SP7. Do you have any suggestions for how to improve online course delivery?

- No, I do not.
- Methods have already improved a lot over the last few years with better means of lecture capture, short screencasts, and use of blogs for student commentary and discussion rather than only synchronous chat which can be hard to follow.
- Difficult when instructors use Macs and the rest of us use PCs

SP7B. Do you have any suggestions for how to improve face-to-face course delivery?

- No.
- No
- Keep the classes relatively small
- More real practical technology courses - like network and database management - but specifically through online delivery.
- What is covered in class should expand on the course readings or provide supplementary information.
- No suggestions
- NO
- Professors rely too much on powerpoint presentations. This is a terrible way for kinetic learners to learn. In most cases, everything that the professor is going to say is shown on a board in a darkened room. From someone who worked full time and was always tired, this was a disaster. The powerpoints were posted online after class. So if you can pull everything off line, why go to class?
- Interesting lecturers
- Better and more interested teachers always is nice.
• I believe that face to face is a very important component of the degree process. Online is very convenient but there is a lot to be learned from face to face conversation about coursework as well as making new friends.

• Include different activities (e.g. lecture, discussion, small groups) within long (2-3 hour) classes

• All courses except for one were taught at a lower level, academically speaking. They were more appropriate for college freshman, for example, than graduate students. Therefore, the classes overall were not engaging or challenging. I took very little away from most of them.

• No

• Maybe a bit shorter of a meeting time at easier parking so it isn't so hard to commute.

• It would be great if more of the course work focused on tasks that are typically accomplished in the work place. Much of the work in the courses I took was based on theoretical principals, rather than real-world situations.

• If professors know how to teach effectively. Please don't just read a PowerPoint.

• No, I do not.

• one teacher I had read straight from the book... others were great.

• Better faculty.

• no, I was a full time student and like face-to-face courses.

• too much straight lecturing—not enough class discussion in several classes

• No.

• holding the occasional class in one of the area libraries (interactive fieldtrip) would make a great impression along with the coursework

• Faculty should take more advantage of the benefits of face-to-face course delivery, instead of walking into the room, turning off the lights, and showing a PowerPoint slide for three hours while lecturing. PowerPoint should be a when-needed resource for face-to-face course delivery, not a fundamental part of the course structure. The best professors are the ones who brought discussion, Q&A, and other good face-to-face resources into the classroom.

• I think Simmons GSLIS has done a good job of concentrating the classes into 1 3 hr lecture per week, offering evening and Sat. classes, and beginning morning classes later (at 9:30) which allows parents to get their kids off to school, etc. I like this kind of offering.

• clear communication of course goals and objectives
• Have professors who enjoy teaching versus those who consider it an interruption in their day.
  
  no

• My classes met once a week for about three hours at a time. Ideally I would have preferred to meet twice a week for 90 minutes, but appreciated that once a week classes made scheduling work around school easier.

• No suggestions for face-to-face course delivery on the whole.

• I felt that the face-to-face course delivery offered through my school were very well taught. Faculty teaching each course were knowledgeable in the specific subject matter and generally had a background in the material. Being face-to-face was so much more personal than anything I could have experienced through an all online course.

• It depends very much on the quality of the instructor.
  
  No

• Many of the professors I had did not seem interested in the material or challenging us.
  
  no

• No

• Not at this time

• Not at this time

• More on the structure of the delivery- way too much reliance on power point slides!

• Simmons has an excellent program. My professors were very knowledgeable in their fields of study. Where appropriate they included class discussions, presentations from students and hands on opportunities.

• Not really. Teachers just need to make sure they are making good use of class time.
  
  No.

• Quicker, more rigorous classes.

• No

• I really enjoyed the compressed schedule face-to-face courses
• Some of the courses I would have liked to take were only offered in Boston...I worked fulltime during the week, took classes at Mt Holyoke on Saturdays because I could not change my work schedule.

• Better professors.

• Pay attention to student feedback about instructors. Several of my courses were taught by professors/instructors who consistently got bad course evaluations from students, yet they were still teaching. Many were disorganized and did not make use of the online tools like online syllabus, discussion, posting Powerpoint slides ahead of time, etc. - I suspect it was because they hadn't adequately prepared before walking in to teach.

• No.

• Tell professors not to waste time just telling irrelevant stories and constantly allowing students to monopolize the class telling irrelevant stories. Some professors assume that students come into the program with more knowledge than they have; particularly in using the online databases. Some professors were very heavy in theory when many students would have benefited if class time were spent going over examples to develop practical research skills. Many students went into debt for the rest of their lives to pay for their degree and should not have to be subjected to hearing stories about the struggles of rich 22-year-olds or professors trying to be funny. Students could go to a bar or chatroom and get these stories for free. Students should be given the option of doing field work and writing about their experiences in place of one of the papers.

• Greater integration with technology. Had a class that was just pure lecturing (reading lecture notes, occasional discussion). Can be mundane. Technology in the class-room is more than power-point (audio, video etc.).

• My professors were mostly amazing. The ones who weren't didn't actually have much experience in the area they taught and it was evident. I want to be taught by experts. I also prefer real-life scenarios and hands on learning with a little theory thrown in.

• A little more concentration on the subject at hand. I was in the dual-degree program and this remark is geared more towards the history program--almost every class I took got off on tangents that were irrelevant.

• More "hands-on" coursework instead of lectures and theories.

• Greater focus on usable deliverables. Less focus on 'grades'.

• A great quote is, "education is dead, but it is the dawn of learning," With that said, faculty should be aware of the level that students are engaged. Gone are the times when a teacher would lecture for 90 minutes... the teacher should facilitate the conversation. A lot of experienced teachers are not comfortable with this style and need instruction on how best to present data using all the new tools that are available via the web 2.0 world.
• Integrate problem-solving and practical exercises whenever possible.

• Classes should not exceed 15 students; 10 to 12 students would be preferable.

• No

• Perhaps have the option to do online courses when one can't make it to a face-to-face course (rather than being penalized and missing the material).

• no, other than having professors who are engaged and able to deliver effective face-to-face lectures and feedback sessions.

• I appreciated the fact that all of my graduate courses included an online component (WebCT)

• Make the courses harder - it was a very easy program.

• Better screening of professors. I had some terrible professors who received poor evaluations from students every semester, but who were tenured so they stayed on staff. I still believe face-to-face courses are best, but it all depends on the faculty.

• smaller class sizes

• Availability of podcast lectures would allow student to focus on discussion and really paying attention rather than just on taking notes.

• None. I strongly believe that face-to-face time with professors is the best way to learn.

• Seemed to work just fine.

• No

• The professors who were currently working in the field of librarianship were much more effective than the ones who were not.

• In some cases, more classroom discussion and "real life" exercises would have been helpful.

• No--it is a format that worked well for me.

• No. I'm a librarian, not a teacher.

• I chose to take face-to-face course because for me, meeting people who work in the industry was important (networking). I didn't have prior experience so I wanted to be surrounded by people who were already working.

• No.
• Make courses available on weekends for people who work and/or have children
• No
• None that would be general; the suggestions I would have would be specific to each instructor
• no
• No
• None
• The quality of instructors varied significantly from course to course. It is essential that instructors have CURRENT experience in the field, rather than having been only an instructor/professor/director for 30+ years. Instruction has changed, the field has changed and the world has changed. The best face-to-face instructors were those who were engaged in the field currently and innovators, at that.
• expand available days during the week
• No
• To get more speakers to classes to give their own experience from their work
• No
• Face-to-face was a convenient format for me because, as a full time student, I built my schedule around my classes. Convenience was not an issue. I was not always completely satisfied with the style of some instructors, but I certainly learned what I needed to know.
• No
• no, great instructors, wonderful experience
• Nothing specific.
• Emphasize practical applications. Videotape classes for reviewing materials.
• Offer more courses at evening and weekend time, more hands on experience, less lecturing.
• the class projects and internships were most helpful
• Stop with the group work of huddling up in class. That's not how it works. Do relate every course to real world situations.
• no
• Quality of the faculty was the primary difference between courses. Size of class and quality of students in class was also a factor.

• No, but I think the whole degree has to be rethought.

• Keep hiring professors who are intelligent, approachable and comfortable speaking in front of a group.

• n/a

• Less Powerpoints

• Satellite campuses.

• Not really

• more guest lectures

• no

SP8_5_OTHER – other capstone experience

• for database class -- can't recall specifics

• study - organization/automation of special library (America's Test Kitchen Culinary Library)

• An independent project which involved getting IRB approval, interviewing local news librarians, and writing a thesis-length paper. This was because I felt uncomfortable not having a required thesis.

• A collection development document for an academic library.

• I did an Independent Study with Anne C. Moore, PhD, starting in Spring 2006. I conducted at the University of Massachusetts Amherst's W.E.B. Du Bois Library a library-entrant survey and then published in Journal of Academic Librarianship the results. Our data was also represented and presented at the ALA Summer 2008 Conference in Anaheim, CA

• I completed a preservation needs analysis for the library that eventually became my employer. The study was more than 400 pages in length. I am so pleased that I took the Preservation Management course that led me to my current job.

• Independent study leading to submission of paper to professional association for award, leading to publication of paper in peer review journal.

• School Library Management Notebook
I took one course as an independent study; part of this was to complete a semester-long project with various components (the project, its documentation, an expository paper).

**SP8_6 Comments [on practica, master's paper, comprehensive exam, other capstone experience]**

- The internships were extremely useful in terms of getting practical experience in the field and connections I used to find a job after graduation. My thesis (part of the history degree) helped to develop and hone my research skills as well as my confidence.
- 99% of what I learned about archives came form my internships.
- part of the archives class
- Internships were required for most of the archives and/or preservation courses I took. Although I did not concentrate in either area, these in-the-field experiences were among the highlights of my program.
- The internship was required by one class that I elected to take, not by the program. It was extremely helpful and ended up playing a key role in getting me a very good job
- It was a burden because I was already working a full-time job in the field.
- I choose to volunteer in a local school library which taught me more than any of the courses I took. I wish I had worked there longer!
- My experience was problematic, as I found that my skills weren't all that well matched for the tasks needed. In the end, I don't think the work I did was actually utilized by the library.
- Internships were required for specific classes I took, but not for the degree on the whole as a requirement for graduation. I learned a huge amount from my internships because I was allowed to get real-world experience and not just deal with theory. I got experiences in different institutions and was able to work with people already in the field. The internships allowed me to know what I would do in the course of a typical work day and that I would really enjoy working in the field, not just enjoy the field on some sort of theoretical level only.
- Due to concentrating in Archives were were required to participate in at least two internships within two of our required courses. Being able to explore different institutions for a semester at a time was better than just visiting an institution. The required hands-on experience was absolutely beneficial and one would be crazy not to want to do more of it while taking classes!
- My internship was required for an Art Librarianship course. I structured my "internship" within the context of my existing full-time position in a Visual Resources collection, working a few extra hours a week to develop and implement a new project involving an online image archive. The internship was beneficial it gave me the opportunity to immediately use some of the new skills and knowledge I was gaining in the course; it was further beneficial in terms of my work in that,
with the extra hours I devoted to it, I was able to "jump-start" a project that otherwise may have been pushed to the back burner.

- I was a graduate intern at a local community college for 18 months.
- The paper was part of an internship because I was already working in the field. The research done benefited me more than putting together the portfolio. The portfolio was an outdated format for which I felt I put anything and everything into.
- The ability to get experience in an internship or volunteer opportunity is invaluable.
- The portfolio focused on many different aspects of an elementary school library. I had to research each aspect. This focused me in areas I had not thought about.
- The three required internships helped me to apply knowledge from the program in a practical way. Having the internships was definitely useful in attaining a professional position.
- I had no basis for comparison to know if my document was worth the paper is was printed on.
- I was working in a library at the same time as I was completing the degree -- I highly recommend to future library students that they work while completing their degree.
- Through field experience, I was not only able to apply what I was learning in classes, but I also gained some amount of satisfaction by "volunteering" to do projects in local libraries.
- The portfolio could have been really helpful. The expectations were just not designed well. They were designed by someone who hasn't spent any time in school libraries.
- The Thesis would have been more beneficial if there were more guidance.
- My Independent Study was the most valuable experience I had at Simmons GSLIS. I expected every class to be "field work" and real life experience instead of homework and papers and lectures.
- I loved the internships
- . Very helpful!!!
- I learned valuable first hand experience.
- I believe some sort of field work should be required for LIS students.
- The portfolios (2 of them, one each for elementary and secondary ed) as well as the management notebook were redundant and their repetition caused stress and lessened their value.
• Most of the practical working knowledge I gained through my field experience.

• The internship taught me business needs analysis, and the independent study taught me metadata management techniques; both of these combined led to a long-term job.

