

LIS Graduate Exit Survey May 2015

Presentation of Results

June 23, 2015

Survey Details:

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|----------------------------|---|
| No. of Respondents: | 20 (21 total submissions, 1 submission with no content) |
| Method: | Select Survey online survey tool, sent to list of 29 targeted graduates for May 2015 degree conferral |
| Survey Status: | Closed |
| Launched Date: | 4/23/2015 |
| Closed Date: | 5/15/2015 |

Invitation for Participation (initial request; two follow-up requests made)

Dear #FirstName#,

Congratulations on your upcoming graduation from our program!

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

<https://gseweb.gse.buffalo.edu/gse-survey/TakeSurvey.aspx?EID=981B497LB865BH7n8MB776B764LB74J>

This survey will be open through Friday, May 8th, 2015. Please complete the survey before this date.

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

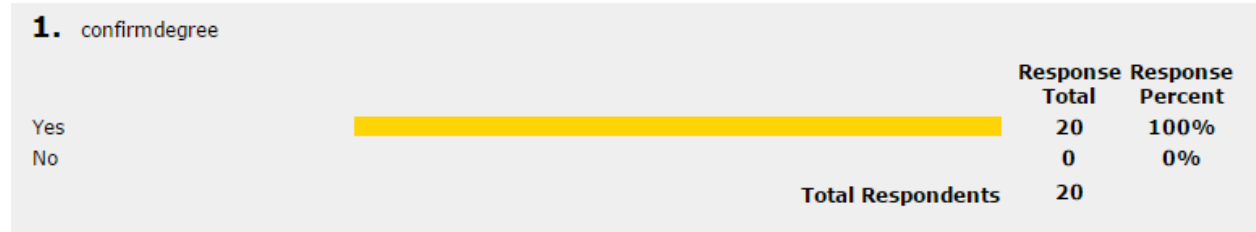
Please continue to keep in touch with your fellow UB LIS alumni and the Department of Library and Information Studies for networking, surveys, and other communications and announcements, and update the department of your accomplishments:

- Facebook : Department of Library and Information Studies official page
- LinkedIn : University at Buffalo Library and Information Studies Network
- LIS Listservs

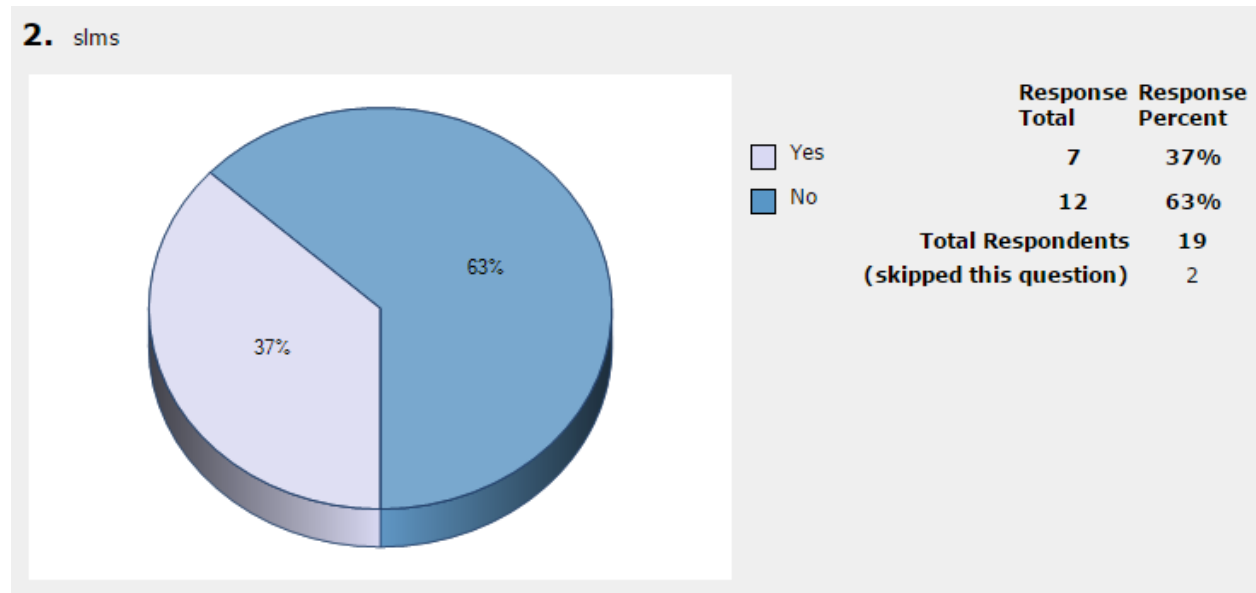
Sincere Thanks,

Heidi Julien

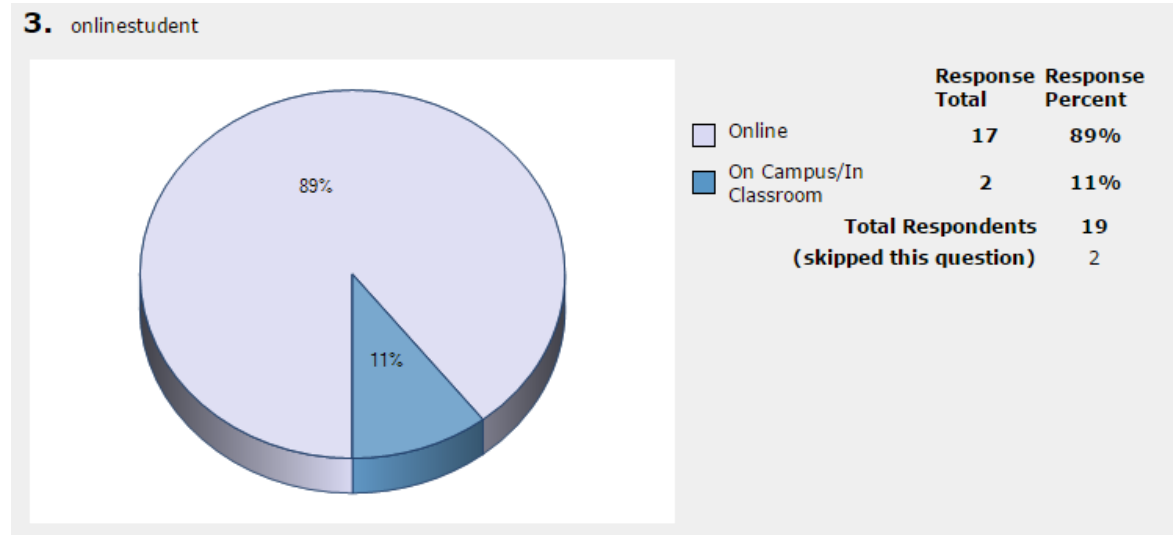
| Question No. | Question Abbreviation | Question | Question Format |
|--------------|-----------------------|---|--------------------|
| 1 | confirmdegree | Please confirm: My degree will be conferred in May 2015 (I will have finished all my coursework and will be receiving my degree). | Pull-down (Yes/No) |



