want to see us succeed. Whereas you can tell the other portion are either here for research money or were forced into a teaching position.

I feel that for most of the program, the instruction was excellent. Some professors had great strategies for teaching online classes that made the content and assignments interesting and engaging. At times, the instruction felt outdated with simple uses of technology to post lectures and discussion boards.

It varied from class to class, but overall I am satisfied with the level of instruction I received.

I learned a lot during my degree! Though as someone currently working in a library while doing the degree, only parts of my degree actually translate to what I'm doing at my job

I did not receive quality instruction from [name], as I and many other students had to rely on the internet to teach us [lesson]. Wrong answers and questions were mostly faced with disapproving explanations, as if my group should have known everything already, even though we had already voiced our misunderstandings.

I also did not have good instruction from [name], who was vague and generally unhelpful/unreachable. Taking [course] from [them] was a nightmare, and I had to take it a second time. I took it with [name] next, who was much more helpful and very descriptive.

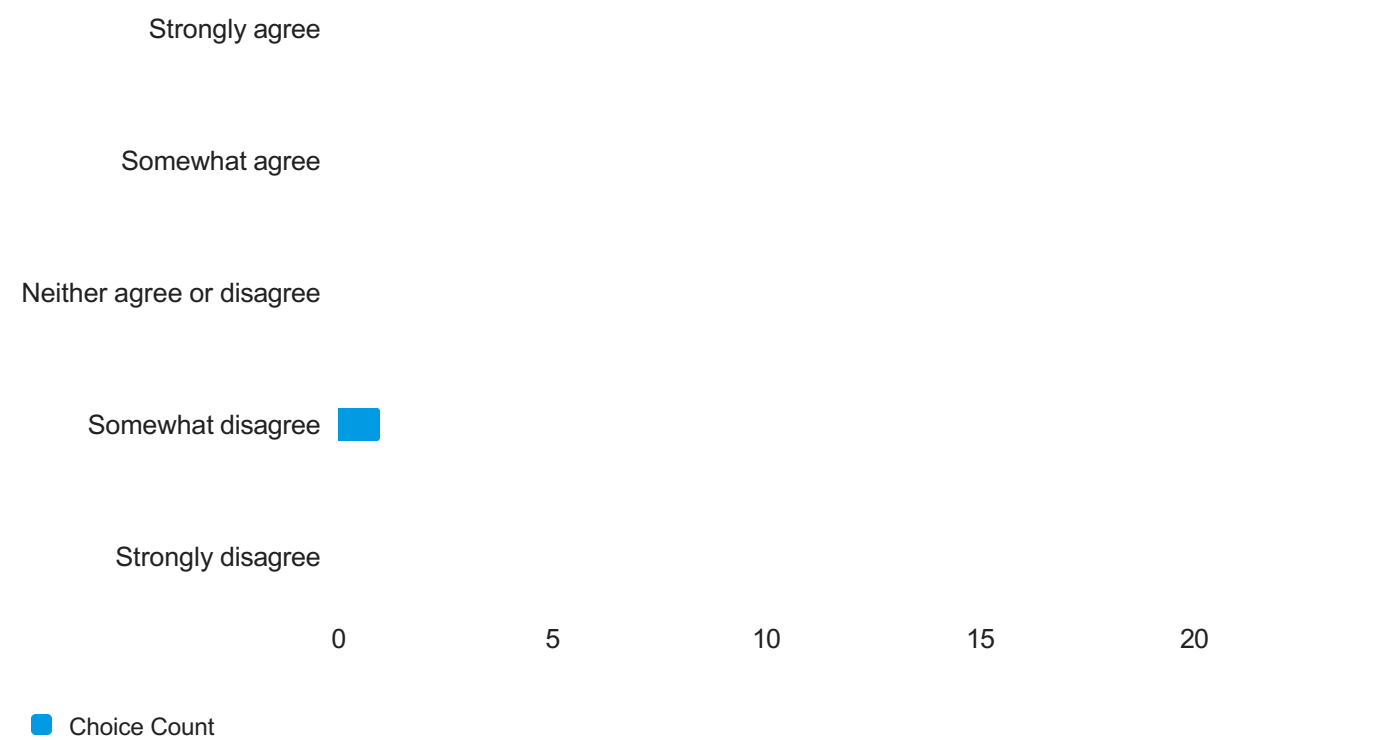
Knowledgeable and professional content

There were many classes that I would have liked to have taken, and I could have audited them at some point. But for the most part, I got what I needed. I now find myself unexpectedly in administration after taking a job I hadn't expected to apply for. Had I known I would be offered an assistant director's position in my last semester, I would have taken management classes.

Some faculty members were exceptional: always interesting, always clear, always very engaged and passionate about their subject matters. Other faculty seemed to be proceeding in a more perfunctory manner, and in some cases were actively confusing in their lectures or instructions.

Many of the professors I had the opportunity to learn from were experts in their field or were currently working in professional library spaces. I found their insights valuable to my learning.

I received useful information from my faculty advisor.



Field	Choice Count	
Strongly agree	56%	23
Somewhat agree	22%	9
Neither agree or disagree	12%	5
Somewhat disagree	2%	1
Strongly disagree	7%	3
Total		41

Please comment on the above question.

Please comment on the above question.

I did not originally find my faculty advisor helpful, however after changing advisors, I found them to be incredibly supportive and instructive in my time at UB.

N/A

Dr. B. -- that's all I need to say. Having her as an advisor is like winning the lotto of advisor raffles. My UB experience would undoubtedly have been "less" without her.

My first advisor was great, the second was not as involved but still helpful.

She helped me with my plan of study

No further comments.

She was fantastic

I did not like my advisor. I had talked with them before starting the program, and that was informational, but everything after that was practically useless. The only contact I really had with her was emailing in my Plan of Study for [them] to sign. [They] couldn't be bothered to put an Adobe signature on it once because [they] was on sabbatical, and I am sure it took [them] longer to send the email telling me no than it would have to sign the document. Since I had [them] as a professor a couple of times, I once asked [them] to serve as a reference for me for a scholarship. [They] agreed via email. [They] never responded to the scholarship's reference request despite it being resent more than once over the course of at least a month. I never asked [them] for anything again after that.

I would have preferred some video sessions-trying to schedule one once and [they] had to cancel and emailed asking if I still needed a video despite answering my question

My advisor has an air of unapproachability

This is my fault, I did not realize I was supposed to contact them for the longest time.

My advisor was always helpful

Dr. Brenda White was my faculty advisor and I had a wonderful experience with her. She was helpful in answering all my questions and navigating my courses. She was always reachable and ready to help in anyway she could.

I received useful information from my faculty advisor.

My faculty advisor was able to give me helpful advice when I reached out to him

My advisor, [name], was supremely unhelpful. I interacted with [them] three times over two years, and none of those times involved much other than [them] saying that I should take whichever courses I want. I found speaking with my professors and Buffalo alumni to be much more helpful.

Whenever there was a question about classes or needing to change something, my advisor was always quick to respond and help.

N/A

I am not sure what purpose the faculty advisors serve. It was my experience, and the experience of other students I spoke to, that the faculty advisors were largely unhelpful. I got much more quality assistance from Ben Poremski who wasn't even my advisor. I get that the faculty are overloaded with responsibilities but it was really like, what is even the point given how disengaged they seem from the students?

Mary Jo deserves a raise.

I never received any information from my faculty advisor. They never reached out in any way.

I led the interaction. I was not checked in on but I am proactive so did not affect me negatively.

As mentioned before, my advisor was very knowledgeable, but difficult to reach at times.

Sam Dodson was helpful and responsive to my needs for certain classwork - even emailing me a heads up when a certain course would be offered so I didn't miss out on early registration.

