



THE UNIVERSITY OF BRITISH COLUMBIA

School of Information

Faculty of Arts

## Annual Alumni Survey Results 2024

## Introduction

The following online survey was distributed to graduates of the Master of Archival Studies (MAS), Master of Library & Information Studies (MLIS), and Master of Archival Studies/Master of Library & Information Studies (MASLIS) graduates whose degrees were conferred between September 2023 and May 2024.

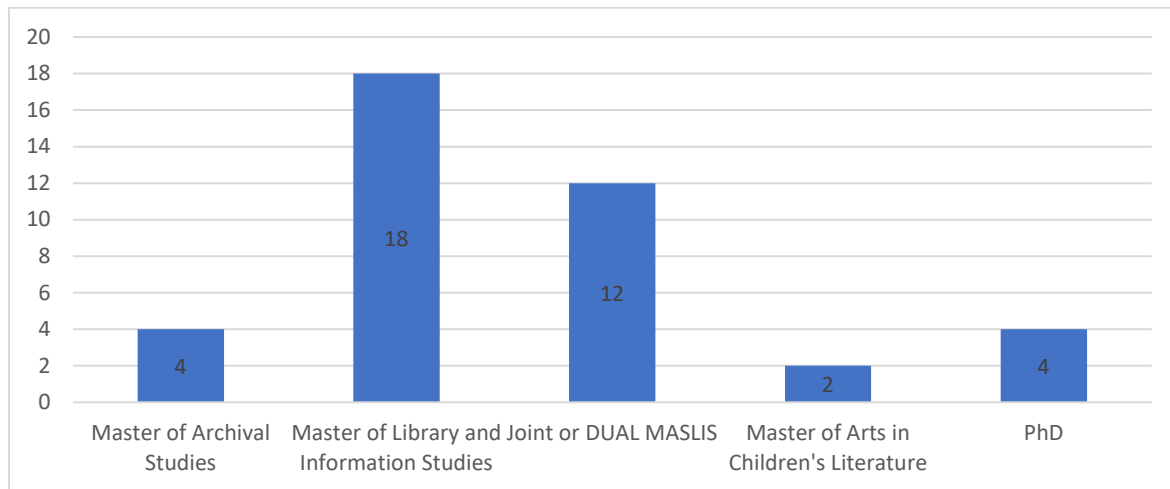
A total of 110 graduates were eligible to complete the survey: 65 MLIS, 10 MAS, 25 MASLIS, 6 MACL, and 4 PhD graduates. A total of 41 graduates completed the survey for a total response rate of 37.27%. Of the 41, 18 are MLIS graduates, 4 are MAS graduates, 12 are dual MAS/MLIS graduates, 2 are MACL graduates, and 4 are PhD graduates.

Questions about the survey can be directed to the Educational Services Manager at [ischool.edsm@ubc.ca](mailto:ischool.edsm@ubc.ca).

## Key findings

- **93%** of the respondents are currently employed, which is comparable to data from previous years.
- Of the 40 respondents who indicated that they are employed, 36 (**90%**) reported being employed in a position related to their iSchool degree, comparable to data from previous years.
- 88% of respondents were either employed before completing their degree or within six months of graduation, comparable to data from previous years.

### What degree did you complete at the iSchool?



### Did you transfer from one program to another?

|                             |    |
|-----------------------------|----|
| DUAL to MAS                 | 1  |
| DUAL to MLIS                | 1  |
| MAS to DUAL                 | 0  |
| MLIS to DUAL                | 0  |
| I did not transfer programs | 38 |

### If you did change your degree program, can you please provide your rationale for the decision?

LIS components of the dual degree did not align with my career interests or goals.

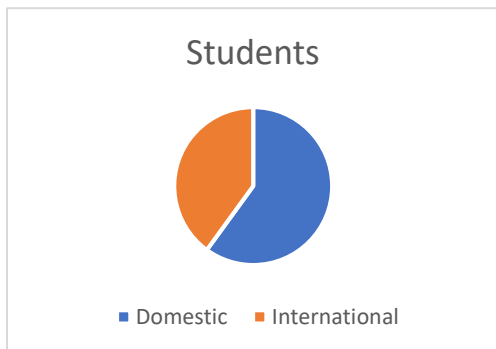
Information schools seemed more in line with internet technology and HCI issues. They also seemed like they have more potential research projects in the area than communication schools

I completed the archival core and then realized that I wasn't very interested in archival studies, so I switched to the MLIS so that I could focus all of my attention there.

