WILIS is a partnership of the UNC School of Information and Library Science and the UNC Institute on Aging.
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**Background**

As the field of library and information science (LIS) continues to experience major demographic and technological change, gathering data from graduates of the educational programs that are designed to prepare professionals to meet society’s increasingly complex needs for access to high quality information becomes ever more important. The Workforce Issues in Library and Information Science (WILIS 1) project, funded by the Institute of Museum and Library Services (IMLS) Librarians for the 21st Century program, began as a comprehensive study of the long-term career patterns of graduates of six library and information science (LIS) programs in North Carolina. The team is using the lessons learned from WILIS 1 to conduct a follow up study known as WILIS 2. During WILIS 2, LIS programs from across North America participated in developing and testing a recent graduates’ survey based on the WILIS 1 methodology and survey instrument with the goal of developing a transferable model suitable for implementation in any LIS master’s program.

**Study Population**

All of the identified LIS programs in North America that offer master’s degrees (n=106) were invited to participate in the WILIS 2 study. Canadian programs were included since they are active participants in the Association of Library and Information Science Education (ALISE) Annual Statistics program and the American Library Association (ALA) Accreditation program. A web-based survey was used to gather information from recent graduates of the 39 participating LIS programs. Data were gathered in three phases over a fourteen-month period from May 2009 to June 2010. Programs were asked to select a random sample of 250 of their master’s degree graduates from the previous five years; however, several programs included some graduates from earlier years. Programs with multiple degrees were able to select the degree programs included in their sample. The final dataset contains graduates from 2000 and 2009. Fewer than four percent of these respondents graduated prior to 2003. The achieved response rate for all three phases of the survey was 40.5 percent. Response rates for individual programs varied widely from less than 20 percent to over 80 percent. The full dataset of the 39 LIS programs graduating between 2000 and 2009 includes 3,507 cases.

The sample of 39 programs represents approximately 37 percent of all LIS programs in the U.S. and Canada (N=106). If we compare the 39 programs in our sample to the universe of ALA-accredited programs in North America, we see only a few differences on key variables (see Table 1). The proportions of the 39 LIS programs across geographic area, faculty size, and whether the LIS program resides in a public institution are roughly the same between the thirty-nine programs and those within the population of programs. However, ALA-accredited programs were overrepresented in the WILIS 2 study. Whereas 74 percent of the WILIS 2 programs were ALA-accredited, only 50 percent of the population of all LIS programs was ALA-accredited. U.S. News and World Report Top Ranked Programs (n=25) were also overrepresented in the WILIS 2 study. Whereas 41 percent of the WILIS 2 programs were on the Top Ranked list, only 24 percent of all LIS programs were on the list. Seven programs that initially intended to participate in WILIS 2 eventually withdrew. Most of these withdrawals were due to difficulties encountered by the programs in preparing their alumni files.

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1 LIS programs in North America were identified from the following five sources: 1) American Library Association’s *Alphabetical List of Institutions with ALA-Accredited Programs*, 2) National Council for Accreditation of Teacher Education’s (NCATE) *List of Recognized Programs per Accredited Institutions for School Library Media Specialist (ALA/AASL)*, 3) Peterson’s Guide Note: A comprehensive search was done for library and information science programs, at the graduate and undergraduate level, 4) i-schools Caucus, 5) Council on Library/Media Technician’s list of *U.S. Library Technician Programs*
Preliminary results

Results from the WILIS 2 study are available on the Web at [http://www.wilis.unc.edu/results.html](http://www.wilis.unc.edu/results.html) and are published in "Workforce Issues in Library and Information Science, Part 2" - the Summer/Fall 2010 issue of Library Trends, a well-known scholarly journal in the field.

Defining purpose and scope

The Workforce Issues in Library and Information Science 2 (WILIS 2) study developed two major products that could potentially be used by all library and information science (LIS) programs:

- a survey tool to gather information on both program evaluation and subsequent employment experiences
- a model of delivery for that tool that would promote comparability and evidence based educational and workforce planning by LIS programs.

The resulting model includes a shared survey, shared yet customizable methodology, a web-based data collection tool, program-specific data products, and shared data products.

Toward the end of the WILIS 1 project, the WILIS team surveyed a group of 99 Deans and Directors of LIS programs in North America to determine their level of interest in gathering alumni information. The following chart indicates the ways they anticipated using alumni information.

**Figure 1: Purposes for Gathering Alumni Information (n=55)**

- Marketing program
- Developing alumni services
- Developing continuing education
- Benchmarking against other programs
- Institutional reporting
- Accreditation
- Strategic planning
- Curriculum development
- Faculty planning
- Recruiting
- Fundraising
The following graph shows the amount of interest (as expressed “somewhat or very interested”) LIS Deans and Directors showed in certain types of alumni information.

**Figure 2: Alumni Information of Interest (n=55)**

These data informed the work of the Survey Working Group which consisted of representatives of the eight pilot (phase 1) programs, two additional members of the LIS community, and the WILIS 2 project staff. Survey measures were selected, designed, and arranged with substantial input from the Survey Working Group.

**How do we survey our graduates?**

Some questions to consider as you determine the purpose and scope of your own survey include:

- What are the main goals of the survey? Be specific!
- Which degree names will your subjects hold? Will you include Masters in Library Science and/or Information Science, Bachelors or Certificate Programs, and Doctorates?
What graduation years will be included? Consider the available budget as well as the need to represent changes in the program when selecting the sample. 
Should you over-sample certain subgroups to make comparisons between degree concentrations or to address other questions of unique interest to stakeholders at your institution? 
Will you include survey incentives? How will the cost of incentives change your budget and sample size? 
Which functions will be outsourced? Will someone in-house with expertise in survey design agree to assist with the project? 
When must study results be available? How might your timelines influence scope and sample size?

### Selecting a survey consultant

Quality survey design yields quality data. Although tools are available to create and administer your own Web surveys, we recommend using a survey consultant. See Appendix 5 for reasons why “do-it-yourself” surveys can lead to trouble. We selected Survey Sciences Group to assist with our survey for several reasons. The company had a focus on scientific rigor, particularly in the area of Web-based survey design and the survey process. Staff members were experienced in conducting large-scale, national academic surveys. Importantly, we had developed a good working relationship with this company on other projects. We recommend that as you select a consultant you carefully research the capabilities of each firm and seek references from other customers.

### Obtaining IRB/REB approval

Before initiating research involving human subjects, the law requires researchers to receive approval from an independent review board. Regulations define these groups as Institutional Review Boards (IRBs) in the United States and Research Ethics Boards (REBs) in Canada. Since IRB/REB policies and forms differ by institution, this document will not provide step-by-step guidance. However, you may want to review sample template wording in Appendix 1 as you prepare your IRB/REB application.

### Obtaining contact information

### Selecting alumni to be surveyed

When planning your research design, you will need to decide whether you will conduct a census of all recent graduates or select a sample of your graduates to survey. Some questions to consider are as follows:

- What are the appropriate degree names your subjects should hold? Master of Library Science and/or Information Science?
- How many graduates do you want to survey? You should consider the costs of sending postal letters or including an incentive for each participant.
- What graduation years do you want to include? For instance, you may wish to survey only the most recent graduates (e.g. last two years).
- Are there particular years that are important given changes in your program?
- Are there any particular groups that you want to oversample (e.g., graduates from a new degree concentration or an interest in comparing certain groups)?
Gathering information from existing alumni lists

Your alumni records should contain the following fields. The record should be as complete as possible.

**Table 1: Alumni Contact Data Fields**

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
<td>Country</td>
</tr>
<tr>
<td>Middle Name</td>
<td>Phone Number</td>
</tr>
<tr>
<td>Last Name</td>
<td>Email Address</td>
</tr>
<tr>
<td>Maiden Name</td>
<td>Degree Name</td>
</tr>
<tr>
<td>Address Line 1</td>
<td>Graduation Year</td>
</tr>
<tr>
<td>Address Line 2</td>
<td>Graduation Month</td>
</tr>
<tr>
<td>City</td>
<td>Gender</td>
</tr>
<tr>
<td>State</td>
<td>Race/Ethnicity</td>
</tr>
<tr>
<td>Zip Code</td>
<td>Date of Birth</td>
</tr>
</tbody>
</table>

The file format for these records is very important. Do not use a single field for the full name or address, but instead split this information into separate fields. We recommend that you use a spreadsheet with a row for each graduate and a column for each field listed above. This will simplify activities such as creating mail merge letters used to invite alumni to take the survey. Either you or your survey consultant will also add a CUSTOMID field for each alumnus. This ID will appear on survey invitation and reminder notices if you do a web-based survey. It will also help ensure confidentiality of survey responses.

Publicizing the survey

Generating publicity for your survey yields multiple benefits. Publicity can increase stakeholder support as well as alumni motivation to respond to the survey. Alumni otherwise unreachable may hear of the study and provide updated contact information, further increasing response rates. Eager anticipation of study results, generated by effective publicity, can broaden the return on investment when findings are finally published.

Generating a press kit

Invest the time to generate a quality publicity/press kit, including graphics, blurbs, and press releases. Once developed, use the interchangeable parts for websites, newsletters, and emails. See the following page for a sample postcard using standard graphics and text from the WILIS 1 press kit.
Figure 3: Sample Postcard

Where are you?

An important career study
of graduates of the six
Library and Information
Science Programs in North
Carolina is being conducted.

We need your help!

WORKFORCE ISSUES in LIBRARY and INFORMATION SCIENCE

To better understand the careers of library and information science graduates, we need your help.

As a graduate of one of the six Library and Information Science programs in North Carolina, we are requesting your input to a research study spanning 40 years of LIS education. The results of the study will assist educators and employers as they address workforce and education issues both locally and nationally.

To participate in this important study, we would like your permission to contact you with more information. Please send your name and e-mail address to:

willis@unc.edu

For more information, contact Joanne Marshall, WILIS
Principal Investigator: at willis@unc.edu; or consult the Web site at: http://www.wilis.unc.edu/

Make a difference to the future of our profession!

Workforce Issues in Library and Information Science (WILIS) is a collaborative research project of the University of North Carolina at Chapel Hill’s School of Information and Library Science and the Institute on Aging and the six LIS programs in North Carolina. The study is funded by the Institute of Museum and Library Sciences.

WILIS
720 Martin Luther King Jr. Blvd., CB #1030
Chapel Hill, NC 27599-1030
Alerting the media

Distribute your press release to as many targeted media as possible. Include the school website, alumni newsletter, and websites and newsletters for professional organizations. We sent press releases to the following organizations. You should target the state/province/regional organizations in your area.

