

**BLIS GRADUATES' PERCEPTIONS ON THE BLIS PROGRAM  
AND THE ALUMNI SUPPORT COMMUNITY**

**Rhea Rowena U. Apolinario<sup>1</sup>**

**Abstract**

*Presents the perceptions of the BLIS graduates of UP SLIS from 1997 to 2011 as to the relevance and sufficiency of the BLIS program. Also utilizes their perceptions to provide inputs in building an Alumni Support Community.*

Alumni of educational institutions perform an essential role in the improvement and development of their alma mater. Their achievements and triumphs, as well as their contributions, comments, and suggestions matter significantly to their schools.

One of the aspects where alumni play a vital role in the development and improvement of their alma mater is on their feedback on the program offerings. According to Chrysler and Auken (2006, p. 39),

a method of assessing the effectiveness of an educational program is to have the program evaluated by the graduate . . . the graduate is the primary consumer of the educational experience, having invested the equivalent of four years of his or her life and a considerable amount of money in the program of choice . . . it is the graduate, it seems, that knows best if he or she was appropriately prepared for the functional area chosen as a career field.

This view is also shared by Landrum and Lisenbe (2008) in their study entitled, *Use of Alumni Perceptions to Evaluate Instructional and Departmental Quality*. According to them, the use of alumni surveys in evaluating educational programs is recurrent and that there were numerous scholars who studied the same. These were: Sheehan & Granrud (1995); Wise, Hengstler, & Braskamp (1981); McGovern & Carr (1989), and Quereshi (1988) (in Landrum & Lisenbe). The outputs of these studies helped their colleges and departments in improving their programs.

---

<sup>1</sup> Assistant Professor 1 of the UP School of Library and Information Studies. Apolinario, R.R.U. (2011). BLIS graduates' perceptions on the BLIS program and the alumni support community. *Journal of Philippine Librarianship*, 31, 1, pp. 58-76.

In addition to the inputs of these studies in the program evaluation of their schools through alumni perceptions, such studies also helped in building an alumni support community. The study of Ingram, Haynes, Davidson Shivers, and Irvin in 2005 started a process of locating their alumni and recruiting them to the program prepared the graduates for professional careers.

In the University of the Philippines School of Library and Information Studies (UP SLIS or the School), program evaluation by alumni perceptions has not been extensively conducted. Only the studies of Buenrostro (1992) and Madrid (1999) embarked on the evaluation of the library science programs. Buenrostro (1992) evaluated the graduate library education programs in institutions of higher learning while Madrid (1999) tried to find out the effectiveness and relevance of the library science programs as perceived by library science graduates (in the context of their present job), the library administrators, and the deans/heads of the library schools in study. Madrid found out that the library science graduates of school year 1995-1996 in selected library schools in Metro Manila believed that the knowledge and training they had in school were sufficient in answering the needs of their present jobs. However, most of the library administrators surveyed believed that while the BLIS degree is adequate to land a librarian a job, it is imperative for librarians to keep acquiring new skills and knowledge by pursuing graduate studies and/or attending training and professional development programs.

Other studies, such as those of Serrano (1994), Lucero (1997), and Bacharo (2007), focused on the employment profile of the Bachelor of Library Science/ Bachelor of Library and Information Science (BLS/BLIS) graduates of UP SLIS, while those of Monroy (1982) and Robles (1995) dealt with the employment profile of the Master of Library Science (MLS) graduates.

### **The BLIS Program of UP SLIS**

Library education in the University of the Philippines began in 1914 when the College of Liberal Arts started offering the first Library Science courses. In 1916, the four-year curriculum was institutionalized thus elevating the course to university level. The University Library was then designated as the Department of Library Science in 1922. The first undergraduate degrees were Bachelor of Arts; Bachelor of Philosophy, major in Library Science; Bachelor of Science in Library Science, and Bachelor of Science in Education, major or minor in Library Science (Vallejo, 1990).

In 1961, the Institute of Library Science (ILS) was established as an independent unit by UP due to a strong demand for a professional degree in

*BLIS Graduates' Perceptions on the BLIS Program...*

library science. The programs offered were Bachelor of Library Science (BLS) and the Master of Library Science (MLS). Since then, ILS has reinvented itself in response to the demands of the changing times. In school year 1995-1996, its curriculum became information technology-oriented, thus increasing enrollment in its undergraduate and graduate courses. It also started offering Bachelor of Library and Information Science (BLIS), a replacement to and improvement of BLS, where the clustering of electives, called tracks, was introduced. On top of the required major or core subjects, students have to choose subjects from among the following tracks: Information Systems/Technology, Archives, Medical Librarianship, and Law Librarianship. Students, however, still have the option of not concentrating in one track. It was in 1996-1997 that ILS produced its first BLIS graduates (Bacharo, 2007).