My advisor was always available for any question that I had.

Again positive feedback here.

The program taught me more about library information

The few times that I needed to contact my advisor, Dr. Heidi Julien, she was very accommodating and informative with her advice about courses to take in response to my intended career trajectory.

My faculty advisor always answered any questions I had and also told me courses I should take for my career path of interest.

Dr. Dodson was a fantastic advisor-- knowledgeable, kind, and full of good advice.

Extremely useful!

Once my previous advisor retired, I was finally in paired with Dr. Sun who answered all of my questions, guided me, and was prompt to respond.

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I do not believe that I had a faculty advisor. I frequently worked with the program advisor, Mary Jo. She was excellent!

As previously stated, my initial assigned advisor, [name], was awful. I'm glad [they] retired so that other students will not have to deal with [their] poor guidance. My second advisor, Dr. White, was excellent and very helpful and attentive.

Dr. B was great!!

Dr. Julien was a wonderful advisor. Very knowledgeable and responsive.

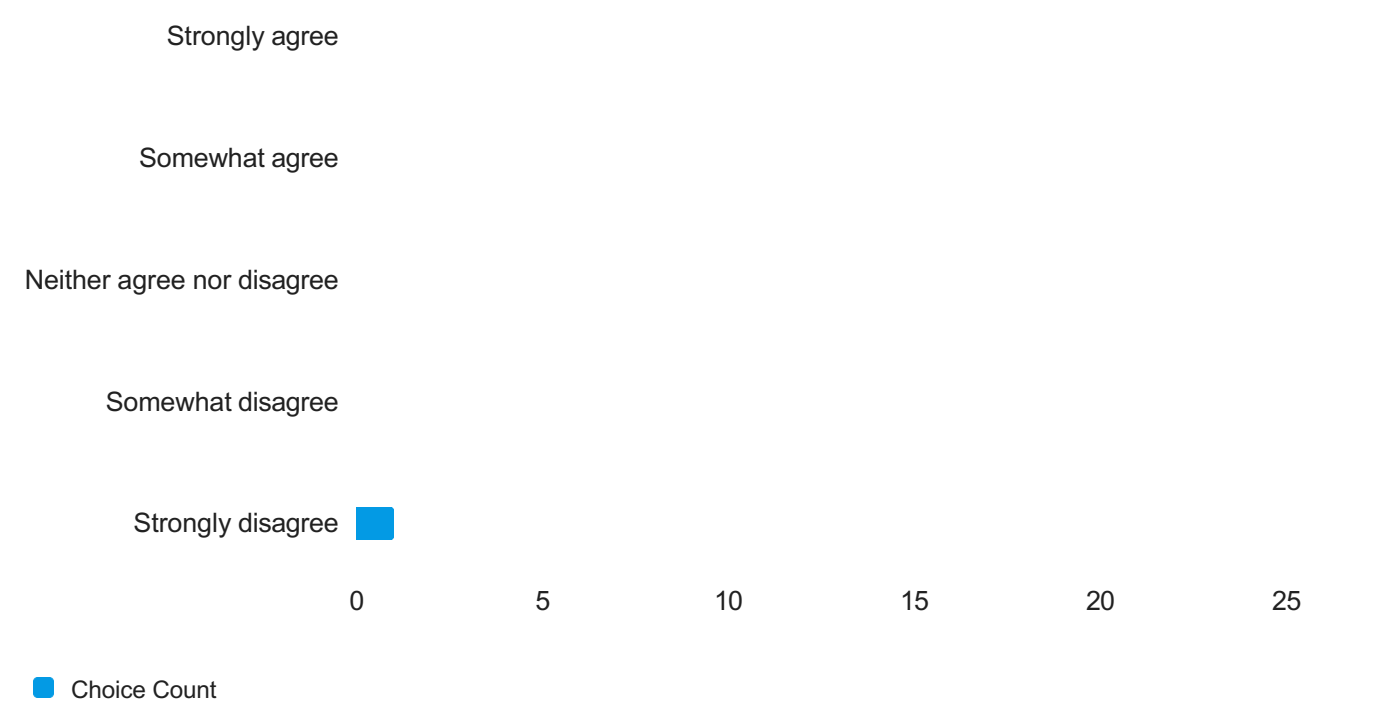
Very helpful and responsive

My first advisor wasn't very helpful. I barely got my Study Plan in on time. My second advisor was excellent and helpful.

Dr. Battleson White was an excellent adviser, and I am glad that I switched to her when it was clear that the adviser I was assigned, Dr. Soergel, was not a good fit.

Dr. B is a great advisor and answers any and all questions directly and honestly.

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



Field	Choice Count	
Strongly agree	63.41%	26
Somewhat agree	21.95%	9
Neither agree nor disagree	12.20%	5
Somewhat disagree	0.00%	0
Strongly disagree	2.44%	1
Total		41

19 - Please comment on the above question.

Please comment on the above question.

There was a wealth of tools and materials available throughout my time here at UB. Frankly, more than I could ever use in a two year span. There were more materials than there was time to get through them, but the instructors were aware that most of our time would be spent using them for surface level functions that can help build up our use of digital information tools.

N/A

I sometimes felt on the bleeding edge of tech and wasn't always able to make utilities (including a number of those provided by US) bend to my will without a lot of effort and pain!

I did not require specialized library software.

Not applicable

No further comments.

Most of my software come from me working under an internship certificate rather than UB

I never really needed any software besides EndNote, and I only needed that for one class. I mostly utilized the UB Libraries website, and that was always a positive experience.

yes

all software was accessible. I do however wish there were opportunities to gain expirience using typical software databases used by libararies.

everything I needed I had access to

Access was given to needed software which was fun to be able to learn and practice how to use!

Yes.

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

I had access to appropriate specialized library software and related technology

There wasn't anything too specialized, so the technology requirements were accessible.

N/A

What does this question even mean? What library software?

Great resources and information from professors.

The school provided access to Microsoft Access through the computer labs and computing site, however it was sometimes difficult to make it to campus to use the computers, and the computing site is difficult to navigate on a laptop. I appreciate that there were options for people who did not have computers that could run the application, though.

Tech was good

yes, including Endnote.

There was only one class that required specialized library software, and it worked well. There were some times that it would have difficulties, but that was partly because there were so many people trying to use it at the same time.

I liked the training with Alma, and other library software. There should be more of it.

The only program I learned was ArchivesSpace. As someone who had an interest in archival studies I was disappointed to learn only one software.

No problems. All necessary technology was either provided through UB or I had personal access.

N/A

Appreciated the range of software available to students.

The online computer lab was a great help when I was taking my database course and my computer stopped working.

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I was very pleased with the software provided by UB for students.

