

**MLIS Program Self Study 2016-2017**

Submitted May 15, 2017

## **Part 1: Strategic Overview of the Program**

### **MISSION**

The MLIS program educates a diverse group of students in the knowledge, skills, habits of thought and inquiry, and ethics of the library and information professions through theory and practice, enabling them to be leaders in the state, national, and global information society.

### **VISION**

The vision of the MLIS program is to prepare students to become socially engaged and technologically focused information professionals – ready to create, educate, and innovate.

The MLIS program is committed to:

- encouraging innovation and creativity;
- providing a forward-looking curriculum that is of the highest quality; and
- presenting students with opportunities both in and beyond the classroom to prepare for a successful career;

We transform the way individuals, organizations, and communities connect with and access information.

### **PROGRAM OUTCOMES**

1. Prepare students to be contributors, leaders, and change agents in libraries, archives, cultural heritage institutions, and other information agencies through quality instruction and professional experience;
2. Promote a user-centered approach to information programs and systems, imparting values, ethics, and principles consistent with that approach to serve the needs of a diverse global and technological society;
3. Educate students in the theories and practices of information creation, communication, identification, selection, acquisition, organization, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management so they can apply them to specific functional or institutional settings; and
4. Advocate the role and value of research, teaching, and service conducted in and outside the library and information studies field to the advancement of the field's knowledge base and to other fields.

### **STRATEGIC GOALS (5-10 years)**

#### **Goal Statement**

The MLIS program continues to be a leader in at least four specialties (of seven\*) as determined by US News & World Report. Additionally, the MLIS program cultivates forward-thinking

leaders in areas such as diversity and inclusion and sociotechnical cybersecurity. Students will continue to obtain prime jobs within academic, public, and corporate libraries or archives as well as at prestigious government institutions such as the National Archives and Records Administration, the Library of Congress, the Department of Justice, and the Smithsonian Institutions.

The MLIS program will continue to be nationally recognized for our professional contributions to the practice of information science, our comprehensive curricula, and our spirit of innovation and creativity.

\*US News and World Report Specialties (as of April 2017)

- Archives and Preservation - *currently ranked 5th*
- Digital Librarianship - *currently ranked 8th*
- Health Librarianship - *not ranked*
- Information Systems - *currently ranked 5th*
- Law Librarianship - *not ranked*
- School Library Media - *currently ranked 5th*
- Services for Children and Youth - *currently ranked 5th*

### **Strategic Goals**

#### **MLIS Program Growth and Diversity**

1. Increase the student population by 20% without sacrificing our current standards for admission
2. Develop new market areas for new student recruitment
3. Create a 5-year BS/MLIS program

#### **MLIS Curriculum**

1. Continually review, evaluate, and improve the MLIS academic program, considering the impact on individual courses, specializations, and knowledge areas
2. Support and strengthen the current specializations as well as create new and innovative specializations

#### **MLIS Faculty**

1. Continue to attract and retain high-caliber faculty in the LIS field

#### **MLIS Students**

1. Monitor student performance and satisfaction and implement necessary changes based on feedback
2. Maintain above 80% retention rate for students
3. Strengthen outreach efforts towards alumni

### **OBJECTIVES (*key initiatives to be undertaken prior to the next review*)**

#### **MLIS Program Growth and Diversity**

1. Work with new Marketing and Recruitment Coordinator to revamp existing materials and create new methods for outreach

#### MLIS Curriculum

1. Implement a large-scale core course review that is responsive to current trends in the information profession
2. Launch two new specializations, Legal Informatics and Intelligence and Analytics, in the Spring 2018 semester
3. Audit online MLIS offerings and improve the communications efforts surrounding that option, including what courses/specializations can be completed entirely online. Additionally, consider the frequency that in-person students are forced to take online classes
4. Update MLIS Program learning outcomes
5. Absorb LBSC703 Field Study in Archives and Digital Curation into LBSC707 Field Study in Information Service to create a unified Field Study component for all MLIS student not pursuing the School Library specialization.
6. Audit the Knowledge Areas of the Individualized Program Plan and identify potential additions (public and academic librarianship)

#### MLIS Faculty

1. Hire a faculty member to teach in the Intelligence and Analytics specialization, specifically someone who can speak to research/intelligence skills including open source intelligence
2. Develop a system for faculty instructional review including syllabi reviews, course observations, etc
3. Advocate for hiring an instructional designer to support online education if we are going to continue to offer online classes

#### MLIS Partners

1. Establish the next steps, projects, and purpose for the MLIS Advisory Board
2. Continue the partnerships with the National Park Service and the National Capital Region Park Service
3. Create an innovative partnership with the Library of Congress National Digital Initiative
4. Cultivate new partners for field study opportunities, with an added focus on partners for students in new specializations
5. Improve the layout and design of the iSchool Field Study Database

#### MLIS Students

1. Monitor student satisfaction qualitatively through Current Student surveys and Online Comment Box
1. Monitor employment placement qualitatively and quantitatively through alumni Job Placement surveys

## **LEARNING OUTCOMES**

After graduating from the MLIS program, students will be able to:

- Demonstrate an understanding of how to be a contributor, leader, and change agent in information agencies and in a diverse information field;
- Demonstrate an understanding of a user-centered approach to information programs and systems which provides inclusive services to diverse populations;
- Demonstrate an understanding of the theories, management, and practices of information creation, communication, identification, selection, acquisition, organization, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, and dissemination in order to provide inclusive services to diverse populations;
- Demonstrate an ability to use knowledge gained from research, instruction, and service to contribute to the advancement of a diverse information field.

## **Part 2: Curriculum Design, Content, and Integration**

The curriculum for the MLIS program involves several layers of interaction to shape its design and content and to ensure that it integrates well with the rest of the College. Unique amongst programs in the iSchool, external accreditation requirements help shape the MLIS curriculum. The MLIS program participates in frequent curriculum redesign so it meets the changing needs of students, alums, and employers.

Operationally, the MLIS program includes several stages of review for new or revised curriculum to evaluate how courses meet program goals, objectives, and learning outcomes and to ascertain they represent a valuable use of time and resources. The Director and the Coordinator regularly assist instructors in the process of creating new courses and revising existing courses. Such guidance can range from helping situate the course content within typical goals and career plans of students, to assistance with crafting assignments and choosing readings. Finished course proposals then receive overall feedback concerning the appropriateness of the content and the fit of the course into the overall MLIS curriculum from the Director, the Coordinator, the MLIS Program Committee (the membership of which includes faculty, staff, and current students), and, in certain cases, from professionals working the area. The creation of new specializations within the MLIS program follows a similar trajectory.

Instructors regularly reexamine their most frequently taught courses (on their own, in conjunction with other teaching the same course, and/or in consultation with the Director and the Coordinator) to keep the material current, while the MLIS Program Committee revisits the MLIS core courses every few years. This evaluative process ensures that our courses keep up with current trends.

The MLIS program also benefits from external evaluations of its curriculum. First, by the MLIS Advisory Board, which is comprised of prominent practitioners from a range of information institutions and professional fields. The Advisory Board provides input on pieces of the MLIS program curriculum, being a particularly valuable resource in linking new curricular initiatives to professional needs. Second, the curriculum is largely shaped by the certification requirements of ALA (for the entire program) and CAEP (for school library education). The program undergoes regular reaccreditation through both these organizations. The ALA and CAEP accreditation processes provide educational benchmarks and specific educational goals that must be met in the curriculum. Both accrediting organizations simultaneously help establish the program goals, objectives and learning outcomes for the overall program as well as determine content covered in the curriculum.

Finally, the MLIS program has engaged in major initiatives to holistically study the program and LIS education in general. The most notable is the *Re-Envisioning the MLS* project, which the program conducted between 2014 and 2016 to better understand the current and future needs for MLIS education. This initiative included many talks, site visits, focus groups, meetings, and other means, including continual research and analysis of relevant literature and trends, to collect the perspectives of professionals, administrators, educators, employers, and

current students. The final report of the initiative can be found at:

<http://go.umd.edu/ReEnvisioningFinalReport>

The *Re-Envisioning* initiative identified many key recommendations for LIS educators and programs; it has been invaluable in directing the curriculum within the MLIS program at the University of Maryland. Key findings from the initiative suggest that MLIS education imperatives include:

- focusing on people and communities;
- knowing, leveraging, and leading in communities;
- teaching, training, and collaborating;
- holding true to the core ethics and values of the field; and
- stressing skills and competencies of leadership, education, advocacy, engagement, and relationship-building.

These general goals – and the much more specific accompanying details in the report – serve as additional means for guiding the development and re-evaluation of the design, content, and integration of the curriculum of the MLIS program.

### **Part 3: Program Staffing and Resources**

The MLIS Program has a \$5,000 annual budget. A majority of these funds have been used for the 2016-2017 academic year.

This budget has gone to running the following events:

- Admitted Students Open House (October 4, 2016)
- Resume and Interview Workshop (October 13, 2016)
- Internship and Networking Fair (October 19, 2016)
- Cultivate Your Network: How to Create, Maintain and Sustain Professional Relationships (February 8, 2017)
- Did Led Zeppelin Play Here?: Public Record vs. Public Memory (February 13, 2017)
- Curating Your Online Presence for the Job Search (February 22, 2017)
- Internship and Networking Fair (March 7, 2017)
- iSchool Study Days - Spring 2017 (May 9 - May 11)
- Experiential Learning Expo (May 16, 2017)
- MLIS Program “Retreat” (Date TBD, but week of June 5, 2016)

We wish to turn \$1,000 into a travel scholarship for MLIS students that will be available on a rolling, case-by-case basis

The MLIS Program staff and faculty is as follows:

- MLIS Program Director - Paul Jaeger
- MLIS Program Coordinator - Erin Zerhusen
- MLIS Program Graduate Assistant - Suzanne Wilson since November 2016; Tyler Vachon prior to this
- MLIS Program Committee (2016-2017 voting membership):
  - Paul Jaeger
  - Erin Zerhusen
  - Ursula Gorham-Oscilowski
  - Ken Heger
  - Renee Hill
  - Tamara Clegg
  - Jeff Waters
  - Courtney Douglass (student member)
- Other MLIS associated faculty (not including adjuncts):
  - Beth St. Jean
  - Michael Kurtz
  - Richard Marciano



- Ricardo Punzalan
- John Bertot
- Bruce Dearstyne
- Katie Shilton
- Mega Subramaniam
- Ann Weeks
- Adam Kriesberg

Proposals to update the iPAC space as common work-space for the MLIS students have not been responded to, so we have not used the money allocated (\$1,500) to make upgrades as of yet.

## **Part 4: Program Evaluation**

**Overview:** The MLIS program developed a learning outcomes measurement and assessment plan (the “Plan”), focused on the core classes and the field study. The MLIS program has two key components:

1. Conceptual, foundational, and theoretical component during the first 18 credits (which includes three of the four Core courses); and
2. Practice, professional development, and application component during the second 18 credits (which includes the field study and the final Core class, LBSC 791 Designing Principled Inquiry).

One set of assessments occurs through the three initial Core courses, and the second set of assessments occurs during the field study. The MLIS Committee chose the field study for the latter assessment due to the ability to gather learning outcome data from three sources to better inform program assessment (instructor, field placement supervisor, and student).

The graduate learning outcomes for the MLIS program and the point of measurement for each outcome are set forth in Table 1.

<b>Table 1. Graduate Learning Outcomes for the MLIS Program.</b>	
<b>Program Learning Outcome</b>	<b>Point of Measurement</b>
1) Demonstrate an understanding of how to be a contributor, leader, and change agent in information agencies and in a diverse information field.	LBSC 631: Achieving Organizational Excellence
2) Demonstrate an understanding of a user-centered approach to information programs and systems which provides inclusive services to diverse populations.	LBSC 602: Serving Information Needs

3) Demonstrate an understanding of the theories, management, and practices of information creation, communication, identification, selection, acquisition, organization, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, and dissemination in order to provide inclusive services to diverse population.	LBSC 671: Creating Information Infrastructures
4) Demonstrate an ability to use knowledge gained from research, instruction, and service to contribute to the advancement of a diverse information field.	LBSC 703: Field Study in Archives, Records, and Information Management; LBSC 707: Field Study in Librarianship; and LBSC 744: Internship in School Library Media

**Implementation:** The MLIS Committee finalized the Plan in Fall 2012. Implementation of the plan began in Spring 2013, with the field study (Outcome 4). The field study instructors collaboratively developed assessment rubrics in order to have unified assessment strategies. Beginning in Fall 2013, each outcome set forth in Table 1 has been measured on a consistent basis.

For the three initial Core courses, instructors for each section of the relevant courses complete the assessment rubrics at the end of each term, via the learning outcomes and rubrics feature in Canvas. Students may view their outcomes, though they are not directly tied to a specific assignment.

For the field study course, three evaluations are collected -- the instructor, field study site supervisor, and students all submit individual evaluations. Instructor and faculty evaluations are used to assess learning outcomes, while the student evaluation provides the program with feedback on the course and field study site. The MLIS Program Coordinator collects the evaluations from students and field study placement supervisors. Faculty members give student evaluations after grades have been posted. Field Study site supervisors are asked if they wish to share their review with the student; if they consent, the evaluations and commentary are shared.

As of Spring 2015, instructor evaluations have been collected in Canvas, via the learning outcomes and rubrics feature.

**Outcomes Review:** The MLIS Program Coordinator maintains the central repository of completed rubrics and creates learning outcome reports that are reviewed by the MLIS Committee twice a year. The spring semester review covers summer and fall semesters (for

example, Spring semester 2017 will review summer term and fall semester 2016 rubrics); the fall semester review covers spring semester courses (for example, fall semester 2016 reviewed spring semester 2016). At each review the Committee receives a summary of findings, and discusses if necessary, any actions required to ensure effective MLIS program learning outcomes.

To determine the attainment of the specified learning outcomes, the MLIS Committee uses the following rule: 90% or higher designation of Outstanding, Exceeds Expectations, or Meets Expectations across the measurable attributes of the rubrics.

**Summary of Learning Outcomes Data (Fall 2013-Fall 2016):** Table 2 provides a summary of learning outcomes data obtained between Fall 2013 and Fall 2016 (excluding summer courses). The number in each cell reflects the percentage of students who attained the learning outcome (i.e., received a designation of Outstanding, Exceeds Expectations, or Meets Expectations) during that semester, based upon aggregated instructor responses. Based on the criteria set forth by the MLIS Committee, Learning Outcomes 1-4 have been attained in every semester since this data has been collected.

**Table 2. Learning Outcomes Data by Semester**

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
<b>Learning Outcome 1</b>	99%	98%	98%	95%	100%	100%	100%
<b>Learning Outcome 2</b>	100%	99%	100%	100%	100%	100%	99%
<b>Learning Outcome 3</b>	100%	98%	98%	92%	92%	98%	92%
<b>Learning Outcome 4</b>	100%	98%	99%	99%	100%	97%	100%

## **Part 5: Program Accomplishments and Challenges**

The success of the MLIS program is best encapsulated in placement rate for graduates of the program. The most recent job data – for graduates from the 2014-2015 academic year – shows that 90% of graduates have a job within 1 year of graduating. The remaining 10% includes people pursuing other degrees and those that chose not to seek employment. Such a high placement rate suggests that we are admitting a very strong pool of students and that the skills taught in the MLIS program fulfill employer needs.

The recent US News & World Report rankings for LIS programs demonstrate growing acknowledgement of the success and leadership of the MLIS program at UMD. In the 2017 rankings, we moved from a tie for 10<sup>th</sup> to sole possession of 8<sup>th</sup> overall. The MLIS Program also improved in every individual area we are ranked:

- Archives/Preservation: 7th to 5th
- Digital Librarianship 12th to 8th
- Information Systems: 10th to 5th
- School Library Media: 7th to 5th
- Services for Children/Youth: 7th to 5th

While these rankings are subjective and have many inherent limitations, such progress indicates a clear recognition by others in the field of the accomplishments of our MLIS program.

The MLIS program is a leader in several important areas of scholarship and education in the field, some of which are indicated in the rankings above. Beyond those areas, key pedagogical accomplishments of and opportunities in the MLIS program include:

- The Diversity and Inclusion specialization remains the only academic program in the field devoted to preparing students to work with underserved and underrepresented populations;
- The Youth Experience (YX) specialization, which prepares students to work with children and teens and technology outside of school library contexts, is unique among LIS programs;
- The Digital Curation and Innovation Center (DCIC) provides hands-on experience for MLIS students to work with curation, preservation, and dissemination of archival materials;
- The History/Library Science (HILS) program offers students the opportunity to pursue both an MLIS and an MA in History concurrently;
- The Museum Scholarship and Material Culture (MSMC) program is a certificate that students can pursue and complete as part of their MLIS;
- The Research and Teaching Fellowship for MLIS students, in partnership with University Libraries, exposes students to instruction, reference, and research within academic libraries;

- The National Park Service and the National Capital Region Park Service have awarded significant amounts of money to host paid internships for iSchool students (predominantly MLIS students pursuing the Archives and Digital Curation specialization)
- The National Agricultural Library hosts annual fellowships for MLIS students

In many of these areas, the MLIS provides opportunities that are not available at other LIS programs. Similarly, the faculty of the MLIS program has notable strengths in areas of youth and school libraries, law and policy, inclusion and accessibility, and archives and digital curation, allowing for these important areas of focus for the program.

The thought leadership of the MLIS program in the field of LIS was advanced by another recent accomplishment: the *Re-Envisioning the MLS* project. Conducted between 2014 and 2016 as a way to better understand the current and future needs for MLIS education, this project employed a wide range of data collections techniques to identify key recommendations for LIS educators and programs. This project has not only been very useful internally, it has been publically praised by many others involved in LIS education, including several Deans at peer institutions. The final report of the project can be found at:

<http://go.umd.edu/ReEnvisioningFinalReport>. In addition, many members of the faculty and staff involved in MLIS education – as well as some of the current MLIS students – work to share the curricular innovations of the MLIS program through professional and academic conference presentations and publications.

The program, however, also faces several major challenges. These challenges are not necessarily unique to the MLIS at Maryland, but are areas we must address nonetheless. Three are operational issues of providing instruction, and the fourth is an external issue.

In terms of the operational challenges, the primary challenges for the MLIS program are:

1. Meeting course needs of both in-person and online students. Many students seek all of their courses in one format or another, but we must balance the number of students who need a course, the frequency a course can be offered, the availability of instructors for sections, and other issues when determining the delivery method or methods of a course.
  - Strategies for addressing this challenge: Audit course offerings to determine potential course paths for both in-person and online students. Evaluate adjustments needed to make target specializations available for exclusively in-person/online students
  - With this consideration comes the current discussion surrounding offering the Archives and Digital Curation specialization entirely online (as an option, not to replace the in person path)
2. Evaluating and maintaining instructor excellence. With some of our courses taught by faculty who do not have an LIS background, ensuring coordination and consistency of educational experiences across course sections is a priority for the program.
  - Strategies for addressing this challenge: Develop oversight plans for instructor evaluation. Could include physical class observations, syllabi audit, observations of online course environment, etc.

3. Maintaining an adequate instructor base. As many faculty will be devoting more of their teaching hours to the new and rapidly expanding undergraduate program, cultivating a larger pool of potential instructors for the MLIS program to meet demand for courses is a high priority.
  - Strategies for addressing this challenge: Reach out to University Libraries and iSchool alums to identify potential adjunct instructors. Advocate for the hiring of more full-time faculty in the LIS area.

The external issues that the program faces are more abstract. The political environment has turned very hostile of late toward aspects of the public good, as evidenced by the proposed budget that the White House recently presented to Congress. Included in the proposed cuts were the elimination of the Institute of Museum and Library Services (IMLS) and the Library Services and Technology Act (LSTA) funds, which are key sources of funding for libraries, archives, and museums. Simultaneously, the White House has ordered executive branch agencies to drastically reduce their workforces.

With this current environment, the primary employers of MLIS graduates are under duress in terms of support. This new reality presents two major intertwined challenges for all LIS programs. First, many potential students may feel pursuing an MLIS degree is not a wise choice at this time. Second, despite recent challenges, MLIS programs must still produce employable graduates, ready to use the unique skills and knowledge of an MLIS in new types of careers or career settings. To address the first of these challenges, the MLIS program will be rethinking recruiting strategies and the information about careers that is available to potential and current students. In response to the second challenge, the MLIS program has been creating new specializations (such as Intelligence and Analytics, Youth Experience, and Legal Informatics) that open up new career opportunities in which students can use the knowledge and skills of an MLIS in non-traditional ways.