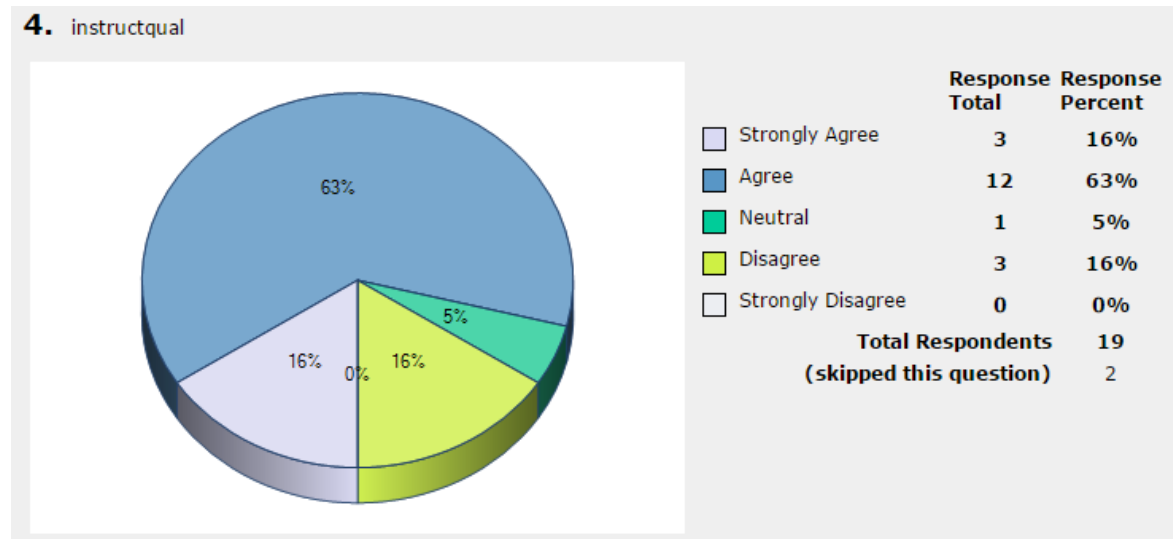
| Question No. | Question Abbreviation | Question | Question Format |
|--------------|-----------------------|---|-----------------|
| 2 | slms | I was in the School Library Media Specialist (SLMS) specialization. | Yes/No |



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

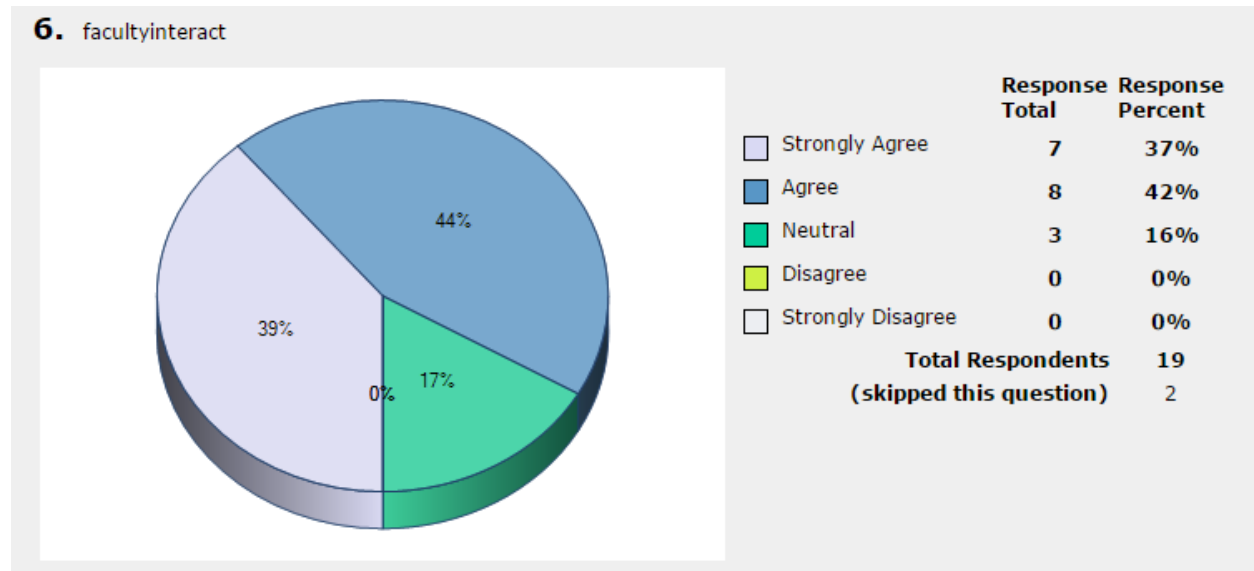


| Question No. | Question Abbreviation | Question | Question Format |
|--------------|-----------------------|---|---|
| 4 | instructqual | The quality of instruction in my program was excellent. | Likert Scale (Strongly Agree/Agree/Neutral/Disagree/Strongly Agree) |
| 5 | instructqualcom | Please comment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