It was easy enough to get to and use necessary software

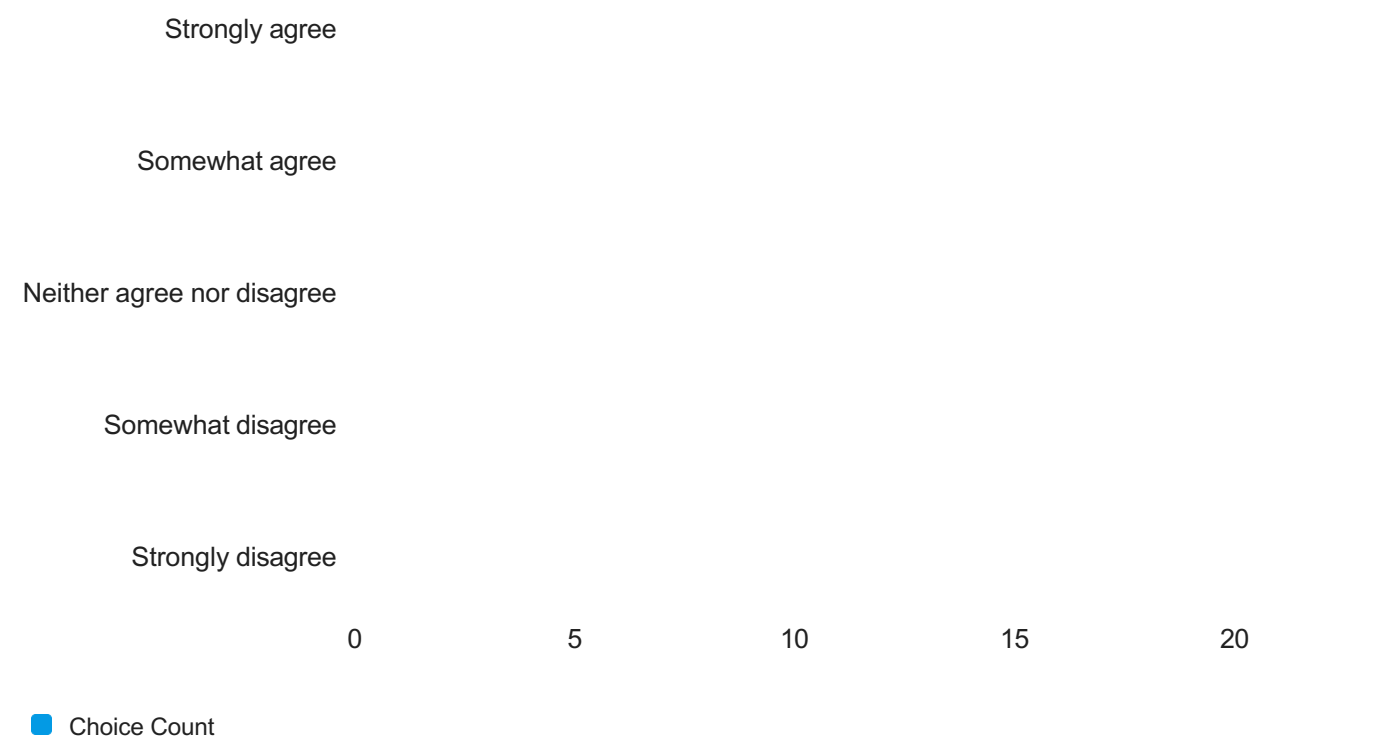
Using Microsoft Access for Database Systems was incredibly difficult. I had access to everything else I needed: Microsoft Word, PowerPoint, GoogleSuite, Canva, etc.

Accessible for my needs

Yes, as far as I could tell, I did.

I did not use a lot of specialized software or technology, but when I did I had few issues working with it.

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



Field	Choice Count	
Strongly agree	54%	22
Somewhat agree	34%	14
Neither agree nor disagree	5%	2
Somewhat disagree	7%	3
Strongly disagree	0%	0
Total		41

Please comment on the above question.

Please comment on the above question.

Much of what was available in this program's coursework gives a solid foundation on certain forms of librarianship. The biggest influence that has taught me to actually be a librarian, however, has been working in a library as one.

I offer this thought as a person who does not understand everything perfectly; especially New York state requirements for librarian certification, and with that in mind, in my limited understand, I put forward this thought; sometimes the process of getting my Master's degree felt purely procedural. That the reason I was there, was so that New York state could see that a box was checked off, and I could work as a librarian. For all the things that I learned in this program that I have actually used in my professional life thus far, I could probably gotten in a semester, and then had to carry through a couple more with in-person practicum in various library departments.

The academic aspect of this degree is abstracted from many of the lived realities of the New York Librarians that I know and work with. At this university, though it may be offered, I have never had to be instructed on how to help de-escalate a situation with a homeless patron, plan programming for any given department or informally organize a group of patrons in developing their interests through such opportunities as the library provides.

For public librarians, at least in my personal experience. this is something that one very well may have to do. It is admirable in its own right to contemplate the structure and ways that information services can be offered and improved on in a more academic way. But there are points when this program felt like a formality for the state to look at my degree and say "Yep, you're ready."

N/A

You bet I am; thanks, UB GRE-LIS.

I am ready!

I feel like I have learned a good amount of skills

No further comments.

Mostly due to my experience as an intern. I would recommend most students take that path for the school librarian path if possible.

The only reason I feel prepared is because I currently have a job at an academic library. I could have done all my duties without these classes. The classes do not teach you much in the way of practical skills for the exception of a few. The dept. is mostly out of touch with what is happening on the ground outside of academic librarianship; this is evidenced by the fact that Fall graduates are not able to apply for civil service exams after their graduation because their conferral date is too late. They have to wait an entire year.

Courses like cataloging should not be special topics courses. They should be core. I think one practicum should be mandatory to compensate for the lack of practical skills taught in these classes. Since the program is entirely online, getting experience should be something facilitated by the department a little bit.

I hope so!

I was unable to get hands on experience in any traditional library setting however the skills and knowledge I gained are applicable in a variety of settings

If I can get a job!

I feel ready!

I feel very prepared to enter the field of public librarianship and youth services.

I got a job in my field halfway through graduate school and I felt that this program strongly prepared me for that position.

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

I am prepared to work in a public library because I have an abundance of library experience already; however, if I had wanted to apply for a public library job that were cataloging-heavy, I would have been sorely unprepared.

I am already working in the field.

I still need experience with cataloging and collection development

As a mid career switcher, I honestly learned a lot more useful information working in an academic library for 5 years than I did from this program but I wanted to have the MSILS credential to allow me to qualify for a wider variety of positions.

I am ready!

The courses in the program provided a lot of realistic advice and resources that will help me succeed in pursuing my career in the field.

I am as ready as I expected to be.

My understanding of librarianship is that proficiency in the field is directly related to experience. I'm of the opinion that the requirement for an advanced degree for librarian positions is unnecessary.

I was hired as a medical librarian before my degree was complete. I felt very prepared to take on this role.

I feel that I am prepared to enter the workforce not because of the classes that I have taken necessarily, but more because I have been learning at my current position. Out of all of the classes, there has been very few that have truly helped me with my current position.

I will see.

I am confident in my ability

I feel the knowledge and skills that I gained in the program have given me a great foundation for librarianship.

I've been working in my chosen field since I was 16 years-old so I was prepared even before entering this program.

I wish I had been able to learn cataloguing, but besides that, I'm very happy! I was told that cataloguing would be covered in a particular class (Collection Management)-- it did not, and I found out that I missed the class where it was actually covered (Information Organization).

I am lucky I could find a trainee position at a public library which has taught me more than most of the course at UB. UB's MSILS for public libraries does not prepare students for what its really like working in the public library. I learned more in the elective classes than I did the in the required courses. UB focuses too much on academic libraries and needs to understand there needs to be a balance between the two. I also highly recommend adding in credit hours in the public library to receive this degree. School librarians have to do this, which helps them to get jobs. Whereas us public librarian students do not receive the same requirements and have issues getting jobs after graduation. Do better.

I am having difficulty finding library work, but I do feel prepared for work when I find it.

A large part of working in a library is also handling the public to varying degree. Many things I do day to day at work have been learned by doing and not so much from my degree.

I am currently in AV and Adult Reference and feel prepared to work in this area. I do wish that there were some more specific course options so I could broaden my options (i.e. Rare Books, Cartographic collections, museum studies). I feel it might be difficult to transition into another area of the field, even though I did try to broaden my coursework. I took many widely applicable courses like reference, collection management, conceptualizing & representing information, etc.

