I. Goals and Objectives
What are the department’s annual goals? How do they align with the college mission statement and the Santa Ana College Strategic Plan?

The Santa Ana College (SAC) Library Technology Program (LTP), a vocational program which offers Certificate and Associate of Arts Degree options, is the only one of its type in Orange County. The Program offers education, training and support to students working in, or seeking to work in libraries as library assistants, library technicians or library media technicians.

The program is part of the SAC Library Department, and its goals are listed as Goal D of the SAC Library Department Goals, and the Library Department’s Portfolio Review (PA/PR).

Goal D, “Provide library paraprofessional occupational training and education…to provide the local community with graduates possessing the skills and knowledge required to successfully work as a library paraprofessional,” is perfectly aligned with the Santa Ana College Mission Statement, “The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.” The program is also directly aligned with the following themes of the SAC Strategic Plan, Theme V.A-C. Workforce Development – Partnership, Skills across the curriculum; and Skilled employees for high demand occupations

Goals for the LTP are ongoing.

Goal D: Provide library paraprofessional occupational training and education.
Theme V.A-C. Workforce Development – Partnership, Skills across the curriculum; and Skilled employees for high demand occupations

  D.a. Provide the local community with graduates possessing the skills and knowledge required to successfully work as a library paraprofessional. Theme V.A-C. Workforce Development – Partnership, Skills across the curriculum; and Skilled employees for high demand occupations

  D.b. Review, revise and update the Library Technology curriculum as needed to meet the employment needs of the local library community. Theme V.A-C. Workforce Development – Partnership, Skills across the curriculum; and Skilled employees for high demand occupations

  D.c. Conduct the LT Program’s PA/PR (Portfolio Assessment/Program Review)

  D.d. Market Library Technology Program in order to expand student enrollment. Theme V.A. Workforce Development – Partnership

  D.e. Partner with local libraries for internship and employment purposes. Theme V.A-C. Workforce Development – Partnership, Skills across the curriculum; and Skilled employees for high demand occupations

  D.f. Provide staff development opportunities/training. Theme I. C. 3 Student Achievement – Transfer/Employment (Enhance faculty and staff skills to better meet students’ academic learning needs), and Theme I. D. 2 Student Achievement – Excellence in Teaching/Learning (Enhance engagement in faculty development, including SLOs)

  D.g. Establish a discretionary budget for Library Technology Program needs.

What progress has been made toward the department’s goals in the last four years? What causes can be identified? e.g., population/demographics; industry; technology; lack of resources.
D.a. Provide the local community with graduates possessing the skills and knowledge required to successfully work as a library paraprofessional.
Program offers a minimum of three LT classes each Fall and Spring semester. In order to ensure that all courses meet the 20 student minimum enrollment requirement, the LTP offers its six LT courses on a set, pre-determined schedule. LT 101 and LT 053 are offered each Fall and Spring semester. LT 101, Introduction to Library Technology, a prerequisite for other courses of the program allows students to enter the program. LT 053, Library Internship, the last course of the LTP allows students to exit the program. All other courses of the program, LT 054, Children’s Services; LT 102, Information Sources for Library Paraprofessionals; LT 110, Technical Services; and LT 122, Public Services are offered on a third semester basis. See timeline of “Library Technology Scheduled Courses”.

D.b. Review, revise and update the Library Technology curriculum as needed to meet the employment needs of the local library community.
LTP course content was significantly revised and updated by LT faculty in 2005. Student Learning Outcomes (SLOs) were developed, and since technology continues to affect all aspects of the library profession, all courses were updated, and are now accessible through Blackboard. Quadrennial review for the LTP, due during the 2009-2010 academic year, will be submitted next academic year, and will reflect revised SLOs, updated and enhanced curriculum, revised assignments, increased units, and new textbook adoptions. Course content, syllabi and Blackboard information are updated on an ongoing basis.

D.c. Conduct the LT Program's PA/PR (Portfolio Assessment/Program Review)
This document is the LTP’s 2009-2010 PA/PR, and the department will continue to prepare for its 2013-2014 PA/PR. Each semester the program will provide quality library paraprofessional education; review and revise its curriculum so that it meets the needs of the workforce; gather data and statistics that support program activity and help assess the program; and network with local libraries, library associations and the community at-large to market and expand the program.

D.d. Market Library Technology Program in order to expand student enrollment
D.d.1. Program brochure was updated, web site is continuously maintained and updated (with employment opportunities, course calendar, images, etc…), program and coursework are marketed via library listservs, associations, group presentations, tours, emails and mailings.

D.d.2. OCLA Orange County Library Association Scholarship http://www1.chapman.edu/ocla/news/scholar.pdf OCLA awards our LT students $500 each Spring semester of every odd year. (Two $250 scholarships were awarded in Spring 2005, Spring 2007 and Spring 2009).

D.d.3. Friends of Leisure World Library, Seal Beach Scholarships (FLWL) http://www.Flwsb.com/html/Library/Library.aspx Friends of Leisure World Library, Seal Beach annually award our LT students $2,000.00 in scholarships. LT students were awarded scholarships in Spring 2006, 2007, 2008, and 2009. In May 2010 FLWL will award our students another $2,000.

D.e. Partner with local libraries for internship and employment purposes. Please refer to Appendix B and to “Internship Sites for Library Technology 053”. A substantial list of public, school district, academic and special libraries from Orange, Los Angeles and Riverside Counties have served and continue to serve as internship sites and as partners for our LTP.

D.f. Provide staff development opportunities/training & establish a budget for the Program's teaching faculty. All faculty of the program have received Blackboard training, and all courses of the program are hybrid courses.

D.g. Establish a discretionary budget for Library Technology Program needs such as: Advisory Committee Meeting, End of the Year Student Farewell, etc… (No progress has been made in this area).

What are the proposed goals for next year?

The proposed LTP goals for next year will remain the same, with the following additions:

- During June of 2010, the program will recruit and hire new adjunct faculty to teach LT 122, Public Services, a required course of the program. This new faculty will attend Blackboard training sessions and will be introduced to the LT 122 curriculum as well as to the faculty and curriculum of other LT courses.
• Special focus will be placed on Goal D.b. “Review, revise and update the Library Technology curriculum as needed to meet the employment needs of the local library community” during the 2010-2011 year. Prior to submitting the LT Program Quadrennial Review to Curriculum & Instruction Council (C&CI), all coursework will be scrutinized for gaps, duplication, the inclusion of latest technological trends and newer textbooks. Collectively, the faculty will determine whether duplication of important concepts is, or it is not necessary. Coursework, assignments and tests will be distributed to instructors of program and will be evaluated and compared to each other and to the “Criteria for Programs to Prepare Library Technical Assistants” document presented and accepted by the American Library Association Committee on Education Task Force for review.

• Program faculty will discuss and explore the feasibility of creating a new 3 unit “Technology in Libraries” course.

• Program faculty will revisit the benefits of student e-portfolios, and will explore the inclusion of a student portfolio component throughout the LT Program. It is hoped that in the next four years the program will have some semblance of an e-portfolio in place for its students. A component of this activity would include a .5 or 1 unit e-portfolio course taken by students prior to entering, or, in the first semester of the program.

Originally targeted as a departmental goal in early 2007, Goal D.h. attempted to “pilot the e-portfolio as an outcomes-based self-assessment tool for students of the LTP”, but it was abandoned in Fall of 2007 due to insufficient LTP staff and resources, as well as lack of administrative/ITS support, and budget. Documentation may be found in the following college wide committee meeting minutes: Teaching Learning Committee (TLC) 12-11-2006 (item # 3); 03-05-2007 (e-portfolio Spec.); 03-19-2007 (item # 3).” The program chair, faculty and students of the program were to be trained by College Staff, and a $5,000 server was to be utilized. Learning Committee (TLC) 12-11-2006 (item # 3); 03-05-2007 (e-portfolio Spec.); 03-19-2007 (item # 3).”

• Need to incorporate the following LTP goal into the 2011-2012 Nealley Library Department Goals: “Recruit and hire a full-time LTP Chair”. (Refer to last question of this report, pp. 10-11, “What issues have emerged that require interdisciplinary dialogue and possible inclusion in overall college planning?).

II. Student and Program Success
What are the strengths of the program? What improvements does it need?

A major strength of the program is its focus on practical, functional, marketable job skills.

Strong support from the local workforce is a major strength of the program.

• Feedback from the workforce is received via the LT 053 Library Internship Site Supervisor Student Evaluation Form. This assessment tool, distributed during a student’s last semester in the program, allows fieldwork site supervisors to evaluate student on-the-job performance, and also allows them to comment about the LTP itself. (Refer to: “LT 053 Library Internship Evaluation Form: Site Supervisor Comments About the Student”, and “LT 053 Library Internship Evaluation Form: Site Supervisor Comments About the College Library Technology Program”).

• Many local HR Classifications and Job Descriptions have recognized the importance of LT education and have added the educational requirement of Library Technology coursework, Certificate or Degree into their minimum requirements. (See “Educational Library Workforce Requirements”).

An additional strength of the program is its faculty.

• LTP has a total of 6 part-time instructors in the Program, one for each course. In this manner students are exposed to subject specialists who work in a variety of library settings.

• All faculty hold at least one Master’s Degree in Library & Information Studies. Two hold an additional Teaching Credential, and another holds a PhD in the field.

• All are seasoned, adjunct librarians who work full-time in local, public and academic libraries, and are experts in the specific subject matter they teach.

• Most LTP instructors have been library paraprofessionals, and therefore have greater understanding and sensitivity to the paraprofessional’s role in a library setting.

• They are active participants in professional activities, enroll in courses/workshops, and attend local and national conferences on their own. Many are active members of professional library associations such as: American Library Association (ALA), California School Library Association (CSLA), California Library Association (CLA), California Academic Research Libraries (CARL), Council on Library Media Technicians (COLT), Orange County Library Association (OCLA), etc… two are Board Members of OCLA, one of the two, President of this local library association.
The chair of the program, and one additional faculty are full time SAC librarians who also work as adjunct faculty of the program.

Although many qualified Librarians live and work in Orange County, few are interested in adding more work to their full-time jobs, but the program has been fortunate because it consistently hires practitioners who enjoy teaching semester-long library vocational courses. When our instructors leave the LTP it is mainly because they assume greater employment responsibilities at their jobs, or move away from our area.

Faculty of the LTP is always willing to update and expand their knowledge of current library practices, teaching techniques, and technology (all utilize Blackboard).

Students and the workforce have expressed great satisfaction with the caliber of our Library Technology teaching faculty.

Two of our faculty have recently published in the field

- Stacy Russo, our LT 101 instructor recently authored and published The library as place in California, a book published by McFarland & Company in 2008. She is also a book reviewer for Library Journal, a popular and widely read journal of the profession which is utilized by librarians for the selection of library materials. In August 2008, Stacy wrote a Library Journal NextGen article called “Moonlighting”. In this article she recounts her experiences working as a part-time instructor of the SAC LTP. Her article begins with the following, “During the day, you can find me working as an instruction librarian at Chapman University. In the evenings, I “moonlight” as a part-time instructor at nearby Santa Ana College…”, ending her article with: “Teaching within the field, I've found, can be one of the most rewarding, advantageous ways to continue to grow professionally”.

- In August 2007, Regina Powers our LT 054 instructor published the following article in American Libraries, “A plea for respect: fulminating over the public’s ignorance of our job”, and on September 30, 2008 her article, “Reading shouldn’t be a numbers game” was published on the opinion page (A17) of the Los Angeles Times.

What are opinions of students regarding the program’s quality? Upon what variables is this based?

Each Spring and Fall semester, between the 10th and 12th week of instruction a SAC “Survey of Student Opinion of Teaching” is conducted for each LT course. Prior to the end of each semester student ratings and anonymous comments are shared with instructors of each course. Faculty evaluation scores are very high and student comments tend to be very favorable:

- “Everything learned is & will be useful”
- “Good job, fun class”
- “She made the info more approachable & I learned so much – many thanx! Lots of work, tho!”
- “I thought the Word Travel Tour was extremely helpful in highlighting the themes of this class”
- “Enjoyed the class”
- “Very good teacher!”
- “Very knowledgeable about children’s literature. Class was excellent”
- “… did a great job explaining the materials and she made the lectures enjoyable and informative.”
- “Great teacher. Was extremely knowledgeable about the class & field”
- “I appreciate her energy & enthusiasm”
- “Very fun class -- … is obviously very passionate about her job”
- “Very enthusiastic about the subject. Very full of ideas…..”
- “… demonstrated above average competency in the weekly lecture. She is a wealth of information aand has always been available to answer questions”
- “Class has been fun & informative. I have learned a lot from his class which I am able to use at work. It has given me a lot of ideas to improve myself and areas on the job”
- “This has been and excellent course. The work load is both manageable and instructional. I have never felt like I was doing “busy wok” and all assignments taught something important…. Has been enthusiastic and informative. I would gladly take any class she would teach in the future”
- “© When I think of this class I think of … lovely smile, and her organizational skills that make this class look easy. She presents a wealth of information without making you feel overwhelmed. The content of study is directly related to practical application to the real library world”
- “This is an excellent course. Course work is meaningful and each assignment uncovers more about the profession than just reading the text would. I taught (elementary) for ten years so I appreciate how different learning styles are addressed and how interaction and collaboration are being used…. Made me want to dig deeper, and work harder, something I haven’t felt in a long, long time”
- “Instructor had great communication skills. Calm and structured presentations. Helpful. Inspired interest in the subject material. I would like to see her teach more classes….No areas of improvement. She was great!”
- “She speaks slowly and clearly and has a lot of patience. — She makes a boring sub. interesting”
- “Enjoyed the class. Great instructor”
- “… a wonderful teacher – so calm and reassuring. Class is very enjoyable!”
- “I felt … was (a) very knowledgeable teacher and that the information was delivered easily with very understandable explanations and power points”

What, if appropriate, are employer attitudes towards the program?

Strong local workforce support is a major strength of the program. Please refer to the second half of page 3 which refers to “Strong support from the local workforce is a major strength of the program”. (See “Site Supervisor Student Evaluation Form: Comments About Student Performance” and, “Comments About the College Library Technology Program”).

LTP graduates are employed throughout Orange County and surrounding counties in school, public, special and academic libraries as Library Assistants, Library Media Technicians and Library Technicians. Most local libraries are also internship sites who continue to host students of LT 053, Library Internship, the program’s capstone course. Whenever local libraries seek to fill their vacancies they notify the LTP chair, because they value the program, and feel students and graduates are well prepared, and are serious about the profession. Library vacancies are announced in classes and via Blackboard. Alumni and others are alerted to library vacancies through the LTP’s “Library Employment Opportunities” page, a component of the LTP web site.

Most students who held Bachelor degrees before beginning the program have continued on to pursue a Master’s in Library & Information Studies. Over a dozen graduates of our program are currently enrolled in San Jose State University’s graduate library school program.

Course completion rates and grades received: Courses are offered on a pre-determined schedule, see “Library Technology Scheduled Classes” for a timeline of course offerings. Courses are staggered and are not all offered every semester. Since SAC courses must have a 20 student minimum enrollment, the LTP has created a course timeline which ensures steady enrollment. The first course, Introduction to Library Technology, and the last course, Library Internship are taught every semester. This allows students to enter and exit the program. All other library courses are offered every 3rd semester. This is not ideal, but works well for the majority of our students who already work full-time (some in libraries and others elsewhere). Most LTP students enroll in one course per semester, but sometimes they will enroll in two courses per semester. We offer a minimum of three LT courses per semester, and do not offer courses during the summer.

- Program enrollment has remained steady. For a comparison of program, and course enrollment dating from Spring 1998 to Spring 2009, view “Library Technology Program Course Enrollment”. Note pattern of course offerings, individual course enrollment, as well as total semester enrollment.
- View “Library Technology Degrees and Certificates Awarded” from 1996-1997 to Fall 2009

As is evidenced in the Spring 2006-Spring 2009 LTP statistical reports generated by District Research, and the color graphs attached to this report, most students of our program are Caucasian females who range from 35 to 60 years of age, are high achievers and have been very successful in the program. This student profile has been consistent since the 1980’s.

View the following “Spring 2006 to Spring 2009 Library Technology Program Student Characteristic” data in graph form:

- SAC Library Technology Student Age Distribution
- SAC Library Technology Gender Distribution.
- SAC Library Technology Program Ethnic Distribution
- SAC Library Technology Student Grade Distribution

III. Curriculum, Pedagogy and Innovation

Describe the curriculum offerings, their relationship to the discipline, and substantive curriculum changes, e.g., new courses, deletions. How has the program kept up with changing needs of the students and community?
LT courses are vocational in nature and relate to the lower division of an undergraduate curriculum, but many students who enter the program come to us with Certificates, AA Degrees or Bachelor degrees in a variety of fields. At times they have even held Master’s degrees e.g. in English, Engineering, Education, etc... Our courses are not substitutes, nor waivers for upper-division, or graduate level courses in library studies, but they also provide a solid foundation for students who have completed their Bachelor’s and are seeking to enter graduate level courses in library science.

See pages 75-76 of the 2009-2010 SAC College Catalog for a description of the current LT AA Degree, and Certificate programs and course offerings. The program, which meets the needs of the library workforce, provides breadth and depth in its coursework. Library courses range from an introductory course, to a fieldwork capstone course. Six LT courses are currently taught in the Degree and Certificate programs, and several Business Applications courses are also required for the certificate and the degree. The core library courses of the program are:

- **LT 101, Introduction to Library Technology** -- Introduction to libraries as a career field with particular emphasis on the role of the library technician in various types of library settings. This course provides an overview of library history, organization, staffing, services, collections, online information sources and terminology. (3 units);
- **LT 054, Children's Services** -- Explores standard procedures and practices in libraries as they are adapted to a children's library situation. Each student has practice evaluating materials and using various methods for sharing literature with children, e.g., reading aloud, story times, displays, and bibliographies. (3 units);
- **LT 102, Information Sources for Library Paraprofessionals** -- An introduction to information sources in both printed and electronic formats. Includes a basic theoretical and practical exploration of the nature and types of information in selected subject fields. Builds skills in information searching and in evaluation of information and information sources. (3 units);
- **LT 110, Technical Services** -- Evaluation and acquisition of books and other media for libraries. Basic theories, principles and concepts of bibliographic control, including descriptive cataloging, classification, subject analysis and bibliographic maintenance. Emphasis placed on Anglo American Cataloging Rules, MARC, LC and Dewey classification and LC Subject Headings. Original and copy cataloging using an online bibliographic cataloging system and online bibliographic utility. (3 units);
- **LT 122, Public Services** -- Exploration of library public services with special emphasis placed on a variety of issues as they relate to the circulation of library materials, the use of the Internet and full-text databases for reference and the preparation and delivery of library programs. (3 units), and
- **LT 053, Library Internship** -- Closely supervised field work experience in two selected library settings that will allow the student to apply learned knowledge and skills. Weekly review seminars and discussions are conducted in the classroom and on-line. To be taken in the last semester of an A.A. Degree or Certificate in Library Technology. (3 units).