• I had never worked in a library/archive before and internship opportunities really helped me gain experience and decide which avenue to pursue in librarianship.

• The internships were very good experience for me to have hands on knowledge

• portfolio had some good points, but i’ve never opened it once. seems like a waste of paper.

• I did internships at a major corporation and a historical society, which gave me practical experience with both records management in a for-profit environment and archival work in a non-profit environment.

• I had issues with how fair the evaluation process was with the comprehensive exam.

• Interned at JFK Library and Museum for Intro to Archives course my first semester. It was a wonderful opportunity. It was required for this course, but I think an internship experience should be a mandatory part of a LIS curriculum.

• internship component was great!

• My internship led to a part time job at the company during my final semester as a para-professional, and then upon graduation I was hired full time.

• Two internships were excellent experience.

SP10B. Please describe what would have made you more satisfied.

• I greatly desired more training in the technology aspects of the archives field, as well as more explanation of how records management directly relates to it. I’ve been told that these have both been improved since my graduation.

• The management course I took was abysmal. I would want less general information about mgmt skills, but more specific information about grant writing and funding, non-profit mgmt, web site & database building, budget creation, etc.

• Almost all of the classroom instruction was theory-based, and much of it was not relevant to archives.

• Opportunity to acquire practical experience or mentor a professional in a library setting
• The field in general is shrinking. The library schools continue to spread the myth of the "ensuing librarian shortage" which appears not to be based in reality. I would have liked to have taken more classes, but the excessive cost, coupled with the dismal job prospects and low pay for graduates, limited me to the minimum.

• Some of the courses were not very relevant to the field of Archives. I would have liked to have more digital preservation and technology courses.

• Practicum or internship, better qualified professors, better quality of education for the cost.

• I might have been more satisfied with more technology classes and some sort of internship.

• More practical experience.

• I felt that the library school experience was geared to the more academic types of libraries and severely overlooked the needs of the public libraries. There was just not enough practical and useful information provided to justify the cost of the program. As a children's librarian, I needed to know how to develop a storytime that encompassed Early Literacy skills and the ability to justify the classes educational worth in town meetings. Learning more of the ins and outs of running a non-profit public business would have been extremely helpful. Learning to write grants and how to make them effective would have been another useful class.

• Practical experience. More on dealing with vendors and patrons. Courses with a higher level of computer expertise required coming in, so the teacher could get to the interesting stuff without explaining things that people should already know.

• I received a masters in Library Science and am certified as a library teacher. My bachelor's degree was unrelated to the education field. I am presently employed in a public school system in Massachusetts and feel that I did not receive enough "education training". I worked as an instructional aide in a public school setting while working towards my Masters in Library Science/Library Teacher degree. That experience gave me a huge foundation to build upon. The Library Teacher program at Simmons did not require and education degree to become certified. I believe that students interested in becoming Library Teachers need to have an undergraduate degree in education.

• Quality of instruction was uneven.

• The courses were not well organized, and, as mentioned earlier, taught at an inappropriate level. The class participants were largely adult learners returning to school for a second career. The classes were geared to their level and catered to their experience rather than focusing on challenging and engaging the students.

• More required basic technology courses

• More real world examples.
I think that there should be a mandatory course to be taken in your final semester the goal of which is to teach students how to conduct an effective job search/locate a job within the profession. I graduated three years ago, and despite having contacted and visited the career center at Simmons, I still have been unable to find a job within the library-field. This is unacceptable, and I am not very satisfied with the "help" I've received from the career center at Simmons College thus far.

I volunteered at a library. I think it would be best to have a practicum or internship for everyone in two different types of libraries. I also think there should be more instruction in public libraries.

the knowledge that the Simmons professor taught me. It is very precious.

I knew a lot going in from prior experiences, so I wasn't all that challenged with the mental work; some of it was just time consuming exercises for me.

Better faculty. No internship. Coursework in e-resources management. Coursework in technical aspects of open access and web 2.0.

My dissatisfaction isn't really a reflection on the school I attended, I just found that library science wasn't a good fit for me.

I moved into the school library program after my first year - I know I missed an important course in using standards to create a library scope and sequence. The one thing I never heard about was how important it is and how to collaborate with classroom teachers as well as teaching research skills in the elementary library, two things I am challenged with now.

more internship type experiences/requirements (required/ organized through Simmons network)

The program emphasizes all the job opportunities that there are for librarians; I would have been happier had they been realistic (and for "realistic" read "honest"). The program is perfectly happy letting people focus on learning only reference skills, despite the fact that reference positions are rapidly becoming endangered species. The program is perfectly happy letting people learn no technological skills, which wasn't a problem for me because I already had them, but means it is producing librarians lacking one of the only easily marketable skills in the library field. The program has a required "research" component, which doesn't teach you *jack* about how to do library science research, statistics, or any kind of social science research at all; it just teaches you (badly) how to publish in a small subset of journals. There are no faculty evaluations read by the faculty. The student body puts out a series of faculty evaluations, but the faculty don't read them. Nor does the administration. Given that some of the faculty (particularly the tenured faculty) are downright terrible, this is ludicrous.

Overall, I was very satisfied with the experience, but nothing is perfect. More emphasis on applying and a little less on theory would have helped, but I think that's almost always true when it comes to education. My most practically useful courses were ones that taught me
usable skills, such as reference (applicable research skills) or my web development class that taught html, css, and the like.

- I wasn't very clear on what I wanted to get out of the program and would have benefited from having an adviser who wanted to be an adviser. Eventually, I switched to another faculty member, but I don't think I got off to a good start in choosing my courses.

- More archives specific coursework

- Recognition that individuals enter the program at different ages and points in their life. Mandatory management courses were a waste of time for me since I already had an MBA and had spent 15 years leading organizations. However, there was NO willingness to "bend" the rules and let me take courses other than the mandatory courses. Additionally, I thought the adjunct faculty were far better teachers than those on the staff at the school. The regular staff were (for the most part) not particularly interested in teaching. The adjuncts were happy to teach and brought an energy and enthusiasm that conveyed their excitement about the profession of librarianship to their students.

- Lower tuition!

- I had some professors who were not good professors. One was awful. I did not learn much from them. It soured me on the school on the whole a bit because I thought I was going to a very well-regarded grad program. I never had a bad professor as an undergrad and so to have several who seemed to be there only because they had tenure and so there was nothing the dean could do was incredibly frustrating (and frankly a little surprising at just how bad they were). Had I been in classes on the same topic with professors who were actually good, I would have learned more that would have helped me in my career.

- Several courses were required that I felt were not really needed, or perhaps, were courses that sounded good but were more filler. For example, a required class entitled "Principles of Management" could have been summed up another course. Such discussions came up in many other courses and were actually more beneficial in specific classes than a general course covering the topic.

- A better overview of the job opportunities and the background needed for various kinds of jobs, to help tailor the program to the kind of job I was interested in

- I think my program offered opportunities to become better equipped in the areas of IT, leadership, management and financial issues, but, as I was interested in a specialized area of librarianship, and feeling the pressure of going to school while working full-time, I did not pursue these opportunities. Although I have no current intention of changing my field within librarianship, I feel that I may not be well-equipped to apply for other types of positions. I think a program that focuses on the skills needed to work in today's information science environment, and that REQUIRES work on these skills, would better serve its students.

- I was a part-time student and went to class in the evenings. Not a lot of variety for courses. When I finally quit my job and went during the day; I had a much better experience. Yet the
same issue remained, the classes did not focus on the issues we deal with when working in the field. I had to learn on the job and via informative websites.

- Reading more children's literature in class; more analysis of children's literature, more technology requirements (setting up a blog, more work on webpages)

- I didn't feel there was adequate time to totally comprehend the information in the summer classes. Adapting the full semester curriculum was not totally successful.

- For a few of the general courses, ie. management we were taught by someone with no library/info services background which was frustrating. Also I wish that I had been able to do more internships.

- The management course was a waste of time, and it wasn't taught by a librarian. Courses should be taught by people with library science backgrounds.

- I think there is room for a more dedicated "Library 101" type of course. Fundamental understanding of the history, development, and major types of libraries was interspersed through the core courses and not given the focus it might have been given.

- The politics of the program left a bad taste in my mouth. I felt as though students were seen as $$ and not as people.

- I had to work my ass off to get what I wanted out of this program; there was next to no advising and absolutely no mentoring. While it is true that the Lord helps those who help themselves one does not expect to have to live out that truism to the tune of tens of thousands of dollars.

- I found it difficult to enroll in some of the classes, because of my availability. I would have also liked see more of a focus on digital and non-print formats.

- More variety of courses offered at Mt Holyoke

- More attention to the practical. I would have liked to sit in on reference interviews, to use and compare different types of software, to have more practice reference questions, etc.

- Instructors who had more recent hands-on experience in the field. More choice in courses taken (this has improved since I graduated). More exposure to children's literature. Option to take courses at the Simmons education school or Children's Literature program for credit at the LIS school. The possibility of getting work study pay or course credits for working in an off-campus environment (like an elementary school library). This is offered by other local universities but wasn't offered at Simmons.

- More practical "war stories", what to do in this case...

- Students should have been allowed to ask reference questions and seen them answered by the professors on the Powerpoint. Students should have had the option of taking a hands-on
technology class instead of the excruciating technology class everyone hated. Students should have been allowed to take one-class pass/fail to encourage students to try a class outside their comfort zone and/or take a more challenging class. Many students would have benefited from taking a lighter course load their first semester.

- Mandatory internship, compulsory Master's thesis, obligatory course in the history of librarianship.

- All necessary courses offered at my local campus. All professors being highly qualified experts in their fields who also practice what they preach. It's frustrating when people who teach teachers do it poorly.

- The Library school was all over the place. I was in the school for Archives Management and many of the mandatory courses, i.e. Reference and Cataloging were all geared towards the Library would. While the Library and Archive woulds interact, it would of been nice to have these core classes focused on my main focus--archives. Also, there needs to be more courses offered regarding grant writing. The one I took briefly looked at the subject, and then we moved on to an irrelevant point. Re: the History courses--it was hard to get into a purely historical discussion when there were GCS students and undergraduates at times. The discussions were hard to grasp at times. I even had a history summer course where all we did was watch movies! I think the program needs to be re-examined in regards to the students in the graduate dual-degree program.

- As I mentioned in previous answers, I wish that every class was like my Independent Study where I did real-life work and checked in periodically with my instructor. More teachers like Anne C Moore and Candy Schwartz would really help the program.

- I majored in Archives but ended up as a Children's Librarian in a Public Library. I didn't take any classes on childrens lit or many classes on public librarianship. I wish I had!!!

- Capstone project. Stronger connection to the working world. More visibility for students via leadership, advocacy or public service projects/requirements/class products.

- The classes with Adjuncts included more real life examples, that was reinforced by theory. While some other teachers relied heavy on the literature/theory. To create dynamic problem solving information professionals we need to understand that theory is important but reality and self-awareness are fundamental to our successes as information professionals.

- Some of the required classes were a waste of time and money such as the required basic information technology class.

- The program was too much like a trade school, but the skills learned weren't always applicable. I would have enjoyed more theory as well as cumulative projects like a thesis or portfolio. I was very self directed so took advantage of different volunteer and work opportunities to further my skills and network, but I think a formal practicum program would help out everyone.
• A higher percentage of professors that had experience outside of academia. Needed more consistency among professors, for some it was clear the teaching component of their responsibilities was not a priority.

• a librarianship 101 course in which areas of librarianship and possible career paths were discussed. coursework in the running of a library, including finance. colleagues (fellow students) with common grounding (see 101, above). required sequence for required courses (there were many last-semester students taking intro to cataloging)

• The two things I missed in my program were a practicum experience and training/ coursework in Instruction

• More practical experience. Sometimes there was too much theorizing.

• The courses were all very easy. I feel like there was nothing I learned that I couldn't have learned on the job, through an apprenticeship, under a "master" librarian.

• Many of my courses were based strictly on theory. For instance, in my cataloging course, we spent more than half the time learning theory (e.g., why it's good to catalog) rather than engaging in hands-on practice. I learned very little in library school; the skills I have now are the result of on-the-job training. However, you need the degree to get a job, so in the end, you're paying for the degree and the right to enter the field. You're not paying for the education.

• internships; career success course; more technology emphasis; increased catalog. Requirements

• More courses offered on web technologies, information architecture, etc.

• A core curriculum. Emphasis on information technology.

• I would have liked more up-to-date instruction on leading-edge IT developments (current metadata standards, databases, web-based protocols, etc) and how archives use them. I found the required technology class (488, I believe) to be next to useless in this regard.

• The head of the school library program was hostile, unsupportive, intimidating and unprofessional. He made my experience far more stressful than it needed to be and, in fact, seemed to be hostile towards school librarianship as well as to the students in our program. I sought help from other administrators when there were problems with him and did not receive adequate support.