Table 2: Press Release Distribution List

<table>
<thead>
<tr>
<th>North Carolina</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Carolina Library Association (including NCLA divisions)</td>
</tr>
<tr>
<td><a href="http://www.nclaonline.org/">http://www.nclaonline.org/</a></td>
</tr>
<tr>
<td>NC Academic Libraries  <a href="http://statelibrary.dcr.state.nc.us/library/univers.htm">http://statelibrary.dcr.state.nc.us/library/univers.htm</a></td>
</tr>
<tr>
<td>NC Community Colleges  <a href="http://statelibrary.dcr.state.nc.us/library/nccclist.htm">http://statelibrary.dcr.state.nc.us/library/nccclist.htm</a></td>
</tr>
<tr>
<td>North Carolina Associations of School Librarians  <a href="http://www.nclaonline.org/ncasl/">http://www.nclaonline.org/ncasl/</a></td>
</tr>
<tr>
<td>NC Public libraries:  <a href="http://statelibrary.dcr.state.nc.us/library/publib.htm">http://statelibrary.dcr.state.nc.us/library/publib.htm</a></td>
</tr>
<tr>
<td>North Carolina Public Library Directors Association  <a href="http://statelibrary.dcr.state.nc.us/ncplda/ncplda.htm">http://statelibrary.dcr.state.nc.us/ncplda/ncplda.htm</a></td>
</tr>
<tr>
<td>Raleigh News and Observer</td>
</tr>
<tr>
<td>National Associations</td>
</tr>
<tr>
<td>Association of Research Libraries  <a href="http://www.arl.org/">http://www.arl.org/</a></td>
</tr>
<tr>
<td>Medical Library Association  <a href="http://www.mlanet.org/">http://www.mlanet.org/</a></td>
</tr>
<tr>
<td>Society of American Archivists  <a href="http://www.archivists.org/">http://www.archivists.org/</a></td>
</tr>
<tr>
<td>Library &amp; Information Technology Association  <a href="http://www.lita.org/LITAMAINTemplate.cfm?Section=lita">http://www.lita.org/LITAMAINTemplate.cfm?Section=lita</a></td>
</tr>
<tr>
<td>American Society for Information Science and Technology  <a href="http://www.asis.org/">http://www.asis.org/</a></td>
</tr>
<tr>
<td>Black Caucus of ALA  <a href="http://www.bcala.org/">http://www.bcala.org/</a></td>
</tr>
<tr>
<td>Special Library Association  <a href="http://www.sla.org/">http://www.sla.org/</a></td>
</tr>
<tr>
<td>American Association of Law Libraries  <a href="http://www.aallnet.org/">http://www.aallnet.org/</a></td>
</tr>
<tr>
<td>American Library Association  <a href="http://www.ala.org/">http://www.ala.org/</a></td>
</tr>
<tr>
<td>ALA Discussion List  <a href="http://lp-web.ala.org:8000/">http://lp-web.ala.org:8000/</a></td>
</tr>
<tr>
<td>News  <a href="http://www.ala.org/Template.cfm?Section=news">http://www.ala.org/Template.cfm?Section=news</a></td>
</tr>
<tr>
<td>ALA Divisions</td>
</tr>
<tr>
<td>American Association of School Librarians (AASL)</td>
</tr>
<tr>
<td>Association for Library Collections &amp; Technical Services (ALCTS)</td>
</tr>
<tr>
<td>Association for Library Service to Children (ALSC)</td>
</tr>
<tr>
<td>Association for Library Trustees and Advocates (ALTA)</td>
</tr>
<tr>
<td>Association of College and Research Libraries (ACRL)</td>
</tr>
<tr>
<td>Association of Specialized and Cooperative Library Agencies (ASCLA)</td>
</tr>
<tr>
<td>Library Administration and Management Association (LAMA)</td>
</tr>
<tr>
<td>Library and Information Technology Association (LITA)</td>
</tr>
<tr>
<td>Public Library Association (PLA)</td>
</tr>
<tr>
<td>Reference and User Services Association (RUSA)</td>
</tr>
<tr>
<td>Young Adult Library Services Association (YALSA)</td>
</tr>
</tbody>
</table>
Benefit of using listservs
We found professional library and information science-related listservs particularly helpful in reaching alumni. We recommend including the following listservs.

Table 3: Professional Listservs

<table>
<thead>
<tr>
<th>ARCHIVES</th>
<th>LAW-LIB</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACQNET-L</td>
<td>LIBADMIN-L</td>
</tr>
<tr>
<td>ASIS-L</td>
<td>LIBREF-L</td>
</tr>
<tr>
<td>AUTOCAT</td>
<td>LM_NET</td>
</tr>
<tr>
<td>CIRCPLUS</td>
<td>MEDLIB-L</td>
</tr>
<tr>
<td>COLLDV-L</td>
<td>PUBLIB-NET</td>
</tr>
<tr>
<td>DC-GENERAL</td>
<td>SERIALST</td>
</tr>
<tr>
<td>EDUCAT</td>
<td>SLA-DSOC</td>
</tr>
<tr>
<td>GOVDOC-L</td>
<td>SLA-DSOL</td>
</tr>
<tr>
<td>ILL-L</td>
<td>SLA-ST</td>
</tr>
<tr>
<td>INFOCOMMONS-L</td>
<td>SYSLIB-L</td>
</tr>
<tr>
<td>JESSE</td>
<td></td>
</tr>
</tbody>
</table>

Verifying contact information
There are many approaches to verifying contact information for alumni. This toolkit will describe methods used for WILIS 1 along with evaluation of their comparative effectiveness.

Outsourcing
Several alumni tracking vendors offer to search public databases for a fee. In selecting a vendor, we considered reputation, cost and ability to handle large batches (approximately 5,000 alumni.) Our study decided to use AlumniFinder (http://www.alumnifinder.com) to update mailing addresses, phone numbers and email addresses. AlumniFinder charged a base service fee plus a fee for each updated record. A batch of approximately 4900 cases cost around $2,000 in 2006. Ask your university or alumni association if a similar updating service is already in use for your graduates to avoid duplication of effort and expense. Programs with relatively few alumni might find it more cost-effective to partner with other departments or programs to keep the cost per case low.
Online searching can be a useful method of updating alumni records. Not all online search strategies are equally effective, however.

Unfruitful online methods
Several methods did not prove useful in locating email addresses for our pilot sample. Neither “email locator” engines nor free email/address/phone directories provided any electronic contact information for our sample. We were able to locate some names on “free” public records search sites, but we found that details displayed only for a fee and without any guarantee of a valid email.

Recommended online searching method
Use online searching with care and limit the amount of time spent on each record. Manual searches are expensive in terms of time and effort. A 20-hour search of approximately 400 people using the intuitive approach described in Appendix 2 yielded only 59 emails (15%).

Mailing postcards
Send a postcard to each alumnus, and invest in the additional fee for Return Service Requested. This simple step can accomplish three goals:

- Test the accuracy of the postal contact information
- Obtain updated postal information via Return Service Request
- Request email addresses from alumni

Contact your post office or campus postal service for pricing and requirements. See Figure 3: Sample Postcard on page 9.

Consulting professional membership directories
Membership directories for professional associations are not always accessible to the public. We were able to search one regional organization’s membership list. Ask your program’s faculty and staff about their professional associations; some may have access to membership directories otherwise unavailable.

Testing data quality
Always test the accuracy of contact information. We recommend testing both postal and email addresses by sending survey notification letters, postcards or emails.

Comparison of data verification methods
See the table below for a comparison of data verification methods used for alumni of four schools with LIS Master’s programs. Note that online searching and professional membership directories were used only in the pilot test; the other methods were used in both the pilot phase and full study of the survey.
Table 4: Data Verification Effectiveness

<table>
<thead>
<tr>
<th>Method</th>
<th>Number of Cases</th>
<th>Number Updated</th>
<th>Percent Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outsourcing to alumni tracking vendors*</td>
<td>5358</td>
<td>4925</td>
<td>91.9</td>
</tr>
<tr>
<td>Online searching</td>
<td>400</td>
<td>59</td>
<td>14.8</td>
</tr>
<tr>
<td>Use a mailed postcard</td>
<td>5358</td>
<td>1197</td>
<td>22.3</td>
</tr>
<tr>
<td>Professional membership directories</td>
<td>400</td>
<td>37</td>
<td>9.3</td>
</tr>
<tr>
<td>LIS listservs</td>
<td>5358</td>
<td>172</td>
<td>3.2</td>
</tr>
<tr>
<td>Publicity/press</td>
<td>5358</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*Verified and/or updated 4892 cases and identified 33 as deceased.

**Recommendations**

Based on our experience, we recommend the following:

- Try to maximize the number of alumni with email addresses.
- Use an alumni tracking vendor.
- Use LIS listservs to solicit contact information and advertise the study.
- Test the quality of your contact information before you distribute questionnaires.
Use and storage of alumni records

Policies and legislation restrict the use and storage of alumni records in order to protect privacy and confidentiality. Since governing policies and laws are unique to the institution, recommended resources are included in this document. You may want to review the following legislation and the study practices in Appendix 3.

USA Family Educational Rights and Privacy Act (FERPA) are available online at:

Canadian Freedom of Information and Protection of Privacy Act (FIPPA) is available online at:
http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90f31_e.htm

Customizing the survey

Learning from the WILIS survey theoretical model

The framework for WILIS survey design has been used extensively in studying career progression. This life course model spans the full career from education through retirement and encompasses multiple factors that can influence career development. Individuals respond to changes in economics, family transitions, and job satisfaction. Further information about the theoretical perspective may be found in Appendix 4.

Although the focus of the WILIS 2 study is recent graduates (i.e., those graduating within the previous five years), the life course perspective remains relevant. The research team employed the Community-Based Participatory Research (CBPR) approach in creating the survey. We consulted key stakeholders, including educators and administrators in LIS programs, leaders in professional organizations, and library and non-library employers. This information supplemented the theoretical model to ensure that the survey would include important variables and deliver actionable information to stakeholders. Using the CBPR approach ensured the survey would meet the needs of educational and workforce planners and improved the chance of this model being widely adopted and used by LIS programs.

Understanding the WILIS 2 survey structure

The WILIS 2 survey is located in Appendix 6. The survey collected data on graduates’ knowledge, skills and preparedness, program evaluation, suggestions for program improvements, experience with technology, connections to their program and ratings of capstone experiences. In addition to the educational and work histories of respondents, questions addressed demographics, specific details of jobs held, continuing education needs, satisfaction with LIS as a career, entry into the workforce, and professional leadership and achievements.

