

Evaluating MLS Students' Outlook on the Job Market

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Abstract

Unemployment for library and information science graduates is on the rise. Due to the recent economic recession, budgets and positions are being cut in libraries throughout the country. In order to find employment in this rapidly changing environment, aspiring librarians must develop skill sets outside the traditional realm of library science, especially in information technologies. In this study, twelve students graduating within the next half year were surveyed in person to illuminate the relationship between the masters of library science program at Indiana University Bloomington, the skill sets of MLS students, and confidence in finding a job after graduation. Preliminary findings indicate that the completion of internships correlates highly to confidence for finding a job after graduation, that the skills considered most important for finding a job vary by the type of library and work students intend to enter, and that the MLS program provides some, but not all, of the skill sets considered important for finding a job after graduation. Further investigation with a larger, less biased sample and improved questionnaire design is recommended to confirm and elaborate results.

Introduction

The purpose of this study was to collect information on library science students' outlooks on the job market during these difficult economic times. In this survey, we assess the relationship between the skills of masters of library science students, experiences during their program of study and their confidence for finding employment after graduation. We test two hypotheses:

- (1) If students think that SLIS courses provide the necessary skill sets, they will be confident about finding employment after they graduate.
- (2) If students think work experiences during their time at SLIS provide the necessary skill sets, they will be confident about finding employment after they graduate.

The population of interest is limited to masters of library science students enrolled in the Indiana University School of Library and Information Sciences. It is important to differentiate between our concept of "confidence for finding employment after graduation" and actual probability of finding employment after graduation. The purpose of the study was not to pinpoint which courses, internships, work experiences or skills were most likely to predict success in the job market, but to assess students' attitudes towards the SLIS program and their personal futures after completing their degrees.

Literature Review

Even before the recession of 2008, unemployment for masters of library science graduates has been on the rise. According to the Library Journal Placements and Salaries survey of 2010, the length of time spent job-hunting after graduation has lengthened to over 5 months, permanent placements in libraries have declined, and more graduates are returning to non-professional positions at previous employers to pay the bills. An analysis of job advertisements by Grimes (2008) found that the number of academic library positions requiring an MLS began to decline sharply after the turn of the 21st century, with many librarian duties being usurped by cheaper, non-professional staff. Library science schools report more difficulty in placing students

overall (Maata 2010), and authors like Gordon (2004) and Fialkoff (2010) lament the “graying profession hype,” the premise that aging librarians that would soon retire and open up the job market. In the state of Indiana, which has one ALA-accredited program at the Indiana University School of Library and Information Science in two locations, only 66 of the 251 masters graduates of 2009 reported finding employment by October 2010 (Maata 2010).

The landscape of library and information science is also changing. Kinkus (2007) and Matthews and Pardue (2009) found that skill sets traditionally attributed to IT professionals like web development, systems development and project management are increasingly listed in job announcements for librarians. Around 40% of the respondents in Bosque and Lampert’s 2009 survey of newly hired librarians reported that they were required to develop IT skill sets not included in the original job description, and less than a fourth felt well or foundationally prepared for the technical duties given to them (such as web development, content management systems, designing databases and maintaining blogs). MLIS candidates are increasingly turning to specialized skills to make them more marketable, with departments encouraging students to take courses outside of the LIS department and more individuals opting to pursue digital library or archives specializations during their degree programs (Maata 2010). Coursework alone is not considered enough to ensure employment; Ricker (2005) and Maata (2010) stress a general sentiment towards the importance of previous fieldwork and internships for finding work after graduation.

Along with this instability comes a sense of disillusionment from recent graduates and students currently enrolled in LIS programs. The Library Journal Placements and Salaries survey reports overall feelings of “frustration and disappointment” from recent graduates, with some expressing regret for choosing a career in library science. Though individuals who enter service-oriented professions like library science are generally not motivated by salary (Houston 2000), these adverse conditions may affect the morale and confidence of students in library science programs. Beyond informal surveys, no previous literature was found to assess this morale directly. Thus, we employed an exploratory survey to set the foundations for future research in this area.

Methodology

In this study, we surveyed 12 students in the masters of library science program at Indiana University Bloomington who were graduating within the next six months. To explore the two hypotheses described above, a questionnaire was designed after the examples in Babbie’s (2007) chapter on Survey Research (p. 244-257, “Guidelines for Asking Questions” and “Questionnaire Construction”). As much as possible, questions were taken from published sources with minimal modification, and interviewers were given instructions on the delivery of questions to standardize the procedure. However, questions were worded colloquially and interviewers acted naturally to conduct the survey “in the manner of a conversation” per the advice of Suchman and Jordan (1990) to remove the barrier of artificiality and collect the best quality data. Interviewers first introduced themselves to potential respondents with three filter questions:

- 1) Are you a SLIS student?
- 2) Are you in the MLS program?
- 3) Are you graduating in May 2011 or earlier?