## **Part 6: Longitudinal Data**

The longitudinal data I have access to can be found in the Google Spreadsheet titled “MLIS Self Study 2016-2017”

- A. Please see the excel document titled “Longitudinal Data MLIS Self Study 2016-2017”
- B. Please see the excel document titled “Longitudinal Data MLIS Self Study 2016-2017”
- C. Please see the excel document titled “Longitudinal Data MLIS Self Study 2016-2017”
- D. Please see the excel document titled “Longitudinal Data MLIS Self Study 2016-2017”
- E. Please see the excel document titled “Longitudinal Data MLIS Self Study 2016-2017”
- F. Please see the excel document titled “Longitudinal Data MLIS Self Study 2016-2017”
- G. Please see the excel document titled “Longitudinal Data MLIS Self Study 2016-2017”=
- H. Please see “Appendix A – Job Placement Reports MLIS Self Study 2016-2017”
- I. Please see “Appendix B – Current Student Survey Reports MLIS Self Study 2016-2017”





# 2012-2013 MLS Job Placement Report

In April 2014 the MLS Program emailed a job placement survey to all students who graduated in December 2012, May 2013, and August 2013. A total of 92 alumni were emailed. Of those contacted, 42 responded for a response rate of 46%. Below are the responses to key questions from the survey.

Overall, 93% of respondents indicated that were employed, (full or part-time) within one year of graduation.

## Demographic Information

### When did you graduate from the MLS Program?

Answered question: 42 Skipped question: 0

Answer Options	Response Percent	Response Count
Fall 2012	0.0%	0
Spring 2013	83.3%	35
Summer 2013	16.7%	7

### What was your specialization in the MLS Program?

Answered question: 42 Skipped question: 0

Answer Options	Response Percent	Response Count
Archives, Records, and Information Management	23.8%	10
Curation and Management of Digital Assets	0.0%	0
General Online	2.4%	1
E-Government / Government Information Management and Services	9.5%	4
Information and Diverse Populations	21.4%	9
School Library	4.8%	2
No specialization / Individualized Program Plan	45.2%	19



# 2012-2013 MLS Job Placement Report

## Employment Status

The responses were indicative of the current economic climate and an increase in part-time positions in public libraries.

### What best describes your post-graduation status? (Select all that apply)

Answered question: 42 Skipped question: 0

Answer Options	Response Percent	Response Count
Accepted full-time employment	66.7%	28
Actively seeking employment	23.8%	10
Accepted part-time employment	26.2%	11
Post-graduation internship	4.8%	2
Deciding among multiple offers	2.4%	1
Not actively seeking employment	2.4%	1
Attending school full time	2.4%	1
Attending school part time	0.0%	0
Starting own business	4.8%	2

- Of those actively seeking employment:
  - 15% (4) had “Accepted full-time employment”
  - 67% (6) had “Accepted part-time employment”



# 2012-2013 MLS Job Placement Report

## What is your current salary?

Answered question: 36 Skipped question: 6

Answer Options	F/T Employment	P/T Employment
Less than \$10,000		33.3%
\$10,001 to \$14,999		(n=3)
\$15,000 to \$24,999	3.7%	11.1%
\$25,000 to \$34,999	(n=1)	(n=1)
\$35,000 to \$49,999	14.8%	3.33%
\$50,000 to \$59,999	(n=4)	(n=3)
\$60,000 to \$69,999	37%	
\$70,000 to \$100,000	(n=10)	
More than \$100,000	26%	
Rather Not Say	(n=7)	
	7.4%	
	(n=2)	
	3.7%	
	(n=1)	
	7.4%	2.22%
	(n=2)	(n=2)
<b>Total Responses</b>	<b>27</b>	<b>9</b>

The national average for “Librarians, curators, archivists” is \$47,750/year. <sup>1</sup>

<sup>1</sup> Bureau of Labor and Statistics. (May 2013). *Occupational Employment and Wages*. Retrieved from: <http://www.bls.gov/news.release/pdf/ocwage.pdf>



# 2012-2013 MLS Job Placement Report

## What industry are you working in? (Select all that apply)

Answer Options	Response Percent	Response Count
School Library	7.7%	3
Public Library	17.9%	7
Academia/Higher Education	30.8%	12
Information Sciences	10.3%	4
Government	33.3%	13
Technology	2.6%	1
Startup	0.0%	0
Nonprofit	15.4%	6
Museum	5.1%	2
Healthcare	2.6%	1
Business	2.6%	1
Consulting	0.0%	0
Other (please specify):	N/A	10

### Other responses:

- Collaborative project between NARA and NOAA
- Media/Journalism
- Genealogy
- News/Media
- Law Library
- Switching from government to public library
- American Library Association
- Library services contractor for the fed gov't
- Library vendor
- Publishing



# 2012-2013 MLS Job Placement Report

## Who is your current employer?

Answered question: 33

Skipped question: 9

Greene County Public Schools
National Archives and Records Administration
NOAA-University of Washington Joint Institute for the Study of the Atmosphere and Oceans
McKeldin Library University of Maryland College Park
Afro-American Newspaper
2 Employers - US Senate and Episcopal High School
University of Maryland Law School Library
Baltimore County Public Library
Self-employed.
DC Public Library
Towson University
USDA
Anne Arundel County Circuit Court Law Library
US Department of State through a contractor (Gapsi)
Fold3/Ancestry.com
Staunton Public Library

National Institute of Standards and Technology
Millersville University
Changing
Frederick County Public Libraries
Baltimore County Public Library
Hood College; Hagerstown Community College
New Mexico State University
Maryland Historical Society
California State University, Stanislaus
American Library Association, Washington Office
DC Public Library
Tax Foundation
LAC Group
Lone Star Montgomery / ACE Hardware
ProQuest
National Geographic Society
Alexander Street Press
iSchool



# 2012-2013 MLS Job Placement Report

## What is your current position title?

Answered question: 33      Skipped question: 9

School Library Media Specialist
Archivist
Research Coordinator
Late Night Services Assistant
Archivist
2 Titles - Social Media/Press Archives Assistant and Part-Time Librarian
Part-time Librarian (officially professional assistant)
Library Assistant
Freelance researcher.
Librarian
Library Resident
Metadata Librarian
Law Librarian Intern
Junior Analyst
Digital Operations Manager
Reference Librarian/Young Adult Services Librarian/ILL Coordinator
Librarian
Adjunct Research and Instruction Librarian

Changing
Children's Services Supervisor/Assistant Branch Administrator
Librarian III
Curator/Archives Technician; Reference Librarian
Archivist/Assistant Professor
Special Projects Archivist
Instruction & User Services Librarian
Research Associate (part of the OITP Policy Fellowship Program)
Adult Services Librarian
Director, Library & Archives/Publications Manager
Inspector
PT Reference Librarian / Cashier
Acquisitions Specialist
Photo Assistant
Indexer
MIM Program Coordinator



# 2012-2013 MLS Job Placement Report

## In what city and state do you currently work?

Answered question: 34 Skipped question: 8

- 9 - Washington, D.C.
- 2 - Annapolis, Maryland
- 3 - Baltimore, Maryland
- 4 - DC/MD/VA
- 3 - College Park
- 1 - Beltsville, MD
- 1 - Bethesda, MD
- 1 - Catonsville, MD
- 1 - Texas
- 1 - Gaithersburg, MD
- 1 - Huntington Beach, CA
- 1 - Las Cruces, NM
- 1 - Millersville, Pennsylvania
- 1 - Stanardsville, VA
- 1 - Staunton, Virginia
- 1 - Thurmont, Maryland
- 1 - Towson, MD
- 1 - Turlock, CA
- 1 - Maryland

## What do you see as the most valuable skills for your job? (Select all that apply)

Answered question: 38 Skipped question: 4

Answer Options	Response Percent	Response Count
Flexibility	73.7%	28
Communication Skills	71.1%	27
Collaboration/Teamwork Skills	65.8%	25
Research	63.2%	24
Interpersonal Skills	60.5%	23
Project Management	60.5%	23
Initiative	57.9%	22
Technical	50.0%	19
Analytical/Problem Solving	50.0%	19
Critical Thinking	44.7%	17
Creativity	44.7%	17
Leadership	36.8%	14
Entrepreneurial Skills	15.8%	6
Other (please specify)		3

### Other Responses:

- 2 - Teaching
- "You need all of them"



# 2012-2013 MLS Job Placement Report

## How satisfied are you with the job preparation you received during your graduate studies?

Answered question: 41

Skipped question: 1

Answer Options	Response Percent	Response Count
Completely Satisfied	14.6%	6
Somewhat Satisfied	46.3%	19
Neither Satisfied or Dissatisfied	22.0%	9
Somewhat Dissatisfied	12.2%	5
Completely Dissatisfied	4.9%	2

61% of respondents were somewhat or completely satisfied with the job preparation. 39% were neutral, somewhat dissatisfied, or completely dissatisfied. We see this as an indication of the need for more programming and job preparation resources for students.

## What skills do you wish you had developed further during your graduate studies?

Answered question: 32

Skipped question: 10

1. In-depth knowledge of what it takes to be a successful Internet librarian.
2. More technical skills
3. More hard computer skills
4. Copyright and Intellectual Property Standards and Procedures and more hands-on digital preservation
5. More tech skills for web design and basic programming.
6. I wish I could have learned more computer programming and data management skills.
7. Interpersonal skills with poor or destitute populations
8. Budget management; hand-on digital archives lessons
9. Many of the courses I took were too theoretical and therefore not useful to real-world library work.
10. Archival, information literacy
11. Project management
12. Programming and quantitative research
13. Cataloging
14. User experience, coding, graphic design
15. Book repair, how to create a library culture, library-specific classroom management, how to plan school library events, opening and closing the library for a school year (inventory, etc), creating a school-wide research curriculum
16. Networking skills and resume building.
17. Computer programming





## 2012-2013 MLS Job Placement Report

### What skills do you wish you had developed further during your graduate studies? (cont...)

18. Bibliometrics, citation analyses, data visualization
19. Project management, time management, and some professional development skills (what to publish/present and how/where/when, how often? etc.)
20. Hands on experience with back end of databases, managing vendor contracts.
21. I am on a strategic planning team for my library system--I think this would be a helpful topic to address in school.
22. Grant Writing
23. I feel like I took very little out of my library school education, but a great deal out of my history degree and the graduate assistantship I had during my graduate studies. I honestly think that UMD's lingering reputation is the only thing recommending the archives program at the moment.
24. More technology and application to the fields such as cataloging and metadata. Maybe even working with databases and implementing them since many people in our field go into jobs where they wear many hats.
25. Digital curation/accessions
26. Database-making, report-writing
27. I would have appreciated some more technical instruction in coding and network maintenance.
28. More instruction & teaching
29. Metadata, Cataloging skills
30. Archival Studies
31. Info organization
32. Technical skills



## 2012-2013 MLS Job Placement Report

### What programs/events/courses would you have like to see the MLS Program offer to help you find post-graduation employment?

Answered question: 24

Skipped question: 18

1. I think the MLS program provides its students with the right amount of activities that enable its student to find employment. I think there is no amount programs/classes/events, etc. that can get someone a job if they are not motivated to do work to find it themselves.
2. An expansion of digital curation, with a course on archiving social media and websites.
3. I would like to see a sociology class added to the program as an elective, as many librarians work with people from all backgrounds. I would also like to see courses on marketing and event planning. As a public librarian, much of my job consists of planning events for my community, which I had no experience in.
4. Rather than programs or courses, I would advocate for more field work. More graduate assistantships in the library or MLS program would have been great. I wish I had taken more time with my program and spent more years working, so I could apply my work experience to my study.
5. Project management, GIS librarianship, Research/scientific data management
6. Mentoring with alums, course refreshers
7. More collaboration with the HCI program
8. More cataloging in the traditional sense, but also more metadata management in the digital realm
9. More hands on courses and a larger/in-depth selection of area contacts for networking. Paid internships and field studies. Courses on database contract management. More effective iSchool administrative networking to bring more library job opportunities to students.
10. I was already employed during my graduate studies and therefore need not have a need for this.
11. It would have been nice for the iSchool to actually acknowledge that the HiLS program exists and to make an effort to reach out to HiLS students when it came to scheduling and selecting courses. I got fantastic mentoring from the supervisors of my GAsip, but got almost no help from the MLS program at large. My few interactions with iSchool administration were either unhelpful or unpleasant.
12. Happy hours, etc.
13. Hands-on info lit courses and instruction courses.
14. Might have been helpful if faculty could have recommended particular courses or worked with faculty in other departments, such as in education or business. Would also have been helpful if all the iSchool courses had been marked under the same four-letter code, not divided into LBSC, INFM, and INST. First semester I didn't think to look at the INFM or INST courses.



## 2012-2013 MLS Job Placement Report

15. More in-depth exploration of "non-traditional" library careers where library skills are applicable
16. Professional Development
17. Courses in the health sciences area and computer programming. More hands on approach so that students are better prepared for the chosen career.
18. I would have liked to have an opportunity to do a co-op, rather than just an internship.
19. What public libraries are like today
20. I wish there had been a mentor/academic counselor program. Workshop or mock interview
21. It would have been nice to have more mandatory networking opportunities. Being employed full time during my graduate studies and having many family obligations did not allow me the time to mingle with my fellows as much as desired. My field study, while great, was remote and did not help me build connections. I gathered more experience and practical working knowledge volunteering in libraries in high school than this program- costing me thousands of dollars- provided.
22. Advising program/advisers - there were no official/permanent advisers during my time there. Hopefully there are now.
23. Job-hunting workshops would be very helpful, especially for federal employment positions, since that is a very specialized system.



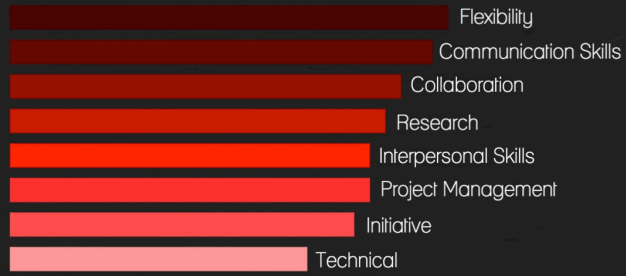
# 2012-2013 Job Placement Data

Is your work related to your MLS degree?



Related (90%) Unrelated (10%)

Most valuable skills learned in our MLS Program



## Placement Rates\*

Full-Time

67%

Part-Time

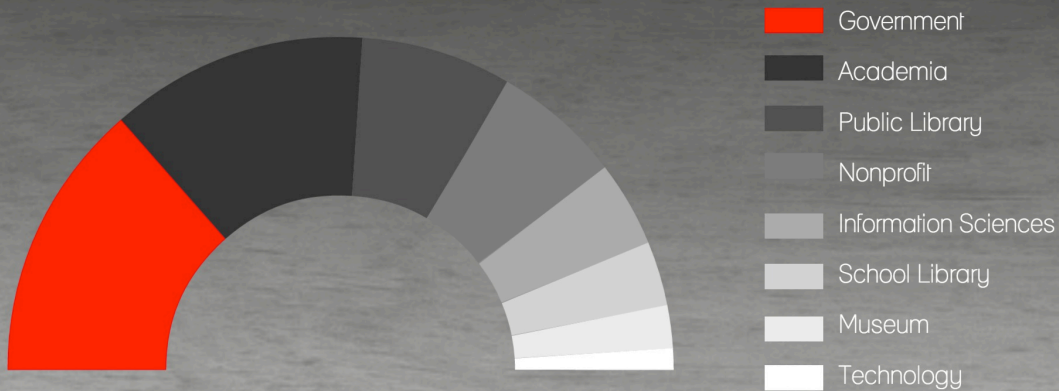
26%

Total Employed

93%

\*Placement rates were calculated within one year of graduation

## Industries



An employer within each industry:





# 2013-2014 MLS Job Placement Report

In April 2015 the MLS Program emailed a job placement survey to all students who graduated in December 2013, May 2014, and August 2014. A total of 162 alumni were emailed. Of those contacted, 47 responded for a response rate of 29%. Below are the responses to key questions from the survey.

Overall, 74% of respondents indicated that were employed, (full or part-time) within one year of graduation.

## Demographic Information

### When did you graduate from the MLS Program?

Answered question: 46 Skipped question: 1

Answer Options	Response Percent	Response Count
Fall 2013	26.09%	12
Spring 2014	41.30%	19
Summer 2014	32.61%	15

### What was your specialization in the MLS Program?

Answered question: 46 Skipped question: 1

Answer Options	Response Percent	Response Count
Archives, Records, and Information Management	21.74%	10
Curation and Management of Digital Assets	4.35%	2
eGovernment / Government Information Management and Services	4.35%	2
Information and Diverse Populations	8.70%	4
School Library	8.70%	4
No Specialization / Individualized Program Plan	52.17%	24



# 2013-2014 MLS Job Placement Report

## Employment Status

The responses were indicative of the current economic climate and an increase in part-time positions in public libraries.

### What best describes your post-graduation status? (Select all that apply)

Answered question: 46 Skipped question: 1

Answer Options	Response Percent	Response Count
Accepted full-time employment	63.04%	29
Actively seeking employment	17.39%	8
Accepted part-time employment	10.87%	5
Post-graduation internship	0.0%	0
Deciding among multiple offers	0.0%	0
Not actively seeking employment	4.35%	2
Attending school full time	4.35%	2
Attending school part time	0.0%	0
Starting own business	0.0%	0

- Of those actively seeking employment:
  - 0% (0) had “Accepted full-time employment”
  - 0% (0) had “Accepted part-time employment”



# 2013-2014 MLS Job Placement Report

## What is your current salary?

Answered question: 41 Skipped question: 6

Answer Options	Response Percent	Response Count
Less than \$10,000	9.76%	4
\$10,001 to \$14,999	2.44%	1
\$15,000 to \$24,999	4.88%	2
\$25,000 to \$34,999	2.44%	1
\$35,000 to \$49,999	43.90%	18
\$50,000 to \$59,999	21.95%	9
\$60,000 to \$69,999	7.32%	3
\$70,000 to \$100,000	2.44%	1
More than \$100,000	0.0%	0
Rather Not Say	4.88%	2
Total Responses		41

The national average for “Librarians, curators, archivists” is \$47,750/year.<sup>1</sup>

<sup>1</sup> Bureau of Labor and Statistics. (May 2013). *Occupational Employment and Wages*. Retrieved from: <http://www.bls.gov/news.release/pdf/ocwage.pdf>



# 2013-2014 MLS Job Placement Report

## What industry are you working in? (Select all that apply)

Answer Options	Response Percent	Response Count
School Library	9.52 %	4
Public Library	19.05%	8
Academia/Higher Education	38.1%	16
Information Sciences	4.76%	2
Government	14.29%	6
Technology	4.76%	2
Startup	0.0%	0
Nonprofit	14.29%	6
Museum	7.14%	3
Healthcare	0.0%	0
Business	0.0%	0
Consulting	4.76%	2
Other (please specify):	N/A	14

### Other responses:

- Cultural Resource Management
- Unemployed
- Volunteer
- Unemployed
- Public Library
- Academic Library at a For-Profit University
- Contractor
- Science Archive
- Think Tank
- Historical Society
- School Archives
- Finance
- Private Education (Admissions)
- Research Library





# 2013-2014 MLS Job Placement Report

## Who is your current employer?

Answered question: 41

Skipped question: 6

University of the Sciences
University of Maryland
R. Christopher Goodwin & Associates
Montgomery County Public Libraries
Montgomery County Public Schools
University of Maryland Libraries
Historical Society
Pharmaceutical Association
MCPS
Prince George's County Memorial Library System
Frederick County Public Libraries
Fairfax County Public Library
Strayer University
Cadence Group, for NASA Goddard
National Library of Medicine
Goldey-Beacom College
US Virgin Islands Government, Department of Planning and Natural Resources
Space Telescope Science Institute
Smithsonian Institution, Hirshhorn Museum and Sculpture Garden

Contractor for PubMed Central NCBI/NLM/NIH
Carnegie Endowment for International Peace
Piedmont Virginia Community College
Frederick County Public Libraries
Johns Hopkins University
University of Maryland, Baltimore Health Sciences and Human Services Library
Anne Arundel County Public Schools
Howatd County Historical Society
Gilman School
International Monetary Fund
National Guard Educational Foundation
Mercy High School, Baltimore MD
Enoch Pratt Free Library
American Heritage Center, University of Wyoming
Carroll County Public Libraries
Law School Library
Folger Shakespeare Library



# 2013-2014 MLS Job Placement Report

## What is your current position title?

Answered question: 41      Skipped question: 6

Reference & Emerging Technologies Librarian
Faculty Assistant
Remote Sensing Specialist/Archeologist
Librarian I
Media Specialist
Preservation Assessment Coordinator
Volunteer Coordinator
Sr. Marketing Coordinator
Media Specialist
Clerical Aide
Grants Coordinator
Librarian I (Information Services)
Learning Resource Center Manager & Capture Administrator
Metadata Librarian
Librarian (Web Content Manager)
Librarian
Faculty Research Assistant

Senior Software Engineer
Digital Asset Manager
Online Content Specialist/Journal Manager
Library Assistant
Part-Time Reference/Instruction Library Specialist
Program Coordinator
Research, Education & Outreach Librarian
Media Specialist
Volunteer Coordinator Researcher In-House Genealogist
Archivist
Digital Archivist
Systems Librarian
Archivist/Museum Specialist
Director of Admissions
Assistant Archivist
Preservation Assessment Coordinator
Branch Manager
Electronic Resources Librarian
Cataloger



# 2013-2014 MLS Job Placement Report

## In what city and state do you currently work?

Answered question: 41 Skipped question: 6

- 5 - Washington, D.C.
- 7 - Baltimore, MD
- 5 - College Park, MD
- 3 - Frederick, MD
- 3 - Bethesda, MD
- 2 - Silver Spring, MD
- 2 - Ellicott City, MD
- 1 - Philadelphia, PA
- 1 - Olney, MD
- 1 - Bladensburg, MD
- 1 - Annandale, VA
- 1 - Ashburn, VA
- 1 - Greenbelt, MD
- 1 - Wilmington, DE
- 1 - Christiansted, VI
- 1 - Charlottesville, VA
- 1 - Laramie, WY
- 1 - Hampstead, MD
- 1 - Virginia

## What do you see as the most valuable skills for your job? (Select all that apply)

Answered question: 36 Skipped question: 11

Answer Options	Response Percent	Response Count
Flexibility	71.43%	25
Communication Skills	69.44%	25
Collaboration/Teamwork Skills	48.57%	17
Research	31.43%	11
Interpersonal Skills	69.44%	25
Project Management	41.67%	15
Initiative	61.11%	22
Technical	47.22%	17
Analytical/Problem Solving	69.44%	25
Critical Thinking	48.57%	17
Creativity	41.67%	15
Leadership	31.43%	11
Entrepreneurial Skills	14.29%	5
Other (please specify)		4

### Other Responses:

- Cataloging
- Grant Writing
- Education and Instruction
- Programming



# 2013-2014 MLS Job Placement Report

## How satisfied are you with the job preparation you received during your graduate studies?

Answered question: 41

Skipped question: 1

Answer Options	Response Percent	Response Count
Completely Satisfied	17.07%	7
Somewhat Satisfied	41.46%	17
Neither Satisfied or Dissatisfied	14.63%	6
Somewhat Dissatisfied	19.51%	8
Completely Dissatisfied	7.32%	3

59% of respondents were somewhat or completely satisfied with the job preparation. 41% were neutral, somewhat dissatisfied, or completely dissatisfied. We see this as an indication of the need for more programming and job preparation resources for students.

