



# Curriculum Focus Groups

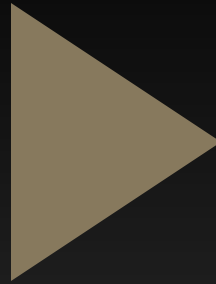
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CURRENT STUDENTS &  
RECENT ALUMNI

# Overview

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Three focus  
groups held during  
week of April 18<sup>th</sup>.



14 total  
participants: 10  
current students;  
4 alumni

- Three additional  
participants  
submitted responses  
via Qualtrics

# Questions Asked

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## LIBS 6991/6992

1. What was your awareness of the internship process and internship opportunities?
2. What assistance did you have with finding your internship? And what assistance would you have wanted when identifying your internship?
3. From your perspective, what was the most important thing you learned from completing your internship?
4. Is there anything you expected to do during your internship that was not included?
5. For those who are currently working in library settings, how do you find yourself using what you learned during the completion of your internship?
6. Thinking about the internship structure overall, what worked well for the course? What didn't work as well?

## LIBS 6048

1. From your perspective, what was the most important thing you learned from LIBS 6048?
2. Is there anything you expected to learn in 6048 that was not addressed?
3. For those who are currently working in library settings, how do you find yourself using what you learned in 6048?
4. Thinking about the course structure overall, what worked well for the course? What didn't work as well?
5. For those who are currently working in library settings, was there anything covered in the course that you do not find applicable to your current work?

A young woman with dark hair is looking through a bookshelf in a library. She is holding a book and looking at it intently. The background is filled with many books on shelves, creating a sense of a large library. The lighting is soft and focused on the woman.

LIBS 6991/6992

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INTERNSHIP



# Internship Awareness

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- Aware of the possibilities
  - Aware of the importance of an internship
  - Difficult to find an internship that is relevant to their field
  - Information about internships is scattered and hard to find
  - Unsure of where to start looking
  - Confused about the application process
  - Unsure of where to go for help
- “I could not find and I don't know maybe that's why I spent a lot of time looking for...what exactly am I looking for...throughout the course in addition to those projects that we do...I didn't know much about...building a project that we do. I just really wasn't a searcher. Luckily I had...found a couple of people who had their internship so they could...let me know what I should seem to find...I would have felt more comfortable if I had known exactly what I was getting into.” (6991, Student)
- “I had the same experience about not knowing when to start looking for an internship because I wasn't in a school library at the time.” (6991, Alum)
- “I had the same experience about not knowing when to start looking for an internship because I wasn't in a school library at the time.” (6991, Alum)

# Assistance

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- Would have liked additional assistance, though it was not necessarily expected
- Received assistance from alumni
- Received assistance from advisors
- Surprised that there was so little assistance for locating internships

*"I don't feel like I necessarily had a lot of*

*"I feel like I didn't have any assistance, but I feel like that was just put out there...like you need to find your internship...that's what it was stated as. So I didn't expect any, but it did feel a little weird...like, oh, my gosh, how do I...do that? Like, show up, knock on a door and say hi, which is kind of what I did, you know, with emailing people..." (6991, Current student)*

# Benefits – Most Important Thing

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- Application of ALA competencies
- The Portfolio
- Being part of a PLC
- The two internship sites
- Article writing
- Mentorship
- Tangible work experiences
- Creating connections/future employment opportunities

“I think the most important thing about the internship is that it gave me a chance to apply what I learned in class. The internship actually helped me with interviewing for jobs because I was interviewing for jobs in the system I was interning in, and so I knew what they were looking for. And I knew, like, I had just, I just finished interviewing, actually. So I already knew what summer reading was going to look like. And they had you prepare programs. And my site supervisor gave me the standard the system uses. So I was able to design my programs for the internship based off of the information she gave me already. So it gave me like an upper hand when I was interviewing for sure.” (6991, Alum)

# Struggles

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- Lack of information and contact prior to internship
- Difficulty locating secondary site
- Taskstream for Portfolio building
- Paperwork
- Timing of Portfolio submission
- Amount of work
- Employed vs Not employed in local area
- Taking internship too early

I actually took the five week course in the summer for my whole internship. So that was like a whole thing and it was crazy. But I really appreciate...kind of let us start early beforehand to start getting our hours in and work on our project because we had like one big project, the artifact that we have to do.

I feel like that worked well for me only because I started it early. The artifact was a lot of work and it was really good work and really valuable. But I think for a five week course, having other stuff to do on top of that wasn't great. You know, there's always discussion boards and things like that, and I understand that. But just having all of these things to do and I, I definitely couldn't have done it if I hadn't started my other stuff so early." (6992, Alum)



# Recommendations

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- A pre-internship session the semester before the internship course
- A timeline of activities shared ahead to indicate when hours should start and class meeting times, etc.
- A database of internship opportunities
- A list of internship sites where alumni have completed internships and where students might be welcome; List of locations where alumni currently work and may welcome an intern
- Examples of e-mail text or phone script for contacting locations
- Update the FAQ document
- Don't take another course at the same time
- Add article to 6992; Add CV completion as a requirement



# LIBS 6048

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COLLECTION DEVELOPMENT

# Most Important: Learned/Completed

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- Where to find reviews for books
- The community analysis
- Collection development librarian interview
- Specific collection evaluation and rebuilding techniques and resources
- Weeding
- Diversity Audit

“...rebuilding the collection...was very helpful for you.”

“...really taking time to evaluate and rebuild the collection in a better way allowed me in my role as a branch manager to build a better collection and to push for equity in collections across our...entire library system.” (Alum)

“...really important thing to highlight in the course as well.” (Alum)

# What Worked Well

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- Final project scaffolding
- Formulaic course structure
- Assignment templates
- Overall structure

“Having the assignments broken down into smaller chunks was very helpful for time management in this course. The best thing though was receiving feedback on the "chunks" before putting it all together for a final grade. This gave me time to reflect on the feedback, learn from any mistakes and/or misconceptions, and make corrections before submitting the final project. I honestly can not think of anything that did not work well.”

# What Didn't Work as

- Final assignment time intensive
- Lack of pricing/budget information

“...there was a lot of work. And maybe it could have paced a little better because I spent so much time on class....it just seems like it took so much time and then I feel like there were probably some things that could have been a waste of time because it...definitely wasn't...I feel like it was a waste of time.”

But it iust seemed like a lot and there was some

“I would like to learn more about how budgets play a role in collection development. I recognize this is difficult because academic, school, and public libraries have vastly different budgets from each other and within their sectors as well. It might be interesting, though, to give a fictitious budget and see how that plays into our decisions on what should/can be purchased or not.”

“...it was nebulous that it didn't really feel  
...ful, that aspect of it.” (Alum)

# Applying What They've Learned

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- Hands-on experience
- Cross over skills
- Weeding
- Community analysis
- Relationship building
- Facing challenges

"I did a lot of weeding and book challenges."

"And the other thing is that just the lessons on how to face challenges, book challenges. And this is...a hot topic right now. It seems like...there's always an instance or another article about how books are being challenged and being able to have that collection development policy and have that material challenged policy and solid and ready to go if it does happen or when it does happen, because it's going to happen sooner or later." (current student)



# Requested Skills or Information

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- Collection development policies

“I thought we would get the opportunity to maybe analyze one or write one. I really could have...I really wanted more of that.”

“I think I agree that, I think that [reviewing collection development policies] would be interesting just to look at and pick out different pieces of. I think that would be pretty important to look at.”