The Institute held on to its name ILS for a number of years before it was changed to the Institute of Library and Information Science (ILIS) in 2002, which reflected the shift from traditional forms of librarianship to the inclusion of information technology in librarianship. In 2007, with the approval of the UP Board of Regents in its 1219th meeting, ILIS became the School of Library and Information Studies (SLIS) in cognizance of its growth in the number of enrollees and in the improvement of its curricular offerings.

Presently, the academic programs offered by UP SLIS include Bachelor of Library and Information Science (BLIS), Master of Library and Information Science (MLIS), and Diploma in Librarianship. Both the BLIS and MLIS programs have tracks or areas of specialization that students have the option to concentrate in. These are: 1) Information Systems and Technology; 2) Archives and Records Management; 3) Medical Librarianship; 4) Law Librarianship; and 5) General Librarianship.

The BLIS and MLIS programs have undergone revisions to ensure their appropriate response to the changing times. The last major revisions were approved in the 116th meeting of the UP Diliman University Council on December 13, 2010. The revisions took effect in the first semester of academic year 2011-2012.

### **The UPSLIS Alumni and the UPLSAA**

In the University of the Philippines, the alumni are a source of pride. Their active participation in University-related events and issues and their gesture of giving back to the University, its community and the nation as a whole, is a mark that UP alumni continue to demonstrate (University of the

Philippines, 2007). The UP Alumni Association or UPAA is “the central organization of alumni of the University of the Philippines (UP) System that is comprised of seven constituent universities located in campuses throughout the country” (University of the Philippines Alumni Association, 2011). UPAA has individual members as well as affiliated chapters in the country and abroad.

The UP Library Science Alumni Association or UPLSAA is an affiliated chapter of the UPAA. It serves as the official organization of all the graduates of the UP SLIS. Graduates of UP SLIS become automatic members of UPLSAA upon applying for graduation at the UP SLIS office and paying the appropriate alumni dues. Renewal of membership is required every year by paying a particular amount, or members can just opt to pay the lifetime membership fee. The UPLSAA membership is “open to graduates of library science or any degree with a major or minor in library science from University of the Philippines,” (UPLSAA Constitution, Article III, paragraph 1). The UPLSAA was established on June 22, 1950, when a group of librarians, through the initiative of Prof. Gabriel A. Bernardo (then University Librarian and Head of the Department of Library Science), met at the University Library and decided to create an association for the purpose of fostering and encouraging fellowship among the UP Library Science majors and minors, and of promoting the best interests of library education and librarianship in the Philippines (Perez, 2000).

During the early years of the Association, its activities, in addition to the National Book Week and the annual homecoming, were focused on rebuilding the war-damaged libraries. These were: the Bureau of Public Libraries, the Scientific Library, and the University of the Philippines Library (Perez, 2000). In recent years, the activities of the UPLSAA include conducting training programs and workshops for professional development, supporting the Gabriel A. Bernardo Memorial Lecture series organized by the UP School of Library and Information Studies, carrying out outreach programs, fund-raising activities, publishing the UPLSAA Newsletter regularly, and the annual alumni homecoming. In 2007, UPLSAA started the initiative of donating a portion of its earnings to the UP SLIS Building Fund.

The continuous existence of UPLSAA is attributable to its active members and the alumni who committed to serve the Association as members of the Executive Board. However, these active alumni only comprise a small percentage of the total number of graduates of UP SLIS. Thus, one of the problems encountered by UPLSAA since its inception is the lack of support from some alumni, despite its efforts of trying to reach out to them.

The participation and support of the UPLSAA to UP SLIS are not only imperative in the improvement and development of the school's programs, students, and facilities, but also demonstrative of their confidence in the School.

The objectives of the Association, as written in its Constitution and By-Laws amended as of 1985, article II, paragraph 1, are: (1) to encourage among its members the spirit of fellowship, camaraderie, and cooperation; (2) to uphold the dignity and the professional ethics of librarianship; (3) to promote and support a continuing program of library education; and (4) to inculcate in the minds and hearts of the members the high ideals of integrity and public service. In the Association's existence of more than sixty (60) years, it has continued to hold activities that are true to its objectives.