### Did you complete any sub-specializations or concentrations as part of your degree?

|                                        |   |
|----------------------------------------|---|
| First Nations Curriculum Concentration | 4 |
| Designing for People                   | 2 |
| Blockchain@UBC                         | 2 |

**Were you attending as a domestic or international student?**



Responses:

|               |    |
|---------------|----|
| Domestic      | 24 |
| International | 16 |

**When was your degree conferred?**

| Answer        | Response | %    |
|---------------|----------|------|
| November 2023 | 10       | 27%  |
| May 2024      | 27       | 73%  |
| Total         | 32       | 100% |

**What is your age group?**

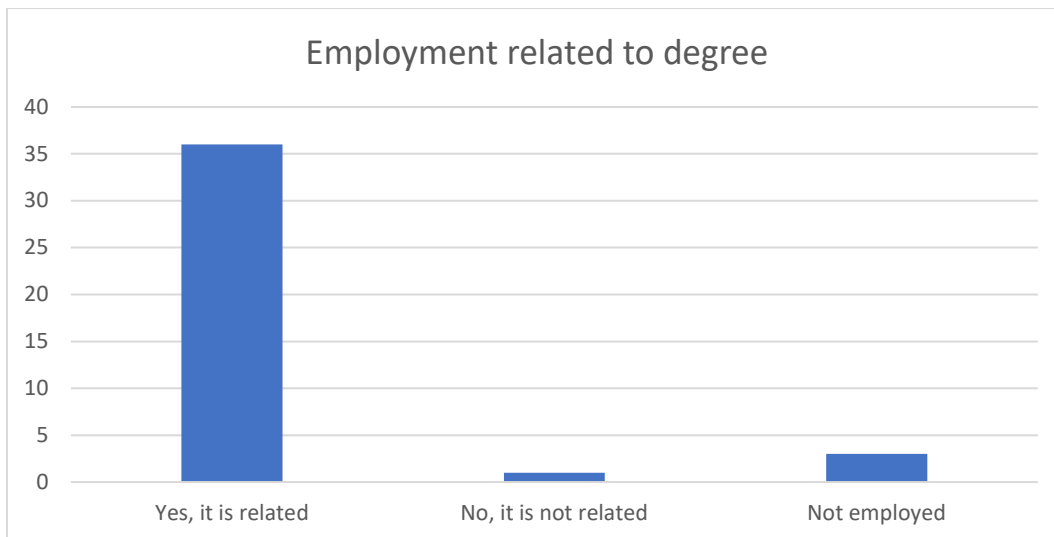
| Answer | Response | %    |
|--------|----------|------|
| 20-29  | 23       | 58%  |
| 30-39  | 12       | 30%  |
| 40-49  | 3        | 8%   |
| 50-59  | 2        | 5%   |
| 60+    | 0        | 0%   |
| Total  | 32       | 100% |

### Are you currently employed?



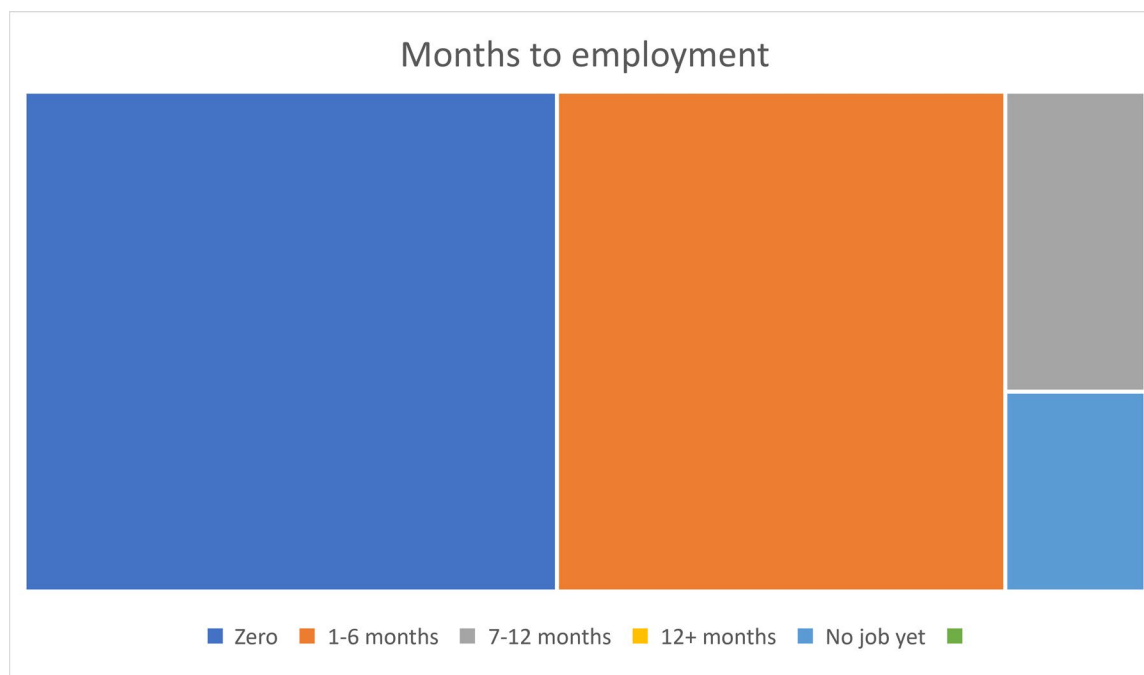
|     |          |
|-----|----------|
| Yes | 37 (93%) |
| No  | 3 (8%)   |