## What skills do you wish you had developed further during your graduate studies?

Answered question: 30

Skipped question: 17

1. Research, statistics, database management, cost management, programming.
2. Cataloging; coding/scripting languages
3. Social media, how to successfully run library programs
4. Too many to remember and list
5. Technology skills: hardware, applications (promethean, etc)
6. The ability to pay attention
7. Taken more cataloging and archival classes
8. More on measuring outcomes, the logic model for project planning/management, strategic planning, hands-on with makerspaces, doing library research with IRB
9. Analytics, web development, programming
10. I would have benefitted greatly from more in-depth instruction on cataloguing
11. Computer skills
12. More hands-on computer skills. Photo Archives skills. Writing/Research/Resume help.
13. Digital archiving.
14. Digital Humanities
15. Skills in dealing with difficult/problematic patrons, more in-depth reference skills beyond just one required class, class on successful programming
16. Reference and research work
17. I wish I had some hands on practice in cataloging and adding holdings to the system during my internship.



## 2013-2014 MLS Job Placement Report

### What skills do you wish you had developed further during your graduate studies? (cont...)

18. The specifics of running a school library – processing books, deeper overview of the Dewey Decimal system, ordering books and materials
19. I wish I had more course work on reference, collection development, web design, and project management
20. Archival training and digital skills which were not offered to the online class
21. Project management
22. More practical technical skills and coverage of metadata standards (CSS, Java, etc.). I feel like, while we had an overview, we didn't get in-depth enough practice.
23. I wish I had had the time to take the formal project management course.
24. I wish I had more knowledge of Records Management, which I was unable to gain as a generalized MLS degree student.
25. Collection development, research and data analysis, library marketing/communications, management and administration
26. Cataloging and reference were the big skills that I had to work on post-graduation
27. Practical programming, metadata creation, and curation skills – actual use of programs and systems, not just theory and learning *about* them
28. Outside the Box-Emerging Library Services (examining what public library systems across the nation are doing that are out of the box services...passport application acceptance, meal services for needed populations, veterans services, etc..)
29. Technical skills such as XML transformation, basic programming for library applications



## 2013-2014 MLS Job Placement Report

### What programs/events/courses would you have like to see the MLS Program offer to help you find post-graduation employment?

Answered question: 22

Skipped question: 25

1. Resume writing assistance. Webinar on how to translate the MLS degree to non-library positions.
2. The ALA@UMD interview practice and resume review workshop was the most helpful
3. Virtual events to meet employers or virtual help with job hunting
4. "Tell everybody that I need a library job."
5. Job search workshops, networking events with alumni in libraries
6. Interview preparation, writing resumes and cv
7. Front end web development (LBSC790 taught antiquated skills), data analysis, web analytics, programming foundations (not for MIM, they're already more advanced than MLS students), courses on big data and data visualization.
8. More networking with potential employers
9. How to interview for an academic library position. The all-day interview is quite a different animal.
10. I would have liked to have some guest speakers from Anne Arundel County
11. School library job fairs
12. Networking events and skills-based workshops based on a particular skill or technology
13. More relevant training to modern applications
14. Resume reviews from industry professionals. I rarely received interviews or feedback from places I submitted my resume. While I am currently employed, my job does not accurately reflect my training in the Archives concentration. I took it primarily because it paid well, and I needed a job. I rarely got any responses back from the Archives jobs I applied for, and it would have been helpful to have some job placement services offered so I could maybe get some insight into what, if anything, my resume and cover letters were missing.
15. I already had a line on a position through networking during the program. I think networking opportunities throughout the graduate program are probably the best way to make the transition as painless as possible into the working world.
16. More resources for online students, including help with placement in field study, more online/remote field study options for professionals who work full time, more business/economics/data analysis courses for those interested in administration.
17. I would like to see the Career Center take an active interest in helping ischool alumni find employment. More support from the university in writing resume/CV/cover letters would have helped a lot.



# 2013-2014 Job Placement Data

Is your work related to your MLS degree?



Related (79%) Unrelated (21%)

Most valuable skills learned in our MLS Program



## Placement Rates\*

Full - Time

63%

Part - Time

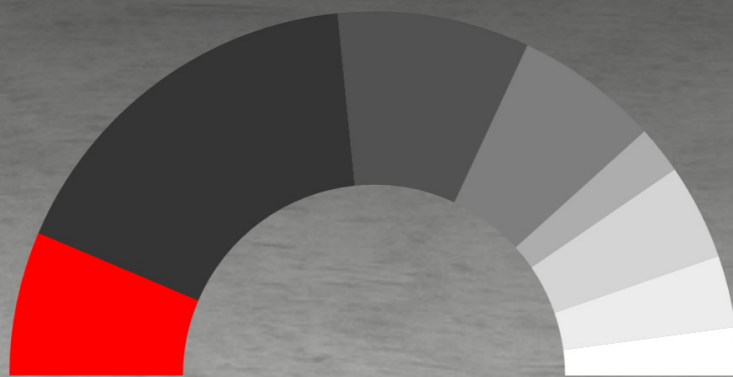
11%

Total Employed

74%

\*Placement rates were calculated within one year of graduation

## Industries



- Government
- Academia
- Public Library
- Nonprofit
- Information Sciences
- School Library
- Museum
- Technology

- US Sende
- U. of Maryland
- Frederick County Public Libraries
- American Library Association
- Alexander Street Press
- Montgomery County Public Schools
- Maryland Historical Society
- Cadence Group, Inc.



# 2014-2015 iSchool Job Placement Report

In April 2016 the MLS Program emailed a job placement survey to all students who graduated in December 2014, May 2015, and August 2015. A total of 199 alumni were emailed. Of those contacted, 95 responded for a response rate of 48%. An 80% completion rate left 79 complete surveys. Below are the responses to key questions from the survey.

Overall, 90% of respondents indicated that were employed, (full or part-time) within one year of graduation.

## Demographic Information

### When did you graduate from the MLS Program?

Answered question: 79 Skipped question: 0

Answer Options	Response Percent	Response Count
Fall 2012	1%	1
Spring 2014	1%	1
Summer 2014	1%	1
Fall 2014	10%	8
Spring 2015	48%	38
Summer 2015	34%	27
Fall 2015	4%	3

### What was your specialization in the MLS Program?

Answered question: 79 Skipped question: 0

Answer Options	Response Percent	Response Count
No Specialization / Individualized Program Plan	48%	38
Curation and Management of Digital Assets	19%	15
Archives, Records, and Information Management	16%	13
eGovernment	11%	9
School Library	4%	3
Information and Diverse Populations	3%	2
Archives and Digital Curation	1%	1
Diversity and Inclusion	1%	1





# 2014-2015 iSchool Job Placement Report

## Employment Status

The responses were indicative of the current economic climate and an increase in part-time positions in public libraries.

### What best describes your post-graduation status? (Select all that apply)

Answered question: 86 Skipped question: 0

Answer Options	Response Percent	Response Count
Accepted full-time employment	86%	74
Actively seeking employment	7%	6
Accepted part-time employment	4%	3
Post-graduation internship	0%	0
Deciding among multiple offers	1%	1
Not actively seeking employment	2%	2
Attending school full time	0%	0
Attending school part time	0%	0
Starting own business	0%	0

- Of those who accepted part-time employment:
  - 33.33% (1) were “Seeking part-time employment”
  - 66.67% (2) were “Unable to find full-time employment”



# 2014-2015 iSchool Job Placement Report

## What is your current salary?

Answered question: 78 Skipped question: 0

Answer Options	Response Percent	Response Count
Less than \$10,000	0%	0
\$10,001 to \$14,999	1%	1
\$15,000 to \$24,999	1%	1
\$25,000 to \$34,999	6%	5
\$35,000 to \$49,999	41%	32
\$50,000 to \$59,999	27%	21
\$60,000 to \$69,999	8%	6
\$70,000 to \$100,000	13%	10
More than \$100,000	1%	1
Rather Not Say	1%	1
Total Responses		78

The national average for librarians is \$58,930/year.<sup>1</sup>

The national average for archivists is \$53,880/year.<sup>2</sup>

The national average for curators is \$56,990/year.<sup>3</sup>

<sup>1</sup> Bureau of Labor Statistics. (May 2015). *Occupational Employment and Wages*. Retrieved from: <http://www.bls.gov/oes/current/oes254021.htm>

<sup>2</sup> Bureau of Labor Statistics. (May 2015). *Occupational Employment and Wages*. Retrieved from: <http://www.bls.gov/oes/current/oes254011.htm>

<sup>3</sup> Bureau of Labor Statistics. (May 2015). *Occupational Employment and Wages*. Retrieved from: <http://www.bls.gov/oes/current/oes254012.htm>



# 2014-2015 iSchool Job Placement Report

## What industry are you working in? (Select all that apply)

Answer Options	Response Percent	Response Count
Government	25%	21
Academia / Higher Education	24%	20
Public Library	17%	14
Archives	16%	13
Other (please specify)	14%	12
Technology	12%	10
Information Sciences	7%	6
Museum	7%	6
Nonprofit	7%	6
School Library	6%	5
Healthcare	2%	2
Business	1%	1
Consulting	1%	1
Finance	1%	1
Startup	1%	1

### Other responses:

- Trade association
- Legal
- Law firm librarian
- Manufacturing Workforce Education
- Records Management
- Research database/software company
- Law Firm Library
- Government
- Education
- Law Firm Library
- Railways



# 2014-2015 iSchool Job Placement Report

## Who is your current employer?

Answered question: 78

Skipped question: 0

DC Public Library
Indian Creek Upper School
Quatrefoil Associates
NOAA Central Library
National Baseball Hall of Fame & Museum
University of Maryland
AMT
Rutgers University
Troutman Sanders LLP
National Archives & Records Administration
NIMS
George Mason University
ProQuest
Computer History Museum
Salisbury University
International Baccalaureate
ICF International
Robert H. Smith School of Business
LAC Group @ Library of Congress
Freer & Sackler Gallery Archives, SI
NCSU
National Anthropological Archives, SI
Baltimore County Public Library
Miles and Stockbridge
Frederick County Public Libraries
National Archives & Records Administration
Prince William County Public Libraries
Code It Here
Kansas State University Libraries
UMD Libraries
National Institutes of Health
UMUC
UMD iSchool

University of Baltimore, Langsdale
US Sentencing Commission
Washington County Public Schools
National Park Service
Enoch Pratt Free Library
Worcester Public Library
Department of Justice
National Library of Medicine
Baltimore City Public Schools
Covington & Burling LLP
Harford County Public Library
Harford County Public Schools
The White House Historical Association
VMware
Curiosity Media
NOAA
Wi-Tronix LLC
Anne Arundel Public Library
Sidwell Friends School
Alarm.com
University of Louisville
Charles County Public Library
JFK Presidential Library
Ocean City Free Public Library
Capital One
RapidAdvance
UMD Baltimore's Health Sciences & Human Services Library
John Hopkins SAIS
Catholic University of America
Maryland State Department of Education



# 2014-2015 iSchool Job Placement Report

## What is your current position title?

Answered question: 78      Skipped question: 0

Library Associate
Head Librarian
Receptionist/Asset Researcher and Manager
Government Documents Librarian
Cataloger
Photo Archives Librarian
Librarian I
Data Management Specialist
Assistant Archivist
Paralegal
Law Librarian
Archives Specialist
Program Coordinator
University Records Manager
Acquisitions Specialist II
AV & Digital Processing Archivist
Systems Analyst
ILL Borrowing Specialist
Digital Library Services Manager
Librarian/Analyst
Manager, Academic Scheduling
Inventory Specialist
Metadata Librarian
Archives Technician / Cataloger
NCSU Libraries Fellow
Contract Processing Archivist
Librarian II
Collections Coordinator
Developer / Educational Coordinator
Undergraduate Experience Librarian
Assistant Professor
Grants Compliance Analyst
Library Associate for Reference and Instruction

Communications Coordinator
Reference and Instruction Librarian
Info / Records Management Technician
School Library Media Specialist
Environmental Protection Specialist
Manager
Intelligence Analyst
Associate Fellow
Teacher
Research & Online Resources Librarian
Materials Specialist
Media Specialist
Metadata Description Author
Associate Software Engineer
Software Engineer
Data Manager
Data Content Manager
Business Analyst
Upper School Library Assistant
Quality Engineer
Diversity Residency Librarian
Journal Manager
Public Service Librarian
Public Administrative Assistant
National Digital Stewardship Resident
Adult Programming Librarian
Photo Archives Assistant
UI Developer
Disposal Specialist
Data Warehouse Analyst
Visual Services Coordinator
Reserves Coordinator
Web Application Librarian
LSTA Grants Coordinator



# 2014-2015 iSchool Job Placement Report

## In what city and state do you currently work?

Answered question: 77 Skipped question: 1

- |                       |                       |
|-----------------------|-----------------------|
| 15 - Washington, D.C. | 1 – Mountain View, CA |
| 8 – Baltimore, MD     | 1 – Salisbury, MD     |
| 7 – College Park, MD  | 1 – Beltsville, MD    |
| 7 – Bethesda, MD      | 1 – Raleigh, NC       |
| 3 – Silver Spring, MD | 1 – Lansdowne, MD     |
| 2 – Atlanta, GA       | 1 – Frederick, MD     |
| 2 – Fairfax, VA       | 1 – Manassas, VA      |
| 2 – McLean, VA        | 1 – Denver, CO        |
| 2 – Suitland, MD      | 1 – Worcester, MA     |
| 2 – Cooperstown, NY   | 1 – Rockville, MD     |
| 1 – Manhattan, KS     | 1 – Bolingbrook, IL   |
| 1 – Largo, MD         | 1 – Annapolis, MD     |
| 1 – Hancock, MD       | 1 – Annapolis, MD     |
| 1 – Belcamp, MD       | 1 – Louisville, KY    |
| 1 – Bel Air, MD       | 1 – Waldorf, MD       |
| 1 – Arlington, VA     | 1 – Boston, MA        |
| 1 – Crownsville, MD   | 1 – Ocean City, NJ    |
| 1 – Laurel, MD        | 1 – Tysons Corner, VA |
| 1 – Gaithersburg, MD  | 1 – New Brunswick, NJ |



# 2014-2015 iSchool Job Placement Report

## What do you see as the most important skills for your job? (Select all that apply)

Answered question: 76

Skipped question: 2

Answer Options	Response Percent	Response Count
Communication	84%	64
Interpersonal Skills	83%	63
Technical Skills	78%	59
Initiative	75%	57
Collaboration / Teamwork	73%	55
Critical Thinking	72%	55
Analytical / Problem Solving	71%	54
Flexibility	71%	54
Project Management	61%	46
Research	59%	45
Leadership Skills	59%	45
Creativity	54%	41
Reference	53%	40
Social Media	39%	30
Cataloging / Metadata	38%	29
Web Design / Development	38%	29
Collection Development	37%	28
Marketing Outreach	34%	26
Programming / Coding	30%	23
Entrepreneurial Skills	24%	18

## How satisfied are you with the job preparation you received during your graduate studies?

Answered question: 76

Skipped question: 2

Answer Options	Response Percent	Response Count
Completely Satisfied	17%	13
Somewhat Satisfied	51%	39
Neither Satisfied or Dissatisfied	12%	9
Somewhat Dissatisfied	17%	13
Completely Dissatisfied	3%	2



# 2014-2015 iSchool Job Placement Report

68% of respondents were somewhat or completely satisfied with the job preparation. 32% were neutral, somewhat dissatisfied, or completely dissatisfied. This represents an improvement over last year's report (59% satisfied, 41% neutral or dissatisfied).

## What skills do you wish you had developed further during your graduate studies?

Answered question: 57

Skipped question: 19

1. More practical skills for public librarians – outreach, programming, marketing, etc.
2. More opportunities to develop my resume and practice interviewing for school library jobs.
3. Practical skills such as cataloging systems, collection development, references services.
4. More diverse knowledge and mastery of the various metadata standards.
5. Project management, instruction, and collection development.
6. Digital preservation & archives principles.
7. Practical application of theories and opportunities to work on larger projects in class (for resume building).
8. Cataloging.
9. Coding skills, SQL.
10. Marketing / PR skills and knowledge
11. Management related training, as well as focus on IT / Security in records management
12. The business side of running anything – a corporation, a library, a museum, etc.
13. More technical skills: Command line, specific softwares, more case studies.
14. More practical skills – software use, cataloging, etc.
15. Collection development and ILL / Consortium
16. Usability testing. Designing and delivering an actual user needs survey and designing or revising a service in response. More experience with digital tools. Organization of information.
17. I wish we were required to do the field study earlier, rather than as a kind of capstone project.
18. Hard skills – OCLC codes, more direct experience with major cataloging systems.
19. Marketing and outreach.
20. Technical skills, especially in terms of coding and other computer applications.
21. More analytical and more inclined towards computer science.
22. More deep knowledge about algorithms.
23. More in depth data analysis courses for this specialization.
24. Project management and web development.
25. More analysis, visualization skills.
26. Marketing
27. Modern programming concepts and information architecture knowledge.
28. More tech skills (e.g. archival basics, database design, photoshop, website building, library history, book history, library trends)



# 2014-2015 iSchool Job Placement Report

29. Working with archival processing and databases
30. Technical skills such as metadata expertise, various content management systems experience, digital curation software experience

## What skills do you wish you had developed further during your graduate studies? (cont...)

31. In depth technical skills – I had to get metadata skills on my own and that is one skill everyone asks about during interviews. More policy writing.
32. Practical skills such as MARC21, how to use relevant systems such as ILS, Archivist Toolkit
33. Real on-the-job work skills in archiving: specifically processing, cataloging, etc.
34. Cataloging / metadata skills as well as programming skills.
35. Organizational / operational skills.
36. More experience with coding and building databases.
37. Interview skills.
38. More info about resume creation, interviewing, and finding jobs to apply for.
39. More classes that were student services focused.
40. Stronger technical skills in areas such as metadata schema, ArchiveSpace, EAD, HTML, and linked data.
41. Reference, the process of writing / publishing academic papers.
42. Professional writing (grant applications, writing for blogs or social media, etc).
43. Lesson planning
44. Teaching, classroom management, best practices for engaging students, content of the lessons we are teaching students.
45. Web development, drupal: one step further into hard web skills.
46. Collection development and cataloging.
47. Grant writing.
48. Hands-on library experience – really working with patrons. iSchool should teach what it is “really” like working in a library.
49. More information on how MLS studies, particularly in the e-government field, can be applied to more than just standard librarian-type government jobs.
50. Visualization and data management planning
51. Systems work, more technical skills. How systems are implemented, basic programming.
52. Reference skills, library programming skills, cataloging courses.
53. Technical skills.
54. Data visualization and web design.
55. More analytical and big data courses.
56. More applied skills; more qualitative / quantitative assessment skills.
57. More technical skills; web development, coding, metadata.