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| 5. Comments: <i>The quality of instruction in my program was excellent.</i> |
| Overall, I was very satisfied with the quality of instruction. There were several professors both on campus and online that did an excellent job of teaching. There were also a few courses where my experience with professors left me feeling like I had worked very hard to learn very little. |
| I learned a lot about libraries and information science from this program. I believe that it provided me with the necessary tools to become a great librarian. |
| The quality of my instruction was great, and I am able to apply what I learned to my current position in a library. However, there were some classes that I thought would be more helpful than they were. For example - LIS 532 Curriculum Writing. Yes, we did journal entries on how to modify and differentiate instruction and we wrote one lesson plan at the elementary level and one lesson plan at the secondary level, but I still do not fully understand how to write an entire curriculum from beginning of the year to end of the year. I wish we were given more instruction on the curriculum aspect rather than putting our main focus on reading incentive programs and summer reading lists. |
| I learned a lot of very useful information that will help me with my future career. |
| Some of the classes were excellent, others were terrible. I would say the quality of instruction overall in the program was inconsistent and spotty. A big part of this is clearly the unpreparedness of certain professors to give quality instruction online--they could be great in the classroom, but instruction needs to be extremely organized to work in the online setting. Also, some professors really need to sharpen their written communication skills in order to be successful. On the other hand, others were super organized, great communicators and really good at the delivery. |
| Professors were consistently pleasant and informative, always offering assistance when needed. Information was almost always clearly presented in a manner that ensured proper instruction and learning. |
| Some classes were very good, but other classes were poorly organized and taught. Online classes need to have a more specific structure than seated classes. Particularly, Resources and Services for Children was not instructed well at all. The instructor was hard to get a hold of and didn't provide clear expectations for participation on the discussion board. She did not tell the class how many times a week we were required to post, then graded me negatively for not posting as frequently as the other people in class. Expectations need to be more in order for students to be successful. |
| Classes in which the professors provided excellent instruction: LIS506 (Dr Wang), LIS 518 (Dr. Vanscoy), LIS 587 (Dr. Battleson), LIS 503-Diverse Users (Dr. Vanscoy). Overall, the quality of instruction was satisfactory, but only I would rate 4 out of 12 classes as excellent. |
| Overall, I thought the program instruction was excellent. There were a few courses I completed online that were a bit below expectations. I would have liked to take more seated courses, I feel that an exclusively online program takes away from the interactions and face to face collaboration needed in the teaching profession. |
| My instruction experience in the classroom environment was a great one. There was a little lack of direction within the online environment since it was the first try at online teaching for many of my instructors. I have faith that improvements will be made. |
| There was a wide variability amongst the depth, breadth, and quality of my courses. Some were demanding, challenging, practical, with professional real-world applications, and therefore satisfying. Then, at least once a semester or once every two semesters, the class felt like a throw-away class--unorganized, not demanding, and usually not helpful. I could have learned more on my own with those courses. |

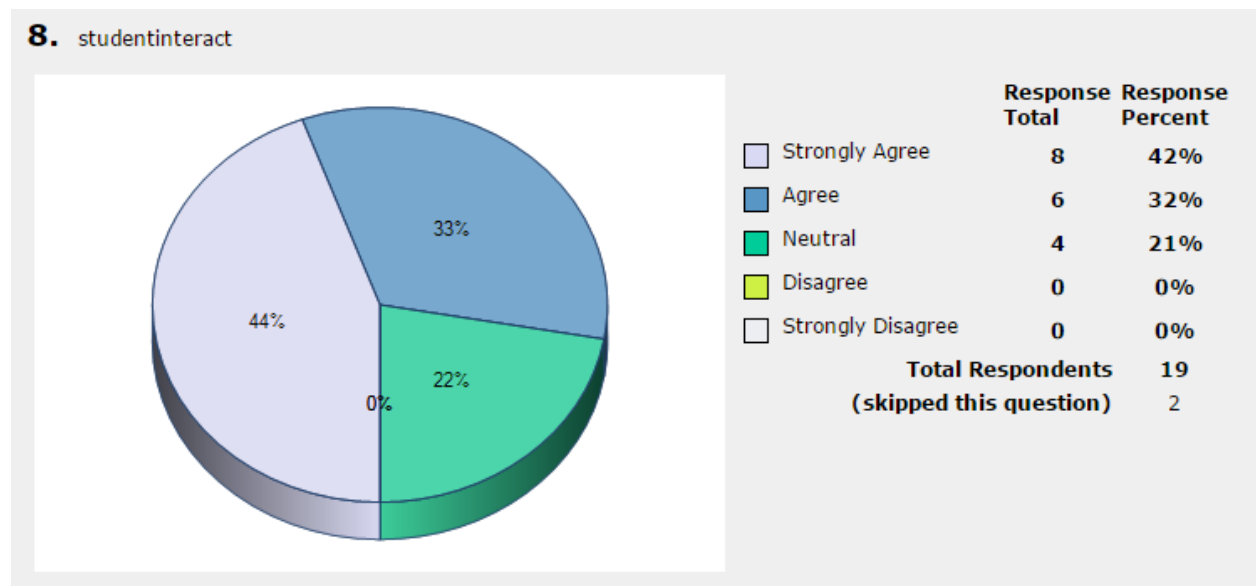
| Question No. | Question Abbreviation | Question | Question Format |
|--------------|-----------------------|---|---|
| 6 | facultyinteract | My interactions with faculty members were generally positive. | Likert Scale (Strongly Agree/Agree/Neutral/Disagree/Strongly Agree) |
| 7 | facultyinteractcom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



| 7. Comments: <i>My interactions with faculty members were generally positive.</i> |
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| Many professors and faculty members in the program are well informed, professional, and and a few of them go above and beyond to show that they care about their students and want them to learn. |
| I enjoyed the majority of my professors not only on a professional level, but on a personal level as well. I cannot say enough good things about Dr. Battleson. |
| My interaction with the faculty members of the LIS department was positive for the most part. They are always willing to set up meeting times, and they answer emails and questions quickly. I have noticed that with some faculty members, things may get lost in translation. I have also noticed that different faculty members have different answers to one question. It would be best for everyone to be on one page and to look through student files before just giving random answers. |
| There were only a handful of professors that really helped me learning and wanted to see me succeed and grow. I wish I had some of them for all my classes with the way they instructed and outlined the courses, like Dr. Battleson, Amy VanScoy, and Toni Baller. Others, they fell short when comparing to those instructors and at times had me questioning if this program/school was the right fit for me. |
| There were a few really great professors who made the classes interesting and fun: Dr. VanScoy, Dr. Battleson, and Dr. Nessel. |
| Again, probably a department workshop on email communication would be useful for those who struggle to be successful communicators with people they never see face to face. |
| Faculty members were always helpful, considerate, and available. |
| Interactions were generally positive. Sometimes, some of the professors did not respond in a timely manner. |