If respondents answered to the affirmative for all three, the consent form was filled out and the interview began with an introductory paragraph read by the interviewer explaining the purpose of the survey. The first questions of content concerned the respondent's intentions for work after graduation. We asked whether students intended to work in a library, what type of library they would like to work in (academic, public, school media center, or special), and what type of work they would like to do (reference services, collection development, technical services etc.) We designed the questions to accept multiple answers, because many students have multiple and uncertain interests. The purpose of these questions was to assess whether the type of library or work a student wants to do affects their confidence for finding a job or the skills they thought were most important, and ultimately whether the SLIS program was appropriate for students with different career aspirations.

After asking about intentions, we asked students about their job searching behavior and confidence for finding employment. The former was assessed by two questions:

- 3a) Have you begun looking for employment?
- 3b) About how much time do you think you spent looking for jobs in the past week?

For the second question, the time frame was limited to the past week to minimize the possibility of accidentally writing a "survey question masquerad[ing] as a recall task," as put by Moyer *et al.* (1997). We included this question on job searching behavior to measure whether knowledge of the library science job market impacted students' confidence or the skills they thought were most important for finding a job. Confidence was assessed in a single question, adapted from the Harris Interactive retirement survey performed in 2010: "How confident are you that you will have sufficient income throughout your retirement?" The question was modified to read, "How confident are you that you will be able to find work after you graduate?" and the five-point scale from "not at all confident" to "extremely confident" was preserved. This question was the core of the survey, since it was the central element of interest for both of our hypotheses.

We designed a cue card to be presented and filled out by respondents after this set of questions. The cue card contained summaries of the 2009 ALA Core Competencies, with a five-point Likert scale ranging from "Not at all important" to "Very important," modeled after a question from the Arizona Department of Health Services 2001 assessment of high school students ("How important do you think things you are learning in school are going to be for your later life?" with the same answer options). We chose this format because opinion questions like these, with a large amount of information embedded in each component, would be administered most efficiently if respondents can read and double-check the text themselves. After completing the cue card, students were encouraged to suggest other skill sets not encompassed by these competencies that they considered important for getting a job, because the ALA core competencies are very specific to library science and more general skills could be considered important for getting a job.

After assessing the importance of different skill types, we introduced the topic of the students' courses, internships, and work experiences during the MLS program. Respondents were asked to name courses they had taken which they thought would be beneficial in finding a job after graduation, any internships completed, and part- or full-time jobs held during their time at SLIS. We asked them to name courses because the answers would provide several key pieces of information: whether students thought SLIS coursework would be beneficial in finding a job, which courses were cited most often as being beneficial in finding a job, and whether the courses offered by SLIS teach the skill sets they were designed to. We asked about internships and part-time jobs because one of the purposes of our two hypotheses was to compare the utility of classroom and experiential learning for developing skill sets.

Demographic questions followed to profile students' past and current degree programs and work experience. They were placed near the end of the interview to avoid influencing respondents' previous answers. The majority of these questions were taken directly from Robbin's (2010) "Who Am I?" survey of students in the Introduction to Research course. A list of potential dual degrees and specializations was obtained from the SLIS website to include as options for current degree programs for the interviewer's ease.

Finally, the interview concluded with two cognitive interview questions. The first probed the reasons for the level of confidence expressed earlier in the interview: "You said you were [answer to 4] confident about finding a job. Can you tell me why you think so?" The answers to these questions could support our hypotheses directly or reveal new explanations for confidence we had not considered. The second asked for specific skills obtained in the courses, internships, and work experiences respondents had said would be beneficial for finding employment after graduation:

14a) You said [courses] would be beneficial to you in getting a job. What specific skills did [course] teach you?

14b) You did an internship at [institution] that you said would help you get a job after you graduate. What skills did you obtain from it?

14c) You worked at [answers to 8a] while you were at SLIS. What skills did you learn there that you think will help you get a job after you graduate?

These skills could be compared against each other in assessing the utility of different learning environments in the MLS program. Bates' (2004) advice for narrative interviewing was incorporated into these cognitive interview sections, in which we attempted to "encourage...the flow of conversation" by incorporating attitudes previously expressed by the respondent.

I interviewed four students eating lunch or waiting for classes to begin in the SLIS computer lab on the afternoon of November 2, 2010. No respondents were hesitant about participating, and all opened up easily about their opinions. Only one respondent seemed to tire of the interview by the cognitive interview section, and she expressed regrets that she was feeling ill. The one question students needed clarified was number 5, the ALA core competencies cue card. The question was worded, "Here are examples of skills the ALA considers important for librarians. Please rate how important you think each one is for getting the kind of job you want."

Two of the four hesitated, asking, “The kind of job *I* want?” The instructions at the end of the sentence may have been missed by other respondents as well, if they were distracted by looking at the cue card and processing their answers prematurely.

The four completed questionnaires from each interviewer were compiled and coded according to the document in appendix III. Frequencies were tallied and statistics performed with Microsoft Excel 2010 software. The completed questionnaires, cue cards and consent forms were destroyed, and all raw data was deleted from the internet to preserve privacy. For the full questionnaire and cue card, see appendix I.