### If you are currently employed, is your employment related to your iSchool degree?



|                       |          |
|-----------------------|----------|
| Yes, it is related    | 36 (90%) |
| No, it is not related | 1 (3%)   |
| Not employed          | 3 (8%)   |

## How many months elapsed between the completion of your degree and your first job placement?



| Answer                                                     | Response | %    |
|------------------------------------------------------------|----------|------|
| Zero – I obtained the position before completing my degree | 19       | 48   |
| 1-6 months                                                 | 16       | 40   |
| 7-12 months                                                | 3        | 8    |
| More than 12 months                                        | 0        | 0    |
| I have not received my first job placement                 | 2        | 95   |
| Total                                                      | 40       | 100% |

## What best describes your work status?

| Answer                                           | Response | %  |
|--------------------------------------------------|----------|----|
| Employed full-time in a single position          | 20       | 50 |
| Employed full-time in multiple positions         | 1        | 3  |
| Employed part-time in a single position          | 4        | 10 |
| Employed part-time in multiple positions         | 2        | 5  |
| Not employed                                     | 2        | 5  |
| Employed full-time in a single contract position | 11       | 28 |

|                                                  |    |      |
|--------------------------------------------------|----|------|
| Employed part-time in a single contract position | 0  | 0    |
| Total                                            | 40 | 100% |

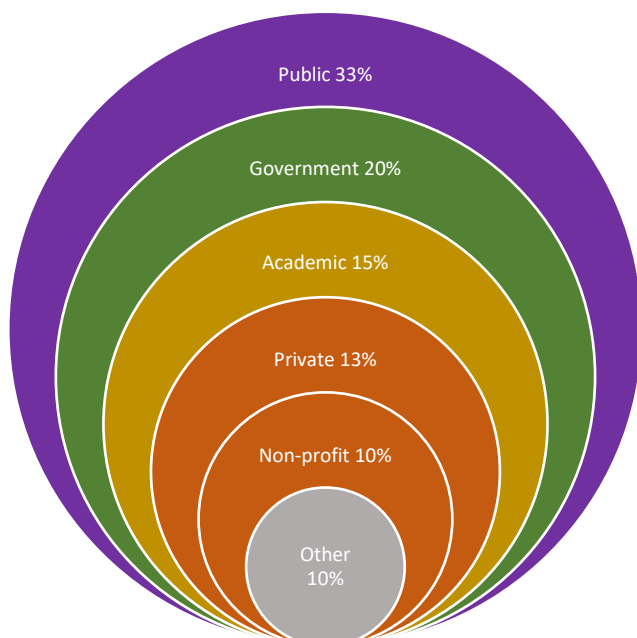
**Did you obtain your full-time position as your first job placement?**

| Answer                                                                           | Response | %    |
|----------------------------------------------------------------------------------|----------|------|
| Yes                                                                              | 20       | 74   |
| No, I worked multiple contract positions prior to obtaining full-time employment | 7        | 26   |
| No                                                                               | 0        | 0    |
| Total                                                                            | 27       | 100% |