The curriculum was significantly revised and updated with Student Learning Outcomes (SLOs) in 2005. All library courses are now hybrid courses, and since all aspects of the library profession are affected by, and rely heavily on the use of technology, program faculty must, and have successfully kept abreast of technology’s rapidly changing pace. Quadrennial review for the LTP will take place during the 2010-2011 academic year. Plans are to revisit SLOs, update and enhance curriculum, update textbooks and revise assignments.

The library workforce expects new hires to be fully prepared with practical, functional, and marketable job skills. As the capstone and last required library course of the Certificate and AA Degree programs, LT 053, Library Internship allows students to experience the inner workings of school, public, academic and special libraries. Students are required to complete two library internships, and evaluate their own experiences through class discussion and written observations. They are also evaluated as new library employees by site supervisors, and by the instructor on the basis of the quality of weekly discussions, assignments, classroom participation and fieldwork performance. The program has been very successful in meeting the needs of the library workforce. See: Internship Site Supervisor Comments about Student Performance and Site Supervisor Comments about the College Library Technology Program

Describe the use of technology, e.g., computer labs, increased use of Blackboard, hybrid or online courses, etc. How does the use of these tools enhance learning?

Program faculty has completed Distance Education Blackboard training, and all LT courses are hybrid courses. Designed to engage students these courses are taught in the classroom via face-to-face instruction, and are supplemented with online lectures, discussion board conversations, tutorials, online assignments, and links to external web resources, etc...
What changes have been made in pedagogy?

- Faculty has identified course-specific library vocabulary which students are expected to learn and master. Students are encouraged to utilize these terms in conjunction with ODLIS, the Online Dictionary for Library and Information Science, http://lu.com/odlis/about.cfm, an online and interactive glossary "of library terminology designed as a reference resource for library and information science professionals, university, library and general readers”. It is expected that by the completion of the program students will successfully and seamlessly utilize the vocabulary of the profession.

- New students of the program are encouraged to schedule an orientation meeting with the program chair.

- On the 3rd and 4th class meetings of every semester, the program chair and the program counselor are invited to address students of LT 101, Introduction to Library Technology.

- Beginning students of the program are given a behinds-the-scene tour of the inner workings of the SAC Nealley Library.

- A hands-on, three hour book repair workshop conducted by a representative of a leading library supply vendor has been integrated into LT 101, Introduction to Library Technology.

- Program alumni successfully employed in the field, and other library professionals are invited as guest speakers to some of the courses.

- Course syllabi and SLO’s are distributed and discussed on the first class meeting.

- Along with other course-related materials, syllabi and SLO’s are also posted on Blackboard.

What grants has the program been involved with? How has this changed the program?

In December of 2009, Santa Ana Public Library (SAPL), Santa Ana College Library Technology Program (SAC LTP), and Orange County (OC) REFORMA, The National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking collaborated and partnered in a Joint-Grant Proposal for a Laura Bush 21st Century Librarian Program. SAPL submitted the grant proposal.

The goal of the grant is “to recruit future professionals in library and information science. In particular, to attract promising junior high, high school, or college students to consider careers in library and information science through state wide, or regional pilot projects employing recruitment strategies that are cost-effective and measurable.”

SAPL Grant Goals are to:

- To obtain grant funds to support a “farm system” to develop a crop of bilingual librarians who will staff SAPL in the future. This was, in the past, done through hiring MLIS students as “Library Assistants” while they completed their education. Funding is no longer available for this position. Grant funds would enable the library to retain trained graduate students and intern/clerks.

- To produce a publishable manual, prepared by the graduate students from their MLIS-program credited research, about SAPL’s successful work with immigrant families, limited-English speaking adults, and at-risk teens.

- To escort MLIS students to ALA and REFORMA annual meeting, and arrange for them to present on their research.

- To introduce the library’s 100+ yearly average number of teen volunteers to the field of librarianship and library services via onsite library career workshops and grant sponsored fieldtrips to various libraries.

- To co-sponsor with OC REFORMA a career fair/author event and scholarship program geared towards introducing and recruiting teens and college age students county-wide towards a career in bilingual library services.

SAC LTP Partnership Goals are for LTP Chair to:

- Introduce the program and career opportunities in the field to two Teen Library Club Meeting Groups and three Volunteer Orientation Groups.

- Conduct LTP presentations and career pathways presentations at OC REFORMA career fair events.

- Conduct two fieldtrips to SAC LTP.
• Recruit Bi-lingual (Spanish or Vietnamese) college students from SAC LTP to participate in grant program as paid interns at the Santa Ana Public Library.

What resources has the department explored to ascertain the status of the discipline/program in other arenas? E.g., conferences, advisory committees, review of peer programs, collegial dialogues with discipline experts in feeder or transfer institutions

Nov. 20, 2006 – Conducted a presentation for librarians & library staff who attended the Association of Christian Schools International (ACSI) Annual Convention at the Anaheim Marriott.

April 13, 2007 – Participated in “Commitment to Learning: 100 Years & Beyond,” SAC Planning Retreat, RSCCD District Office Board Room.

June 2008 – Worked collaboratively with the City of Anaheim to host the American Library Association (ALA) Annual Conference at the Anaheim Convention Center. The LTP recruited students and graduates of the program to participate as volunteer hosts and guides for the ALA Conference. Conference attendees included Library employees from the United States and Canada.

June 2008 – Attended American Library Association ALA Annual Convention at Anaheim.

April 17, 2009 – Attended “Understanding & Responding to the Needs of Generation 1.5 Students” Sponsored by SAC Basic Skills Task Force in D-401.


LTP Chair has established partnerships and has worked collaboratively with counterparts at Santa Ana Public Library (SAPL), Orange County Public Library System (OCPL), Santa Ana Unified School District (SAUSD), Tustin Unified School District,(TUSD), OC REFORMA, and Orange County Library Association (OCLA) to increase community awareness of SAC and LTP courses and programs, to promote reading and interest in all OC libraries, to develop good public relations, to provide a means of exchange of information and to promote interlibrary cooperation. —(Refer to Appendix B below)

APPENDIX B
Partnerships with SAC Library Technology Program

• Santa Ana Public Library Partnerships

May 1, 2009 -- Nealley Library hosted the first collaborative Santa Ana Public Library (SAPL)/SAC Nealley Library gathering. Three SAPL librarians were in attendance and activities included a tour of SAC library facilities, introduction to SAC library staff, and discussions of services and resources, followed by a meeting to discuss future collaboration between both sectors.

May 15, 2009 -- Santa Ana Public Library hosted the second collaborative Santa Ana Public Library/Santa Ana College Nealley Library meeting which included tour of the Santa Ana Public Library, introduction to library staff and discussions of services and resources.

July 2009 – SAC Librarian collected and delivered a variety of SAC vocational program brochures to SAPL Young Adult Librarian for their Teen Library/Young Adult group display area. At a future date Librarian will attend one of SAPL’s Saturday YA group sessions to inform students of possible career paths offered at SAC.


Goal of grant: “to recruit future professionals in library and information science… (to) attract promising junior high, high school or college students to consider careers in library and information science through statewide or regional pilot projects employing recruitment strategies that are cost-effective and measurable.”
Goals of partnership w/SAC: “Have representative from SAC Library Tech Program introduce the program and career opportunities in the field to two Teen Library Club Meeting Groups and three Volunteer Orientation Groups

1. Have representative form SAC LTP do a presentation on the program and career pathways at OC REFORMA career fair event
2. Do two fieldtrips to SAC library special program
3. Recruit bi-lingual (Spanish or Vietnamese) college students from SAC LT program to participate in grant program as a paid intern at Santa Ana Public Library.”

May 11, 2010 Three SAPL Librarians attended the “Growing Up Latina” SAC Book of the Year event.

- **Santa Ana Unified and Tustin Unified School Districts**

  February 12, 2009 – LTP Chair contacted Maggie Barnes, District Librarian of Santa Ana Unified School District. Purpose of e-mail was to “re-connect”, network and establish a formal working relationship between SAUSD Library operations, SAUSD libraries and the SAC LTP.

  February 18, 2009 – LTP Chair, SAUSD and TUSD District Librarians agreed to meet.

  June 22, 2009 – LTP Chair was invited to address TUSD Library Media Technicians at their end-of-the-year gathering.

  October 30, 2009 – LTP Chair conducted an in-service for SAUSD and TUSD District Librarians. Discussion of LT Program, current California school library budget situation and local school library district needs.

  December 4, 2009 – SAC LTP conducted a 2-hour event for SAUSD and TUSD Library Media Technicians (attendees also included several LTP graduates currently employed as LMTs in both school districts).

- **“SAC Book of the Year”, TLC, Basic Skills Coordinator, SAC/SCE academic departments and individual faculty** – As a member of the Book of the Year Committee and in conjunction w/TLC, SAC Librarian has been an active participant in the establishment of, and planning for the SAC “One Book, One College” concept. This 2009-2010 annual, college-wide interdisciplinary effort to promote literacy across academic disciplines began with the selection of Sandra Cisneros’ *The House on Mango Street* as SAC’s first “Book of the Year”.

  August through October 2009 -- Worked collaboratively with Valinda Tivenan, Theatre Arts Dept. faculty and other members of the “Book of the Year Committee” to promote through OCLA, SAPL, SAUSD and the Nealley Library the October 15-25, 2009 SAC theatrical production of Amy Ludwig’s adaptation of Sandra Cisneros’ *The House on Mango Street*.

- **OC REFORMA: the National Association to Promote Library and Information Services to Latinos and Spanish Speaking**

  On April 3, 2009 – LTP Chair attended an all day “Library Services to Latinos” workshop held at Orange Public Library, and sponsored by the OC Chapter of REFORMA: The National Association to Promote Library and Information Services to Latinos and Spanish-Speaking [http://reformaoc.org/](http://reformaoc.org/)

- **OCLA, The Orange County Library Association** [http://www1.chapman.edu/ocla/](http://www1.chapman.edu/ocla/)

  SAC has had representation on this local library association for many years. For over 10 years, the LTP Chair has participated as a Board Member, and since Spring of 2007, as President [http://www1.chapman.edu/ocla/organization/oclaboard2003.html](http://www1.chapman.edu/ocla/organization/oclaboard2003.html). Currently two LTP faculty are OCLA Board Members. OCLA’s mission is to “promote the interest of all libraries in Orange County, to develop good public relations, to provide a means of exchange of information and to promote interlibrary cooperation”. OCLA awards scholarships to library school students [http://www1.chapman.edu/ocla/news/scholar.pdf](http://www1.chapman.edu/ocla/news/scholar.pdf). On odd years, SAC LTP students are awarded scholarships, and San Jose State University MLIS and CSULB Teacher Librarian Program students are awarded scholarships on even years. Many SAC LTP students and graduates are OCLA members. Many students and graduates of the program have attended local, OCLA sponsored programs [http://www1.chapman.edu/ocla/programs/](http://www1.chapman.edu/ocla/programs/) (see Archives for previous programs) of special interest to library students and staff. These professional development programs are varied and consist of lectures, author panels, behind-the-scenes tours of special libraries/collections, presidential libraries, book binderies, etc…
Please summarize findings of direct SLO assessment. How has this informed future plans for the program?
(See Direct SLO Assessment forms)

The LTP chose to assess course and program Student Learning Outcomes which relate to the Careers Core competency: "Students will develop the knowledge and skills necessary to select and develop careers".

This competency is directly aligned with the program’s Goal D., **Provide library paraprofessional occupational training and education**, and specifically with Goal D.a., **Provide the local community with graduates possessing the skills and knowledge required to successfully work as a library paraprofessional** (Theme V.A.C. Workforce Development – Partnership, Skills across the curriculum; and Skilled employees for high demand occupations).

Workforce site evaluations are received from the workforce every semester as a result of the LT 053, Library Internship course. A “Site Supervisor Student Evaluation Form” is distributed during a student’s last semester in the program. This assessment tool allows fieldwork supervisors to evaluate and comment on student on-the-job performance, and on the LTP itself. (See “Site Supervisor Comments About Student Performance” and, “Comments About the College Library Technology Program”). Results confirm that the program is successfully preparing students for the workforce. This evaluation tool has proven to be relevant and important and the program will continue to collect and analyze future Site Supervisor evaluations.

**What changes are recommended for the program?**

This is a small, robust, well respected and important vocational program which serves the needs of libraries of all types in Orange County and surrounding counties. It provides vocational education to individuals working in, or seeking to work in libraries as library technicians, library assistants or library media technicians. It is recommended that this program be coordinated as a full-time assignment. It is also recommended that program be expanded to include additional continuing education course offerings for alumni of the program, and others already working in the profession.

**What issues have emerged that require interdisciplinary dialogue and possible inclusion in overall college planning?**

The program needs the attention of a full-time Department Chair. The coordination of the SAC Library Technology Program has always been another Librarian “assignment”. The LTP needs to be treated as all other vocational programs. Greater time and effort should be dedicated to the program. As it is, this program has provided quality library education and training to many individuals who are successfully employed in Orange County, and surrounding counties as library paraprofessionals and as librarians. It has the potential to be the best LTP in the state.

For almost two decades, this SAC LTP has been chaired on a part-time basis. The LT Chair already has a 15 LHE full-time Librarian load (See: "Nealley Library Organizational Chart: 2009-2010"). It is extremely difficult and unrealistic for anyone to coordinate all aspects of this small, but important vocational library program on a part-time basis as an extra 2 LHE load assignment. Why, may you ask has this Librarian continued as Chair? This is the only program of its type in Orange County, and there is a documented need (Refer to II. Student and Program Success, see pps. 3-5 part II of this report), to provide this type education to individuals working in libraries, to others who are re-careering, and to still others who are toying with the idea of pursuing graduate studies in library and information science. As evidenced and supported in the three documents referred to on page 3, formal paraprofessional library education results in improved library services, and is essential for the performance, professional/personal growth and morale of all library employees.

(Staffing)

The LTP Chair has a full workload without the LTP, (See: "Nealley Library Organizational Chart: 2009-2010")

- Oversees Public Services (Circulation and Periodicals Depts.),
- Staffs the Nealley Library Reference Desk 12 hours per week
- Is the Librarian assigned to the Human Services & Technology Division, (the academic division with the greatest number and greatest variety of vocational programs), this librarian works with a variety of departments, some requiring accreditation visits (Fire Technology, Occupational Therapy Assistant (OTA), and Pharmacy Technology Assistant (PTA). This Librarian selects and deselects, w/the assistance and recommendation of department faculty subject experts, collection development responsibilities, and conducts department/course specific instruction each Fall and Spring semester for introductory courses of the OTA and PTA programs. Customized library instruction has also been conducted for a couple of Human Development (HD) courses: Special Education and the bilingual HD course. As needed, this Librarian also assists division faculty and students w/specific research needs.
• Attends and participates in Curriculum & Instruction Council and Teaching/Learning Committee and was Co-Chair and wrote Standard II-C for SAC’s Self-Study.
• As Chair of the Library Technology Program this person also teaches the capstone course of the program, the last required course, LT 053, Library Internship. This course requires networking with libraries, placement of students in internship experiences, as well as fieldwork site visits.

Other than part-time salaries, this program has never been assigned a budget. Without a departmental budget expanding the program becomes very difficult. It has no clerical support, It is viewed by other library faculty and staff as “so and so’s assignment”. The LT program in itself is a full-time job. (Budget)

Enrollment for the program has remained steady, and classes have met and exceeded the 20 student minimum requirement. Space (facilities) has been an issue. The LTP has in past semesters been left to seek its own classroom space. We have taught in classrooms too small for the size of the class, or without sufficient computers. There was one particular semester, Fall 2008 when two of our courses were shuffled around from class to class, and building to building week after week until we finally went back to our library classroom, which although small, was familiar and had more PCs that the other locations. Course enrollment must be balanced between the minimum student enrollment of 20 and the room’s (L 112-1) maximum capacity of 30. In Fall 2009 L 112-1, the library instruction lab, which is utilized for the Library & Information Studies Program, library information competency workshops, and the LTP courses, was reconfigured and rewired to accommodate additional PCs. It now accommodates 28 PCs but no more than 30 students. (Facilities)
This is the required form that Program/Department Chairs must use to record the department assessment results and plans to improve teaching and learning. It is included in the *Department Planning Portfolio* and attached to the *Portfolio Assessment/Program Review* when the department is in a PA/PR quadrennial cycle year.