# 2014-2015 Job Placement Data

Is your work related to your MLS degree?



Related (82%) Unrelated (18%)

Most valuable skills learned in our MLS Program



## Placement Rates\*



86%



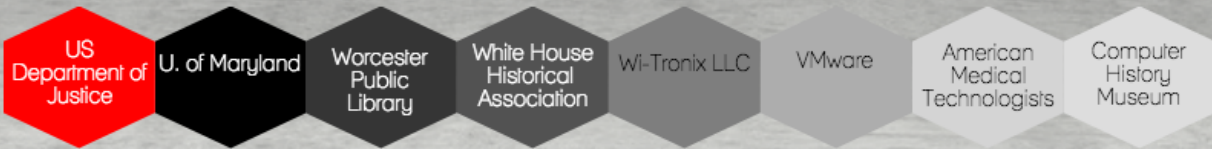
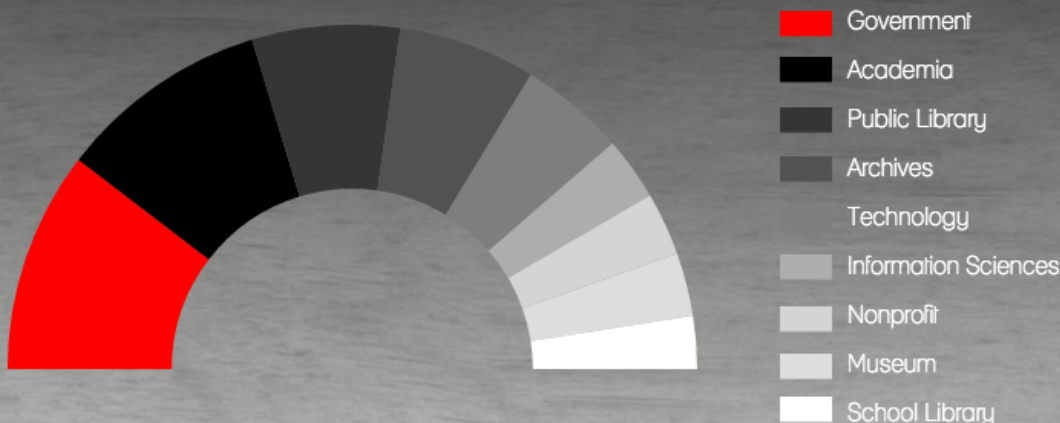
4%



90%

\*Placement rates were calculated within one year of graduation

## Industries



powered by



## MLS Current Student Survey Report 2014

In November and December 2014, current students were invited to complete a survey designed to assess student satisfaction in a number of areas. Out of the 264 current MLS students, 138 responded to the survey. Half of those who responded began the program in 2013, 34% began in 2014, 14% in 2012, and the remaining 2% in 2011. The majority of respondents consider themselves in-person students (52%), 28% online students, and 20% reported taking both online and in-person courses. Respondents from all specializations were represented with the largest group Individualized Program Plan (42%). Remaining specializations are represented as follows: 22% Archives, 15% Digital Curation, 10% eGov, 5% IDP, 4% School Library. Seven percent of participants were from the HiLS program.

The following subjects were addressed in the survey:

- Course Offerings
- Degree Requirements
- Communication
- Programming & Events
  - Re-Envisioning the MLS
  - Field Study Information Session
  - Internship & Networking Fair

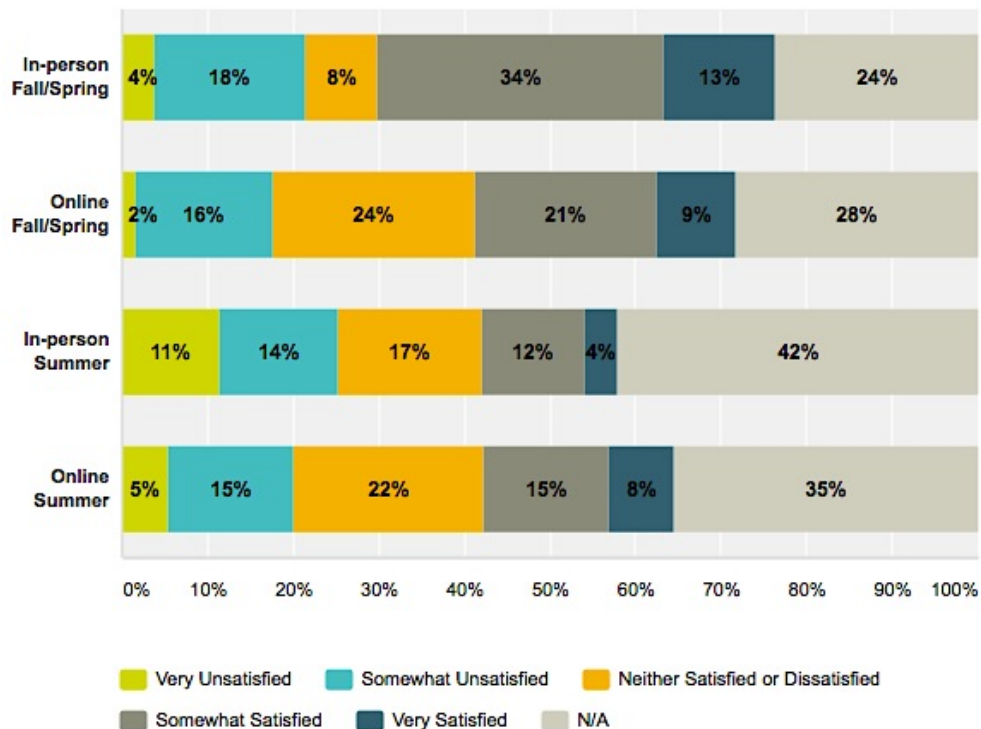
Major findings in each area are highlighted in this report. The survey questions can be found in at the end of this report.

### Course Offerings

Participants were asked to rank their satisfaction with the variety of courses offered in-person or online in fall/spring or summer. The following chart shows the range of

#### Overall, how satisfied are you with the variety of courses offered:

Answered: 131 Skipped: 7



## MLS Current Student Survey Report 2014

responses.

Follow-up questions asked respondents to explain the reason(s) for their satisfaction or dissatisfaction. The most frequently cited reason for dissatisfaction was the number of electives offered, especially over the summer. A request for more online electives was also common. Last-minute changes in what courses will be offered was another reason given for dissatisfaction. Additionally, a few students mentioned a desire to see a stronger focus on technical skills. See selected student comments below.

- *“Very few options for summer electives, and the summertime is really crucial for p/t students.”*
- *“I wish there were more specialization (elective) courses available for fully online students.”*
- *“I (and others) just feel as if we have not been taught some seemingly essential librarian skills. (More skills, less theory is also a refrain I am sure you have heard.)”*
- *“I do not have unsatisfied marked, but I would have like to have more technical learning than theoretical learning.”*
- *“Courses offerings are not finalized until very late, and often differ from what had been previously announced, making it difficult to plan what courses I take and when to take them.”*

Commonly mentioned reasons for satisfaction include the increase in online courses, increased flexibility, and the quality of the courses offered. Sample student feedback is included.

- *“I’ve really appreciated the increased variety of online courses in the last few semesters.”*
- *“In the past couple semesters, the online options for regular MLS students have expanded. I hope this trend continues.”*
- *“There have been more online classes available to all students and I like being able to take a mix of in person and online, especially because I work.”*
- *“My schedule is extremely tight (I work full time), and so far I’ve been able to find classes I wanted to take- whether on line or in person - every semester.”*
- *“I like the courses I have taken so far. I think there is a variety among subject area and I have learned a lot! I just wish there were more electives to choose from.”*
- *“I have really enjoyed and been impressed with the faculty in the MLS program overall. I have also been impressed with the projects and variety of assignments given. And with the attempts to endeavor to start new specialties badly needed in the field such as digital curation.”*

## MLS Current Student Survey Report 2014

### Two Year Course Plan

The majority (75%) of respondents stated that they have used the 2-Year Course Plan when planning their schedules, and 88% reported that they found the plan to be either Very or Somewhat Helpful. Students did express frustration that it is not always an accurate reflection of the courses that will be offered in a given semester.

- *"It is extremely useful. I wish it was slightly more accurate, but I understand that things change. Class descriptions, rather than just class titles, would be useful too."*
- *"Love it, makes things simple "*
- *"It's a decent guideline and helpful to see patterns in when classes are expected to run, but I would never take any of it to heart because it changes so much when the time comes to register for classes. Relying on it too much would mean a lot of disappointment!"*
- *"It is very unreliable. I would prefer either having a definite two-year course plan or no course plan at all."*

Despite the high use reported, there seems to be significant confusion about the 2-year course plan. When asked why they did not use the 2-year course plan, student comments reveal that many people thought they were answering questions about the sample programs of study. Many respondents stated that they did not use the 2-year course plan because they were part-time students or that they were doing the Individualized Program Plan. Since the 2-year course plan is relevant to all students who are not in a cohort, these answers may reflect confusion on the part of many respondents and may indicate a need to clarify language.

# MLS Current Student Survey Report 2014

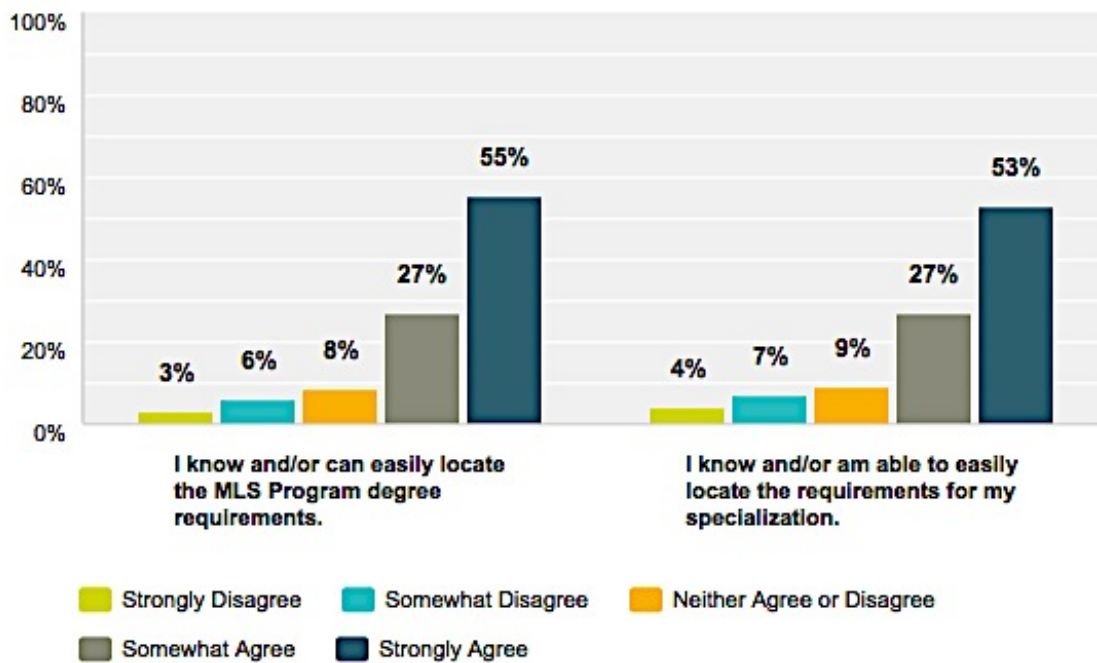
## Degree Requirements

When asked to rank how easily they were able to locate program and specialization requirements, the majority of students stated that they could do so easily. However, many students expressed concern over how rapidly requirements have been changing over the past few years.

- *“Locating the requirements isn’t really the issue. Understanding them, especially when they change every year, is the real issue.”*
- *“The offerings of courses and program in its entirety is changing far too frequently and it is extremely frustrating from the student perspective. What will my degree even mean in 5 years when the program has changed so much that I need to qualify when I attended?”*
- *“Since archives and digital curation merged, it is difficult to find what is required of me - in the program I applied to be in, am in, and would like to complete here.”*

## Please rate how strongly you agree with the following statements:

Answered: 131 Skipped: 7



## Communication

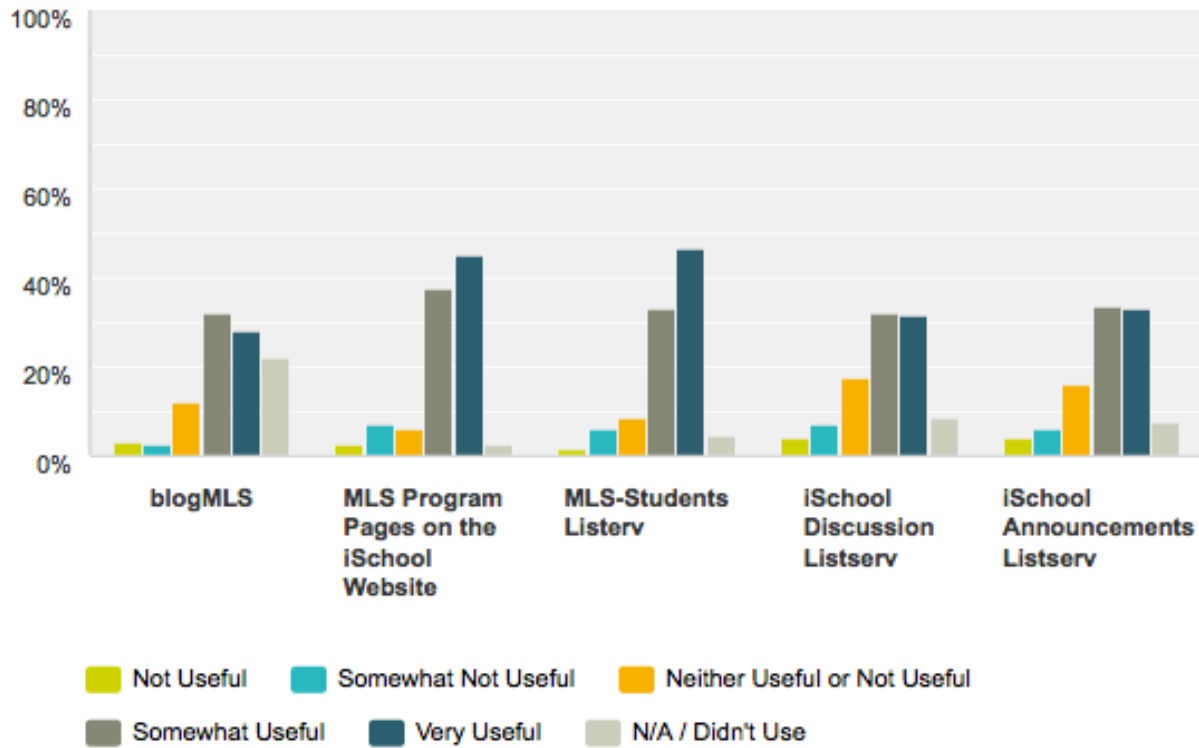
Respondents were asked to rank their satisfaction with the following methods of communication; blogMLS, MLS program pages on the iSchool website, and the three listservs used by the program. The MLS-Students Listserv was considered the most useful, followed by the MLS program pages on the iSchool website. The rankings can be seen here:

## MLS Current Student Survey Report 2014

Students who designated any of the methods as “unhelpful” or “somewhat unhelpful” were asked to explain. The most common complaint was an oversaturation of emails.

### Please rate how useful these forms of communication have been to you as a student:

Answered: 131 Skipped: 7



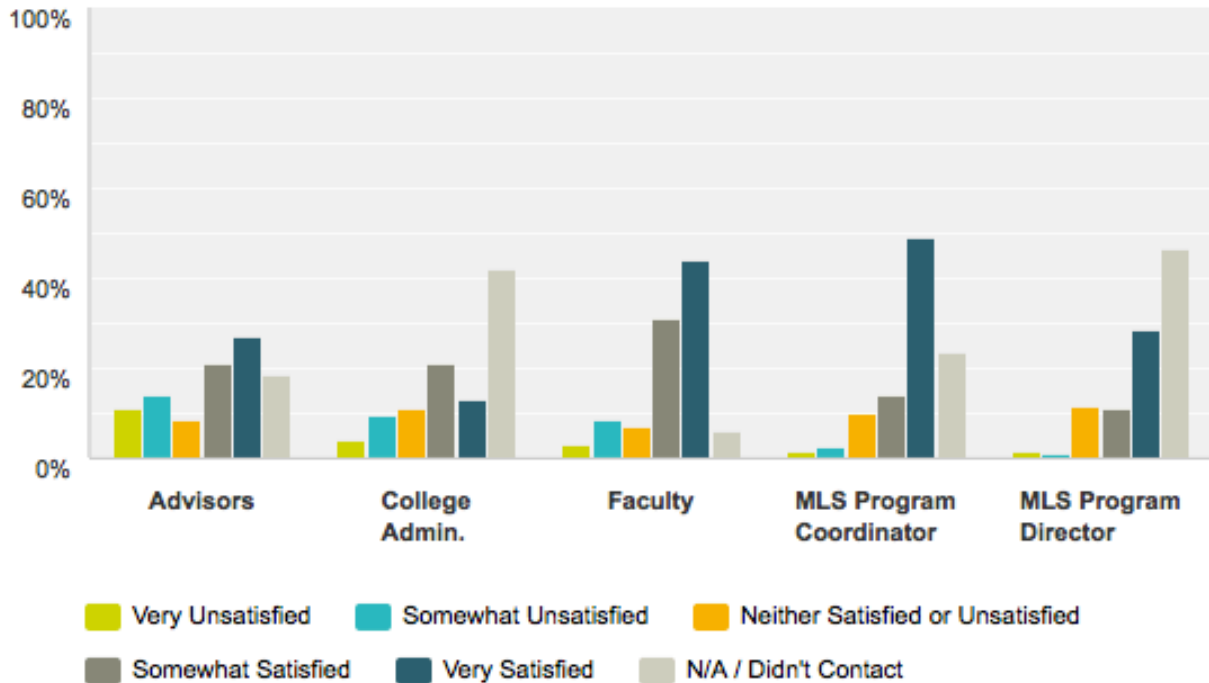
- *“While I find the listservs helpful, there is a lot of cross-posting, which creates a huge volume of mail to sift through before I can find relevant information.”*
- *“The listservs are helpful, I receive all of the emails, but they can be excessive at times. I think it could be more helpful to have program-specific listservs, so instead of receiving emails about MIM or HCIL (great programs but not relevant to me), I would receive emails about archives and libraries.”*
- *“Like everyone, I complain that there are too many emails but -- realistically -- it is the best way to receive important information.”*



## MLS Current Student Survey Report 2014

### Please rate the following on their ability to address your questions/concerns:

Answered: 129 Skipped: 9



Students were also asked to rank the following on their ability to address questions and concerns: Advisors, College Administration, Faculty, MLS Program Coordinator, and MLS Program Director. The highest satisfaction was reported for the Faculty and Program Coordinator. Students were asked to explain why they were “somewhat” or “very unsatisfied” with their ability to answer questions. Many student comments expressed frustration with specific instructors and difficulty navigating the communication systems in the college.