Results

Table 1

Characteristics of Very or Extremely Confident Respondents vs. Confident or Less Respondents

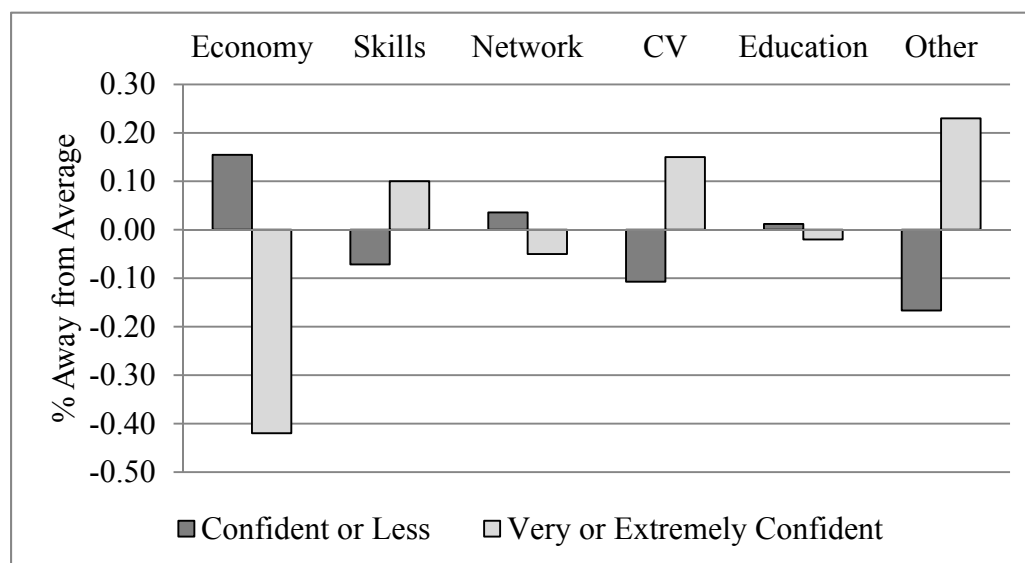
Parameter	Variants	Very/Extremely Confident *	Confident or Less **	Overall †
Internship	Did Internship	80%	14%	42%
	No Internship	20	86	58
Library Type	Academic	60	71	58
	Public	40	0	17
	Special	60	29	41
Time spent searching for jobs in the past week	0 hours	0	29	17
	≤1 hour	40	43	42
	>1 hour	60	14	33
Degree Program	MLS only	80	29	50
	Specialization	20	71	50

Note: *n=5, **n=7, †n=12

As seen in the characteristics of respondents by level of confidence in the table above, 80% of very or extremely confident respondents had completed internships, while only 14% of confident or less respondents had. A higher proportion of very or extremely confident respondents also had plans to enter public (40%) or special (60%) libraries. No confident or less respondents expressed an interest in public librarianship, and only 30% expressed an interest in special librarianship. The majority (60%) of very or extremely confident respondents spent more than an hour in the past week looking for jobs, as opposed to a minority of respondents confident or less (14%). Only 20% of very or extremely confident respondents were pursuing specializations, while 71% of confident or less respondents were. A higher proportion of students with previous masters were pursuing specializations than those without, however, none with certificates (in teaching, law, etc.) were pursuing specializations.

Graph 1 compares the percentage of respondents who cited different reasons for their levels of confidence. Respondents who were confident or less cited the economy, networking, and education more than average, while respondents who were very or extremely confident cited their skills, the strength of their CV, and "other" more than average. "Other" responses included having already secured a job through a previous employer and the feeling that the respondent had "found her calling." Economy was not expressed as a concern for people who were very or extremely confident.

Graph 1
Reasons for Confidence by Level of Confidence



Regarding the ratings of the ALA core competency skill sets, foundations were given an average rating of 3.42. Information resources were given an average rating of 3.33, organization and representation 3.67, technology 4.33, reference 4.42, research 3.83, continuing education 4.00, and administration and management 4.33. There was no prominent pattern in these ratings between respondents who were very or extremely confident and respondents who were confident or less. However, there was a difference depending on the type of library and work students wanted to do, as shown by the z-scores in tables 2 and 3 (see appendix IV). Students who want to go into academic libraries consider technology, reference, and research marginally more important than average. Students interested in public librarianship consider reference, research and administration marginally more important, and continuing education a lot more important than average. Respondents aspiring to special librarianship consider information resources (collection development etc.) more important than average, and administrative skills much more important than average.

Regarding job types, respondents who want to do reference work consider reference more important than average. Respondents who expressed an interest in collection development consider information resources more important than average. Respondents who plan to enter technical services think foundations, organization and representation, research and administration are more important than average. Respondents going into information technology consider foundations, information resources, organization and representation, research and continuing education a little more important than average. Respondents who expressed an interest in administration consider information resources more important than average, and respondents interested in other work considered *all* skill sets more important than average. “Other work” responses included interests in archives and curation.