**What is your current salary range?**

| Answer             | Response | %    |
|--------------------|----------|------|
| Less than \$25,000 | 4        | 10   |
| \$25,000-49,999    | 4        | 10   |
| \$50,000-74,999    | 19       | 49   |
| \$75,000-99,999    | 9        | 23   |
| \$100,000 or more  | 3        | 8    |
| Total              | 39       | 100% |

### In what type of organization is this position?



| Answer     | Response | %    |
|------------|----------|------|
| Academic   | 6        | 15   |
| Public     | 13       | 33   |
| Private    | 5        | 13   |
| Government | 8        | 20   |
| Non-profit | 4        | 10   |
| Other      | 4        | 10   |
| Total      | 40       | 100% |

### Where is this position located?

| Answer                            | Response | %    |
|-----------------------------------|----------|------|
| Metro Vancouver                   | 24       | 62   |
| Lower Mainland (Whistler to Hope) | 3        | 8    |
| Other part of BC                  | 2        | 5    |
| Other Canadian province/territory | 0        | 0    |
| Outside Canada                    | 10       | 26   |
| Total                             | 39       | 100% |

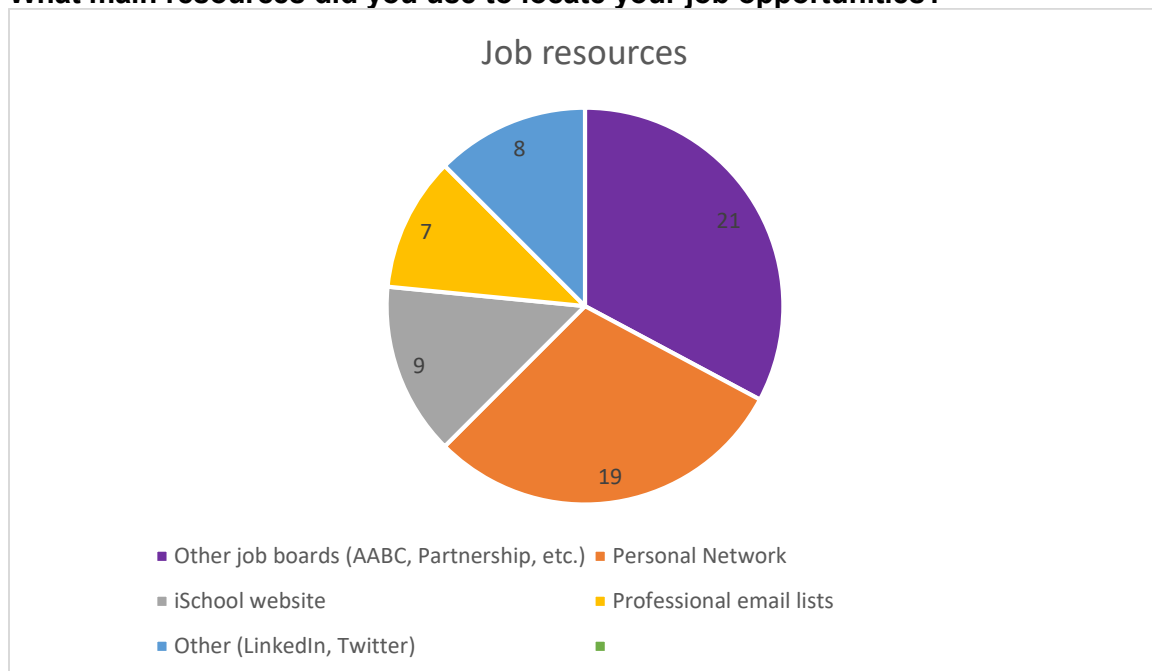
**Job titles**

Records and Archives Intern (full-time)  
Policy Analyst  
Casual Public Services Librarian  
Fine Arts Leader, Theatre, Film & Creative Writing Programs, Shadbolt Centre for the Arts, Burnaby  
Program Manager  
Managing Partner & CTO  
Data Services Librarian  
Auxiliary Librarian (Aux not offered in work status selection)  
Corporate Records Officer  
Research Specialist  
Cultural Heritage Officer  
Records Assistant  
Project Records Manager  
Records Management Assistant  
Programming and Outreach Librarian (Teens & Adults)  
Librarian  
Archivist  
Assistant Professor  
N/A, but first job was Associate User Researcher  
Law Librarian  
Archivist  
Digital Preservation Specialist  
Head librarian in Cordova Alaska  
Librarian  
Librarian I Auxiliary  
Youth Associate Librarian  
Librarian I  
Records Assistant  
Reference Librarian  
Instructional Designer  
Consultant  
Public Service Librarian, auxiliary (I also started a PhD program in September which meant that I wasn't actively looking for full-time work right out of my MLIS).  
Archivist  
Digital Collections Specialist  
UX Designer  
Officer, Alumni Data and Strategic Initiatives