Again, I do wish there was some more specific course options and some that merged museum and library studies.

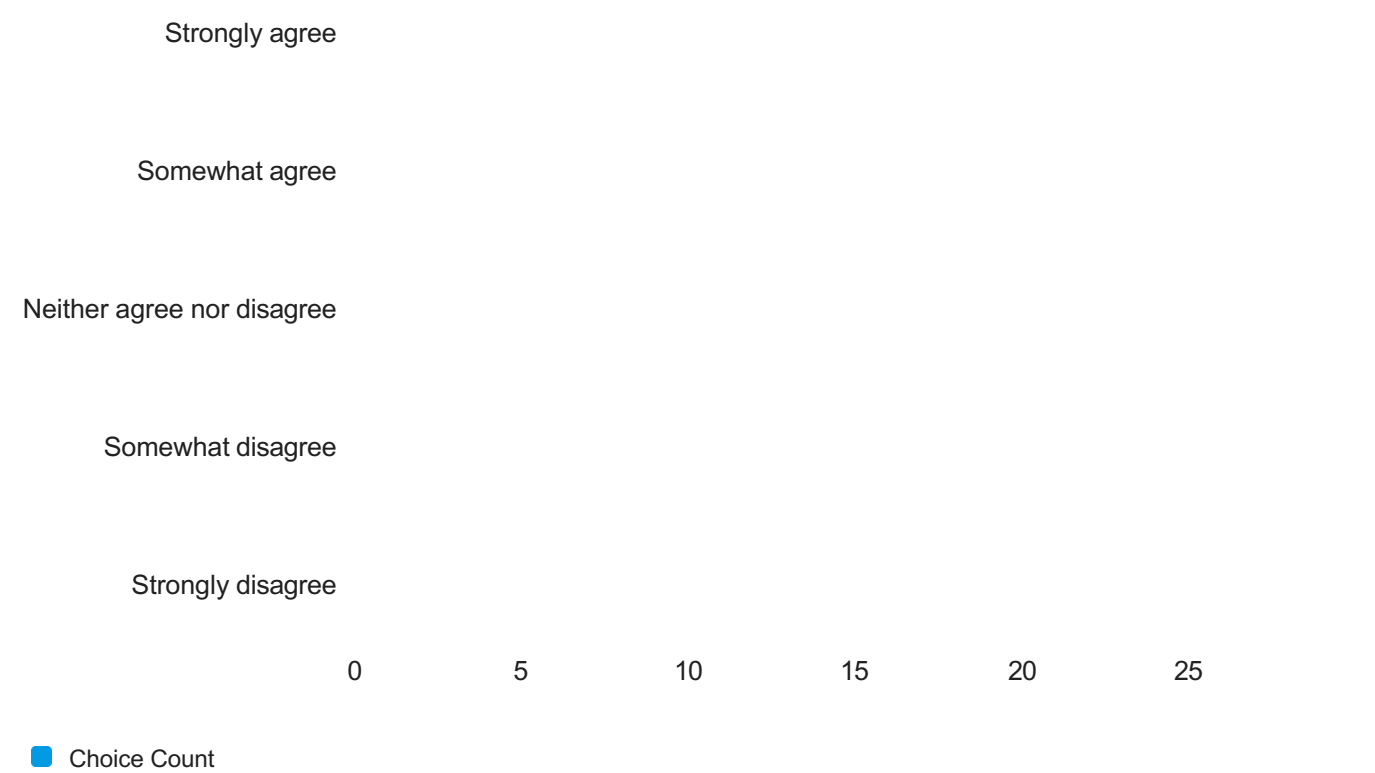
Yes I feel prepared

I had intended to be a reference librarian at a university. In my last semester, I was offered a position as an assistant director in a public library. Had I known, I would have taken more classes in management.

I'm not sure how much practical instruction I was given. The one class I took in library management felt surface level and obvious, and not especially full of real actionable tools.

I am currently working as a Library Assistant and will be promoted to a part-time Librarian when I receive my degree. This program has allowed me to continue to grow and excel in public libraries and I feel prepared to take on a Librarian role.

I am confident that I will be professionally successful.



Field	Choice Count	
Strongly agree	71%	29
Somewhat agree	22%	9
Neither agree nor disagree	7%	3
Somewhat disagree	0%	0
Strongly disagree	0%	0
Total		41

Please comment on the above question.

Please comment on the above question.

If anything, the variety of courses that I've learned in has given me perspective on the number of different options that I may pursue professionally in the field of librarianship, and that there is no "one-size fits all" librarianship. A librarian, in many cases, needs to be flexible for the role they choose, and has a great deal of latitude in what that role can be.

N/A

I believe I've always had confidence; now I have more.

My professors and fellow students give me the confidence necessary to be successful!

I did well in school and am excited to apply this knowledge in my career

No further comments.

We are living in stressful times for all librarians.

If I am successful, it's only because of the degree attached to my name, not because of what I learned during my time at UB.

I made sure to take classes that interested me

Within my current role at a non-profit, I have been able to apply learned skills from this program that earned me two promotions in a two year time frame.

More so for the lack of a job market

I am confident!

I feel confident that I will have a successful and fulfilling career in public libraries.

I am confident that I will be professionally successful.

I am confident that I will be professionally successful.

I have the tools I need to be successful.

N/A

There are many school librarian vacancies for hire.

I feel like the program appropriately prepared me for a library profession.

I feel the program prepared me.

So far, so good! I will celebrate one year in the profession next week.

If given the chance, yes I will excel.

I am confident in my ability

My coursework and performance at my current library job have shown that I exhibit great promise as a librarian.

I have a lot of mentors that have guided me through my career path.

My education paired with my experiences at my library of employment have me very confident!

I can only strongly agree to this because I was a page for 2 years, an assistant to ILL in college for 3, and currently a trainee for 2 years with a job offer post graduation (in 2026 due to the conferral date). Otherwise, I would probably feel like my fellow colleagues and would not know how my career will go.

.

I'm not sure what exactly "successful" means in the LIS field yet.

I learned a lot that I will apply to my work in the field, however each library setting is different and there are many challenges when it comes to working with public that I am uncertain I will be prepared for.