Finally, table 4 shows an overview of the types of skills people said they learned from different sources.

Table 4
Sources of Skills by Skill Type

Skill Category	Courses	Internship	Work
Foundations	8%	0%	8%
Information Resources	25	40	33
Organization & Representation	17	20	8
Information Technology	67	40	8
Reference	8	20	50
Research	8	0	0
Continuing Education	0	0	0
Administration	17	40	8
Interpersonal Communication	8	40	58
Discipline-specific	58	20	25
Instruction	8	0	42

Note: For courses and work experience, n=12; for internships, n=5

More than 50% of respondents cited their coursework as providing information technology and discipline-specific skills. 40% of respondents who completed internships said the experience provided skills in information resources, information technology and interpersonal communication. 58% of respondents said their work experiences during the MLS program enforced skills in interpersonal communication; 50% said work experiences provided skills in reference; and 42% said work experiences provided skills in instruction.

Discussion

Examining the average ratings of skills from the set of ALA core competencies, those considered “quite important” or higher are technology, reference, continuing education and administration. Comparing these against the sources of skill sets cited during the cognitive interview, the only one of these sets the majority believes are provided by SLIS courses is information technology. Reported attainment of reference and administrative skills in the classroom is surpassed by internships and work experience, which implies that respondents believed these skill sets were better developed experientially than by the core SLIS courses devoted to reference (S501) and management (S551). The bias found by Ricker (2005) towards the usefulness of experiential learning during the job hunt was reflected in a quote by one respondent, “Everything that will help me get a job I learned at the reference desk and teaching instruction.”

The parameters that appear to have affected confidence most strongly are the completion of an internship, the choice of library type, and knowledge of the job market. Confident or less respondents were overwhelmingly interested in academic libraries and cited the economy as a concern, but spent less (or no) time actively searching for jobs in the past week. This indicates that these respondents may have less world experience than those more confident in finding a job. They may have based their choice of “academic library” on limited experience as a college student, and their confidence levels on fuzzy impressions of the current recession instead of solid knowledge of the job market. Unfortunately, the questionnaire did not differentiate between

previous full or part-time employment or include a question on the amount of time elapsed between obtaining a bachelor's degree and entering the MLS program.

Opinions on the importance of different competencies by job type make sense for respondents interested in reference, collection development, and information technology. However, there is a discrepancy in the results for students interested in administrative work. These five students gave the "administration" skill set an average rating of 4, while students interested in technical services, information technology, and "other" jobs gave average ratings of 4.33 or higher. This resulted in a *negative* z-score for students interested in administration, which seems contrary to their intentions. However, no respondent expressed an interest in administration exclusively. Each of these respondents named 2 to 3 other job types they were interested in, with administration as a secondary interest. These other interests may have influenced their overall rating of administrative skills, adjusting the Likert scale to accommodate the skills they felt were *most* important. For example, four of the five were interested in reference and gave that skill set a rating of 5, "very important". Though administration was also important to them, it was given a 4, "quite important," because it was considered less important than their reference work.

Limitations

Since only 12 students were surveyed, it is dangerous to generalize the findings reported here. We attempted to decrease this danger by limiting the population to a very small set of people: masters of library students at Indiana University Bloomington graduating in December 2010 or May 2011. However, the selection of participants was very biased due to convenience sampling. Different group members obtained different results; my four respondents were much more pessimistic about the future than the other eight, and none had completed internships. Many respondents were students group members knew personally from classes or work places, and those who were not were targeted for having an approachable demeanor (sitting alone, not engaged in computer work or conversation) during lunch and class breaks in the SLIS computer lab. Firstly, the characteristics of these students may be different from the general population. Secondly, some interactions between interviewer and respondent may have been influenced by personal relationships, with respondents more likely to appease interviewers or use knowledge of personalities and past conversations to adjust their answers.

For example, one student I approached to interview was not only familiar with me from a past class, but familiar with the assignment from her own experiences in S506-Introduction to Research Methods. During the interview, she was especially eager to "help" by pulling up her *curriculum vitae* for me to copy her previous work experience instead of answering the questions directly, making comments like, "Oh, a probing question, I remember those" and fleshing out her answers more than other respondents to provide me with material. Other respondents also expressed an interest in participating after reminiscing about their own projects for the course. Since this course (or a similar one) is required for the MLS degree program, it was inevitable that some members of the selected population would respond this way.

Apart from limitations due to sampling, the questionnaire was, in retrospect, lacking key questions that could affect the findings of the survey. Multiple respondents for question 7a, "Did

you do an internship?” did not want to answer “yes” or “no,” but “I plan to.” These respondents said they thought the internship would be beneficial to finding a job, though they had not yet completed one. If a third option— “I intend to”—was included on the survey we might have been able to determine whether the perceived utility of an internship correlated to actually completing one or not. Furthermore, after compiling the results for question 8b, “What jobs have you had while here at SLIS?” we found that respondents who were very or extremely confident about finding a job had performed more job types than those who were confident or less. However, we cannot conclude anything definite from this, because these respondents may have performed more jobs *total*, which increased their confidence. Since no question of “How many jobs?” was included on the questionnaire, this finding must remain speculative.