- *“I wish I had more opportunities to interact with these individuals.”*
- *“It would be nice to have more of a proactive advisory system set up for online students, as it is a very isolating experience. That said, by making an effort online students can (and do) get advisory assistance.”*
- *“I find that faculty members do not know a lot about MLS degree requirements (which isn't their job to know, but more familiarity would be helpful) In the past advisors have not returned emails/phone calls, or have not had answers to questions about the HiLS program, field study.”*



## MLS Current Student Survey Report 2014

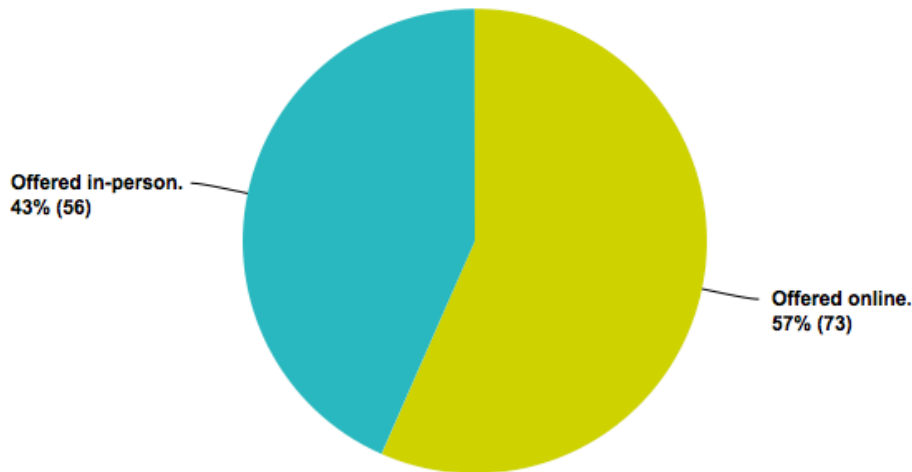
- *"I said "somewhat satisfied" for faculty because for the most part they have been great, but a few have been tough to deal with. Overall I am happy though, and think the faculty here are great."*

### Programming & Events

Students report a slightly stronger interest in attending online events versus in-person events hosted by the MLS Program, as indicated in the chart below.

#### I am more likely to attend an event that is:

Answered: 129 Skipped: 9



### Re-envisioning Sessions

Between 85% and 88% of students reported not attending or not planning to attend each Re-Envisioning the MLS event. The most common reason for not attending was that the events were not held at a convenient time (80%) or location (32%). Lack of interest was selected by 23%. Many students did express regret in their comments that they were unable to attend these events and a few mentioned appreciating that the sessions were recorded and available online.

- *"I find the iSchool refreshingly progressive in its thinking. The whole idea behind Re-Envisioning the MLS and the changes to Archives and Digital Curation, given our current economy and job market as well as the influence of emerging technologies, demonstrates clear leadership."*

### Field Study Information Session Recording

44% watched the recording of the information session. 8% were unaware of the recording. Many of those who did not commented that they plan to watch it in the future.

## MLS Current Student Survey Report 2014

### Internship & Networking Fair

19% of respondents attended the Internship and Networking Fair. A scheduling conflict was the most common reason listed for not attending the fair. Other common reasons were living too far away or already having an internship. Those who attended the fair were asked what they found most useful and what they would change. The following student comments reflect

- *"It was lovely to meet with representatives from so many kinds of institutions. I actually got an interview from this fair!"*
- *"It always good to see who is interested in us and what is available. It's also good for some of the meek among us to be encouraged to talk to potential employers for practice."*
- *"I was able to speak with a lot of different, interesting institutions, and it was really useful."*
- *"I did not find the fair useful. There were only a handful of organizations present. Very few of which seemed to have any interest in an internship in the same field as my specialization (digital curation). I was also surprised to see a lack of archives present."*

### Final Comments

Students were asked to share any final comments or concerns that were not addressed in the survey. A selection of student feedback is included below.

- *"I wish there was more career guidance, other than the job postings on the blog. I feel unprepared for applying for jobs when I graduate and I don't feel like I know about all of the jobs available to someone with an MLS degree. I also wish there was guidance in attending events like ALA. I would love to go to one, but I would like help with planning and I'm not sure where to start. I would also like to attend talks that are less theoretical; learning about someone's job in the field, a project, or tangible experience would be great."*
- *"As an online student, I'm mostly happy with how things are going. My one comment is that instruction is a bit uneven. It's clear that certain instructors really get it. Great course design, course management, interaction with students. Others could use a bit more coaching/help."*
- *"I wish that there was more oversight of the professionals who are hired to teach classes. So far, 2 out of 10 classes were not worth taking because the quality of the teaching, assignments, general organization of the curriculum was poor."*
- *"As the program explores redefinitions, we should also keep in mind essentials: what do libraries need right now? The skills listed on job notices are not ones overwhelmingly offered by the program. Yes, theory is important and we could get a lot of it here if we so choose. Perhaps we should consider the question as to what percentage this MLS degree should be a skill-based degree or a theory-based degree. A stronger pedagogical component would most likely be useful to future librarians as well."*
- *"I want to commend the entire faculty and staff of the MLS program for their genuine commitment to the students' success. Everyone with whom I've interacted has truly made me feel like my education is a top priority to them personally - something I rarely experienced at my undergraduate school."*

# MLS Current Student Survey Report 2014

## Key Issues

The following key issues emerged from student responses and additional comments.

1. More career development/guidance
2. Better online instruction
3. More skill-based/technical learning
4. Lack of consistency with
  - a. Course offerings (2-year course plan)
  - b. Specialization requirements
5. Oversaturation of communication, specifically too many emails on listservs.

## Action Items

Based on the results of the 2014 Current Study Survey, the following action items are recommend to address the key issues and concerns of MLS students.

- Create more opportunities for students and faculty to interact and develop mentoring relationships
- Streamline communications
- Include more skill-based/technical components in curriculum
- Establish greater consistency in specialization requirements and course offerings
- Provide more training for online instructors

# Appendix A: MLS Current Student Survey - 2014

This survey is designed to gauge student satisfaction the MLS Program. If you have any questions regarding the survey, or anything else, please email us at [MLSProgram@umd.edu](mailto:MLSProgram@umd.edu).

## Demographic Information

### \*1. What year did you begin the MLS Program?

- 2011
- 2012
- 2013
- 2014

Other (please specify)

### \*2. Do you consider yourself an online, in-person, or hybrid (mix of coursework) student?

- Online
- Hybrid (a mix of online and in-person coursework)
- In-person

## Demographic Information

### \*3. Are you part of the dual History and Library Science (HiLS) Program?

- Yes
- No

# MLS Current Student Survey - 2014

## \*4. What is your specialization(s)?

- Archives, Records, and Information Management
- Curation and Management of Digital Assets
- Government Information Management and Services (eGovernment)
- Individualized Program Plan
- Information and Diverse Populations
- School Library
- Other

Other (please specify)

## Demographic Information

### \*5. How many credits will you have completed by the end of the Fall 2014 semester?

**\*\*Please only count credits for your MLS degree**

## Course Offerings

### \*6. Overall, how satisfied are you with the:

	Very Unsatisfied	Somewhat Unsatisfied	Neither Satisfied or Dissatisfied	Somewhat Satisfied	Very Satisfied	N/A
variety of in-person courses offered during the fall and spring semesters?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
variety of online courses offered during the fall and spring semesters?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
variety of in-person courses offered during the summer semesters(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
variety of online courses offered during the summer semester(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## MLS Current Student Survey - 2014

**7. If unsatisfied with any of the above, please indicate the reason(s) for your dissatisfaction:**

**8. If satisfied with any of the above, please indicate the reason(s) for your satisfaction:**

### Course Offerings

**\*9. Have you used the 2-Year Course Plan in planning your schedule?**

- Yes
- No
- I didn't know there was a 2-Year Course Plan.

Additional Comments:

**10. How helpful did you find the 2-Year Course Plan?**

- Very helpful
- Somewhat helpful
- Neither helpful or unhelpful
- Somewhat unhelpful
- Not helpful at all

Additional Comments:

# MLS Current Student Survey - 2014

## 11. Why didn't you use the 2-Year Course Plan?

## Degree Requirements

### \* 12. Please rate how strongly you agree with the following statements:

	Strongly Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Strongly Agree
I know and/or can easily locate the MLS Program degree requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know and/or am able to easily locate the requirements for my specialization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments:

## Communication

### \* 13. Please rate how useful these following forms of communication have been to you as a student:

(1 = Not Useful / 5 = Very Useful)

	Not Useful	Somewhat Not Useful	Neither Useful or Not Useful	Somewhat Useful	Very Useful	N/A / Didn't Use
blogMLS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MLS Program Pages on the iSchool Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MLS-Students Listserv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iSchoolDiscussion Listserv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iSchoolAnnouncements Listserv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# MLS Current Student Survey - 2014

**14. If you found any of these methods "unhelpful" or "somewhat unhelpful," which one(s) and why?**

## Communication

**\*15. Please rate the following on their ability to address your questions/concerns:**

	Very Unsatisfied	Somewhat Unsatisfied	Neither Satisfied or Unsatisfied	Somewhat Satisfied	Very Satisfied	N/A / Didn't Contact
Advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MLS Program Coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MLS Program Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16. If you were "somewhat" or "very" unsatisfied, why?**

## Programming & Events

**\*17. I am more likely to attend an event that is:**

- Offered online.
- Offered in-person.

Additional Comments:

## Re-Envisioning the MLS



# MLS Current Student Survey - 2014

## \*18. Have you attended, or do you plan to attend, any of the following Re-Envisioning the MLS events?

	Yes I attended / I plan to attend	No I did not attend / I do not plan to attend	I wasn't aware of Re-Envisioning events.
10/20/14 Engagement Session: Defining the MLS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11/6/14 Speaker Series: Burn the Libraries; Free the Librarians - Dave Lankes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11/12/14 Engagement Session: Libraries and Archives ARE Information Technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12/9/14 Speaker Series: YX: Youth Learning in a Digital Context - Mike Eisenberg	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 19. If you did not and/or do not plan to attend a "Re-envisioning" session?

- Inconvenient time
- Inconvenient location
- Not interested

Other (please specify)

## Field Study

## \*20. Did you attend or have you watched the recording of the Field Study Information Session?

- Yes
- No
- I wasn't aware of the field study information session.

Additional Comments:

## MLS Current Student Survey - 2014

### \*21. Did you attend the Internship and Networking Fair on October 28?

- Yes
- No
- I wasn't aware of the Internship and Networking Fair

### 22. What did you find useful about the fair? What would you change?

### 23. Why did you not attend the Internship and Networking Fair?

### 24. Do you have any final comments or concerns regarding the MLS Program? Please let us know:

Thank you for taking the time to complete this survey. Your feedback is important to us. If you have any questions regarding this survey or about the MLS Program, please contact us at [MLSPProgram@umd.edu](mailto:MLSPProgram@umd.edu).

## MLS Current Student Survey Report 2016

The 2016 MLS Student Survey received 111 responses. 42% of those who responded began the program in 2015, 37% began in 2014, 6% in 2013, and the remaining 2% in 2012. Respondents were nearly evenly split in considering themselves in-person students (32%), online students (30%), or hybrid students who have taken both online and in-person courses (29%). Respondents from all specializations were represented with the exception of Community Analytics and Policy. The largest reported group was the Individualized Program Plan with 47% of the respondents. The remaining specializations are represented as follows: 10% Archives, Records, and Information Management, 24% Archives and Digital Curation, 6% Curation and Management of Digital Assets, 3% Diversity and Inclusion, and 6% School Library. Four percent of respondents were from the HiLS Program.

The following subjects were addressed in the survey:

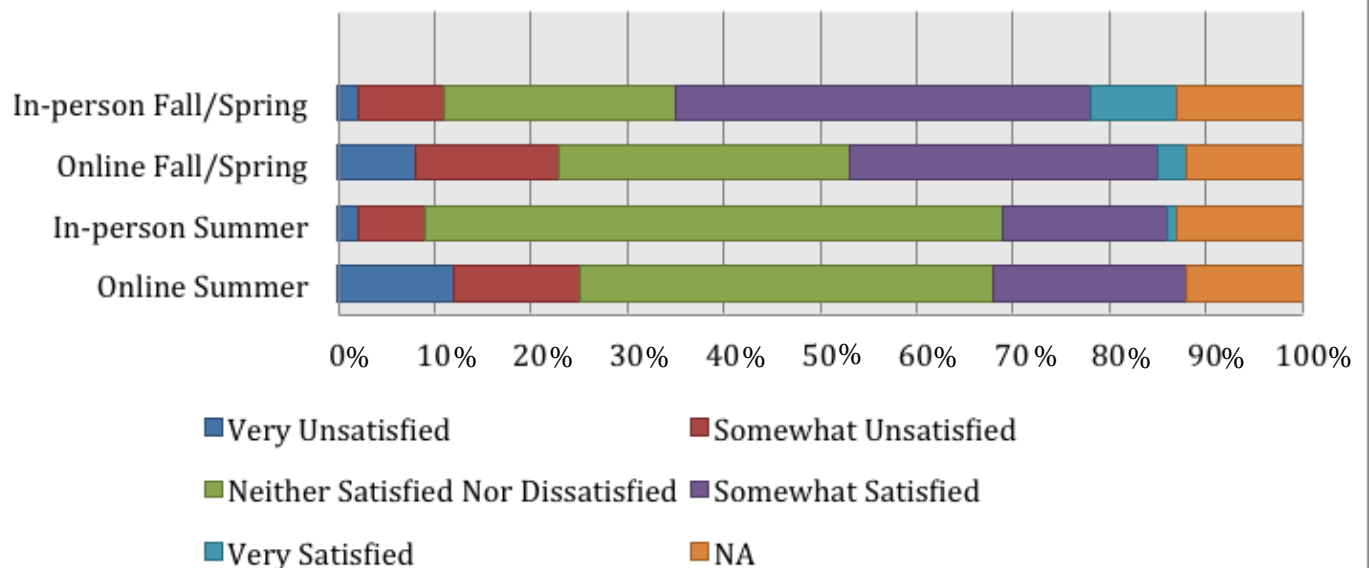
- Course Offerings
- Degree Requirements
- Communication
- Programming & Events
  - Career Focus Initiative
- New 1-credit courses

Major findings in each area are highlighted in this report. The survey questions can be found in at the end of this report.

### Course Offerings

Participants were asked to rank their satisfaction with the variety of courses offered in-person or online in fall/spring or summer. The following chart shows the range of

### Overall, how satisfied are you with the variety of courses offered:



## MLS Current Student Survey Report 2016

responses.

Follow-up questions asked respondents to explain the reason(s) for their satisfaction or dissatisfaction. The most frequently cited reason for dissatisfaction was the number of electives offered, especially over the summer. A request for more online electives was also common. Last-minute changes in what courses will be offered was another reason given for dissatisfaction. Additionally, a few students mentioned a desire to see a stronger focus on technical skills. See selected student comments below.

- *"There was never much variety over the summer."*
- *"I was expecting more variety in online classes, they all seem geared to public libraries."*
- *"There are often time conflicts, or I can't take a class I want to because I have to take core classes. I just hope they will be offered again before I graduate."*
- *"Would have liked the ability to have certain classes available online."*
- *"There are no courses I can take during the summer to keep working towards my degree, and extremely few, if any, options to take any of the classes in person."*

Commonly mentioned reasons for satisfaction include the increase in online courses, increased flexibility, and the quality of the courses offered. Sample student feedback is included.

- *"There are usually enough courses offered to actually have a choice; I want to take more courses than I can actually register for each semester."*
- *"I think the course offerings are relevant to the skills needed in the profession."*
- *"I like that many of the core classes required for all MLS students are offered online and both semesters; it allows for flexibility in balancing core with track-specific classes."*
- *"Because there are so many options available to me, I have been able to create a schedule that does not interfere with my jobs."*
- *"There are a variety of courses and I really appreciate that the core MLS classes are often offered online and in person in the spring and summer semesters."*
- *"I like having a balance of options available so that I can work it into my schedule, so having both the online and in-person option for several classes is appealing."*

Respondents were asked what course or topic that they would like to see added to the curriculum. Commonly mentioned topics included cataloging, budgeting, grant writing, and accessible programming courses.

### **Two Year Course Plan**

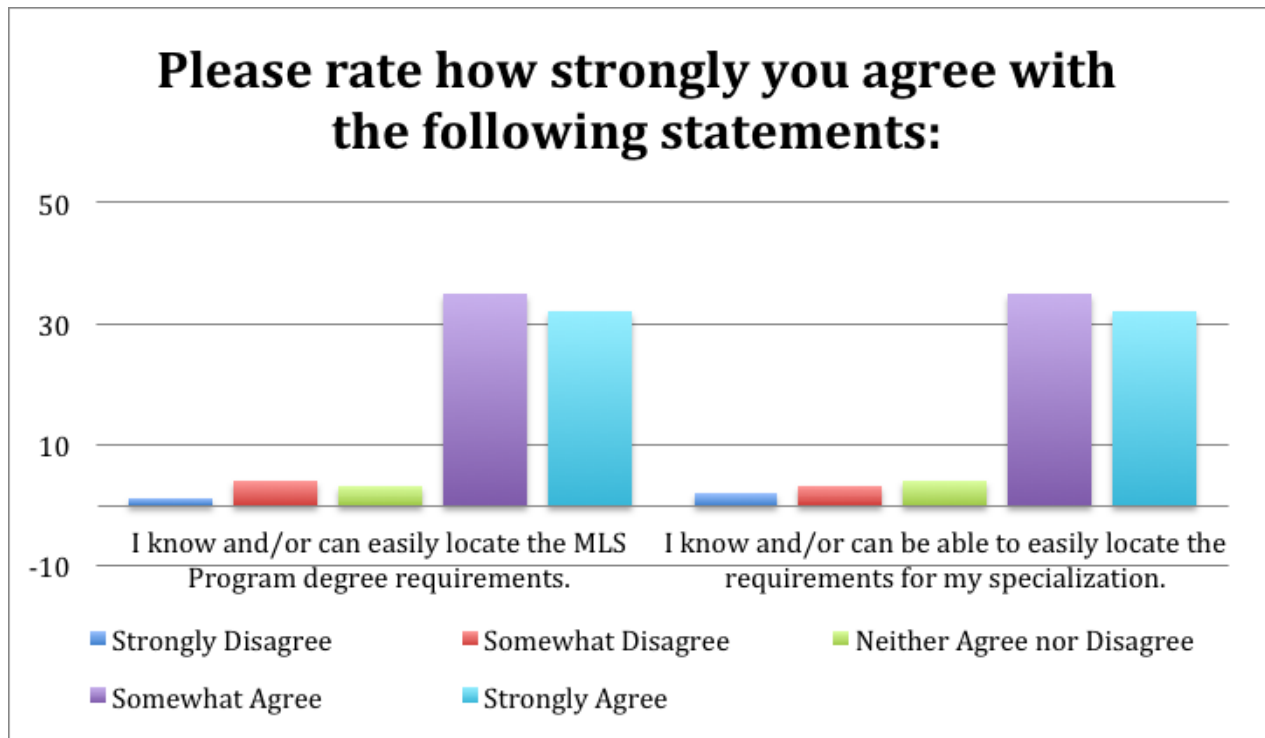
The majority (63%) of respondents stated that they have used the 2-Year Course Plan when planning their schedules, and 57% reported that they found the plan to be either Very or Somewhat Helpful. Students did express frustration that it is not always an accurate reflection of the courses that will be offered in a given semester.

# MLS Current Student Survey Report 2016

## Degree Requirements

When asked to rank how easily they were able to locate program and specialization requirements, the majority of students stated that they could do so easily. However, many students expressed concern over how rapidly requirements have been changing over the past few years.