• A more rigorous theoretical approach would have been better. Also, unless you were in school library or archival programs, the program was a bit directionless. I wanted to focus on cataloging and tech services, but only got real training on the job. There was no specialized track for that and it is a very different skill set from working with the public.

• Certain classes offered more often so that I would have had the option of taking them.
The difficulty of the program was dependent on my personal choices. For areas of interest I took more challenging professors, and took easier classes for topics I didn’t plan on doing in the future (cataloging). Overall I do wish that there was a little more cohesion between different professors and expectations.

A wider variety of courses, a specialization in medical librarianship, more focus on public libraries, more consideration for people who work full time and/or have children

More courses

I wish I had taken more courses slanted towards corporate and special librarianship.

an internship of some sort

think the course requirements were a little too broad for my program. I wish there had been a course(s) about designing library instruction both synchronous and asynchronous

Requirement of a capstone project or thesis; more courses, especially in instruction and research (methods).

Having all the classes that were required available on the same campus I was attending. Eliminating the bias towards academic librarianship and recognizing that a large percentage of students were focused on becoming school librarians. Longer practicum assignments would be much more useful. 100 hours just doesn’t allow the time to get to know teachers and practice true collaboration without significant assistance by supervising librarian.

Capstone experience; more practical courses in management and budgeting; greater focus on career paths-this is a career school not an academic program

All courses taught by professionals with recent experience in the field.

Opportunity to take a wider variety of courses. The structure of the semester-credits (4 and 5 credit courses) made it difficult to stray very far outside my area of concentration without staying an extra semester.

Lower cost of program so I could have smaller student loan payments with my small librarian salary.

More focus on public library finance

we could have discussed the relationship between public and school libraries more.

I don’t know how it would be possible to prepare people for the various library situations they may find themselves working with. I studied Public reference, and now I’m a cataloger. You go where there is a vacancy and you learn on the job. I still have no idea what is being said in state wide cataloging meetings, but I don’t speak up because I think it’s something I should know. The continuing Ed. classes Simmons offers are not helpful, either.
• More practical experience

• Looking back, I wish I had the opportunity to do some kind of capstone or thesis. I really think that would have left me with something that pulled the whole experience together. Additionally, I had a couple of courses that were weak in terms of content and instruction, and felt like a misuse of time. I am glad that the program moved from 9-12 courses required, because in the end I felt there were more things I wanted/needed to take--such as digital libraries, business reference, and collection development. I just didn't have enough time with only 9 classes.

• More practicals.

• Online courses, better job placement activities, relation to real world positions, more work in Cataloging, Reference, and Systems.

• Management class was basically useless.. not geared to libraries

• More constructive and substantial relationships with GSLIS faculty. More efforts to build community within the program.

• More recognition that the field is dying.

• The potential to take more courses outside of (but still including) a concentration. More affordable tuition.

• Internships/practicums for ALL students required. So many of library science is learned on the job and not in the classroom. Much of the classroom time was on "theory" which is so brand new and only pertains to those who want to TEACH library science. 99% of people seeking an MLS want to work in the field, not teach. Much of what was taught in the classroom was not relevant to my current working experience at all.

• -Opportunity to carry more credit/take more classes (the credit system has since changed to allow this at Simmons College)--I didn't feel like I had the chance to be exposed to enough subjects -Better screening of professors and adjunct faculty-I had two

• More practical, hands-on experience.

• More classes and instruction on Young Adult Literature and a field experience requirement

• Looking back on it, I feel that my education was good, and I took classes that were helpful to me upon graduation. However, I designed the classes I took based on what I felt were my weak areas and didn't necessarily have any guidance with regards to the track I made for myself because I didn't feel that was really available.

• mandatory internship at a public library, more teen services classes
• Basic cataloguing class was poor.

SP11_COMMENTARY on previous question: “All things considered, how would you rate the overall experience that you had in your program?”

• Simmons was very definitely worth going to for archives management, though the courses could be improved.

• I did a MA History and MLIS with a focus in archives simultaneously and it was an incredibly rewarding experience. The programs worked together very well and having the dual masters has proved very valuable professionally.

• GREAT program!

• As I have stated before, I do not feel that library school adequately prepared me for the position of children's librarian. The educators had been too long outside a working position in many cases to provide the training I needed. It was too much pie in the sky stuff and not enough practical, down-to-earth training. While I have encouraged people to get their degrees, I also recommend going the cheapest possible route for those heading towards public libraries since the training was so poor for public librarians and to consider another degree in public administration or early literacy to get the required training they need to do the job correctly.

• looking primarily for intellectual stimulation and a challenge since I was over 55 yrs. old

• Three years after graduating, I still have not been able to find a job within the library field. I am not happy that the hard work and time I put into my education at Simmons seems to have been for naught.

• I enjoyed my experience very much!

• I found that library science wasn't a good fit for me, which definitely affected my experience. I don't blame the school for this, though.

• It was a small program overall, and I had a fellowship which had me working in the GSLIS office. I got to know the professors well as well and the students and felt almost like a liaison between them sometimes. Everyone was easy to approach and the professionalism was fantastic. Dean Cloonan has always been open to new ideas and has a strong grasp on the needs and strengths of the school.

• It's funny, because I realize as I went through the bulleted evaluation but almost everything I said was negative. But the fact is I focused on reference, and even though I am not a reference librarian, probably will never be, and those skills will probably never be directly applicable to my career, I loved learning how to do reference. I didn't learn a thing in the program which has made me a better archivist, but I did learn a lot about general and field-specific reference which gives me personal satisfaction if not career advancement. Basically, Allen Smith was awesome, is what it comes down to.
• Overall, I found the program a useful foundation.

• I had a couple of courses with poor teaching, but a number of courses were excellent and I learned a lot from them. I definitely needed better advising in choosing courses to take.

• Master's program was very library science specific, not enough meat for archives concentrators which I was.

• Except for my work with the adjunct professors who were outstanding.

• The single exception is a horrible, horrible professor named Robin Peek. She should be fired ASAP from Simmons!

• Overall I am glad that I went to the school that I chose. I had other options and was admitted to another Library Science school but a big part of my positive experience was the location and surrounding institutions I was able to visit and learn from.

• My training in reference was excellent because of a few teachers. Theoretical knowledge was excellent. Reading about the various issues of librarianship was excellent.

• Most of the professors were extremely knowledgeable, professional and extremely helpful.

• The experience was wonderful. However the field of school librarianship has changed. It is time Simmons changed with it. Technology certification is also necessary for the librarian to compete in Massachusetts schools. How can we combine to receive two certifications. I do realize that we need an adjustment to our professional expectations, since the technology certification assumes you will be teaching classes. I teach research, technology and run a library.

• I felt that I was a valued member of the learning community. Sharing of thoughts and opinions were welcomed.

• I believe that my experiences at Simmons helped me to not only become good at my job, but also encouraged me to be active in the field and in professional organizations. My experiences with Simmons have been overwhelmingly positive.

• I don't use my degree at all in my career today.

• The question about the overall experience should not be scaler; it should just be open ended. This program could be better; maybe now, over 4 years later, it is.

• I felt ready to enter the profession, not only because of the field experience I had, but the overall understanding of librarianship and possibilities within the profession.

• I knew going into the program that I was there to get the piece of paper (ie, my degree) as quickly as possible and that much of the education would be not very useful. The experience lived up to my expectations. I learned so much more from my student worker jobs and the internship projects I worked on than I ever did in class.
• Too expensive. Many students didn't like having people from different concentrations all thrown into the required classes together.

• Martha Mahard is by far the best teacher I had at Simmons. You need more professors like her!

• I liked the dual-degree options, I liked the convenience of the satellite campus with options to take classes in Boston. I just really expected to have more hands-on experiences. I am sure from the Simmons GSLIS Side, the Master's Degree in Library Science is for "practicing" librarians, but still...

• The school has modernized its curriculum since I enrolled, improved its relationships with alums, and added courses and experiences that produce graduates that are more prepared for the information professions. I benefit because I have an ongoing relationship with the school.

• Made great contacts, and taking the general track was fundamental in being able to have a big picture mentality.

• There were some classes which were better than others, but overall it was a good program.

• Definitely not worth the money. The greatest value from Simmons is the connections I made with other students and that I now have an ALA-accredited MSLIS degree.

• the quality of education was quite uneven, from reference courses with no public service components to research methodology courses with terrible lectures and a self-involved and impressed professor. my management, intellectual freedom and cataloging courses were the best.

• Nearly 5 years after graduating, I am very pleased with my program overall but I'm still ambivalent about the cost (I'll be repaying student loans until 2030!)

• I quite enjoyed my program at Simmons. Several of the professors (Donna Webber, Candy Schwartz, Jeanette Bastian, and others) were fantastic. If I had to do it over again, I would wish for (and would concentrate more heavily on) instruction in current technologies. Also, I would have liked more instruction on the preservation, archiving and dissemination of music formats.

• Learned from experts in the fiels, great technology support

• Again, the head of the program prevented me from having a good experience. However, some of my teachers were fabulous and learning from them was a privilege.

• I wish more classes in technology and web design had been available when I was a student. In addition, I regret never taking a management course, although I know one was offered. I just didn't think I would be doing much management when I graduated. In spite of this, I really enjoyed my library school experience and found my instructors knowledgable and helpful
resources both before and after my graduation from the program. I also value the contacts I made with other students, which I still have to this day.

- I did not know what to expect from the program before I started, I just wanted to work in a library. In retrospect, I would not have gone to Simmons. I would have applied to a more rigorous technical program.

- I gained a lot of knowledge taking the classes of very smart and experienced professors. I loved the program and think that it made a huge difference in my career and life.

- I was in my late 20's and had worked in public libraries for several years when I enrolled in the master's program. I felt like the program was tailored to younger people who were new to libraries. I felt like the program was inflexible for people who were already in careers and had families. I felt like there was not a lot of guidance to help me plan my program of study. I got the degree because I knew I needed it to be considered a professional and to earn more money, but I do not feel the degree prepared me to work as a professional. Most of my preparation for my career has come from on the job experience and my co-worker who has acted as my mentor for the last few years.

- Got in and got what I mostly needed out of the program.

- I had some excellent and rigorous professors

- I learned a great deal from a few excellent instructors and even more from my interactions with other students. The practicum experience was a good addition and fully necessary, but there were instructors who simply didn't teach effectively and didn't cover appropriate content that should have been included.

- great profs, wonderful fellow students, but no work/study to get experience. I went out and got three jobs at different times with no help from a program to whom I paid a large amount of money. Generally, Simmons struck me as a degree mill, all talk, no walk.

- The program and the professors were very knowledgable and very helpful to aid me in finishing such a program in one year

- love the program, love the job

- I did not have much time to spend on campus b/c I commuted in from out of state. I think I missed out on resources that were available outside of the classroom, but I don't even know if there were any offered.

- I would rate it a little higher than good. I went part-time, mostly in the evenings, and was able to work things around my full-time job. So for me, the practical and logistical aspects were really important. I also had a couple of really, really great and challenging courses that made me work and think very hard. I liked that a lot.

- Management studies were excellent. Reference and Cataloging were well taught, but too short.
• Most of the faculty and staff at Simmons were great but I only lasted 2 years in library work. I wish I'd had a more realistic picture of working for the city, since an MA in LIS without another degree is pretty much only good for that. Seems like 90% of the job listings I've seen over the past few years are part time. I'm back in school, switching fields.

• Of the classes I took, there were only two that I didn't feel added to my overall education.

SP12a. Please describe any other ways you would like to connect with your program.

• I'm about as connected as I want to be.

• Continuing education workshops.

• Professional development opportunities.

• none

• I have no idea.

• Emil listserv and web updates.

• I paid a visit to the career center about a year ago, hoping that someone there might be able to help me with my job search. They looked over my resume, instructing me to try making some minor cosmetic changes, but that was the apparently the best that they could do for me.

• If possible, I would like to come back Simmons to look everything and meet all the Simmons professor.

• Don't particularly want to.

• It's difficult since I live out of the country now. The emails seem to work well.

• None

• no time for others at the moment!

• I can't think of any right now.

• I am in a Conservation specific program now that I am much more involved with, and will likely stay connected with more than with that of my MSLIS program

• I would like to have found a job working in the library field, and then regularly communicate with my school on ways to better serve our patrons with their information/research needs.
• None come to mind.

• I don't feel like there's much benefit to be connected to my program. The only connections I have to it are with the people I met there. I otherwise don't know that my program has any interest in actually wanting to keep me connected and I don't live near the school so in most ways I can't be connected to it either.

• Although I work less than a block away I do miss seeing what is new in the program. The school has many options for getting involved and I just have not had the time to put into reconnecting.

