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Undergraduate Library Internships at Musselman Library, Gettysburg College

Abstract

In 2015-2016, Musselman Library at Gettysburg College participated in Cohort 3 of the Association of College and Research Libraries' *Assessment in Action* program. This report outlines an assessment completed of former undergraduate library interns in order to explore the impact their internship experience had on the development of career goals, acceptance to and preparation for graduate education, and their early career. Through an online survey ($n= 45$) and six semi-structured telephone interviews, respondents reported a positive impact on the above areas.

Keywords

Association of College and Research Libraries, academic library, internship, career planning, Musselman Library

Disciplines

Educational Assessment, Evaluation, and Research | Higher Education | Library and Information Science
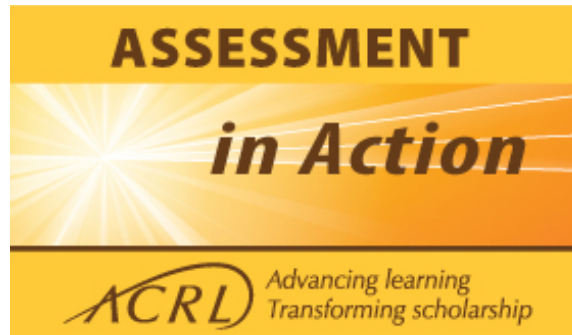
Comments

An early poster version of these results was presented at the 2016 ALA Annual Conference, Orlando, FL, June 23-28, 2016. The poster is available in The Cupola, http://cupola.gettysburg.edu/librarypubs/53/.

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at Musselman Library, Gettysburg College

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January 18, 2017

Quick Overview: This report outlines an assessment completed of former undergraduate library interns in order to explore the impact their internship had on the development of career goals, acceptance to and preparation for graduate education, and their early career. Through an online survey (*n= 45*) and six semi-structured telephone interviews, respondents reported a positive impact on the above areas.

Introduction

Since 1998 internships for undergraduate students and recent graduates have been a regular part of Musselman Library's contribution to student learning and career development at Gettysburg College. Over the course of 19 years, the library's internship program has grown from a single, year-long internship for a recent graduate, to several endowed, semester- and summer-long internships within the library, ranging from Research & Instruction to Special Collections & Archives, music librarianship, and exhibits.

Although the library has provided internships to over 100 graduates who have gone on to careers in libraries, archives, museums, and related fields, until this project we had never conducted a formal assessment of the program's possible impact on **preparation and success in graduate or other advanced training**, **career and professional goals**, and **early professional employment and success**.

Musselman Library's Internship Program

The undergraduate library internship program at Musselman Library is truly distinctive across institutions of all types. Practicums or internships have long been a part of graduate education for librarians and archivists. In the scant amount of library and information science literature that does focus on internships, it is usually in the context of LIS education. Programs have been developed to prepare graduate students for future careers in libraries, archives, and special libraries. Residencies have been developed for recent graduates to mentor new librarians and provide them with foundational experiences.

However, programs for undergraduates are less common. Those that do exist have been designed to increase diversity in the profession or to build interest in specialized areas of librarianship, such as rare books/special collections and music. These internships are usually for a single semester and based in one library department. There are no other undergraduate internship programs that are known to us that provide the length and range of possible experiences available at Gettysburg College.[1]

At this time of our assessment, the library provided three internships:

- **Barbara Holley '54 Internship**
  One-year, paid internship with benefits for a recent college graduate interested in library and information science to work in all departments.

- **Robert '44 and Esther Kenyon Fortenbaugh '46 Internship**
  Semester-long (8 hours per week), paid internship for a current student; opportunity to work in a specific library department, such as Special Collections & Archives, Research & Instruction, Music, and Technical Services, as well as other areas like marketing and exhibits.

- **Diane Werley Smith '73 Internship in Special Collections**
  Summer-long, paid internship (10 weeks) for a current student to intern in Special Collections & Archives.

Musselman Library now provides two other internship opportunities—the Charles H. Glatfelter Internships (Special Collections) and the George and Cleo Dunlap internship (any department).[2] As they were funded during the 14-months of the AiA program, we did not have students who had completed them in order to be included in this assessment.

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[1] We have chosen not to cite individual journal articles and book chapters here. However, a bibliography is included in Appendix 3 with relevant publications that informed our assessment.

[2] A full overview of Musselman Library's internships is provided online:
https://www.gettysburg.edu/library/information/general/internships/index.dot

Assessment in Action

As the cost and value of higher education has become part of a national debate in the United States, librarians have found themselves increasingly called upon to be able to document and articulate how they support institutional goals and missions. In response to national conversations about assessment, accountability, and value, the Association of College and Research Libraries launched its Value of Academic Libraries Initiative in 2010. As part of the initiative, Megan Oakleaf's 2010 report, *The Value of Academic Libraries: A Comprehensive Research Review and Report,* sought to review the literature on the value of libraries, identify next steps for how academic libraries can demonstrative their value, and to articulate a research agenda for exploring library value.[3]

While Oakleaf's report fueled conversations about library impact, it also stressed the need for professional development opportunities through which librarians could acquire the skills necessary to make value-based assessment a regular part of academic library practice.[4] In September 2012, the Association of College and Research Libraries received a $249,330 grant from the Institute of Museum and Library Services (IMLS) to develop the *Assessment in Action: Academic Libraries and Student Success* (AiA) program.