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| I really enjoyed talking to all the faculty members. While many of them don't seem to be great, life-changing professors, they are really good people! |
| I think the faculty was excellent. Again, I think more face to face interaction would have greatly improved relationships with professors. |
| Generally positive. Kudos to Anne Perrault and Amy VanScoy for being easy to communicate with; they made effort to get to know me and were responsive to emails. |
| Every faculty member that I ever encountered answered any inquiry in a timely fashion and effectively helped me however he/she could. |
| All of my interaction was asynchronous and online. Some professors were positive, invited inquiry about the class, and had excellent clear, communication skills. All responded promptly, but some were not helpful in their replies. There was a large amount of frustration and lack of connection for me throughout my time in the program. This frustration probably would not have occurred in a seated course. |

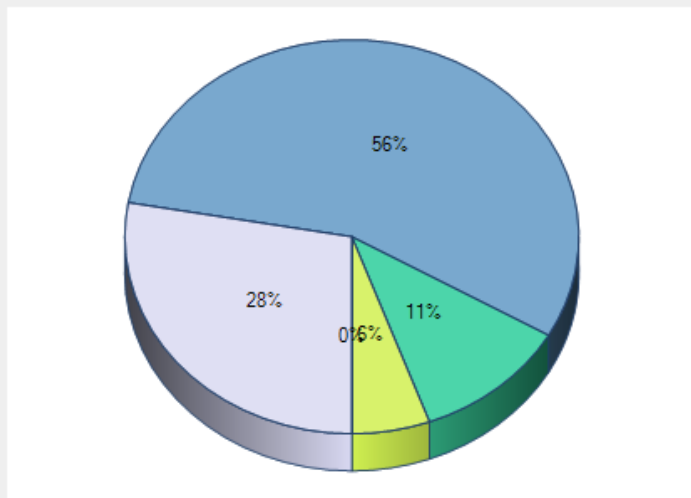
| Question No. | Question Abbreviation | Question | Question Format |
|--------------|-----------------------|--|---|
| 8 | studentinteract | My interactions with my fellow students were generally positive. | Likert Scale (Strongly Agree/Agree/Neutral/Disagree/Strongly Agree) |
| 9 | studentinteractcom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



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| 9. Comments: My interactions with my fellow students were generally positive. |
| The majority of time, my work with other students went very well. |
| I am really happy that I got involved with the different student groups and organizations! I had so much fun and met a lot of great people. |
| Great students, especially those online since they were all in the same boat with any issues or concerns that may have arisen |
| The students worked hard to communicate well over email, via Skype, etc. Almost every single student I had to work with in groups (with literally only one exception) added to the learning experience. |
| Through discussion boards, sharing materials, and group work, fellow students were always professional and collaborated effectively. |
| As an online student, I had limited contact with fellow students. The whole program was generally a positive learning environment. Online group projects were sometimes difficult to coordinate because if people were not responding to group messages, we couldn't tell what happened to them. |
| I found that many of my classmates lacked critical thinking skills, presented poorly considered arguments, and generally spoke without thinking. I find it hard to take the LIS profession seriously when I think about some of my classmates entering the workforce. |
| Same as above. With online courses students could really only meet in online spaces and in the videos or pictures sent at the beginning of courses. I think all students could have benefitting greatly with a seated course or two. |
| An inspiring group. |
| My classmates and I worked together very efficiently in order to help each other succeed however we could. |
| I always tried to be friendly and understanding in my online interactions and didn't notice any insults in the interactions. But, I can't say I made any real connections with my classmates and would not describe the experience as positive. It wasn't negative, but was also not very personal. I think this has something to do with the format and tediousness of discussion boards. |

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

10. staffinteract

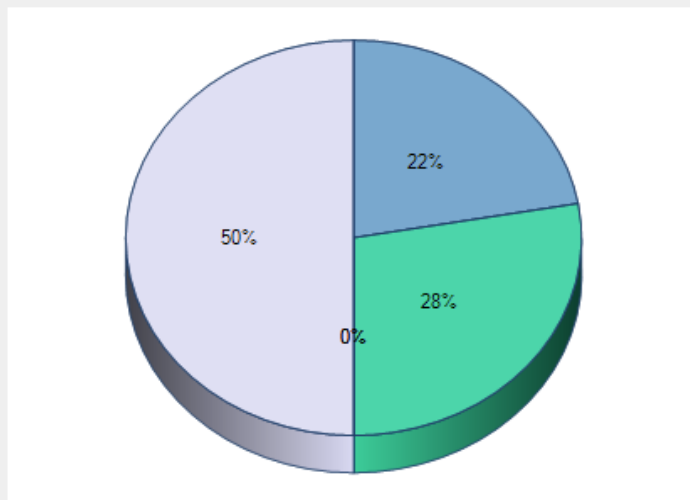


| | Response Total | Response Percent |
|--------------------------------|----------------|------------------|
| Strongly Agree | 5 | 26% |
| Agree | 10 | 53% |
| Neutral | 2 | 11% |
| Disagree | 1 | 5% |
| Strongly Disagree | 0 | 0% |
| Total Respondents | 19 | |
| (skipped this question) | 2 | |

| 11. Comments: <i>My interactions with department administrative staff were generally positive.</i> |
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| While this is true throughout most of the program, I am currently dealing with the fact that some of my necessary paperwork appears to have been lost at some point, requiring me to scramble to get new transcripts in before graduation. Though I do wish to say that other than this experience, those in the administrative department have been friendly and helpful. |
| Barb Routhier was always friendly and even went out of her way to make sure that the student groups had a meeting space in a technology-ready room. |
| I only worked with Carol, but she was fantastic and tentative whenever I had a question/issue or needed something from my file. |
| There is little help for those in the online program that need to get information and accurate information. It's nice there is an MS Orientation course online, but it needs work. Especially financially, it was VERY difficult in the past few years trying to get fee waivers, documents, financial aid, reimbursement etc. all sorted out. I felt I may have annoyed people with my many repeated questions, but when there isn't any clear directions for all of those issues and more, it's the only choice. |
| Not much department interaction needed. |
| Any time assistance was needed, department administrative staff was friendly and eager to assist. |
| Carol Novak Lewis and Barb do so much for the department. They answered all of my questions and did everything they could to make my experience smooth and positive. The department will suffer when Carol retires. |
| My relationship with the administrative staff is always positive. |
| The few staff I encountered were very helpful and went out of their way to help students. |
| I did not have much interaction with department administrative staff, but when I did it was always a good experience. |
| The only interaction I had was at the very beginning, when my advisor accidentally enrolled in the school library program. Administrative staff were friendly and polite to speak with on the phone and were key to sorting things out. |