**How would you rate your job satisfaction in your current role?** (10 being a perfect job, and 1 being the worst job possible)

| Answer | Response | %    |
|--------|----------|------|
| 10     | 6        | 15   |
| 9      | 8        | 21   |
| 8      | 11       | 28   |
| 7      | 8        | 21   |
| 6      | 1        | 3    |
| 5      | 2        | 5    |
| 4      | 1        | 3    |
| 3      | 1        | 3    |
| 2      | 0        | 0    |
| 0      | 1        | 3    |
| Total  | 39       | 100% |

**What main resources did you use to locate your job opportunities?**



**Are you a member of a professional organization?**

Yes 31 (78%)  
No 9 (23%)

**Upon graduation, please rate the level to which you felt prepared for the job market in the following areas:**

MLIS Competencies:

|                                                                                                                                                                                                                       |   |   |   |    |    |           |         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|----|----|-----------|---------|
| 1. Draw upon knowledge of: professional ethics, the rights of Indigenous peoples, and principles of equity, diversity and inclusion to guide their practices                                                          |   |   |   |    |    |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                                                | 1 | 2 | 3 | 4  | 5  | Responses | Average |
|                                                                                                                                                                                                                       | 0 | 0 | 4 | 16 | 5  | 25        | 4.04    |
| 2. Identify information needs and respond through the design and provision of information products and services                                                                                                       |   |   |   |    |    |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                                                | 1 | 2 | 3 | 4  | 5  | Responses | Average |
|                                                                                                                                                                                                                       | 0 | 1 | 8 | 14 | 2  | 25        | 3.68    |
| 3. Organize and manage information to facilitate access, reflection, and use in a range of contexts                                                                                                                   |   |   |   |    |    |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                                                | 1 | 2 | 3 | 4  | 5  | Responses | Average |
|                                                                                                                                                                                                                       | 0 | 1 | 4 | 15 | 5  | 25        | 3.96    |
| 4. Employ information systems and current technologies to address real-world situations, informed by social and cultural perspectives                                                                                 |   |   |   |    |    |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                                                | 1 | 2 | 3 | 4  | 5  | Responses | Average |
|                                                                                                                                                                                                                       | 1 | 1 | 7 | 13 | 3  | 25        | 3.64    |
| 5. Reflect in an informed and critical manner on information infrastructures and practices, acknowledging the role of power and privilege, the ongoing influence of colonization, and the value of diverse worldviews |   |   |   |    |    |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                                                | 1 | 2 | 3 | 4  | 5  | Responses | Average |
|                                                                                                                                                                                                                       | 0 | 1 | 3 | 11 | 10 | 25        | 4.2     |
| 6. Communicate clearly using a range of media suited to diverse audiences and goals                                                                                                                                   |   |   |   |    |    |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                                                | 1 | 2 | 3 | 4  | 5  | Responses | Average |
|                                                                                                                                                                                                                       | 1 | 0 | 7 | 10 | 7  | 25        | 3.88    |
| 7. Demonstrate effective collaboration, decision-making and leadership in team settings                                                                                                                               |   |   |   |    |    |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                                                | 1 | 2 | 3 | 4  | 5  | Responses | Average |
|                                                                                                                                                                                                                       | 0 | 1 | 5 | 12 | 7  | 25        | 4       |
| 8. Design and conduct research and evaluation studies to inform evidence-based decision-making                                                                                                                        |   |   |   |    |    |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                                                | 1 | 2 | 3 | 4  | 5  | Responses | Average |
|                                                                                                                                                                                                                       | 1 | 3 | 4 | 12 | 5  | 25        | 3.68    |
| 9. Develop respectful reciprocal relationships with professional and community groups                                                                                                                                 |   |   |   |    |    |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                                                | 1 | 2 | 3 | 4  | 5  | Responses | Average |
|                                                                                                                                                                                                                       | 0 | 3 | 4 | 12 | 6  | 25        | 3.84    |
| 10. Contribute to the advancement of the field through informed practice, service and/or research                                                                                                                     |   |   |   |    |    |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                                                | 1 | 2 | 3 | 4  | 5  | Responses | Average |
|                                                                                                                                                                                                                       | 1 | 3 | 4 | 11 | 5  | 24        | 3.67    |