<table>
<thead>
<tr>
<th>Department</th>
<th>Library Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Date</td>
<td>December 3, 2009</td>
</tr>
<tr>
<td>Number of faculty/staff in attendance (indicate full-time and adjunct)</td>
<td>2 part-time faculty</td>
</tr>
<tr>
<td>Course SLOs measured</td>
<td>D.a. Provide local community with graduates possessing the skills &amp; knowledge required to successfully work as a library paraprofessionals. D.e. Partner with local libraries for internship and employment purposes.</td>
</tr>
<tr>
<td>What core competency do the SLOs relate to?</td>
<td>Careers</td>
</tr>
<tr>
<td>Assessment Tools (Give examples of major assignments used to measure SLO/core competency)</td>
<td>• Student fieldwork experiences (2) and • Site supervisor evaluations of student performance.</td>
</tr>
<tr>
<td>Assessment Results (Summarize overall results of the department)</td>
<td>The program successfully prepared students for the workforce.</td>
</tr>
<tr>
<td>What student needs and issues were revealed?</td>
<td>Yes, site supervisor comments about student performance were glowing.</td>
</tr>
<tr>
<td>Were there any areas where student performance was outstanding?</td>
<td>Not applicable, all evaluation and feedback was positive.</td>
</tr>
<tr>
<td>Any areas where it can be improved?</td>
<td></td>
</tr>
<tr>
<td>Next Steps in Classroom to Improve Student Learning</td>
<td>• State goals or objectives of assignment/activity more explicitly • Revise content of assignment/activities</td>
</tr>
</tbody>
</table>
(check all the items faculty/staff felt would help them address the needs and issues revealed by the assessment)

<table>
<thead>
<tr>
<th>How might student performance be improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Revise activities leading up to and/or supporting assignments/activities</td>
</tr>
<tr>
<td>o Increase in-class discussions and activities</td>
</tr>
<tr>
<td>o Increase student collaboration and/or peer review</td>
</tr>
<tr>
<td>o Provide more frequent or fuller feedback on student progress</td>
</tr>
<tr>
<td>o Use more CATs</td>
</tr>
<tr>
<td>o Increase guidance for students as they work on assignments</td>
</tr>
<tr>
<td>o Use methods and questions that encourage competency</td>
</tr>
<tr>
<td>o State criteria for grading more explicitly</td>
</tr>
<tr>
<td>o Increase interaction with students outside of class</td>
</tr>
<tr>
<td>o Ask a colleague to critique assignments/activities</td>
</tr>
<tr>
<td>o Collect more data</td>
</tr>
<tr>
<td>o <strong>Nothing: assessment indicates no improvement necessary (there are no needs or issues).</strong></td>
</tr>
<tr>
<td>o Other (please describe)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Next Steps in the Department to Improve Student learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(check all that the department felt would help them improve student learning)</td>
</tr>
<tr>
<td>o Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods</td>
</tr>
<tr>
<td>o Consult teaching and learning experts about teaching methods</td>
</tr>
<tr>
<td>o Encourage faculty to share activities that foster competency</td>
</tr>
<tr>
<td>o Write collaborative grants to fund departmental projects to improve teaching</td>
</tr>
<tr>
<td>o Procure articles/books on teaching about competency</td>
</tr>
<tr>
<td>o Visit classrooms to provide feedback (mentoring)</td>
</tr>
<tr>
<td>o Create bibliography of resource material</td>
</tr>
<tr>
<td>o Have binder available for rubrics and results (Put in Department Planning Portfolio)</td>
</tr>
<tr>
<td>o Analyze course curriculum to determine that competency skills are taught so that the department can build a progression of skills as students advance through courses</td>
</tr>
<tr>
<td>o <strong>Nothing: Assessments indicate no improvements necessary</strong></td>
</tr>
<tr>
<td>o Other (please describe)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priorities to Improve Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(List the top three-six things faculty/staff felt would most improve student learning)</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(List the department plans to implement these three-six priorities)</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline for Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Make a timeline for implementation of the top priorities)</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

**Route to Division Curriculum Committee:**
Department Chair or designee ________________ Date: ______________________
INTERNSHIP SITES for LIBRARY TECHNOLOGY 053
ORANGE COUNTY AREA LIBRARIES

Anaheim
Anaheim Public Library
- Canyon Hills Branch Library
- Sunkist Branch Library
Anaheim School District
- Mann Elementary School
Anaheim Union High School District
- Anaheim Hills High School

Buena Park
Buena Park Library District
Buena Park High School

Costa Mesa
Costa Mesa High School Library
Vanguard University
Whittier College School of Law Library

Fullerton
California State University, Fullerton (Special Collections)
Fullerton College
Fullerton Public Library
- Troy High School
- Richman Elementary School
Rosary High School
Southern California College of Optometry

Huntington Beach
Boeing Company
Golden West College Library
Huntington Beach Public Library

Irvine
Concordia University Library
Geneva Corporation
Irvine Unified School District
- Northwood Elementary School
- Woodbridge High School
Irvine Valley College Library

Mission Viejo
Mission Viejo Library

Newport Beach
Mariner’s Branch Library

Orange
Chapman University, Leatherby Libraries
Chapman University Law Library
Orange Public Library
- El Modena Branch Library
- Taft Branch Library
Orange Unified School District
- Anaheim Hills Elementary
- El Modena High School
- Portola Middle School
- Villa Park High School
- Yorba Middle School
Santiago Canyon College

Placentia
Placentia Library District
Placentia/Yorba Linda Unified
- Kraemer Middle School
- Travis Ranch School
- Valadez Middle School Academy

San Juan Capistrano
Quest Diagnostics
St. Margaret’s Episcopal School

Santa Ana
Mater Dei High School Library
Orange County Public Law Library
Orange County Public Library
- Brea Branch Library
- Costa Mesa, Donald Dungan Library
- Costa Mesa, Mesa Verde Library
- Cypress Library

CITY/PUBLIC/CENTRAL
CITY/PUBLIC/BRANCH
CITY/PUBLIC/BRANCH
SCHOOL DISTRICT
SCHOOL /PUBLIC /ELEMENTARY
SCHOOL DISTRICT
SCHOOL/PUBLIC/SECONDARY
CITY/PUBLIC/CENTRAL
SCHOOL/PUBLIC/SECONDARY
ACADEMIC/PRIVATE/DENOMINATIONAL
ACADEMIC/SPECIAL/LAW
ACADEMIC/PUBLIC/UNIVERSITY
ACADEMIC/PUBLIC/COMMUNITY COLLEGE
CITY/PUBLIC/CENTRAL
ACADEMIC/PRIVATE/DENOMINATIONAL
SPECIAL/PRIVATE/MERGERS & ACQUISITIONS
SCHOOL DISTRICT
SCHOOL /PUBLIC /ELEMENTARY
SCHOOL/PUBLIC/SECONDARY
ACADEMIC/PUBLIC/COMMUNITY COLLEGE
CITY/PUBLIC/CENTRAL
ACADEMIC/PRIVATE/UNIVERSITY
ACADEMIC/PRIVATE/LAW
CITY/PUBLIC/CENTRAL
CITY/PUBLIC/BRANCH
CITY/PUBLIC/CENTRAL
SCHOOL DISTRICT
SCHOOL/PUBLIC/ELEMENTARY
SCHOOL/PUBLIC/SECONDARY
SCHOOL/PUBLIC/INTERMEDIATE
SCHOOL/PUBLIC/INTERMEDIATE
ACADEMIC/PUBLIC/COMMUNITY COLLEGE
CITY/PUBLIC/CENTRAL
SCHOOL DISTRICT
SCHOOL/PUBLIC/INTERMEDIATE
SCHOOL/PUBLIC/INTERMEDIATE
SPECIAL/PRIVATE/MEDICAL RESEARCH
SCHOOL/PRIVATE/KINDER-SECONDARY
SCHOOL/PUBLIC/SECONDARY
PUBLIC/COUNTY/SPECIAL/ LAW
COUNTY/PUBLIC/HEADQUARTERS
COUNTY/PUBLIC/BRANCH
COUNTY/PUBLIC/BRANCH
COUNTY/PUBLIC/BRANCH
COUNTY/PUBLIC/BRANCH
• El Toro Library    COUNTY/PUBLIC/BRANCH
• Fountain Valley Library    COUNTY/PUBLIC/BRANCH
• Garden Grove Regional Library    COUNTY/PUBLIC/REGIONAL
• Garden Grove West Library    COUNTY/PUBLIC/BRANCH
• Headquarters, Technical Services    COUNTY/PUBLIC/HEADQUARTERS
• Heritage Park Library    COUNTY/PUBLIC/REGIONAL
• Katie Wheeler Library    COUNTY/PUBLIC/BRANCH
• La Habra Library    COUNTY/PUBLIC/BRANCH
• La Palma Library    COUNTY/PUBLIC/BRANCH
• San Juan Capistrano Library    COUNTY/PUBLIC/BRANCH
• Stanton Library    COUNTY/PUBLIC/BRANCH
• Tustin Library    COUNTY/PUBLIC/BRANCH
• Westminster Library    COUNTY/PUBLIC/LIBRARY

Orange County Register    SPECIAL/PRIVATE/NEWSPAPER
Santa Ana College Nealley Library    ACADEMIC/PUBLIC/COMMUNITY COLLEGE
Santa Ana Public Library    CITY/PUBLIC/CENTRAL
Santa Ana Unified School District    SCHOOL DISTRICT
  • Carr Intermediate School    SCHOOL/PUBLIC/INTERMEDIATE
  • Freemont Elementary School    SCHOOL/PUBLIC/INTERMEDIATE
  • John Muir Elementary School    SCHOOL/PUBLIC/ELEMENTARY
  • Mendez Intermediate School    SCHOOL/PUBLIC/INTERMEDIATE
  • Santa Ana High School    SCHOOL/PUBLIC/SECONDARY

Tustin
  Tustin Unified School District    SCHOOL DISTRICT
  • Tustin High School    SCHOOL/PUBLIC/SECONDARY

Yorba Linda
  Yorba Linda Public Library    CITY/PUBLIC/CENTRAL
  Rose Drive Elementary School    SCHOOL/PUBLIC/ELEMENTARY

LOS ANGELES/ RIVERSIDE AREA LIBRARIES

Corona
  Corona Public Library    CITY/PUBLIC/CENTRAL

Covina
  Covina Public Library    CITY/PUBLIC/CENTRAL

Downey
  Downey City Library    CITY/PUBLIC/CENTRAL
  Downey High School Library    SCHOOL/PUBLIC/SECONDARY
  Warren High School Library    SCHOOL/PUBLIC/SECONDARY

Long Beach
  Dept. of Veteran's Affairs Medical Center Library    SPECIAL/FEDERAL/MEDICAL
  Long Beach Memorial Medical Center Library    SPECIAL/MEDICAL
  SCS Engineering Library    SPECIAL/PRIVATE/ENGINEERING

Los Angeles
  Braille Institute of Los Angeles    SPECIAL/FEDERAL/VISUALLY IMPAIRED
  Los Angeles Public Library (downtown/Main Library) Art, Music & Recreation Dept.    CITY/PUBLIC/CENTRAL
  Los Angeles County Public Library    COUNTY/PUBLIC
    • Angelo Iacoboni Branch Library (Los Alamitos)    COUNTY/PUBLIC/BRANCH
    • Charter Oak Branch Library (Covina)    COUNTY/PUBLIC/BRANCH
    • Norwalk Regional Library    COUNTY/PUBLIC/REGIONAL
    • San Gabriel Library    COUNTY/PUBLIC/BRANCH
  Norris Medical Library, Univ. of Southern California    ACADEMIC/SPECIAL/MEDICAL

Murieta
  Murieta Valley Unified School District    SCHOOL DISTRICT

Ontario
  Ontario Public Library    CITY/PUBLIC/CENTRAL

Rancho Cucamonga
  Chaffey College    ACADEMIC/PUBLIC/COMMUNITY COLLEGE

Riverside
  Riverside Public Library    CITY/PUBLIC/CENTRAL
    • La Sierra Branch Library    CITY/PUBLIC/BRANCH

San Jacinto
  Mt. San Jacinto College Library    ACADEMIC/PUBLIC/COMMUNITY COLLEGE

Seal Beach
  Leisure World Library, Seal Beach    PUBLIC/SPECIAL/RETIEMENT COMMUNITY

Torrance
  Torrance Public Library    CITY/PUBLIC/CENTRAL

Victorville
  Victorville Public Library    CITY/PUBLIC/CENTRAL

Westwood
  UCLA Film & Television Archives    ACADEMIC/SPECIAL/FILM & TELEVISION INDUSTRY

Whittier
  Whittier High School Library    SCHOOL/PUBLIC/SECONDARY

053_Library_Sites_for_Internships.doc  4-2010
Library Technology Program
Library Technology 053, Library Internship
Internship Site Supervisor Comments about Student Performance

Spring 2010

Corona Public Library, Betty Luscher, Technical Services Supervisor
“Karen is a joy to work with: intuitive, self-starter, enthusiastic and so quick to pick up on new instructions. We are very lucky to have had her assistance for these few weeks, and feel glad she plans to continue volunteering her time. If we only had a position available, Karen would definitely be a strong candidate.”

Orange County Public Libraries, Brea Library - Laura Hearn, Branch Manager,
“Amy was very good in picking up the usage of the Information Desk searching techniques on Worflows, and showing where items were located. She did well in searching for items on the Holds, In-transit and Missing lists. She was very helpful at the Information Desk looking for gift titles not at Brea Branch and leaving them for librarians to decide whether to add them to the branch or to give them to the Friends of the Library to sell. She was pleasant, competent, and diligent. At the information desk, she handled telephone inquiries well and presented a positive, helpful demeanor towards patrons. Her time spent at the Circulation Desk was impressive. She kept up with all the policies and procedures and was able to retain and use that knowledge with skill. She will be sorely missed!”

Fall 2009

Anaheim Public, Canyon Hills Branch Library - Mary Nuttleman, Librarian I
“While Matt’s primary function at the Information and Reference Desks was in an observance capacity, I have no doubt that he is capable of functioning competently at the Information Desk. Based on my conversations with him, he is well read, works well with the public, and can think on his feet. He also accepts direction well, asking pertinent questions when clarification is needed. One of the things that impressed me about Matt was his ability to recognize when something needed to be done and to do it without being asked. I think Matt will be an asset to the library profession”.

Buena Park Library District - Patricia Rivera, Public Services Manager
“Donetta was very eager to help out in any way we asked her. She seems quite shy and reserved so we encouraged her to shadow the librarians and clerks doing different tasks. She assisted children’s, teen and adult programs, and it was observed that she interacted well with the children and the adults. We would have liked to have seen her interact more with the teens, and she may improve if given more opportunities to interact with that age group. Donetta was given a cataloging assignment where she had to change the call numbers in the record. She did have some trouble with this cataloging assignment. She found it difficult to follow written instructions, and became easily confused if she made an error or pushed the wrong key. While at the Reference Desk, Donetta was helpful in assisting patrons on the computers and answering questions. Sometimes she was too eager to answer a question that she spoke over the librarian currently answering the question. Although it was great that she demonstrated some independent thinking, a suggestion is for her to learn how to politely interrupt a librarian or to be more tactful when interjecting an answer. We had her assist a clerk with processing books. Donetta seemed to do better in a task that was repetitive and involved less interaction with other people. Overall, it was a pleasure to work with Donetta. She seems quite reserved and a library position in the back with less public interaction may be a better suit for her personality”.

Concordia University Library - Rose Kollmorgen, Public Services Librarian
“Devon is a bright and quick worker. Since she already has a bachelor’s degree, she brings some educational knowledge to the reference desk that previous interns did not possess. This helps her greatly in assisting students. She also seemed to work very well with our student assistant workers and I could easily see her in a supervisory capacity with them. Devon is a very quick learner but we believe, may be better slowing down a bit in order to give attention to more detail...we believe that slowing down and double-checking her work would improve her accuracy and we encourage her to do that. Still, Devon holds much promise. She already has a basic grasp of reference and we believe that she would continue to grow in that area as she becomes more familiar with our specific collections. She also is very approachable and that quality would serve her well both
at the circulation desk and the reference desk. It was a pleasure having her with us and we wish her much success in her future career”.

Downey Unified School District, Warren High School - Sara Nielsen, Library Media Teacher,
“Working with Quani was an absolute delight. She is everything I would hope a library tech would be: organized, responsible, conscientious, helpful, and flexible. Her efficiency is beyond compare – she expertly reorganized our non-fiction collection (nearly 20,000 volumes) in a very short time. I was continually impressed with her library skills and was very pleased with her eagerness to do every job the right way, on the first try. It saddens me to say that we do not have any library techs in our district, but should that change I would lobby to have Quani working with us in a heartbeat. She was a true asset to us!”

Downey City Library - Julie Butler, Young Adult Librarian
“Most of the work Quani did for Downey City Library involved creating and evaluating booklists for Adult and Young Adult Fiction. After a short training session, she proved herself proficient in using databases and finding pre-existing booklists from other libraries to assist her in creating ours. The librarians were able to communicate to her what our patrons regularly ask for, and she in turn worked on booklists to make reader’s advisory easier and more efficient for the librarians. Although we did not have her work at the Reference Desk, we did have her observe it on a couple of occasions. At the end of each observation she talked with the librarians about what she observed, asking applicable questions to help her prepare for her future in Library Science. Her questions and comments showed careful observation and analysis of reference desk transactions. Quani is very enjoyable to work with, and easily adapts to situations and tasks, whether it be in Adult Services, Young Adult, Children’s, or working on a special library event. This versatility makes her well suited for the public library work environment. While making the booklists, she took the initiative to keep track of titles to recommend for purchase. This forethought and understanding of projects, and how the end product will be used will make her a valuable employee.”

Fullerton Public Library - Janine Jacobs, Children Services Division Manager,
“Rosalie has been a pleasure to work with. We tried to give her a variety of experiences. She did everything we asked and did a great job. She showed good instincts and made good decisions. Rosalie demonstrated her ability to multitask, a skill valued in most libraries. We had her work with books and non-book materials to get a feel for what types of things we have in the children’s collection. We also had her help patrons locate materials. We found her to be a little tentative when helping patrons at first but as she gained experience she got more comfortable. I think she did a great job and I would love to hire her if there was not a hiring freeze. I hope that she continues to pursue working with children and that her internship will serve to wet her appetite”.

Huntington Beach Public Library - Mary- Pat Gonzalez, Senior Librarian, Children’s Services
“Vanessa was a pleasure to work with. She learned quickly and was flexible in accepting whatever assignment came her way. We would like to hire her if there was not a freeze on. I encouraged her to apply online so that when a position opens up she can get on the list”.

Leisure World Library, Seal Beach - Sharon Arnold-Rasp, Library Operations Supervisor
(Tracie was) “Very flexible and open towards any suggestions, a joy to work with in various capacities”

Orange County Public Law Library - Leslie Bass LaCount, Technical Services Librarian
“Mary was a contributing member of the Technical Services Department. She worked alongside several staff members on daily tasks in order to learn our procedures and then handled the work on her own. She worked on several projects involving microfiche with little supervision. Mary sat with our Catalog Technician, our Budget Technician, and our Serials Technician in order to learn our workflow and processes for each of those positions. Due to the injury on Mary’s foot, I provided her with assignments and learning opportunities that permitted her to stay off her feet as much as possible. We enjoyed having her here, and her internship went by very quickly for all of us. Thank you for introducing Mary to us”.

Orange County Public Libraries, Cypress Library - Helen Richardson, Senior Administrative Librarian
“Cheryl is exceptionally capable in every way. Soon after being introduced to the Staff and the Reference Desk, she eagerly and with great confidence volunteered to help patrons. She adapted readily to our computers and databases, she took directions well, and she completed assignments quickly and efficiently. She was a joy to work with!”