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

12. chairinteract

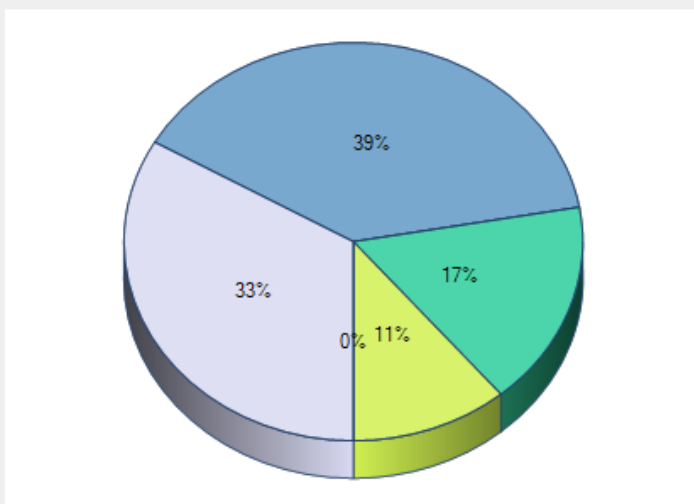


| | Response Total | Response Percent |
|--|----------------|------------------|
| Strongly Agree | 9 | 47% |
| Agree | 4 | 21% |
| Neutral | 5 | 26% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |
| Total Respondents (skipped this question) | 19 | 2 |

| 13. Comments: <i>My interactions with the Department Chair were generally positive.</i> |
|---|
| Dr. Julien always asked about how my time in the program was and always made me feel like an important part of the program. |
| I really appreciated Dr. Julien sitting down and talking with me personally when I had an issue about the program and graduation. It was nice to know that she was, and is, willing to help her students succeed in the program. |
| None, besides bulk emails. |
| The Department Chair was helpful, informative, and available. |
| Dr. Julien is a pleasant and helpful person. I felt she cared about students in general and me specifically. |
| I met with the department chair once during an informal meet and greet on campus, but my meeting was positive. |
| I don't think I interacted with the department chair. |
| The Department Chair is an incredibly professional educator who gives sound advice to students. |
| Dr. Julien is a phenomenal Department Chair. Actively engages in the listserv, student activities and teaches. She also holds town hall meetings once a semester to meet with students to take notes on what can be done to improve the program from the student perspective. There has been nothing but improvement during every semester that Dr. Julien has been here. |
| I did not have many or any interactions with the Chair, besides mass emails. |

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

14. advisorinfo

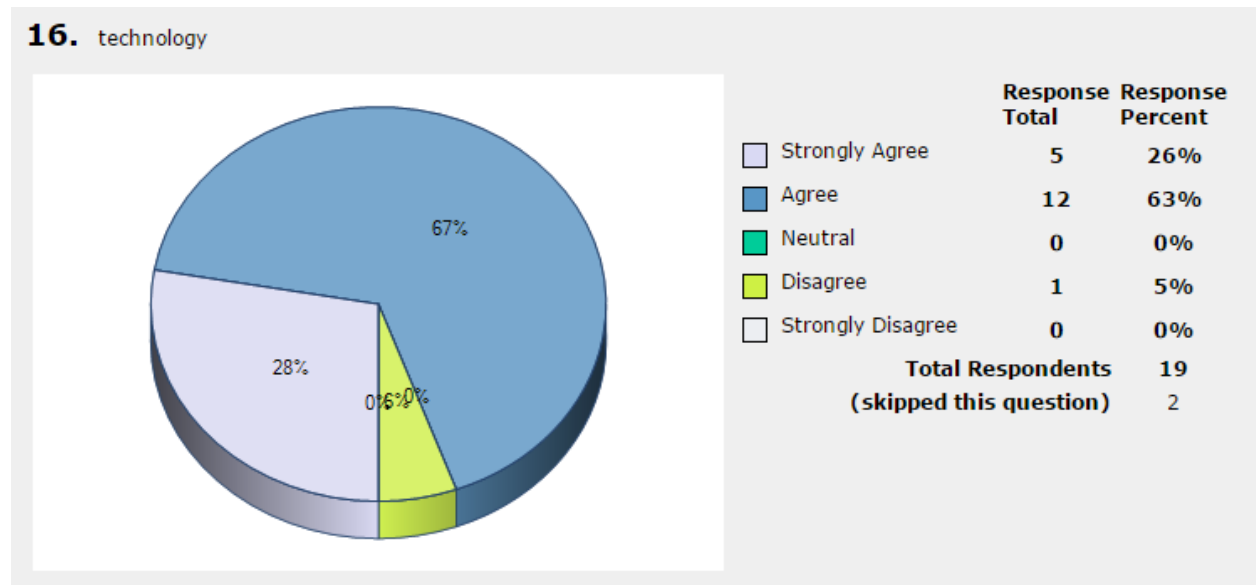


| | Response Total | Response Percent |
|--|----------------|------------------|
| Strongly Agree | 6 | 32% |
| Agree | 7 | 37% |
| Neutral | 3 | 16% |
| Disagree | 2 | 11% |
| Strongly Disagree | 0 | 0% |
| Total Respondents (skipped this question) | 19 | 2 |

| 15. Comments: I received useful information from my faculty advisor. |
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| My faculty advisor was generally very helpful in responding to various questions throughout my time in the program. |
| Again, please see my comment in question 7 about Dr. Battleson. |
| My faculty advisor was not helpful at all. I always received mixed answers to questions, he/she did not schedule proper time with me - it seemed that I was always meeting him/her at bad times and they were always off and running. They were supposed to get back to me on issues, but I never heard back. I had a string of emails that said, I don't know or check the website. Not helpful at all, and I feel like they didn't even read my file or else I wouldn't have had such an issue and it would have saved a lot of people a headache. |
| My advisor does not seem to check up to see who I am doing in the program. I know I don't need my hand held, I'm a graduate student. The occasional email allowing me to update her with any issues or concerns would be nice. Also, answering emails in a timely fashion or not losing material I sent her that was important for a course would be helpful. |
| My first faculty advisor was useful--Lorna Peterson. After that I have basically been on my own, which is a little disappointing because I had hoped there would be more job search advice coming. However, the final Management class with Brenda Battleson has been helpful. I really appreciated the comments she made on my resume, especially. |
| Although I had more than one adviser during my program due to unforeseen difficulties, I was never left without help or information. |
| I had 3 different faculty advisers during my 3 years in the program. The lack of continuity in advisement was difficult at times. |
| My advisor (Dr. White) gave me a lot of practical advice about work/life balance and trying to find my place in the LIS field. |