In these days of increased competition, the alumni's active participation and assistance (monetary and otherwise), will significantly help the School in many of its initiatives and activities. The study is in cognizance of the important role that the alumni play in providing feedback on the BLIS program of the UP SLIS. It is an evaluation of the BLIS program of UP SLIS as perceived by its graduates and consequently utilizing their perceptions in building an alumni support community.

To further emphasize, the study seeks to:

1. Assess the relevance of the BLIS program through alumni perceptions based on their present needs and activities;
2. Evaluate the sufficiency of the BLIS program in preparing the alumni in their career; and
3. Describe the ways on how the alumni, through the UPLSAA, can further contribute and be involved in the improvement of the BLIS Program and other UP SLIS activities and initiatives.

To be able to provide answers to the questions raised, the study utilized survey questionnaire to gather the perceptions of the BLIS graduates regarding the BLIS program and their insights on the building of an alumni support community. The questionnaire takes after the tool used by Madrid (1999) and Ingram, et al. (2005), with some revisions made to suit the needs of the study.

The population of the study was composed of the graduates of the BLIS program of the UP SLIS from the first semester of 1997 (the year when the first BLIS students graduated) up to the second semester of 2011. From the list obtained from the UP SLIS Office, there were 587 BLIS graduates. This list was cross-checked with the Recognition Programs of the UP SLIS

Office and that of the University to verify its accuracy.

Of the total population of 587, 479, or only those with working e-mail addresses, were given questionnaires. Of the 479 graduates emailed, 96 responded (20%).

### **BLIS Graduates 1997-2011**

Majority of the respondents graduated in the years 2007-2011 (49%), followed by those who graduated in 2002-2006 (27%), and in 1997-2001 (20%). They are mostly single (77 or 80%) and half of them are enrolled in a master's program. Majority of them are currently taking up Master of Library and Information Science (MLIS) in UP SLIS, while there are a handful who pursued master's degrees in fields different from library and information science, such as, Master of Business Administration (MBA), Master in Technology Management (MTM), Master of Arts in Archaeology, and Master of Arts in Asian Studies taken in various schools, such as University of the Philippines (UP), Ateneo de Manila University (AdMU), Pamantasan ng Lungsod ng Maynila (PLM), and Polytechnic University of the Philippines (PUP).

Most of those who are pursuing or who have pursued graduate studies indicated that their reasons for pursuing graduate studies are for professional development and career advancement. They pointed out the significance and edge of having a master's degree in today's competitive world: "for promotion, better opportunities locally and abroad, an addition to credentials, to widen networks, increase collaboration, share best practices, and to specialize even more." There were also some who do not want to stop learning, want to be in the academe and teach, publish in an international journal, and pursue a doctoral degree in the future.

Among the respondents, 71% are working in a library or archives setting, while 19% are not. Of those working in a library or archives setting, 24% are working in academic government libraries, 24% in academic private libraries, while the others are working in private special libraries (22%), private school libraries (16%), and public/government special libraries (12%).

Majority of the respondents working in a library/archives setting are mostly doing the tasks of (by rank): (1) reference and bibliographic services; (2) cataloging and classification; (3) information consolidation, handling and processing; (4) dissemination of information; (5) selection, acquisition of library materials/ appraisal and acquisition of archives; (6) circulation/ reserve book section; (7) library system/ database management; (8) conducting library/archives orientation; (9) library/archives management; (10) indexing; (11) library/

archives marketing; (12) preservation and conservation of library/ archival materials; (13) arrangement and description of archives, and (14) abstracting. It is also important to note that the others are performing “Other tasks” which also consume considerable time, such as, digitization, research writing, membership in numerous office committees (i.e., ISO 9001: 2000), and library instruction, among others.

For the 19% of the respondents who are working in a non-library/ archives setting, they shared various reasons for not doing so. Among them are: their present job was the first opportunity that came their way; personal, financial reasons; flexibility of time, and interest is not really in LIS but in other fields such as IT, business, retail and marketing, etc., among others. It is also worth noting that while they are working in a non-library/ archives setting, they acknowledged that the knowledge and skills they acquired from BLIS were still in use and/or still “somehow” related to their present jobs.

### **Relevance and Sufficiency of the BLIS Program**

The graduates were asked to assess the relevance of the BLIS program of UP SLIS based on their present needs and activities. The BLIS curriculum evaluated by the graduates was the one approved in the 95th University Council Meeting of UP Diliman, Quezon City on April 19, 2006. The graduates were requested to provide their perceptions on the core courses in the BLIS curriculum as to which are: Very Relevant, Relevant, and Not So Relevant. The researcher also inquired which among the electives offered should be considered as a Major Subject and those which should remain as an Elective.