Orange County Public Libraries, Headquarters - Julie Stopforth, Cataloging Supervisor

Internship Site Supervisor Comments about Student Performance
“An excellent intern and born cataloger! Jan came to us knowing all the basics of working with OCLC and quickly learned how to use Sirsi, our local system. She quickly grasped our local rules, as well as the theories and philosophies behind them. She willingly did every level of work in our department, from Page level labeling to creating subject headings for cataloging. Jan has a great attitude and her curiosity about all aspects of the library world makes her a pleasure to work with. I was very impressed with her flexibility and her focus.”

Orange County Public Libraries, Irvine Heritage Park Library - Chris Wright, Adult Services Librarian
“Quick learner! Confident and versatile. Lots of energy, mental and physical. Welcome addition tour team. We will be sorry to see her leave us. We had her weed, man the desks (Circ and Ref), etc. and you would have thought she had been working here 2 years”.

Orange County Public Libraries, La Habra Library - Jill Patterson, Branch Manager
“Rosalie was truly a life saver! She came just before the children’s librarian went on and extended vacation. While she worked at each public service desk – Information and Circulation – she also did story times, helped at our tutor training session, helped with the Day of the Dead celebration, staffed the library table at the city of La Habra’s “Taste of La Habra” community program, and ended up being in charge of a children’s craft program. Rosalie was extremely dependable and we were confident that she could handle anything we asked her to do. I’m sorry Rosalie never had a chance to work with the clerk who does our mends. Otherwise, she did work in all areas.”

Orange County Public Libraries, Tustin Library - Nancy Pea, Librarian
“Judi is familiar with the library environment and has adapted to public library services here at the Tustin Library. She has exhibited confidence and eagerness in every task we have assigned, in addition to maintaining a professional countenance personally and with the public”.

Orange County Public Libraries, Tustin Library - Sharon Nicole, Branch Manager
“We have been impressed with the quality & training of the Santa Ana College LTA interns we have hosted. They are thrown into a very busy environment with very little hand holding. They have each done very well. Judi is particularly well suited via her initiative and social skills with patrons of all ages, to public library work.”

Orange Public Library, Taft Library - Damitri Boone, Library Manager
“Donetta was the first intern I ever had, and she was a delight to have in the library. I presented her with a list of projects and tasks to work on during her 30-hour internship. We went over the items one by one, and I appreciated how she had questions about certain procedures and processes, which to me shows that she has a strong interest. (please see separate attachment of projects and tasks). Donetta worked very efficiently and kept a neat work area while undertaking most of the tasks and projects assigned to her. For instance, while working on the weeding assignment, Donetta kept her work area very orderly. She even put away items that were used in the assignment, remembering where they were kept (i.e. book carts, printouts, stamps, etc.) Donetta got along very well with other staff members. She mostly worked in Reference during her internship, but whenever she encountered other staff from other divisions (i.e. Circulation) she had great rapport with everyone. What I appreciated most from Donetta was how she took to her internship with enthusiasm and earnest, especially when it came to helping patrons with reference queries. Because Donetta is a fast learner, I allowed her to be “hands on” (no shadowing!!) at the reference desk, using the online catalog to help patrons look up items and find them on the shelves. Since Donetta lives near the Taft Branch, she frequents Taft Branch and is quite familiar with the layout of the collection, which was very helpful in retrieving items. Donetta’s overall internship at Taft was very impressive and I know she will do well in the library profession”.

Orange Unified School District, Villa Park High School Library - Pam Quiros, Library Media Specialist
“Matthew was a nice addition to my library for the short time he was here. He was always pleasant and willing to help the students with any questions. He set up a nice October display of horror and vampire books from the existing collection. He asked to learn the library circulation program (Destiny) and picked it up easily. I can easily see Matthew’s aptitude to excel in any library job he chooses”.

Placentia Library District - Nadia Dallstream, Adult Reference Lead Librarian
“Ruth completed 60 hours as an intern at the Placentia Library. She worked in the Adult Services Department and in the Children’s Department. She worked on a variety of tasks that included updating bibliographies, creating program flyers,
pulling and notating books for the adult fiction weeding project, weeding the Parent/Teacher shelf, and shelving materials. Ruth was very professional, and she got along well with the staff. Ruth understood and followed directions with ease, and her work was done efficiently”.

**Santiago Canyon College, RSCCD - Pat Fogleman, Library Technician II**

“Ms. Jan has brought her experience and skills from the retail bookstore environment, as well as the public library venue, to our community college library community. She has been able to quickly understand and use our Voyager circulation and cataloging modules and become independent in helping students check out both circulating and reserve materials. By the end of her experience in the cataloging department Jan was independently searching for new bibliographic records in OCLC, exporting these to our Voyager local import file, then editing and adding holdings and item records to complete the process. She is a quick learner and very easy to work with. Jan took advantage of the opportunity to sit in on some of our student classes designed to equip those who are researching and writing papers using our OPAC records similar to her entries. Jan is eager to help and willing to do any tasks requested of her”.

**Santiago Canyon College - Pat Fogleman, Library Technician II**

“Ms. Nguyen is very motivated to use her cataloging knowledge and skills and chose to focus her intern hours in these activities. By the end of her internship she was able to choose records in OCLC, export to our Voyager cataloging module, edit the record, and add holdings and the item record independently. Ms. Nguyen was also trained in the circulation module learning to check-out and check-in materials from the general collection, media, and the reserve materials area. M. Nguyen is kind in her interaction with students while adding new patron records to our patron database. During her time in our library she was able to put to use her technical education and experience in computers by assisting a few students with computer issues.”

**Spring 2009**

**Anaheim Public Central Library - Tasneem Watts, Senior Librarian, Teen Services**

“Maricar’s main interest was in service to teens and children. We attempted to provide her with a broad array of experiences in this field, both with librarians and library technicians, including visits to other sites and the bookmobile. She also provided extra help for a large program we held for Dia de los Ninos that included dancers, food, stories, and craft/bingo activities outside the library. Her enthusiasm and flexibility made her an asset to our programs and we encourage her to continue on to an MLIS program.”

**Buena Park Library District - Mary Ivelia Children’s Services Specialist**

“Maricar was a real pleasure to work with. She was fabulous with the children and working with families at our special program and story-times. She was always on time and extremely helpful”.

**Buena Park Library District - Patricia Rivera, Public Services Manager**

“Maricar was a pleasure to work with, and the reference staff felt she was a positive addition to the library during the internship. She was fabulous with the children and the families during story times and special programs. She also worked with teens in a very positive way and demonstrated a lot of enthusiasm. Maricar was eager to learn more about working in a public library and even helped out at the checkout desk, and she did a good job there as well. She will be a good addition to any library”.

**Concordia University - Carolina Barton, Director, Library Services**

“Judy was always enthusiastic and eager to learn new skills and procedures. She was very attentive to instructions and learned quickly. She also asked relevant questions and worked accurately and with great interest. We also appreciated her ability to work well with staff and student workers”.

**Fountain Valley Branch Library - Anne Williams, Children’s Librarian**

“Kim really enjoyed the work. As a school librarian she is familiar with most of the work and is interested in the differences between public & school librarian processes & techniques”.

**Huntington Beach Public Library - Mary-Pat Gonzalez, Senior Librarian, Children’s Services**
“Ms. Anthes completed her internship program in the Children’s Department of the Huntington Beach Public Library during a 10-week period; March to May 2009. She was always on time, neatly dressed and willing to work on any assignments given to her by other staff. She demonstrated the following skills: learned Department policies and procedures; Interpreted patrons’ requests to find necessary items; worked as part of information team; helped where needed; showed initiative in resolving questions; asked for assistance when level of reference query required it”.

Leisure World Library, Seal Beach - Sharon Arnold-Rasp, Library Operations Supervisor
“Marlo is a self starter. I gave her a project and she took responsibility, and achieved the goals desired. She was very good in filling in at the desks, covering breaks, and maintaining her project. Wonderful personality, delightful to work with”.

Orange County Public Libraries, Costa Mesa Library - Susan Sassone, Branch Manager
“Rachel is accommodating and easy to work with. She shows an enthusiasm to learn”.

Orange County Public Library, Cypress Library - Helen Richardson/Carol Schroeter, Branch Manager/Reference Librarian
“Marlo is pleasant to work with. She is cooperative, eager to learn and comes to work prepared. We believe she will need careful supervision as she develops technical and knowledge-based skills, however. We expect, as she continues to grow in ability, she will enjoy much success in her career. Helen and I wish her all the best”.

Orange County Public Libraries, El Toro Library - Grace M. Barnes, Branch Manager
“Jolene showed a great deal of initiative and self-motivation. She was willing to tackle any task or question. She asked questions and followed directions well. Her people skills were excellent. She had a very cheerful and attentive work style which was very greatly appreciated at El Toro. We have a very strong priority for customer service; our patrons are a little spoiled with this. Jolene seemed to already have an understanding of the importance of customer service and needed very little coaching in this area. The only weak areas were with the technical processes. Since Jolene will be establishing these types of policies in her new school library and her situation will be different, it was not important (for her) to know OC Public Libraries (technical processes) way. She was exposed to one way to process materials. All her work was exemplary. She will be a great asset to any library”.

Orange County Public Libraries, Headquarters - Julie Stopforth, Cataloging Supervisor, Cataloging Department
“Andrew has completed the 60 hours required for his internship at OC Public Libraries specifically in the cataloging department. He has proven himself to be a very capable student. Andrew was involved in the Cataloging workflow from start to finish. He was assigned a cart of books and screened them in our SIRSI/WORKFLOWS local library software database to see if they were already cataloged. If they were not, he would search in OCLC to find the best match to use for copy cataloging. After creating a batch file of OCLC records he would edit each record according to our local practices. He completed the copy cataloging task by exporting the records from OCLC and importing them into our local SIRSI/Workflows database. After the items were properly cataloged he was also involved in the physical processing of those items. This included applying branch identification labels, (OC Public Libraries consists of 33 libraries), barcodes, and printing and applying spine labels to each individual item. Andrew also spent two full days in mending and binding department where he had hands-on training covering books and repairing many items. I was impressed by his punctuality, professional manner and his ability to understand and complete his assigned tasks”.

Orange County Public Libraries, Irvine Katie Wheeler Library - Richard Serrato, Branch Manager
“Judy seems like she can get along with just about anybody. She is always smiling, says hello to everyone and has a welcoming personality. She was very eager to learn about everything we did in the library. Everyone enjoyed working with her. She was very hesitant to try anything on her own and it took lots of prodding to get her to answer a phone call. We did role playing to give her an idea of what to do with helping a patron in doing a hold. When she did begin to answer a telephone question she realized it was not as hard as she thought. Her main concern was her ability to understand the patron correctly and for them to understand her. We told her to let the patron know she was an Intern and they would understand, which they did. She worked in Adult and Children’s Info desks”.

Santa Ana College Nealley Library - Anya Franklin/Nancy Williams, Library Tech II/Library Tech
“It was a pleasure having Andrew as an intern in Technical Services. His manner was courteous and professional, yet friendly. While his time in our department was limited, he made good use of that time, caught on to tasks quickly, and seemed open to learning new things. He displayed persistence in mastering new jobs and was capable of working independently very soon
after being trained. He approached tasks carefully and asked appropriate questions when he needed assistance. His prior coursework in Technical Services served him well, as he was familiar with cataloging concepts, MARC record, and OCLC. He also understood that he had more to learn which is important in any new employee. Andrew expressed an interest in pursuing library school and hopefully his experience in our academic library will serve him well in his future career”.

**Santa Margarita Catholic High School - Michael J. Spenser, Librarian**

“Jolene was a pleasure to have as an intern and was very professional at all times, she showed a great deal of enthusiasm for the experience, she was driven to complete the tasks that were assigned to her and completed them with attention to detail and accuracy. Jolene was willing to ask for and utilize guidance from the Library staff members and she was able to cope very well in stressful situations. Jolene exhibited an ability to determine the in formation needs of students and successfully assist them in locating and evaluating the information. Jolene also showed a wonderful ability to plan with and work collaboratively with others including students and faculty/staff members of SMCHS. Jolene assisted in database evaluation as well as book selection and the implementation of our Library management software upgrade”.

**Fall 2008**

**Buena Park Library - Patricia Rivera, Public Services Manager**

“Paulette was a great asset to the Library during her internship. She demonstrated excellent customer service skills and a high level of professionalism. She was very knowledgeable about locating materials and information for our patrons. I heard nothing but positive comments about Paulette from day one of her internship. It was a great pleasure to work with Paulette and the Reference staff was very appreciative of all her hard work. Paulette worked on a variety of duties including updating book lists on the catalog, bulletin board display, researching twee programs on the Internet, and assisting/supervising at a couple of teen events. We are grateful that Paulette chose our library as one of her internship sites. She has helped us out tremendously, and we know that she will be a great addition to the library profession – especially public librarianship”.

**Mission Viejo Library - Nancy Montgomery, Sr. Library Assistant**

“It was wonderful to have Susan with us; she adapted quickly to the hectic environment and completed several projects for us. Susan worked independently well and asked for direction when needed. Her attention to detail was valued. Susan worked on a wide variety of tasks from acquisitions (work), to weeding the juvenile fiction collection, story time craft preparation, and preparing statistics. We appreciated having Susan with us as part of our team”.

**Orange County Public Libraries, Costa Mesa/Donald Library - Susan Sassone, Senior Librarian**

“Charlene is pleasant to work with and has a helpful, calm attitude. She quickly became part of the reference desk team”.

**Orange County Public Libraries, Headquarters - Julie Stopforth, Cataloging Supervisor,**

“Sooanye had no library experience or technical services experience or knowledge when she began her internship, but she picked things up very quickly She is a strong learner and a careful and meticulous worker”.

**Orange County Public Libraries, Irvine Katie Wheeler Branch Library- Richard Serrato, Branch Manager**

“We enjoyed having Sooanye working with us. She took direction very well and was always pleasant to work with. I asked her what her goal was here and she stated it was to get a wide picture of the types of duties done in a library, so we had her work in Children’s, Adult Information desk and the Circulation desk. This gave her the ability to do searching, checking out materials, and pulling items for patrons and holds. Because of her communication skills I did not feel that she always understood a transaction query so we would discuss what we did and why we did it. She is very smart and only needs to develop the language skills if she wants to work in a public service area. Once we taught her something about our processes she picked it up quickly. She would probably do well in a Bibliographic services setting”.

**Orange County Public Libraries, La Habra Library - Jill Patterson, Branch Manager**

“We thoroughly enjoyed working with Paulette. She caught in quickly and was completely professional while still being approachable. She was able to participate in one story time and did an excellent job. She got along well with everyone. Paulette has so much potential”.

**San Juan Capistrano, St. Margaret’s Episcopal School - Darla Magana, Director of Libraries**
“While interning with us, Susan had the opportunity to shadow and work with the Circulation Technician (who also serves as Budget and Office Manager and Volunteer Coordinator), the Acquisitions Technician (who also serves as Programs Coordinator), the Technology Librarian (who maintains our website and online collections), the Cataloger, the Lower School Librarian, and the Library Director. Susan appreciated being exposed to a variety of positions and roles. Susan also served by working on special projects which included:

- A full inventory of our Professional Collection (using a handheld scanner and the Follett Destiny automation software),
- A banned books PowerPoint presentation,
- A mock election *Susan used Word to edit and create student ballots), searching for titles to include booklists (Susan searched the OPAC for titles that met specific criteria),
- A weeding project,
- Battle of the Book (library club) activities and supervision,
- Calendaring her time (Susan used our shared Outlook calendar to communicate when she would be with us), preparation of a PowerPoint presentation that was used to promote an author visit.

We love Susan! Susan displayed an enormous amount of professionalism. She was punctual, helpful, articulate, and gracious. Her ability to understand our needs and work independently on a project was hugely helpful to us. We would love to have Susan work another 60 hours with us!!”

**Santa Ana Public Library - John Elliott, Sr. Library Assistant, Santa Ana History Room**

“Her dedication, understanding, and willingness to learn were seen throughout her duties here in the Santa Ana History Room. She helped clarify and conduct a periodical inventory in our History Room, and then placed the collected data in an MS Excel sheet, making possible to provide it to the public. The inventory was in its infancy when Janelle started, but through her attention to detail she helped structure the inventory in an understandable format. Moreover, Janelle had to show flexibility with loose instructions and thereby exhibited strong initiative to complete tasks given to her. This inventory not only included periodicals but also historical ephemera, newsletters, physical artifacts, and personal collections. Thus, the organizational structure and attention to details is absolutely necessary. Janelle exemplified these qualities and is an absolute asset to any organization. We appreciated her work and her attitude throughout her internship”.

**Vanguard University Library - Alison English, Associate Professor and Head Librarian**

“(Janelle) observed 3 instructional classes – traditional undergraduate and SPS undergraduate English 220 archival assignments – very detailed; made sure she did the assignments right the first time. Pre-cataloging – very helpful, willing to cooperate in any task assigned – Very pleasant. She is a team player. She used VANPAC and WORLDCAT to discover accession numbers for pre-cataloging. Circulation – very interested in our Vanguard University student worker accountability worksheet and in using a similar application in her library. Wonderful attitude – she did whatever we asked with a pleasant demeanor. Send us more like her! ☺ Comments about the student were from all VU Librarians and Library Staff”.

**Spring 2008**

**Anaheim School District, Horace Mann Elementary School Library - Betty Turner, Library Media Assistant**

“Desiree is great with students. She treats them with respect and is always kind and courteous. She always greets them and tells them to “enjoy their books” when they check out. She asks the students questions when she reads to them to make sure they understand the story. I am concerned that Desiree may have some limitations that would make it difficult for her to manage a school library on her own. She would be good in a situation where she works under the supervision of someone else. She needs time to learn Dewey and to become familiar with children’s books and authors. I think if Desiree were given the time and opportunity to work in a library, she would gain the experience she needs to develop the skills required of a library technician”.

**Canyon Hills Library - Rosemarie Perrone, Librarian**

“Jhuma is eager to learn & receptive to library patrons. Thank you for letting her work with us.”

**Canyon Hills Library - Rosamarie Perrone, Librarian**

“Jhuma worked at the check in desk with Edy. Edy explained the tasks for this desk & stayed with Jhuma while she worked. On occasion Edy had to leave & Jhuma was able to continue. She worked well with Edy & followed instructions well.”
**Huntington Beach Public Library - Mary Pat Gonzalez, Senior Librarian**

“Nanette came in on time and was reliable in her attendance. She was able to assist us in our on-going weeding project by finding the correct titles & recording which books were missing on shelf on our computer catalog. Nanette also helped our clerk to re-letter & number the book shelf directional signs. Nanette had positive attitude. She was friendly & helpful to the public. She attended our different age story times & visited the other departments in our library. To understand & learn the locations of our large children’s collection, Nanette would assist in straightening & shelving some of the children’s collections. She also learned how to register children for our spring reading program. Nanette was efficient & helpful. Her only weak point was she sometimes would spend too much time talking which distracted some of the other staff from their work. Overall, she proved to be a hard working intern who strived to do a good job.”