• My program offers a variety of continuing education programs. These would be the most likely draw for me, although I admit I have taken advantage of only a few.

• I am quite involved and have no other suggestions.

• I would like to take part in alumni days

None

• I would like to teach. I would like to enroll in a Phd or Edd to support my thesis

n/a

• I would like to be more involved with the library community of professionals but at this time my personal obligations do not allow for that to happen

• I feel good about the current connections

• I would like to join an alum listserv...is there one?

• Young alumni pairing with older alumni and others in the field of library science, as well as related fields like publishing

None.

• job leads, newsletter

None.

• I'm satisfied with my current connections.

n/a

• Visiting the website and reading publications is enough for me.

• More MLIS conferences
• I would like to see the school provide for research partnerships with local information organizations, where the organizations are the "living laboratory" and the school provides the expertise (faculty) and the learners/implementors (students).

• I would like to take a role in the GSLIS Alum group.

• leadership & career development mentoring

• The options I checked are fine.

• I'm on the other side of the country so that makes it harder to do.

• it would be helpful for the gslis to reach out to grads for other than financial contributions.

• I would like to see more Alumni networking outside of the school's local area -- I am 3,000 miles from my program's location and feel that "virtual" networking is the only option available to me.

• None

• I would take some CE courses if they were more affordable.

• maybe a local LIS alumni event (I am on the opposite coast from the school)

• Like what is being offered now

• I would like to attend more regional (Connecticut) events as getting to Boston can be difficult.

• I plan on attending alumni events in the future.

• Invite alumnis at Simmon and have some presentations of what their current carrer and succeses. It will be very beneficial for current students at Simmons a well.

• None

• Additional alumni networking opportunities!

• none

• I don't know

• Would like to participate in regional alumni events, but my program does not seem to organize these

• I'm connected enough, thanks.

• I would like to visit the campus and attend class reunions
• none

• I should try to attend more events in person and keep more up to date on the details of what is happening in the Graduate School of Library and Information Science at Simmons.

• N/A

• I'm across the country - not practical, except for the e-mails.

• It would be useful to have events bringing former and current doctoral students together

• If they had something to offer me, in a time frame that worked with my current schedule, I'd be interested in staying in contact, but my program only offers events during the work day and only seems to reach out to ask for money/support.

• I don't really have any specific method. I have attended one alumni event, and am in touch with one professor and a couple of classmates.

• I'd like to take courses/continuing ed, but the courses are very expensive even for alums.

T1U_SPECIFY Please specify the types of music or other multimedia files you have swapped/downloaded.

• MP3s, videos, etc.
• mp3
• Music
• mp3s
• mp3 and WAV
• podcasts
• mp3 files, mostly
• none
• Music, movies, TV shows
• Alternative, Rock and Roll, Classical, Bluegrass, Pop
• MP3 music files
• iTunes
• MP3, itunes
• .mp3
• mp3
• mp3, jpeg
• mp3,avi,m4b,wav,etc...
• Too many to list.
• audiobooks, quicktime video.
• itunes
• .mp3s
• Apple Music download to laptop and iPod
• photograph websites
• from iTunes and public library OverDrive
• All types
• Most often pictures or iMovies of family
• mp3
• mp3
• .mp3, .mp4, .aac, .mov, .avi, and more.
• download music off of iTunes. worked with videos and other media for my job.
• who cares what kind of files are being traded?
• quicktime, real media, etc
• mp3, wmv
• mp3, avi, wma, mp4, ogg
• MP3, WMV, iTunes-compatible video and audiobooks
• music: MP3, WMA, WMV
• record and edit music
• mp3s
• wmp
• iTunes
• mp3, aac files, mp4.
• MP3 downloads and audiobook downloads
• Videos, photos, and mp3 files.
• .wmv, .mpg, .mp3
• popular?
• mp3, aac (iTunes), many types of video files
• buy music from iTunes
• mp3, mp4,
• iTunes (music, movies, TV shows) and iTunes U (podcasts created by my coworkers for distance ed students)
• AAC, MP3, JPG
• Napster, iTunes, eMule, text....
• mp3. itunes
• music, podcasts, images
• iTunes downloads
• i have swapped popular music through sharing software.
• mp3, wav, flac, avi, flv, mpeg, wmv
• television programmes
• MP3s, movies
• itunes
• itunes
• Have bought music from iTunes that I listen to on my computer
• itunes, audiobooks: audible, overdrive
• iTunes
• Folk, rock, R&B, pop, country, classical, television shows.
• mp3
• wav and wmv purchases
• Maybe I haven’t done the above because I am not really sure what you are asking for.
• Music files from iTunes; video files from many different websites using RealPlayer, QuickTime, Windows Media Player, and others.
• music, videos, tv shows
• iTunes
• all/many types
• itunes
• iTunes
• mp3s
• mp3s from iTunes
• Lost tv shows from iTunes.
• I basically download music to my ipod.
• itunes

E2 Summary of titles of job before LIS program

• Account Manager
• Accountant
• Administrative Assistant
• Archives Assistant
• Archivist
• Assistant Librarian
• Asst. Dir of Annual Fund
• Athletics coach
• Attorney
• book store manager
• bookseller
• bookstore manager
• Cataloger
• chief librarian
• Children's Librarian
• Circulation Assistant
• Communication Consultant
• consultant
• Coordinator of Image Licensing
• Copy Editor
• Curator
• Curator of Visual Resources
• Day Circulation Manager
• Development Associate
• Didn't work
• Digital Output Specialist
• Director of Operations
• District Technology Manager
• Editor
• Editorial Assistant
• elementary school teacher
• elementary teacher
• English Teacher
• Evening Circulation Supervisor
• Freelance Web Developer
• Grants Administrator
• grantwriting
• Graphics editor
• Head of Customer Support
• Head of Information Services
• ILL assistant
• Instructor
• Internship
• Knowledge Steward/Senior DBA
• landscape Designer
• Lead Teacher
• Lib Asst V
• librarian
• Librarian
• Library Aid
• library aide
• Library Assistant
• Library Circulation Asst
• Library Director
• Library Technician
• Licensing Associate
• Media Technology Coordinator
• Museum Assistant
• Music Supervisor
• office assistant
• Office Assistant
• paralegal
• Part-time assistant lecturer
• Personal Banker
• Preschool Teacher
• Production Editor
• program coordinator
• Project Assistant
• Public Relations Officer
• Public Safety Dispatcher
• Publicist
• Quality Assurance Engineer
• Quality control assistant
• Research Librarian
• Sales Associate
• school library paraprofessiona
• Secretart
• Senior Loan Coordinator
• Senior Member Relations Assoc.
• Senior Vice President
• Serials Assistant
• Special education aid
• Staff Assistant
• Substitute Teacher
• systems administrator
• teacher
• Teacher
• Temp
• Training Resource Manager
• Travel Agent
• Videotape librarian
• Waitress
• web developer
• Weekend Circ Supervisor
• Writer/Event Planner
• Writing Tutor

E6 Summary of titles of first job after LIS program

• Account Manager
• Accountant
• Administrative Assistant
• Archives Assistant
• Archivist
• Assistant Librarian
• Asst. Dir of Annual Fund
• Athletics coach
• Attorney
• book store manager
• bookseller
• bookstore manager
• Cataloger
• chief librarian
• Children's Librarian
• Circulation Assistant
• Communication Consultant
• consultant
• Coordinator of Image Licensing
• Copy Editor
• Curator
• Curator of Visual Resources
• Day Circulation Manager
• Development Associate
• Didn't work
• Digital Output Specialist
• Director of Operations
• District Technology Manager
• Editor
• Editorial Assistant
• elementary school teacher
• elementary teacher
• English Teacher
• Evening Circulation Supervisor
• Freelance Web Developer
• Grants Administrator
• grantwriting
• Graphics editor
• Head of Customer Support
• Head of Information Services
• ILL assistant
• Instructor
• Internship
• Knowledge Steward/Senior DBA
• landscape Designer
• Lead Teacher
• Lib Asst V
• librarian
• Librarian
• Library Aid
• library aide
• Library Assistant
• Library Circulation Asst
• Library Director
• Library Technician
• Licensing Associate
• Media Technology Coordinator
• Museum Assistant
• Music Supervisor
• office assistant
• Office Assistant
• paralegal
• Part-time assistant lecturer
• Personal Banker
• Preschool Teacher
• Production Editor
• program coordinator
• Project Assistant
• Public Relations Officer
• Public Safety Dispatcher
• Publicist
• Quality Assurance Engineer
• Quality control assistant
• Research Librarian
• Sales Associate
• school library paraprofessiona
• Secretart
• Senior Loan Coordinator
• Senior Member Relations Assoc.
• Senior Vice President
• Serials Assistant
- Special education aid
- Staff Assistant
- Substitute Teacher
- systems administrator
- teacher
- Teacher
- Temp
- Training Resource Manager
- Travel Agent
- Videotape librarian
- Waitress
- web developer
- Weekend Circ Supervisor
- Writer/Event Planner
- Writing Tutor
- Archives Assistant
- Children's Librarian
- Clerk
- Content Integration
- English tutor
- Librarian
- Library Assistant
- Literary Assistant
- Physical Sciences Librarian
- Reference Librarian
- Teacher-Librarian
- Term Reference Librarian
- Young Adult/Reference

E10A  Summary of titles of current job

- Administrator
- archivist
- Assistant Archivist
- Asst Head of Access Servi
- Audio Visual Librarian
- Bibliographer
- Cataloger
- Cataloger/Ref Librarian
Cataloging Coordinator
Children's Librarian
Communication Specialist
Conservation Technician
consultant
Contract Cataloger
Deputy Director
dig. services librarian
Digital Media Ref Lib
Digital Production Editor
Dir. of Library Services
Director
EFL teacher for adults
EIA - Enterp. Info. Archi
Emerging Technologies Spe
Faculty Librarian
Head of Youth Services
Health Educator
Information Specialist
Inst./Catalog Librarian
Instruction & Research Libr
Intelligence Analyst
law librarian
Legal Reference Librarian
librarian
Librarian
Librarian II (Ag.)
Library Assistant
Library Director
Medical Librarian
Metadata Archivist
Photograph Digitizer
Physics, Mathematics and
Reference Librarian
Requirements Analyst
Research Analyst
Research Librarian
Special Collections Libra
Teacher Induction Coach
E16. Please describe any special talents, skills, prior education, or experiences that helped you get the job offer(s).

- My previous experience as an editor helped with the specific job I got, due to its emphasis on detail and educational background.
- Willingness to dig in and get dirty, excellent references, exhibited great organizational skills.
- My interviewer told me I seemed "personable."
- It was not a professional job. This survey is very poorly written. My first professional job was obtained over 2 years after graduation. My experience as a paralegal was probably more important in getting the job than anything I did in library school.
- I had applied for a different job and followed up. The university was looking for an archivist and I got hired.
- They were impressed with my Simmons MLIS.
- Alumni affiliation, MLS degree, church affiliation (hiring company is a religious institution), public speaking/teaching ability
- I have a masters in Mathematics, which helped me get both the temporary job as a Physical Sciences Librarian, and my current job as the Physics, Mathematics and Astronomy Librarian. Plus, I went to an Ivy League school, which I'm sure helped on the resumé.
- Worked for five years as a library assistant. Responsible for 25 classes/week grades K-4. I was the only one in the library. Received library assistant pay for teaching 25 classes/week and managing school library.
- Previous job experience in software industry and as a teacher were very helpful. Also, the fact I had previous management experience was a plus.
- Internship in academic library
- My Bachelor's degree in English definitely gave me lots of great skills - speaking and writing specifically.
- Previous library job at Harvard Univ. Libraries in public services
- experience in other non-profit organization

- I had a wide range of experiences and a portfolio of photos and projects I'd assembled from my career and education.

- My job after graduation wasn't related to my MLIS degree.

- volunteering at a local school library was a great learning experience and helped me walk into my own library with a good idea of what I had to do.

- student work

- equine knowledge and skills

- a decade of background in systems administration and programming

- The combination of my writing ability and technological skills earned me the job.

- I am strong in the sciences and I provided a home-based education for my 2 sons, whom (at the time I was hired) were very successful in their own college/graduate educational pursuits.

- previous work in field, pursuit of degree

- Business skills were particularly helpful - finance, marketing, leadership, organizational behavior

- Familiarity with web 2.0/emerging technologies. Ability to establish rapport with students.

- I knew the director (and the organization) before I was in grad school. The job was basically offered to me before I graduated. I have a personal knowledge and history with the organization so that helped me get the job.

- My coursework and a post-graduation volunteer internship in cataloging, and my experience working in a high school library, directly contributed to getting the job. Also, my previous work in non-profit organizations and personal interest in the subject matter of the job were key factors.