Survey sections include the following:

- About Your Program
- About You
- Previous Education
- Technology
- Employment
- Not Currently Working
- Leadership/Achievements
- Continuing Education
The survey collected information on three positions: 1) job before their LIS program, 2) job after their LIS program and 3) current depending on employment status. All job sections contained questions about the position title and dates of employment. The sections for current job was expanded to include more questions on nature of the work and job setting, salary, level of employment, benefits, control and autonomy, specific job functions, work environment, benefits, career development and retirement plans.

Based on the number and types of jobs, respondents were directed to specific sections of the survey. While the Web enables complex skip patterns in response to each answer, expertise must be available either in-house or from a research firm to design and program Web surveys. Structured and open-text responses were collected on a variety of job aspects.

### Customizing the survey to meet local needs
Tailor your survey to the goals set by your stakeholders. Keep in mind that the depth of information possible in a long survey can come at the price of lower response rates. Despite this, you must make the survey long enough to capture the most important information.

Programs targeting graduate of certain degree or specializations might want to include or even expand on the questions in the Previous Education or Continuing Education section. If your institution has a research interest in how research assistantships, internships or fellowships influence student preparedness then you may want to add questions about these unique opportunities. If your primary goal is to evaluate the success of your online or distance education program, you might find the questions on technology use in the workplace less relevant. At the same time, you might add questions to address recent changes unique to your program. If your focus is on recruitment, then perhaps the sections on continuing education are less relevant. The possible combinations are limitless.

### Designing for controlled costs
Certain choices about survey format can determine the resources needed for survey administration and analysis. For instance, if you choose to survey by mail, then you must provide human and physical resources to code the responses plus the costs of printed surveys and postage to and from respondents. If you plan a web survey with complex skip-patterns, then you must provide for personnel (in-house or outsourced) to program those patterns. Including free-response questions adds depth but increases costs over a multiple-choice only format, since someone must group responses for pattern analysis. Unless you pay to outsource any telephone surveys, you must have access to sufficient phone lines and personnel, and you must pay for labor and long-distance costs.

### Testing the survey design
The WILIS survey instrument underwent several rounds of testing before the pilot was fielded. This proofing/testing was performed not only by research team members but also by independent individuals uninfluenced by the team’s discussions. Many questions and answers were reworded and new options added as a result. We found it especially important to assign individuals to take on roles with different career histories to test the skip patterns.

We selected eight LIS program in North America to participate in a pilot test of the survey. We mailed an invitation letter with a $2 bill incentive and followed up with email reminders. After the pilot study, we again optimized wording and added options for several questions/answers. In addition, we received quality
feedback that suggested we should add a section on leadership and achievement and revise the technology section.

Administering the survey and addressing non-response

Reaping the benefits of outsourcing
Consider outsourcing elements of survey design and administration, especially if you will perform a Web-based study. A reputable survey firm will have expertise in the mathematical, behavioral, and technical aspects of survey design and implementation. A good survey partner will work with you to design the most powerful survey possible within your budget constraints. A survey company understands elements such as randomization of responses, skip-pattern design, the need to make the survey accessible to those with disabilities, and other aspects of presentation. The company can distribute invitations and follow-up with non-respondents so that you can concentrate on interpreting data, not gathering it. We chose Survey Sciences Group (http://www.surveysciences.com) to administer the WILIS study based on its experience with similar assessments.

Method of communication
The WILIS 2 grant provided funds for a postal survey invitation and email reminders for the pilot sites. However, the full launch programs were sent an email invitation and reminders unless the program provided the funds for postal letters. In the full launch, ## programs paid for postal invitations. We found that postal invitation letters were more effective than email invitations in stimulating response. According to our study results, the programs that sent letter invitations to all alumni achieved a higher response rate over the average response rate for other programs. We assume that some of this difference is related to the use of the letters. See Table 5.

Table 5. The average response rate by invitation type

<table>
<thead>
<tr>
<th>Invitation Type</th>
<th>Number of participating programs</th>
<th>Average Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email only</td>
<td>27</td>
<td>41.4%</td>
</tr>
<tr>
<td>Paper – all participants</td>
<td>10</td>
<td>52.1%</td>
</tr>
<tr>
<td>Mixed: Paper – participants without emails Email – participants with emails</td>
<td>2</td>
<td>36.3%</td>
</tr>
</tbody>
</table>

Impact of non-response
Non-response can potentially bias the sample so that it is no longer representative of the population as a whole. If possible, try to reach your non-respondents and survey them to find out why they did not complete your survey. An understanding of the barriers to survey completion can allow you to improve your study design. If you will not conduct a formal non-respondent survey, you should at least compare the profiles of those who responded to those who did not, so that you can feel confident that your surveyed sample is still representative.
We recommend that you compare at least the following variables between groups:
  - Gender
  - Race
  - US citizenship
  - LIS program attended

If you conduct a non-response study and have updated information, add the following variables if possible:
  - Marital status
  - Employment status
  - Type of work
  - Left the LIS field
  - Salary
  - Career satisfaction

**Sample invitation/reminder templates**
See Appendix 4 for sample invitation and reminder templates (letter and email.)

**Where can I find more information?**
WILIS is funded by a grant from the IMLS Librarian’s for the 21st Century Program. For more information on that program, visit: http://www.imls.gov.

The WILIS project has placed several resources online at http://www.wilis.unc.edu/index.html. In particular, you can find information about related studies at http://www.wilis.unc.edu/related.html and a project bibliography at http://www.wilis.unc.edu/bibliography.html.

If you will do any customization of the survey, we recommend that you consult with a survey company or other expert in survey design. If you wish to have a broad overview of some important issues in survey design, the following web sites may be helpful. The American Institute for Public Opinion Research has published a brief best practices guide at http://www.aapor.org/bestpractices. For issues specific to Web survey design, consult http://www.websm.org.

Our survey consultant was Survey Sciences Group, which may be reached at http://www.surveysciences.com.

Contact information for our alumni was verified by AlumniFinder, which may be reached at http://www.alumnifinder.com.
Appendix 1: IRB Support

Note that this information is provided as background only. Institutional Review Board/Research Ethics Board requirements may vary by institution.

Description of study design/method

We plan to gather lists of graduates of the [degree name] programs from [time period]. After verifying contact information for the graduates via [method], we plan to proceed with conducting the survey of graduates: [number of sample] graduates of the [degree name] programs will receive an invitation to participate by email and letter (draft attached). The alumni survey (draft attached) will be made available on the web for participants with Internet access, and will be delivered by mail for participants who do not have Internet access. Notes and correspondence will be retained in locked files or on a secure server as appropriate in order to document the research process and facilitate continuing communication with respondents. The completed web surveys will be stored on a secure server; completed print surveys will be stored in locked files. All survey participants will be assigned an ID number; no respondent names will be included in reports without consent of participants. ID keys will be stored on a secure server.

Inducements for participation

The alumni survey has no incentive.

Benefits to subjects and/or society

In this phase, there is no direct benefit to the individual subject. The overall study has the potential to improve career tracking of graduates of LIS programs by informing educators about the needs of graduates.

Full description of risks and measures to minimize risks

The risks are limited to breach of confidentiality. There are no sensitive subjects covered in the survey.

Personal identifiers to be collected as part of the study

Personal identifiers will include: names, telephone numbers, dates directly related to an individual, geographic subdivisions smaller than a state, email addresses.

Data sharing

Members of the study team will have access to the LIS graduate lists – with identifying information – for use only in fielding the survey later in the study. Completed alumni web surveys will be stored on a secure server, and completed print surveys will be stored in a locked cabinet. The reports summarizing and analyzing the survey responses will not contain any personally identifiable information about survey participants. No alumni data will be shared.

Confidentiality of the data

Graduate lists will be stored on a secure password protected server. Paper copies will be stored in locked filing cabinets in locked offices. Data can be shared among research staff using our secure password protected server and file system. Survey participants and non-respondents are free to complete the survey in the privacy of their home or office. Notes and correspondence will be retained in locked files or on a secure server as appropriate in order to document the research process and facilitate continuing communication with respondents. The completed web surveys will be stored on a secure server; completed print surveys will be stored in locked files. All survey participants will be assigned a number; no respondent names will be
included in reports without consent of participants. Surveys only include ID numbers; keys linking ID to respondent will be stored on a secure server.

Justification of waiver of written (signed) consent
Postal and email letters will be used. The invitational letter, reminder letter and email inform the alumni that completion of the survey connotes consent to participate in this study.
Appendix 2: Recommended Online Search Method

Although the goal of web searching is to verify the current name(s) and most recent postal and email addresses, you may find searching more effective if you add the following information to your files: position/title, place of employment, work address, work telephone number, work email address. This is an iterative process, and one that requires an awareness and balance of time, as it is very easy to spend too much time and energy on enticing clues that never quite uncover that elusive alumnus. See the flow chart on the following pages for our recommended search sequence.
Do a **REVERSE ADDRESS LOOKUP** on www.whitepages.com for the listed address.

**Match**: Stop search. **No match**: look at other street numbers and verify street name and spelling (www.mapquest.com.) If no match, proceed to #2.

---

Do a **PEOPLE SEARCH** on www.whitepages.com. Use different permutations of initials, first, middle and last or prior name, and search in town and state given.

**Match**: stop search. Unless the name is unusual, this search is usually not fruitful. **No match**: expand search to entire state of LIS program (or other listed state) or even entire US, if name is unique. Sometimes person will be located in a nearby town or state. If still no match, proceed to #3.

---

Do a search on www.google.com for the person’s entire name in **quotations**: “**Cynthia Eunice Doe.**” Keep removing elements of the full name until there are hits to explore, i.e., “Cynthia E. Doe;” “Cynthia Doe;” “Eunice Doe;” “Cindy Doe.” It is trial and error, but usually one name will surface as a likely suspect.

(Flowchart continues on the following page)
Following up hits: From brief notes about a person, further clues may become apparent: a name change, a current employer, a city/state of residence, membership in a professional association, etc. Using these clues, go to associated websites. For example, the school or university of employment will have an employee directory, or a departmental website. Email addresses are usually available from these websites. A name change or city of residence may necessitate a revised Google search or another search of www.whitepages.com.

Hits: Most often, a hit is not straightforward. The person’s current whereabouts are still a mystery. For example, a hit might be his post to a listserv, or a note in a meeting agenda mentioning her retirement, or an article in a newsletter that mentions her participation in a workshop. Finding this type of clue is the FIRST STEP.

If there are still too many hits, add other likely associated terms such as the school from which s/he graduated or degree: MLS, NC, NCCU, UNC, etc.