**Orange County Public Libraries, Brea Library - Rina Evans, Adult Reference Librarian**

“Janet was a pleasure to work with. She grasped computer, searching, and library reference techniques very well. She dealt with the public in a pleasant and helpful manner. I would recommend her for the extra help list as a substitute for librarians who are out of the branch for any reason or even as a regular paid employee as a Library Assistant at the Information Desk. She was very willing to learn all of the functions that we do here at the branch from processing new materials; weeding the collection; helping with displays and special activities and helping patrons of all ages from children to the aged and handicapped”.

**Orange County Public Libraries, Irvine Katie Wheeler Library - Richard Serrato, Branch Manager**

“[Beth] was a pleasure to have here & a fine example of someone who can transition into a library assistant position with the County. Cheerful & always willing to help – excellent attitude. She spent ½ of her time in Children’s & the rest at the Information Desk.”

**Orange County Public Libraries, La Habra Library - Jill Patterson, Branch Manager**

“Desiree is a willing and cheerful worker but does best with rote tasks. She is a slow learner and is hesitant to make judgement calls. Even after repeated training, she had questions every day on how to perform simple tasks. I’m glad she asked questions, but it showed that she was unable to completely understand the process. I would not hire her to work at a public desk where it is necessary to make quick decisions and especially at the information desk (where she should) be able to apply critical and creative thinking skills. We did provide some training at the clerical desk & at the information desk, but did not allow her to actually take charge of transactions. We restricted her activities to off-desk tasks because we lacked confidence that should successfully perform at the public desks”.

**Placentia Library - Caroline Gurtwgtz, Children’s Librarian**

“Jhuma is intelligent & enthusiastic. The last thing I want to do is squash that enthusiasm. However, she needs to slow down & listen carefully. She should never interrupt a supervisor with the comment, “I know all that.” If she does not understand directions she should ask questions & not make up an answer. If she is going to do Reference she must listen carefully to the patron/customer. She has a tendency to rush ahead of supervisors, co-workers, & patrons. Consequently, she has half the information she needs to do the job correctly. The supervisor is then required to fix a problem & start over. There’s not a lot of time available to do that. Jhuma has enormous potential & could easily be an excellent worker.”

**Placentia Library - Mary Strazdas, Supervising Reference Librarian**

“Sometimes Jhuma anticipates. She will tell what she thinks she is to do before the complete instructions are given. Then it may be necessary to repeat the instruction from the start. I think she may have been confused about how to locate book titles in the public library catalog. Several of the titles she thought were in the catalog were not there, so the books had to be rechecked. This happened in another library area when she applied labels incorrectly & had to redo the work. She is very pleasant to work with & positive about all her tasks. She helped me organize my limited time at Book Expo America, which was very useful, though I had a little trouble reading some of what she wrote. She would like to sub in our library, but I am a bit concerned about some of her skills—training may overcome these issues.”

**Yorba Linda Public Library - Lucy Salvado, Supervising Librarian**

“Janet became a valuable member of the children’s Services staff. She jumped right in & worked where she was needed. She was comfortable working on the children’s services desk & quickly adapted to the staff pac. Janet tackled all task with a
positive attitude. She was enthusiastic & energetic. Her contacts with local schools increased the number of attendees at the library’s sleepover program. It was a pleasure to supervise her as an intern.”

**Fall 2007**

**Canyon Hills Library** - Rosemarie Perrone, Librarian

“Kathy is congenial. She worked harmoniously with the library staff. Her work habits are impressive. She identified library programs in Canyon Hills that are viable to implement in Placentia Library. She plans to recommend these programs to her supervisor in Placentia Library.”

**E Hale Curran Elementary** - Judi Rightmire, Library Technician

“I enjoyed having Sue with me. She was dependable & enjoyed reading to the students. She was very capable at our check-out desk & helpful to our staff.”

**El Modena Branch Library** - Irma Morales, Site Supervisor, Lib. II

“Joe was always ready to learn new things, ask questions & impart some of his knowledge when needed.”

**Irvine Valley College** - Jane Sinegal, Chair, School of Library Services

“Brenda has been a pleasant volunteer to work with. Her Library Technology skills indicate a preference in the Cataloging area. She was able to gain experience in the Circulation & Periodicals areas. Unfortunately, the Irvine Valley College Library is considerably understaffed making it difficult to have Brenda work with other sections. For instance, we have no full-time staff in ILLs, Acquisitions, or Cataloging. Also, Brenda is so fast that she searched all the CD materials in OCLC & the SIRSI databases that she left no work for other staff or volunteers to process. This was not her fault; I have been so terribly busy that I did not have an opportunity to notify her that there were others who needed training experience also. In addition, please be aware that at Irvine Valley College only certificated librarians perform Reference, Bibliographic Instruction, & Collection Development duties.”

**Orange County Public Libraries, Headquarters** - Julie Stopforth, Bibliographic Services Supervisor

“Patricia is very well rounded, strong in all areas & happily detail orientated. This is just what is wanted in a cataloging department, bibliographic services or in libraries in general. She understands what is wanted & is able to create & complete a project on her own or adjust to detailed & changing directions. Also she is content to work alone or with others. She has discipline. She has focus & accuracy. She was an asset to our department. In addition, every advantage must be cultivated in this competitive market. I suggested to her that she take some PSI (Santa Ana College) classes to sharpen her Microsoft Office skills, namely Word & Excel & perhaps learn about Web 2.0. this will be helpful as institutions are more than every concerned that their staff be able to use the computer & handle constantly changing technologies.”

**Orange County Public Libraries, Tustin Library** - Nancy Pe’a, Adult Services Librarian

“Patricia has demonstrated her capabilities & competencies at an above average level in public library operations. Patricia’s work in the clerical station shows her experience & knowledge in customer service & circulation procedures & tasks. Patricia’s work at the reference desk shows her competence in helping patrons find items by using reference interview skills & library databases & resources. It has been a pleasure having Patricia intern here at Tustin library as she was a great help during times of need. Thank you.”

**Tustin Public Library** - Nancy Pe’a, Adult Services Librarian

“Brenda worked well in the circulation department. She checked items in and out. She helped with any related duties in the circulation work room. She was curious about the reference work flow. She was very reliable.”

**Santiago Canyon College** - Pat Fogleman, Library Technician II

“Kathy brought her knowledge of the public library setting to our academic library environment. During her internship she was able to compare & contrast the processes of the two library communities using her excellent interviewing skills during conferences with both the academic & classified library staff members. Her friendly, professional manner with library staff & library patrons encourages a relaxed exchange of information. She quickly became familiar with our copy cataloging process using both OCLC’s client software for searching & exporting bibliographic records, & the cataloging module of our Voyager operating system where she created acquisition records. During her orientation to the Voyager circulation module, she began
to experience the circulation process with its RFID security component. It would be a pleasure to have her as a permanent member of our team.”

**Santiago Canyon College - Pat Fogleman, Library Technician II**

“Joe has been a pleasure to work with during his internship here in Santiago Canyon College Library. His interaction with patrons, staff & faculty has been thoughtful & respectful. During his orientation to the public & technical services areas he expressed special interest in cataloging & acquisitions. The bulk of his experience here consisted in doing copy cataloging & learning how acquisitions, cataloging & materials processing interact & affect each other here in our academic library. He was very adept at searching for new bibliographic records using OCLC client & exporting to our Voyager cataloging module where he created acquisition records. It would be a pleasure to have him as a permanent member of our library team.”

**Spring 2007**

**Mt. San Jacinto Community College, San Jacinto Library - Elisabeth Anghel, Librarian,**

Ms. Sue... had a consistently good performance throughout her Internship assignment at our library. She was very punctual and personable with the whole staff. She made a good contribution to the Circulating Book Collection Evaluation Project, recording the books’ publication date by subject areas. Sue was introduced to (our) Periodicals check-in procedure. She learned the Periodicals maintenance procedure and was able to perform this task independently. Sue learned the process of checking out/in materials from different collections at the Circulation Desk and helped as needed Sue was introduced to the rules of LCC and was able to put books in order by callnumber, shelf books and shelf read Sue learned the lay-out of the Reserve Collection and audio/Video Collection’.

**Santiago Canyon College - Pat Fogleman, Library Technician II**

“Cindy came to this internship with experience managing a local high school library. She adapted & expanded her skills in materials acquisitions & copy cataloging using our Voyager operating system & OCLC. She accepted any task she was assigned & completed these with thoroughness. Her written & verbal communication is clear. During her internship with us, she became independent in managing lists of newly purchased item titles following through from OCLC search & record evaluation & exporting records, to creating temporary acquisition records in our catalog database. Questions asked & comments offered by her demonstrated her understanding of the our unique academic library environment. It has been a pleasure to work with her.”

**Tovashal Elementary - Jackie Katz, Library Technician**

“She was very helpful & knowledgeable. She was able to complete every task I gave her efficiently & promptly. It was a pleasure to work with [Sue]. I am sure she will be a fabulous Librarian when she is given her own library to run.”

**Whittier Law School Library - Bill Nazarro, Catalog Librarian**

“I am not convinced that this area of endeavor is Lisa’s focus; I sense that it will be a short-term stepping-stone to her real interest, which I gathered was a degree in library/info-sciene. Still, for the time that she was here, she expedited new acquisitions through the cataloging/processing steps. A notable incident is worth mentioning: she noticed that the page numbers in a book stopped, but the text continued for a few more pages. That’s one particular instance where she stopped & asked how it should be handled in the bibliographic record. There were other occasions, especially in end-processing, where I thought the product could have been “finessed” had she asked how best to handle the exceptions (narrow spines & wide labels, for example). She also helped keep our OPAC up-to-date by editing/adding appropriate notes to the bibliographic records (cancellations, relocations, change of status). She worked steadily & diligently at her assignments once she had the needed instructions. If she seemed confused about which program/software to use for an assigned task, I have myself to blame for not being clear about the relationship between RLIN & Innovative.”

**Fall 2006**

**Orange County Public Libraries, Cypress Library - Helen Richardson, Senior Administrative Librarian**

“Jennifer is very good. She takes direction well & when she is given an assignment, she completes it to the best of her ability. Example: she prepared a Explorer & Famous American Explorers websites for a 5th Grade Class visit. She did an outstanding job in researching the various websites to use to find information at their level.”

**Internship Site Supervisor Comments about Student Performance**
Orange County Public Libraries, Mesa Verde Library - Grace Barnes, Branch Manager
“Cindy was extremely capable. Her experience exceeded the intern program. I feel she had more library experience than my first year librarian. Unfortunately I broke my foot between the time we set up Cindy’s program & her first day. I do not feel that we gave her an adequate internship, but Cindy makes up for our lack by her professional on job training & her dedication to library work. She was a joy to work to have at Mesa Verde.”

Orange County Public Libraries, Costa Mesa Library - Susan Sassone, Senior Branch Manager
“Lisa did a wide variety of tasks which included sign making, helping people at the reference desk, finding books to fill holds for other branches, shifted delete books, as well as tried out a new laminator & label maker. Lisa is very observant & came up with new ideas for displaying & moving some of the special collections. Lisa rearranged & read the shelves for the Spanish collection, children’s non-fiction, cd’s, audiobooks, paperbacks, etc. Lisa was not afraid to be alone at the reference desk when staff was occupied helping patrons. Lisa would answer the reference questions like a professional. Lisa is ready to work in as a library assistant.”

Spring 2006

Anaheim Public Library, Central - Kathy Pezzetti, Senior Librarian, Youth Services
“Maureen was a joy to have in the Children’s Room. She was very helpful at the desk & had a wonderful way with the children. She was outgoing & always ready to help out wherever we needed her, especially lending a hand with kids on the computers. She would go up to a child who looked hesitant & ask how they were doing & offer assistance, if needed. She seemed to enjoy storytime & was an eager volunteer when it came to taking part in puppet stories or reading a book during the programs. Maureen also developed a bibliography for us on the subject of “new child in the family”. We have been needing one for some time. She worked well with computers using both the catalog & the Internet effectively. We will miss her.”

Irvine Valley College - Sinegal, Chair, School of Library Services
“Aaron is a credit to the Santa Ana Library Technology Program. Unfortunately, you will note there are several boxes that have been checked, but an asterisk is written next to them. This simply means that Aaron did have an opportunity to perform these tasks, but on a limited time basis. Because we have recently lost two full-time staff members, the greatest need for the intern was at the Circulation Desk & therefore, most of his time was spent helping check in and out books, Reserves, & problem solve issues in the Computer Commons area.”

Orange County Public Libraries, Mesa Verde Library - Grace Barnes, Branch Manager
“Aaron brought a good background in computer skills & proofreading. We used him in shelf reading & he was able to pick out several errors. We are preparing to do inventory this summer. He worked with me on weeding & was able to grasp the complexity of weeding decisions. He has an interest in fantasy & science fiction & he worked with the children’s Librarian to compile bibliographies in these genres. Aaron took on many mundane chores without complaint & many he completed with better attention to detail than I would have. His only drawback would be an expected lack of experience on the public service desks. He was willing to tackle any question & did fairly well. More experience would polish his many talents. He has been a great asset to the branch. Aaron would succeed & do well in everything he chooses to do.”

Orange County Public Libraries, Cypress Branch Library - Helen Richardson, Branch Manager
“Maureen is great. She picks up very quickly procedures and immerses herself in the job. She is extremely eager to learn and makes herself available as soon as she’s finished her assigned tasks. She is comfortable with the patrons and if she doesn’t know the answer, does not hesitate to ask others. She has become extremely valuable to the smooth operation of the reference desk and jumps right in when we get busy. Maureen is also great with kids. She signed up a lot of them for the “In ‘n Out” program. She is very personable. She would be extremely valuable as a staff member at any library she chooses”.

Orange County Public Libraries, Irvine Heritage Park - Patrick O’Halloran, Lydia Hao, Adult Librarians
“Kathy is very bubbly & enthusiastic & we wish her the best in the Library Tech Program.”

Santa Ana Public Library - Angie Nguyen, Youth Services Supervising Librarian

Internship Site Supervisor Comments about Student Performance
“Kathy came to us with an open mind for learning & was eager to apply her skills & knowledge in helping the public. She was willing to assist staff with storytime preparation, outreach event, & all other duties. As with students, she interacted well with them in clarifying the questions, & assisted them in locating library materials. She was trained on the reference desk duties including using the computers to search for titles or information, either in the library’s database or the Internet as well as helping students with their computing needs. Even with the large children’s collections, she was able to distinguish different reading genres & categories as well as remembering their locations. In helping check in new books, she became familiar with new titles & the book ordering process. She always had a smile on her face & no matter what task we asked her to do, she did it with such a pleasure. When asked to be the guess storyteller, she bought two new picture books to read & then donated one to the Library & raffled the other one at the storytime. When helping with making craft kits, she was very helpful & detail-oriented. She was excited about Children’s programming while assisting staff set up & conduct a live performance. Kathy was a joy to work with & would be a good storyteller with further training. She was given the Children’s Services Training Manual to read in order to have a greater understanding of children’s services. Although Kathy’s internship was a short one, she was able to function well in a real library setting. With continued practice & training, she would become a fine library assistant at any public library.”

Whittier Law School Library - Bill Nazarro, Catalog Librarian

“Thanh’s accent really gets in the way of ascertaining her grasp of a task or a concept. Often, I had her repeat her question before I could “get her drift” or approximate her meaning. The project I assigned her illustrates this point: Special Collection is maintained in the Readers Services Office, but certain notable items have been pulled & displayed in cabinets within the Library. On the Special Collection shelf-list, those items are identified by the Cabinet/shelf numbers, thus, RBX Shelf x. There are 5 cabinets with 5 shelves each. Thanh’s project involved matching the title to its Innovative/Millennium record, inserting the tag 597 & typing (this was the example given): *****Display case RB2 Shelf 5 *****. The example included a post-it note that said: Add display case locations RB1-5 at Tag 597. I thought she understood that she was to add that note with the specified Cabinet/shelf to those records only; she had asked about “SCs” that appeared on the first page. As it turned out (perhaps it was from her focus on getting it done right), she inserted the note on some that had SC (Special Collection, the default) annotations as well. She then had to backtrack & delete those SC notes from about a dozen records. The project involving sorting through the 41-page, 554-records shelf-list. Notes were added to 255 records, consuming about 15 hours. (I am glad/grateful that’s done!) I will have to say that she had to cope with 2 different workstations with different versions of Innovative/Millennium software for this project, also. This seems a really narrow area on which to spend time on, but unless her English (spoken & written) improves, her opportunities seem limited.”

Fall 2005

Buena Park High School Library - Tina Scott, Library Media Teacher

“Elizabeth was a tremendous help in our library. She was a quick learner & did an excellent job with everything that was assigned to her. Thank you.”

Buena Park Library District - Kathleen M. Wade, Public Service Manager

“Betty was a sincere pleasure to work with. She was never hesitant to ask questions, & everyone got along famously! Betty’s experience working in her school library gave me the confidence that she would work very well in the children’s area without much supervision. This was very helpful to us, because Betty arrived “just in time” to help us through a challenging staffing situation. Her presence was not only appreciated, but she was also a great compliment to our group. I was correct… she did just great. Betty was also a good sport about taking on some cataloging duties, as she assisted one of our librarians with a large batch of music Cds we needed to get out to the public. A real help! Because of her 60 hours of hard work & patience with us & our patrons, Betty has now become an unofficial Buena Park Library District staff member “for life.”

Fountain Valley Public Library - Jane Deely, Branch Manager

“[Cuong] diligent, conscientious, accurate, good technical services skills.”

Fullerton Public Library - Joanne Hardy, Adult Services Manager

“Robert showed a fine interest in every experience we introduced him to and appreciated our attention to his learning as much as possible about each area within the time constraints. He was friendly, curious, outgoing & always prepared to work & learn. The entire experience at Fullerton P.L. seemed to be an eye-opener for Robert, who has been a library user, but was a novice to the processes underlying library practice. The majority of his time was used to introduce him to the various

Internship Site Supervisor Comments about Student Performance
processes & explain their relevance to general library service. Assignment to a project would have been premature. Robert showed a preference for behind the scenes work, as opposed to working directly with the public. He exhibited greatest interest in the tasks & roles of Technical Services. Robert is very deferential, & in some cases that could be interpreted as not being a self-starter, or as uncomfortable trying unfamiliar procedures. We offer a suggestion that may prove beneficial to Robert in future internships. When given a task, he may benefit from taking step-by-step notes or by asking that he be provided with a written procedure. Robert always asked for clarification when he was unsure, but his ability to retain procedural information may be enhanced if he were to take notes.”

