

## **Career Placement Survey of 2009-2013 MLS Graduates, Fall 2014: Discussion of Results**

**Department of Library and Information Studies  
Graduate School of Education  
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### **Explanation and Methodology**

The University at Buffalo Department of Library and Information Studies surveyed 41 MLS alumni of the program who graduated between 2009 and 2013 calendar years. This survey was designed to gauge the placement of UB MLS graduates into information and library science careers, to identify the means by which graduates found employment, and to profile program graduates who sought LIS employment. Questions in this survey were aggregated from the survey questions in the 2009 WILIS2 survey of LIS graduates and from the Library Journal placement survey.

The request to participate in the survey was sent directly to e-mail addresses of graduates supplied by the Graduate School of Education at UB (See Appendix A for the survey invitation). Two follow-up requests were sent as reminders to participate.

The survey was conducted through the online Select Survey tool, hosted on the GSE servers, and was open from 22 October 2014 through 14 November 2014 (extended to 22 November to increase participation) . The survey consisted of forty-eight total questions, divided into sections on demographics, employment status, field of employment, employment situation, part-time/full-time status, position natures and responsibilities, job search duration and approaches, and educational preparation and experience (See Appendix B for survey question details, branching and format).

## **Presentation and Discussion of Results**

### *Survey Response*

The survey was sent to 434 MLS graduates whose e-mail addresses were available from GSE records, of 559 identified MLS graduates from 2009 to 2013. E-mail addresses from GSE records contained a significant number of e-mail addresses from the buffalo.edu domain, indicating that persistent, non-university e-mail addresses had not been recorded or updated. Approximately 230 e-mails were not delivered. This high failure rate indicates a larger issue of failure to maintain contact with program alumni, and is being addressed by an ongoing department effort to update records based on public information and program records, and a graduate assistant has been assigned to spend approximately 10 hours weekly updating alumni contact information.

The original and successive requests for participation were opened by 45 contacts who clicked on the link to the survey. The response rate of the entire population of program graduates is 8%. Of these contacts who clicked on the survey link, 41 answered the initial screening question asking for their year and term of graduation. Four graduates specified that they had graduated in a year and semester outside of the parameters of the survey.

These 41 respondents are the total sample measured by this survey. As a self-selected sample of contacts that the department was able to reach through e-mail during the relevant time period, this population does not represent a statistically valid sample of all graduated LIS students from the relevant time period.

### *Characterization of Respondents*

Of the 41 respondents who had graduated with an MLS from the program in the five-year period (whom we will henceforth call “respondents,” as we are only concerned with this subset for the purposes of this discussion), the distribution of graduates by term and year are provided in Figure 1 below.

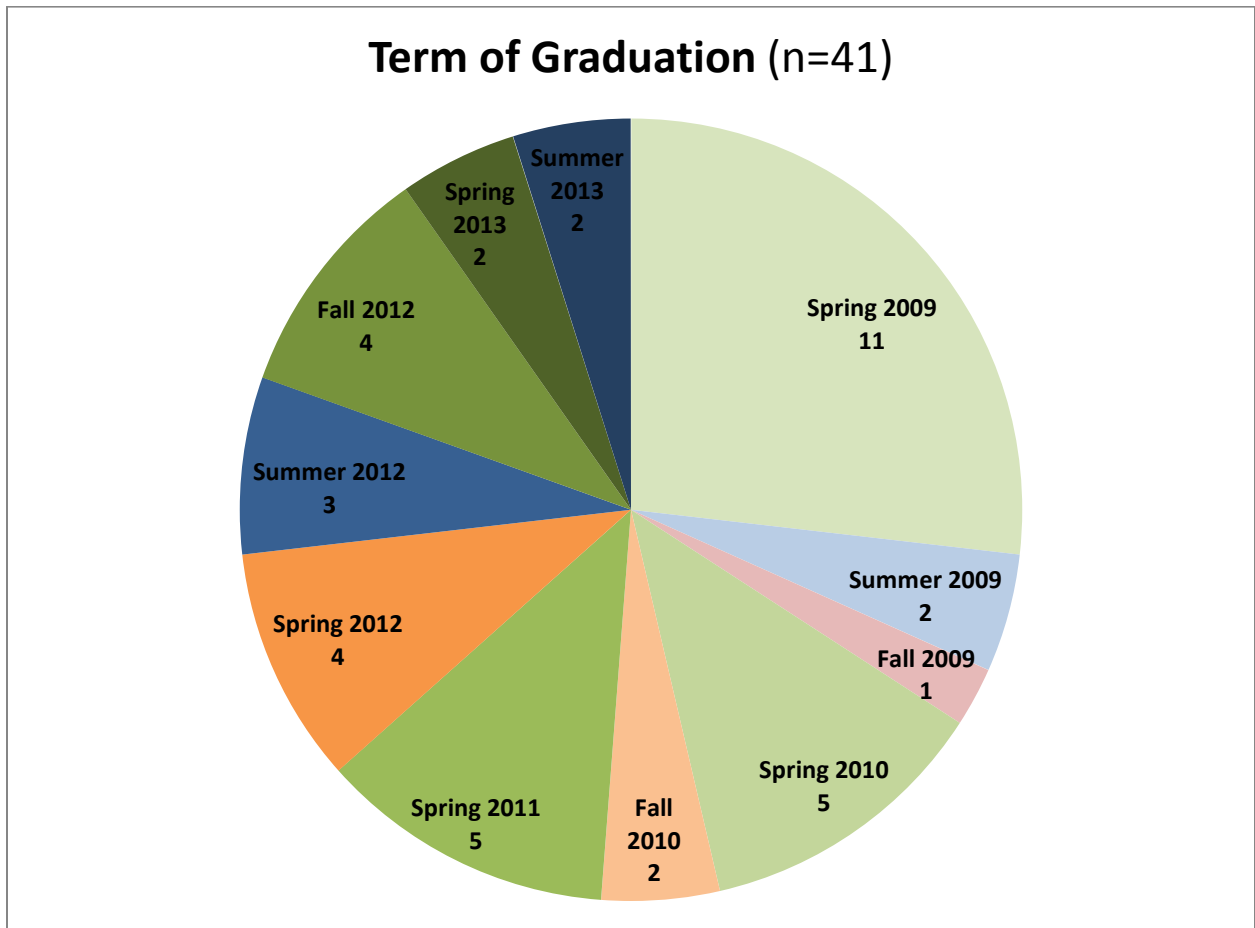


Fig. 1: Number of Respondents by Year and Term of Graduation

Approximately 20% of respondents had graduated with School Library Media Specialist (SLMS) specialization, close to the roughly 21% of graduates who were SLMS students in the period (see Figure 2, below.)

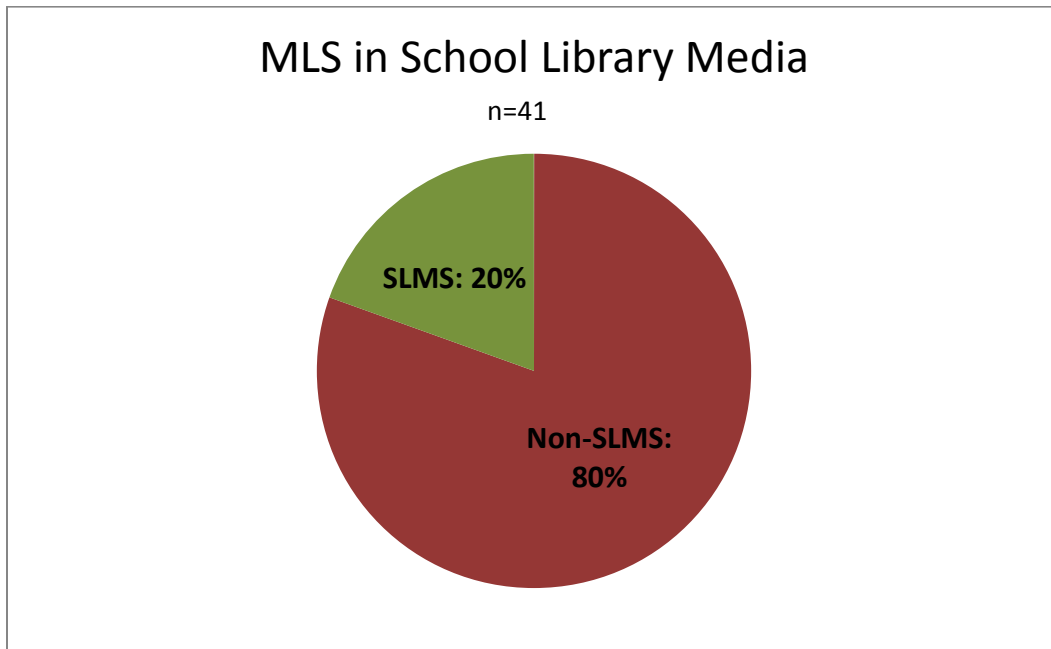


Fig. 2: MLS in School Library Media

Additional self-identified demographic characteristics are in Figures 3 through 7, below.