MAS Competencies:

|                                                                                                                                                                                                 |   |   |   |    |   |           |         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|----|---|-----------|---------|
| 1.1 understand the nature of records and recordkeeping in diverse contexts (historical, cultural, institutional, etc.)                                                                          |   |   |   |    |   |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                          | 1 | 2 | 3 | 4  | 5 | Responses | Average |
|                                                                                                                                                                                                 | 0 | 1 | 2 | 7  | 4 | 14        | 4       |
| 1.2 within diverse contexts, identify, develop, apply and assess requirements, policies and procedures for the creation, use, management of, and access to trustworthy records                  |   |   |   |    |   |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                          | 1 | 2 | 3 | 4  | 5 | Responses | Average |
|                                                                                                                                                                                                 | 0 | 2 | 1 | 10 | 1 | 14        | 3.71    |
| 1.3 apply knowledge of technologies to real world record creation and recordkeeping problems and situations, and assess the impact and usability of emerging technologies for archival purposes |   |   |   |    |   |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                          | 1 | 2 | 3 | 4  | 5 | Responses | Average |
|                                                                                                                                                                                                 | 0 | 1 | 6 | 6  | 1 | 14        | 3.5     |
| 1.4 apply knowledge of law and ethics to all functions and activities related to records and archives                                                                                           |   |   |   |    |   |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                          | 1 | 2 | 3 | 4  | 5 | Responses | Average |
|                                                                                                                                                                                                 | 0 | 4 | 6 | 3  | 1 | 14        | 3.07    |
| 1.5 engage critically and creatively with emerging professional and societal issues                                                                                                             |   |   |   |    |   |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                          | 1 | 2 | 3 | 4  | 5 | Responses | Average |
|                                                                                                                                                                                                 | 0 | 0 | 1 | 7  | 6 | 14        | 4.36    |
| 2.1 articulate ideas about recordkeeping theories and practices accurately, fluently, and thoughtfully in a variety of communication modes for diverse audiences                                |   |   |   |    |   |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                          | 1 | 2 | 3 | 4  | 5 | Responses | Average |
|                                                                                                                                                                                                 | 0 | 0 | 8 | 4  | 2 | 14        | 3.57    |
| 2.2 demonstrate effective collaboration on recordkeeping problems and projects within team and small group settings                                                                             |   |   |   |    |   |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                          | 1 | 2 | 3 | 4  | 5 | Responses | Average |
|                                                                                                                                                                                                 | 0 | 0 | 1 | 9  | 4 | 14        | 4.21    |
| 3.1 synthesize and apply existing archival and related scholarship to identify and analyze significant theoretical and practical questions                                                      |   |   |   |    |   |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                          | 1 | 2 | 3 | 4  | 5 | Responses | Average |
|                                                                                                                                                                                                 | 0 | 0 | 8 | 5  | 1 | 14        | 3.5     |
| 3.2 employ methods and approaches to research specific to archival science                                                                                                                      |   |   |   |    |   |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                          | 1 | 2 | 3 | 4  | 5 | Responses | Average |
|                                                                                                                                                                                                 | 0 | 2 | 5 | 6  | 1 | 14        | 3.43    |
| 4.1 critically engage with and contribute to the development of the philosophy, principles and ethics of the profession                                                                         |   |   |   |    |   |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                          | 1 | 2 | 3 | 4  | 5 | Responses | Average |
|                                                                                                                                                                                                 | 0 | 1 | 6 | 5  | 2 | 14        | 3.57    |
| 4.2 assess and apply legislative and policy frameworks governing records and archives systems                                                                                                   |   |   |   |    |   |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                          | 1 | 2 | 3 | 4  | 5 | Responses | Average |
|                                                                                                                                                                                                 | 0 | 3 | 7 | 4  | 0 | 14        | 3.07    |
| 4.3 advocate for change when these are inadequate to recordkeeping principles and best practices                                                                                                |   |   |   |    |   |           |         |
| Scale (5 fully prepared, 1 unprepared)                                                                                                                                                          | 1 | 2 | 3 | 4  | 5 | Responses | Average |
|                                                                                                                                                                                                 | 0 | 0 | 0 | 0  | 0 | 0         | 0       |

|  |   |   |   |   |   |    |      |
|--|---|---|---|---|---|----|------|
|  | 0 | 1 | 5 | 5 | 3 | 14 | 3.71 |
|--|---|---|---|---|---|----|------|