- teaching experience, experience working with kids, experience in programming events, musical abilities, experience working in 5 different libraries

- Prior to receiving my MLS I was employed by the State of CT Dept. of Correction as a Librarian. Once I received my certification my job title was changed to Library Media Specialist. I did not have to apply for this job, but my degree enabled my to secure the title/job change. Initially I believe I was hired because of my previous experience with interpersonal skills.

- Customer Service in retail setting. Marketing experience. also... I was offered a job on the spot with only 1 application and 1 week of time before my final semester ended.
• My educational background at my graduate school and my experience with a course internship provided me with the hard skills to get the job.

• My degree in Spanish and my ability to work in other languages helped me a great deal. I have also taught English before and written professionally.

• My previous job and internship experiences, understanding of archival and preservation issues, and record of leadership and involvement in student organizations helped me to receive several job offers after graduation.

• Knowledge of Russian language, history, culture

• I think having a Masters helped me, but largely I was hired for my current job based on aptitude and attitude.

• Speak Spanish

• Previous experience as a paraprofessional in a public library, plus the director that hired me was a Simmons alum...they weighed heavily with her!

• Student position in interlibrary loan and circulation.

• Museum education volunteering; familiarity with alternative/progressive education; work at research projects at a graduate school of education; same undergraduate college as hiring library director

• Worked in a school library during degree.

• MSc in Library and Information Science was a requirement.

• web 2.0 integration into academic classrooms, love for fluency in young adult literature

• archives experience prior to getting job and entering school.

• teaching skills

• My technology experience creating web pages w/xml/xhtml, MS Apps, and just the plain fact that I had my MLS

• The City of Brockton had a residency requirement and I already lived in Brockton.

• I had conducted a statewide strategic planning project, had extensive advocacy and outreach experience, and understood organizational behavior. In terms of professional experience, records management knowledge adds strength to archival programs and is valued by employers.

• proficient with systems such as unix/linux, coding in scripting language. Being a Q&A engineer demonstrated by ability to communicate and problem solve.
• I had a JD and 15 years of litigation experience. While I was in library science school, I interned at the law library that eventually hired me.

• practicing attorney & legal research

• I did an internship at the organization and they decided to hire me.

• My work outside of GSLIS was more important to that in it.

• MSLIS, previous experience.

• 15+ years experience as a graphic designer, 5+ years experience as a computer trainer

• My internship experience from my degree program was helpful.

• I knew someone who worked for the library that helped me get an interview.

• I worked in the library part-time where I was eventually hired full-time. I had the benefit of getting on-the-job training while still in school and was lucky they hired me after I graduated.

• supervisory experience, knowledge of literature, customer service skills, experience working as a library assistant in a public library

• technology skills

• None

• Extensive knowledge of music.

• Technology skills, and a background in finance

• I had two years of full-time experience in an academic library working with a common library system. I was also willing to relocate. Finally, I believe my MLIS degree from a well-respected program helped me.

• I was hired to work as director BEFORE I graduated (so I should just like to comment about a previous question which forced an answer of 1 or more to continue...). A previous Masters degree as well as 10 years of paraprofessional academic library experience contributed to the hire. I would also say that five years teaching experience was also a factor.

• I was already familiar with the historical figure whose library I was cataloging

• Web design, prior employment at Harvard Law Library, computer skills, research skill (electronic databases)

• I was interning with them when I graduated.
• Prior supervisory and financial/budget experience, undergrad major (publishing)
• Library and information science degree, indexing, web skills
• having the MS degree, flexibility, good references
• Teaching background; IT background; work at circ desk
• 2nd masters, foreign language skills
• Public relations experience, experience working in libraries while in graduate school, technology skills, undergraduate experience (having attended a liberal arts school similar to the one that was offering the job)
• Lots of computer experience and education experience working with teens.
• Integration of MA Curriculum Frameworks into lesson plans, collaboration with teachers, collection development
• I was an enthusiastic library assistant at the Archives and Special Collections Department and was offered a scholarship to study MLIS at Simmons College
• Entered the substitute pool in a library system where I had previously volunteered and applied for work.
• Cataloging
• book store experience, teaching experience, time on library board (ten years previous)
• I was a classroom teacher for 18 years before this second masters, which helped me prepare for this position.
• I started volunteering here after I graduated with a BA in 2003 because it was difficult to find any job in any field. I then started working at an area college in their Public Safety department and I did not like it at all. I loved what I did when I volunteered and shortly after I started the public safety job, I was offered a paid position at the library. I was working two jobs and then decided to go to library school and pursue my interest in libraries. I still maintained part time hours at the library while I was going to school and when I finished, it took 3 years for a full time position to open up. By then, I had become the only cataloging librarian. I did not study cataloging at Simmons beyond the basic Cat1 course. I loved cataloging, but while at school, there was not enough time/courses to take more classes. The program was only 9 classes long when I started and those 9 classes did not leave room for exploring field options. Especially since many of the cataloging classes required prerequisites.
• When I graduated, my first job was a continuation of a job that I already had working part-time for a historical society. I got a full-time job with the same society slightly less than a year after
graduation, based partly on my performance in the part-time job and a recommendation from my manager.

- Detail oriented

- I was already working here at Simmons as a fundraiser in the advancement department. When I completed my MLIS at Simmons, I was approached by the director of advancement research about a position as a researcher. The director was a reference librarian and also got her MLIS from Simmons.

- being a new graduate - fresh and up-to-date with technology

- IT work, Music Knowledge/hobby, Digital Media Hobby (non-occupational work)

- Research skills

- I was employed throughout the time I was in the DA program. I did change positions while in the program. The previous series of questions does not account for that scenario.

- Worked in children's department of busy public library for two summers while in college.

- n/a

- I took a part-time position as Library Assistant while still a student in my MLIS program. I was promoted to full-time soon after graduating, and then eventually to Assistant Reference Librarian.

- I am still looking for a full time position with benefits. It has been 1.5 years.

- I had an internship at the company, and they hired me as a part time para-professional upon completion of the internship, and then upon graduation I became the full time librarian on staff.

- Programming

- Teaching degree and longtime experience

E17A. Please add any comments on how well your program prepared you for your first job.

- More emphasis on technology would have helped, but I was able to process archival collections efficiently.

- My internships were particularly helpful with on the job skills rather than my classes.

- I had no knowledge or experience of archival reference.
• My internship prepared me the most for my current job.
• my cataloging classes were excellent.
• no comments
• Much of my experience came from working at libraries before I entered the MLS program.
• Deccent, but I wish I had had more current insight into how scientists work.
• Not having an education background (i.e. bachelor in education) while working towards Library Teacher degree I feel I was not prepared to go into the "Library Classroom" or work in a school environment. It was my work experience as a library assistant in a K-4 school that gave me my education experience.
• I was able to related the ntermships and projects in my last few courses directly to my current employment at that time. Note: I took only 1 course/semester.
• I received no relevant training that translated to the work I do on the job.
• Prior experience prepared me. Theoretical education does not relate to the job. No library school has courses in access services.
• The program provided with me with an excellent foundation to grow in my position.
• The job was in a field that was unrelated to the MLIS degree, so the degree and my LIS training didn't really come into play very much.
• In the education field currently, there is a big focus on teacher-librarian collaboration. This needs to be added to school library media specialist programs. How to develop a curriculum is also extremely important
• my program doesn't do anything much with technology. My preparation for my first job came from prior experience. What my program gave me was the piece of paper required to get the job.
• Clearly, the web development skills ended up being the most helpful part of my library education.
• Again, I didn't take a good combination of courses. Better advising would have helped there.
• good overall program, heavily librarianship weighted as mentioned before
• Encountered a lot of techie stuff through classes and student groups.
• It was my first job as an archivist, so what I learned in grad school certainly helped me with my job. I discovered, though, when I started my job, that there were a lot of things I did not know
about and so it was then that I started to get a sense of what things I should have learned in school so I would be better prepared for work. While the theory is great to learn and is interesting and helpful somewhat for the work, I feel like I didn’t learn as many practical things as I then needed to do the work of an archivist. At the time of my program I was trying to learn as much practical things as I could but it wasn't until I graduated and started work and came across things that I didn't know how to do that I discovered what else I should have learned.

- Had I known more about the kind of organization/job I would land in, I would have taken a database management course and more cataloging.

- I felt that I learned a lot of skills in library school, but I still had to learn a lot on the job and I’m still learning.

- The program needs to have a better understanding of the philosophy of education as well as increased technology use by our students. Finally the professors must be more realistic when examining the differences between the school and public library settings. There are different considerations for both. Often I took the A- rather than the A to get my point across when considering the school. Often the public library setting was emphasized.

- I’m not sure I believe that any school experience can really prepare you for a job. You learn most of your skills on the job.

- Candy Schwartz’s course on Subject Analysis was the first time I considered indexing, and it was key to my decision to pursue indexing as a career.

- I think that the program prepared me for my job, but that the school could do much better in helping students to find that first job.

- Having the Masters on my resume probably contributed to me getting an interview, but in general my job has nothing to do with library and information science.

- The technology courses I took were helpful.

- Covered a lot of material, current technologies, theory backed by practical applications

- My program was far too theoretical and academic. What prepared me for my first professional job was my previous pre-professional work experience as a student.

- Needed more background in children’s literature and budgeting, but I was well prepared to implement new technology and web research programs like webquests.

- Storytelling, weeding, management, volunteer supervision skills have been very useful.

- Good for the basics. Difficult to truly prepare somebody to be a solo librarian in developing country.

- The internship experience directly before employment was especially helpful.
• n.a
• had all the courses related to that area
• I was in the "library mindset" & still at work on my publication.
• My degree was in Archives and I didn't really take too many classes that prepared me for Public Librarianship.
• Big picture and group work.
• Instruction on budget and finance would have been helpful, including print and online pricing and vendor negotiations.
• I knew enough and was able to pick things up on the job.
• Very little management skills were taught in my program and those are what I needed most in my job.
• it was really the degree, rather than the content of the program, which helped me get the job.
• Very strong preparation in terms of philosophy/ guiding principles of librarianship, poor real-world/ on-the-job preparation. I graduated without ever having worked in a library.
• I think my prior library work (high school and after college) prepared me more. On paper - the combo of my experience and the degree helped me land the job, I think.
• Again, my program didn't provide enough real-life skills. I would say the degree was useless, except that you need it in order to find a professional position.
• was able to perform reference interviews effectively; to perform reference itself effectively
• Had never really planned to work in a public library, so there was a work culture learning curve
• None
• My first job after graduation was not what I was expecting; if I had known I was not going to go into an archival field, I would have tailored my program somewhat differently.
• I felt very confident with the skills I graduated with
• I feel that the program was invaluable in introducing me to librarianship. The relationships I formed with faculty and other students still help me to this day. The coursework I did in reference and online information systems were invaluable as well.
• I was prepared as a cataloger in the basic sense, but most of what I learned about rare book cataloging (a very different animal) I learned on the job
• I assume that first job means the first job I had after graduation, which was tutoring English and did not relate to my master's degree in any way. My program did an excellent job of preparing me for my first professional job in a library.

• I had taken a database design course.

• n/a

• I feel I learned more from work experience than I did from my program. I got a basic education in libraries from my program.

• It provided me with a basic foundation for reference skills

• My program could have provided me with better instruction in pedagogy and research methods

• I have seen the difference in people who are school librarians who have only gotten certified, but not with an MLS and there are significant gaps in their training that are not in mine.

• Practicum experience helped, as did the Curriculum Frameworks class

• The program was very beneficial and very adequate and prepared me very well to my first job

• Excellent print reference instruction prepared me to effectively use the large print reference collection at my first job.

• None

• I was in a special program, the Meadows Excellence in Teaching Program, which was fantastic.

• I was already working at my first job before I started my program.

• My first part-time job was specialized data entry; my first full-time job was cataloging, which my coursework definitely helped prepare me for.

• N/A

• I needed to learn a lot more specifics, but it helped me to understand the logic of databases and data systems, cataloging information, and conducting internet and print research in a methodical way.

• More practicals would have been nice.

• I do a little of everything every day, and as a generalist, that's about what I studied in my MS,LIS. A bit more reference would have helped, though.

• These questions don't match up with my experience.....
• Over half of my course work focused on children's services & literature, so I felt very prepared to entire a job in that specific niche.

• n/a

• I applied the skills I learned from my Reference courses and Preservation courses, and the rest I learned on the job.

• I feel the combination of my program and my previous work experience enabled me to do well with my first job.

• library school was a joke. I could have learned everything I know now on the job or at 1 day trainings

• Courses on public library management and youth librarianship were very useful, as was basic course on reference.

E31. Thinking about your current job, did your program provide you with the knowledge and skills needed? If not, describe.