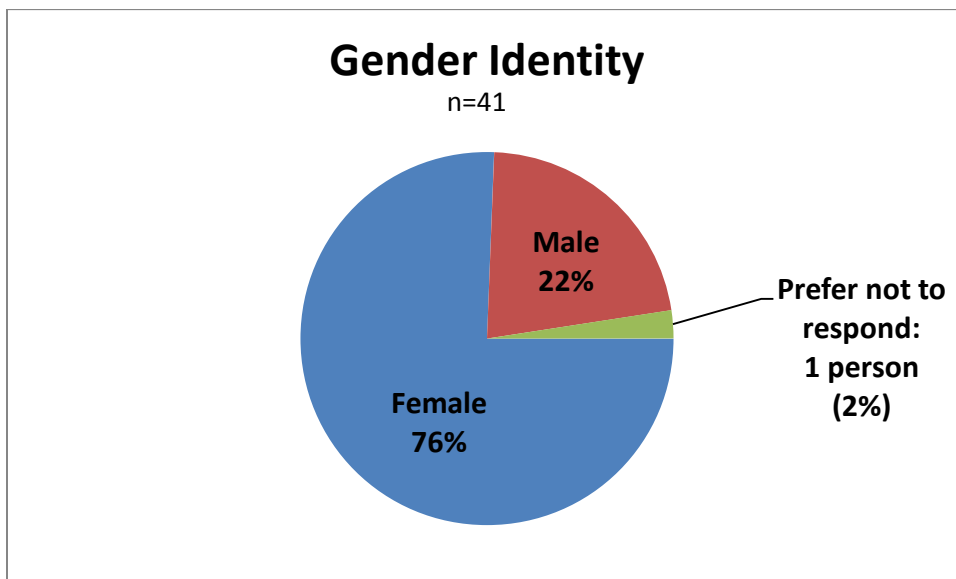


Fig. 3: Gender Identity of Respondents

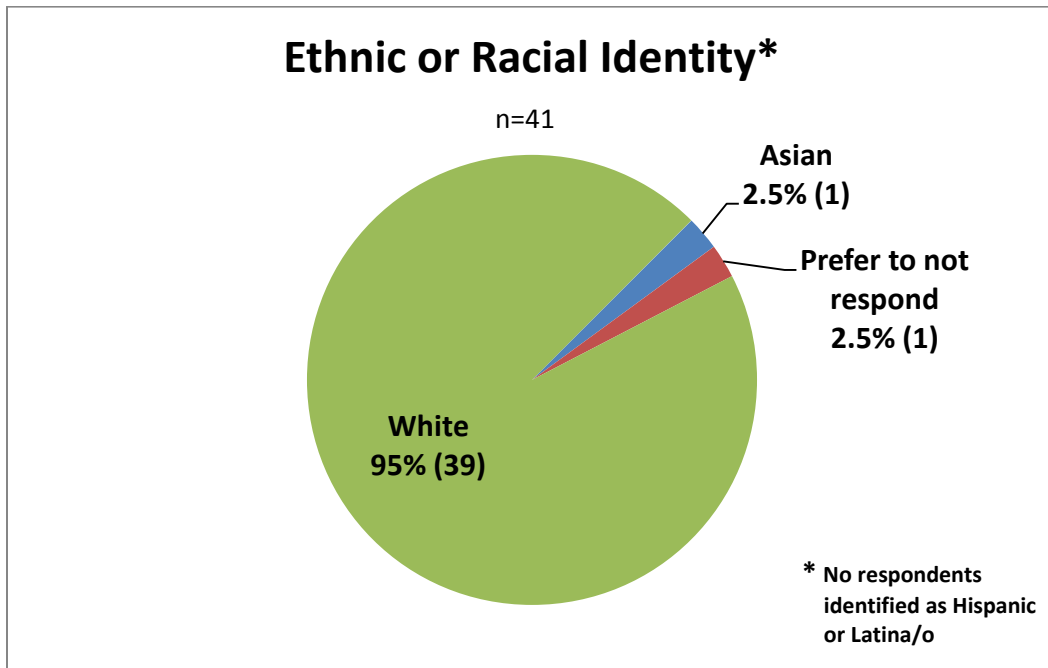


Fig. 4: Ethnic or Racial Identity of Respondents

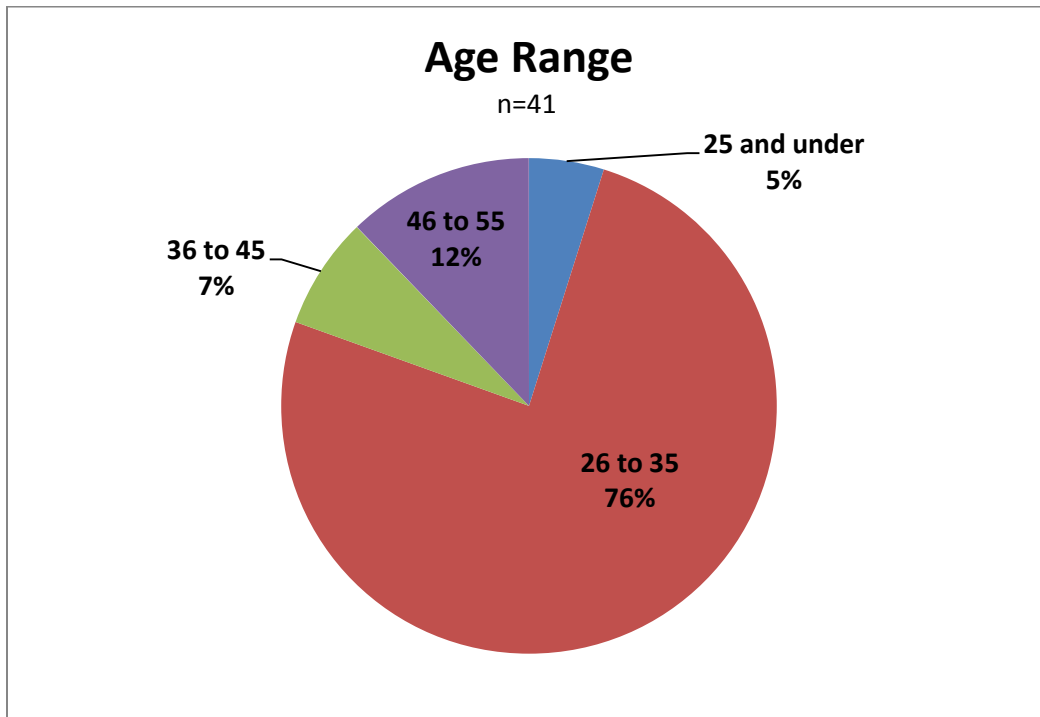


Fig. 5: Age Range of Respondents

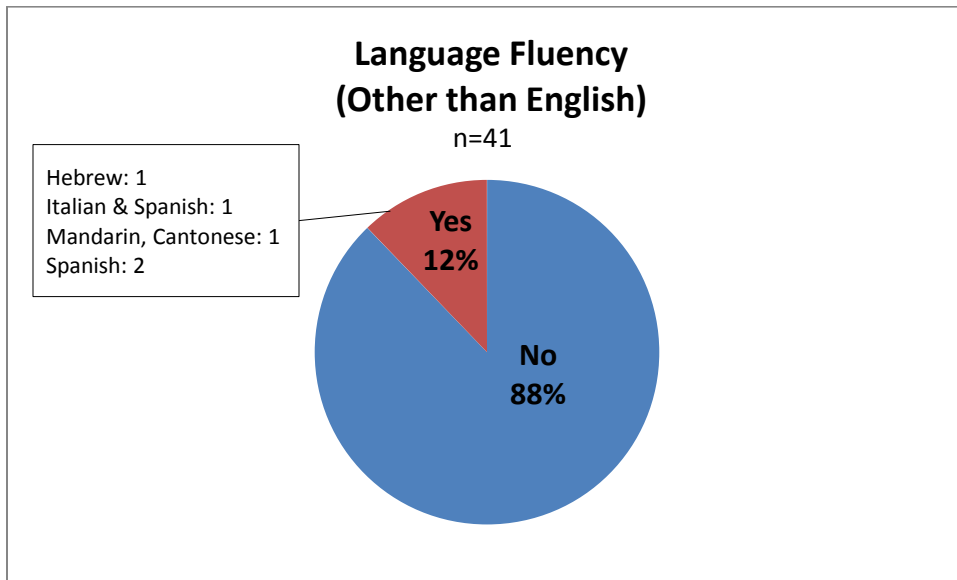


Fig. 6: Language Fluency of Respondents

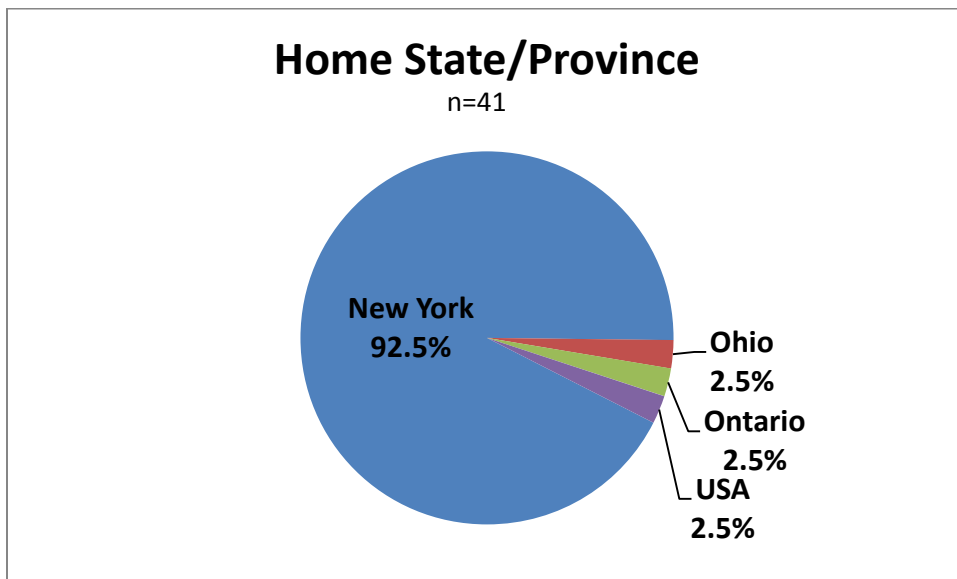


Fig. 7: Home State or Province of Respondents

*Career History*

Of the 41 respondents, 19 identified themselves as “career-changers,” while 22 saw LIS as their first career (Figure 8).

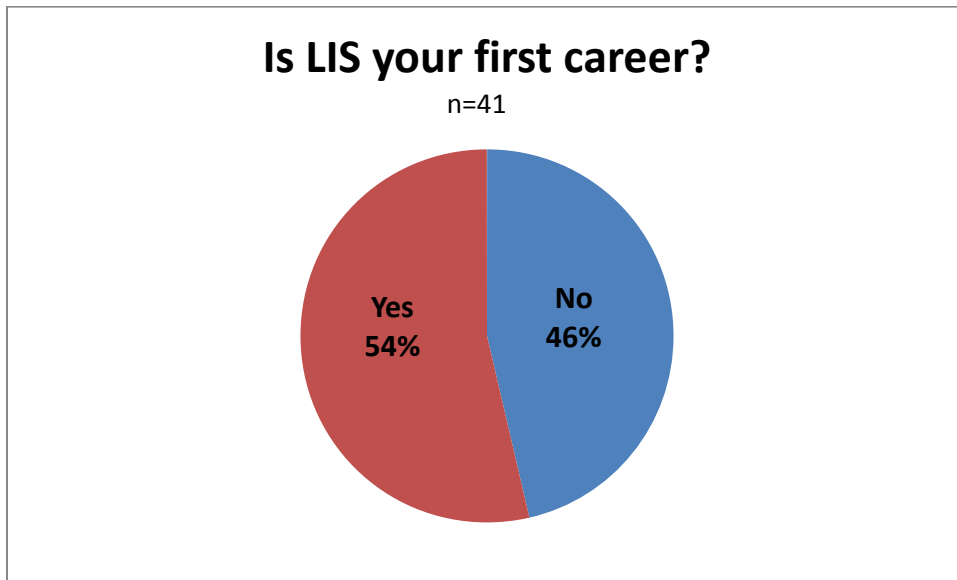


Fig. 8: First Career

Table 1 below provides a list of previous career fields of “career-changers.”