With each probable name search, add one of the terms: library, librarian, archives or “library media.” Example: “Eunice Doe” librarian.
Appendix 3. WILIS Use and Storage of Alumni Records

This memo describes how the research team will use and store alumni records provided by the participating LIS programs in the Workforce Issues in Library and Information Science 2 (WILIS2) study. The WILIS 2 research team is the University of North Carolina at Chapel Hill (UNC-CH) and Survey Sciences Group, LLC (SSG). Joanne Gard Marshall and Jennifer Craft Morgan are Co-Principal Investigators on the project and are ultimately responsible for the adhering to study protocols approved by the UNC-CH Institutional Review Board. SSG is also contractually obligated to adhere to the agreed upon and approved study protocols as a sub-contractor of the UNC-CH.

Use of Alumni Records
In the WILIS 2 study, the alumni records will be used for survey communication such as inviting alumni to participate in the survey and sending reminders to non-respondents. In order to evaluate the representativeness of the survey sample\(^2\), the data may be used to compare alumni who responded to those who did not. The research team agrees to:

- Use the alumni data only for the purposes of the WILIS2 research and analysis.
- Hold alumni data in the strictest confidence and not use or disclose alumni data except as required by law.
- Promptly notify participating programs regarding unauthorized use.

Storage of Alumni Records
The research team will safeguard alumni records according to reasonable administrative, physical and technical standards including:

- store all alumni records on a secure and password protected server,
- ensure all transfers of data between UNC-CH and SSG are secure and encrypted,
- allow only authorized personnel to access the alumni data,
- encrypt and password protect data whenever it is not stored on a secure server that is protected by a firewall,
- destroy alumni records upon completion of analysis.

The research team will continually monitor its operations and take any action necessary to assure the information is safeguarded from being viewed, loaned or otherwise conveyed to anyone other than authorized personnel. The research team will provide written notice if a disclosure of data occurs and will implement reasonable steps to limit any further disclosure.

Resources:


\(^2\) Determining representativeness of the survey sample is only possible if a participating program includes demographic information on their alumni.
Appendix 4: Sample invitation and reminder templates

Templates for invitation and reminder correspondence may be found on the following pages. These are the actual letters and emails used for the WILIS 2 survey. Text in curly brackets { } represents fields which were mail merged into Microsoft Word from information in the contact database.

Postal Invitation

Date

{First Name} {Last Name}

{Street Address}

{City}, {State} {ZIP}

Dear {First Name} {Last Name}:

As a recent graduate of {PROGRAM NAME}, you have been selected to participate in an important study of information and library science education. Your program is one of eight programs that are participating in this Institute of Museum and Library Services funded study that is being conducted by the University of North Carolina.

Sharing your experiences during and after your program will help to improve information and library science education in the future. Your participation is critical to the success of the study even if you have left the field temporarily or permanently.

You can be a part of this important study by completing a brief Web-based survey. On any computer that can access the Internet, please do the following:

1. Type the following link into the address or location field at the top of the Web browser: {URL}
2. Enter the following ID: {CUSTOMID}
3. Click the START SURVEY button to begin.

The questionnaire will take about 15 minutes to complete. It is possible to log back in to the survey if you cannot complete it at one login. Participation is voluntary. You are free to skip any question and have the right to withdraw at any time. Responding to the survey indicates your consent to participate in the study. There are no anticipated risks or benefits to you; however, there will be benefits to your LIS program and to the profession in general.

Your individual responses will be strictly confidential. Only de-identified data will be shared with your LIS program. Although your name will not appear in any reports or publications, the name of your program will be used in summaries or descriptions of the data. Summaries of the study results will be made available through conference presentations, publications and on the study website at www.wilis.unc.edu. If these data are used for additional research purposes, your name and LIS program will not be used and all reasonable steps to avoid deductive disclosure will be taken.
If you have any questions about the study or know of others who would like to participate, please do not hesitate to contact the study coordinator at [Coordinator Phone]. All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns you may contact, anonymously if you wish, the Institutional Review Board at [IRB Phone] or by email to [IRB Email].

Thank you on behalf of your LIS program and your profession. By sharing your story you are making a positive contribution to the future of LIS education.

Sincerely,

{Dean Name}
{Dean Title}
{Program Name}
{University Name}

---

**Email Invitation**

From: {Dean Name} {Dean Email}
To: {First Name} {Last Name}
Subject: RECENT GRADUATE SURVEY

Dear {First Name} {Last Name}:

As a recent graduate of {PROGRAM NAME}, you have been selected to participate in an important study of information and library science education. Your program is one of eight programs that are participating in this Institute of Museum and Library Services funded study that is being conducted by the University of North Carolina.

Sharing your experiences during and after your program will help to improve information and library science education in the future. Your participation is critical to the success of the study even if you have left the field temporarily or permanently.

You can be a part of this important study by completing a brief Web-based survey. On any computer that can access the Internet, please do the following:

1. Type the following link into the address or location field at the top of the Web browser: [URL]
2. Enter the following ID: {CUSTOMID}
3. Click the START SURVEY button to begin.

NOTE: If you are unable to click on the link directly, please type the entire link into the address or location field at the top of your web browser, and press the ENTER key on your keyboard to access the study website. If you have any technical difficulty while taking this survey, please contact us by sending an email to wilis@ssgresearch.com. Please refer to the WILIS study and provide your Study ID: {CUSTOMID}.

The questionnaire will take about 15 minutes to complete. It is possible to log back in to the survey if you cannot complete it at one login. Participation is voluntary. You are free to skip any question and have the
right to withdraw at any time. Responding to the survey indicates your consent to participate in the study. There are no anticipated risks or benefits to you; however, there will be benefits to your LIS program and to the profession in general.

Your individual responses will be strictly confidential. Only de-identified data will be shared with your LIS program. Although your name will not appear in any reports or publications, the name of your program will be used in summaries or descriptions of the data. Summaries of the study results will be made available through conference presentations, publications and on the study website at www.wilis.unc.edu. If these data are used for additional research purposes, your name and LIS program will not be used and all reasonable steps to avoid deductive disclosure will be taken.

If you have any questions about the study or know of others who would like to participate, please do not hesitate to contact the study coordinator at {Coordinator Phone}. All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns you may contact, anonymously if you wish, the Institutional Review Board at {IRB Phone} or by email to {IRB Email}.

Thank you on behalf of your LIS program and your profession. By sharing your story you are making a positive contribution to the future of LIS education.

Sincerely,

{Dean Name}

{Dean Title}

{Program Name}

{University Name}

---

**Email Reminder 1 & 2**

From: {Dean Name} {Dean Email}

To: {First Name} {Last Name}

Subject: RECENT GRADUATE SURVEY

Dear {First Name} {Last Name},

Recently, we contacted you to request your participation in an important study of recent graduates from {Program Name}. You may have already completed the Web-based survey and, if so, we thank you. If not, we are writing to encourage you to respond as soon as possible. Please note that your participation is critical to the success of the study even if you have left the field temporarily or permanently.

The survey is an opportunity to share your experiences in your LIS program and to provide feedback that will help improve LIS education in the future. Your participation in this important study will help to support the recruitment, education and retention of the next generation of LIS professionals.

On any computer that can access the Internet, please follow the instructions below to complete the survey:

1. Click on this link to enter the study website: {URL}
2. In the ID field of the login box, enter the following ID: {CUSTOMID}
3. Click the START SURVEY button on the screen to proceed with the study.

NOTE: If you are unable to click on the link directly, please type the entire link into the address or location field at the top of your web browser, and press the ENTER key on your keyboard to access the study website. If you have any technical difficulty while taking this survey, please contact us by sending an email to wilis@ssgresearch.com. Please refer to the WILIS study and provide your Study ID: {CUSTOMID}.

The questionnaire will take about 15 minutes to complete. It is possible to log back in to the survey if you cannot complete it at one login. Participation is voluntary. You are free to skip any question and have the right to withdraw at any time. Responding to the survey indicates your consent to participate in the study. There are no anticipated risks or benefits to you; however, there will be benefits to your LIS program and to the profession in general.

Your individual responses will be strictly confidential. Only de-identified data will be shared with your LIS program. Although your name will not appear in any reports or publications, the name of your program will be used in summaries or descriptions of the data. Summaries of the study results will be made available through conference presentations, publications and on the study website at www.wilis.unc.edu. If these data are used for additional research purposes, your name and LIS program will not be used and all reasonable steps to avoid deductive disclosure will be taken.

If you have any questions about the study or know of others who would like to participate, please do not hesitate to contact the study coordinator at {Coordinator Phone}. All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns you may contact, anonymously if you wish, the Institutional Review Board at {IRB Phone} or by email to {IRB Email}.

Thank you on behalf of your LIS program and your profession.

Sincerely,
{Dean Name}
{Dean Title}
{Program Name}
{University Name}

---

**Email Reminder 3**

From: {Dean Name} {Dean Email}
To: {First Name} {Last Name}
Subject: RECENT GRADUATE SURVEY

Dear {First Name} {Last Name},
A survey of recent graduates of {PROGRAM NAME} is currently underway. We really need your input. Hearing about your experiences in your LIS program is essential to the success of the study even if you have left the field temporarily or permanently. Since the LIS field will need to replace the large number of retirements expected to take place in the coming decades, doing an educational study at this time is especially important.

Don’t miss out on your opportunity to complete this important Web-based survey. On any computer that can access the Internet, please follow these steps:

1. Click on this link to enter the study website: {URL}
2. In the ID field of the login box, enter the following ID: {CUSTOMID}
3. Click the START SURVEY button on the screen to proceed with the study.

NOTE: If you are unable to click on the link directly, please type the entire link into the address or location field at the top of your web browser, and press the ENTER key on your keyboard to access the study website. If you have any technical difficulty while taking this survey, please contact us by sending an email to wilis@ssgresearch.com. Please refer to the WILIS study and provide your Study ID: {CUSTOMID}.

The questionnaire will take about 15 minutes to complete. It is possible to log back in to the survey if you cannot complete it at one login. Participation is voluntary. You are free to skip any question and have the right to withdraw at any time. Responding to the survey indicates your consent to participate in the study. There are no anticipated risks or benefits to you; however, there will be benefits to your LIS program and to the profession in general.

Your individual responses will be strictly confidential. Only de-identified data will be shared with your LIS program. Although your name will not appear in any reports or publications, the name of your program will be used in summaries or descriptions of the data. Summaries of the study results will be made available through conference presentations, publications and on the study website at www.wilis.unc.edu. If these data are used for additional research purposes, your name and LIS program will not be used and all reasonable steps to avoid deductive disclosure will be taken.