- *“Locating the requirements isn’t really the issue. Understanding them, especially when they change every year, is the real issue.”*
- *“The offerings of courses and program in its entirety is changing far too frequently and it is extremely frustrating from the student perspective. What will my degree even mean in 5 years when the program has changed so much that I need to qualify when I attended?”*
- *“Since archives and digital curation merged, it is difficult to find what is required of me - in the program I applied to be in, am in, and would like to complete here.”*

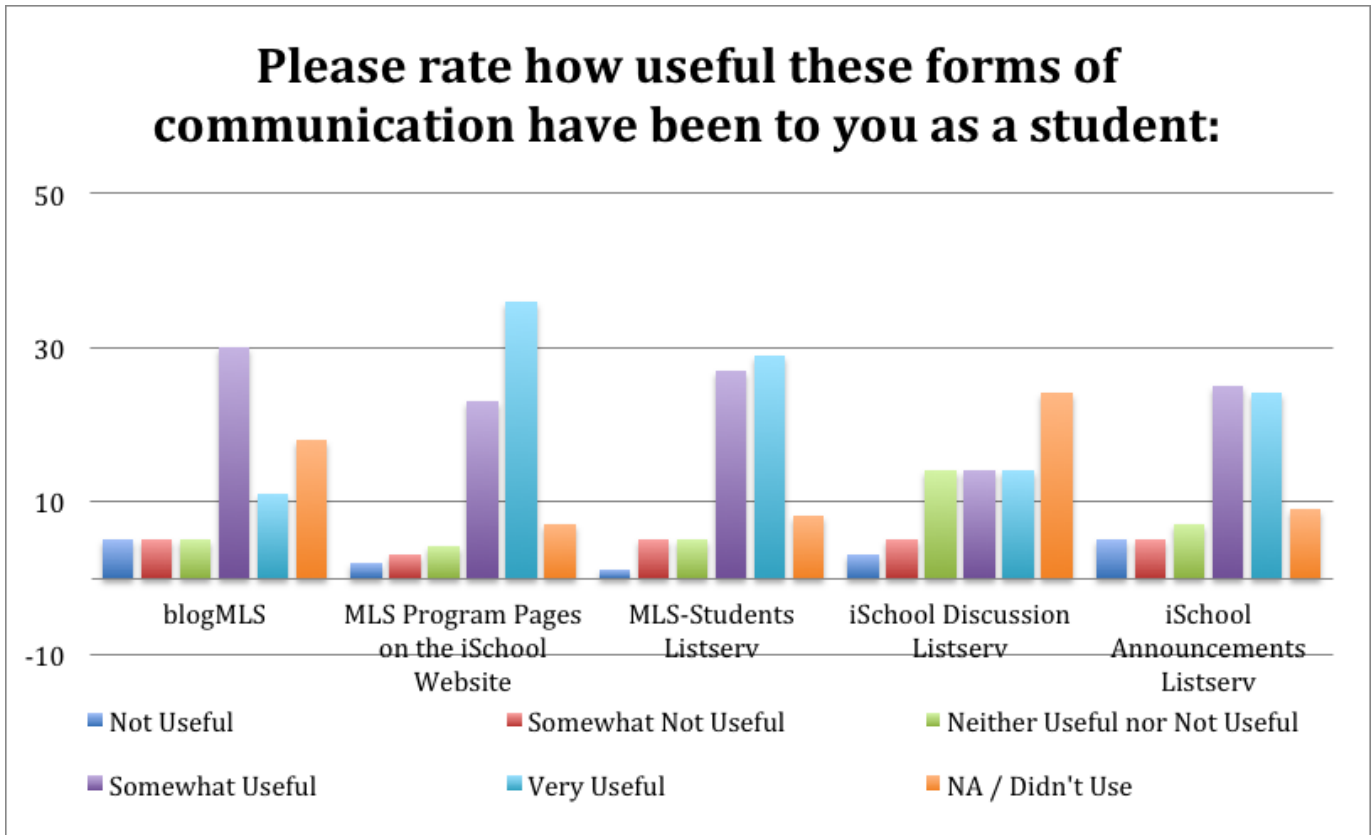


## Communication

Respondents were asked to rank their satisfaction with the following methods of communication; blogMLS, MLS program pages on the iSchool website, and the three listservs used by the program. The MLS-Students Listserv was considered the most useful, followed by the MLS program pages on the iSchool website. The rankings can be seen here:

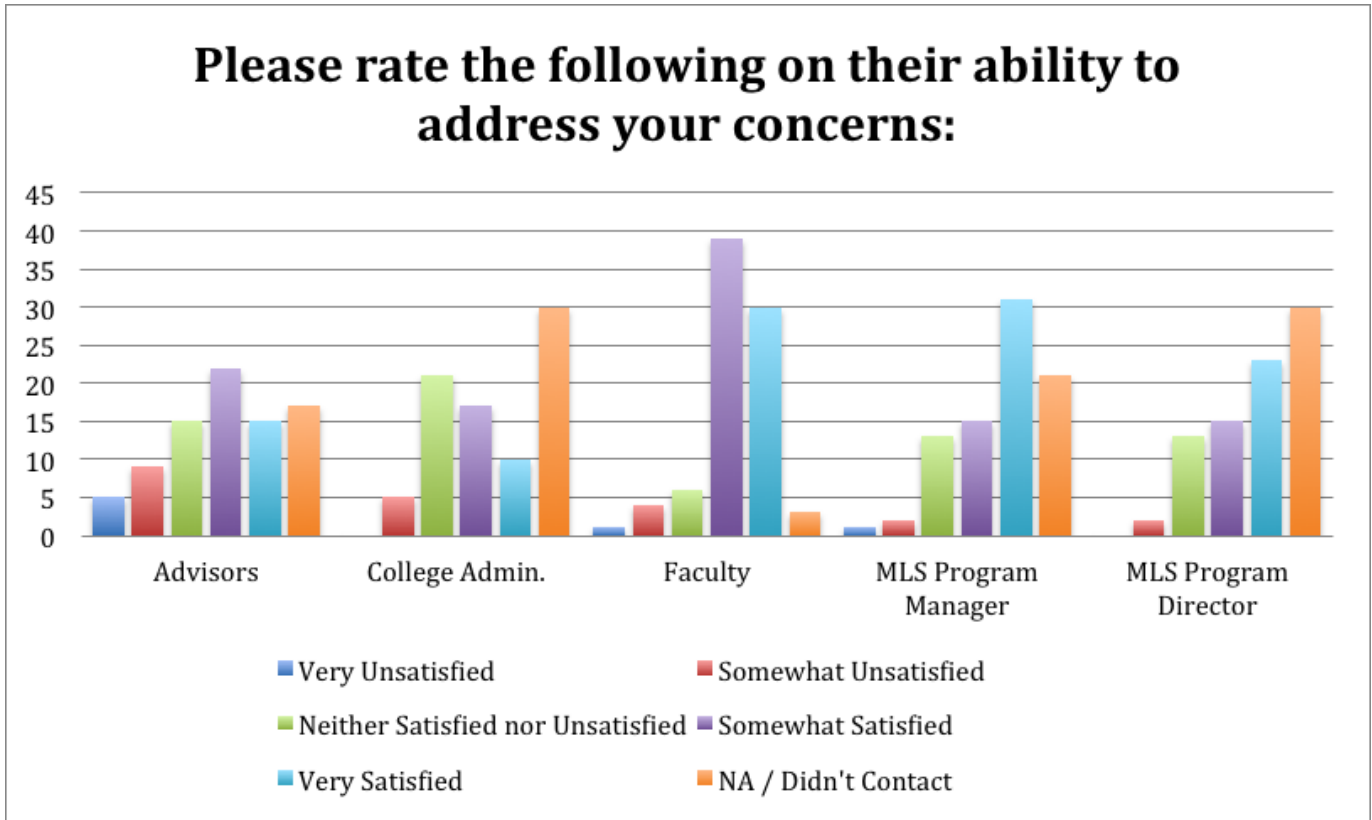
## MLS Current Student Survey Report 2016

Students who designated any of the methods as “unhelpful” or “somewhat unhelpful” were asked to explain. The most common complaint was an oversaturation of emails.



- *"There doesn't seem to be much meaningful discussion. Just a lot of announcements."*
- *"The website is the most useful as well as the e-mail listserv announcements. I work full-time so a lot of the listservs are great to get information, but I have very little time to utilize the blog or discussions."*
- *"The Listserv emails can get a bit redundant, since a lot of cross-posting occurs."*
- *The listservs need to be curated. I received any enormous number of email each day, most of which I delete. Have a daily digest instead.*

## MLS Current Student Survey Report 2016



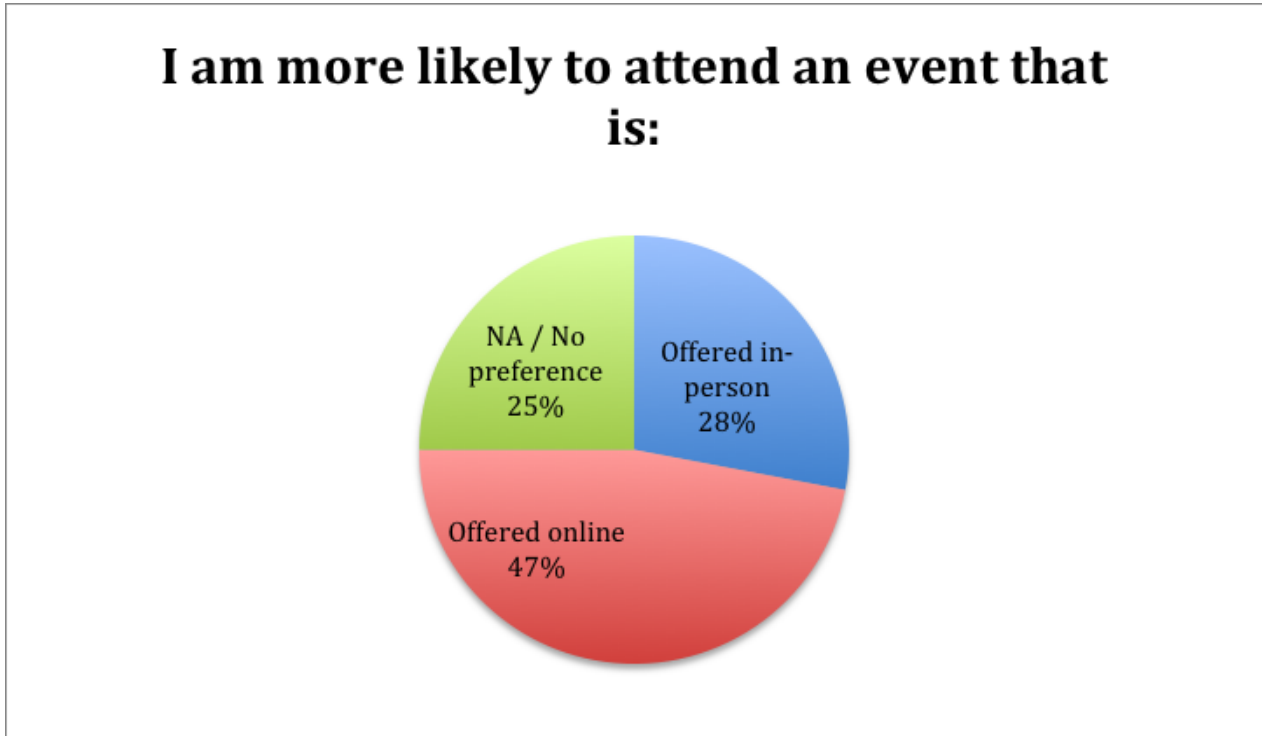
Students were also asked to rank the following on their ability to address questions and concerns: Advisors, College Administration, Faculty, MLS Program Manager, and MLS Program Director. The highest satisfaction was reported for the Faculty and Program Manager. Students were asked to explain why they were “somewhat” or “very unsatisfied” with their ability to answer questions. Many student comments expressed frustration with specific difficulty navigating the communication systems in the college and a lack of confidence in determining who to contact for advising.

- *“As an online student, I feel like I mostly interact with either Lindsay or faculty.”*
- *“I did not know that advisers is assigned to me. Also, I do not know the difference between MLS program manager and director. Thus, I do not know who I should contact,”*
- *“I’m actually not sure what the difference between an Advisor and Program Manager is.”*

# MLS Current Student Survey Report 2016

## Programming & Events

Students report a significantly stronger interest in attending online events versus in-person events hosted by the MLS Program, as indicated in the chart below.



### Career Focus

46% of students reported not attending or not viewing a recording from a Career Focus event. The most common reason for not attending was that the events were not held at a convenient time (61%). Lack of interest was selected by 36%, either due to students already having jobs or feeling as though they are too early in their degree to find the relevance of the events. Many students did express regret in their comments that they were unable to attend these events and a few mentioned appreciating that the sessions were recorded and available online.

- *"I find the iSchool refreshingly progressive in its thinking. The whole idea behind Re-Envisioning the MLS and the changes to Archives and Digital Curation, given our current economy and job market as well as the influence of emerging technologies, demonstrates clear leadership."*

### Field Study Information Session Recording

39% of respondents attended or watched the recording of the information session. 11% reported that they were unaware of the session.



## MLS Current Student Survey Report 2016

### Internship & Networking Fair

29% of respondents attended the October 27, 2015 Internship and Networking Fair. A scheduling conflict was the most common reason listed for not attending the fair. Other common reasons were living too far away or already having an internship. Those who attended the fair were asked what they found most useful and what they would change. Sample responses include:

- *"I found it useful to talk to people actively seeking interns even though I was not yet ready to start my field study. I would encourage giving students advance notice if one of the representatives suddenly cancels as was the case."*
- *"I thought it was more useful as a networking fair than as a place to find my field study - my plan for my field study changed like 5 times. / / honestly, I think a good way to help people is to help get first year students their first library job - once you get one, it's easier to get other ones."*

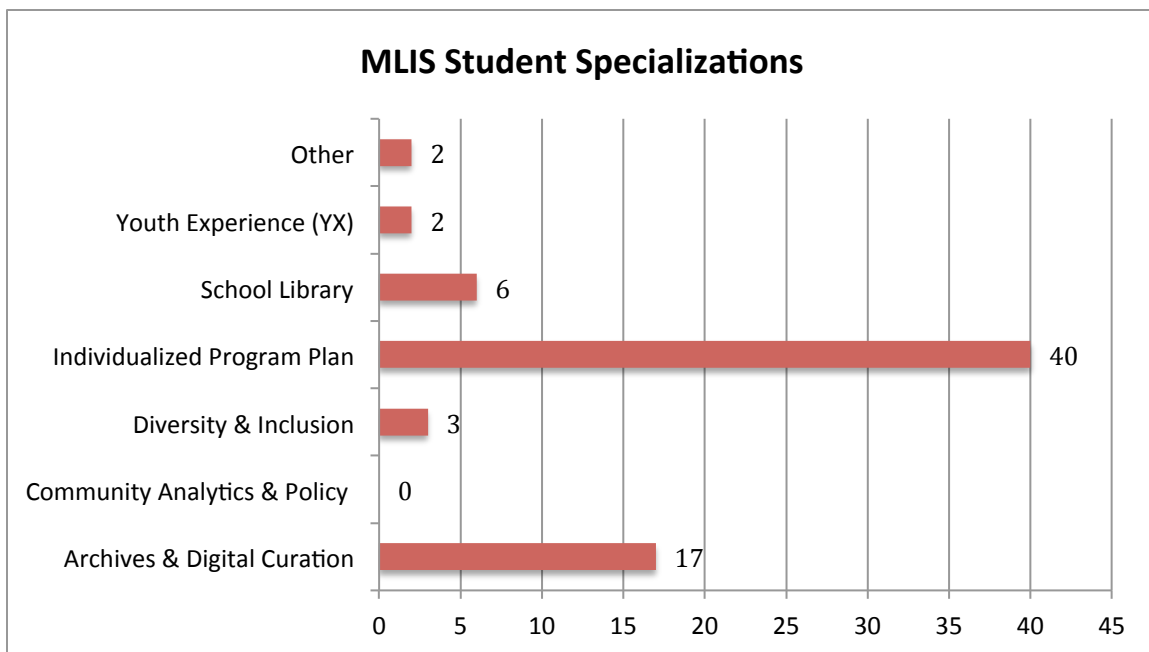
### Final Comments

Students were asked to share any final comments or concerns that were not addressed in the survey. A selection of student feedback is included below.

- *"I think you're doing a decent job of making the program accessible to distance learners. I have trouble identifying which courses to take because the 2-year plan doesn't exactly match up with the requirements, but everything I've taken so far has been interesting and engaging."*
- *"The field study requirements are too stringent. They are very difficult to meet for those of us who work full-time. I'd like to see students who already have sufficient real-world experience in libraries get the opportunity to explain to an advisor why a field study is an undue burden on them and get a waiver for that requirement."*
- *"I am really enjoying my experience as an online student. I am enjoying more than I ever thought I would. Thank you for making it great!"*
- *"Thank you! I have had such a great experience, and I have really experienced a culture of professors and administrators eager to equip their students with the minds and skills needed to take leadership roles in libraries, archives, and museums."*
- *"I greatly appreciate the flexibility of the MLS program as it allows for a truly online experience for those working full time in the profession. I also appreciate the ability to tailor the coursework towards my interests and skills that I choose to focus on building. I would like to see more course offerings online and during the summer session. Unfortunately for grad students working full-time, we are unable to take advantage of many of the additional offerings from the program due to lack of time and flexibility in schedule. I feel that this subset of grad students has unique needs that could be better met through an Executive MLS program that focuses more on supplying skills needed to take the student to the next level in their career."*

## MLIS Current Student Survey Report 2017

The 2017 iSchool Current Student Survey received 160 responses total. Out of those responses, 68 identified as MLIS students. 4.4% of those students began their program experience in Spring 2017, 33.8% began in Fall 2016, 47.1% began in 2015, 5.9% began in 2014, 4.4% began in 2013, and 4.4% chose their start date as Other. Almost half of the MLIS students surveyed (45.6%) identified as hybrid students, with mixed in-person and online course work. 27.9% of respondents claimed to be in-person students, while 26.5% are online students. Currently, the MLIS program offers 6 specializations. Additionally, 8.8% of students are enrolled in the History and Library Science (HLS) dual-degree program.



Almost half of respondents (44.1%) claim to be in the beginning stages of the program with 3-12 completed credits. 26.5% of the students surveyed have completed 12-24 credits and 29.4% have completed 24-36 of the credits.

The survey addressed the following issues:

- Curriculum
  - Course offerings
  - Scheduling
  - Information resources
  - 1-credit courses
  - 3-credit course topics
- Engagement

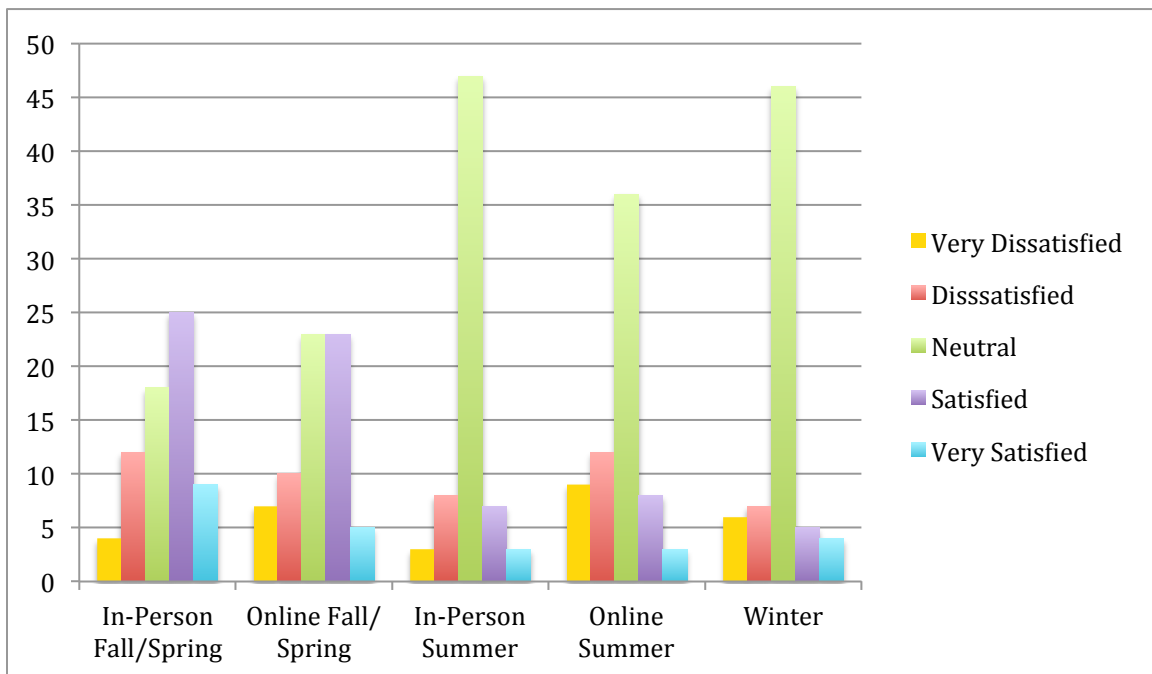
## MLIS Current Student Survey Report 2017

- Projects and activities
- iSchool/MLIS event offerings
- Campus event offerings
- Communication
- Field Study Database

This report highlights the major findings. The appendix contains the survey questions.

### Curriculum

The survey asked students to indicate their satisfaction with the variety of courses offered each semester, both in-person and online.