Conclusion

The findings of this survey are that the MLS academic program at the Indiana University School of Library and Information Science provides students with some, but not all, of the skill sets considered important for finding a job after graduation. Our first hypothesis, that students will be confident if they think their courses provide the necessary skill sets, was supported by the cognitive interviews in which students named several courses they thought provided the skills that would help them obtain employment. Our second hypothesis, that students would be confident if they think their work and internship experience provides the necessary skill sets for employment, was more strongly supported by the high percentage of very or extremely confident students who completed internships, as well as the correlation between the average scores of skills considered important for getting the type of job they were interested in and the cited sources of these skills.

Other tentative findings include increased confidence in students with knowledge of the job market, decreased confidence in students pursuing specializations, and correlations between the types of skills considered important and the type of library students intend to work in, as well as the type of work students intend to do. A repeated survey with a bigger sample, more reliable sampling method, and an improved questionnaire would be needed to validate these results.

Resources

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Topic of Study: The relationship between MLS program and SLIS students' outlook on the job market.

Research Question: Does the MLS program provide students with the skills they think are necessary to be successful in the job market?

Target Population: MLS students graduating in December 2010 or May 2011

Unit of Analysis: Individuals

Hypotheses:

- (1) If students think that SLIS courses provide the necessary skill sets, they will be confident about finding employment after they graduate.
- (2) If students think work experiences during their time at SLIS provide the necessary skill sets, they will be confident about finding employment after they graduate.

Dependent Variables:

Student confidence: self-reported outlook on the job market, as "extremely confident," "very confident," "confident," "somewhat confident," or "not at all confident"

Skills considered important: ALA core competencies and any self-reported skills considered "somewhat important" or "very important" by students in question #9

Skills obtained: self-reported list in question #10

Independent Variables:

Sex: Male or female

Degrees obtained: Any degree awarded by an accredited institution of higher education awarded before the student began the MLS program

Work experience: Any full- or part-time work considered by the student to be relevant to his/her future career completed before the student began the MLS program

Experiential learning: Any full- or part-time work or internship completed by the student while enrolled in the MLS program

Degree program: The Indiana University degree program the student is currently enrolled in; at minimum the MLS program, plus any dual or specialization degrees listed at <http://www.slis.indiana.edu/degrees/joint/>

Library type: The type of library the student intends to work for after graduation, either academic, special, K-12 school media, or public

Job type: The type of library work the student intends to perform

Job-seeking behavior: The amount of time spent searching for employment within the past week, self-reported as "a lot," "a medium amount," "a little," or "none at all"

Instructions for Interviewers

Read the questions in the survey to the students being interviewed and record their responses on this form. Ask the questions exactly as they appear in a confident, welcoming manner. Do not modify the questions in any way and do not lead the students to specific answers in any way. Some questions already have answers. Do not modify these answers in any way. Record the students' answers on the form in the spaces given. Note any problems with the questions or answers on the form with that question/answer. Remind the students of the confidentiality of the survey. Inform them that they may choose not to answer any of the questions.

Outlook Express:
Evaluating SLIS Students' Outlook on the Job Market upon Graduation

Thank you for agreeing to take this survey. Members of my group are enrolled in S506, a research methods course at SLIS, and are learning how to design surveys and conduct interviews. We would like to ask you a few questions about your experiences in the SLIS program and your outlook on the job market. I appreciate your participation.

Name: _____ Date: _____

Questions	Interviewer Instructions
Filter Questions	
1) Are you a SLIS student?	1) If no, "Thank you, but we're only interviewing SLIS students." If yes, proceed to question 2
2) Are you in the MLS program?	2) If no: "Thank you, but we're only interviewing MLS students." If yes, proceed to question 3
3) Are you graduating in May 2011 or earlier?	3) If no: "Thank you, but we're only interviewing students in their final year." If yes, begin survey
Survey Questionnaire	
<p>"First, I'd like to ask about what you want to do after you graduate."</p> <p>1a) Do you intend to work in a library? <input type="checkbox"/> Yes <input type="checkbox"/> No (skip to Q2)</p> <p>1b) What type of library? (Check all that apply) <input type="checkbox"/> Academic <input type="checkbox"/> Public <input type="checkbox"/> K-12 School Media Center <input type="checkbox"/> Special <input type="checkbox"/> Don't know</p> <p>2) What type of job would you like to have? (Check all that apply) <input type="checkbox"/> Reference Services <input type="checkbox"/> Collection Development <input type="checkbox"/> Technical Services <input type="checkbox"/> Information Technology</p>	