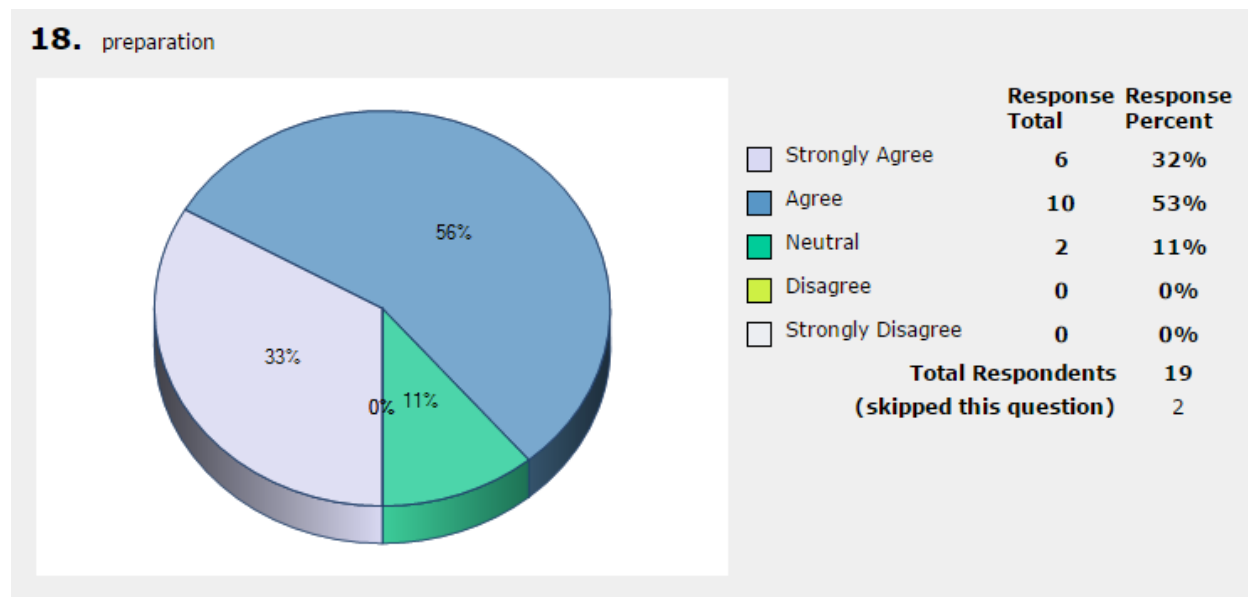
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| Although I had multiple advisors during my time, they were always helpful and supportive throughout my graduate schooling. |
| Jessica Purvis has been great. |
| I had one advisor who no longer works here that created a completely incorrect plan of study for me. Otherwise my interactions with advisors has been great. |
| Dr. Vanscoy is the best adviser anyone could ask for. She provided an online interface that treated her advisement in an online course fashion. This structured set up allowed me to easily contact her at any time via email. She was always able to either meet with me on campus, or meet via phone/skype when I needed advisement. I would highly recommend Dr. Vanscoy's advisement to any future LIS student. |
| My advisor helped me craft a plan of study that proved very relevant to the direction I'd like to take me career. |

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



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| 17. Comments: <i>I had access to appropriate specialized library software and related technology to support my educational needs.</i> |
| It would have been useful to have continued access to Connexion throughout the program. |
| Plenty of technology. Also, the UBIT help people were really good for answering questions and helping troubleshoot via email or over the phone. |
| When additional software was needed, I was given adequate time to acquire them. |
| I will miss the resources provided by UB Libraries! What will I do without ProQuest products, and the LITA database? |
| The databases, software and technology provided by UB greatly supported my educational needs. |
| UB in general has very good technology resources. |
| I did, but I did not require any high level of technological access. Only those required for LIS 506. |

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



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| 19. Comments : <i>I am prepared to enter the workforce in my chosen field.</i> |
| I feel that much of what I have learned has come from on the job experience, but there are some things I learned in classes like Reference, Public Libraries, and Multicultural Resources that I think will be extremely useful. |
| I believe so. |

Back to how great Dr. Peterson was: She advised us right off that we should do a practicum at the end of the program to get real professional experience. This is something I might have been too shy to pursue if she hadn't made it sound so vital, and she was completely correct. My practicum was fabulous for putting the theory I learned in classes into practice and made a lot of the pieces fall right into place.

I have part time experience in a school library, which has been a great experience and would not have been possible without the program. I feel confident that when acquiring a full time position, I will feel ready and will be prepared.

I am still awaiting my grades on LIS 525 E & P, as well as on my certification exams. I have to do a make-up exam due to failing the edTPA. Based on the New York State certification exams, I do not feel prepared to enter the teaching field.

I'm prepared, but I don't necessarily think that UB DLIS deserves credit because I would have prepared myself with or without a Masters degree.

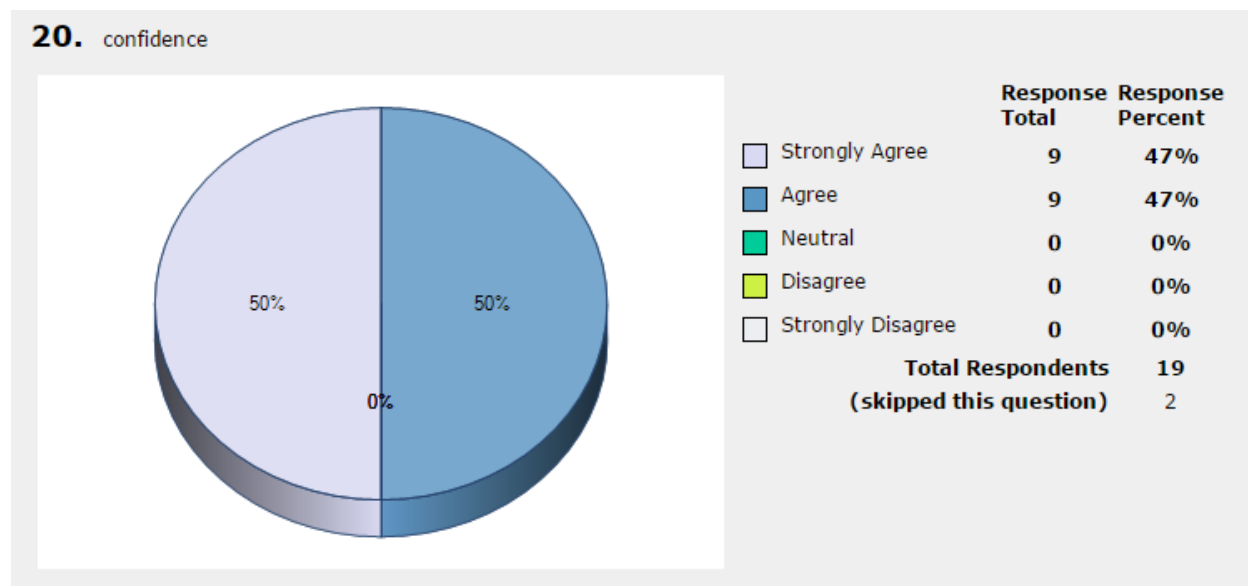
I am confident that UB has prepared me for a career as a school librarian.