• Again, more technology training would have been nice, but I felt well equipped to perform my current job due to my Simmons education.

• Not specifically. I focused on archives, but am actually now in a cataloging position as I was unable to find permanent work in an archival position in the area to which I moved. But the general courses that I took have applied.

• No. My program did not prepare me for archival reference.

• The program enhanced the knowledge and skills I already had.

• No, I already had them from my previous work experience.

• Not the technology piece.

• No, this position does not require an MLIS. The MLIS has helped my understanding of how this library functions.

• Yes

• 99% of the skills I use I gained on the job.

• Some theoretical knowledge, especially in the area of cataloging.
No, The program was too general. It did not effectively meet my needs. I believe that we can better prepare our students and peers to better serve the public. But to be specific, storytimes, an integral part of being a children's librarian, was glossed over with no training or introduction to early literacy or in preparation or book selection. The need to seek monitary support again was glossed over and not explored to help librarians know what was expected or how to locate and do them. Public Libraries are extremely political, yet librarians are not taught how to work in the environment or how to be an advocate. Too much is assumed by the professors in many cases. I gained more knowledge in cataloging, library management classes and reference classes then I did in public library classes or children's classes.

Somewhat. I know about a lot of little things because of the program, but I could have done this job without having gone to library school.

I received a good background in library skills but not in the school environment

My program provided me with a very good LIS context to utilize knowledge & skills I have already.

no see other comments

No - this job requires operations management, project management, personnel management, systems management. An MBA not an MSLIS would be helpful.

Somewhat. I am able to search for information to help resolve many problems that customers come to me with, but it's very different from working in a library.

Yes

In some ways yes. Reference Course did and Literature Courses. Not at all in terms of practical experience and cataloging

management skill

Web 2.0 has really developed since library school. I could probably have benefited from e-resources management training.

My current job is not really related to the MLIS field.

Yes

Very few-I am working in the profession I trained and qualified for with my original MS. Could not even get an interview, not one, in the library field

not related
• it gave me perspective I needed on what is important about libraries, but it didn't give me any skills I use.

• By and large, although many of my technology skills are self taught.

• Some yes: ex: reference, Some no: ex: collection development, electronic resource management

• yes because I understand archival practices for digitizing collections, no because skills to do so were self-taught

• No - focus was on librarian skills, not leadership/administrative skills.

• I think my program gave me a good groundwork from which I have built up experience and knowledge by on the job training and continuing education.

• No. As I said before, I wished I had learned more practical hands-on skills for how to be an archivist.

• My program prepared me for certain aspects of my current job. Specifically the understanding the workings of scholars and libraries helps me do my current job better.

• Yes, I had a good background for the job.

• Yes, although more computer skills would be even better.

• For the most part, but I still needed to learn many things on the job--how to order items, programming, how to write media releases, how to fundraise, how to create great flyers, how to get my events publicized, how to plan and execute great story hours, etc.

• Yes

• No.. I needed more Education and Technology classes

• Not really I deal with Metadata and other technical services work which I was not exposed to at all at school.

• Currently, I am in a fourth grade classroom. My program at Simmons added a great deal to my teaching. In August I will be the librarian for the elementary school in which I teach.

• Some of the classes were useful, but not all.

• Yes, I believe that my program did provide me with the tools to succeed.

• No

• No. I didn't take courses geared toward special libraries
• Yes, but being in the workforce, and working daily with technology, helped greatly

• Yes!

• I wish my program had provided more education on working with patrons and balancing competing demands, on teaching skills, and on other practical skills.

• Yes

• Yes.

• No. I'm not working in a library field because there are very few library jobs in [foreign country]. I do some volunteer work teaching basic computer skills to locals, which the program helped with a little bit.

• Yes

• My position is paraprofessional but I am comfortable there b/c of my degree. Further, my experience w/my Independent study helps immensely.

• My degree was in Archives and I didn't really take too many classes that prepared me for Public Librarianship.

• No. I learned most of the most valuable leadership & supervisory skills on the job or in independent professional development experiences. I supervise a number of activities -- museum, reference, archives, cataloging, records management -- other than reference and research/evaluation, I didn't get any of the needed knowledge from my program. I did learn about library culture, broadly, which has been useful. My cataloging class should have been good and useful, but was taught by a terribly inadequate adjunct.

• No, I was in the general track therefore I did not have the exposure to creating curriculum, working with students, etc.

• Budget, financial and strategic planning course would have been helpful.

• Yes

• Some parts - the cataloging knowledge has helped and the reference skills.

• No. After about 20 months of seeking a professional position the library and information field, I returned to my previous career at a lower seniority and salary. During that time I worked in part-time and full time in low skilled positions in libraries and archives, doing data entry.

• no, other than the management course
Yes, because I have a solid understanding of the "big picture" in academic libraries. My program made me a good problem solver and a strong advocate for the importance of libraries to institutions of higher education.

Yes, for the most part. More training with MARC records would have been helpful as well as different storage methods for archive materials (there's more than just hinge boxes and folders; basically more practical skills in this area would have been helpful)

A bit. I think on-the-job training with the other reference staff has been the most helpful though.

Again, no, my program was too theory-based. They would do well to encourage or require internships.

Some -- instruction class was very helpful. Management class was not.

N/A

(This is a long survey!) It provided me with a theoretical framework for information organization, but my job is only tangentially a LIS job.

Yes, with the exception of web/IT skills which I wish I had acquired as part of my MLIS degree.

The overall organizational and planning skills were helpful.

Yes

The Business Information Sources class I took is what qualified me for the position.

Yes.

No because only one course in Medical Librarianship was offered and it was only offered sporadically and never fit into my schedule so I could not take it which upset me.

It gave me a foundation but on the job training was required particularly in collection development

Yes

Yes

Yes, I felt adequately prepared by my program.

Yes

I feel that I could have used more practice writing grants.
• I don't know.

• Yes

• N/A

• Somewhat, yes. It gave me confidence most of all, and helped me know where to look for answers I don't have. It helped me to understand the logic of organization and made me think more analytically about process and data handling.

• not specifically. it's all been on-the-job training.

• all skills or the leadership ones I just answered? meh.

• Yes

• It was part of my knowledge/skill base. Was the time spent to gain the knowledge and skills in balance - I have mixed feelings.

• Yes, my youth services courses helped to prepare me for this position.

• No: I currently work in a special collections and very little I learned directly prepared me for the work I do now.

• I do very specific preservation and conservation tasks--I was able to apply some knowledge/skills directly from a Preservation course I took, but most helpful were two internships I did while in the program-one at JFK Library (as part of my archives class) and one in a conservation lab (for an independent study).

• Yes

• no, but my last 2 library jobs prepapred me for it

• Much on the job training

E32. Which courses in your program have proven to be particularly useful to you in your current job?

• Records management, Intro to Archives Management, Research Methods
• Intro to cataloging  Intro to reference  Basic Book Repair
• Preservation was helpful as far as handling materials. Other than that, I learned how to process and write finding aids at my internships.
• Referencing
• None.
• Archives management
• Cataloging courses.
• Bibliographic Instruction and Reference
• database management; electronic resources
• None.
• Cataloging Reference Digital Information Services & Providers
• Cataloging, Library management
• Reference, Collection Development, Preservation Management, Library and Information Center Management
• Cataloging. (Candy Schwartz) XML (Benoit) Digital libraries (Candy) Another Benoit course for which I don’t remember the name.
• YA literature Curriculum Frameworks
• Reference Corporate library management
• academic libraries
• Digital Libraries, Reference, Govt Info Sources,
• Website development
• Reference
• Legal Bibliography, and Facilites
• Reference Children's Literature Young Adult Literature
• library management.
• Management
• Reference, cataloging.
• na
• reference and literacy
• n/a
• none
• I've covered this already. The practical skills courses were the most useful.
• Reference, Technical Services,
• Preservation related coursework
• Public libraries
• Reference XML Web design
• intro to archives and advances archives classes with internships, records management with internship, reference, cataloguing
• Art libraries, Reference course, most of my archive-based courses.
• cataloging, web writing/design, digital libraries
• Organization of knowledge
• Database Management, Information Design, Legal Reference
• Children's Literature, Children's Programming and Issues, Young Adult Literature, Reference, Digital Reference
• Reference, Technology for School Libraries
• Reference
• Research and Evaluation
• Preservation Management, Photographic Archives, General Archives courses, WWW/Developing Websites
• I enjoyed children's and young adult lit. The tech courses were most helpful.
• Subject Analysis
• Preservation management, Appraisal, Records Management, and Library Management
• research is the only course that has any relevance to what i do now.
• Reference, cataloging, technology seminars.
• Visual Documentation Cataloging Leadership and Management Library Entrepreneurship Preservation
• Admin of public libraries, fiscal management, marketing
• management.
• Reference (two courses), Web Design, and Database Management
• Intro to Archives, Archival Access, Preservation Management, Basic Materials Repair, and Reference
• Reference, business reference
• Online Information Sources, Basic Reference
• web skills related, reference, web resources
• The idea of structuring information.
• Candy Schwartz's core Cataloging class was very useful.
• Children's Literature, YA Literature, Curriculum, Reference
• Reference, Online Information Systems, Reference in Humanities, Technology Course
cataloging, digital libraries, reference and collection management
• Web design, cataloging, online research, digital libraries, evaluation of research
• Business Information Sources, Legal, Corporate Libraries, Reference
• Reference courses, Collection Development
• Information architecture, Business management, reference
• Cataloging, Services to underserved populations
• reference and collection development
• Reference (general), Reference of the Humanities, business sources, Government documents on the web, web design, organization of knowledge (cataloging)
• Technology - networking, reference, young adult literature/programming, practicum, Frameworks
• Curriculum Frameworks Management Cataloguing Reference
• Management, photo archives
- Children's Literature, Young Adult Programming, Children's Programming, Reference
- Reference, Cataloging
- collection development, reference
- the young adult and technology classes, as well as the reference and cataloging.
- intro Reference, YA literature and children's literature, Public library management.
- Cataloging, several archives courses.
- N/A
- Reference (for dealing with research questions, conducting reference interviews and internet searching) Cataloging, for thinking about the logic of organization Technology, for feeling confident to ask the right questions Archives, for organizing internal paper files and helping others to follow systems
- reference skills
- management
- reference, collection management, online searching
- Management class, buildings, GIS were particularly useful.
- young adult literature and services children's literature children's services reference web design
- Web Development & Design
- Preservation Management Intro to Archives Cataloguing Reference
- Children's and YA literature, technology, reference
- Young Adult Literature, Medical Librarianship, Reference
- young adult programs and lit
- Youth librarianship, reference skills

E32A. Which additional courses do you wish you had taken?

- Electronic Archival Description or other technology-related courses
- If I had known that I would end up cataloging, I would've taken more advanced cataloging classes and information management courses.
- I wish I had been able to take courses that addresses archival reference, archival cataloging, archival processing, and archival description.
- Web design and more computer-related courses
- None.
- Digital preservation and technology
- I wish Database Management had been taught by a qualified professor, and I wish I had taken XML.
- More technology courses
- archives
- Pedagogy
- early literacy for children's librarians (not offered) public administration of nonprofit organizations (not offered) Grant writing and political advocacy for libraries (not offered) Time management skills (not offered) Behavior management and staff safety training (not offered)
- Marketing the library, public service, finance in the library
• bibliometrics How repositories work current practices of academics
• Children's literature Education courses
• Perhaps more in-depth or advance reference courses
• none that I can think of
• Business School courses in finance, budget, Mgmt/Leadership, Project Mangement Certification, Info Systems.
• More cataloging
• Internship/Field Setting.
• More management courses
• I wish I had been fluent in all software applications e.g. Access, PowerPoint, Excel etc. and not have been expected to learn them while taking courses. I wish I had taken a management course and a course on how to deal with politics, city, state etc. Advocacy Dreamweaver Practical Technology
• More general reference Contract Negotiation
• there wasn't enough time for everything. history of the book, database management, indexing, advanced cataloging, web design, programming for open access
• the course on using education frameworks to create a curriculum
• n/a
• Something in the archives program.
• I would have liked even more technology courses.
• Instruction (teaching), Collection development, MORE reference courses.
• Digital media related coursework
• more collaboration, better technology courses, a specific course on teaching
• User instruction/teaching more advanced reference classes
• I don't feel like there were classes that I wanted to take that I did not. Any classes I would have wanted to take I don't think existed in my program. I would have liked more classes relating to archives (rather than library science).
• In relation to my job I don't think there were other courses that would have helped.
• database management, advanced cataloging
• More technology
• Subject Analysis
• More technology classes, Storytelling
• Library Services to Diverse Populations (which I later audited), Web Site Development (which I also later audited)
• none
• Philosophy of Education, Technology infrastructure, and Literacy (How children learn to read)
• Special collections cataloging, Database Design
• The school library program was very structured and very comprehensive. I wish I had been able to complete the semester internship.
• Collection Development, but only because I was interested in working in Acquisitions at the time. I would have liked to take Archives too, but I don't know that they would have been relevant to what I ended up doing.
• Building Digital Libraries
• Literature of the Social Sciences, Digital Libraries, Databases, XML.
• perhaps some fiscal accounting class
• More technology courses and any courses on grant writing and fundraising.