If you have any questions about the study or know of others who would like to participate, please do not hesitate to contact the study coordinator at {Coordinator Phone}. All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns you may contact, anonymously if you wish, the Institutional Review Board at {IRB Phone} or by email to {IRB Email}.

Thank you on behalf of your LIS program and your profession.

Sincerely,

{Dean Name}
{Dean Title}
{Program Name}
{University Name}
Appendix 5: Why to Avoid Do-It-Yourself Surveys

1. **DIY Systems Can’t Write Good Questions or Questionnaires.** Survey research is an art and a science. Bad questions yield bad data. While DIY systems give you some of the capability to conduct a survey, they fail to provide any guidance on quality questionnaire writing, especially in areas where survey mode plays a role.

2. **Poor Design.** Web surveys require a combination of good web survey research methodology plus good user interface design. Poor designs have been shown time and time again to have significant effects on the results of a web survey. When we think about design, we include screen layout, font style, color, as well as things like use of progress indicators, graphics, etc. On the Web, researchers lose some control over how questions are displayed for respondents, so working with someone who knows the differences and implications of various designs is important.

3. **No Solid Survey Testing Protocol.** While DIY systems provide a capability to program and field simple surveys, they completely miss at providing a good quality testing protocol. This includes logic and validation testing, as well as a preliminary dataset review. Conducting Web-based surveys without adequate testing can lead to catastrophe.

4. **Lack of Respondent Customization.** Managing respondent flow through the questionnaire is frequently important. This requires the use of preloaded data about the respondent, as well as calculations that are completed while the survey is in progress. Every question has the potential for making people decide that they no longer want to participate... and all they have to do is “Quit”. If we use what we know about the respondent, we can minimize the questions and reduce their burden.

5. **No DIY Methodological Knowledgebase.** It takes years of reading the literature, going to professional conferences, and doing your own methodological research to fully understand how to best do web surveys. And with today’s quick pace of change in the “web” world, only organizations committed to the conduct of high quality Web-based surveys have the time and resources to keep up.

6. **Minimal Sample Management** (e.g., selection, tracking, prompting, etc.) This requires skills that are very specific to the nature of a survey sample. Most DIY systems do not allow for advanced sample management capabilities.

7. **Lack of Access Control.** Most DIY systems do not have the ability to uniquely identify respondents, and as a result, do not allow for preloaded data or tracking of who has responded. As a result, researchers look like they are inadequate when they “remind” individuals who have already responded. And even worse, they then lack the control to keep them from responding a second time.

8. **Lack of Quality User Support.** Must be prompt and knowledgeable about the specific project at hand. As people continue to become accustomed to doing things online, support is important. Toll free telephone support as well as an e-mail or website support is crucial.

9. **Lack of Design Flexibility.** Research has shown that respondents are more likely to respond to surveys that are thought to be government/educational/non-profit sponsored. Free survey design tools do not provide for the flexibility of “branding” a survey to the sponsoring organization.

10. **Multi Mode Survey Flexibility.** Any good web survey researcher understands that not all research needs can be solved by web surveys. In many situations, the web can be used to collect good quality data, but only if properly implemented in a multi-mode approach. This takes researchers who are familiar with mode comparison issues, as well as systems that can handle multi mode data collections. DIY approaches fail to accommodate these needs.
Appendix 6: WILIS 2 Survey Instrument

WILIS 2 Recent Graduate Survey

Header Sections (if being used)

<table>
<thead>
<tr>
<th>Section Label</th>
<th>Questions in Section</th>
<th>Section Label</th>
<th>Questions in Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>About Your Program</td>
<td>SP1-SP13</td>
<td>Employment</td>
<td>E1-E37A</td>
</tr>
<tr>
<td>About You</td>
<td>D1-D8A</td>
<td>Not Currently Working</td>
<td>NCW1-NCW11</td>
</tr>
<tr>
<td>Previous Education</td>
<td>PE1 – PE7D</td>
<td>Leadership/Achievements</td>
<td>LA1-LA4</td>
</tr>
<tr>
<td>Technology</td>
<td>T1-T3</td>
<td>Continuing Education</td>
<td>CE1-CE1_F_OTH</td>
</tr>
</tbody>
</table>

Welcome Page text (please modify the following as needed)

Welcome to WILIS Alumni Survey

The purpose of this survey is to gather information from recent graduates of LIS programs in order to improve LIS education and planning, including program content, delivery options and continuing education. This information will help programs to better meet the educational needs and maximize the career potential of students and graduates. Your thoughts and opinions count! Thank you for taking the time to complete this survey.

Please enter the User ID from the letter or email invitation you received, then click START SURVEY to begin.

Resume Page text (please modify the following as needed)

Thank you for returning to the survey. Please click "resume" to begin where you last left off...

End Page Text (please modify the following as needed)

Thank you on behalf of [preload program name] and your profession. By sharing your story you are making a positive contribution to the future of the field. If you are interested in results, please visit the study website at www.wilis.unc.edu

Survey Title appearing in browser window (A long survey title does not always work well as a browser title)

Where are you now?

PRELOADS.

PRE_1. Program Name
PRE_2. Year of Graduation
PRE_3. Degree
**About Your Program Section**

SP1. What is the name of your degree? (e.g., MLS, MLIS, MSLS, MSIS, MFA, MEd, MIST, MS, D.A.)

[INSERT TEXT]

SP1A. Did you take a general program with a wide variety of courses or did you concentrate in specific areas?

1. General program
2. Concentrated in an area(s)

{PRG: IF SP1A=2, show SP1B; OTHERWISE SKIP TO SP2}

SP1B. If you concentrated in any areas, please select all that apply:

- 37 Academic libraries
- 1 Administration and management
- 2 Adult services
- 3 Aging
- 4 Archives and records management
- 5 Art history/Fine arts
- 6 Bibliography
- 7 Bioinformatics
- 39 Business/corporate libraries
- 8 Cataloging
- 9 Children’s services
- 10 Collection development
- 11 Community informatics
- 12 Cultural perspectives
- 13 Data curation
- 14 Digital libraries
- 15 Health sciences
- 34 Human-computer interaction
- 42 Information architecture
- 16 Information industry
- 17 Information retrieval
- 18 Information organization
- 19 Instruction
- 20 International studies
- 36 Knowledge management
- 21 Law
- 22 Museums
- 23 Music
- 24 Network information systems
- 25 Oral history
- 26 Preservation management
- 38 Public libraries
SP2. How many of your courses were predominately delivered online?
1  None
2  Some (but less than half)
3  About half
4  Most (more than half but not all)
5  All

{PRG: IF SP2=2,3,4, OR 5 SHOW SP3; OTHERWISE SKIP TO SP5}

SP3. Thinking about your courses delivered online, how effective did you find this delivery format?
1  Not at all effective
2  Somewhat effective
3  Effective
4  Very effective

{PRG: IF SP2=2,3,4, OR 5 SHOW SP4; OTHERWISE SKIP TO SP5}

SP4. Thinking about your courses delivered online, how convenient did you find this delivery format?
1  Not at all convenient
2  Somewhat convenient
3  Convenient
4  Very convenient

{PRG: IF SP2=1,2,3, OR 4 SHOW SP5; OTHERWISE SKIP TO SP6}

SP5. Thinking about your courses delivered face-to-face, how effective did you find this delivery format?
1  Not at all effective
2  Somewhat effective
3  Effective
4  Very effective

{PRG: IF SP2=1,2,3, OR 4 SHOW SP6; OTHERWISE SKIP TO SP7}

SP6. Thinking about your courses delivered face-to-face, how convenient did you find this delivery format?
1  Not at all convenient
2  Somewhat convenient
3  Convenient
4  Very convenient

{SHOW SP7 IF SP2=2, 3, 4, or 5}

SP7. Do you have any suggestions for how to improve online course delivery?
SP7B. Do you have any suggestions for how to improve face-to-face course delivery?

[TEXT RESPONSE]

{SHOW SP7b IF SP2=1, 2, 3, 4, }

SP8. Did you complete...

1 Yes
2 No

SP8_1. Comprehensive exam?
SP8_2. Master’s paper or thesis?
SP8_3. Work experience in a library or information setting?
SP8_7. Independent study or research project?
SP8_4. Capstone portfolio or e-portfolio?
SP8_5. Another capstone experience?

{IF SP8_5=1, SHOW SP8_5_OTH}
SP8_5_OTH. Please describe the other capstone experience you completed.

[TEXT RESPONSE]

{PRG: IF ANY OF SP8_1, 2, 3, 4, 5, 7 = 1 SHOW SP8A GRID}
{DESIGN: GRID SP8A}

SP8A. Was this required by your program?

1 Yes
2 No

{PRG: IF SP8_1 = 1, SHOW SP8A_1}
SP8A_1. Comprehensive exam

{PRG: IF SP8_2 = 1, SHOW SP8A_2}
SP8A_2. Master’s paper or thesis

{PRG: IF SP8_3 = 1, SHOW SP8A_3}
SP8A_3. Work experience in a library or information setting

{PRG: IF SP8_7 = 1, SHOW SP8A_7}
SP8A_7. Independent study or research project

{PRG: IF SP8_4 = 1, SHOW SP8A_4}
SP8A_4. Capstone portfolio or e-portfolio

{PRG: IF SP8_5 = 1, SHOW SP8A_5}
SP8A_5. Another capstone experience
{PRG: IF ANY OF SP8_1,2,3,4,5,7 = 1 SHOW SP8B GRID}
{DESIGN: GRID SP8B}

SP8B. How beneficial was this experience?

1 Not at all beneficial
2 Somewhat beneficial
3 Very beneficial

{PRG: IF SP8_1 = 1, SHOW SP8B_1}
SP8B_1. Comprehensive exam

{PRG: IF SP8_2 = 1, SHOW SP8B_2}
SP8B_2. Master’s paper or thesis

{PRG: IF SP8_3 = 1, SHOW SP8B_3}
SP8B_3. Work experience in a library or information setting

{PRG: IF SP8_7 = 1, SHOW SP8B_7}
SP8B_7. Independent study or research project

{PRG: IF SP8_4 = 1, SHOW SP8B_4}
SP8B_4. Capstone portfolio or e-portfolio

{PRG: IF SP8_5 = 1, SHOW SP8B_5}
SP8B_5. Another capstone experience

{DESIGN: SP8B_6 ON SAME PAGE AS SP8B}
Comment:

[INSERT COMMENTARY]

{PRG: IF SP8_3 = 1, SHOW SP8C}

SP8C. Did you receive academic course credit for this work experience?