Fingers crossed.

I am, though it is more due to my work experience within Access Services. There should be a higher concentration on the different systems and software relevant to LIS studies such as ILL, OCLC or other databases instead of HTML, Javascript, etc.

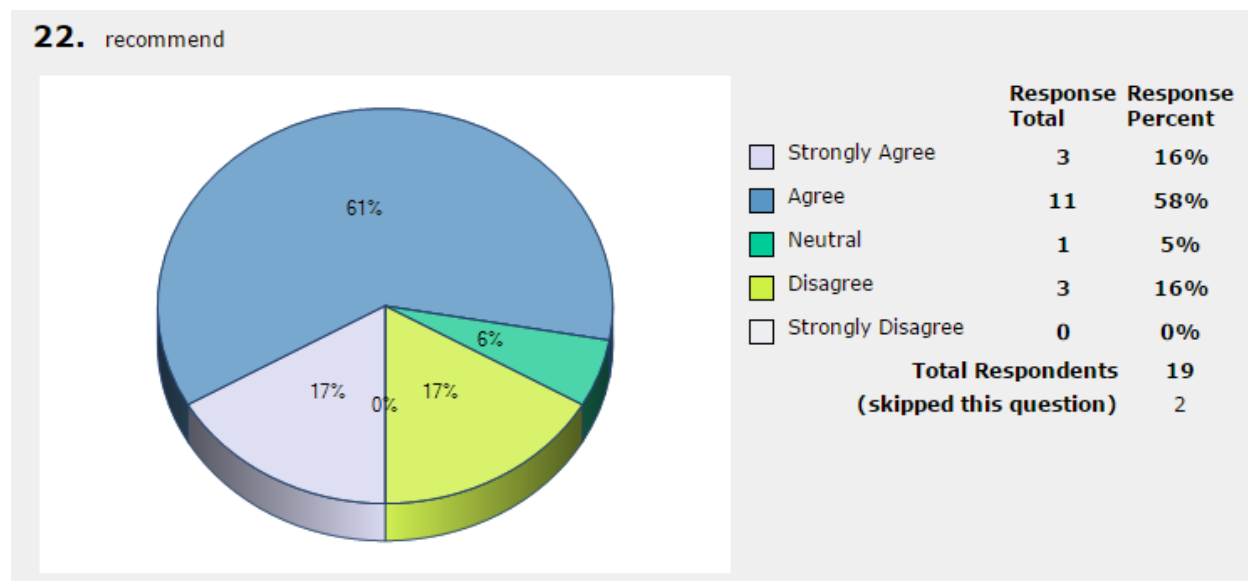
I have worked in children's services for a public library before and throughout my program. Overall, I feel more knowledgeable and confident in my professional role. However, the children services courses I took seemed inadequate and did not have enough practical assignments (e.g. how to design a story time, developmental stages, early literacy, how to design a library space . . .) The focus was almost entirely collection development-while important, it is only a small part of the job.

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



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| 21. Comments: <i>I am confident that I will be professionally successful.</i> |
| At least I certainly hope so! |
| Once I am able to get my first official position, I have no doubts that I will be successful in this career. |
| I have confidence in my professionalism and future success. |
| I had some excellent mentors at UB and I have other mentors now. I ended up in a good place with great people and I think I can grow here. |
| I am confident due to a mixture of both my own experiences, passionate drive, and education. |
| I had a well-rounded professional growing experience during my graduate studies. |
| I am confident in my abilities, but do not know how much I will participate in professional organizations. I do not see myself publishing or presenting and did not feel (personally) encouraged to do so by my professors. I plan on attending conferences and belonging to professional organizations, but probably more as a spectator than a participant or presenter. |

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



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| 23. Comments: <i>I would recommend this program to others.</i> |
| *With the reservation that it may soon all be online. While I realize that not many people sign up for in person classes when given the option, I think at least the introduction classes/core classes should be offered in person. So much of librarianship involves face-to-face interaction and collaboration that I think an all online program may be denying an important aspect of education to future students. |
| It is close to home (for me), affordable and useful. |

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| Again, the program itself was great. I apply everything I have learned into my current library position. The faculty and advisors need to all be on the same page. |
| I have already recommended it. |
| I had a wonderful experience in this program and it has prepared me to become a school librarian. |
| This program has been somewhat disjointed. I feel like I learned a good amount of information regarding running a library, but not so much about teaching (specifically teaching to New York State's current standards). At least for the School Librarian program, the department needs to work out some kinks in the instruction of the required courses. Unfortunately, more time needs to be spent instructing students on how to take and pass the New York State teaching certification assessments. Also, the school library program needs to have 2 faculty advisers so if one becomes incapacitated, there can be another equally knowledgeable person there to help students with their advising needs. |
| I can't recommend this program. Course information is outdated, and students aren't challenged. |
| In particular to others who wanted a part time or very flexible program. |
| Due to the improvements that I have seen, I would recommend this program to someone in the future. This program is willing to adapt the evolving educational needs of the ever changing LIS field. |
| It was an okay program. I wish I had looked more closely at other online programs and compared reviews, quality, and cost. |