The follow-up question asked students to elaborate if they indicated dissatisfaction with the frequency of courses and the course scheduling process. Commonly cited issues include feelings that not enough online classes offered and not enough in-person classes offered, disappointment in the lack of variety in course topics, frustration with the lack of summer courses, and confusion about the frequency and scheduling of course offerings. See select student responses below:

*“The iSchool claims that the MLIS can be completed entirely online. In practice, this is true only if a student is willing to take a hodgepodge of*

## MLIS Current Student Survey Report 2017

*unrelated courses. There are not a sufficient number of online courses offered.”*

*“I am in the Archives/DC track and there were only a few classes that were offered in summer that were approved to count as electives. I think that more should be offered during this time, especially since GAs have to stay over summer and work. It would be better if there was more variety so we could check off electives before fall starts back up.”*

*“Often, in-person courses besides the core courses are only offered once per year and are all scheduled during the exact same time slot. This makes meeting all of the degree requirements extremely difficult. Few courses are offered online to mitigate the scheduling conflicts. Hardly any courses at all are offered over the summer, which exacerbates the problem of classes during the regular semesters overlapping each other. For example, this semester I was unable to take an appealing policy course because it is offered at the same time as an elective necessary for Archives and Digital Curation.”*

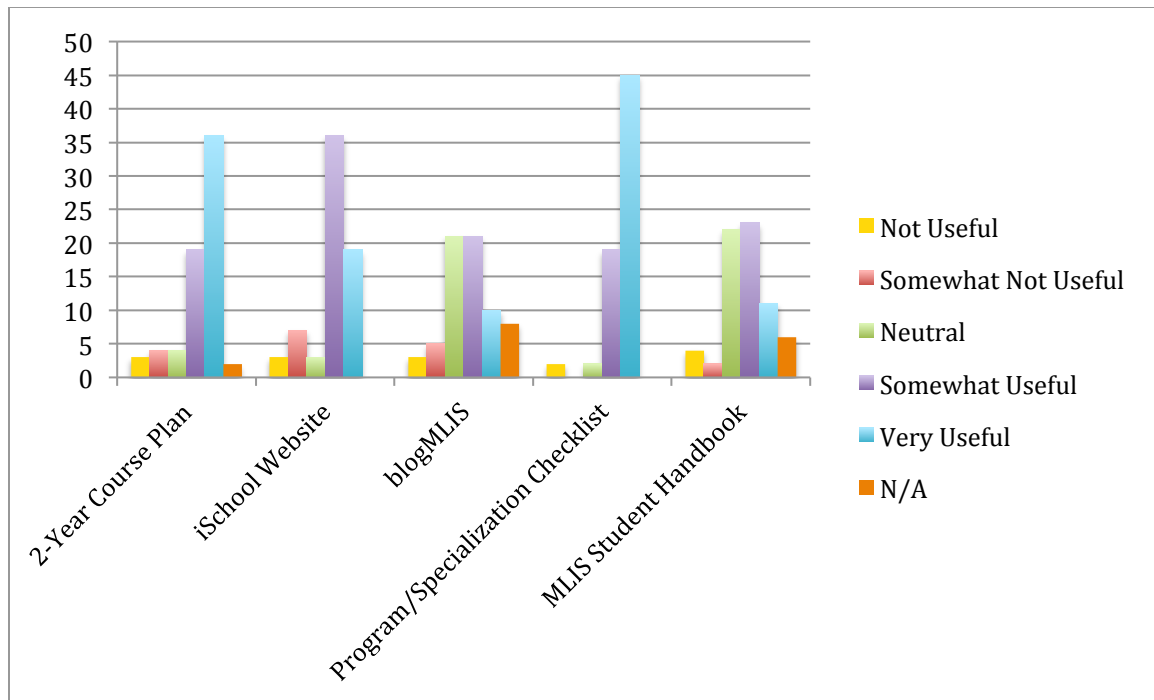
*“There are so many really interesting courses offered that are only online, which is really frustrating for someone like me who does not learn well in an online environment. What is ESPECIALLY frustrating is that some of the courses required for my specialization (diversity & inclusion) are only ever offered online, even though when I applied I was told I would have to take one or two courses online at most.”*

*“Timing & frequency (important courses I can't take due to only being offered every 3 years)”*

*“Courses should be deliberately scheduled and offered for the entire school year beginning in August. (Including summer courses.) It is very frustrating to think a course will be offered and then finding out it is not or it will be offered in a different format than was previously scheduled. It makes it impossible to plan out a career and school.”*

Students then rated the information resources available to them concerning degree requirements and course planning. Resources evaluated include the 2-Year Course plan, iSchool website, blogMLIS, program and specialization checklists, and the MLIS Student Handbook.

## MLIS Current Student Survey Report 2017



The follow-up question asked students to indicate their reasoning if they rated any resources as less than Somewhat Useful or N/A. Students felt that they did not make use of the resources because they did not apply to them or they were not necessary. Other students did not make use of the resources because they were unaware that they existed. Students also complained that the information within these resources is either incorrect or out-of-date and that they do not find the website user-friendly. See selected student responses below:

*“There are quite a few discrepancies between the Two Year Course Plan, Testudo, the Program Checklists (specifically the IPP's Knowledge area checklists), as well as overall disorganization of the iSchool website. It doesn't make much sense to me that the things I just mentioned (besides Testudo) are all located scattered through out the site instead of in one stream lined career/class planning page.”*

*“I did not even know there was a student handbook”*

*“I feel that the 2-year Course Plan needs to be updated more frequently. I want to take Seminar in Academic Libraries, which was on the plan to be taught Spring 2017. It was not listed in the course catalog and I am not sure if it will be offered while I am attending UMD. I try to plan my courses in advance, but that is very difficult when courses are not offered. I understand that schedules change, but if the iSchool could try to update*

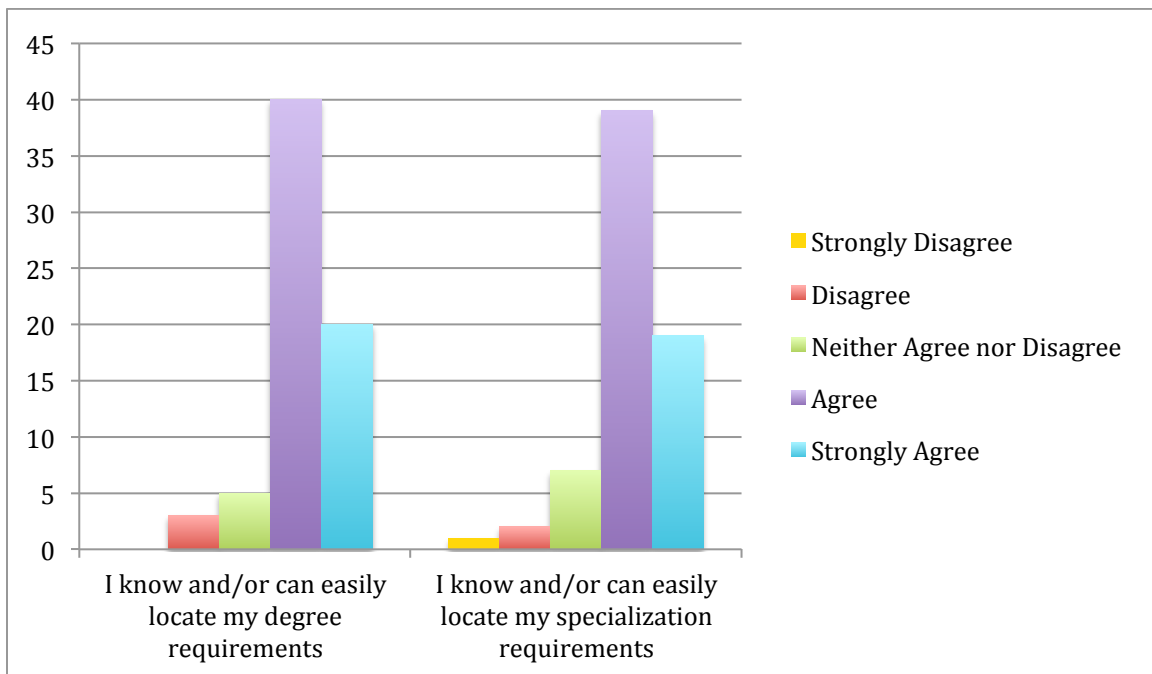
## MLIS Current Student Survey Report 2017

*the 2-year course plan every few months, it would be a great service to students.”*

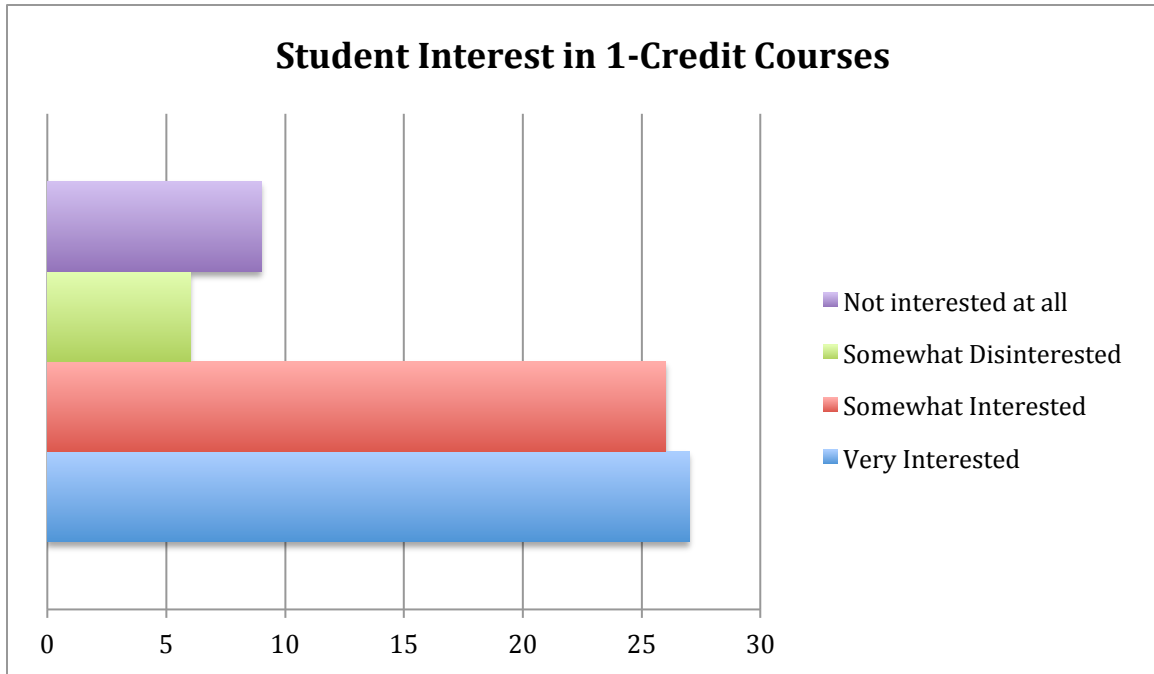
*“I honestly don't feel the need to refer to the website, other than as a pass-through to needed documents.”*

*“I always have a hard time finding the things I need on the site. I know it's there somewhere but it takes me several different clicks to figure out how to get to the right place.”*

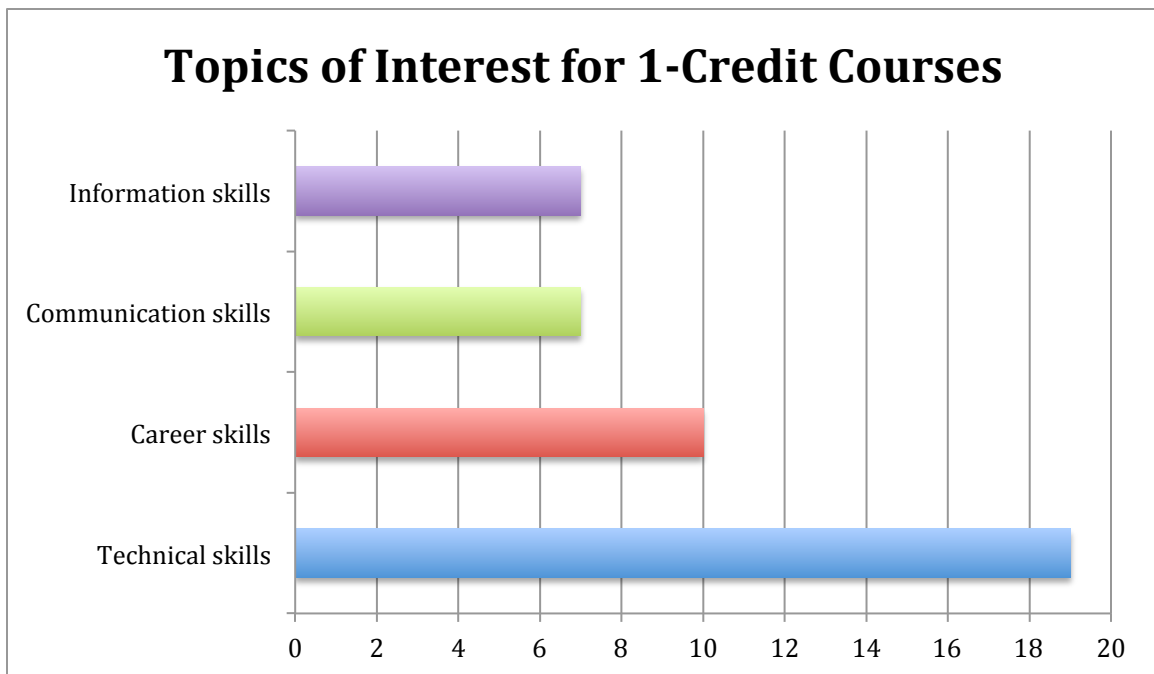
The survey asked students to rate how well they know or can locate both the MLIS Program degree requirements and specialization requirements.



The survey indicated that the iSchool plans to offer one-credit courses on topics, such as Python or budgeting, that could be offered summer, winter, or weekends. The survey prompted students to indicate their interest level.



The follow-up question asked what topics students want to see in a 1-credit course format. Students primarily identified interest in technical skills (including programming, coding, graphic design), but also expressed the need for courses covering career skills (including management, budgeting, professional development), communication skills (includes grant writing, social media, storytelling), and field-specific skills (includes ArchivesSpace, Archivist Toolkit, collection management, cataloging).





The survey also asked students what topics they wish were taught in a 3-credit format. Topics with the most interest include Programming/Coding, Pedagogy/Information Literacy, and Leadership/Management, both in a library and a non-profit setting. Other comments included the need for more hands-on experience in classes regardless of the topic, the need for more in-person courses, and the need for more online courses. Sample responses include:

*“An on-campus intro class that spends time behind the scenes at various institutions (McKeldin, Hornbake Spec Colls, 1-2 of the smaller libraries, NARA, Greenbelt, LOC, a federal agency library, Smithsonians, other local LAMS) showing what the actual jobs entail and how these places work. I am most frustrated that the course work so far has been utterly devoid of connections to the actual jobs when this is basically a vocational/professional degree program.”*

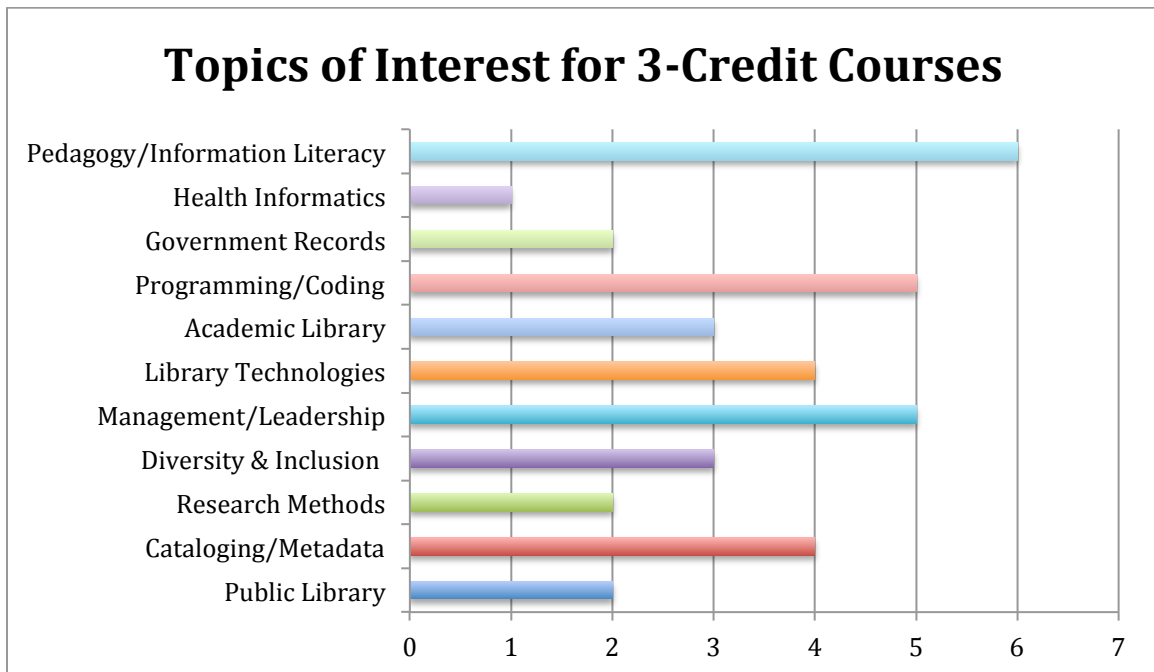


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*“A hands-on class about specific types of technology used as an archivist. I have learned nothing and feel like I'm about to enter the workforce unprepared. It's frustrating.”*

*“Health informatics - this is a knowledge area for the IPP program, but there are no health informatics courses in the two-year schedule.”*

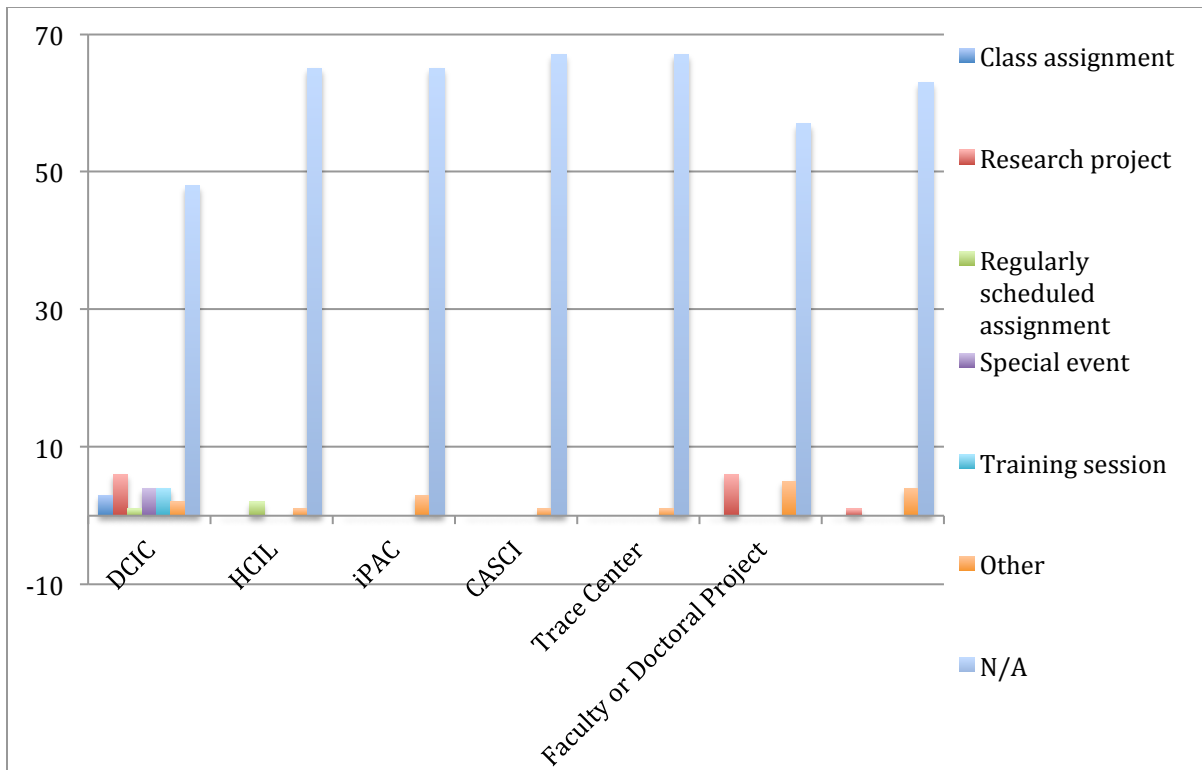
*“Coding languages other than Javascript”*



### Engagement

In order to gauge the students' involvement with the various centers and events offered through the iSchool, the survey asked students whether they had worked in or conducted research with the various centers and faculty. Students were given choices to describe the nature of their involvement.