As for the sufficiency, the graduates were asked if the knowledge and training they obtained in school in terms of qualifications and skills for being an information professional/ librarian are Sufficient or Not Sufficient.

#### Relevance

The graduates think that the core courses (or major subjects) offered by UP SLIS are still Very Relevant. Among the major subjects, LIS 181 (Field Assignment) has the highest rating, followed by LIS 160 (Information Handling and Processing) and LIS 161(Computer-based Information Systems). They believed that the practicum (LIS 181) gave them the actual hands-on experience they need for the application of what they learned from the BLIS courses. They also think that LIS 160 is primarily what LIS is all about, that is, information handling and processing, thus, making it very relevant. As for LIS 161, they believed that in today’s modern world, all librarians and

information professionals require knowledge in computer-based information systems (see Figure 1).

As for the electives, the graduates perceived that LIS 131 (Media

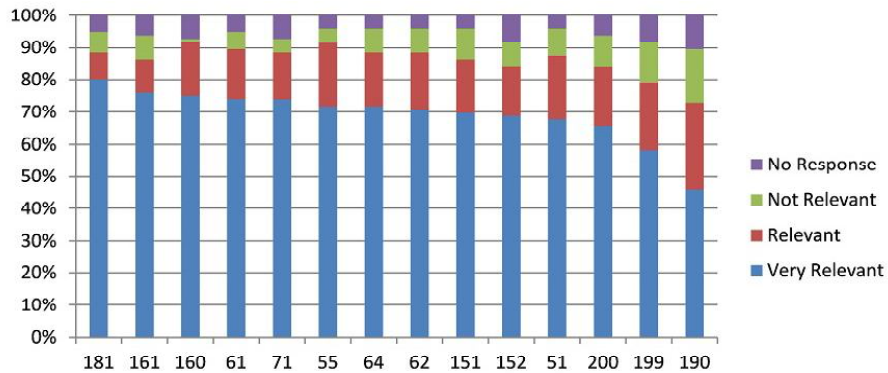


Figure 1. Relevance of BLIS core subjects

Materials and Technology), LIS 158 (Marketing Library and Information Services), LIS 163 (Analysis and Design of Library and Information Systems), LIS 170 (Introduction to Archives and Records Management), LIS 128 (Document, Serials & Non-book Materials), and LIS 72 (Information Resources and Services II) should be major subjects. Their reasons are that the knowledge learned and skills developed in these subjects are very important in today’s libraries and information centers. Thus, all graduates of BLIS should possess these necessary knowledge and skills (See Figure 2).

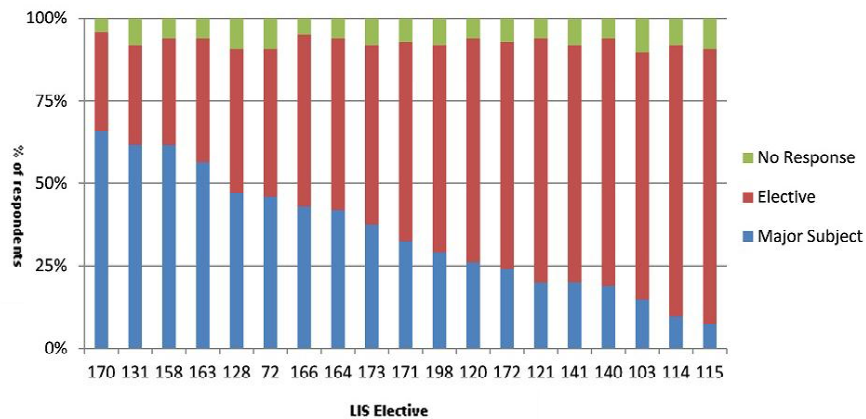


Figure 2. Assessment of electives



The study also inquired who among the graduates followed a specific track in their BLIS and if this track prepared them for their present jobs. Those who followed a track (47.9%) are almost as many as those who did not (46.9%). Among those who followed a track, several graduates pursued a combination of the different tracks (24%), followed by the IS/IT track (19.8%), Archives track (2.1%), and Medical track (1%). Evident in the said data is the diversity of choices of the graduates when it comes to either following or not following a track. This is also reflective of the fact that UP SLIS does not require BLIS students to concentrate or follow a specific track.

For the graduates who answered that they followed a track, a follow-up question was raised: Did the track help them in their current jobs? Majority of the graduates said “Yes” (64%), while the rest (36%) said “No”.