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• Digital Libraries
• Collection development, legal research.
• More tech
• LIS 408 - User Instruction  
  LIS 409 - Literature of the Social Sciences  
  LIS 417 - Subject Cataloging and Classification  
  LIS 419 - Subject Analysis  
  LIS 447 - Collection Maintenance  
  LIS 453 - Collection Development and Management  
  LIS 467 - Web Development and Information Architecture (formerly LIS 531G)  
  LIS 473 - Fiscal Management of Library and Information Systems  
  LIS 477 - Marketing the Library
• more behind the scenes technology courses
• More instructional (teaching) courses
• Academic Libraries, Reference once more.
• Children's Literature, more classes on Reference. More classes in Public Librarianship.
• Scholarly communication, instructional methods, academic libraries. The first two weren't (aren't?) offered.
• YA Literature, and more courses on evaluating a collection,
• Bibliographic Instruction
• More web design and online information organization courses.
• More technical classes.
• User instruction, medical librarianship, etc.
• see answer which includes librarianship 101
• My program did not have an Instruction course - I wish it had.
• Collection Development & Management; Instructional Design, Photo Archives; Organization of Non-Print Material; Art Documentation
• more in-depth computer classes, something about dealing with patrons with mental problems/unstable/difficult patrons
• more web skills related (focus on user interface and information architecture)
• Courses on database management.
• I wish I had taken Candy's advanced tech course.
• Management, more technology.
• database management, subject analysis (although these two courses were offered only occasionally and not offered during the year and a half that I attended Simmons--much to my disappointment at the time)
• finance and budgeting, collection development
• Management
• Medical Librarianship
• a course in library instruction or instructional design
• Bibliographic instruction, research course
• I wish we had had the option for electives. I would have liked to have taken archiving and learn about book repair.
• Non
• Music Librarianship, some education courses.
• none
• grant writing
• more cataloging, but that would have meant I was clairvoyant.
• Collection development
• Digital libraries, collection development, children's literature, database design
• collection development
• additional reference, add'l cataloging, even more management, more IT courses.
• web
• Research seminar type class might have been worthwhile
• role of research
• Database building and management, XML, other web design courses, cataloging
• There weren't any offered that were tailored specifically to conservation.
• Technical services, indexing
• None
• cataloging, database design
• Cataloguing, childern's lit.

E33_COMMENT on previous question: “E33. Overall, I am satisfied with what I do in my job.”

• I like my current job, but am disappointed to not be working in archives as that is still what I would prefer to be doing.

• I would prefer to be working in an academic or special library utilizing more of my knowledge in library and information science and my expertise as a horticulturist and educator.

• It's a great job, and I enjoy it!

• I love my job and I love sharing what I do with patrons and peers.

• It's not perfect, but it really good. I like my job.

• Sometimes less than satisfied with some of the inherent pressures in the corporate environment.

• I worked at my current job while I was attending library school. Because it is not in the library field, my MLS dis not give me a raise. Librarians don't make a lot of money, but I would be making about three times as much if I was able to get a job in the library field. If there's one thing Simmons did a horrible job at, it is that my education did not properly prepare me to be able to find and land a job in the library field.

• My academic library has become more and more corporate, and thus less and less of a satisfying and humane place to work. We were hemorrhaging FTE's before the depression hit, and that has only continued, with massive layoffs and reorganizations expected once students leave campus at the end of this school year. I have a Ph.D., library degree, and another master's degree, and I have little control over what I do. You would be amazed at how much time I spend filling and fixing copy machines and doing metawork--work related to work--planning, documenting, reorganizing, but not actually doing work.

• should have done this years ago
• I enjoy the combination of writing and technology.

• Biggest source of dissatisfaction is that we are terribly understaffed which is compromising the quality and quantity of work that can get done.

• Aside from the fact that the library dean is a complete doofus, I love my job.

• I am satisfied with what I do in my job but I am not fully using my education to the fullest of my potential. The institution is great but I feel that I would be happier doing a similar job in a smaller organization and one relating more to archives.

• I like the variety--cataloging, reference (just a little), creating web content.

• I love my job working with prisim inmates even though it is very challenging both technologically (not internet as it is a safety & security risk) and financially. It is very rewarding to provide services to this disadvantage segment of the population

• Want to spread the knowledge of how to search, evaluate and use information to my district.

• I enjoy working with children.

• I had always considered going into publishing as an editor, but I didn’t realize that indexing was an option as well, so my MLS definitely paid off in that sense.

• None.

• I am unable to work in the library field because there are very few libraries in [foreign country], where I currently live. Teaching English to adults is the best paying job for foreigners, but I intend to return to working in a library next year when I return to the US.

• I wish my work at getting my MLS made me feel more prepared for and confident in getting a professional job.

• Academic legal reference is my niche.

• I have reached the top level of what is offered at this firm and there are no opportunities for leadership & management development. I still do too many clerical functions & there is no opportunity to hire additional staff.

• I enjoy the work.
• I absolutely love my job!

• I love my work; I just wish I got paid a bit more to do it!

• My current job has been a wonderful opportunity, but I hope to move on in time to a position with more responsibilities.

• I have created a niche for myself and my skill sets--primarily in cataloging, project management and historical editing. Overall the MLS degree has been helpful in tackling the duties of this job--much of which I have had to learn as I go.

• I'd like to work less hours, but for now I have a great job and work with fantastic people. The job itself is extremely challenging on a daily basis.

• Current economic situation provides many challenges!

• I love my job, but I wish Simmons had offered more courses in health literacy and medical librarianship

• I love my job and feel that my graduate program was well worth the time and the effort.

• None

• love it, feel that i'm making a difference

• I love my job. I love cataloging and I love working at the reference desk. I love helping people find information and books. I enjoy setting people up with their very first e-mail account. I enjoy the constant troubleshooting and problems solving I do every day. Almost twice a week, I'll help someone and they say "Thank you" in a way that makes me so satisfied with what I do, I can't imaging doing anything else.

• Satisfied because we've added on professional level duties. I was bored with paraprofessional duties.

• I love my job.

E37a. Why do you plan to leave LIS?

• The jobs are disappearing. It is not so much I'll be leaving, it is that the entire field is going away.

• I would like to enter a career track with better earning potential.
• I don't plan to. I'm just looking for another job because I don't like my institution any more, and finding a job that pays as well as my current job is unlikely in LIS.

• I haven't worked in the LIS field except during my MLIS program. Unfortunately, I found it wasn't really a good fit for me.

• not in it in the first place

• Already left. Could not find full-time employment.

• Go back to my country.

**NCW 11. What, in your opinion, is the major reason why you have not yet found and/or taken a job?**

• economy and lack of effort

• I made it to the second and third interview several times, so I have not been entirely unsuccessful. I have been a Democrat all of my life, and agree 100% with Equal Opportunity for all. Affirmative Action, however, is an unfair implementation of this concept. Upon graduation, I applied for a reference position at Pasaena Public Library. There were 2 openings, so I was surprised not to even have been offered an interview. We saw that the positions were given to a perfectly nice and apparently competent young black girl, and a very likeable young hispanic fellow. The only problem is that I am nice and competent as well, and had volunteered at our local public library for a full year, and looked for library work for 2 years before entering the MLIS program. At my school, white students seemed to be the ones having to pay tuition, room and board. I already had huge students loans that I have been trying to pay off for 20 years, but no one seemed to think my situation warranted assistance--only access to more loans, now totalling $82,000. Also, maybe they don't like my appearance, and I do not blame them. My face needs a little help--I have not been able to correct acne scars/pock-marking/age issues) because I have not been able to afford it. It takes everything I have to be able to make minimum payments. Maybe my debt-income ratio is affecting my ability to get a job--but being hired for a library-type job could help with this problem as well. I am greatly disappointed and saddened by having had to take out more student loans for a career I was never able to experience. After 2 years before and 4 years after my MLIS, I have altogether run out of hope, and am resigned to praying for a miracle to pay-off my student loans. I plan now to find library volunteer work while I find another career.
• i don’t have enough experience

• Poor job market and budget cuts, and maybe some seasonality

• The area in which I specialize—metadata management and taxonomy building—is very much a field where connections, more than posted listings, are key. Very few opportunities have popped up that are relevant to my field.

• the economy and my lack of experience in the library field

LA1_Other. Please specify the other types of professional activities you’ve participated in since your graduation.

• panel participant at a conference

• I teach classes on cooking and literacy to other librarians, I have created a half-hour music and movement storytime incorporating early literacy skills while promoting social interaction for children 0-6 years old

• MSLA Conference, PLA conference, Children’s Literature New England, Children’s Lit Simmons, Great Books Foundation

• Library Consortia

• Job Fairs, volunteered at Perkins School for the Blind.

• volunteer work at various advocacy events

• I read through Calix, NoveList Notes

• I participate and present through the faculty development office at my university.

• Internal library committee

• I am currently adjunct faculty at Marlboro College
• Training other professionals, task forces for library consortium.

• Served as volunteer editor of an ABA publication, served as volunteer brief grader for the National Moot Court Competition, contributed 4 articles to the AALL RIPS National Teach-In

• We often host regional workshops, and I often am involved in teaching or co-teaching these. Also, I attend many regional workshops and round tables.

• I have published in a popular magazine relating to the historical subject of my work and regularly participate in the local history community related to my subject, that is, the family of John Adams.

• Informal gatherings of alumni who were in classes together and working in the same area.

• none

• Attend state wide meetings as the representative from my library where I suggest changes and upgrades to our cooperative.

• I am volunteering at a local university library while I am unemployed

LA2_Q. What else do you aspire to do?

• I want to get a further history degree.

• I would love to be a director in a small, local historical society.

• I'd like to be more active in greyhound rescue.

• Travel

• Ending this ridiculous survey. It is an example of how out of touch LIS programs are from reality.

• Publish my thesis and continue to work on my research.

• unsure

• nothing

• The best person I can be and a textile artist.

• back to LIS schools

• enjoy my retirement!
• More management

• Continue to work in the "library world."

• Maintaining strong library/information tradition at my current place of employment and handed it off to the next generation in several years.

• be a parent

• Return to previous profession - professional church ministry and/or pursue PhD in Religious Studies to teach religion at univ. level

• My ultimate goal is to find a job within the library profession. If I'm able to do that, I'd like to eventually get back to my dream of writing children's books, but I'd like to land a steady job first.

• i like to continue working in the library

• get an mba

• Finding an employer that is more humane and is a place where I have some control.

• make it to retirement age with an actual retirement account

• perhaps some work as an archivist

• lead a happy life

• simplify

• I love working with young people (college students) and with the faculty. I love teaching research skills.

• Keep my library healthy and adequately funded in a TERRIBLE economy.

• I have been praying for, and perhaps will win, 10 Million Dollars, and begin a foundation that contributes to RCRC (religious coalition for reproductive choice), animal rights, and student loan assistance for those, like me, whose financial troubles are unacknowledged--even altogether ignored by society.

• Keep on learning.

• I give to charity and plan to continue to do that and give my time and energy to good causes. I aspire to be a good human being. I want to have a job I love and doing something I love and to be good at it. I want to help people and make the world around me a better place, whether it is simply helping someone find information they need or something bigger in scale.

• Have a family and balance a career.
• Increase my skills in my current position.

• Retire while I'm still relatively young and healthy to spend time with my family, in my garden, traveling, continuing "lifelong learning" in areas of interest, reading for pleasure.

• I don't know

• Create a book non-profit organization for disadvantage children

• Research and teach about how middle school and high school students can be ready for the demands of information seeking. Information fluency.

• Have a job

• I would like to assist student in gaining the skills they will need to become life long learners.

• I want to start a small press.

• Become the Library of Congress

• Just be happy and stay motivated

• Leave work at the office, not become a manager.

• Grow old and die.

• Complete another Master's degree.

• I want to be a respected name that most school librarians know and trust. I want to inspire librarians and school administrators to push the envelope.

• Pay off in 7-years my enormous debt incurred with my MLS studies.

• To be the best Childrens Librarian I can be!

• I would like to pilot an information literacy program for young people via the 4-H organization.

• Have an active role in my community, be it parental involvement in sports or education, to helping with local issues.

• Raise an outstanding young man, continue to make life easier for my spouse, digitize and preserve great works of literature

• Make a meaningful contribution to the betterment of my community and the human condition.