1 Yes
2 No

{DESIGN: SP9 GRID} {NOTE: REPEAT SP9_TEXT IF MULTIPLE SCREENS}

SP9_TEXT. Please indicate the extent to which you agree that your program provided you with knowledge and skills in the following areas:

1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree
5 Not an issue for me
SP9_A. Basic knowledge of the field
SP9_B. Information seeking (e.g., reference, retrieval)
SP9_C. Research and evaluation
SP9_D. Organization of information (e.g., metadata, classification, subject access, cataloging)
SP9_E. Public service or user support
SP9_U. Collections (e.g., acquisition, development, management, preservation)
SP9_F. Instructional methods
SP9_G. Collaboration and partnership

SP9_TEXT2. Please indicate the extent to which you agree that your program provided you with knowledge and skills in the following areas:

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree
5. Not an issue for me

SP9_H. Information technology
SP9_I. Management
SP9_J. Leadership
SP9_V. Planning
SP9_K. Budget and finance
SP9_L. Problem-solving
SP9_W. Communications (e.g., marketing, public relations)
SP9_M. Advocacy
SP9_N. A realistic understanding about what it is like to work in the information field

SP9_TEXT3. Please indicate the extent to which you agree that your program provided you with knowledge and skills in the following areas:

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree
5. Not an issue for me

SP9_O. Skills I can apply on the job
SP9_P. Serving diverse or underserved populations
SP9_Q. Information trends, policies and standards
SP9_R. Ethics, values and foundational principles of the LIS profession
SP9_S. Intellectual freedom
SP9_T. Managing innovation and change
SP10A. Overall, how satisfied are you with the education you have received? (Select the appropriate number.)

1 1 Very dissatisfied
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9
10 10 Very satisfied

SP10B. Please describe what would have made you more satisfied.
[OPEN END RESPONSE]

SP11. All things considered, how would you rate the overall experience that you had in your program?

1 Poor
2 Fair
3 Good
4 Excellent

SP11_COMMENT. Please add your comments below.
[INSERT COMMENTARY]

SP12. In what ways are you still connected to your program? (Select all that apply)

2 Email listserv
3 Keep in touch with faculty
4 Keep in touch with other students
5 Making donations
7 Meet at professional association conferences
8 Newsletter (print)
9 Newsletter (email)
10 Reunions or alumni events
11 Visit campus
12 Visit program’s website
13 Your LIS program’s alumni association
14 Your university’s alumni association
15 Other, please specify [TEXT RESPONSE, ALLOW 0-50 CHARACTERS]
16 I am not connected to my program

SP12a. Please describe any other ways you would like to connect with your program.
[INSERT COMMENTARY]
SP 13. How likely is it that you would have obtained your graduate degree at {PRG: INSERT PRE_1 RESPONSE} if the off-campus program (e.g., distance education / online) had not been available?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not at all likely</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat likely</td>
</tr>
<tr>
<td>3</td>
<td>Likely</td>
</tr>
<tr>
<td>4</td>
<td>Very likely</td>
</tr>
</tbody>
</table>
ABOUT YOU SECTION

D1. In order to help us describe our sample and understand our findings, please tell us a bit about yourself.

What is your age category?
1. 25 years or younger
2. 26-30 years
3. 31-35 years
4. 36-40 years
5. 41-45 years
6. 46-50 years
7. 51-55 years
8. 56-60 years
9. 61-65 years
10. 66 years or older
11. Prefer not to answer

What is your sex?
1. Male
2. Female
3. Prefer not to answer

Are you Spanish/Hispanic/Latino?
1. No, not Spanish/Hispanic/Latino
2. Yes, Mexican, Mexican American, Chicano
3. Yes, Puerto Rican
4. Yes, Cuban
5. Yes, other Spanish/Hispanic/Latino
6. Prefer not to answer

Mark one or more races to indicate what you consider yourself to be:
(Select all that apply)
1. White
2. Black, African American
3. American Indian or Alaska Native
4. Asian Indian
5. Japanese
6. Native Hawaiian
7. Chinese
8. Korean
9. Guamanian or Chamorro
10. Filipino
11. Vietnamese
12. Samoan
13. Other Pacific Islander
14. Other race, please specify [TEXT RESPONSE, ALLOW 0-25 CHARACTERS]
15. Prefer not to answer
{PRG: SHOW D5 IF PRE_1 NE 32; OTHERWISE GO TO D7}

**D5.** What is your current relationship status?
1. Single (never married)
2. Married or living with a partner
3. Divorced/Separated
4. Widowed
5. Prefer not to answer

**D7.** Are you a U.S. citizen?
1. Yes
2. No
3. Prefer not to answer

**D7A.** Are you a Canadian citizen?
1. Yes
2. No
3. Prefer not to answer

**D7B_1.** Do you have an immigration visa?
1. Yes
2. No
3. Prefer not to answer

{PRG: IF D7B_1=1, SHOW D7B; OTHERWISE SKIP TO D8}

**D7B.** Please indicate your status:
1. Permanent resident
2. Student visa
3. H1B work visa
4. H2B work visa
5. NAFTA work visa
6. Canadian work visa
7. Other work visa
8. Prefer not to answer

{PRG: D8 SELECT ALL THAT APPLY}
{PRG: MAKE RESPONSE 3 MUTUALLY EXCLUSIVE}

**D8.** Please provide your preferred email address so we can update our study records. (Study records will be destroyed after analysis.) Also, if you wish, we can inform your program of your preferred email address so you can receive news and updates.(Select all that apply)

1. Update my study record
2. Update my program record
3. Not interested in providing my email
{PRG: IF D8 < 3, SHOW D8A; OTHERWISE SKIP TO PE1}
{PRG: ALLOW ONLY EMAIL FORMAT}
D8A. Please provide your email address below.
[TEXT RESPONSE, ALLOW 40 CHARACTERS]
PREVIOUS EDUCATION SECTION

PE1. In order to get a sense of your entire career, we are interested in your previous education. How many undergraduate and graduate degrees have you pursued or are you currently pursuing? Please include your

{RESTORE:SP1}.

[NUMERIC RESPONSE 1-20]

{DESIGN: SAME SCREEN PE2_INTRO - PE2D}

{PRG: IF PE1<7, DISPLAY “WE WILL NOW ASK YOU ABOUT EACH DEGREE YOU HAVE PURSUED AND/OR ARE PURSUING”
IF PE1>6, DISPLAY “WE WILL NOW ASK YOU ABOUT THE SIX MOST RECENT DEGREES YOU HAVE PURSUED AND/OR ARE PURSUING”}

PE2_INTRO. Thinking about your most recent degree, please provide the following details.

PE2A. What was your major area of study for this degree?

[TEXT RESPONSE, ALLOW 75 CHARACTERS]

PE2B. What type of degree was/is it?

1  Associate Degree
2  Bachelor of LIS
3  Bachelor of Arts
4  Bachelor of Science
5  Master of Library Science and/or Information Science
6  Master of Education
7  Master of Arts
8  Master of Science
9  PhD in LIS
10 PhD in other field, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]
11 Professional degree, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]
12 Other degree, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]

PE2C. In what year did you start this degree? (Please provide 4 digit year)

[NUMERIC RESPONSE 1960-2009]

PE2D. Please provide the current status of this degree.

1  Graduated (Please provide 4 digit year) [NUMERIC RESPONSE BETWEEN 1960-2009]
2  Still actively pursuing this degree
3  Did not finish

{PRG: IF PE1>1, SHOW PE3; OTHERWISE SKIP TO T1}

{DESIGN:SAME SCREEN PE3_ INTRO – PE3D}

PE3_INTRO. Thinking about your second most recent degree, please provide the following details.

PE3A. What was your major area of study for this degree?

[TEXT RESPONSE, ALLOW 75 CHARACTERS]
PE3B. What type of degree was/is it?
1. Associate Degree
2. Bachelor of LIS
3. Bachelor of Arts
4. Bachelor of Science
5. Master of Library Science and/or Information Science
6. Master of Education
7. Master of Arts
8. Master of Science
9. PhD in LIS
10. PhD in other field, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]
11. Professional degree, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]
12. Other degree, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]

PE3C. In what year did you start this degree? (Please provide 4 digit year)
[NUMERIC RESPONSE 1960-2009]

PE3D. Please provide the current status of this degree.
1. Graduated (Please provide 4 digit year) [NUMERIC RESPONSE 1960-2009]
2. Still actively pursuing this degree
3. Did not finish

{PRG: IF PE1>2, SHOW PE4; OTHERWISE SKIP TO T1}
{DESIGN: SAME SCREEN PE4_INTRO – PE4D}

PE4_INTRO. Thinking about your third most recent degree, please provide the following details.

PE4A. What was your major area of study for this degree?
[TEXT RESPONSE, ALLOW 75 CHARACTERS]

PE4B. What type of degree was/is it?
1. Associate Degree
2. Bachelor of LIS
3. Bachelor of Arts
4. Bachelor of Science
5. Master of Library Science and/or Information Science
6. Master of Education
7. Master of Arts
8. Master of Science
9. PhD in LIS
10. PhD in other field, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]
11. Professional degree, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]
12. Other degree, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]

PE4C. In what year did you start this degree? (Please provide 4 digit year)
[NUMERIC RESPONSE 1960-2009]
PE4D. Please provide the current status of this degree.
1 Graduated (Please provide 4 digit year) [NUMERIC RESPONSE 1960-2009]
2 Still actively pursuing this degree
3 Did not finish

{PRG: IF PE1>3, SHOW PE5; OTHERWISE SKIP TO T1}
{DESIGN: SAME SCREEN PE5_INTRO – PE5D}

PE5_INTRO. Thinking about your fourth most recent degree, please provide the following details.

PE5A. What was your major area of study for this degree?
[TEXT RESPONSE, ALLOW 75 CHARACTERS]

PE5B. In what type of degree was/is it?
1 Associate Degree
2 Bachelor of LIS
3 Bachelor of Arts
4 Bachelor of Science
5 Master of Library Science and/or Information Science
6 Master of Education
7 Master of Arts
8 Master of Science
9 PhD in LIS
10 PhD in other field, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]
11 Professional degree, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]
12 Other degree, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]

PE5C. In what year did you start this degree (Please provide 4 digit year) ?
[NUMERIC RESPONSE 1960-2009]

PE5D. Please provide the current status of this degree.
1 Graduated (Please provide 4 digit year) [NUMERIC RESPONSE 1960-2009]
2 Still actively pursuing this degree
3 Did not finish

{PRG: IF PE1>4, SHOW PE6; OTHERWISE SKIP TO T1}
{DESIGN: SAME SCREEN PE6_INTRO – PE6D}

PE6_INTRO. Thinking about your fifth most recent degree, please provide the following details.