**What continuing education or professional development activities have you participated in since graduation?** *(check all that apply)*

| Answer                                | Response | %  |
|---------------------------------------|----------|----|
| Participated in a course or workshop  | 22       | 73 |
| Delivered a course or workshop        | 8        | 27 |
| Attended work-related conference      | 16       | 53 |
| Other continuing education activities | 19       | 63 |

**What, if any, of the following activities during your iSchool degree contributed to your career success to date?**

| Answer                                                                          | Response | %  |
|---------------------------------------------------------------------------------|----------|----|
| Co-op                                                                           | 10       | 31 |
| Professional Experience (for credit)                                            | 16       | 50 |
| Internship or Practicum (for credit)                                            | 2        | 6  |
| Employment at iSchool (such as STA or research assistant-ship)                  | 11       | 34 |
| Employment at UBC (such as GAA or student librarian)                            | 25       | 78 |
| Student Leadership (such as LASSA, ACA Student Chapter, ASIS&T Student Chapter) | 4        | 13 |
| Networking with graduates and other professionals during your time as a student | 14       | 44 |

**Thinking of your education at the iSchool, what areas or topics best prepared you for the positions you have been in since graduation?**

|                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Work Experience: 25<br>Group Work: 8<br>Children's Services: 5<br>Management: 6<br>Cataloging: 2<br>Research: 13<br>Arrangement and Description: 7<br>Communication: 10<br>Reference Service: 10<br>Public Librarianship: 7<br>Info Design: 5<br>Programming: 5 | Database Design: 8<br>Collection Management: 4<br>Legal Courses: 6<br>Records Management: 8<br>Archival Theory: 6<br>Project Management: 8<br>Preservation: 9<br>Aboriginal Literature/Material: 1<br>Marketing: 3<br>Info Visualization: 8 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The following questions are UBC Faculty of Arts Co-op Education related questions.

**Did you apply to and were you accepted into the Arts Co-op program during your time at the iSchool?**

Yes 70% (23)  
No 30% (10)

**If no, why didn't you apply to co-op?**

| Answer                                              | Response | %    |
|-----------------------------------------------------|----------|------|
| I already have relevant work experience.            | 2        | 20   |
| I am not interested in work experience.             | 0        | 0    |
| I am an international student.                      | 1        | 10   |
| I don't have time to do Co-op work.                 | 1        | 10   |
| I prefer short-term work placements or unpaid work. | 0        | 0    |
| Other (please specify)*                             | 6        | 60   |
| Total                                               | 10       | 100% |

\*

- I didn't learn about these opportunities until later in my studies. I wish I had known earlier
- N/A - PhD
- I would have had US loans to pay for housing and living expenses and wouldn't have gotten any credit towards my degree.
- I applied to be a graduate research assistant
- There was no co-op for MACL
- I was working full-time.

**For those accepted in the Co-op program, how many Co-op terms did you complete?**

| Answer  | Response | %    |
|---------|----------|------|
| Zero    | 12       | 55   |
| 1 term  | 4        | 18   |
| 2 terms | 4        | 18   |
| 3 terms | 2        | 9    |
| Total   | 22       | 100% |

**If you didn't complete any work terms, what was the reason?**

| Answer                                    | Response | %    |
|-------------------------------------------|----------|------|
| Applied for jobs but didn't get hired     | 2        | 15   |
| I did not see any jobs that interested me | 3        | 23   |
| My personal or academic plans changed     | 1        | 8    |
| Found a job outside of Co-op              | 4        | 31   |
| Others*                                   | 3        | 23   |
| Total                                     | 13       | 100% |

\*

- Could not hold Co-op and TA at same time
- Because it didn't count for credit
- Shortage of relevant and logistically feasible job postings, including a lack of advance notice before the position's start date (including positions requiring relocation)

**Did you feel the Co-op Program (training, advising, and work experience) gave you a competitive edge when searching for a full-time work?**

|       |          |
|-------|----------|
| Yes   | 29% (6)  |
| Maybe | 24% (5)  |
| No    | 48% (10) |

**After your experience in our Co-op Program, would you recommend other students to participate in the Co-op Program?**

|       |         |
|-------|---------|
| Yes   | 38% (8) |
| Maybe | 29% (6) |
| No    | 33% (7) |