• Pay off my loans.
• Get a PhD
• write, teach.
• That was the list! My big goals for the future are to teach for an LIS program, write books (both fiction and LIS-related nonfiction), and be elected to professional association offices.
• Start a family. Maybe leave public libraries to be a school librarian.
• I plan to go back for a second master’s.
• assist nations without emphasis on children's facilities within libraries to establish those facilities
• not sure
• N/A
• Being a good supportive family member
• I would like to possibly get an additional graduate degree, possibly a doctorate, that would compliment my MLIS degree and make me more employable.
• BE HAPPY WITH MY WORK!
• Like many professionals with children, I aspire to balance work and family with grace and ease. Or at least with a certain amount of efficiency.
• Jewelry design, and maybe move into a job that offers more free time.
• See the completion of the next expansion/renovation project of the library where I currently work (project is not even funded or designed yet!)
• I would like to run a health sciences library someday
• Find a way of turning my hobbies and interests into paid work.
• children’s librarian
• become the librarian for a Classical studies library
• I wish I can participate more in professional meetings and in professional associations
• Earn a PhD.
• do not wish to say
• create a learning commons for my school
• I'd like to become a library efficiency expert.

• At this point? A non-contract job would be nice...

• I would like to continue to write fiction in my spare time and one day hopefully work as a reference librarian in an academic library again. I did that as a student and just after graduation, part-time.

• inspire others to read and explore

• Ironman. :) Professionally, to run this library.

• Mentor and recruit new professionals

• Raise a family. Write a novel.

• teach yoga

• Get a professional-level job and earn what I'm worth!

• Write children's books.

• own a restaurant, write

• write a novel

LA4. List up to three professional or scholarly organizations to which you belong (If you belong to more than three, please list the three in which you are the most active).

• Society of American Archivists  Mid-Atlantic Regional Archives Committee
• Georgia Library Association
• SAA, NEA
• None
• ALA, AALL
• SAA, NEA
• ALA
• ALA, APRA
• None
• Association of Christian Librarians  OhioLINK
• New England Library Association + New England Regional section of Children's librarians.
• Massachusetts Library Association + Youth Services Section
• SLA  ASIS&T
• MSLA
• Beta Phi Mu
• ala, eluna
• ALA - LLAMA, RUSA STARS, ACRL  IUG
• Connecticut Association of Health Science Librarians  North Atlantic Health Science Librarians  Medical Library Association
• I was a member of ALA and YALSA up until a year ago, when I got frustrated with the fact that I was financially and morally supporting a field that didn't think I was worth hiring, so I canceled my memberships in both.
• American Library Association, American Association of Law Librarians, Law Librarians of New England
• MLA  YALSA  ALA
• Henry Luce Foundation
• PALA  PLA  ALA
• ALA  ACRL
• ALA  AASL
• ALA, Mass. LA  Massachusetts Library Association  Catholic Labor Guild
• zero; all my memberships have elapsed.
• none
• AIC, AMIA, SAA
• ALA  PLA
• American Mensa, Beta Phi Mu, California Library Assoc.
• Alabama ACRL  ALA  ACRL
• Society of American Archivists, Mid-Atlantic Regional Archives Conference, New England Archivists
• SAA
• ALA, SLA, OLAC
• Art Libraries Society  Visual Resources Association
• SLA
• Massachusetts Library Association
• None
• I did belong to the MSLA but the board became voices of whining librarians who did not want to teach or asked questions I expected MLS students to know. I questioned the professionalism. I belong to the ALA and YALSA
• SAA
• National Education Association  American Library Association  New Hampshire Media Specialists Association
• American Society of Indexers, Editorial Freelancers Association, Freelancers Union
• Society of American Archivists, Society of Southwest Archivists, American Society for Information Science & Technology.
• American Association for the Advancement of Slavic Studies, New England Archivists.
• urban land institute
• AMIA  CCUMC  ALA_VRT
• ALA, MLA, Beta Phi Mu
• ABLT
• AFT, Mass Library Association
• Special Libraries Association (SLA) LATT (Library Association of Trinidad and Tobago) CARALL (Caribbean Association of Law Libraries)
• YALSA, ALA, the school library division of ALA whose name I don't remember
• ALA ACRL CALA
• Phi Beta Mu, ACRL
• ALA, PLA
• New England Archivists Society of American Archivists ARMA
• ALA, NAIS
• American Bar Association, Association of American Law Librarians, Insurance Library Association of Boston
• SLA & AALL and regional chapters of each, MBA
• New England Archivists and Society of American Archivists
• APALA, Radical Reference, ACRL
• Usability Professionals Association
• ala alcts glbtrt
• ACRL (national and regional chapter), Oregon Library Association
• National Genealogical Society
• ALA, NELA, CPLSA (our library union)
• ALA, ACRL
• none
• LITA, ACRL
• N/A
• SAA ARSC
• ACRL Simmons Alumni Board ALA
• Chicago New Teacher Center
• ACRL/NEC ALA ACRL/RBMS
• Modern Language Association, ALA/ACRL, New England Library Association
• Special Libraries Association, Southern Chapter/Medical Library Association, Florida Library Association
• SLA
• Maine Library Association, New England Library Association, American Library Association
• Medical Library Association Health Science Librarians of New Hampshire and Vermont Academy of Health Information Professionals
• beta phi mu
• ACRL ALA AIA
• Association of College & Research Libraries (national + regional chapter) American Library Association Pennsylvania Library Association
• MSLA, WMRLS, BetaPhiMu
• MSLA
• Lebanese Library Association
• NEA, SAA
• Alaska Library Association American Library Association Pacific Northwest Library Association
• ALA NELA MLA
• ala
• MSLA
• Rhode Island Library Association. Beta Phi Mu
• Society of American Archivists
• Association of Professional Researchers in Advancement (APRA) New England Development Researchers Association (NEDRA) Mass Library Association (MLA)--though I accidently let my membership lapse i think...
• Mountain Plains Library Assoc
• ALA, NERCOMP,
• Medical Library Association - CAPHIS
• MLA ALA
• ALA, YALSA, ALSC
• ALA SLA
• SCBWI
• YALSA
• SLA
• ala, yalsa
• ALA AASL VLA

CE1_F_OTH. What other type of training are you likely to participate in?

• try me
• Proposal writing
• not sure
• Cataloging Indexing New technologies
• Behavior management and safety training
• teaching skills
• Communication
• Library Science Education
• Knowledge management Copyright compliance
• relevant to ils
• ?
• I won't be likely to participate in any type of library training until I find a job in the library field.
• Genre specific trainings Working with youth Community College Trainings e.g. Lexis Nexis
• Whatever flavor of the moment that management makes us do.
• School specific for the IBO (Primary Years Program)
• cataloging skills
• personal development
• culinary training; nonprofit
• further education classes to improve my teaching
• can't think of anything offhand. This survey is getting kind of lengthy, BTW.
• I'm not sure
• Education and Literacy
• Anything that comes up and my organization will pay for.
• Writer's Workshop, Responsive Classroom
• Issues relating to building issues and new buildings
- Foreign language outreach
- Hands-on technology training
- Do not know
- None.
- Collaboration
- I would like to hone my information retrieval skills
- Public Librarianship and Children’s Lit. classes
- None
- Not sure.
- Diversity awareness training
- Ethics, non-profit governance
- I don’t know.
- New skills or trends
- Need?
- Educational theory/ pedagogy
- Training in my subject interest: art, architecture, history
- Staff day usually has a training (anything from computer database training to telephone etiquette)
- Collection development
- Endowment/Development, other Information Technology courses
- Delivery of Professional Development
- Web Design, Instructional Technology, Digitization.
- User Instruction
- Copyright
- NA
- Health Literacy
- Field-specific training
- Don’t know, currently unemployed
- Training related to instruction
- Digital preservation
- Issues related to the populations I serve (Fetal Alcohol Spectrum Disorder), librarianship in other specific fields.
- Curriculum
- Adult Programming
- N/A
- Instructional services--other aspects of working with patrons--including read alouds for children
- In-house trainings
- Whatever you have.
- Unsure.
- N/A
- Unsure
- Anything that I come across that I think will help me in my professional life.
- Technology
Do you have any additional comments you would like to share?

- When I first began library school, there was a lot of buzz about the number of people about to retire from the profession and that there would be a lot of open positions. In reality, that does not seem to have come to pass and I have had a hard time finding permanent work in the area that I would prefer to work in - archives. I’ve had to compromise in order to stay within the field. Additionally, the current economic situation has shown how reliant on public funds our profession is and there have been major cuts in benefits, professional development and even lay-offs. While I would prefer to be able to move jobs back into archives within the next year, I am not confident that there are enough openings available to make that happen.

- No

- No

- This survey was very poorly constructed. I do not see how anyone can get any useful data from this survey. LIS is a dying field. LIS programs are cash cows for their parent institutions, so they keep churning out graduates when there are less and less jobs. The only grads who get jobs get them because of previous work experience unrelated to their LIS program.

- No thank you.

- No

- No

- Not really

- No

- this survey is too long

- I am extremely put-off by the fact that I continually receive requests to donate money to an institution that did not provide me with the combination of education and experience to land even an entry-level position in a library setting. How can Simmons justify it’s existence/reputation as a leading institution of higher learning if it cannot support those who paid incredibly large amounts of money on an education that failed to provide them with the skills and experience to land even an entry-level position in the library field. The bottom-line is that Simmons needs to continue to focus on providing LIS students with a better education, while also supporting the students that have graduated already.

- I would like to stress the importance of preparing students to work in Public Libraries, not just academic and research.

- No

- This survey was really long!
• no
• No.
• no comments
• There should absolutely should be a mandatory internship program, with a variety of choices, for all MLIS type programs. This would have assured that all students would have some experience other than volunteering prior to attempting to enter the library work force.
• I am happy that I pursued my degree and am optimistic that I will find that perfect job!
• No
• No. Are we done yet?
• no
• No
• The employment sections did not allow for hiring prior to graduation. The employment section did not provide a place for additional employment. I have had three jobs in three years... worked my way to a job I felt I wanted and was respected in.
• I found it took longer that 15 minutes to take this survey. That may make me think before I begin surveys in the future. I believe as a professional it is my duty to help other professionals in their research but you need to be honest. This was not a fifteen minute survey.
• I find it particularly useful to attend conferences and workshops with behind-the-scenes information, lectures, and tours of other archives and special libraries, and would be more likely to attend conferences where this is available.
• no
• This survey is pointless, and reflects the general problem with library science today which is a fascination with statistics and academia. Library schools aren't interested in turning out graduates who can actually do the job; they're interested in graduates who can publish and do studies and look important, so that the schools look good and they can get more students and more money. But publishing doesn't make you a good librarian, and 90% of published library science articles are full of meaningless management buzzwords instead of content. If library schools, including Simmons, really want to turn out good librarians, then they ought to make it possible for students to do more internships and write fewer papers. They ought to toss out all the tenured PhDs and bring in more adjuncts who are actually librarians (only they should teach them how to teach, first!). They ought to recognize that actually working as a librarian isn't about "user communities" - it's about John Smith who needs a book on tax law in the next five
minutes, and he thinks it's blue. Library school ought to teach you how to deal with a situation like that.

- No
- None.
- I love being a librarian and my program really helped me begin my career with an advantage.
- Thank you.
- No
- No
- I am doing continuing ed at the local LIS school since I no longer live in Boston.
- It was disappointing to attempt a career change, be willing to take a substantial pay cut, work numerous part time jobs and still be unable to break into the LIS field. I graduated with a 4.0 and thought I did all of the right things in terms of working in library/archive settings while obtaining my degree. This did not turn out to be true.
- no.
- No
- I would include here that during my masters there was a lack of discussion on the different philosophies surrounding our tasks, i.e. collection building, cataloging, technology, management, etc.
- no
- None.
- none
- I realized as I was completing this survey that I also wish my LIS program had spent more time preparing us for involvement in professional organizations, getting published, and presenting at conferences. These are things I am expected to do now that I feel I have little preparation for. That said, I do think very highly of my LIS program and would do it again in a second.
- Although online classes are becoming more and more popular--and they certainly are more convenient for working professionals--I have still always found a face-to-face instruction the most helpful and would always be drawn to that format if possible.
- n/a
• No
• No
• Thanks for considering me to participate in this survey
• none
• None.
• No
• 15 minute survey, my ass. More like 45!
• no

• I love my job, but working in a public library is not a lucrative profession, however the degree to do so is incredibly expensive. If my partner didn't have the earning power he does, I would be paying off my MLS for 20 years.
• n/a
• There might be a glitch with the question where I checked Other and then wrote "none" in the box, when "none" was an option on its own--when I tried clicking just "none" (without using the Other box) it told me I had left the question unanswered
• No
• no