Previous Career Field
Accounting
Business
English teacher
Environmental Studies Professor
Graphic Design
Human Resources
Human Services
Journalism/Writing
Law
Nonprofit Health Care, Policy
Photography Post Production Assistant
Publishing
Student Life at Universities
Teaching
Theater
Was stay at home mom for 15 yrs (prior to that worked in marketing)

Table 1: Previous Careers

*Current Employment*

Thirty-three of the 41 respondents (80%) indicated that they work in an LIS-related position, while 6 (15%) said that they were working outside LIS. Two (5%) stated that they were unemployed (see Figure 9, below).

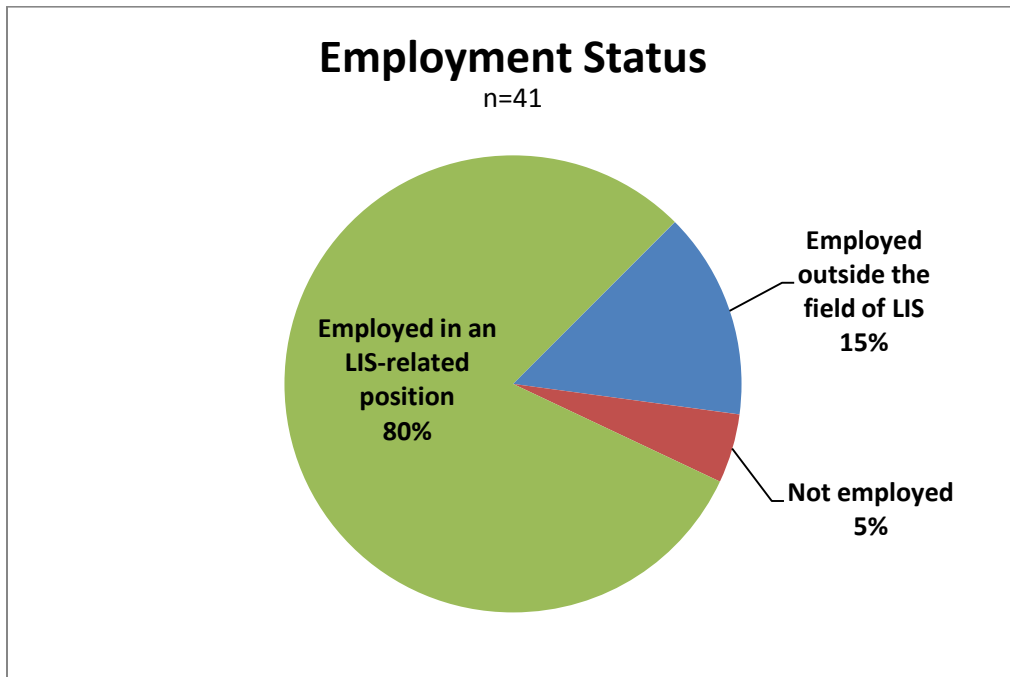


Fig. 9: Post-MLS Career Field

Of the 39 graduates who indicated that they were employed, 4 worked in a temporary capacity, while 35 had permanent employment (see Figure 10).

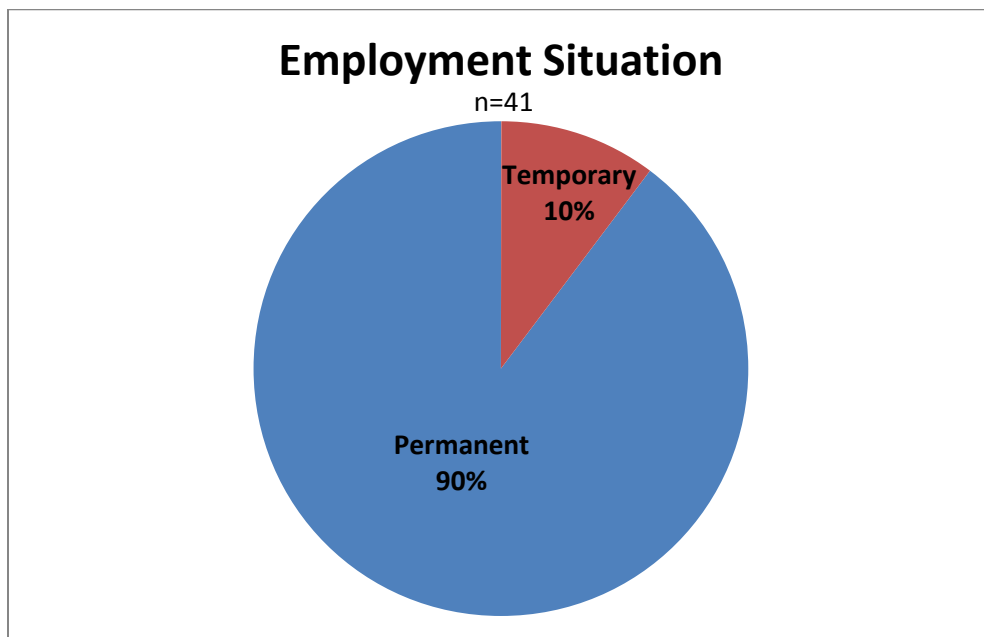


Fig. 10: Permanent and Temporary Employment



Seventy-two percent of employed graduates worked full-time, while 28% worked part-time in one or more positions (see Figure 11).

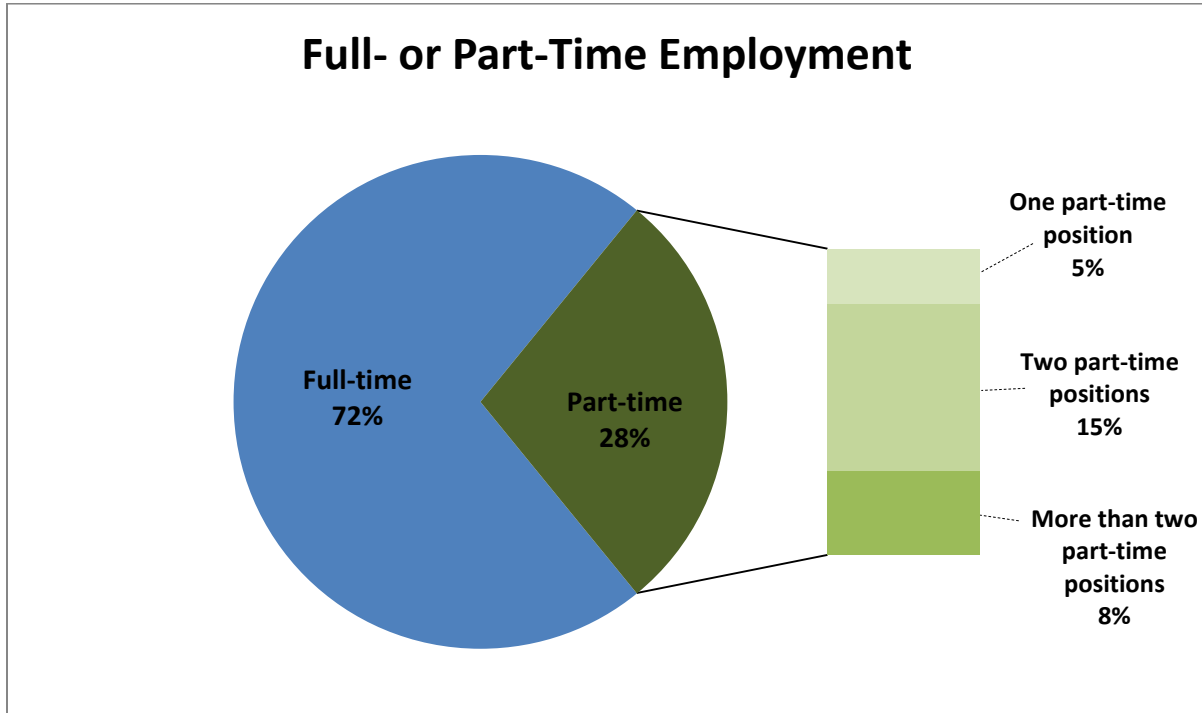


Fig. 11: Full- and Part-time Employment

#### *Initial Post-MLS Career Placement*

Specific information about initial post-MLS placement is in Figure 12. All students indicate that they had found some LIS employment in professional or non-professional capacities, following their graduation.

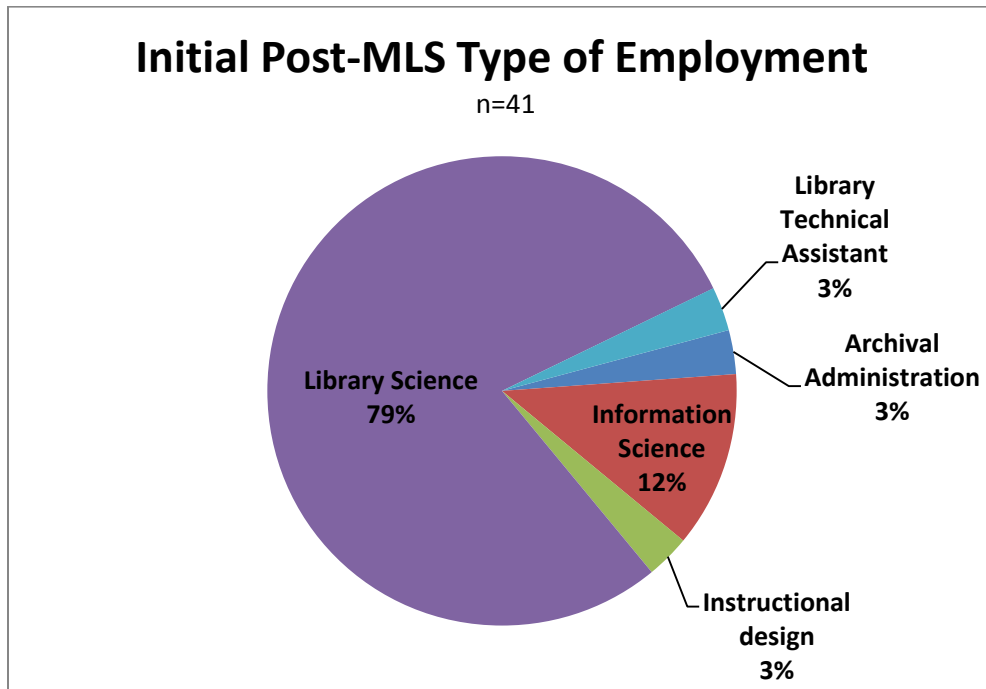


Fig. 12: Initial Post-MLS Field of Employment

Types of organizations at which graduates were initially employed are in Figure 13.