Irvine Valley College - Jane Sinegal, Lead Librarian
“Michele has proven to be a mature young woman, very friendly, & generally enjoyable to work with & train. She is intelligent & a quick learner. Her most challenging portion of the internship has been to search OCLC for titles involving Anglo-American Cataloging Rules for descriptive level analysis. In this regard, Michele is providing Irvine Valley College a much needed form of help in processing a large backlog collection of books.”

Irvine Valley College - Jane Sinegal, Lead Librarian
“Pauline was very pleasant to work with, eager to learn, asked questions frequently for clarification of library policies & issues, showed a willingness to tackle a variety of duties, & made every effort to help student aids & library staff.”

Orange County Public Libraries, Mesa Verde Library - Grace Barnes, Branch Manager
“Michelle was extremely reliable, willing to learn & to help. She took the initiative to help patrons, yet was not hesitant to ask for help or advise from regular staff. She tackled a large assignment in the fairy tale collection which & extensive special collection at this branch. She was asked to change the home location of the special collection globally to fairy tales. In the process & by her own initiative she also checked the cataloging & the process of each volume. She discovered several cataloging errors & brought this to the attention to staff for correction. Her attention to detail, willingness to do a complete & efficient job, & good interpersonal skills with staff & patrons left me wishing I could hire her.”

Whittier Central Library - Bonnie Weber, Library Services Manager
“Cathy did a wonderful job while interning in the children’s department of the Whittier Public Library. During her time in Whittier, Cathy spent an extensive amount of time on the public desk & did an excellent job helping patrons of all ages. She helped find appropriate materials & had a good understanding of the reference interview process. She always asked relevant questions & demonstrated a genuine interest in the Library & the profession.”

Orange County Public Libraries, La Habra Library - Jill Patterson, Branch Manager
“Cathy was a wonderful intern. She did well at every task; those areas marked as “average” reflect either limited time (she spent very little time at the Circulation Desk) or limited tasks due to her inexperience with our system. She learned quickly; was resourceful; good with patrons; & showed initiative. Cathy got along extremely well with all of the library staff & it was difficult to say goodbye to her. I really recommend that Cathy continue in her education & earn her bachelor degree so that she can then work toward the MLS degree. She would make an excellent librarian.”

Spring 2005

Braille Institute Library Service - Julie Uyeno, Information Resources Librarian
“[Earlene] is an excellent Library Technician intern who would work well in an academic, public or special library. She is punctual, follows directions well, shows initiative & completes tasks in an accurate & timely manner. In addition, she works well with staff, & library patrons & has a pleasant telephone voice. She is an excellent candidate for a Library Technician position.”

Fountain Valley Public - Jane Deeley, Branch Manager
“Joy has been a welcome addition. She is pleasant, motivated & conducts herself in a professional manner. Each staff member she worked with was grateful to have her help. We believe she will make an excellent LA.”

Fullerton Public Library - Maureen Gebelein/Carol Wright, Division Mgr/Librarian
“Rebecca worked primarily with Carol Wright & she has (mostly) filled out this evaluation. Her comments on Rebecca are as follows: Rebecca was competent & confident in her abilities to catalogue using MARC & our Horizon database. All tasks given
her were completed in a timely & efficient manner. However, she had difficulty accepting the experience of others, in particular her supervising librarian (Carol). Questioning & debating is important for learning, but at a point you must respect experience & accept certain decisions without arguing. Rebecca had trouble with this. My comments (Maureen) would concur with Carol. Rebecca is a unique person with a very enthusiastic & ebullient personality. Coupled with her skills, she will make an excellent employee once she has had more experience seeing how libraries work & accepting certain limitations. She had the unique opportunity to come in & work on our digitization project when it was just barely out of the planning stages. She was here as we were still trying to finalize decisions & adapt the work flow for her (considerable) skills. Her ability to see how things work (or should) & ask relevant questions contributed to our final work flow. On a personal note, Rebecca is interesting & likable.”

**Leisure World Library - Sharon Arnold-Rasp, Library Operations Supervisor**

“Her youthful exuberance is delightful. She want sto do it all, & will, but needs to slow down for further instruction. It takes time. I believe she understands better, that patrons do not always know what they want & to do a more thorough reference interview. Her enthusiasm needs to be focused, within the parameters of the project she is learning. Excellent in multi-tasking, responding to patrons & projects. Computer skills fantastic. A joy to work with Rebecca.”

**Orange County Public Libraries, Headquarters - Julie Stopforth, Bibliographic Services Supervisor**

“Janet has organized habits, ability to focus, attention to detail. Particularly good at following written instructions, little flustered at exceptions. Didn’t miss anything when reviewing bibliographic records. Great at repairing books. Was taking typing lessons as her keyboarding was slow & could be hesitant using the keyboard/mouse. We took her slowly through the screening & cataloging process because she did not have much work experience & was so not so sure of herself. She needs more practice, but her attention to detail, organized habits, willingness, make her a solid job candidate.”

**Orange County Public Libraries, Headquarters - Julie Stopforth, Bibliographic Services Supervisor**

“Staff who worked with Deven say she grasps concepts quickly & understood the overall picture, but made a couple of mistakes that seemed like not paying attention to detail. With more time, probably not an issue at all. Average in efficiency & copy cataloging because of this.”

**Richman Elementary School - Pat Costello, Library Media Teacher**

“It was a pleasure having Deven work with us in the Richman Library Media Center. She assisted every Monday & Tuesday from 7:30 am until 12:30 pm for 6 weeks. Deven was always on time, learned quickly, & had good rapport with the students & staff. She worked at our circulation desk checking out books to students & checking in books & materials. Deven shelved books & “read” the shelves for us every day she was here. With our collection of over 11,000 titles, that certainly was a major help. She also assisted with processing of new materials (i.e., stamping books, putting in prices, date, budget code, labels on novel sets, etc.). Deven completed all tasks with no problem. She also assisted students in finding needed information sources whether it be books or information on the Internet. She was an excellent intern.”

**Santa Ana Public Library - Lynn Nguyen, Librarian**

“I have had the privilege of supervising [Tracy] for the past couple weeks. [Tracy] has provided a tremendous help for the Children’s section. Some of her duties include compiling a list of websites for California Indians, missions & volcanoes. In addition, she has helped with the children’s programs & Children’s Desks. She is punctual, reliable, & very technological savvy. It is such a pleasure to have her choosing Santa Ana Public Library to do her internship. I hope that as she continues advancing in her career, she will think of pursuing a Master’s in Library Science.”

**Veteran’s Hospital Long Beach - Judy Kraemer, Director, Parks Medical Library**

“[Earlene] very willing to help – will do anything from computer work to repairing books. Easy to work with. Wants to help. .. pays close attention to details. It was a pleasure to have Earlene on our staff for the last seven weeks. She was able to learn about our Technical Service work. Her ratings were average because of her short assignment with us. If given more time, I have no doubt that she would rate strong in every category. On the other hand, her personal work habits were all rated strong. Earlene has a great attitude, listens well, ask great questions, & is a great team player.”

**Westminster Public Library - Mary Ann Hutton, Branch Manager**

“Tracy is exceedingly competent & unfailingly polite. She follows directions with ease & has no trouble learning “on the job” quickly. In addition she is pleasant to both library patrons & staff. During her short time with us, we came to depend on her
library skills & ability to work independently. At the reference desk, Tracy observed reference staff interacting with patrons was able to field some patron inquiries on her own. She was given a brief overview of searching in SIRSI (our online catalog) & our online databases (EBSCO, Novelist, Infotrac, etc.). we also went over some aspects of collection development, including what goes into making decisions about choosing library materials. Throughout her training, she proved insightful & asked thoughtful questions. In my opinion, Tracy would be very well qualified for library work.”

Fall 2004

Anaheim Public Library, Central - Sharon Nicola, Youth Services Manager
“Mr. Ferry is willing to contribute in any way to the smooth running of the San Gabriel Library. He has created a list of nearby libraries, bookstores and copy/fax/internet sites that was distributed to other county libraries in the area. He has made signs and mopped floors and seeded the 600’s. Everything he does is completed to the highest standards.”

County of Los Angeles Public Library - Judy Weigel, Acting CLM San Gabriel Library
“Mr. Ferry brings a wealth of experience and customer focus to his assignments at this library. He is willing to share his computer expertise with the staff and equally willing to learn. He has used his time at this library to enhance what he has learned in the classroom. He has practical ideas on getting the work done and while willing to do the work himself, is able to give clear instructions to others.”

County of Los Angeles Public Library, Norwalk Regional Library - Judy Weigel, Reference/GS Librarian
“Ms. Ferris is a positive and responsible employee who works hard and is not afraid to take on challenging tasks or projects. She is a valuable asset to the library staff.”

Huntington Beach Central Library - Mary-Pat Gonzalez, Senior Librarian, Children’s
“Joanne was helpful and cheerfully performed whatever task was given to her. She was able to learn our procedures quickly and did not hesitate to assist patrons and staff alike. She would be an asset in any children’s library.”

Irvine Valley College
“I like working with her (Deirdre), she has lots of energy and works very hard. Gets lots of work done. Very nice and kind person.”

Orange County Public Libraries, Cypress Library - Theresa Walsh, Children's Librarian
“I found Rochelle to be an attentive and hardworking individual with a pleasant and positive attitude. Rochelle came to her Internship with a strong desire to learn and experience day to day situations and practices of a public library. She quickly picked up whatever task she was given. She also proved herself more than capable of handling library duties such as reference, circulation, and special projects. Rochelle would be a welcome addition into any library staff.”

Orange County Public Library, Headquarters - Julie Stopforth, Bibliographic Services Supervisor, Cataloging
“Marilyn was a bonus for our library. She was dependable and assisted four of the librarians with special projects. Marilyn was flexible and worked on weeding projects, children’s reference and children’s programs. She always asks for feedback and is easy to work with. - Stephanie Tanton, Reference Librarian, Mission Viejo Library, 11-29-2004.
We were very happy to have Terri. She learned quickly, and did a thorough job on everything we gave her - an excellent intern!”

Orange County Public Library, Headquarters - Julie Stopforth, Bibliographic Services Supervisor, Cataloging
“She (Petrina) had an inquiring mind which was much appreciated.”

Orange County Public Libraries, Mesa Verde Library - Virginia Edwards, Children’s Librarian
“Deirdre was excellent in every area. She is very capable and puts 100% of her attention and energy in her tasks. One of her strong points is her people skills. She participated in a school-age story & craft program. She had the children’s total attention while telling stories during our Pajama Storytime. Deirdre has very good reference skills and stayed with patrons until he or she found what they needed.”

Internship Site Supervisor Comments about Student Performance
Orange County Public Libraries, San Juan Capistrano Library - Mercedes McCarthy, Senior Reference Librarian
“Marilyn has excellent interpersonal skills and worked very well alongside all of our staff. She was very flexible and took on a variety of tasks including weeding, filling holds, children’s crafts, etc... She is enthusiastic about extending her knowledge in all areas of library work, as well as knowledge of library issues (subjects such as budgets, joint facility use, etc...). She quickly grasps new computer skills and concepts. We enjoyed her time with us and regret that we cannot offer her a job! (No positions vacant and a terrible budget; alas.)”

Orange Public Library - Roseanne Miller, Children’s, Adult, & Branch Services Senior Librarian
“Joanne was an outstanding library intern! She accomplished a great deal of work including: creating a children’s booklist on dogs; organizing and creating a database of our flannel board stories; evaluated the audiovisual collection; learned to use Publisher to create flyers; and much more. She was a joy to work with!”

Riverside Public Library - Yvette Pinson, Site Supervisor/Library Associate, Eastside Cybrary Connection
“Rosie was wonderful to have on board. I have a lot of confidence in her, and would like to work with her again. Our site is not a conventional library setting, so much of this evaluation does not apply. Rosie was eager and willing to learn anything, and took readily to all tasks requested of her. She is quite competent on the technical skills and is very patient and methodic in her instruction and assistance to others.”

Santa Ana Public Library - Cheryl A. Eberly, Assistant Librarian
“Lorena was an excellent resource at the Santa Ana Public Library. She was a great help in the Santa Ana History Room, particularly in working in cataloging our online digital archive. She was very efficient and behaved in a very professional manner at all times. She will make an excellent library technician.”

Santiago Canyon College - Patricia Fogleman, Library Technician II
“Terry is a dependable, organized and resourceful student intern. She was willing to do any task assigned without complaining. She organized well and asked appropriate questions. All our staff enjoyed working with her. Terry's excellent training in cataloging gave her insight into our cataloging process and she quickly picked up the mechanics of our operating system. She did OCLC searches, record export, Voyager record addition and modification. Terry will fit in easily in a library position - she learns quickly.”

Santiago Canyon College Library - Patricia Fogleman, Library Technician II
Roger is a willing worker, able to grasp instruction and work independently on assigned projects. He took part in the inventory of our music CD collection using the palm pilot barcode scanner and did the lookback report investigation to locate problem records/items. Roger is thorough and asks appropriate questions. Our Systems Librarian gave Roger a project in which he verified website links in our OPAC. He completed this & indicated clearly the problem links for librarian review. During his experience at the Circulation Desk Roger was pleasant with students and began to learn the software enough to perform check-in and check-out functions independently, and some patron record functions with assistance.

Southern California College of Optometry, M. B. Ketchum Memorial Library - D. J. Matthews, Director of Library Services
“What a pleasure having Susan working with us these past weeks! She had a completely different experience than Yvonne, but hopefully it was valuable. Susan worked on setting up Decline in her library and learned to use Decline to borrow and lend interlibrary loans. She learned how to download records from OCLC. She ordered books from Majors online, and processed and labeled those books. Susan also checked-in and processed journals in two different online systems When we encountered a problem with Sirsi, our online system, Susan was part of the trouble-shooting system. Susan was a great addition to our team for the time that she was here. She was very comfortable helping students and answering their questions. Your program, along with her experience working at the Doheny Eye Institute have made her an asset to any library.”

University of Southern California Morris Medical Library - Maggie Wineburgh-Freed, Head, Technical Services
“Susan did a very good job at the tasks assigned. She had the opportunity to shadow the four library assistants in Technical Services and three staff members in Access Services, covering serials, acquisitions, copy cataloging, bindery, loan desk procedures and ILL lending and borrowing. She worked on a project for us, changing records in the online catalog, and did some book processing and preservation work with damaged older journals. I hope to see her go on to a library Master’s
program. She was very reliable and understood instructions easily. She also asked the right questions when our instructions were unclear. She worked carefully but quickly.”

**Whittier Law School - Margot Me Laren, Serials/Document Librarian**

“Petrina is a valuable asset to the Law Library. She is very conscientious, dependable and reliable, and is very attentive to detail. Petrina learns very quickly, and is able to perform her duties independently with little or no supervision. She really enjoys her work and is very enthusiastic. We really enjoy working with her.”
Library Technology Program
Library Technology 053, Library Internship
Internship Site Supervisor Comments about Library Technology Program

Spring 2010

**Corona Public Library** - Betty Luscher, Technical Services Supervisor
“Your program seems well-organized and certainly provided us with a highly qualified trainee at a time when we were in especially great need. We would be glad to be contacted in the future to consider taking on another intern”.

**Orange County Public Libraries, Brea Library** - Laura Hearn, Branch Manager
“I don’t know much about what classes you offer but having an intelligent, quick learner, and efficient employee makes up for any lack of schooling. Many libraries where your students will end up will have different policies and procedures and being able to learn, apply, and retain those skills and knowledge are priceless. They must also be customer friendly and able to deal with quickly changing situations. Amy was invaluable and we appreciate(d) the opportunity to have her here at Brea”.

Fall 2009

**Buena Park Library District** - Patricia Rivera, Public Services Manager
“Thank you for thinking of us when placing Library Technology interns. We appreciate helping out any future library workers. They are always very pleasant and eager to learn. Oftentimes, we learn from them as they learn from us. We look forward to continuing to have interns placed at our Library in the future. Thank you again!”

**Downey City Library** - Julie Butler, Young Adult Librarian
“Completing an internship, whether it consists of 40 hours or 180 hours, is very valuable to students pursuing Library Science and library related jobs. It is a very specific work environment that you can only truly understand through hands-on experience. It is a valuable part of your Library Technology Program, and will help the student make an informed decision about a career in Library Science”.

**Downey Unified School District, Warren High School** - Sara Nielsen, Library Media Teacher
“If Quany’s training represents what your tech program offers, I am impressed. She was so well prepared to do a wide variety of tasks – from cataloging to circulation, even repair. Please consider our site for future tech intern placement I’d love to work with SAC library tech students again”.

**Fullerton Public Library** - Janine Jacobs, Children Services Division Manager
“Thank you for sharing Rosalie with us. If all your interns are of such high caliber we look forward to having more.”

**Huntington Beach Public Library** - Mary-Pat Gonzalez, Senior Librarian, Children’s Services
“We are always happy to allow the interns to work with us. They come to us with a good basic training in library skills”.

**Leisure World Library, Seal Beach** - Sharon Arnold-Rasp, Library Operations Supervisor
“Fantastic program run by an exceptional leader in Mrs. Yolanda Garcia. Interns are always welcome at Leisure World Library”.

**Orange County Public Libraries Headquarters** - Julie Stopforth, Cataloging Supervisor
“SAC trains their students well for technical services jobs”

**Orange County Public Libraries, Irvine Heritage Park Library** - Chris Wright, Adult Services Librarian
“If you have more students like Devon please send them to me”.

Internship Site Supervisor Comments about Library Technology Program
**Orange County Public Libraries, Irvine Katie Wheeler Branch Library - Richard Serrato, Branch Manager**

“Comments from the staff were they felt we did lots of training but didn’t really get much back. I think spreading her around like we did, made it very difficult for her to feel comfortable at any desk. Next time we will have them working at one desk (Circ, Adult or Children’s) depending on their interest and give them an overview of the other areas instead. This will get them comfortable about the procedures in one area”.

**Orange County Public Libraries, Tustin Library - Sharon Nicola, Branch Manager**

“We have been impressed with the quality and the training of the Santa Ana College LTA interns we have hosted. They are thrown into a very busy environment with very little hand holding. They have each done very well. Judi is particularly well suited, via her initiative and social skills with patrons of all ages, to public library work”.