Over the course of the three-year program, AiA provided 203 institutional teams, each completing a 14-month long program (including a blended learning environment and a peer-to-peer network), the opportunity to develop professional competencies in order to **communicate the library's contribution to student learning and success**, **build relationships with higher education stakeholders** around the issue of library value, and to **contribute practices and approaches for academic libraries seeking to document their value** in relation to their institutions' goals.

Gettysburg's AiA Team

Gettysburg College participated in the third cohort of Assessment in Action (AiA) along with 55 other institutional teams, representing university, college, and community college academic libraries from the United States and abroad.[5] Librarian-led assessment teams spent their 14-months receiving training (in-person and online) and completing an assessment project which examined the impact of the library (collections, reference, instruction, space, etc.) on student

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[3] *The Value of Academic Libraries: A Comprehensive Research Review and Report* (2010) is available from ACRL, http://www.acrl.ala.org/value/?page_id=21

[4] The AiA website includes a full overview of the program, as well as individual team reports and posters: http://www.ala.org/acrl/AiA

[5] A full list of participating institutions is online: http://www.ala.org/acrl/AiA#summaries

learning/success. Each team presented a poster at the ALA Annual Conference.[6]

Given our team's focus on the library's internship program, the team included two librarians from different library departments. Drawing upon local campus expertise with assessment and Gettysburg College students' career preparation, the team included administrators from Career Development and Institutional Analysis. The team was comprised of:

- Clinton Baugess, Research & Instruction Librarian (Team Leader)
- Kathryn Martin, Cataloging & Collections Librarian
- Katy Mattson, Associate Director of Career Planning / Center for Career Development
- Qin Zhang, Assistant Director of Institutional Analysis / Institutional Analysis Office

The team's composition made this project a success. A 14-month commitment is not an easy thing to ask from campus partners. However, participation from outside the library allowed us to expand the reach of the AiA curriculum across campus, complete this assessment, and learn about our individual practices, areas of expertise, and priorities.

Assessing Gettysburg's Library Internship Program

Timeline

The 14-month AiA program required a tight timeline to design, administer, analyze, and (ideally) communicate the results of the assessment. With training beginning in June 2015 for the team leader, the bulk of the team's time in the fall was spent identifying outcomes, articulating a research question, designing the survey, and completing the required Institutional Review Board (IRB) training for research with human subjects. We spent our spring gathering data, analyzing results, and preparing our required poster for ALA.

Table 1. Assessment Project Timeline

June-Dec. 2015	Jan.-Feb. 2016	March-April 2016	May-June 2016
- Identify research questions - Develop outcomes and criteria - Identify previous interns - Design survey and interview schedule - IRB training	- Complete IRB application - Receive IRB exemption	- Administer survey - Analyze survey results - Conduct and transcribe interviews	- Code and analyze interviews - Communicate final results at ALA conference

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[6] Gettysburg's final AiA report and poster are available on the Assessment in Action program's website: https://apply.ala.org/aia/docs/project/13988

Following the Assessment Cycle

The AiA program is designed around the assessment cycle outlined below by Debra Gilchrist (2012). The core of this model focuses on the strategic alignment of library services, resources, spaces, etc. with institutional/library goals and missions. The area of assessment is then explored by identifying the desired goals/outcomes for students, how libraries can know if those goals are being met, what is needed to meet them, and data/evidence that needs to be collected.

While we found the model to be extremely helpful for our particular assessment project, the model would be flexible enough to work for any library initiative. Certain parts of the cycle require a significant amount of time and other resources, but after the first assessment and any resulting changes take place, librarians would become more adroit at following the cycle—in part because outcomes and benchmarks would be established and librarians would already possess some assessment skills.
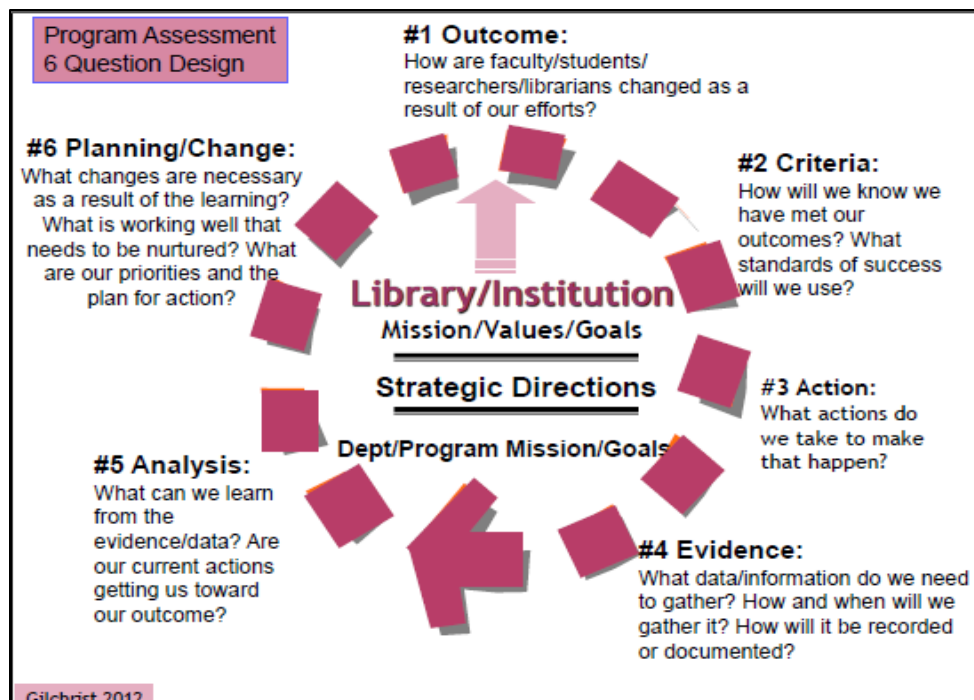
Library Internship Outcomes