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

| 24. What were the major strengths of your program? |
|--|
| Realistic expectations from professors as well as productive work that can be used to show skills when looking for a job. |
| The array of classes that were offered, the only issue was that they were offered at specific times. I am also extremely thankful for all the hands-on experience that I have gained throughout my time at UB. |
| Real life practical information. |
| The instructors all had different strengths and were always willing to help. |
| The core courses are (mostly) well structured and seem well chosen to support the essence of what we need to know to become successful professionals. |
| That it was completely online. |
| My major strengths were my ability to manage time and coursework and my ability to face difficulties with tact and hard work. |
| I enjoyed my seated class with Brenda Battleson for LIS 571 Organizing Information. The fieldwork experience was also a good class. |
| Committed faculty members and many opportunities for practical experiences at local libraries. Also the UB Libraries! Students benefit greatly from the opportunity to work with professional librarians at Lockwood/Silverman, HSL, Special Collections, etc. |
| Supportive faculty and convenience of location for me. Able to take online and seated courses being close to the campus. |
| instructors are good |
| Availability of practicums, special projects, special topics, and also on campus library graduate student jobs. |
| Instruction, yearning for feedback, resources to job openings/conferences, strong student organization presence |
| There was a variety of classes to choose from. |

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

| 25. Do you have any suggestions for improvement? |
|---|
| Better communication and detailed procedures for online students, when it comes to financial aid, fee waivers, reimbursements. Professors need to respond to emails within 48 hours or so, not weeks after. Model online classes like Amy VanScoy's or Dr. Battleson. Make it easier for students to do a summer internship without having to pay for it outside the normal school year tuition. That is, make it available to add that course to be paid in the Fall or Spring semester if a student does not take any other summer classes in addition to the internship. Or, even better, make the cost for an internship cheaper. The payment of an internship does not go to the place of interning, just to the fact that one is paying for the credits. |
| Give abundant notice when classes will be canceled (the department has started to notify well in advance, which is much appreciated!) |
| Some consistency in organization on the blackboard interface--there were a surprising number of professors who didn't seem to know how to use it. |
| I don't know how this could be improved, but I was at times unable to take the courses I planned for in my plan of study. For example, I was unable to take User Education, because it was not offered online during my time at UB, when I was able to take it. This was an important course for me to gain knowledge on instruction. |
| Perhaps more variety of online electives. |
| The program needs to better prepare students for the NYS assessments. I felt unprepared for the exams and edTPA. Also, I thought there was very little guidance on completing our portfolios for LIS 525P. It would have been nice to be able to check in with the other people who were submitting portfolios to see how they were doing or if they had any questions similar to ones I had. I'm very goal-oriented, so it would have been helpful for me at least to have a timeline for finishing the different sections of the portfolio, then checking in with the instructor. I would also suggest standardizing the schedule for online classes. Most of my online classes ran from Monday to Sunday, with assignments being due by 11:59pm Sunday nights. Some classes, however, ran from Wednesday to Tuesday, or Thursday to Tuesday. As an online student, I found it easier to keep track of classwork when it was all due on Sunday night. |
| Require Research Methods. Offer a math-based data analysis class. More classes focusing on user education. LIS 505 isn't necessary; require a practicum instead. |
| More face to face or seated courses to compliment the online courses of the program. |
| Continue to push advancing along with new trends in the library field. Continue to push hands-on assignments. |
| Higher concentration on teaching more LIS related technologies instead of the programming heavy materials. |
| Some of the professors struggled with the Blackboard learns technology or didn't seem adapt their seated courses to an online setting very well. It would be helpful for all professors to take online courses as seriously as seated courses. |

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

| 26. Comments: How did you find out about the MLS program at UB? |
|--|
| Attended UB for undergrad |
| I went to UB for undergrad and UB was listed on the Programs Accredited Through ALA |
| Colleagues. |
| Alumni who attended this program |
| Online search. |
| Through the SUNY and UB websites. |
| Through online research for online MLS programs in NYS. |
| I am friends with a school librarian who went through the program at UB, and recommended it to me. |
| Searched the ALA database of accredited MLS programs. |
| From my various positions in libraries during high school, undergraduate and current position at a school library. |
| have known of it for years |
| An alum. |
| From a friend who was already in the program. |
| From other librarians in the Rochester area. |

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

| 27. Why did you choose UB for your MLS program? |
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| Attended UB for undergrad, heard good things about the program. |
| I started graduate school in a different state, but when I decided to move back to NY, UB was the closest school to my job. |
| Cheaper than SU. |
| It is affordable and in a good location |
| Good value for the money and offered the online coursework. I also liked that it wasn't entirely online, because the quality of the instruction clearly goes down when professors are not interacting (in real life) with some students. |
| Affordability and online format. |
| It was affordable, online for convenience, and has a positive reputation. |

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|--|
| I chose UB because it offered online classes, which were convenient for me because I work a full time job. I also wanted to get NYS teaching certification, so I thought it was a good idea to go to a NYS school. |
| I wanted to go to a state school (for more affordable tuition). Buffalo is closer to home than Albany, and I have friends who live in Western NY. |
| It was a local and close. UB is the only university offering a degree in MS/MLS in the Buffalo area. |
| Cost |
| SUNY school price, an alum recommended it. |
| Buffalo seemed to have the highest concentration of library resources over other New York State LIS programs. I was right. |
| I thought I may travel to Buffalo or take some seated courses. But in the end, it was more practical for my family to take the fully online course. |

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

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|---|
| 28. Please provide any additional feedback for us below. |
| I enjoyed the program and feel confident in how it has prepared me for my career. |
| I was generally satisfied with the LIS program until this past winter. The process of enrolling in the student teaching practicum courses is needlessly complicated in my opinion. The paperwork for district approval held up my course registration, and complicated my billing for the spring semester. For about a month from mid-December to mid-to-late January, I received no communication from the library program regarding my registration for student teaching. I think I have submitted all the documentation UB needs in order for me to graduate, but I haven't heard whether the department received my information, if everything was intact, or if I need to submit anything else. The process of applying for graduation and certification is arduous, and there has been little communication from UB such as helpful hints to completing the process. We spent the whole program posting on discussion boards 3 times per week, but when we got to the student teaching practicum, I feel like I've been going it alone. I think this final step in the program would be greatly enhanced by promoting discussion amongst the students so they can compare their student teaching experiences. |
| The MLS program needs to offer more seated courses, especially in the School Librarianship program where interaction and collaboration with colleagues is critical to professional development as a school librarian. |
| Keep on chugging along! |
| Dr. White's communication has always been personable, open, encouraging and prompt. (On top of offering thoughtful, well-organized classes). I wish all of the professors had been like her. Prof. Ying's course was also excellent, although very different in personality. |