<p><input type="checkbox"/> Administration <input type="checkbox"/> Other _____ <input type="checkbox"/> Don't know</p> <p>3a) Have you begun looking for employment? <input type="checkbox"/> Yes <input type="checkbox"/> No (skip to Q4)</p> <p>3b) About how much time do you think you spent looking for jobs in the past week? <input type="checkbox"/> More than one hour <input type="checkbox"/> One hour or less <input type="checkbox"/> None at all</p> <p>4) How confident are you that you will be able to find work after you graduate? <input type="checkbox"/> Extremely confident <input type="checkbox"/> Very confident <input type="checkbox"/> Confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Not at all confident</p> <p>5a) Here are examples of skills the ALA considers important for librarians. Please rate how important you think each one is for getting the kind of job you want.</p> <p>5b) These are not the only possible skill sets. Do you have any others that you think will be important for getting a job?</p> <p>Now I'm going to ask about your experiences at SLIS so far."</p> <p>6) Intro: "A lot of students take courses, do internships, or work full- or part-time jobs that they think will help them get a job after graduation."</p> <p>Can you think of particular courses you took that you think will be beneficial in finding a job after you graduate?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5a) Hand cue card to respondent to fill in Likert questions.</p> <p>5b) Record answers on cue card below table.</p>
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<p>7a) Did you do an internship? <input type="checkbox"/> Yes <input type="checkbox"/> No (skip to Q8)</p> <p>7b) Do you think your internship will help you get a job after you graduate? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>8a) Have you worked full- or part-time while you were at SLIS? <input type="checkbox"/> Yes (go to Q8b) <input type="checkbox"/> No (skip to Q9)</p> <p>8b) What jobs have you had while you were here at SLIS? <hr/> <hr/> <hr/></p> <p>8c) Do you think your work experience will help you get a job after you graduate? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>9) Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female</p> <p>10a) Are you in a dual degree program or doing a specialization? <input type="checkbox"/> Dual Degree <input type="checkbox"/> Specialization <input type="checkbox"/> Neither (skip to Q11)</p> <p>10b) Which one?</p> <p>MA Degrees (unless otherwise noted) <input type="checkbox"/> Af. Amer & African Diaspora Studies <input type="checkbox"/> African Studies <input type="checkbox"/> Art History <input type="checkbox"/> Central Eurasian Studies <input type="checkbox"/> Comparative Literature <input type="checkbox"/> English <input type="checkbox"/> Folklore and Ethnomusicology <input type="checkbox"/> History <input type="checkbox"/> History and Philosophy of Science</p>	<p>8a) If none, skip to question 9</p> <p>9) Don't ask, just record</p> <p>10b) Do not read list; wait for free response</p>
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<p><input type="checkbox"/> Journalism <input type="checkbox"/> Latin American & Caribbean Studies <input type="checkbox"/> Law (JD) <input type="checkbox"/> Musicology or Music Theory <input type="checkbox"/> Public Affairs (MPA) <input type="checkbox"/> Russian and East European Studies</p> <p>Specializations</p> <p><input type="checkbox"/> African Studies Librarianship <input type="checkbox"/> Archives and Records Management <input type="checkbox"/> Art Librarianship <input type="checkbox"/> Chemical Information Specialist <input type="checkbox"/> Children's and Young Adult Services <input type="checkbox"/> Digital Libraries <input type="checkbox"/> Library Technology Management <input type="checkbox"/> Music Librarianship <input type="checkbox"/> Rare Books and Manuscripts</p> <p>“Now I’ll ask about the degrees you got before coming to SLIS.”</p> <p>11a) First, please tell me, what was your bachelors degree in? _____</p> <p>11b) Did you have another major? <input type="checkbox"/> Yes <input type="checkbox"/> No (skip to 11c) If yes, what was it? _____</p> <p>11c) Did you have a minor? <input type="checkbox"/> Yes <input type="checkbox"/> No (skip to 11d) If yes, what was it? _____</p> <p>11d) Did you come to SLIS with a master’s or professional degree? <input type="checkbox"/> Yes <input type="checkbox"/> No (skip to 11e) If yes, what was it? _____</p> <p>11e) Do you have any other degrees or certificates? <input type="checkbox"/> Yes <input type="checkbox"/> No (skip to 11d) If yes, what was it? _____</p>	
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12) Before you came to SLIS, did you work in a library or have any other jobs you think will be relevant to you as a librarian?

“Now I’d like to go back and ask you more about some of your answers.”

13) You said you were [very/somewhat/not at all] confident in finding a job. Can you tell me why you think so?”

14a) You said [courses] would be beneficial to you in getting a job. What specific skills did [course] teach you?

14a) Ask for skills from each course named.

14b) (If no for 7a or 7b, skip to question 14)

You did an internship at [institution] that you said would help you get a job after you graduate. What skills did you obtain from it?"

14c) You worked at [answers to 8a] while you were at SLIS. What skills did you learn there that you think will help you get a job after you graduate?