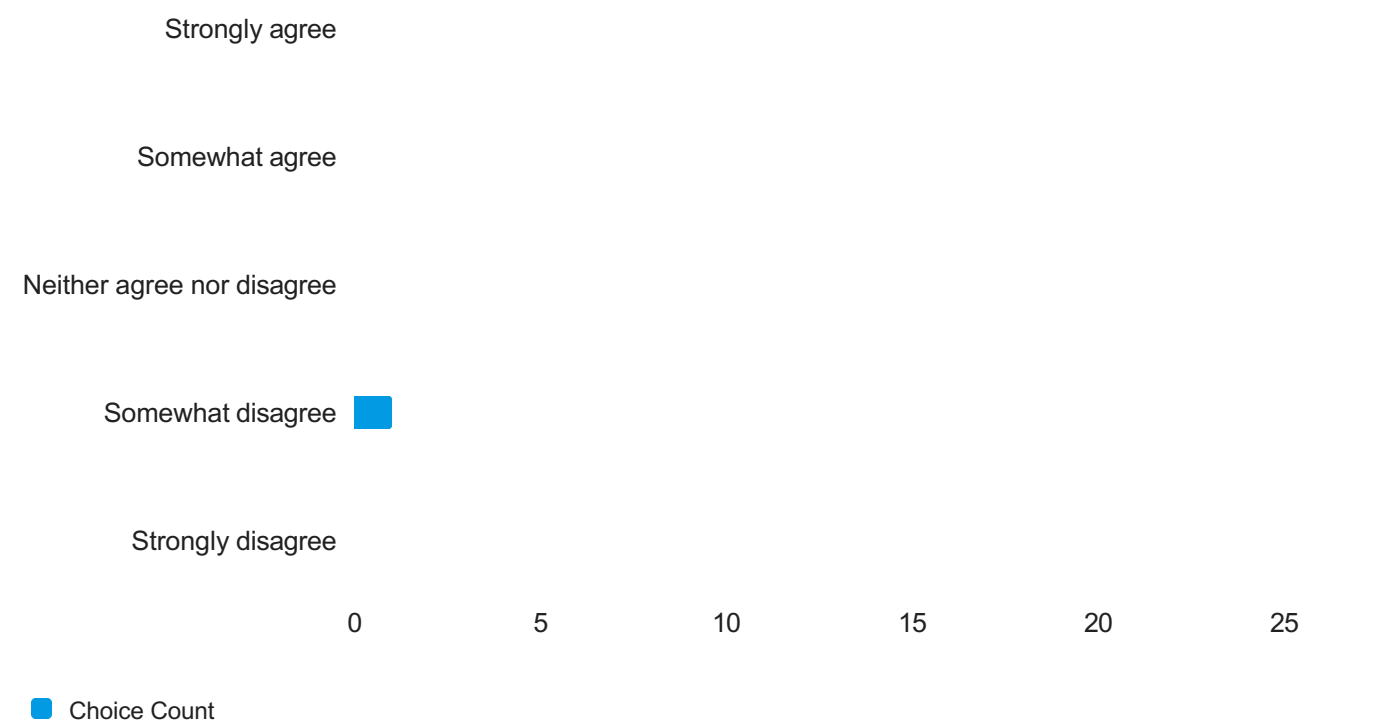
I wish I would've known at the start that many libraries are starting to only hire part-time staff, or have a small number of full-time staff. Eventually, I feel like I may have to change positions in my current library (since physical AV material is dying out) or change careers (hopefully way down the line, but still, I want to feel secure in my field).

Yes I feel confident

I still wish I had taken more management classes.

As above, I feel prepared to continue to grow and learn and take on a role as a Librarian in public libraries.

I would recommend this program to others.



Field	Choice Count	
Strongly agree	63%	26
Somewhat agree	20%	8
Neither agree nor disagree	15%	6
Somewhat disagree	2%	1
Strongly disagree	0%	0
Total		41

Please comment on the above question.

Please comment on the above question.

I found this program to be very positive in my life. The program itself offered me continuous opportunities to learn and grow. To meet new students from across the state and connect with fellow librarians. The staff were, most of the time, helpful and instructive teachers that wanted to see us learn, succeed and grow. It was a very positive environment. And the program was affordable for someone who doesn't have the means to move to another city to study. It had limitations to it because it was online, but even still, there was a degree of flexibility available through the online medium that I found helpful.

N/A

I already have!

I have and will continue to.

Great, flexible program

No further comments.

We are living in stressful times to be a librarian, but this program was great.

If I had to do this all over again, I would not go here. The program is too disconnected from actual librarianship: it focuses too heavily on the information science portion of the degree. Not everyone wants to be a tech wizard. Sure, technology is the future, but how about teaching us something crucial to librarianship, like how to read call numbers? Not everyone is able to have a job in the field during their classes.

many of the librarians where I work have taken this program

I gained a lot of knowledge through my participation in this program.

If taking classes with [name] was avoidable I would!!!!

I have!

I would definitely recommend this program to anyone interested in pursuing library science school. University at Buffalo gave me a quality education at state tuition price, and the online platform allowed me the flexibility to further develop myself professionally by working directly in the field during my entire time in the program.

I enjoyed the asynchronous nature of this program and liked the pacing of the classes.

The online nature of this program offers future would-be librarians the flexibility they need to receive their education while also working in the library sciences field.

Honestly, this is one of the only programs in NYS, and it was cheap, so I would recommend it for those reasons alone.

This program has been convenient and affordable and has been a wonderful experience.

Everybody's been friendly and kind, the Discord has been very helpful, the classes have been insightful, and the fully remote aspect of the program is very modern

It was a pleasure to have taken classes at UB!

I think the program was very beneficial and the instructors are helpful.

It was very interesting, educational and accessible and I am already encouraging others to look into it.

100 percent! I would never have gone to grad school without a virtual, asynchronous, affordable option like this. Thank you!

I would tell them that it was alright, it gave me the degree I need for my job, but that another school may be a better fit to learn more from.

It's a good program that lacks meaningful student connections.

Because this is an online program and was flexible.

Cost-effective program, 100% online courses, supportive & knowledgeable faculty, courses that are varied across multiple areas of library science. I have already recommended the program to others.

YES!

I would steer people away from certain instructors referred to above but would heartily recommend the program as a whole.

Major benefit is that the program is online. I do think the semesters for this program are unnecessarily long. Two non-LIS courses I took were completed in half the time, and that was perfect.

If people have the opportunity to go attend a program that has diverse classes for public, school, and academic librarianship, I would tell them to go there. But if they need to save money and have the ease of an online program, sure, I would recommend this program to them. But cautiously.

It depends on the situation. If I know someone wants to work in libraries, having a degree would help them, and I think they're well-suited to it, I would recommend this program as the most affordable option.

It depends on what others' career goals or current career situations are. I am fortunate enough that I already have a full-time job that provided tuition benefits for part time study, so there was not a significant cost for me to go through this program. If someone did not have that advantage I'm not sure I would recommend it as strongly.

I already have to some of my interested coworkers

I have recommended this program to pages at my library, mostly for its affordability. I do discuss with them honestly about what their career goals are though, since this is more of a generalist degree than I've seen offered at other institutions. I tend to see a lot of pages going for School Media Specialist or School Librarian degrees so they have more options. I think I would be more likely to recommend it to someone outside of the field if there were more course offerings.

Yes I would recommend

There are many fine schools; for instance, Clarion has an excellent library management program. It would matter what they are interested in. I did recommend UB to one of the library staff members.

I think it is incredibly convenient in that it is asynchronous, and you can easily fit it around work or home life. However, I think that the level and standard of instruction could be leveled out. Some classes were incredibly interesting, and seemed practically relevant. Many of them, however, were so theoretical or particular that they seemed to have no real world application. I also think that most people who apply to this program are looking for more library science, and while the department may want to move more to the information science side of things, that should be communicated more to prospective students, so they can make a fully informed choice. I doubt that much of what I did in half my classes would be very relevant to actual library work, which is what I want to pursue.

As a working professional, an asynchronous online program was ideal for me to maintain a work/life balance and earn my degree. Living in New York, UB as a SUNY institution also made it incredibly affordable. Additionally, most professors were all incredibly knowledgeable, helpful, and supportive.

What were the major strengths of your program?

What were the major strengths of your program?

The supportive and instructive professors. To name a few that I have had the distinct pleasure of learning and being inspired by; Dr. Dan Albertson, Dr. Brenda Battleson-White, Erin Rowley and Dr. Ying Sun. There are excellent offerings over the student email-list. My only regret is that I wasn't in person to enjoy more of them. The affordability of the program was a big draw for myself, however I was very pleased with the quality of the education it has given me.

The professors. They were willing to provide help and respond to emails promptly. The projects I completed in my courses have already helped me build the skills I use in my current employment.

I also had opportunities to interact with other students in my courses, which helped me in my learning.

Relevance of curricula and materials; currency of content, and the excellent resources accessible through UB.

The variety of courses.

The professors

Dedicated professors, interesting, engaging, and relevant courses, and ease and flexibility of an online program.

The applicability of most of the courses and the ease of the online system.