When the graduates were asked what other areas should a BLIS program have additional background in, they identified (by rank): (1) Technology Management; (2) Business/Marketing; (3) Psychology; (4) History; (5) Education; (6) Sociology; (7) Economics; (8) Political Science; (9) Philosophy, and (10) Others – to include areas depending on the student’s track (i.e., Chemistry, Mass Communication, Literature, etc.). The graduates believed that basic knowledge in these subjects are important in libraries and information centers today. In UP SLIS, students have the opportunity to take subjects in the above-mentioned areas as their free electives.

### Sufficiency

The graduates were also asked if the knowledge and training they obtained in school in terms of qualifications and skills for being an information professional/ librarian are “Sufficient” or “Not Sufficient”. Most of the graduates (80.2%) find their BLIS education “Sufficient”. When asked why they perceived the BLIS program to be sufficient in preparing them in their careers, they identified numerous reasons. These reasons were analyzed, grouped, and ranked according to the frequency the graduates mentioned them:

1. Excellent faculty
2. Opportunities for extracurricular work
3. Rich hands-on experience
4. The curriculum is responsive to the changing times
5. The curriculum provided the necessary LIS fundamentals needed in their jobs.

---

For the 12.5% of the graduates who perceived the BLIS program to be “Not Sufficient”, they identified several reasons. Again, these reasons were analyzed, grouped, and ranked according to the frequency the graduates mentioned them:

1. Incomplete and/or outdated curriculum and materials
2. There was more learning during actual work
3. Teaching methodology was too theoretical

### **Success and Challenge Stories from the Graduates**

The graduates were also encouraged to share any “success” stories they had that may be attributed to the School’s BLIS program. Numerous graduates shared remarkable stories in their lives that can be credited to what the BLIS program armed them with. The recurring themes of their stories revolve around six attributes of the BLIS program that made them successful. For them, the program provided them with the:

1. Ability to be proactive and resourceful at work
2. Ability to manage a library and/or library-related projects
3. Ability to share LIS principles to others
4. Ability to work under pressure
5. Competencies and skills that made them highly sought after in the job market
6. LIS fundamentals necessary for work

In addition to their success stories, the graduates were also encouraged to share any “challenge” stories they had that may be attributed to the shortcomings of the School’s BLIS program. The recurring themes of their stories revolve around five attributes of the BLIS program’s probable shortcomings. The “challenges” they experienced were:

1. Difficulty in performing tasks due to inadequate LIS knowledge and skills learned in college (i.e., cataloging, indexing, archives, IT, statistics, customer service, law, medical, collection development, etc.)
2. Difficulty in performing tasks due to lack of practical LIS experience (i.e., actual experience in archiving materials, collection development, library management, ineffective LIS 181 system, etc.)
3. Unavailable elective subjects to support tracks

4. Highly specialized career prevents one from changing tracks
5. Lack of guidance from professors

### **Graduates' Suggestions to the BLIS Program**

The graduates were also asked to give their suggestions related to the BLIS program in terms of the faculty, staff'/librarians, library, facilities and equipment, and other recommendations.

#### Faculty

The graduates suggested that the faculty members of UP SLIS keep on acquiring new and additional knowledge and improve their teaching strategies. Several graduates also believed that the School should hire more practicing librarians as teachers, or at least have teachers with significant experience in the field since these teachers will surely bring in more ideas in the classroom. They also believed that this will ensure that what students learn are not only purely theoretical, but full of relevant experiences and hands-on exercises. The graduates also suggested that the teachers have or at least pursue a doctoral degree; be experts in their respective areas of specialization; engage in more research for publication; offer mentoring programs, and be more visible in conferences locally and abroad either as speakers or as participants.

#### Staff/Librarian

As for the School's staff and librarians, the graduates recommended that they undergo more training and hire additional manpower. However, there were some who mentioned that more than hiring more people, focus must be on quality service. In addition to these, they also recommended that the staff be more professional; update their fashion sense; have good customer service, and develop the spirit of nationalism.

#### Library, Facilities, and Equipment

As for the School's library, facilities, and equipment, the graduates recommended upgrading and updating them, exerting efforts to modernize the look, improving library service, cheaper rentals, extending library hours, and providing free internet access. It is also important to note that the graduates feel that the UP SLIS library is the "laboratory" of the UP SLIS students; thus, it should be complete with everything that the BLIS students need to further

---

enhance their learning in library and information science.