**Placentia Library District - Nadia Dallstream, Adult Reference Lead Librarian**

“Our experience with Ruth was a positive one for all involved. We would welcome more interns from the program in the future”.

**Santiago Canyon College - Pat Fogleman, Library Technician II**

“The Santa Ana College Library Technology Program is invaluable to individuals who are beginning in the field of library employment. The class content is current with the real workplace. The interns who have come to our college library have stepped easily into our technology and work flow. It has been a pleasure to host student interns in our academic library and give them experience that includes everyday surprises and interruptions. Thank you for allowing us to participate in the Library Technology Program”.

**Santiago Canyon College - Pat Fogleman, Library Technician II**

“The Santa Ana College Library Technology Program is invaluable to those who are looking seriously at employment in the library industry. The class content provides for the exploration of a wide variety of library settings and the general work process typical in those environments. The internship program gives a taste of the real thing before employment. It has been a pleasure to host students in our academic library and give them hands-on experience with everyday experiences and surprises. Thanks for the opportunity to help someone else along the way.

**Spring 2009**

**Anaheim Public Central Library - Tasneem Watts, Senior Librarian, Teen Services**

“A great program: thank you! Note: because Maricar already works in Technical Services at Cerritos Library, we decided to have all her internship experience in the more public areas of library work 😊”.

**Buena Park Library District - Patricia Rivera, Public Services Manager**

“We have always had great students from the College Library Technology Program. It’s great to help others learn more about working in a public library environment while they also enlighten us with their own perspectives and ideas. We look forward to having more opportunities with interns from your program”.

**Huntington Beach Public Library - Mary-Pat Gonzalez, Senior Librarian, Children’s Services**

“The Huntington Beach Public Library appreciates the opportunity to serve as a practical, hands-on internship sponsor for the students of the Library Technology Program. We enjoyed having Ms. Anthes work with us during the (children’s) programs. She is a very capable and enthusiastic worker; we wish her much success in her future”.

**Leisure World Library, Seal Beach - Sharon Arnold-Rasp, Library Operations Supervisor**

“Wonderful program. We enjoy working with Yolanda and all of the students”.

**Orange County Public Libraries, Costa Mesa Library - Susan Sassone, Branch Manager**

“The people who have come to this branch from the program were always resourceful and had good customer service skills. They have a familiarity with library skills and resources”. “Rachel is accommodating and easy to work with. She shows an enthusiasm to learn”.

**Internship Site Supervisor Comments about Library Technology Program**
**Orange County Public Libraries, Cypress Library, - Helen Richardson/Carol Schroeter, Branch Manager/Reference Librarian**

“Thank you for asking us to participate in the internship program”.  

**Orange County Public Libraries Headquarters - Julie Stopforth, Cataloging Supervisor, Cataloging Department**

“Andrew proved to have a solid background in Cataloging theory, MARC, Bibliographic formats and standards, AACR2 and DDC@@ familiarity, and OCLC database searching knowledge. He seems to have had an excellent education at Santa Ana College”.  

**Orange County Public Libraries, Fountain Valley Library - Anne Williams, Children’s Librarian**

“As always, Santa Ana College does good work”.  

**Orange Public Library - Damitri Boone, Library Manager, Taft Branch**

“I think the CLTP is a wonderful program, allowing students to get first-hand experience working in a real library setting alongside professionals. Not only will this give students a good idea of what it’s like to work in a professional library environment, but it will allow the students to choose which aspect of professional library work to pursue, such as medical, public or (an) academic library career”.  

**Santa Margarita Catholic High School - Michael J. Spenser, Librarian**

“This was a wonderful opportunity for both of our local schools to collaborate in this way. Since Jolene’s school is one of the “feeder” schools for our high school, it was wonderful to have this opportunity. We were able to collaborate with our Auxiliary Services Program that services our students with unique learning needs especially in terms of reading skills. I have always wanted to see a course offered in Interpersonal Skills which is such a huge part of what we do as Librarians and not everyone is skilled in the unique art and science of “getting along” with everyone. I am happy to offer my services as an intern supervisor at any time in the future as well as develop and instruct a course offering in Library Interpersonal Skills and Service. Sixty (60) hours completed and verified”.  

**Fall 2008**

**Buena Park Library - Patricia Rivera, Public Services manager**

“We are thankful that the College Library Technology Program allows interns to work in our Library. Our intern was very knowledgeable and professional, which is a result of the quality education and preparation students acquire while enrolled in the program. We will gladly accept any future interns from the Library Technology Program because we know they will have been given proper training and instruction. Please continue the great work you do and think of us next time you are placing interns in libraries!”  

**Huntington Beach Public Library - Mary Pat Gonzalez, Senior Librarian**

“We are always willing to provide an opportunity for interns from this program to assist us.”  

**Mission Viejo Library - Nancy Montgomery, Sr. Library Assistant**

“It was great to have such (a) well prepared intern”.  

**Orange County Public Libraries, Costa Mesa/Donald Library - Susan Sassone, Senior Librarian**

“Students that we had here (Lisa and Charlene) have good basic library knowledge and good attitudes toward patrons and staff”.  

**Orange County Public Libraries, Irvine Katie Wheeler Branch Library - Richard Serrato, Branch Manager**

“We love seeing these students and enjoy teaching them what we do”.  

**Orange County Public Libraries, La Habra Library - Jill Patterson, Branch Manager**

“We are happy to provide in-service training for students. It’s a win-win situation for all of us”.  

**Orange County Public Libraries, La Habra Library- Jill Patterson, Branch Manager**

“I have been very pleased with past interns”.  

**Internship Site Supervisor Comments about Library Technology Program**
San Juan Capistrano, St. Margaret’s Episcopal School (K-12) - Darla Magana, Director of Libraries
“Susan came to us prepared and knowledgeable. She understood basic library functions and staff roles before she interned with us. Her questions, provided by her instructor to foster discussion, were appreciated. Working with Yolanda to organize Susan’s internship was easy and mostly completed through email. Thanks for the good experience!”

Spring 2008

Orange County Public Libraries, Irvine Katie Wheeler Library,- Richard Serrato, Branch Manager
“This is the 2nd person (intern) I have come in contact with & they both are very good. Always willing to serve as a site for internships. They get great experience and we get great help”.

Placentia Library District - Caroline Gurkweitz, Children’s Librarian
”I think it’s great and would like to see more interns at Placentia”.

Placentia Library - Mary Strazdas, Supervising Reference Librarian
“I like the flexibility of your library’s Library Tech Program”.

Yorba Linda Public Library - Lucy Salvado, Supervising Librarian, Children’s Services
“I like the fact that there is little paperwork to be done. The one thing I would have changed would be to increase the number of hours for the internship. It would have been nice to have the intern here more than 60 hours. We had such a positive experience with Janet because of her attitude, experience, and knowledge. It would have been very difficult to give the time to train someone who has not had any experience, then have the internship end so quickly. I treated the intern as I do the Staff. I would be happy to take another intern... overall, it was a great experience!”

Fall 2007

Canyon Hills Library Branch - Rosemarie Perrone, Librarian
“Meeting new students from your program is a learning experience. We learned about their special abilities while they helped with our library projects.”

Irvine Valley College - Jane Sinegal, Chair, School of Library Services
“As always, I must commend the Santa Ana College Library Technology program for thoroughly preparing & training a cadre of future library support staff. Please continue to provide the IVC Library with this training opportunity.”

El Modena Branch Library - Irma Morales, Site Supervisor, Lib. II
“Having gone through the program myself, I really appreciate the program & know that the program is very useful in training para-professionals in the library fields. The internship is a valuable tool that gives students real world experiences.”

Orange County Public Libraries Headquarters - Julie Stopforth, Bibliographic Services Supervisor,
“Patricia came to us well prepared & asking all the right questions. Having the instructor visit is very important. The Library Technology program appears to be excellent. Though it has nothing to do with the program directly, it is helpful when the intern is able to work large block of time. Patricia was able to work with us 5 hours at a time. This is very good. Students who are able to work only 2-3 hours at a time can be very successful but may find it more challenging.”

Orange County Public Libraries, Tustin Library - Nancy Pe’a, Adult Services Librarian
“We are very impressed that the Santa Ana College Library Technology program prepares competent students who are ready to work in the Public Library environment.”

Orange County Public Libraries, Tustin Library - Nancy Pe’a, Adult Services Librarian
“We at Tustin Public Library are impressed by & pleased by the professional attitude & performance of Santa Ana College students. We welcome placement of interns from this program at our library.”
**Santiago Canyon College - Pat Fogleman, Library Technician II**  
“The Santa Ana College Library Technology program is invaluable to individuals who are beginning in the field of library employment. The class content provides for the exploration of a wide variety of library general work process that will be encountered in public, private, & academic library settings. The value of the library technician internship opportunity lies in actual hands-on experience in the dynamic environment of the real workplace. It has been a pleasure to host student interns in our academic library & give them experience that includes everyday surprises & interruptions. Thank you for allowing us to participate in the Library Technology Program.”

**Spring 2007**

**Mt. San Jacinto Community College - Elisabeth Anghel, Librarian, San Jacinto Campus Library**  
“We were glad to offer an opportunity for a student in Library Technology Program to be exposed to an academic library setting. Sue applied herself to the task and we hope she had a learning experience. The interaction I had with Ms. Yolanda Garcia showed that the program is well organized and centered around the student’s learning outcomes. The internship assignment had clear paperwork to serve as a guide for the student as well as for the hosting site. Personally, I was impressed by the fact that Ms. Garcia, as the program’s chair, visited the internship site and interacted with all of us at the library. This shows the dedication and professionalism of the program’s faculty”

**Orange County Public Libraries, Costa Mesa Library - Susan Sassone, Senior Branch Manager**  
“I am glad that the program exists & would be happy to have more interns.”

**Santiago Canyon College - Pat Fogleman, Library Technician II**  
“The interns who come to our library continue to articulate the value they receive from their academic education coupled with internship experience in a real library setting. Here they gain valuable insight into library culture & community, receiving a taste of various types of libraries. When our interns arrive they already become acquainted with concepts & processes unique to the library world giving them the tools needed to profit from our part of their educational experience. The Santa Ana College Library Technology Program is invaluable to employees already in the library field who want to broaden their skills. For persons like myself, who wish to change careers, this program opens up a whole new world of opportunity.”

**Fall 2006**

**Orange County Public Libraries, Mesa Verde Library - Grace Barnes, Branch Manager**  
“We have been very pleased with all the Interns we have sponsored at Mesa Verde. The program is definitely putting out great candidates for the profession.”

**Orange County Public Libraries, Cypress Library - Helen Richardson, Senior Administrative Librarian**  
“I am very impressed by the caliber of students that have spent time with us. They have all been very good & eager to learn more.”

**Whittier Law School Library - Bill Nazarro, Catalog Librarian,**  
“The intern program makes us look anew at the way we do things & how we might improve our procedures; it’s not just a one-way street (so to speak). I believe it helps the intern greatly to have at least two consecutive days regularly through the term; it gives continuity to the experience especially if a task is left unfinished the first day. I try to give an accurate experience of the routine in the back-room operations of a law library, & to show how we help users meet their research needs more efficiently.”

**Internship Site Supervisor Comments about Library Technology Program**
Spring 2006

**Anaheim Public Library, Central - Kathy Pezzetti, Senior Librarian (Youth Services)**

“If it is turning out trained library workers of the quality of Maureen, then it must be a fine program. We will be happy to have more interns from the program.”

**Irvine Valley College - Sinegal, Chair, School of Library Services**

“Aaron is representative of the well-trained library technology student receiving quality educational skills from the Santa Ana Library Technology Program. I am pleased to have Irvine Valley College serve as a practicum site for this program.”

**Orange County Public Libraries, Mesa Verde Library - Grace Barnes, Branch Manager**

“Every intern we have had at Mesa Verde has been an asset to the branch, a pleasure to work with, & a joy to mentor. We recommended each one for extra help work at Orange County Public Libraries & feel each one would be an asset to any library.”

**Santa Ana Public Library - Angie Nguyen, Youth Services Supervising Librarian**

“The program has truly been instrumental in encouraging students to investigate & pursue a career in libraries. Students enrolled in the program have proven to be well informed, well trained & knowledgeable. Through partnership with the College, the Santa Ana Public Library has provided practical experience & training to a great number of students. At the same time, it has also benefited from the assistance of student interns. It is program like this that helps expose students to a career choice that is rewarding & fulfilling.”

**Whittier Law School Library - Bill Nazarro, Catalog Librarian**

“It would be helpful to have the Program’s mission & to have the Intern’s expectations & goals stated, as well. It isn’t simply showing the intern how the organization does its work; it’s also taking into consideration what the student hopes to gain from the experience, isn’t it?”

Fall 2005

**Buena Park Library District - Kathleen M. Wade, Public Service Manager**

“Thank you for this terrific opportunity to assist in training a library technology student. I hope that Betty’s experience was what she hoped for, & that we were helpful to her program. We look forward to being of service to you again in the near future.”

**Fullerton Public Library - Joanne Hardy, Adult Services Manage**

“One of the greatest benefits of an internship is to permit a look behind the scenes of the library for those students without library work experience. It helps them understand where their own interests may lie & whether they are the right fit for a particular type of library. As for the benefit to the library, interns add a spark, & can “shake things up a bit.” Interns come with certain classroom knowledge & soon discover how that fits into the real thing. The benefit is mutual as together we share what libraries are all about.”

**Irvine Valley College - Jane Sinegal, Lead Librarian**

“Because [Michele] is currently employed in a job that requires computer access & retrieval of documents, her Library Technology courses only served to strengthen her library skills.”

**Irvine Valley College - Jane Sinegal, Lead Librarian**

“Training provides excellent foundation for developing a career in the library paraprofessional series. Once students have gone through a technology program, the internship enables them to practice the skills learned in the classroom.”

**Whittier Central Library - Bonnie Weber, Library Services Manager**

“I commend the program for the high expectations you have for your students. I have the sense that a graduate of the Library Technology Program would be able to apply library position with skills & confidence. The internship requirement is important.
in providing students with real world experience to complement their classes. It has been our pleasure to work with Cathy & with you.”

**Spring 2005**

**Braille Institute Library Service** - Julie Uyeno, Information Resources Librarian
“The College Library Technology Program provides skills that enable the students to work in different libraries. The internships are very good for students to experience different Library environments. In addition, the weekly assignments are very good.

**Fountain Valley Public Library** - Jane Deeley, Branch Manager
“This has been our first experience with the program. If Joy is any indication, the program seems to be effective & thorough. I believe that both the college & the county benefits from the program.”

**Leisure World Library** - Sharon Arnold-Rasp, Library Operations Supervisor
“Thank you for the opportunity of having an intern. Your interns are fabulous!”

**Orange County Public Libraries Headquarters** - Julie Stopforth, Bibliographic Services Supervisor
“Good program—Interns always come to us with a solid background—we are very happy to have them.”

**Orange County Public Libraries Headquarters** - Julie Stopforth, Bibliographic Services Supervisor
“The students from this program come to us familiar with the tools & theories—we enjoy having them!”

**Veteran’s Hospital Long Beach** - Judy Kraemer, Director, Parks Medical Library
“We will be very happy to participate in the internship program again.”

**Fall 2004**

**Anaheim Public Library, Central** - Sharon Nicola, Youth Services Manager
“From our experience with Rochelle, we are positively impressed. We would welcome future interns in Children’s.”

**County of Los Angeles Public Library, Norwalk Regional Library** - Judy Weigel, Reference/GS Librarian
“The Library Technology Program seems to provide training that is equivalent to that available for County of Los Angeles Public Library Assistants. The only additional training Mr. Ferry needs is in the policies, practices and computer programs peculiar to the County of Los Angeles Public Library. It is unfortunate that these policies prohibit Mr. Ferry access to the library’s automated system. I appreciate that his (internship site) learning experience was curtailed by this lack. I know that as an employee he would quickly fill in that gap.”

**County of Los Angeles Public Library** - Judy Weigel, Acting CLM San Gabriel Library
“Mr. Ferry is getting training that seems equivalent to what the County (LA) gives its library assistants. All he lacks is experience with County (LA) policies and procedures.”

**Huntington Beach Central Library** - Mary-Pat Gonzalez, Senior Librarian, Children’s
“We are happy to provide an opportunity for your interns to be here. They are usually very helpful to us, as we hope we are to them.

**Irvine Valley College**
“Seems very useful for both parties. Experience is a good teacher.”
Orange County Public Libraries Headquarters - Julie Stopforth, Bibliographic Services Supervisor, Cataloging
“Terri came to us with a thorough background in theory and how it should be applied. She asked questions that demonstrated she had been taught a great deal. If we hired a graduate of this program, they would come to us very well trained and not need much instruction to get going.”

Orange County Public Library Headquarters - Julie Stopforth, Bibliographic Services Supervisor, Cataloging
Both interns came here already knowing all the background information from their classes - very helpful.”

Orange County Public Libraries, Mesa Verde Library - Virginia Edwards, Children's Librarian
“I think that the Library Technology Certificate Program offers the student interested in library work a unique opportunity to become well-trained as a paraprofessional. It appears to be a rigorous, disciplined program.”

Orange Public Library - Roseanne Miller, Children’s, Adult, & Branch Services Senior Librarian
“I think the college library technology program is excellent! Not only does the library benefit from the extra "staff' help but the intern gets practical knowledge of a public library. It's definitely a win-win situation!”

Riverside Public Library - Yvette Pinson, Site Supervisor/Library Associate, Eastside Cybrary Connection
“I do not have enough exposure to the program to make a real informed opinion. However, I think it is very wise and valuable to do internships. Library services are changing rapidly, so it’s valuable for students to see current demands the public has for library services.”

Santa Ana Public Library - Cheryl A. Eberly, Assistant Librarian
“If Lorena is a reflection of the training received at the college library program, then I think the program is excellent in preparing students for a career in the library profession. Thank you very much for referring Lorena to us and we hope to work with other interns from the program as well in the future.”

Santiago Canyon College -Patricia Fogleman, Library Technician II
“The interns who come to our library continue to articulate the value they receive from the hands-on practice in a real library. Student interns gain valuable experience on the library culture and community, gaining a taste of various types of libraries where they may pursue a position. Library technology students display a breadth of understanding of the flow of work and information through the technical services, public services and reference teaching services. The tech. Program enables them to get a complete picture of library service.”