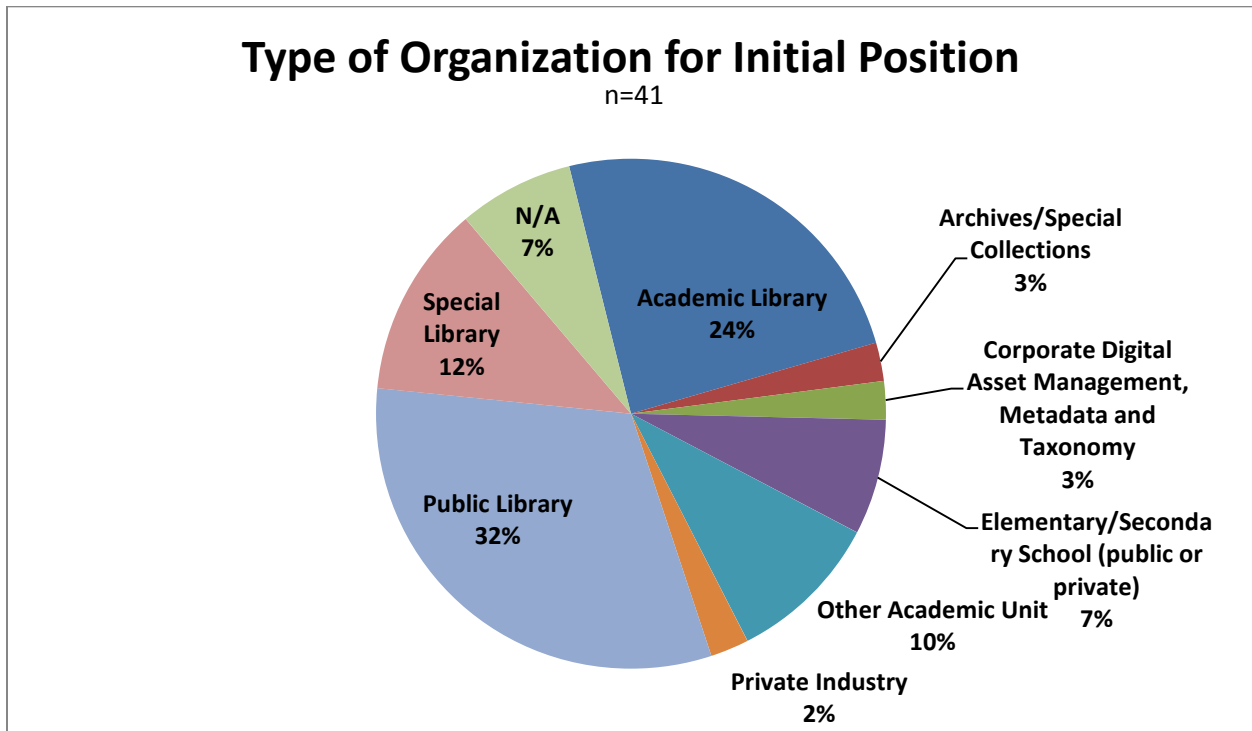


Fig. 13: Type of Organization for Initial Position

Responsibilities of graduates are in Table 2, below.

<b>Job Title of Respondent</b>	<b>Primary Job Responsibility</b>	<b>Additional Responsibilities</b>
Adult Librarian	Adult Services	Instruction; Programming; Reference
Assistant Librarian	Cataloging & Classification	Arrangement and Description (processing collections); Indexing; Reference
Assistant professor	Teaching	Service; Research
Associate Archivist	Archives	Information Technology; Web Design/Maintenance; Technical Services
Cataloging Librarian	Information Technology	Consulting; Reporting; Cataloging
Children's Librarian	Children's Services	N/A
Digital Asset Management Specialist	Digital Content Management	Metadata - maintain current, create standards and process guidelines, clean legacy data; User Experience - how users search and find the assets; Reference - responding and delivering assets for image requests and questions about rights management
Digital Learning & Scholarship Librarian	Management of our digital scholarship center	Project management for the Digital Learning & Scholarship team; Planning our digital scholarship colloquium; Personal librarian duties
Director	Solo Librarian	N/A
Director of Youth Services (Librarian 1)	Children's Services	YA/Teen Services; Public Services; Acquisitions
Editor	Editing	File management; Knowledge management; Database curation
Elementary School Librarian	School Library Media Specialist	N/A
First job: Assistant Librarian; Second job: Senior Staff Asst. (Data & Assessment Officer)	Assessment	data analytics; small amount of ILL/DD; small amount of Pub Svcs / reference
Information Literacy and Social Science Librarian	Instruction	Data Librarian
Information Specialist	Reference/Information Services	Database management; Cataloging
Intern	Gardening	N/A
Keyboard Specialist	Administration	Higher Education Services; Academic Assistance Services

Librarian	Children's Services	Reference/Information Services; Collection Development; Instruction
Librarian	YA/Teen Services	Web design/maintenance; computer lab instruction; circulation
Librarian I	YA/Teen Services	Collection Development; Circulation; Adult Services
Librarian I	Circulation	Public services; Reference/Information Services
Library Assistant III	Acquisitions	Reference/Information Services; Indexing/Abstracting; Circulation
Library Technical Assistant - Technical Services	Technical Services	Cataloging & Classification; Library Budget
Market Research Analyst	Research	writing; client relations
Marketing Specialist	Marketing	Database management; SEO and Social Media management; Data Analytics
N/A	Children's Services	N/A
Online Learning Specialist	Instruction	Instructional Design
Outreach & Engagement Librarian	Social Media Management	Instruction; Reference
Page	Organizing resources within the collection	Special Projects
Research & Information Literacy Services Librarian, Lead Instructor	Instruction	Reference
Research & Resource Specialist	Solo Librarian	N/A
Research Librarian	Reference/Information Services	N/A
Research Library Assistant	Reference/Information Services	Information Literacy; Cataloging; ILL
School Library Media Specialist	School Library Media Specialist	Budget Management; Collection Management; Literacy Advocacy
School Library Media Specialist, K- 12	Instruction	planning; classroom management; social work
Senior Assistant Librarian	Reference/Information Services	N/A
Senior Page	Reference/Information Services	Supervise Rare Book readers; Assist patrons with fiche and microfilm; special projects
Senior Staff Associate	Access Services	Interlibrary Loans/Document Delivery; Circulation; Manager

Table 2: Job Titles and Responsibilities of Graduates

The survey asked specifically about “emerging” positions in LIS, and 7 respondents provided titles and responsibilities of these roles (see Table 3).

<b>Job Title for Emerging Jobs</b>	<b>Responsibilities of Emerging Jobs</b>
Digital Asset Management Specialist	Ensure the creation of product and player imagery is properly uploaded, searchable and maintained; Daily coordination with internal and external partners to determine the status of new assets, usage, and distribution intent; Maintain and organize assets to create a searchable library; Provide production support to ensure all images are using standardized guidelines; Development of DAM and recommend, implement new initiatives related to user experience; Fulfill image requests from internal and external partners; Researches and documents through asset tagging legal usage rights; Responsible for learning the on-going implementation of technology; Provide hands-on training and support for new internal and general users for the DAM
Digital Learning & Scholarship Librarian	I am the Digital Learning & Scholarship Librarian. I manage the day to day operations of our digital scholarship center, which includes hiring, training, and managing several student employees. I also help staff the center, give tours, assist patrons with poster printing & digitization projects. In addition, I also function as a project manager for events my team organizes, such as our digital scholarship colloquium and our Freedman Fellows presentations.
Editor	I am currently hired as an editor, part-time, though I am working toward a hybrid position that would combine editing and LIS responsibilities. Aside from editorial and production work, I would manage my organization's electronic files, assess and curate existing holdings (both physical and electronic), and communicate with staff to identify implicit information in order to make it explicit and available to all members of the organization, leverage that knowledge capital, and mitigate siloing.
First job: Assistant Librarian, Second job: Senior Staff Asst. (Data & Assessment Officer)	This was a new position within the Libraries and includes a wide range of activities including: administration and analysis of user surveys, conducting cost/usage analysis of collections, responsibility for gathering/maintaining statistics for internal and external reporting requirements, collection/maintenance of statistics associated with internal strategic plan.
Information Literacy and Social Science Librarian	Data Librarian - help students and faculty through the entire data management cycle - discovery, management, analysis, presentation, and curation/archiving
Market Research Analyst	I don't know what emerging jobs is, but basically when small technology firms get funding from the government, I research information that is available through paid databases, governmental websites, industry websites and other reliable sources. I then write a report for the tech firm, so they can understand their market.

<p>Online Learning Specialist</p>	<p>Assist the implementation and evaluation of university online learning initiatives; act as a resource to faculty and departments seeking to supplement instruction through the development of high quality online courses, hybrid courses, and degrees; and facilitate a university-wide culture of exploration and dialogue around online education.</p>
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Table 3: Job Titles and Responsibilities for Emerging Roles

Graduates were also asked about their relationship with their pre-program employer. Twenty-one percent remained with their employer, with an even split remaining in their same roles and changing their roles (see Figure 14, below).