#### Other Recommendations

In addition to what have been identified previously, the graduates also suggested having more hands-on exercises in some subjects so as to ensure understanding and application of what has been learned. The graduates also believed that improving the quality of practicum/field work (LIS 181) will also help enrich the BLIS program. Researches on the quality of LIS 181 offered in UP SLIS have been conducted in the School. The most recent of which is that of Capil (2011), in addition to what has been done by Gelvezon (2001). Capil (2011) found out that while the students perceived LIS 181 to be effective, improvements should still be made in the LIS 181 curriculum itself and the teachers handling the subject.

To further promote the BLIS course, the graduates suggested more publicity/information campaign about the LIS profession and conducting career orientation programs.

#### **Involvement in the UPLSAA: the Alumni Support Community**

One of the purposes of this study is to describe the ways on how the alumni, through the UPLSAA, can further contribute and be involved in the improvement of the BLIS Program and other UP SLIS activities and initiatives. The data gathered in this part are used to further assist the UPLSAA in the planning and implementation of activities that will benefit both the alumni and the School, thus building an Alumni Support Community. To achieve this, several questions were asked from the graduates to gauge their initiative and involvement in the activities of UPLSAA.

#### Attendance in UPLSAA Activities

Graduates of UP SLIS automatically become members of the UPLSAA upon graduation and payment of the alumni fee. The graduates are then invited by the Association to attend the Annual Alumni Homecoming and General Assembly normally conducted in the month of May, to take oath as new members of the Association, establish contacts with the other alumni, and to witness the activities in the homecoming.

When the graduates were asked if they attend activities of the Association, 49.5% said “No”, 42.1% said “Yes”, and 8.4% did not answer. This poor attendance in alumni activities is not exclusive to UPLSAA, it is also

shared by other alumni associations in UP.

When the graduates were asked for the reasons why they were unable to attend the UPLSAA activities, majority of them answered that they were not aware of these activities and a portion of them mentioned that the activities were not interesting (i.e., some activities are redundant and exclusive for officers only). Other pertinent reasons include: having no time; very busy with so many things; conflict with schedule; currently residing abroad; felt out-of-place, and do not like the people involved in the activities and the Association.

Throughout the years, UPLSAA has been trying to provide the alumni with activities that respond to the demands of the times. Such activities that were conducted in the recent past were: a Seminar on Project Management (PM) for Librarians and Information Professionals (2009); the first LIS Summit with the theme, “Beyond Conventions: Leveraging the Roles and Competencies of Librarians and Information Professionals” (2010), and Knowledge Management in Libraries (2010), among others.

#### Maintaining Contact with UPLSAA

The Association currently maintains a website and a Facebook account to inform alumni of its activities. In the Association’s website, which was just re-launched in 2010, there were 817 visits (or hits) as of August 22, 2011. Also as of the same date, the Association’s Facebook account has 180 members. This number of members is relatively low considering the number of the population of the study (479 graduates).

When the graduates were asked the best way to inform them of the Association’s activities, they answered (in order of priority), through email, social networking sites, UP SLIS website, and UPLSAA website. Interestingly, there were still some who wanted to be contacted through landline or mobile number and regular mail, despite the respondents being relatively young.

#### Activities of UP SLIS and UPLSAA

Currently, the Association publishes twice a year the UPLSAA Newsletter that contains activities conducted by the Association, some alumni updates, and upcoming activities. On top of these, the graduates also wanted to be informed of (by rank):

1. Other alumni activities
2. Alumni updates – to include alumni who have reached the pinnacle of librarianship, alumni who chose to serve the greater good foregoing higher pay, alumni who are in the book industry,

- and alumni who have ventured in non-LIS careers
3. Alumni contact details
  4. Career/ job opportunities
  5. Alumni success stories

While there were graduates who wanted to know fellow alumni's contact details, there were those who wanted to maintain privacy and suggested to the Association not to include such pertinent information.

It was mentioned earlier that only a number of alumni is active in the UPLSAA. In this study, the graduates were asked of their involvement in the activities they like UPSLIS and UPLSAA to carry out. Most of the graduates responded that they will be involved in the following activities (in order of priority): conferences, seminars, fora, workshops (to include webinars and podcasts) either as a participant or organizer; UP SLIS student scholarships and fellowships, student projects, researches, activities; support (monetary and otherwise) for the UP SLIS building; support (monetary and otherwise) for alumni and UP SLIS faculty research; newsletters, alumni directory, and other publications; mentoring program (for students and alumni); recognition/ awards for distinguished alumni; and summer fellowship program for students.