It was relatively inexpensive for a Master's program. The addition of the MS Coordinator was nice because he stood in for my advisor when she took a sabbatical without telling any of her advisees.

Dr. B, Chris Hollister, Liz Stellrecht, and Marcy Strong were the best professors I had in this program. They are the examples that other professors should follow. UB is very lucky to have them.

Dr. B is fantastic. I also really enjoyed the classes geared toward working with the public

Engaging faculty, opportunities to study a variety of topics including building technical skills

I think the program sets you up well for being a teacher librarian or an academic librarian.

All courses and assignments were flexible. We, the students, got to use all the tools and knowledge we were being taught in courses and got to apply them to areas/situations that interested us in our career goals — that was the most amazing and enjoyable part.

The major strengths of this program were the faculty, the online modality, and the community amongst students.

The major strength of this program was the emphasis on the school library classes. They prepared me well for my field.

- online & asynchronous meant that there was a lot of flexibility in the program to fit around other life and job commitments
- there were options available for students who wanted to focus on a more specific subfields within librarianship like Law, Music, or Health Librarianship

Dr. B. Truly, that was it.

The online program is perfect for an adult who is juggling family and full time work while also being a full time student. The faculty really know their stuff and are able to share their information in an effective way.

Fully remote; classmates are very kind, friendly, and informative on Discord; IS-GSA is very committed to making sure that the students are prepared; the chairperson and professors are very kind and patient

Marie Elia, Sam Dodson, Brenda White, Chris Hollister, and Jessica Lacher Feldman were all excellent instructors who delivered top quality courses that were both challenging/stimulating and enjoyable. I would recommend them and their courses highly to any student in the program.

Everything being online.

Many instructors were active in providing updates, reminders, resources, and grades. Grading was always fair and feedback was provided.

I appreciated that instructors tried to utilize different teaching styles and mix discussion boards in to the courses to allow for conversation with others in the class.

I appreciated the balance of professors who leaned towards theoretical learning and those that were working professionals that provided practical learning.

Flexibility

Virtual

Asynchronous

Affordable

High-caliber faculty & staff

Dr. Brenda White was amazing as a professor and advisor. She was by far my favorite, and I learned so much from her classes, and all of the classes I took with her were directly applicable to my job. I took a class with Dr. Anne Perrault as well that was wonderful, and that directly tied with my current position in a library. Class with Jim Belair Other strengths of the program were that it was asynchronous, so I could do the work when I could, rather than having to be in a classroom at a certain time.

I learned a lot, was challenged a lot for studying. I also had access to a lot of different tools librarians use on the job.

Writing

Course offerings, professors' knowledge and communication with students.

My previous knowledge of the library system, being quick learner

Excellent faculty, class organization, professional development opportunities throughout semester.

I think there was a good balance of information science instruction and school librarianship instruction. There was a strong, ethical core to the program.

The major strengths of this program are the professors who want to be here, who actually teach us what its like to run programming, how to interact with patrons, what collection development is, and how to be librarians. The ability to have time to work on assignments on my own time within a week and submit work.

Instruction being provided by a variety of informational professionals. It was always clear that my professors deeply understood and cared about what they were teaching.

Some professors were excellent in teaching online classes- especially Susan Allen, Anne Perrault, and Angela Boccuzzi-Reichert. I think that their use of technology for our assignments and interactions with peers were creative and engaging.

Remote study, internship opportunities, flexible plan of study.

I loved learning about Information Architecture and that it was an option

The best courses I took that are broadly applicable are Collection Management and Reference & Information Services. I also really enjoyed Grant Writing and think that should be offered regularly, as it is a widely applicable topic. I loved taking Young Adult Resources & Services.

Experienced and knowledgeable staff

Online program

Asynchronous

Reference with a minor in archival studies. The plan was to be a university reference librarian. Some larger colleges or universities often have special collections they oversee. My favorite classes were digital archives and digital libraries (which I would have liked to have learned more about.)

Instructors like Dr. Battleson White, Maria Elia, and Dr. Dodson.

Asynchronous learning, academic research learning, professors currently working in the professional library/info services field

Do you have any suggestions for improvement?

Do you have any suggestions for improvement?

1) There are always going to be students who struggle with saving materials and feedback for the portfolio. Even still, I wish there was a more effective way of reminding the students to hold on to their material from day one and staying on-top of saving assignments. There was some mix-up for my group because of the change up from Blackboard to Brightspace.

2) Some of the syllabi and class schedules for the semester do not appear to have been updated for the current semester. A very common occurrence that I found in professor's syllabi were the fact that due dates were years out of date, and so I needed to adjust and figure out when a project or assignment was due on my own unless I saw it as a reminder on the class digital board.

3) Review of professor [name] course curriculum in [course]. There was a great deal of information required to be read, with [lesson]. However, in regards to constructive feedback, there was an utter lack of communication. This was my personal experience, and the shared of experience of many of my peers. The instructions for assignments were often vague, and when grades were given- and clarifications were requested, the common refrain from [name] would be to "[quote]" with little to no elaboration.. This was not only unhelpful, but at a certain point it was repeated to a point that it sounded dismissive. Beyond the fact that the professor's response would not actually address what needed improvement in the assignment. It sometimes simply felt that this course was more based around the text-book's discussion on subjects, and less of an educational dialogue from teacher and student. It may be the case that student on student dialogue was supposed to fill this need, but because of the volume of responses required in the class, such dialogue often devolved into repeating the same common deductions and thoughts from the readings as one another with little variety amongst them- with the rare exception here or there.

4) experiment with new ways of presenting in class discussions. The two-response standard for student-on-student discussion can be interesting and edifying, but so often when these discussions are focused on answering a question about the reading, these discussions can become flat, and boil down to a matter of "What did the author of this paper say?" and what other answer can a student give than "The author said x" and their peer respond with "Yes. They said x".

My suggestion is for a classroom management course available/highly recommended for school librarianship program students. Although the topic was mentioned in a few of my courses, there was no specific course I took on that topic.

I've included those in my individual course evals. One area I'm quite disappointed to learn about (just today, in fact) is that, beginning now (effective December), alumni lose their UB e-mail addresses. Frankly, I'm devastated to learn that I will now be cut off from UB in so many ways. The listserves and forwarded emails from professors have been incredibly valuable, and I am heartbroken to lose them. I'd understood that we were able to keep them, and it's a real blow to bear.

More sections, registration is a struggle.

No

Offer more courses for students pursuing a future in youth services librarianship. Most civil service examinations require a minimum youth services credit requirement which was difficult to achieve with the courses available.

Creating a suggested order for taking courses and having more virtual options for events even if it is only recordings.

I have so many issues with this program. The professors are often out of touch with anything outside academic librarianship. Many focus on the information science part of the degree without touching anything related to actual librarianship, public or otherwise. I got my first job halfway through my program; I did not know how to read a call number. I was never "taught" until my LAST semester in a special topics course, but I had taught myself by that point. School Librarianship should not be the only track.

Public Librarianship and Academic Librarianship should have their own focused paths. Many of the courses have an academic library slant to them, which isn't fair to those who have no interest in pursuing that. There should be a portfolio session in the first semester of one's program that new students are required to attend - because our classes are deleted after 1 year, some people lose their assignments. Not all professors tell students to save their stuff. It isn't even in any of the syllabi. If you don't want to have a session, make it mandatory to include in the syllabi.

Grading should be standardized across the department. It is not fair when several different professors teach core classes and grade wildly differently because you need a B to pass. Adjuncts from other institutions have no guidelines to follow when creating a class because nothing is standard. How can you accurately gauge learning when a 92 is an A in one class but is a B in another? I think the core classes themselves should be more similar across professors. Sure, "academic freedom" and all that, but at least have the assignments be the same format.