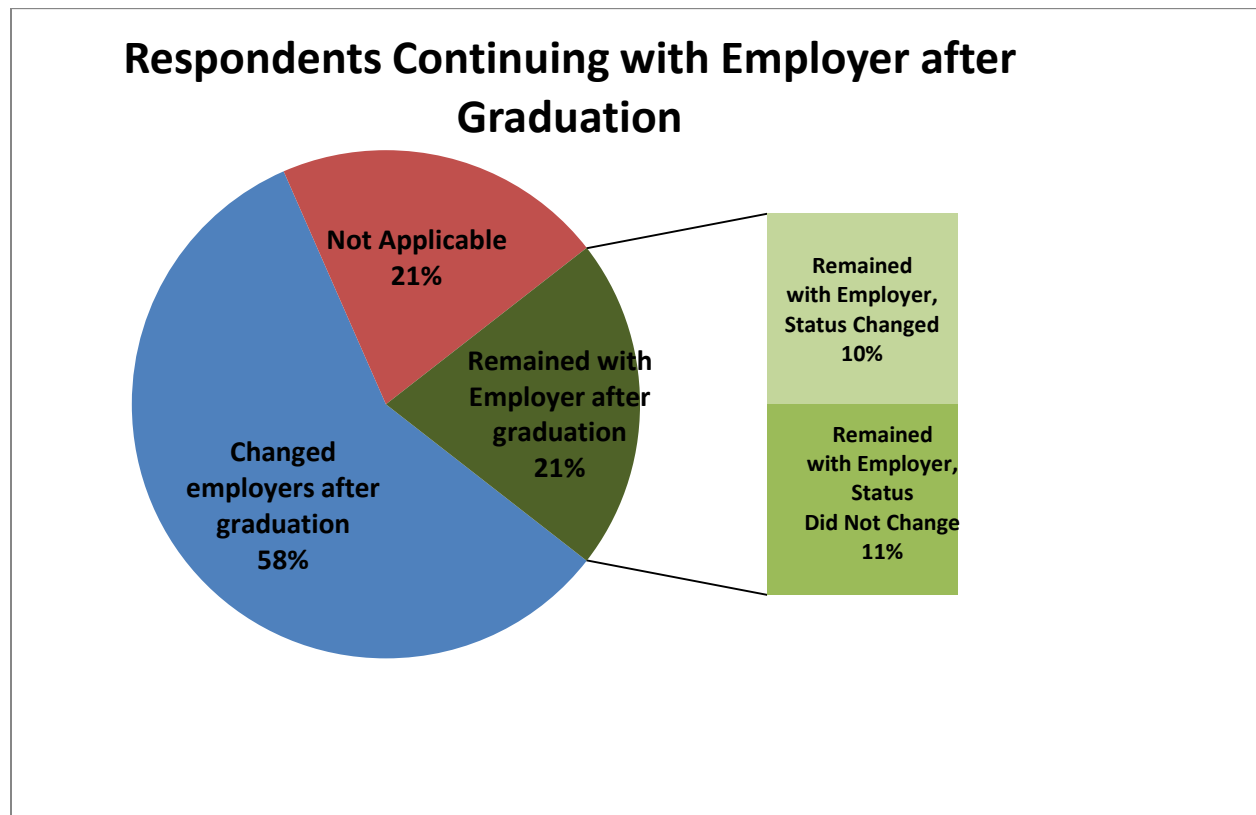


Fig. 14: Respondents Continuing with Employer Following Graduation

Table 4 explains how obtaining an MLS changed their status with their employer.

<b>Explanations of Changed Status with Employer</b>
I was a in a clerical position before I graduated. Once I've obtained my MLS I was promoted to a Librarian.
I was a volunteer. Three months prior to completing my degree I was hired part time as a librarian.
I was hired as a temporary employee and upon graduating was able to be hired as a permanent staff.
When I began the program I was a library clerk at Poughkeepsie Public Library District, after my first semester of grad school I was promoted to Librarian Trainee, and a year after I graduated I was promoted to Librarian I.

Table 4: Explanations of Changed Status, Post-MLS

*Job Searching*

Respondents were asked if they had found employment prior to graduation. Nearly half of survey-takers did not answer this question; of those who responded, approximately half said that they found employment before their graduation (see Figure 15).

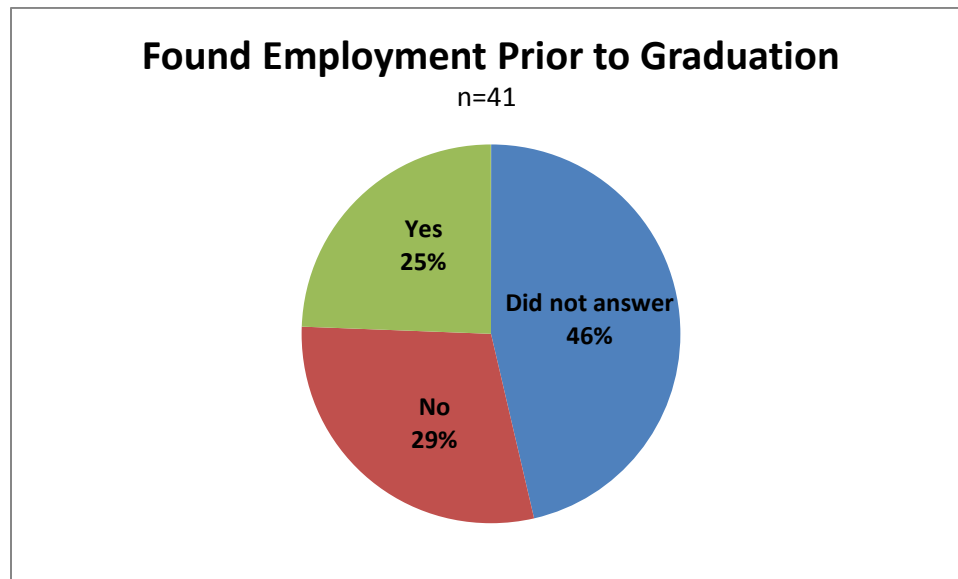


Fig. 15: Found Employment Prior to Graduation from Program

A question about the length of the job search was not answered by 19 respondents. Of those who responded, the median job search length was three months. This survey did

not ask respondent to indicate if they had begun their job search prior to graduation (see Figure 16).

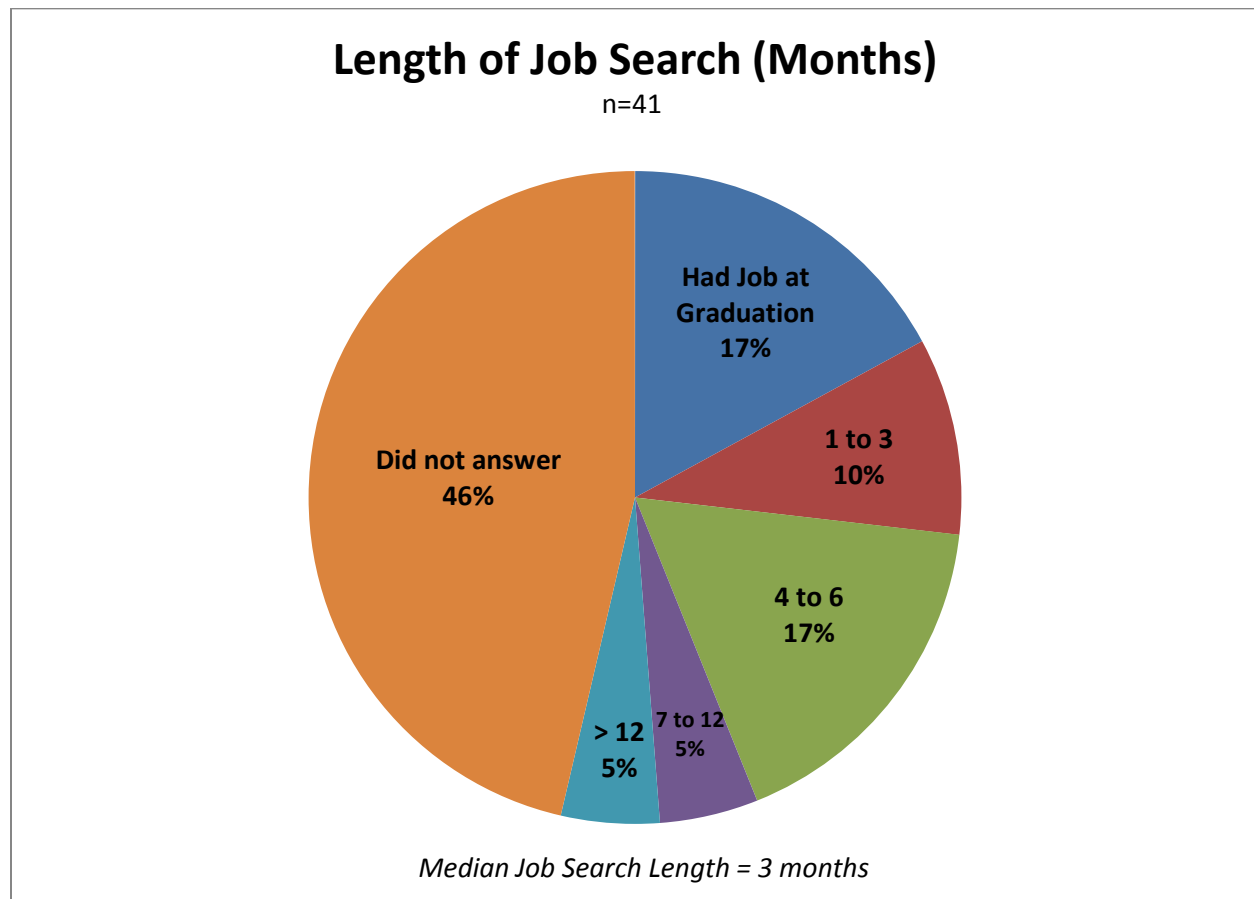


Figure 16: Length of Job Search

When asked about the experiences and activities that were most important to obtaining employment, the largest number of respondents indicated that fieldwork, practicums, and internships were most helpful in finding a job (see Figure 16 and Table 5, below).



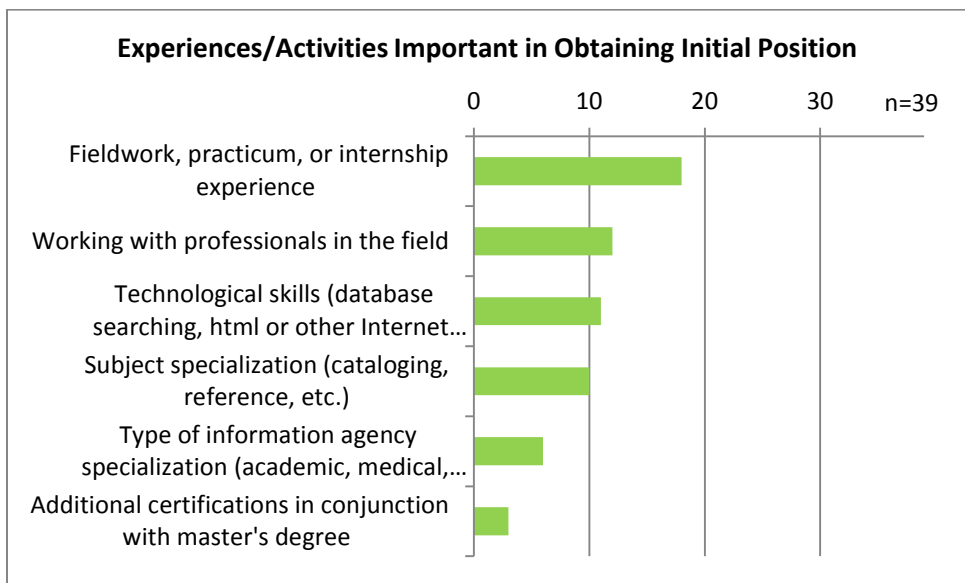


Fig. 16: Activities Most Important in Finding Initial Position

Additional Activities Helpful in Obtaining Initial Position
Generalist approach to librarianship, i.e., not focusing on public, academic, etc.
Had student position in ILL and reference
Obtained my first position simply by having the degree
Remaining employed at a library while going to grad school which I was able to do since I went online
Research skills
SLA
Volunteering

Table 5: Additional Activities Helpful in Obtaining Initial Position

Resources used by graduates to find positions are in Tables 6 and 7, below.