PE6A. What was your major area of study for this degree?
[TEXT RESPONSE, ALLOW 75 CHARACTERS]

PE6B. What type of degree was/is it?
1 Associate Degree
2 Bachelor of LIS
3 Bachelor of Arts
4 Bachelor of Science
5 Master of Library Science and/or Information Science
6 Master of Education
7 Master of Arts
8 Master of Science
9 PhD in LIS
10 PhD in other field, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]
11 Professional degree, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]
12 Other degree, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]

PE6C. In what year did you start this degree (Please provide 4 digit year)?
[NUMERIC RESPONSE BETWEEN 1960-2009]

PE6D. Please provide the current status of this degree.
1 Graduated (Please provide 4 digit year) [NUMERIC RESPONSE 1960-2009]
2 Still actively pursuing this degree
3 Did not finish

{PRG: IF PE1>5, SHOW PE7; OTHERWISE SKIP TO T1}
{DESIGN: SAME SCREEN PE7_INTRO – PE7D}

PE7_INTRO. Thinking about your SIXTH MOST RECENT degree, please provide the following details.

PE7A. What was your major area of study for this degree?
[TEXT RESPONSE, ALLOW 75 CHARACTERS]

PE7B. What type of degree was/is it?
1 Associate Degree
2 Bachelor of LIS
3 Bachelor of Arts
4 Bachelor of Science
5 Master of Library Science and/or Information Science
6 Master of Education
7 Master of Arts
8 Master of Science
9 PhD in LIS
10 PhD in other field, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]
11 Professional degree, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]
12 Other degree, please specify [TEXT RESPONSE, ALLOW 30 CHARACTERS]

PE7C. In what year did you start this degree (Please provide 4 digit year)?
[NUMERIC RESPONSE 1960-2009]
PE7D. Please provide the current status of this degree.
1 Graduated (Please provide 4 digit year) [NUMERIC RESPONSE 1960-2009]
2 Still actively pursuing this degree
3 Did not finish
Technology Section

In this section we are interested in how well your LIS program prepared you in the technology area as well as your use of technology in your work. This information will help programs design courses that better prepare students for their roles in using and supporting these technologies.

{T8: Same Screen T8 – T8_COMMENT}
{T9: No prompt }

T8. Please indicate the extent that you agree with the following statement.

Compared to when I entered my LIS program, I feel more comfortable with basic information tools (e.g., word processing, databases, servers, website design, etc.).

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
5. I was already very comfortable with basic information tools

T8_COMMENT. Please add your comments below.
[OPEN RESPONSE]

{T9: Same Screen T9 – T9_COMMENT}
{T9: No prompt }

T9. Please indicate the extent that you agree with the following statement.

Compared to when I entered my LIS program, I feel more comfortable with advanced information tools (e.g., programming, networking, data mining, etc.).

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
5. I was already very comfortable with advanced information tools

T9 COMMENT. Please add your comments below.
[OPEN RESPONSE]

T10. What can LIS programs do to help students keep up with changes in information technology in LIS work environments?

[Open response]

T4. Please indicate the extent to which you agree with the following statements:

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
T4.a. I like to experiment with new software.
T4.b. Others would call me a “techie.”
T4.c. I like showing others the latest technology.
T4.d. I dread new versions of software.

T2. When others at work have computer or software questions, how likely are they to come to you with those questions?
   1. Not at all likely
   2. Somewhat likely
   3. Likely
   4. Very likely

{PRG: CHECK ALL THAT APPLY}
T3. In relation to software problems at work, please indicate which of the following describes your situation. (Check all that apply)
   1. I am responsible for troubleshooting software problems for others as part of my job.
   2. I am able to tackle any software problem encountered in my job by myself.
   3. I am able to tackle most common software problems in my job by myself.
   4. I often ask other coworkers to help me with software problems when they come up.
Employment Section

E1. Did you work for pay immediately before entering your (RESTORE: SP1) program?
1  Yes
2  No

{PRG: IF E1=1, SHOW E2-E4; OTHERWISE SKIP TO E5}
{DESIGN: SAME SCREEN E2-E4}
{PRG: E2 Mandatory}

E2. What was the title of the job you held before entering your (RESTORE: SP1) program? (If you had more than one job, list the job in which you made 50% or more of your individual income.)
[TEXT RESPONSE, ALLOW 30 CHARACTERS]

E3. In what year did you start that job?
[4-DIGIT NUMERIC RESPONSE 1960-2009]

{PRG: MAKE RESPONSE 2 MUTUALLY EXCLUSIVE}
E4. In what year did you end that job?
1  [4-DIGIT NUMERIC RESPONSE 1960-2009]
2  Still working in this position

{PRG: IF E4=2 SKIP TO E9}
E5. Did you work for pay after receiving your (RESTORE: SP1) degree?
1  Yes
2  No

{PRG: IF E5=1 or 2, SHOW E6-E8; OTHERWISE SKIP TO E9}
{PRG: E6 Mandatory}

E6. What was the title of your first job after receiving your (RESTORE: SP1) degree? (If you had more than one job, list the job in which you made 50% or more of your income.
1  {RESTORE RESPONSE TO E2 IF E1=1}
2  {IF E1 = 1 THEN SHOW} Different Job (Specify first job after degree) [TEXT RESPONSE 0-25 CHARACTERS]
3  {IF E1 = 2 THEN SHOW} Job Title [TEXT RESPONSE 0-25 CHARACTERS]

{DESIGN: SAME SCREEN E7-E8}

{PRG: IF E6=2 or E6=3 SHOW E7 and E8, OTHERWISE SKIP TO E9}
E7. In what year did you start that job?
[4-DIGIT NUMERIC RESPONSE 1960-2009]

E8. In what year did you end that job?
1  [4-DIGIT NUMERIC RESPONSE 1960-2009]
2  Still working in this position
Which of the following best describes your current employment status?

1. Employed
2. Not working for pay but seeking work
3. Not working for pay and NOT seeking work

What is the title of your current job? If you have more than one current job, list the job in which you make 50% or more of your individual income.

1. RESTORE RESPONSE TO E2 IF E1=1
2. RESTORE RESPONSE TO E6 IF E6 WAS ANSWERED
3. Other Job (Specify): [TEXT RESPONSE 0-25 CHARACTERS]

In what year did you start your current job?

[4 DIGIT NUMERIC RESPONSE 1960-2009]

How long was your job search from first application to getting the job?

1. 0-3 months
2. 4-6 months
3. 7-12 months
4. more than 12 months

How many months after graduation did it take you to get your first job?

1. had LIS job at date of graduation
2. up to 3 months
3. 4-6 months
4. 7-12 months
5. more than 12 months

At the time of graduation, which of the following workplaces did you consider? (Select all that apply)

1. Academic library
2. Public library
3. School library media center
4. Health library
E12. At the time of graduation, what was your preferred type of work? (Select up to three types of work)

1. Academic librarian
2. Administrator/manager
3. Adult services librarian
4. Archivist
5. Children/youth services librarian
6. Cataloger/indexer/taxonomist
7. Collection development/bibliographer
8. Conservator/preservationist
9. Consultant
10. Database professional
11. Digital collections specialist
12. Electronic resources librarian/specialist
13. Instruction librarian/trainer
14. LIS vendor (sales, training)
15. Public librarian
16. Records management specialist
17. Reference librarian
18. School librarian/media specialist
19. Special collections/rare books librarian
20. Special librarian (medical, legal, corporate)
21. Systems manager or staff
22. Technical services librarian
23. Web professional
24. Young adult/teen services librarian
25. Other, please specify [TEXT RESPONSE 0-25 CHARACTERS]
E14. After graduation, what type of work did you do?

(Select the option that is most specific to your type of work)
1. Academic librarian
2. Administrator/manager
3. Adult services librarian
4. Archivist
5. Children/youth services librarian
6. Cataloger/indexer/taxonomist
7. Collection development/bibliographer
8. Conservator/preservationist
9. Consultant
10. Database professional
11. Digital collections specialist
12. Electronic resources librarian/specialist
13. Instruction librarian/trainer
14. LIS vendor (sales, training)
15. Paraprofessional, library assistant/aide/clerk
16. Public librarian
17. Records management specialist
18. Reference librarian
19. School librarian/media specialist
20. Special collections/rare books librarian
21. Special librarian (medical, legal, corporate)
22. Systems manager or staff
23. Technical services librarian
24. Web professional
25. Young adult/teen services librarian
26. Other, please specify [TEXT RESPONSE 0-25 CHARACTERS]

E15. After graduation, where did you work?

(Select the option that is most specific to your workplace)
1. Academic library
2. Public library
3. School library media center
4. Health library
5. Law library
6. Corporate library
7. Other special library
8. Institution of higher learning
9. Primary or secondary education
10. Government library
11. Technology company
12. Other company
13. Non-profit organization
14. Self-employed
15. Archives
16. Computer industry
Please describe any special talents, skills, prior education, or experiences that helped you get the job offer(s).

[OPEN END RESPONSE]

How well did your program prepare you for your first job?

1. Very well
2. Well
3. Adequately
4. Poorly
5. Not at all

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

[OPEN END RESPONSE]

Which of the following best describes your current job?