#### Other Comments and Feedback

The graduates were also encouraged to write anything they would like UPSLIS and UPLSAA to know. The recurring themes of their other comments and feedback revolve around these four topics:

- Acknowledgements to UP SLIS professors
- Messages of confidence to the School
- Suggestions on students programs and research initiatives
- Promotion of UP SLIS and its academic programs to other schools

#### **Recommendations on the BLIS Program**

While the alumni perceived the BLIS program to be relevant and sufficient in their current needs and jobs, several suggestions are given to continue the tradition of excellence in LIS education:

1. *For the Curricular Offerings.* Although the graduates perceived the core subjects in the BLIS program as still "Very Relevant", further improvements in the courses themselves and the teaching methodology

should be made.

The School can also look into considering LIS 131 (Media Materials and Technology), LIS 163 (Analysis and Design of Library and Information Systems), LIS 158 (Marketing Library and Information Services), and LIS 170 (Introduction to Archives and Records Management) as major subjects. The reasons mention that the knowledge learned and skills developed in these subjects are very imperative in today's libraries and information centers, as experienced by the respondents of the study.

The different LIS tracks should be properly supported by the availability of elective subjects that are required for the track. Introduction to the different tracks should also be clearly explained to the students during the Orientation, or be included in LIS 51 (Introduction to Library and Information Science). To further enhance the chosen track of the students, the faculty can suggest to the students subjects related to their chosen track in other colleges which can be considered as free electives. In this way, the free electives of the students are still related to their chosen track (if they have one).

As a special topic in LIS 198 (Special Topics), the topic on Service Management can be considered since LIS is a service-oriented profession, and knowledge on how to handle customer and other related topics is imperative. Another topic is on Knowledge Management in Libraries and Information Centers which has been gaining interest among BLIS students.

2. *For the Faculty.* To keep on acquiring new and additional knowledge and improve on teaching strategy. They are encouraged to pursue a doctoral degree; be experts in their respective areas of specialization; engage in more research for publication; offer mentoring programs, and be more visible in conferences locally and abroad either as a speaker or as a participant.

3. *For the School.* To have more practicing librarians as teachers, or at least have teachers with significant experience in the field. It is also suggested to upgrade and update the School's facilities and equipment, and exert efforts to modernize the look. The UP SLIS library is perceived by the graduates as the "laboratory" of the UP SLIS students, thus, it should be complete with amenities and equipment needed by the students and faculty.

---

It is also suggested that the School, in partnership with UPLSAA, should provide an effective mentoring program to guide the students in their career tracks.

The School should also maintain a comprehensive list of all its BLIS and MLIS graduates, and employ an efficient filing and records system of such.

4. *For the Staff/ Librarian.* To focus on professional, quality, and good customer service.

5. *For Further Studies.* The MLIS program can be a focus of study in succeeding research efforts on this area. Another topic could be monitoring how much of the recommendations on this study have been acted upon by the School.

#### **UPLSAA and the Alumni Support Community**

Alumni giving back to the School do not only support its programs, students, and facilities but also expresses the alumni's confidence in UP SLIS' mission. As such, the study humbly recommends the following to the Association:

1. Utilize the data gathered on this study to build an Alumni Support Community wherein the Association will have active involvement in the initiation, planning, and implementation of activities that will benefit both the alumni and the School. The Alumni Support Community is a large pool of alumni who are willing to be actively involved in the activities and initiatives of UPLSAA for UP SLIS. The respondents of the study who mentioned that they will be involved in the activities of the Association can be the initial human resource of the Alumni Support Community. This community can eventually tap the other alumni who are also willing to be involved in the endeavor. The Association should exert extensive effort in reaching other alumni to be part of this community.

2. Maximize the uses and benefits of the UPLSAA website and Facebook account to reach many, if not all, alumni. The Association can also look into opening a Twitter account to take full advantage of such microblogging service. In addition to these, other alumni would also like to be contacted through their email addresses and mobile



numbers.

3. Conduct activities that will be of interest to most alumni. Having a database of alumni with their interests, areas of specialization/concern, and other pertinent information will help the Association in carrying out activities that alumni can participate in.

4. Assist in UP SLIS faculty research and curriculum support initiatives. Such actions can help in improving and retooling the BLIS and MLIS curriculum to keep pace with the rapidly changing LIS field, and can also aid the faculty in doing research.

5. Look into the possibility of carrying out programs/activities (in addition to the Association's regular activities), such as: webinars and podcasts for conferences/ workshops/ seminars/ fora; mentoring program (for students and alumni); UP SLIS student scholarships and fellowships; student projects, researches, activities; support (monetary and otherwise) for alumni and SLIS faculty research; newsletters, alumni directory, and other publications (i.e., alumni class notes, etc.); recognition/ awards for distinguished alumni; summer fellowship program for students, and support (monetary and otherwise) for the SLIS building.