Method of Finding Initial Position	Number of Respondents
Personal Contact / Networking	11
Applied Directly to the Organization	8
UB LIS Job Posting	5
Practicum/Internship Site	3
Job Ad/Joblist	3
Internal Posting	2
Temporary position became permanent	1
Experiential learning led to volunteer opportunity then job	1
Professional Conference	1
General Career Website	1

Table 6: Resources Used to Find Initial Position

<b>Other Resources</b>	<b>Number of Respondents</b>
I Need A Library Job website	8
UB LIS Jobs List	6
ALA Joblist	5
WNYLRC	4
Chronicle of Higher Education	2
Higheredjobs.com	2
AALL Joblist	1
ALLUNY List	1
Careerbuilder	1
Code4Lib Listserv	1
EAD Listserv	1
Florida Library Jobs website	1
Indeed.com	1
LinkedIn	1
LISJobs.com	1
Local Library Job Postings	1
Local BOCES website	1
NYLINE List	1
SAA Listserv	1
SLA Career page	1
The Professor Is In website	1

Table 7: Additional Resources Used by Graduates to Find Employment

The geographic focus of job searches is provided in Table 8, below.

<b>Geographic Location Targeted in Job Search</b>	<b>Number of Respondents (n=41)</b>
A location which required relocation within the USA	25
My hometown	25
Within commuting distance of the city/town where I resided at graduation, if not my hometown	17
The city/town where I resided at graduation, if not my hometown	15
A location which required relocation within Canada	4
An overseas location	2

Online employment	1
Location where spouse lived	1

Table 8: Geographic Locations Targeted in Initial Job Search

Table 9 provides additional comments made by respondents about their post-MLS job searching.

<b>Additional Respondent Comments about Job Searching</b>
<p>All of my positions have been contract and consultant positions until this position I accepted this summer, July 2014, which is a permanent position. The contract and consultant positions gave me so many opportunities to learn and explore this field of Digital Asset Management, which is ultimately what gave me the experience I needed to be brought on as a permanent employee. Many corporations now understand that they need librarians more than ever. Your #38 question is very confusing because I did not turn down jobs due to the nature of the contract and consultant positions.</p>
<p>Buffalo is a very competitive area to look for Library field related job. A lot of my classmates had to work 2-3 years part time before they finally get a full time librarian job. I heard School Media Specialist is easier to get a full time job.</p>
<p>Definitely reach out to people you know in the field to network. I was given an interview despite my lack of experience for a head librarian position in a large firm library because I was able to network with some of the partners based on who I knew in the legal field. It sometimes helps to get a foot in the door.</p>
<p>DLIS, at the time I was in the program, did not do nearly enough to assist with placement. I know you can't guarantee anyone a job, but there was almost no support outside of the classroom. Unless you were a SLMS student, then you got special attention.</p>
<p>I am currently trying to transition to an Academic Position, and am having a large of amount of trouble getting responses from potential employers. The only interview I received was from a woman who also transitioned from school to academic librarianship.</p>
<p>I didn't have any trouble getting interviews, but I knew several people who did. Your resume and any introductory writing you do (cover letters, etc.) need to do a great job of selling you to ensure that you get an interview.</p>
<p>I earned a PhD after graduating from UB's MLS program. My job search was slightly different as I was searching for assistant professor positions. The MLS certainly helped me in my job hunting and interviewing. Many employers including my current employer found the library degree to be an asset, one that I've been called on to use in my job.</p>
<p>I ended up going to a jobs seminar at a conference and did a mock interview with an administrator, little did I know it was a real interview and I got a call with a job offer a few days later.</p>
<p>I feel very lucky that the librarians I worked with while in a student position within ILL helped connect me into my first position covering a maternity leave. The personal contact was invaluable.</p>

I had been an English teacher for eight years when I completed my MLS degree. I was not hired for a library position for four years after graduation. As an established teacher, the job search was not easy to find a position close to my home.

I spent about 18 months post-graduation unemployed. During this time I submitted probably over 100 applications and went through several interview processes. I made it to the final round at nearly all the institutions (academic or otherwise) who chose to interview me. I also worked at two unpaid internships in the field while doing this. I eventually landed two part-time jobs, one as a Volunteer Coordinator at a public library and the other as an Assistant Director at a state regional library. I got my first full-time academic library job two months after I started the part-time jobs. It was a very long, disheartening process and I cannot stress enough that anyone lucky enough to have a job even tangentially related to the library field should keep it after graduation if they can. My internships and practicums were essential to building up my network of contacts and gaining the experience I needed to land a position.

I was geographically bound due to family and spouse career, so it makes it much more difficult. Being willing to look outside the box at job descriptions and to consider jobs I had not originally thought about made my search more successful.

It took me one year after graduation to land a part time library job. Eventually, I had two part time library jobs. Four years after graduation, I have finally landed a full time library position. This four years was exactly what I was hearing was the norm for people in the program so I guess it was true. I can honestly say it was extremely demoralizing but I do not believe that the length of time it took to land a full time job had anything to do with the program. We are coming out of grad school and entering a new normal economy. I can also honestly say that I am very satisfied and fulfilled in my career now that I have finally settled into a full time professional position.

It's been my experience that Librarians tend to be very supportive of students studying librarianship. Many librarians I contacted were willing to talk about their duties, offer advice and assist me with assignments/projects. I'm thankful to the instructors who designed course activities that required we contact librarians in the field. This forced me to network and gave me the opportunity to apply newly learned skills in a real world setting and provided relevant projects that I could add to a professional portfolio.

<p>Library school in no way prepares graduates for entry into the work force. Most professional grade jobs require years of experience. When I got out of school I was unable to find work of any kind for months and resorted to selling blood plasma and participating in medical studies for income which resulted in my hair falling out from experimental cancer drugs for a year and a half. Programs should focus more on work experience while at school (most employers could care less about advanced degrees without requisite experience). While in the program students should be assisted in obtaining certification/licensing for public librarians certificate, archivist, records management officer, etc. Supervisors should provide ways for graduates to remain active/ current in LIS fields while they may have to take non-library jobs to survive after graduation. UB pumps out too many MLS graduates in the Buffalo/Rochester area. [Reference to specific instructor deleted.] Library jobs are often part time without benefits and may not be the most stable or promising of career paths.</p>
<p>My first job was into a corporate library -- the position was relegated to temp work during the recession; after more temp work elsewhere (and a minimum wage position at BECPL), I found a job at a UB library. Administration found a way to bump me from a \$48,000/year position down to a \$9,000/year position with the same responsibilities. After that, I worked at a newspaper, where I made less than minimum wage. I now work part-time at an organization connected to Buff State. Currently pitching a full-time position that would include LIS duties. The recession has not been kind to recent graduates, though I feel that some of my studies at UB had instilled in me the mental and professional agility needed to dodge the worst of the economic downturn.</p>
<p>Non library jobs need to be better explored and understood by students in the program.</p>
<p>Recently began an Adjunct teaching position for Bryant &amp; Stratton College Online for COMM 150: Introduction to Information Literacy and Research</p>
<p>These questions weren't really worded in a way that accurately represents my post graduation job search. Although I was employed in a library shortly after graduation, my initial placement was as a senior page. Then I had part time work for many many months. Full time employment came later.</p>
<p>To find a job, it is essential to do a practicum or special project in your desired field of interest. This broadens both your experience and professional network (for those unposted positions). Knowing what the requirements are and working on fulfilling those requirements for a position in your field of interest prior to graduation is key (ex: academic library positions are usually faculty positions that require some form of scholarship, having a presentation/publication or two prior to graduating is extremely beneficial). Also, find or do something that makes you stand out, especially if it's something you're passionate about (gamification, social media, open educational resources, etc.)</p>

Table 9: Additional Comments by Respondents about Post-MLS Job Hunting

*Salaries and Placement*

Thirty respondents provided information about initial salary at placement into a job following graduation. For the 22 respondents who were placed into full-time work, the mean starting annual salary was \$38,406. For the 8 respondents whose initial jobs were part-time, their starting annual salary was \$24,870. No questions were asked about the number hours of part-time position (see Figures 17 and 18).