"That was the last question. Thank you for participating in our survey."

Question 5:

How important do you think each of these skill sets will be for getting the kind of job you want?

ALA Core Competencies (January 2009)	Not at all important	Slightly important	Fairly important	Quite Important	Very important
Foundations of the profession <ul style="list-style-type: none"> Knowledge of ethics, policy, history of librarianship 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquisition and management of information resources <ul style="list-style-type: none"> Evaluation, selection, purchasing, processing, storing, and deselection 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization and representation of recorded knowledge and information systems <ul style="list-style-type: none"> Development, description, and evaluation of systems of classification & categorization Cataloging, metadata, indexing, and classification standards and methods 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technological Knowledge and Skills <ul style="list-style-type: none"> Evaluation and application of information, communication, assistive, emerging, and related technologies 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reference and User Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research <ul style="list-style-type: none"> Quantitative and qualitative research methods Assessing new research 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continuing Education and Lifelong Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration and Management <ul style="list-style-type: none"> Planning and budgeting Leadership skills Developing partnerships, collaborations, and networks 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Outlook Express:
Evaluating SLIS students' Outlook on the Job Market upon Graduation

HUMAN SUBJECTS CONSENT FORM

We are students in the School of Library and Information Science. As part of a research methods course, we are learning how to conduct surveys and interview people. In this study, we are talking to SLIS students about their professional skills and outlook on the job market.

Your participation in our course project is strictly voluntary. If you choose to participate, your responses will be confidential. My report on this experience will be read only by my professor, and no publication will result from my course work.

Thank you in advance for agreeing to take this survey. Your assistance will help me understand how to conduct an interview and collect information. If you have any questions about this project, please call Professor Alice Robbin at 855-5389 or email her at arobbin@indiana.edu.

I have read the above information, and have received answers to any questions I asked. I freely consent to take part in the study.

By signing this consent form, I have not given up any of my legal rights.

Subject Name

Signature of Subject (18 years and older)

Date

Signature of Legally Authorized Representative (when applicable)

Date

Authority of Subject's Legally Authorized Representative or Relationship to Subject
(when applicable)

Signature of Person Conducting Informed Consent Discussion

Date

Generally: 1 for yes, 2 for no, 0 for no response or not applicable

1b) Library Type:

1. Academic
2. Public
3. K-12
4. Special
5. Don't Know

2) Job Type:

1. Reference
2. Collection Development
3. Tech Services
4. IT
5. Administration
6. Other
7. Don't Know

3b) Job search

1. 0 hours
2. ≤1 hour
3. >1 hours

4) Confidence

1. Not at all confident
2. Somewhat confident
3. Confident
4. Very confident
5. Extremely confident

5b) see #14

6) Specific Courses:

- 1) Assist and Educate Users of Libraries and Information Centers
- 2) Develop and Manage Library Collections
- 3) Organize and Represent Information Resources
- 4) Apply Management and Leadership Skills
- 5) Conduct and Analyze Research
- 6) Technical expertise
- 7) Discipline-specific

8b, 12) Work experiences:

0. None
1. Reference
2. Circulation
3. Tech Services
4. Instruction/Education
5. Information Technology

6. Administration/Clerical
7. Discipline specialization
8. Other

9) Sex

1. Female
2. Male

10a) Degree Program

1. MLS only
2. Masters
3. Specialization

10b) Degree Program

1. Masters
 - a. Af. Amer & African Diaspora Studies
 - b. African Studies
 - c. Art History
 - d. Central Eurasian Studies
 - e. Comparative Literature
 - f. English
 - g. Folklore and Ethnomusicology
 - h. History
 - i. History and Philosophy of Science
 - j. Journalism
 - k. Latin American & Caribbean Studies
 - l. Law (JD)
 - m. Musicology or Music Theory
 - n. Public Affairs (MPA)
 - o. Russian and East European Studies
2. Specializations
 - a. African Studies Librarianship
 - b. Archives and Records Management
 - c. Art Librarianship
 - d. Chemical Information Specialist
 - e. Children's and Young Adult Services
 - f. Digital Libraries
 - g. Library Technology Management
 - h. Music Librarianship
 - i. Rare Books and Manuscripts

11) Prior Degrees

0. None
1. Humanities (history, literature, language, gender studies etc.)
2. Hard Sciences (Physics, Engineering, etc.)
3. Life Sciences (Chemistry, Biology, etc.)
4. Arts (Music, Fine Arts, Theater etc.)
5. Technical (Education, Nursing, etc.)