### References:

- Bacharo, M. (2007). *Employment profile of the Bachelor of Library and Information Science graduates from 1996-2005: A follow-up study*. Unpublished B.L.I.S. thesis, University of the Philippines Diliman, School of Library and Information Studies.
- Buenrostro, J.C., Jr. (1992). *An evaluation of graduate library education programs in institutions of higher learning*. EDD dissertation, College of Education, University of the Philippines, Diliman.
- Capil, S. B.L.C. (2011). *Factors that affect the effectiveness of LIS 181 (Field Assignment)*. Unpublished B.L.I.S. thesis, University of the Philippines Diliman, School of Library and Information Studies.

- Chrysler, E. & Van Auken, S (2006). Using indices of student satisfaction to assess an MIS program. *International Journal of Information and Communication Technology Education*. April-June, 2(2), 38-52.
- Gelvezon, L.A. B. (2001). *The role and value of fieldwork in library and information science education: a case study of the LIS 181 (Field assignment)*. Unpublished B.L.I.S. thesis, University of the Philippines Diliman, Institute of Library and Information Science.
- Ika-siyamnapu't walong Pagtatapos: Unibersidad ng Pilipinas Diliman*.  
Abril 26, 2009.
- Ingram, K.W., Haynes, L.L. & Davidson-Shivers, G.V. (2005). Building an alumni support community: Tracking alumni for program evaluation and added value. *College Student Journal*. June, 203-17.
- Landrum, R.E. & Lisenbe, N.R. (2008). Use of alumni perceptions to evaluate instructional and departmental quality. *College Student Journal*. June, 408-15.
- Madrid, J. (1999). *A study of the undergraduate library science programs in selected library schools in Metro Manila with implications on the education of information professionals and curriculum development*. Unpublished M.L.I.S. thesis. University of the Philippines Diliman, Institute of Library Science.
- Monroy, C.B. (1982). *The Master of Library Science graduates of the University of the Philippines, Institute of Library Science: A follow up study*. Unpublished M.L.S. special problem. University of the Philippines Diliman, Institute of Library Science.
- Perez, D.O. (2000). *History of the association*. In *D.O. Perez Half a Century of the University of the Philippines Library Science Alumni Association, Inc. (UPLSAAI)* (pp. 1-6). Quezon City: UPLSAA.
- Quereshi, M.Y. (1988). Evaluation of an undergraduate Psychology program: Occupational and personal benefits. *Teaching of Psychology*. 15, 119-123.

- Robles, M.N.S. (1995). *The Master of Library Science graduates of the Institute of Library Science, University of the Philippines AY 1981-1992: A follow up study*. Unpublished M.L.S. special problem. University of the Philippines Diliman, Institute of Library Science.
- Serrano, F.U. (1994). *The Bachelor of Library Science Graduates of the Institute of Library Science, University of the Philippines, AY 1963-1993: An employment profile*. Unpublished M.L.S. special problem. University of the Philippines Diliman, Institute Library Science.
- University of the Philippines website. Retrieved on June 18, 2011, from [http://upslis.info/?page\\_id=35](http://upslis.info/?page_id=35).
- University of the Philippines Alumni Association website. Retrieved June 18, 2011, from [http://www.upalumni.ph/index.php?option=com\\_content&view=category&id=34&Itemid=28](http://www.upalumni.ph/index.php?option=com_content&view=category&id=34&Itemid=28)
- UPLSAA Const., amend. 1985, art. II, para. 1.
- UPLSAA Const., amend. 1985, art. III, para.1.
- UPLSAA University of the Philippines Library Science Alumni Association website. Retrieved June 18, 2011, from [http://uplsaa.net/?page\\_id=28](http://uplsaa.net/?page_id=28)
- UP Board of Regents. (2007, March 29). 1219th BOR Meeting.
- UP Diliman University Council, (2010, December 13). 116th Meeting of the UP Diliman University Council.
- UP School of Library and Information Studies (UP SLIS) website. Retrieved June 18, 2011, from [http://upslis.info/?page\\_id=35](http://upslis.info/?page_id=35)
- Vallejo, R. M. (1990). *The education and training of library and information personnel in the ASEAN Region: Retrospects and prospects*. Paper presented at the 17th ASTINFO Consultative Meeting and Workshop, Manila, 19-22 March.