This isn't a suggestion for the dept., but for UB as a whole. Much of the outreach to students does not consider online students. Surveys very rarely account for distance learning. On-campus events do not always have Zoom recordings/participation. I know the majority of UB's population is not online, but there are enough of us that we should be taken into consideration when something as basic as a survey is created. The Campus Climate survey - how are we supposed to answer anything on that?

I really liked the live classes that I had in my childrens course. I think some optional video chats with professors would be great

No

I think it sets you up well if you want to work at any level of education (elementary-college) but if you were interested solely in public librarianship- you wouldn't need to know a lot of the things taught throughout this course.

I think an increase in staff would benefit the program greatly. There were many times where I was a little disappointed that a class wasn't offered when I thought it would be and then never got the chance to take or how quickly classes filled up and to see that professors were taking on multiple classes in multiple courses at once — for the most part they were able to grade and reply in a timely manner, but I think adding more professors and courses would help alleviate that stress and the issue of having to sign up for a class that a student didn't want because all the classes were full 10mins after registration opened up!

N/A

The 507 and 575 courses were fairly difficult for the school librarianship program. I found that these classes took a lot of time to complete and were extremely complex compared to the rest of the school librarianship program.

N/A

- Require a cataloging course (at least one, but two would be preferable) as this is a fundamental skill to any library environment
- Require more advisor/advisee meetings and have advisees review their advisors so that they give good advice and guidance
- Have more rigorous coursework involving reference services
- Have an elective about the political role of libraries (where topics such as censorship, recommending news-related resources, handling irate patrons, etc. are discussed)

One challenge is that some faculty are still getting used to Brightspace. It would be helpful if they were able to organize the class more effectively and avoid duplicate information, but also making sure all resources were where they were supposed to be.

When it comes times to enroll in classes, there should be a smoother way that doesn't involve students needing to wake up at 7am and fight over classes.

I think that if you have professors teaching [course] where more than half the students don't pass with the requisite B you should probably look at those professors really hard and figure out whether they should still be teaching that course regularly. This is based not just on my own personal experience but also that of several other students who have interacted with [name] either as professor or advisor.

I think that the Web Design and Development course could be split into 2 different courses. There should be one intro course about the Web that deals with HTML and CSS, and another that is more like Intro to Scripting Languages/Programming/XML/XSLT. Also, the HTML and CSS parts of that course need to be updated/modernized to reflect current standards.

Likewise, Digital Libraries is, in my opinion, 3 different courses all standing on each other's shoulders and wearing a large trench coat. I feel there should be 1. one course about Electronic Resources/Open Data/OA/Search and Discovery 2. one course about Digitization and Metadata, and 3. one course about Digital Collections and Digital Exhibits. The current course also uses some readings/materials that feel super outdated (yes some of the broad foundational concepts are still relevant but finer details about specific technologies and file formats are almost comically obsolete). No mention anywhere in any of the materials about IIIF????? Like one brief mention of TEI?

I continue to be surprised that there are no courses that directly address Digital Humanities for librarians. Seems like an oversight. DSSN heads should do more to involve remote graduate students in faculty research projects.

Generally it seemed like there were very few emails going out to grad student listserv about opportunities to be involved in library faculty research. Is that something that is only available to in-person students on campus?

Keep up the great work!

I think there should be better consistency in how the courses are set up in UB Learns. Since the program is completely online, the online platform should be used more effectively.

There could have been more ways for students to socialize outside of the classroom, I feel like I didn't get to know many people in the program because it was online.

One suggestion is to organize the coursework more (all professors were quite different) to make it more consistent for asynchronous learners.

Also, please address the winter conferral date issue for Fall graduates. It does not align with NYS librarian license dates and delays civil service jobs.

Hard to say. I think the program is functioning as well as any library science program can.

Nope. Thank you!

Having more accountability for professors would be an improvement. There have been multiple professors that myself and other students have complained about that it doesn't seem like there has been any change.

More student connections and better means of connecting students. Perhaps encourage a forum or closer student relations that aren't entirely on the students to organize their own groups.

More software and licenses to documents

Multiple courses (including LIS 575) taught me that surveys should have optional written responses and show participants how long the survey takes to complete. The IS Graduate Exit Survey does not illustrate what I have been taught. Is this a test?

My writing can improve.

Some guidelines for faculty interaction with students/grading! I know grading is subjective and personal, but there were places where instruction and standards in different classes seemed to contradict one another.

I think a more prescribed pathway through the program would benefit future students.

Less group work. I understand in the information profession, we will have to work together with people. But it is difficult to accomplish this when this program is around the United States and there are students on opposite coasts. You need to hire professors who care as much as we do. We are supposed to be encouraged to become librarians, and yet we are exposed to professionals who see this as an interruption to their research. Fix the conferral date for Fall graduates. We are missing out on job opportunities, and that will be a negative effect on the school's statistic for job rates post graduation. Also, AI is something that is around us and not a perfect science yet. But for the school to send a holiday greeting card that was created using AI is unacceptable. This only shows that an institution is willing to replace actual people who create graphics and write these greetings are replaceable by a computer. Great job!

My main suggestion would be to make a public librarian track for this program. So much of the content in my courses was targeted towards academic librarianship, so as my focus is on public librarianship, I quite often felt what I was learning was not relevant to me.

As an online student, I wish that there were more communications from peers or chances to have informal conversations. For example, I had missed registering for graduation for fall 2024 because I had received one email in september about it and had forgot about it by the time the deadline came. Thankfully Mary Jo was able to reach out to me and the registrar to get my name added for conferral, but I feel that some information is best spread through word of mouth, which is not possible when fully online.

Nope!

If there is a way to include how to handle the public. Maybe light versions of social work

It is stated on the website that concentrations are offered, but it doesn't seem so when actually enrolled. There are suggested courses for various career options, but not exact paths to take. I would have liked to see courses that merge with Museum Studies, as the website also says that there is a concentration for special libraries. While I was enrolled, there were not many courses offered that would have served me well in that field. I would have liked to take courses such as Rare Books & Special Collections, Cartographic Collection Management, Preservation, etc.

Overall, I would've liked to see more specific course offered and more options to diversify my portfolio, especially since this is a generalist degree.

Not at this time

Make it easier to find information on the website. In their first semester, tell students what the portfolio is and where to find information on it. Make it easier to find what is needed for graduation. I am still worried that I didn't get everything done! Lastly, the email! The ListServer fills it with so much junk that it is easy to lose track of schoolwork. The List Server should be on a separate tab, like an "Other" tab, so that only regular emails, like between classmates, and school-related information, like classes, the portfolio, and things like this exit survey, don't get lost in all the other stuff.

Decide if you want this to be a library science program, or an information science program, and advertise it accordingly. Most people who are in this program want to be librarians, and therefore much of the coursework is simply irrelevant, even if it is at times interesting. For the price being paid, courses should be relevant to what students are actually looking to get from the program.

Courses for public librarianship in youth services that exist outside of school librarianship core courses.

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

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

Recommendation from librarians who had been through the program.

I previously completed my MS-ILS degree at UB.

I searched ALA's approved programs lists.

A google search.

Google

Internet search and SUNY program search.

Internet research

My own searching for graduate schools.

other NY librarians

Online searching for potential master's programs

Undergrad library

I knew several colleagues who had attended and received their MLS/MS at UB

I found out about the MS-ILS program at UB through the American Library Associations webpage of accredited programs.

It was recommended for New York State school librarians.

It was recommended by a coworker

Alumni

An alum

Online research on Google

I was a SUNY employee at the time that I enrolled.

Coworkers in the program.