Santiago Canyon College Library - Patricia Fogleman, Library Technician II
“The interns who come to our library continue to articulate the value they receive from practice in our real library setting. Student interns from this program have already gained a foundation in the general services provided by libraries. Now, during an intern experience they can see how information and work flow through the departments of a real library. The college library technology program gives its students a solid introduction to the world of libraries that the general public knows nothing about. The program equips its participants with the purpose, language and a view of the expanding future role of libraries.”

Southern California College of Optometry - D. J. Matthews, Director of Library Services, M. B. Ketchum Memorial Library
“Susan was a great addition to our team for the time that she was here. She was very comfortable helping students and answering their questions. Your program, along with her experience working at the Doheny Eye Institute have made her an asset to any library.”

Whittier Law School - Margot McLaren, Serials/Document Librarian
“The College Library Technology Program is a terrific program. The program provides the student with a great opportunity to work in a library and to gain working experience.”

“A couple of months after she completed her internship here, Petrina was offered a full-time position at this Library and she is currently a Whittier School of Law Library staff member!”
Educational Library Workforce Requirements

Alliant International University (Alhambra) – Library Technician, Access Services

**Education:** Bachelor’s degree or Library Technician Certificate

Anaheim Union High School District: School Library/Media Technician

**Education:** Graduation from high school, *an associate degree with coursework in library science or a related field. SUBSTITUTION FOR ASSOCIATE DEGREE: Forty-eight units of college level coursework or qualifying score on District “Instructional Proficiency” examination may be substituted for the required associate degree. Both options must include some college level coursework in library science or a related field.

City of Anaheim – Library Assistant

**License/Certification Required:** A Bachelor of Arts degree is strongly preferred. An AA or Library Technology Certificate & equivalent paraprofessional experience may be substituted for the Bachelor degree.

City of Anaheim – Part Time Library Technician

**Position Requirements**
- Prior experience working in libraries at a clerical level
- An AA degree. A Library Technology certificate & 2 years of equivalent (Public Information Desk) library experience may be substituted for the AA degree.

City of Anaheim – Library Technician

**License/Certification Required:** An AA degree is strongly preferred. A Library Technology Certificate & 2 years of equivalent (Public Information Desk) library experience may be substituted for the AA degree.

City of Fullerton – Library Technical Assistant I

**Education:** Graduation from high school.

**Experience:** Two years of experience at the Library Clerical Assistant level or completion of a Library Technical Certificate from an accredited community college.

City of Huntington Beach – Library Specialist

**Education:** Possession of an Associate’s degree in Library Technical Science, or a related field. A Bachelor’s degree in English literature or a related field is preferred.

City of Huntington Beach – Senior Library Specialist

**Education:** Possession of an Associate’s degree in Library Technical Science, or a related field. A Bachelor’s degree in English literature or a related field is preferred.

City of Long Beach – Library Clerk

**Requirements:**
- a. **One year of recent full time experience or equivalent** performing routine clerical & customer service duties in a library system;
- b. **Six months of recent full time experience or equivalent** performing routine clerical & customer service duties with the City of Long Beach Public Library System;
- c. Completion of twelve (12) units in library science.

City of Mission Viejo – Library Assistant
**Education & Experience:** Equivalent to the completion of twelfth (12th) grade supplemented with college coursework in Library Technology, Social Science, Humanities, Liberal Arts, Business, Graphic Arts or a related field, and two (2) years of experience in library services.

**City of Mission Viejo – Senior Library Assistant**

**Education & Experience:** Equivalent to the completion of twelfth (12th) grade supplemented with college coursework in Library Technology, Social Science, Humanities, Liberal Arts, Business, Graphic Arts or a related field, and four (4) years of experience in library services. Knowledge of supervision techniques & practices, as well as program & collection development experience is highly desirable.

**City of Mission Viejo – Library Specialist**

**Experience & Training Guidelines:** Equivalent to the completion of twelfth (12th) grade supplemented with college coursework in Library Technology, Social Science, or a related field and two (2) years of increasingly responsible clerical library experience.

**City of Orange – Library Assistant**

**Education & Experience:** Equivalent to graduation from an accredited four-year college or university with major coursework in Library Science or a related field. Some technical library experience is highly desirable.

**City of Santa Ana – Library Technician**

**Minimum Basic Qualifications:** Two years of clerical experience in a library system, supplemented by specialized library science training, such as Library Technician certificate, or any equivalent combination of experience & training which provides the following knowledge & abilities [skip]

**City of Yorba Linda – Library Assistant/Children’s Specialist**

**Minimum Qualifications:** Bachelor of Arts Degree desirable. AA Degree, Library Technology Certificate or equivalent combination of education & experience required.

**County of Orange – Library Assistant**

**Experience/Education:** One year library experience OR six months library experience & completion of six units college level technical library course work. Additional college units in technical library course work or units which require the use of the library as a resource may substitute for experience at the rate of three units for one month of experience.

**County of Orange – Senior Library Assistant**

**Experience/Education:** Two years full time paraprofessional library experience OR eighteen months library paraprofessional experience & completion of six units college level technical library course work. Additional college units in technical library course work or units which require the use of the library as a resource may substitute for experience at the rate of three units for one month of experience, to a maximum substitution of eighteen months.

**Long Beach City College – Library Media Technician**

**Minimum Qualifications:** Graduation from high school or G.E.D. equivalent, completion of specialized technical library courses & two years of experience as a Library Technician; or an equivalent combination of training & experience.

**Laguna Beach Unified School District. Laguna Beach High School – Library Media Specialist III**

**Minimum Qualifications:** Three years of responsible clerical experience involving the processing, circulation & recovery of library media materials, including one year in a lead capacity. Equivalent to the completion
of an Associate or Arts or higher degree, supplemented by coursework or training in office practice, & library science trends & practices. Knowledge of current trends in technology related to information gathering, internet & online search & networking.

North Orange County Community College District. Cypress College Library – Library Technician, Senior. Education & Experience: Any combination equivalent to: an AA degree or with a specialty in library science & increasingly responsible experience at the level of a Library Technician.

North Orange County Community College District. Fullerton College Library – Library Assistant. Education & Experience: Any combination equivalent to AA degree or equivalent supplemented by college course work in a library specialty & increasingly responsible experience in more than one area of a library.

North Orange County Community College District. Fullerton College Library – Library Technician, Senior. Education & Experience: Any combination equivalent to: an AA degree or with a specialty in library science & increasingly responsible experience at the level of a Library Technician.

Orange Unified School District – Library Media Technician License/Certificate: Library Technical Assistant (LTA) or Library Media Technical Assistant (LMTA) Certificate desirable. Education & Experience: Equivalent to: graduation from high school; one year of school library/media experience OR nine (9) college semester units in library and/or media technology. Experience may substitute for education on a year-for-year basis up to two years.

Orange Unified School District – Library Media Technician II License/Certificate: Library Technical Assistant (LTA) or Library Media Technical Assistant (LMTA) Certificate desirable. Education & Experience: Equivalent to: graduation from high school; one year of school library/media experience OR nine (9) college semester units in library and/or media technology. Experience may substitute for education on a year-for-year basis up to two years.

Orange Unified School District – Library Media Assistant (Elementary) Training & Experience: Equivalent to:
- Graduation from high school; and
- One year of school library/media experience; or
- 9 college semester units in library and/or media technology

Santa Ana College – Library Technician, Circulation Department Requirements: Graduation from high school or the equivalent; two years of responsible office clerical experience, at least one of which must be in a library; and 12 semester units in Library Science or Library Technology. Two years of Library work experience may be substituted for the 12 units.

Santa Ana Unified School District. Willard Intermediate School – Library/Media Technician Education & Experience: Any combination equivalent to graduation from high school & two years of increasingly responsible work in a library or media center which includes some experience working with young people of school age. College library & media courses may be substituted for the required experience on the basis of one semester unit for each month of required experience.

Santiago Canyon College – Library Technician, Circulation/Library Services
**Requirements:** Graduation from high school or the equivalent; two years of responsible office clerical experience, at least one of which must be in a library; and 12 semester units in Library Science or Library Technology. Two years of Library work experience may be substituted for the 12 units.

**Southern California College of Optometry - Library Assistant**

**Education:** Associate degree (AA) or equivalent from a two-year college or technical school in Library Science, or six months to one year recent library experience and/or training; e.g., the last five to ten years; or currently enrolled in an accredited library sciences program.

**Tustin Unified School District - Library Media Technician II**

**Education/Training/Required Certification**
- High school graduate or equivalent.
- College level coursework in library science or related field & three years clerical or library experience is desirable.

**Whittier Law School - Cataloging Assistant**

1. Knowledge of technical library processes & terminology & an awareness of standards of Library practices & ability to apply them.
2. Familiarity with [OCLC] searching & inputting. Some computer literacy, with a willingness to learn new software.
3. Certificate in Library Technical Services or AA in Library Science, minimum experience in cataloging or in a law library is an added advantage.
The Library as Place in California

Stacy Shotsberger Russo
Moonlighting
By Stacy Russo

EARLIER THIS YEAR, I HAD LUNCH with a good friend who completed her dissertation in psychology around the time I was finishing my MLIS. Now a practicing psychologist, she also teaches psychology at her alma mater. Nothing, she said, has done more for her professional development as a psychologist than revisiting the professional material as an instructor. She proposed that I would find the same was true for me as a librarian. She was right.

During the day, you can find me working as an instruction librarian at Chapman University. In the evenings, I “moonlight” as a part-time instructor at nearby Santa Ana College. In fact, I recently gave my Library Technology 101 students their final exam, marking the end of their first step toward working in a library and my first time teaching a full-semester class in the field.

Discomfort zone
Teaching has been a challenging, sometimes exhausting experience. During the first class, I had students fill out informational cards, listing their backgrounds and future career goals. As an entry-level course, my class treats the material rather broadly (specifics come later in the program). I was surprised to learn that my students came in with strong preferences. Few wanted to work in an academic library. Public libraries and school libraries were highly favored.

As an academic librarian, this presented a welcome challenge for me: I had to shift my center and continually think beyond my own work. At first, it was a bit intimidating. Preparing for my first few classes, I thought, “What if they ask me something I don’t know?” I wasn’t sure I was comfortable with the world of public or school (especially school) libraries.

While initially daunting, the experience helped me better understand the profession in its entirety and appreciate the similarities and differences among libraries. Teaching offers an important lesson for librarians at any level of experience: there is nothing wrong with admitting you need to look into something before providing an answer. Not only is it okay not to be an expert on everything, it’s impossible to know it all.

Lesson plans
Teaching is about informing, but it is also about learning. When I read my students’ first collection analysis assignments, everything fell into place for me. The assignment required students to identify five core titles and five new acquisitions for subjects of their selection. Students’ topics spanned a wide range: for public libraries, there were graphic novels, sharks, sewing, same-sex marriage, childhood obesity, autism, and C.S. Lewis. For school libraries, topics ranged from kindergarten readiness to books on elephants. For academic libraries, the intersection of sociology and technology.

As I read students’ rationales for adding the titles they identified, which included their understanding of the communities these libraries serve, I understood more than ever the significant work librarians perform at libraries of all types and sizes. Having never completed a collection analysis other than for an academic library, I learned quite a bit. The experience reminded me of one of my favorite literature professors, who once told the class, “I am here to learn from you as much as you are to learn from me.”

The big picture
As working librarians, I believe we should always keep the bigger picture in mind. Of course, most of us are busy and have little time during the workday to sit alone, or with colleagues, to muse about the role of libraries in our communities, or to consider the ethics of why we do things in certain ways. Teaching has given me the opportunity both to discuss the profession energetically on a weekly basis and to reflect on the practices and overarching philosophies in the field.

In my class, we cover a range of topics: collection development, reference services, technical services, the impact of the Internet on libraries, censorship, freedom of speech, classification systems, professional associations, Web 2.0, and much more. Some topics I had not given too much thought to since library school have been brought to life again, and I now find myself referring back to the textbooks from my MLIS program.

Opportunity
Librarians are a fortunate group. There are numerous opportunities within our profession, such as professional associations, conference attendance, and reading the literature, to stimulate our curiosity and keep us engaged with new developments. In addition to these options, our skills, interests, expertise, and diverse backgrounds provide us with various avenues for “moonlighting.” Teaching within the field, I’ve found, can be one of the most rewarding, advantageous ways to continue to grow professionally.

Stacy Russo is Instruction Librarian and Head of Reference and Instruction at Chapman University, Orange, CA, and part-time faculty for the Santa Ana College Library Technology Program, CA. She is the author of The Library as Place in California (McFarland, 2008). To submit a NextGen column, please send it, at approximately 900 words, to Andrew Albanese, aalbanese@reedbusiness.com
A Plea for Respect

Fulminating over the public’s ignorance of our job

by Regina Powers

I wouldn’t mind washing feces from bathroom walls or spraying ant repellent beneath the 600s. I wouldn’t mind being the quiet cop every afternoon, shhh-ing rowdy teenagers and loud cell-phone users. Nor would I mind the role of copy-center queen, squatting to change paper trays, or computer technician, crawling around on the ground to check electronic connections. I wouldn’t mind doing any of these time-robbing tasks, if the people I helped knew what I was supposed to be doing instead. But I am a librarian.

Somehow I have become even less valuable to the public than the tools I provide. If I told people that I used a crystal ball or Tarot cards to answer their questions every day, maybe my job would be considered more practical and intriguing. As it is, my friends think that I’ve spent three years of my life studying for a master’s degree in the Dewey Decimal System.

To the public, once parents stop bringing their kids to free storytimes, my usefulness begins to wane. It’s on to school for them. This is where teachers unintentionally kill the joy of learning and reading that the parents and I tried to instill during storytimes. They will bury their students’ love of libraries and books under waste-of-time research assignments and computerized reading programs.

I know that most teachers’ research assignments are a waste of time because, even though there’s more information available in more formats than ever, the same 1980s research tactics are being used today. Plus, if they weren’t a waste of time, the students themselves would come to the library to actually learn how to use the resources I provide.

How can research be treated like some sort of useless errand? Teachers instruct students to “look it up on the internet” or to “get a book from the library.” The result is that students use the same computer tools over and over again, never expanding their research skills beyond Wikipedia or Google. Each school year, students send their parents to check out books from the library while they attend more important things like football practice or cheerleading camp.

It doesn’t matter that our library’s catalog can be accessed online from home along with other reference tools that allow researchers to find magazine, journal and newspaper articles, and more. It doesn’t matter that librarians are trained to navigate the Web, to quickly find the most credible and accurate information possible. Librarians are still perceived by everyone, including teachers, to be nothing more than glorified bookstore employees.

Succumb or strive? A sort of civil war has begun among us. Some librarians believe that we should succumb to the trend. They say we should cave in to the public’s perception, begin to serve coffee and Danishes, to spend more money on what the public wants.

Others of us believe that libraries should remain more than community centers. The idea behind libraries has always been to provide equal access to the same information for everyone, thereby decreasing any existing disparity between groups. For centuries, libraries have been the doorway to learning and knowledge, rather than the latest movie or computer game.

The dilemma for all librarians is twofold. First, will anyone come to libraries that don’t provide the hottest computer games and dessert bars? Second, will the public support (i.e., pay the salaries of) qualified librarians when it doesn’t know what they do?

A librarian is supposed to do more than manage a building and the equipment in it. The only way to change our image is to get the public to think of us as Craig Newmark (the guy who invented and maintains Craigslist) or David Filo and Jerry Yang, the creators of Yahoo.com. These guys are honorary librarians to me. They gather and organize information so that people can find it quickly and easily. But really, that’s our job—or it’s supposed to be, anyway!

Now if only we could get away from the copy machine long enough to do it.

REGINA POWERS is librarian for Anaheim (Calif.) Public Library’s Canyon Hills branch.
Reading shouldn’t be a numbers game

By Regina Powers

School has started. I can tell because frazzled parents drag their embarrassed children up to the reference desk at my library to ask, “Where are the fifth-grade books? We need a 5.6 level that’s worth at least 7 points.”

I avoid frustrating both parties with an explanation of how the Dewey decimal system works, and ask the child, “What do you like to read?” The response from both adult and child is all too often a blank expression.

Although I am elated that many families are visiting my public library more frequently because schools send them, I am disturbed at how infrequently parents and teachers are allowing young readers to choose what to read.

During the summer, children were excited about reading because, freed from school requirements, they decided what to read. Being able to choose their favorite author, genre or topic seemed to empower them to read more. Now with school back in session, finding a book again involves navigating through a labyrinth of point values and reading levels.

How did it come to this?

More than 50 years ago, educators nationwide created complicated mathematical formulas to identify a text’s reading level. Some of these formulas were originally used to develop science textbooks that could be more easily understood by young students. Today, there are more than 200 readability formulas. Computers make using these formulas convenient for schools to apply them to literature. But mathematical readability formulas are still limited to merely counting the number of words and syllables. They are not advanced enough to measure language complexity or content.

In 2001, California started assigning reading levels to every public school student, grades 2 to 11. The state matches results from the annual Stanford 9 test to the Lexile Reading Framework and assigns each child a California Reading List number. Some schools also purchase optional programs such as Accelerated Reader and Reading Counts. The idea is to assist parents and students in selecting books tailored to match the level of each student.

However, these programs and their measurements are restrictive and confusing. For example, the California Reading List book selections, each given a Lexile number, are mostly older titles that are no longer in print.

Another problem is that the programs assign different numbers to the same book. “The Magician’s Nephew” from the Narnia series by C.S. Lewis, for example, is a 700 Lexile level, a 5.6 Reading Counts level and a 5.4 Accelerated Reader level. “The Lion, the Witch and the Wardrobe,” the next book in the series, is listed as 940 Lexile, 6.1 Reading Counts and 5.7 AR. The guidelines could prohibit a child who enjoyed the first novel from reading its sequel because of the conflicting reading levels.

If this weren’t complicated enough, the optional reading programs award incentive points for reading and successfully completing a book’s corresponding electronic quiz. And because schools have spent a lot of money on these programs, teachers often push students to participate. The most damaging consequence of this practice is when teachers require all students to earn a certain number of points as part of their reading grade. This increasingly ubiquitous approach results in students reading a book based solely on the number of points its quiz is worth.

Reading is supposed to be a pleasurable habit. California’s reading scores have remained flat since 1971. Research verifies that comprehension and reading test scores improve when students simply read more. So let’s encourage reading by allowing kids to choose what to read, unimpeded by the pressure of points, levels and quizzes.

Regina Powers is a teacher and children’s librarian in Orange County.
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