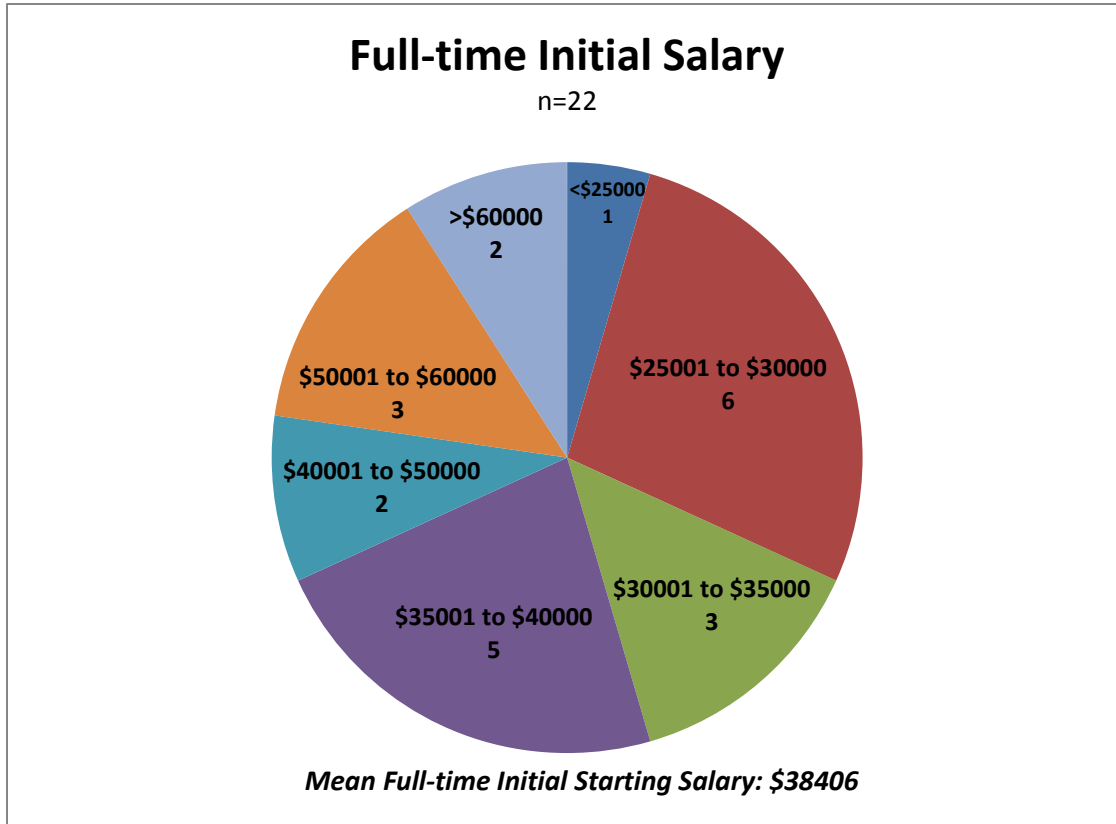


Fig. 17: Initial Salary for Full-Time Placements

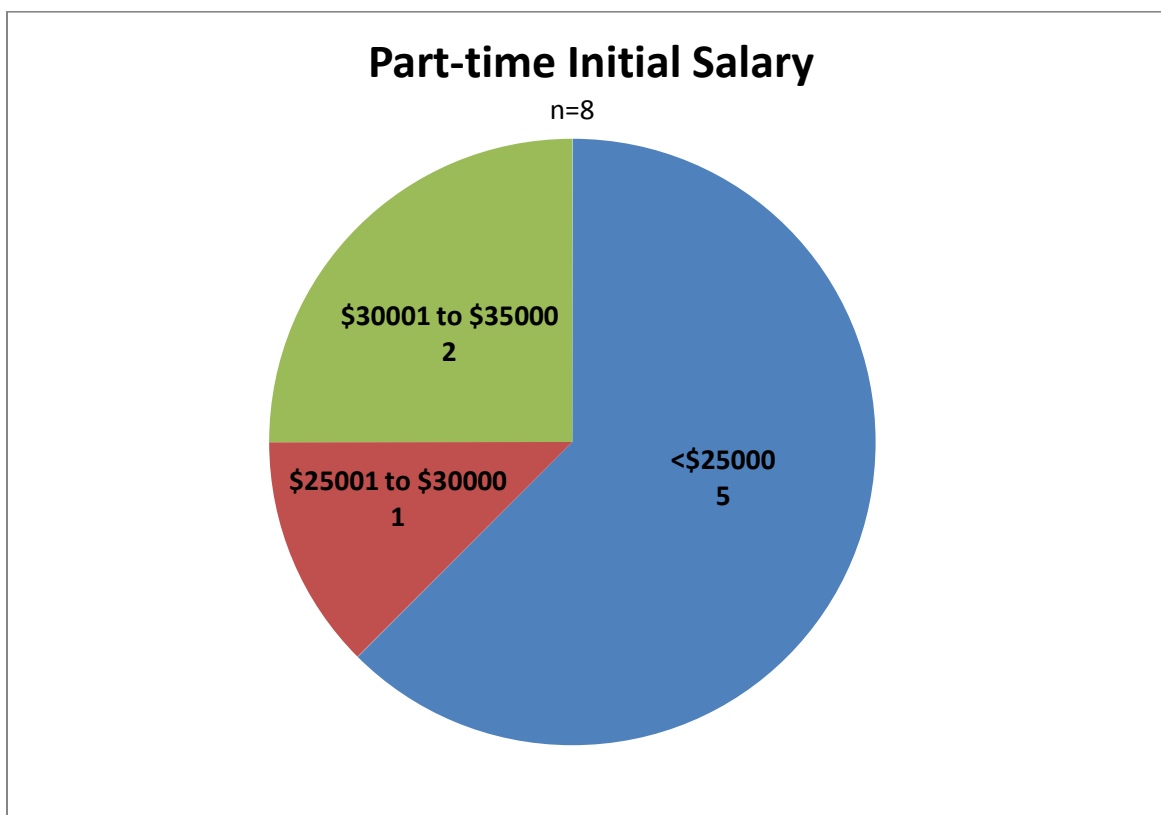


Fig. 18: Initial Salary for Part-Time Placements

Thirty-four graduates provided the setting in which they intended to work at the time of their matriculation into the program. Table 10 provides the intended work settings and the percentage of graduates who currently work in the setting they originally desired to work.

Intended Work Setting at Time of Matriculation	Total No. of Respondents	% Currently Employed in Intended Setting		
		Yes	No	N/A
Academic Library	8	62.5%	37.5%	
Public Library	8	50%	37.5%	12.5%
Archives	3		66.7%	33.3%
School Library	2	100%		
Special Library	2	100%		
Academic Library or Non-Library position (information services)	1	100%		
Academic or Special Collections Librarian	1	100%		
Corporate Library	1		100%	
Publishing or Library (any type)	1	100%		
Education	1	100%		

Government and/or Corporate Archives & Special Collections	1		100%	
Law Library	1			100%
Museum Library	1		100%	
Music library	1	100%		
Publishing	1		100%	
Special Library or Academic Library	1	100%		

Table 10: Originally Desired Work Setting and Current Work Setting

Seven graduates provided specific information and salaries about initial job offers declined (See Table 11).

Job Offers Declined	Salary Offered
Johnson State College, assistant professor	\$43,000
Outreach Librarian	\$35,000
SUNY Geneseo	\$45,000
SUNY Potsdam	\$35,000
Temporary photo cataloger, George Eastman House	N/A
Warsaw Public Library	\$35,000
University of Alabama	\$35,000

Table 11: Positions Declined with Salary Offers

*Experience in the MLS Program*

Of the forty graduates who answered when asked about the mode of their course delivery, more than half took both on-campus and online courses (see Figure 19).

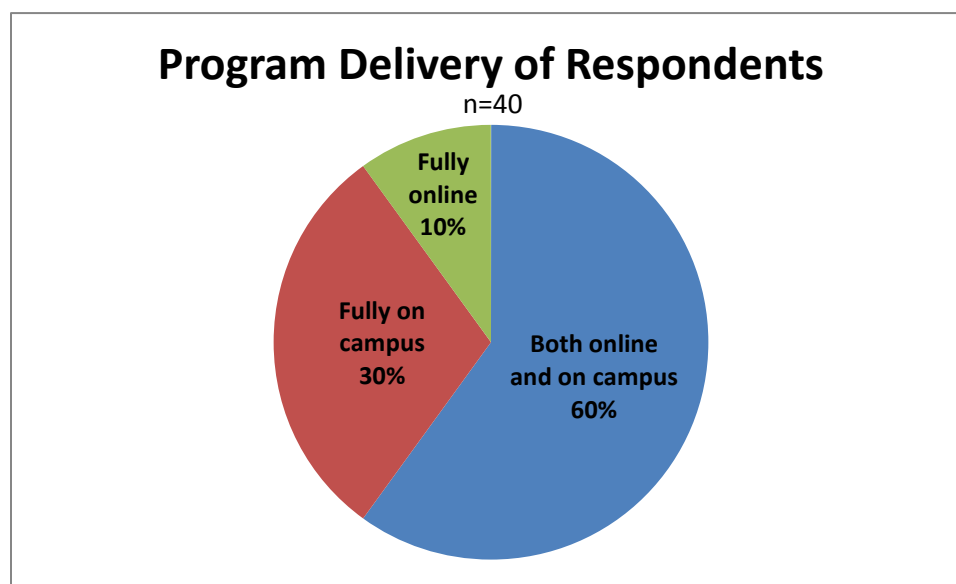


Fig. 19: Mode of Course Delivery of Respondents



Over two-thirds of respondents indicated that they had completed a practicum during their program (see Figure 20).

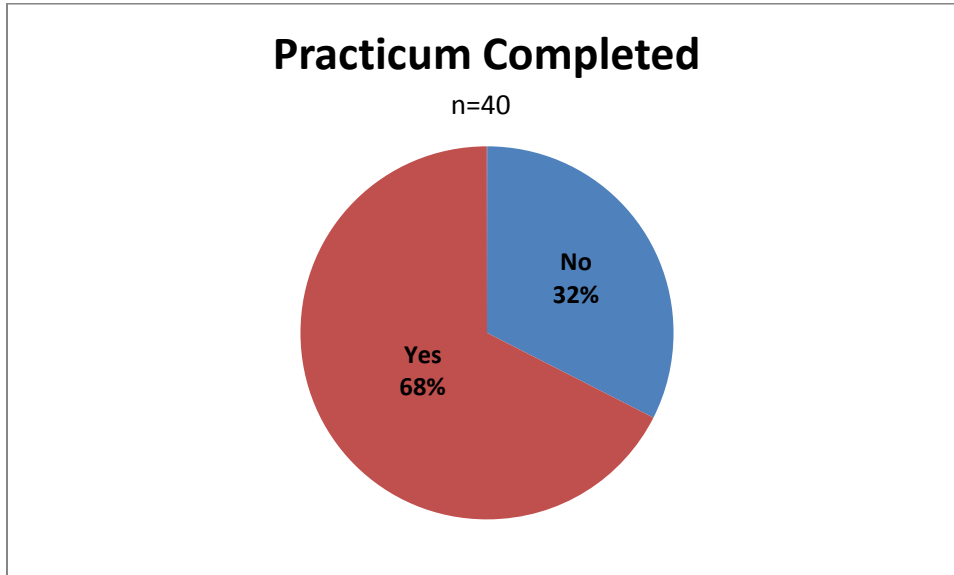


Fig. 20: Percentage of Respondents Completing a Practicum

Less than half (40%) of respondents attended a conference during their studies in the LIS program (see Figure 21). Conferences attended by graduates during their studies are listed in Table 12, below.