I met people who were in the program while working at the campus libraries, they recommended the program.

Online

Online searches

Online search.

Research, and familiarity with UB.

On UB website

I found the program through ALA's list of accredited programs.

My research of schools when I was looking to apply to schools.

Colleagues at work.

Through colleagues who also completed the same program.

My coworker who also attended this program

co-workers

I found out about the program through the district I work in, Rochester City School District. Several librarians here graduated from this program.

I was interested in LIS and seeking out affordable part-time degree programs.

My director told me about the degree and a coworker was going through the program when I was looking into it.

Online

Online research

I have worked in libraries for over 16 years. I have always known about the library schools.

Internet research

A coworker who was enrolled in the MS program first told me about it. I continued to do research on my own and learned about it from other coworkers who were alumni.

Why did you choose UB for the MS/MLS program?

Why did you choose UB for the MS/MLS/PhD program?

Affordability and digital accessibility.

I previously completed my MS-ILS degree at UB.

Big question! It was the one that met my professional needs and absolutely had the most HEART. Every online introductory event I "attended" was better by UB.

Flexibility of a fully online program and recommendations from a co-worker.

It was completely online and I liked the courses they offered

Cost and flexibility of an online course.

Responded fastest and was cheaper than SUNY Albany

It was inexpensive and local to me.

good school heard it is a good program, NYS tuition and online/asynchronous

I attended UB as a undergrad for awhile and was happy with the experience and wanted to continue it. Living nearby in Rochester factored as well.

It was a fully online program and one of the only ones I found that never required you to be on campus

It's ALA accredited, it's located in NY my home state, and it has proven success with many people I knew!

I chose UB for my MS-ILS for its affordability and flexibility.

I wanted a program that was fully online.

I choose UB because of the flexibility of their the MLS program

Low cost, completely online

convenience, affordability

I chose UB not only because it's fully remote but because it's a well known NY school

Again, I was a SUNY employee receiving tuition assistance when I enrolled. Also, I had previously considered enrolling but decided not to because of the GRE requirement. Once the GRE requirement was dropped I went ahead and enrolled.

It was highly recommended and successful for others.

I chose UB because I went here for undergrad and liked it. I also chose UB because of the affordability.

Asynchronous and cost

In the end, it came down to being able to call and speak to someone who could answer my questions. I got a real live human on the phone right away, and that sealed the deal. Plus my dad was a UB alum. :)

It was close to where I live.

I wanted to break into the library field.

To study library science

100% online, cost-effective (the total student loan amount required at ~\$24k felt manageable), varied yet applicable course offerings, perspectives from faculty and students different from my own by not being a program close to home.

I chose UB because it was convenient and I loved that I could do the work at my own pace.

Recommendation from colleagues, the availability of certain classes and concentrations, asynchronous instruction that I could schedule around a full-time job.

Recommendation of colleagues; all online

It was cheap and convenient. Trust me, I would have rather attended Queens College's program.

it was the most affordable option

I chose this program because it was highly recommended from my colleagues. It was also a convenient option as I was able to work full time and enroll in classes full time.

I chose it because of affordable in-state NY tuition, the tuition benefits offered by my employer, the ability to take part in remote and asynchronous coursework, and my proximity to Buffalo in case I wanted or needed to visit the campus.

Because of price

I chose UB for the affordability and flexibility of online courses.

Reputation and knew people who had good experiences

I looked at Clarion but wanted to avoid paying the out-of-state tuition charges. College is pricy enough. Syracuse could not even be bothered to send me any information on their program. I went with UB, because it was closer to where I lived, was fully accredited, and you actually sent me information when I requested it.

Because it was asynchronous, and I would not have to spend time going to a physical campus.

Asynchronous learning, affordable tuition, and positive word of mouth from enrolled students and alumni

Please provide any additional feedback for us below.

Please provide any additional feedback for us below.

It's been a pleasure, an honor and a struggle. Thank you all for this opportunity, and I wish only the best for all of you at the University at Buffalo.

N/A

Thank you for asking my opinions!

It was great, thank you for everything!

Nothing

No further comments.

Keep up the great program

This program feels very siloed, very disconnected. The core classes feel very haphazard, wide coverage but nothing in-depth. If it weren't for the IS-GSA, I wouldn't know a soul in this program. No one would know anything about what was going on. I wanted to love this program, and sometimes I did. But, it is WAY too information science oriented. Dr. B, Liz, Chris, and Marcy are the only professors that taught me practical skills outside of the practicum I took. Everything else is theoretical and does not really help someone in the day-to-day. My sticking point is that there are classes on complex topics like Web Design, but no one can teach us how to something simple yet important, like read a call number. It takes a special topics course that the Coordinator had to press for in order to learn that. My LIS507 class touched on MARC/RDA for approximately 2 weeks, never once looking at the most basic components of book classification, and then never touched the subject again. Many classes skip basics like this. What should be core, like reference services, is optional. The registration process has gotten progressively worse in the last year, with the website timing out, people being allowed to register prior to their assigned time (classes half-filled by 7am), etc. This has led to people not being able to get the classes they need. Stop giving everyone in the GSE (or wider, probably), the same registration time. Or, upgrade the servers to accommodate the traffic.

N/A

NA

n/a

Would have loved to see a more variety of classes, though I began to see that in my final semesters with classes like Grant Writing and STEM librarianship (both were excellent, by the way). More of those kinds of classes would be fantastic!

N/A

n/a

na

I think that the coursework here needs to have more practical application to the field, and I think the coursework should be more rigorous. I felt like a lot of my courses didn't even require me to do the readings to pass---the bar was so low at so many points, and I fear that a lot of my classmates aren't actually prepared to be librarians. A lot of key topics, such as collection development and cataloging, were just electives here, which is wild to me.

I also think that more classes based on certain LIS fields---academic librarianship versus public librarianship versus archival work, etc --- should be available and required. I am not sure how anyone could get through this program and be a good archivist or a good academic librarian, frankly.

NA

N/A

I know you have no control over this but the Microsoft email and web app suite is really a bummer. I hated using it the entire time I was a student. Also, Brightspace is OK, I get why UB ditched Blackboard, but the way that we have to save instructor feedback for our portfolios is really dumb. There has to be a better system for capturing/storing grades and feedback to access later.

I will miss UB!

I am glad that I chose this program and will recommend UB to others in the future.

Thank you!

None at this time. Thank you for a great experience. I loved being a grad student at age 50.

None.

Please find a way to make sure students can connect with their teachers and peers online. The discussion doesn't serve to nearly connect us as much as people want.

More software that is used in the library field and licensing to documents. An expansion of other librarian courses, such as music librarian, health librarian, and law librarian.

Merry Christmas! Great program. 10/10, will recommend.

N/A

Thank you!

It could eliminate some of the learning curve if faculty utilized UB Learns in a more uniform, similarly structured way.

I think I have said enough. But I will reiterate **CHANGE THE FALL CONFERRAL DATE!**

none

n/a

Thank you!

Nothing specific

N/A

Thank you for your help and support during the program

My last semester was Fall 2024. I thought that graduation would be in May. I do not want to graduate in February. I would rather graduate in June. I don't drive; I would have to take a bus to Buffalo, and traveling in WNY can be problematic in February. After all, I have been through, I want to walk across the stage in my cap and gown and receive my degree. At 62, I want the pomp and circumstance of graduation. That is why I marked June at the beginning of this survey. If it is in February, I don't know if I will be able to make it. I know that my guests would not be able to.

I've enjoyed the majority of my courses, but I feel as if this survey should come sooner than when I am graduating. Perhaps a survey at the end of every academic year, to test the temperature of the student body, might be more helpful for all involved.

n/a