12) See 8b

13) Reasons for confidence:

1. State of the economy
2. Skill sets
3. Networking (references, conferences, prior experience at companies etc.)
4. Strength of CV (publications, research)
5. Education (includes SLIS education)
6. Other

5b and 14a,b,c) Skills

- 1) Foundations
- 2) Info Resources (collection development, technical services etc.)
- 3) Org & Rep (includes cataloging, indexing)
- 4) Information Technology
- 5) Reference
- 6) Research
- 7) Cont. Ed.
- 8) Administration
- 9) Other
 - a) Communication/interpersonal skills
 - b) Discipline-specific
 - c) Instruction

Cue Card

1. Not at all important
2. Slightly important
3. Fairly important
4. Quite important
5. Very important

Appendix III: Survey Results

R	1a	1b					2							3a	3b	4	5b		
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>				<i>9a</i>	<i>9b</i>	<i>9c</i>
1	1	1	0	0	0	0	0	0	0	1	0	0	0	1	1	3	0	0	0
2	1	1	0	0	0	0	1	0	0	0	0	1	0	1	2	1	1	0	1
3	1	1	0	0	0	0	1	0	0	0	0	1	0	1	3	3	0	0	0
4	1	0	0	0	1	0	0	0	1	1	0	0	0	1	3	4	0	0	0
5	1	1	1	0	1	0	1	1	0	1	1	0	0	1	3	5	1	0	0
6	2	0	0	0	0	0	1	0	0	1	0	0	0	1	2	5	1	0	0
7	2	0	0	0	0	0	0	0	0	0	0	1	0	1	2	3	1	0	0
8	1	1	1	0	1	0	0	0	0	0	0	1	0	1	2	4	1	0	0
9	1	1	0	0	0	0	0	0	0	1	1	1	0	2	0	3	0	0	0
10	1	0	0	0	0	0	1	1	0	0	1	1	0	1	2	2	0	1	0
11	1	0	0	0	0	1	1	0	0	1	1	0	0	1	3	5	0	1	0
12	1	1	0	0	1	0	1	1	0	0	1	0	0	1	1	3	0	0	0

R	6							7a	7b	8a	8b								8c	9
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>				<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>		
1	0	0	0	0	0	1	0	2	0	1	0	0	1	0	0	0	0	0	1	2
2	1	0	0	0	0	1	1	2	0	1	1	1	0	1	0	0	0	0	1	1
3	1	1	1	1	0	1	1	2	0	1	0	0	1	1	0	0	0	1	1	1
4	0	0	1	0	0	1	0	2	0	1	0	0	1	0	0	0	0	0	1	1
5	0	1	0	0	0	1	1	1	1	1	1	0	0	0	1	0	0	0	1	1
6	0	0	0	0	0	0	1	1	1	1	1	0	1	0	0	1	0	0	1	1
7	0	0	0	0	0	0	1	2	0	1	0	0	0	0	0	0	1	0	1	1
8	0	1	1	0	0	1	1	1	2	1	1	0	0	1	1	1	0	0	1	1
9	1	0	0	0	0	0	1	2	0	1	0	0	0	0	0	0	1	0	1	1
10	1	0	1	0	0	0	1	1	1	1	1	0	0	0	0	0	1	0	1	2
11	0	0	0	0	0	1	1	1	1	1	1	0	1	1	1	0	0	0	1	2
12	0	0	0	0	0	0	1	2	0	1	0	0	1	0	0	0	0	0	1	1

Appendix IV: Additional Tables

Table 2

Z-Scores of Reported Importance of Skill Categories by Library Type

Library Type	Foundations	Information Resources	Org. & Rep.	IT	Reference	Research	Cont. Edu.	Admin.
Academic*	-0.22	-0.34	-0.33	0.12	0.01	0.24	0.00	-0.07
Public**	-0.74	-0.34	-0.58	-1.07	0.07	0.13	0.37	0.26
Special†	-0.34	0.27	-0.06	-0.17	-0.19	-0.18	-0.30	0.41

*n=7, **n=2, †n=5

Note: “Org. & Rep.” = Organization and Representation of Information, “IT” = Information Technology, “Cont. Edu.” = Continuing Education, and “Admin.” = Administration

Table 3

Z-Scores of Reported Importance of Skill Categories by Job Type

Job Type	Found.	Info. Resources	Org. & Rep.	IT	Ref.	Res.	Cont. Edu.	Admin.
Reference*	-0.45	-0.05	-0.45	-0.24	0.38	-0.43	-0.32	-0.51
Collection Development**	-0.60	0.68	-0.29	0.00	0.21	-0.66	-0.74	0.00
Technical Service†	1.28	-0.34	1.15	0.86	-2.08	0.92	0.74	1.02
Information Technology‡	0.34	-0.34	0.29	0.00	-0.50	0.26	0.25	0.00
Administration§	-0.07	0.34	-0.58	-0.86	0.21	-0.13	-0.49	-0.51
Other¶	0.47	0.51	0.43	0.21	0.07	0.13	0.37	0.26

*n=7, **n=3, †n=1, ‡n=6, §n=5, ¶n=6

Note: “Found.” = Foundations, “Info. Resources” = Information Resources, “Org. & Rep.” = Organization and Representation of Information, “IT” = Information Technology, “Ref.” = Reference, “Res.” = Research, “Cont. Edu.” = Continuing Education, and “Admin.” = Administration