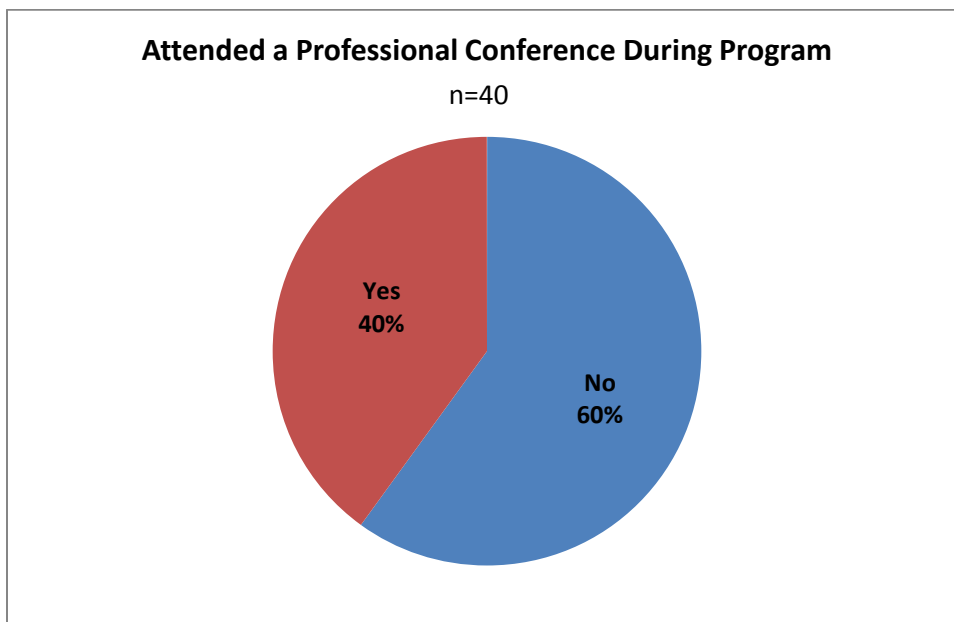


Fig. 21: Percentage of Respondents Attending Professional Conferences While in Program

Conferences Attended	No. of Respondents Attending
MARAC	5
NYLA	4
ALA	3
NYAC	3
WNY/O ACRL	2
SUNYLA	2
ALLUNY	1
American Musicological Society	1
Music Library Association	1
SLA	1
UNYOC	1
WNYLRC	1

Table 12: Conferences Attended

Only two students were enrolled in MLS dual degree programs, one in Law and one in Music (see Figure 22).

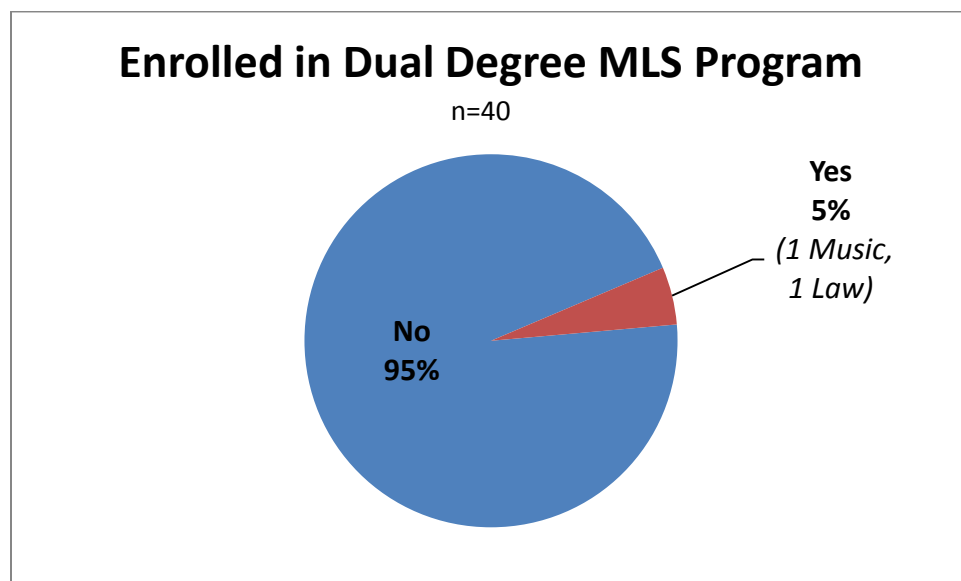


Fig. 22: Enrollment of Respondents in Dual Degree Librarianship Specializations

A minority of respondents held an advanced degree prior to matriculation into the program (Figure 23). A list of advanced degrees is provided in Table 13.

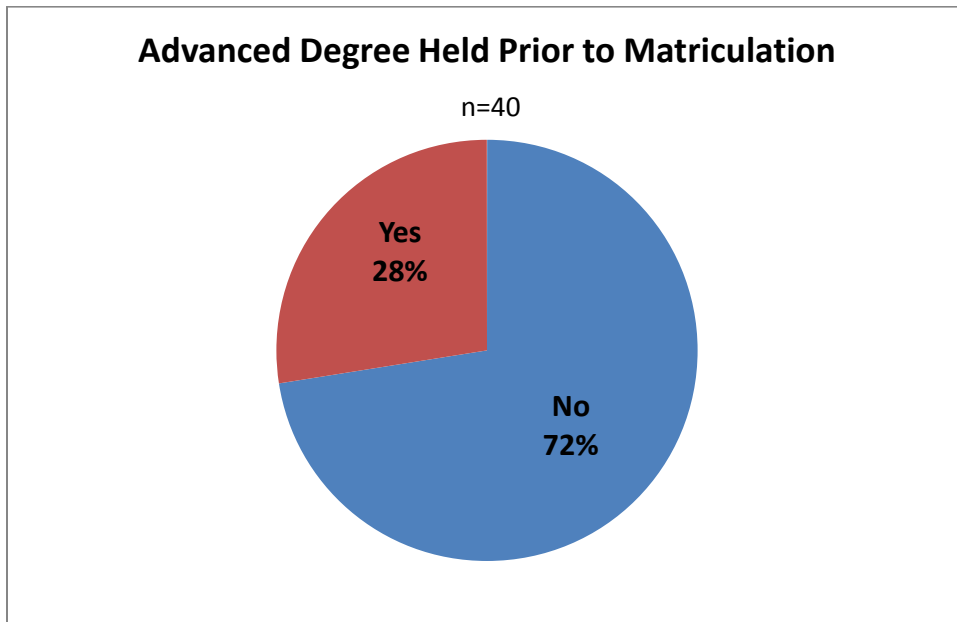


Fig. 23: Percentage of Matriculating Students with Advanced Degrees Held Prior to Matriculation into Program

Advanced Degrees Held Prior to Matriculation	Number of Respondents
MA	2
MA in Musicology	1
MA in English	1
Master of Arts & Humanities (Education and Communication Design)	1
Masters in Education Administration	1
Master's level (terminal degree for the field)	1
MS in Education	1
PhD	1

Table 13: Advanced Degrees Held Prior to Matriculation into Program

*Additional Comments*

Respondents were asked to provide additional comments at the end of the survey. Comments are provided in Table 14, below.

<b>Additional Comments</b>
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As someone who moved to Buffalo specifically to attend the LIS program, I did not appreciate having to take some classes online. (I had to in order to be able to graduate on time.)

I found many of the courses at UB hands on which prepared me when I was conducting my interview. Creating web pages, library guides, and answering questions through the ipl2 (answering questions were a part of an assignment), helped me during the interview process.

I greatly benefited from the online setting. It sometimes required I learn about additional technologies and collaborative tools and sometimes it forced me to experiment with technologies out of my comfort zone. This has inspired me to continue to seek out and learn about technology and made me more sensitive as a technology instructor to adults in our library computer lab.

I kind of felt the limited response options on the survey didn't really reflect my experience. I was promoted at the job I was already working at after obtaining my MLS, and I obtained a second job which was a non-professional LIS position working at a cataloger for my local library system. I'm glad to have the opportunity to participate in this survey since when I was an online student I felt little was done to address online students concerns. I felt that there were too few elective opportunities for online students and almost no IT electives (the Information Technology course taught by Dr. Wang was one of the highlights of my experience in the program) and when this concern was brought up by multiple students the response was essentially well you should have known that when you enrolled. Secondly, the Organization of Information course was entirely too theoretical and we were told we'd learn practical cataloging skills via a practicum (not possible for all working students), or in our first positions (most entry-level positions I've seen in technical services or academic libraries require experience cataloging).

I wish that there had been more opportunities for the students outside the School Library Media Specialist. I felt that I got the basic knowledge I needed for cataloging specific to OCLC and AACR2, but I wished that there had been more on Dublin Core and information organization, metadata, taxonomy, setting up new systems, and information and metadata governance related to corporate. This is a field that is exploding and most corporations are looking for librarians to fill those positions. The majority of the skills I use in my job are from jobs that I have had over the last 8 years.

I work primarily at a public library, but ended up in a medical library part-time. I was trained for that job outside of my degree program. More prep for where to search for CE classes would be helpful as well.

It has been incredibly difficult to find a job. Perhaps more networking opportunities would be useful.

I've mentioned all this to Dr. Julien during a previous conversation -- essentially, I wish I had taken opportunities to network, expose myself to my colleagues' work (even if it wasn't immediately relevant to my own studies), and opportunities across campus. I would have benefited from instruction or explanation of the job search process (especially in Erie County and with regard to civil service exams), and I feel there wasn't as much discussion of that as there might have been. Dr. Nessel, Dr. Battleson, and Dr. White are all fantastic. Do whatever you can to keep them around!

The LIS program was fantastic. I do believe that there needs to be more emphasis on being technologically aware and savvy going forward. I did my best to update my web coding skills and become more familiar with apps and their uses, in addition to learning library-specific programs such as LibGuides. This was very helpful when job hunting. Public libraries are in need of people to help patrons with basic technologies like e-readers, databases, and basic computing skills. Academic libraries need people who are tech savvy and willing to learn and apply technology in new ways. Teaching, reference, and project management skills are also very much in demand.

This survey design is terrible and reflects poorly on DLIS. I responded to questions with replies about my first job out of DLIS, but I am on my second and it is in an emerging area, so thought you might like to know. I am now Digital Content Strategist, Assistant Librarian for University of Cincinnati Libraries. I am the first person in this position and it was created specifically for me. I coordinate digitization projects and am also building a comprehensive program for digitization as an internal service. I also serve as repository manager for our digital repositories.

Table 14: Additional Comments