## MLIS Current Student Survey Report 2017



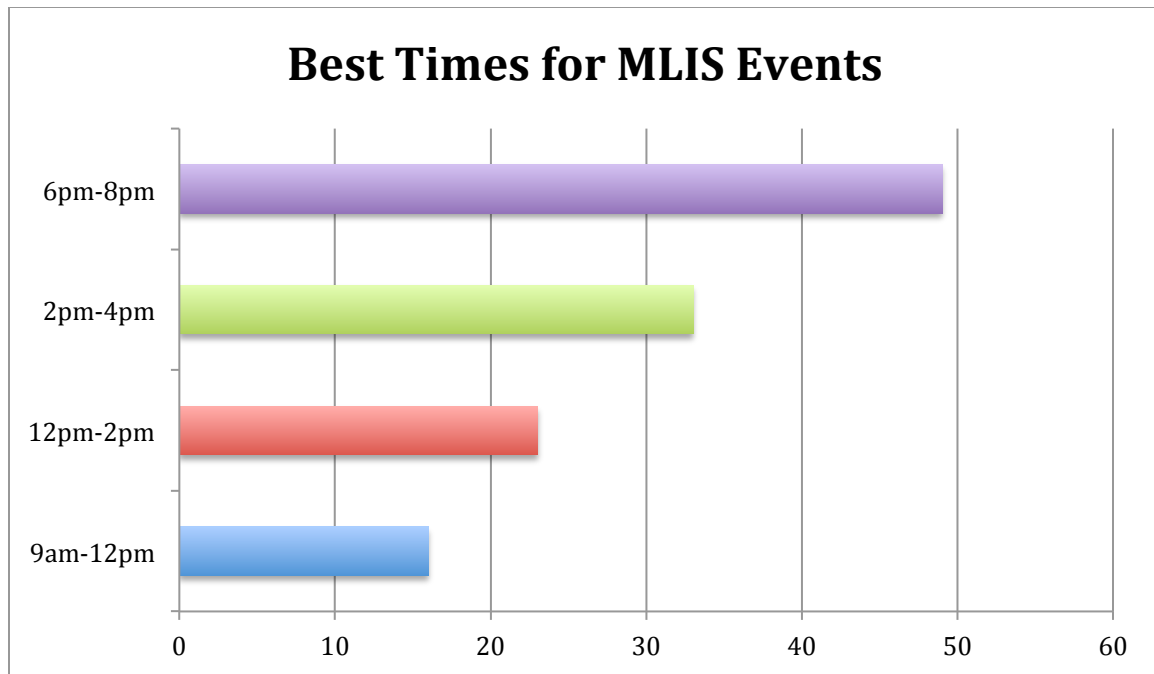
Sample student responses include:

*"I go to the HCIL brown bag lunches, I actually got involved in a volunteer project with one of the speakers"*

*"I work with Special Collections on campus as a GA and have another part time so I don't have much time for extra research, but love DCIC events. I've also collaborated a little with MITH for a digitization project at work."*

*"I have been participating and plan on continuing to do so on a Research project (the Overseas pension project) at the DCIC. I also have attended a training session on Archives Space at the DCIC. I don't even know that the other places listed existed."*

The survey indicated that 51.5% of students prefer online events and 48.5% prefer in-person events. 66.2% of students prefer events that are held Monday-Friday and 33.8% would be more likely to attend an event offered over the weekend. Students selected times that they would like to see events scheduled. Students could select multiple slot of time so the number of responses to this question is greater than the overall response count for MLIS students.



Students offered suggestions for event topics. Most topics fell into the categories of professional development or social events. Sample student responses include:

*“I would like to see more events that cater to students who work full-time and live far from campus - more events that occur in the late evening hours on weekdays or in the afternoons on weekends.”*

*“I would love to see more American Sign Language events within the iSchool. Deaf Culture is engaging more in the community and Librarians should be more prepared.”*

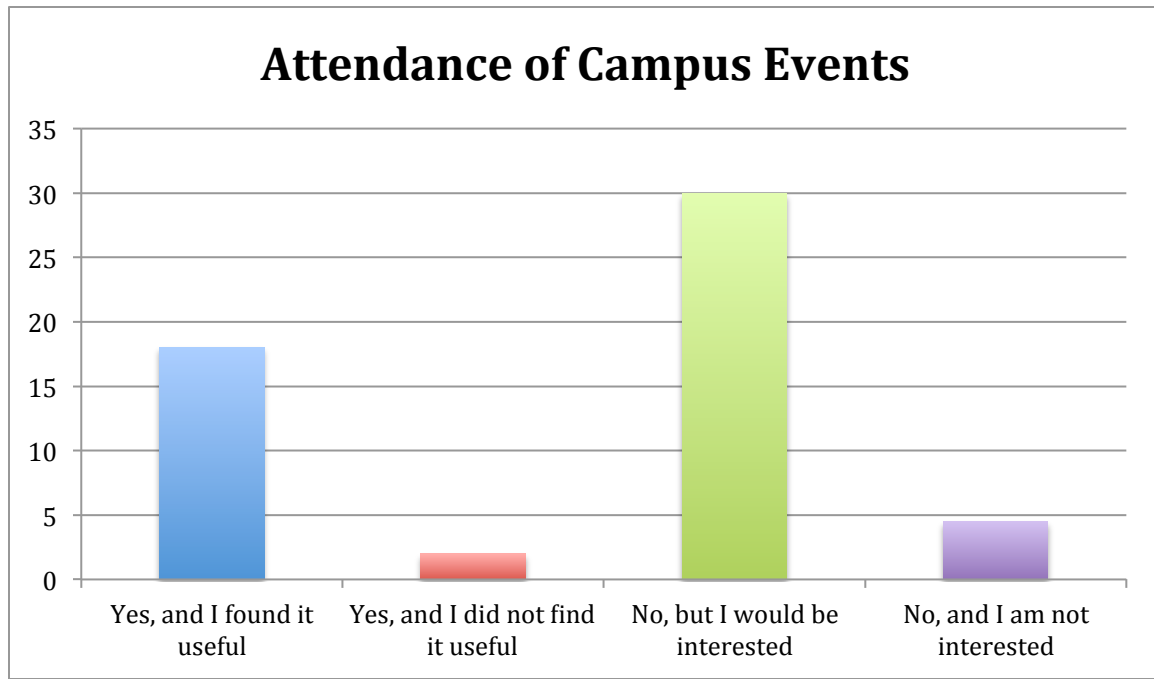
*“Food-based events that also have stimulating library-related content”*

*“More social events that bring all of the different library programs together”*

*“Resume workshop, Job interview workshop, social events for iSchool students such as meet the faculty events with food such as ice cream or donuts”*

## MLIS Current Student Survey Report 2017

The survey asked if students had engaged with other campus services outside of the iSchool, such as the Teaching and Learning Transformation Center, International Student Services, the Graduate School, and other campus units.



The survey gave the students options to elaborate. Student responses include:

*“Most of these events are held at times that I am unable to attend, because I work full-time and I am not located close enough College Park.”*

*“I use the TLTC services and workshops often. I've also attended Grad School mini conferences and workshops.”*

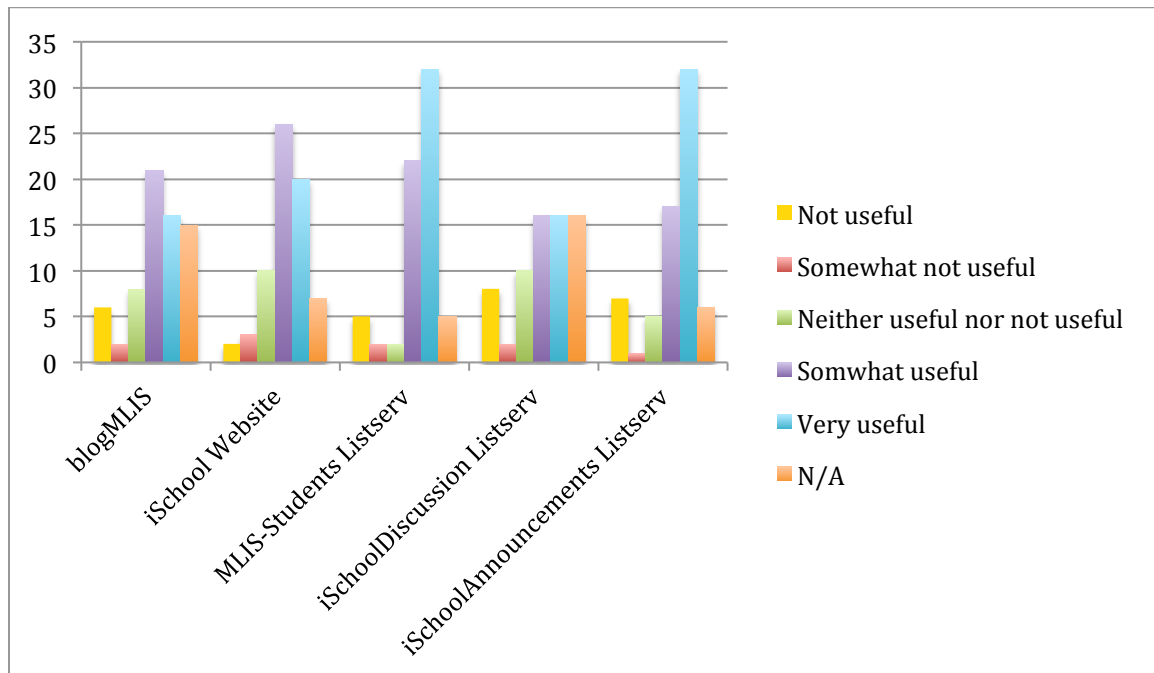
*“I use Rec Well's services and take advantage of Graduate Student Life's programs”*

*“I attended a Career Services bus trip to the Phillips Collection (a modern art museum at Du Pont Circle) where I spoke to representatives about their library and archives.”*

## Communication

## MLIS Current Student Survey Report 2017

The survey prompted students to rate the methods of communication used within the iSchool. Students identified the listservs, MLIS Students and iSchool Announcements, as the most effective communication methods.



Students elaborated on methods they found unhelpful or somewhat unhelpful. Student responses include:

*“It would be nice if it were easier to understand what the topic was without having to click into the email to skim before knowing whether it applies to me or not”*

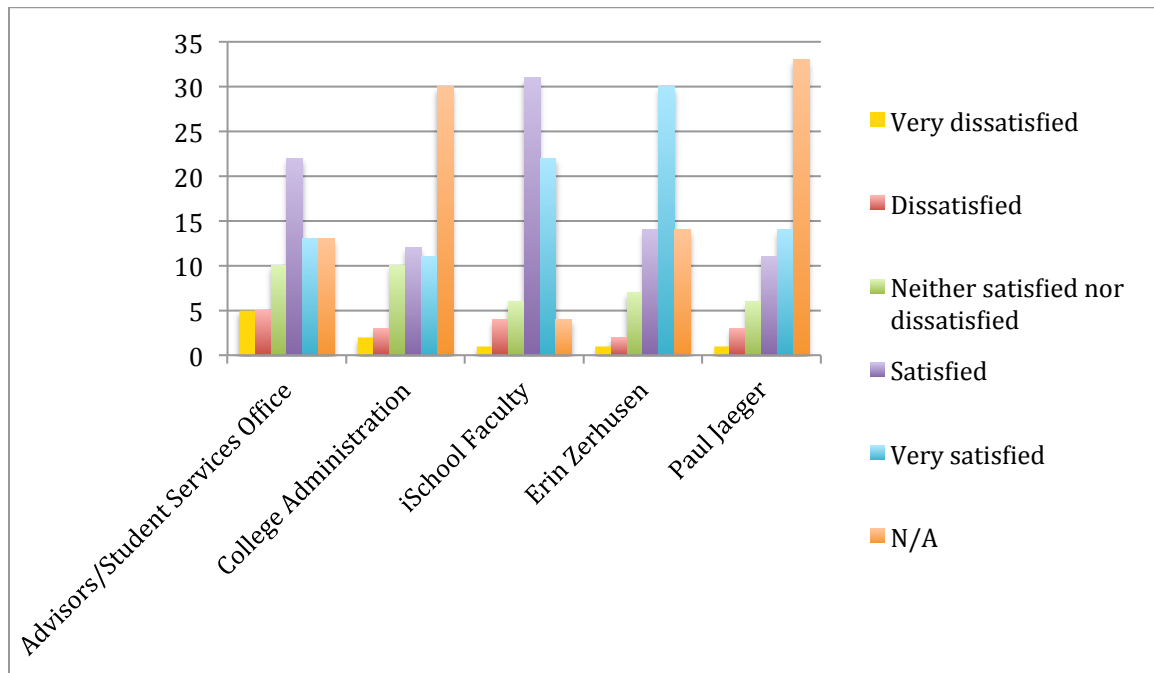
*“too many emails on the list-serv. The important information tends to be ignored. Maybe use a weekly format instead.”*

*“As an Advanced Special Student, I did not receive any training or assistance in learning the ropes so to speak. Therefore, I am not familiar with any of the listservs. I am hoping that they are introduced in some way now that I am officially part of the MLIS program.”*

*“I think that the blog/jobs blog could be updated more frequently. I do think that the blog posts about what new students need to do are super helpful. I used those a lot before I began studying here.”*

## MLIS Current Student Survey Report 2017

Students then rated the iSchool faculty and staff on their ability to address concerns and questions. Students are most satisfied with Erin Zerhusen and the iSchool Faculty.



Students who indicated that they were “Very dissatisfied” or “Dissatisfied” elaborated on their feelings. Student responses include:

*“I think I have had 3-4 advisors. I think I know the name of the current one but do not have a clear view of who is supposed to be contacted about what. I feel very much like I am flying solo and trying to figure it all out. Any time I have asked a question, I have been directed to a PDF or other document which I had already consulted. I liked the School Library webinar from Dr. Hill. Some faculty are very open and responsive but some seem so busy that I am reluctant to reach out to them, and some are flat-out not responsive (not sure whether all are still here).”*

*“I think the faculty are great but I do think that some of them should be re-evaluated. I took LBSC 631 last semester with Michelle Hamiel and had a terrible experience. If I was on the fence about pursuing MLIS I would have definitely switched programs because of her.”*

*“I haven't really been in touch with anyone in the MLIS Advising/Administration/Faculty beyond interacting with professors during class. I don't even know who my advisor is. It might be nice to have a relationship with an advisor.”*

## MLIS Current Student Survey Report 2017

*"I'm sort of dissatisfied by the advising system in place. I'm grateful for the ability to be paired with an advisor who can help me navigate things like course requirements and what not but I think there should also be an additional advisor (more in a mentorship capacity) assigned to students with personal knowledge of the field to help navigate what courses I should be taking and what other steps I should or can take to be successful when I graduate. I think this is a big downside of the program that I was very surprised by. In my undergraduate experience and I know in other graduate programs here at UMD this is how the advising system worked and I think it would be infinitely more helpful."*

*"Erin Zerhusen is the best. Always so helpful and very available - which I know is not an easy thing to be. She is like the librarian for the MLIS program/iSchool. Whenever I don't know who to email about something, I email her to ask and she finds out for me."*

### Field Study Database

The survey investigated the effectiveness of the iSchool Field Study Database. When asked if students had ever used the Field Study Database, 58.8% indicated that yes, they had utilized the database, 33.8% of students indicated that they had not used the database, and 7.4% of students were not aware of the Field Study Database. 65% of students thought that the Field Study Database has been helpful and 35% of students did not think it has been helpful. Students shared their justifications. Student responses include:

*"Yes it's nice to browse for potential jobs"*

*"I looked and saw few options close to my other work (DC and VA), so I found Field Study opportunities through my network."*

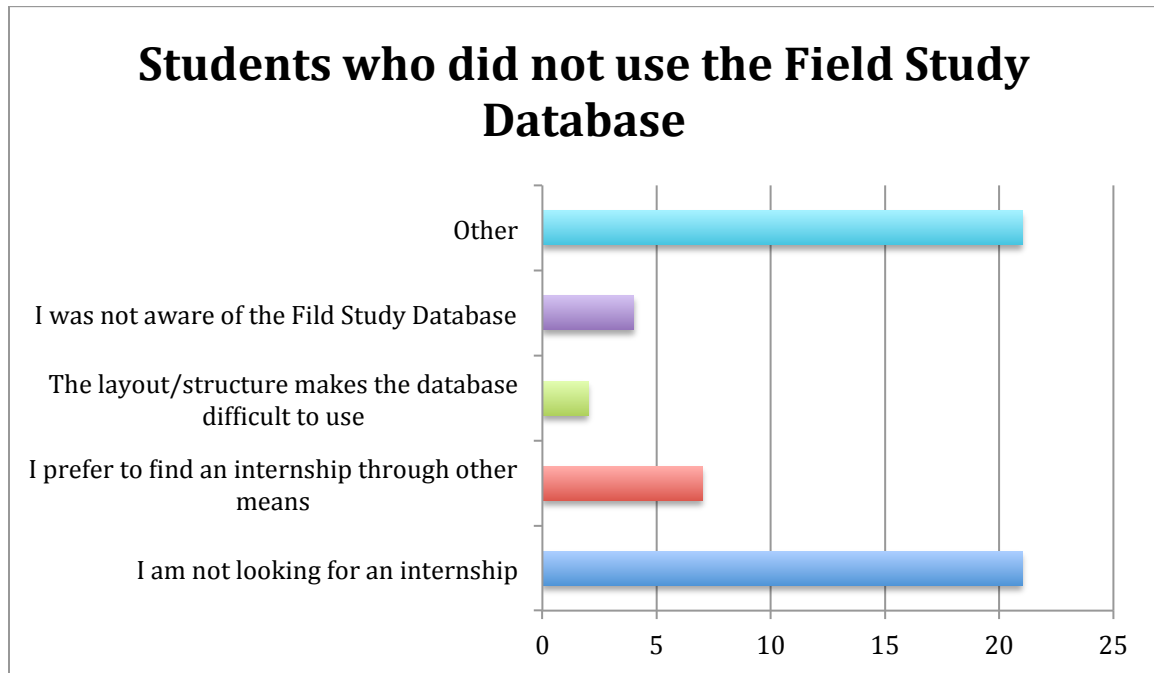
*"I didn't see many options for public library related options. Also, this is not the website's fault necessarily, but I would really need one that is paid and didn't see any that fit that criteria."*

*"I regularly check it as I am starting to plan for my field study. It is very helpful for knowing what is out there."*

*"I only looked at it briefly my first semester. I anticipate using it again now that I'm ready to take my field study."*

## MLIS Current Student Survey Report 2017

Students that have not used the Field Study Database indicated their reasoning. The primary reasons were “I am not looking for an internship” or “Other.”



## Final Comments

Students shared their final comments about the MLIS program. Sample comments include:

*“It would be helpful to have some programming that was not geared toward green MLIS graduates who have not really worked in the field before.”*

*“More training for staff, faculty, & students on issues related to diversity & inclusion is needed ASAP. Also more recruitment for marginalized students.”*

*“The School Librarian extra courses that are required are VERY DIFFICULT to schedule and take. It would be really great if they were available through UMD online.”*

*“Get rid of the JavaScript class. It isn't relative to librarians or archivists. And you could drive a truck through the gaps in my knowledge that grad school was supposed to fill in. I feel like I have had to go far out of my way*



## MLIS Current Student Survey Report 2017

*to teach myself things that should be part of the core curriculum. I am paying out-of-state tuition for a degree that hasn't been helpful at all. Now that Trump has posed a federal hiring freeze, my job prospects are bleak. I regret entering this program completely. I have no idea what I'll do."*

*"Despite my somewhat lengthy responses, I am happy here. My main cause of frustration is the lack of organization/standardization and the lack of in-person courses, but I understand the program/college is in the middle of several transitions."*

*"I think the emphasis on teamwork could be scaled back or rethought. I have 16 years experience in a large corporation and I have never seen teams forced to function the way a lot of these assignments are designed. In the real world they tend to assign discrete tasks to individual employees, yet we are often told in class that the instructor wants every student to have a part in every aspect of the project. Making every decision by committee is the most inefficient way for a team to function. This does not teach students how to function in a team in the real world, it just slows them down."*

*"Disappointing to date. At this point, I have no interest in any extra curricular activities and will just complete the degree and move forward. I regard selecting this program as a mistake but am not willing to forgo the initial investment. I find most professors and staff do not wish to be bothered with student inquiries, or at least mine. When asked about the program, I refrain from answering and offer advice to keep looking."*

*"I've been really happy with my program. Often times people complain about the iSchool but those individuals are just not proactive / or are lazy. So many great people have helped me out in the iSchool."*

*"Overall, I'm enjoying the program. Some professors use Canvas better than others which makes a big difference particular for online classes. It's been confusing figuring out how professors use the system (particular with those less communicative) and "stumbling" across the readings and files."*