(Select one)
This job is a position...
1. In a library or information center using LIS skills/knowledge
2. In a library or information center NOT using LIS skills/knowledge
3. In a non-library or non-information center setting using LIS skills/knowledge
4. In a non-library or non-information center setting NOT using LIS skills/knowledge
5. Self-employed using LIS skills/knowledge
6. Self-employed not using LIS skills/knowledge
7. Other, please specify [TEXT RESPONSE 0-60 CHARACTERS]

Which of the following best describes the type of setting you work in:

(Select one)
1. Academic library
2. Public library
3 School library media center
4 Health library
5 Law library
6 Corporate library
7 Other special library
8 Institution of higher learning
9 Primary or secondary education
10 Government library
11 Technology company
12 Other company
13 Non-profit organization
14 Self-employed
15 Archives
16 Computer industry
17 Government agency
18 Information industry
19 Library cooperative
20 Library vendor
21 Museum
22 Other, please specify [TEXT RESPONSE 0-50 CHARACTERS]

E20. How many people work in your library/information center or other organizational unit (if not a library)?
1 One
2 2-9
3 10-24
4 25-99
5 100-499
6 500-999
7 1,000 +

E21. What is your primary level of employment?
1 Non-management
2 Supervisor
3 Middle management (e.g., branch head, department head)
4 Senior administrator (e.g., head librarian, chief librarian, director, CEO or deputy/assistant head, chief, regional head)

E22. Do you supervise (manage) other people in this job?
1 Yes
2 No

E22_A. Students/temps
E22_B. Paraprofessionals
E22_C. Professionals
E22_D. Volunteers
E22_1. How many do you supervise (manage)?
[NUMERIC RESPONSE 0 – 9999]

E22_1A. Students/temps

E22_1B. Paraprofessionals

E22_1C. Professionals

E22_1D. Volunteers

E23. Are you paid with an annual salary or hourly wage?
1  Annual salary
2  Hourly wage
3  Other

E24. Please tell us your wage and the time period for the work.
[OPEN END RESPONSE]

E25. What is your salary (before any deductions)?
(Please include commissions and overtime in your salary.)
(Please enter whole numbers in dollars only without commas or periods.)
E25_A. PER YEAR: [NUMERIC RESPONSE 0-99999999]
E25_B Please indicate the currency:
1  US dollars
2  Canadian dollars
3  Euro
4  Other (specify)[text response]

E26. What is your approximate hourly wage (before any deductions)?
E26_A. PER HOUR: [NUMERIC RESPONSE ALLOW DECIMALS, RANGE 1-999]
E26_B Please indicate the currency:
1  US dollars
2  Canadian dollars
3  Euro
4  Other (specify)[text response]
E27. Roughly, what is the total yearly income before taxes of your immediate family? This includes: your income, the wages of everyone else in the family who works, and income from any other sources.

1  0 - 19,999
2  20,000 - 29,999
3  30,000 - 39,999
4  40,000 - 49,999
5  50,000 - 59,999
6  60,000 - 69,999
7  70,000 - 79,999
8  80,000 - 89,999
9  100,000 - 149,999
10 150,000 or more
11 Prefer not to answer

E28. How many hours do you work in a typical week in this position?
[NUMERIC RESPONSE 0-99; allow for 1 decimal place (e.g., 37.5)]

E29. Are you considered a full-time employee?
1  Yes
2  No

E30. Which of the following leadership responsibilities do you have in your current job?
(Select all that apply)
1  Strategic planning
2  Financial planning
3  Representing/advocating your organization to funders
4  Representing your organization at conferences
5  Mentoring other professionals
6  Mentoring LIS students
7  Ongoing professional development
8  No leadership responsibilities
9  Other (specify) [TEXT RESPONSE]

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

E32. Which courses in your program have proven to be particularly useful to you in your current job? [OPEN RESPONSE]
E32A. Which additional courses do you wish you had taken?  
[OPEN RESPONSE]

E33. Overall, I am satisfied with what I do in my job.  
1 Strongly disagree  
2 Disagree  
3 Agree  
4 Strongly agree

{PRG: E33 SAME SCREEN}

E33COMMENT. Please enter your comments below.  
[INSERT COMMENT]

E34. Do you expect to leave your current employer in the coming year?  
1 Will definitely leave within the year  
2 Chances are quite good that I will leave within the year  
3 Uncertain as to whether I will leave within the year  
4 Chances are very slight that I will leave within the year  
5 Definitely will not leave within the year

{DESIGN: E35 GRID}

E35_TEXT. Please indicate the extent to which you agree or disagree with the following:  
1 Strongly disagree  
2 Disagree  
3 Agree  
4 Strongly agree

E35_A. Overall, I am satisfied with LIS as a career.  
E35_B. I like being a librarian/information professional.  
E35_C. I plan on leaving LIS work within a year.  
E35_D. If I had it to do all over again, I would choose LIS as a career.  
E35_E. I encourage others to choose LIS as a career.

E36. Do you think you will still be working in LIS 3 years from now?  
1 Yes  
2 No

{ IF E36=2, SHOW E37; OTHERWISE SKIP TO NCW1}

E37. Are you leaving LIS due to retirement?  
1 Yes  
2 No

{PRG: IF E37=2, SHOW E37a; OTHERWISE SKIP TO NCW1}

E37a. Why do you plan to leave LIS?  
[OPEN END RESPONSE]
Not Currently Working Section

{PRG: IF E9=2 OR E9=3, SHOW SECTION NCW1 – NCW11; OTHERWISE SKIP TO LA1}

NCW1. Are you currently a student not working for pay?
   1   Yes
   2   No

{ IF NCW 1=2, SHOW NCW2; OTHERWISE SKIP TO NCW3 }

NCW2. Which of the following do you consider to be the primary way you spend your time?
   1   Housework/managing your home
   2   Leisure activities
   3   Volunteer activities
   4   Caring for children
   5   Caring for other family members
   6   Seeking work
   7   Other [TEXT RESPONSE]

{PRG: IF E9=2, SHOW NCW3 - NCW10; OTHERWISE SKIP TO LA1}

NCW3. For how many months have you been looking for a professional position?
   [NUMERIC RESPONSE 0 - 99]

{DESIGN: GRID NCW4- NCW6}

   1   Yes
   2   No

NCW 4. Are you currently looking for a professional position in a library or information center?
NCW 5. Are you currently looking for a professional position outside of a library or information center setting?
NCW 6. Are you looking for other types of jobs?

NCW 7. During this period of unemployment (the past [RESTORE NCW3 RESPONSE] months), how many job applications or resumes have you sent out?
   [NUMERIC RESPONSE 0-999]

NCW 8. During this time, how many in-person job interviews have you had?
   [NUMERIC RESPONSE 0-999]

NCW 10. How many job offers have you received, but not accepted during this period of unemployment?
   [NUMERIC RESPONSE 0-999]

{PRG: SHOW IF E9=2 }

NCW 11. What, in your opinion, is the major reason why you have not yet found and/or taken a job?
   [OPEN END RESPONSE]
Leadership/Achievements Section

{DESIGN: GRID LA1}

LA1. Please indicate your participation in the following types of professional activities since your graduation from the program.

1 Yes
2 No

LA1_A. Attended a professional conference.
LA1_B. Presented a paper or poster session or participated on a panel discussion at a professional conference.
LA1_C. Participated regularly in an online professional discussion list, interest group blog, or wiki.
LA1_D. Had one or more papers accepted for publication as sole author.
LA1_E. Had one or more papers accepted for publication as co-author.
LA1_F. Held membership in a professional association or union.
LA1_G. Helped to organize or volunteered at a professional meeting/conference.
LA1_H. Held office in a professional association or union.
LA1_J. Won any type of award related to your work.
LA1_K. Been a leader in LIS practice innovations.
LA1_L. Won a competitive grant.
LA1_M. Participated in a committee for a local, state/provincial or national organization.
LA1_N. Conducted a workshop, training session or class for other professionals or students in a LIS program.
LA1_P. Collaborated with community groups or leaders on programs or initiatives.
LA1_Q. Collaborated with other professionals in libraries or information agencies on programs or initiatives.
LA1_R. Promoted engagement or outreach activities in my community.
LA1_S. Defended intellectual freedom by responding to a challenge to library materials, displays, services or access to information in print or online.
LA1_T. Participated in the creation of new technologies or methods for managing or delivering information (e.g., open source software, metadata schemes, etc.).
LA1_i. Other

{SHOW LA1_OTHER IF LA1_i is answered}

LA1_Other

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

[INSERT COMMENTARY]

{DESIGN: GRID LA2}

LA2. This question relates to how you see yourself in the future, in terms of your professional career and achievements. In the future I believe I will:

1 Yes
2 No

LA2_A. Become a middle-level manager.
LA2_B. Become a senior-level manager or executive.
LA2_C. Start my own business.
LA2_D. Make over one million dollars per year.
LA2_E. Be a major donor to charity.
LA2_F. Become an educator.
LA2_G. Write a book.
LA2_H. Publish articles in professional journals.
LA2_I. Be a professor at an LIS program.
LA2_J. Be a dean or director of an LIS program.
LA2_K. Run for office in a professional organization.
LA2_L. Win a local, state/provincial, or national award.
LA2_M. Be a nationally recognized expert and/or scholar in the LIS field.
LA2_N. Become a LIS researcher.
LA2_O. Be a leader in LIS practice innovations.
LA2_P. Be an entrepreneur.

LA2_Q. What else do you aspire to do?

[INSERT COMMENTARY]

LA3. How many professional conferences (including workshops or seminars held at professional conferences) of at least one day's duration did you attend in the past 12 months?

[NUMERIC RESPONSE 0-999]

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

[OPEN END RESPONSE]
Continuing Education Section

CE1 How likely are you to participate in the following types of training?

1. Not at all likely
2. Somewhat likely
3. Likely
4. Very Likely

CE1_A. Technology training
CE1_B. Management training
CE1_C. Finance training
CE1_D. Communication and marketing training
CE1_E. Subject expertise training
CE1_F. Other type of training

<PRG: NOT MANDATORY CE1_F_OTH.>
<PRG: IF CE1_F = 2,3,4 SHOW CE1_F_OTH>

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

[TEXT RESPONSE]

<PRG: CE2.7 MUTUALLY EXCLUSIVE>

CE2. Does your current (or previous) employer support continuing education or training by:
(Select all that apply)

1. Paying for tuition/fees/course materials
2. Providing paid time off for training or educational leave
3. Providing premises or supplies
4. Providing transportation or accommodation
5. Providing support to attend association meetings
6. How else does your employer support this training? (Please specify) [TEXT RESPONSE]
7. My current/previous employer does not support continuing education or training

<SHOW C3 A AND B IF E9=1>
<PRG: CE3 IN GRID>

CE3. Please indicate the extent to which you agree with the following statements.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

<SHOW C3 A IF E9=1>

CE3_A. I currently have sufficient education, training and experience to allow me to perform my job effectively

<SHOW C3_B IF E9=1>

CE3_B. My organization provides me with sufficient opportunities to participate in continuing education or training
CE3_c. There is no formal requirement for continuing education or training at my current/previous employer
CE3_D. I am willing to pay for my own continuing education

{PRG: CHECK ALL THAT APPLY}

CE4. In general, what types of continuing education delivery modes appeal to you? (check all that apply)
1. Online courses (regularly scheduled and part of a group)
2. Online courses (self-directed and self-paced)
3. Courses located at your LIS program
4. Training sessions at your workplace
5. Webinars on special interest topics
6. Face-to-face workshops located at your LIS program
7. Face-to-face workshops delivered in conjunction with conferences
8. Face-to-face workshops delivered locally
9. Other, please specify

END1. Do you have any additional comments you would like to share?

[OPEN END RESPONSE]