As our team started its work, it became clear to us that we needed to know the intended outcomes of our internship program if we were to assess its impact on participants. At the time of this assessment, formal learning outcomes for *all* internships had not been developed. Based on our experience with interns, we knew that each internship included content that supported students' preparation and success for their graduate education and career.

However, since they had not been articulated formally, we worked with the current internship supervisors to develop formal outcomes for the program, as well as more granular outcomes within a specific internship. These were used to inform this assessment and should be regularly updated and used in future assessments as part of an assessment plan. A full outline of the identified outcomes and how they were assessed in this project is available in Appendix 2.

Research Question

Our assessment of the internship program focused on a three-part research question:

> **What impact (if any) does completing an undergraduate library internship have on:**
> - preparation and success in graduate or other advanced training,
> - career and professional goals,
> - and early professional employment and success?

We developed our research question in conversation with the library internship supervisors for Research & Instruction, Special Collections & Archives, and Technical Services (Music). In order to assess this question, we needed to know the goals and outcomes for our overall internship program and how those were refined within individual departments. In order to align our future method for exploring this question, we needed to make sure interns were actually being prepared in ways that would enable them to provide evidence of any potential impact.

Methods

To explore our research question, the team relied upon two research methods--the online survey and semi-structured interview.

Online Survey

We identified the online survey as a cost-effective method that would enable us to contact former interns who are now spread geographically across the United States and abroad.[7] An online survey could also be developed relatively easily with online software (SurveyMonkey), administered remotely, enable us to collect a range of data (satisfaction, opinions, etc.), and be simple to administer with our limited experience.

There were a number of possible disadvantages to this method. An online survey would require that we have contact information (either an email address or mailing address) for all previous participants. Potentially, it could also result in a low response. However, considering the frequency with which librarians hear from former interns, we expected interns to be interested

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[7] While there is not much in the literature about assessing internships, we are especially grateful for possible survey models, focusing on EPA library internships for graduate students, developed by Westmoreland (2009) and Gariepy (2012). For full references, see the bibliography.

in participating. The library and alumni office on campus had also made attempts to maintain up-to-date contact information for former interns, so we expected to have fairly complete data. Survey questions could also lead to unclear data, depending on how respondents interpreted some of our questions, but we anticipated using interviews to clarify responses.

Using SurveyMonkey, we designed a survey with 29 items. However, since we knew anecdotally that not all of our interns had gone into librarianship or attended graduate school, we applied skip logic to the survey, which enabled us to shorten the number of questions participants would need to answer. If participants had gone on to attend graduate school and work in libraries, museums, or archives, they would be see all 29 items. However, if respondents either did not work again in one of those settings or did not attend graduate school/other advanced training, their survey could be as short as 13 items.

Using existing data collected by the library and alumni office (which can be absent for Holley interns, who are not always Gettysburg graduates), we were able to identify 96 interns from 1998-2015. Of those 96, we were able to gather either an email address and/or a physical mailing address for 83. In March, previous interns received either an email with a link to the survey and/or a physical letter with a link. **Of the 83 possible participants, we received 45 complete responses, resulting in a response rate of 54.2%.** While all questions were optional, these participants reached the end of the survey.

Interview

To make sure that we would be able to get greater clarity and detail for some questions beyond what a survey would make possible, we planned to use the survey to identify possible participants for a series of follow-up semi-structured interviews.

We developed an interview schedule that included six questions about the interns' overall experience, impact on graduate school and early career, and the skills they acquired. These questions were finalized following analysis of the survey responses in order to clarify areas that needed more detail or contextualization. The questions included:

1. Overall, could you describe your internship experience at Musselman Library?

2. How did your internship help you to decide to pursue a career in libraries, archives, or a related field? Or, if you haven't pursued a career in these areas, how did it help you to determine if libraries/archives were a right professional fit?

3. How did your internship impact your graduate school experience?

4. What impact did your internship have on your *early* professional employment?

5. Are there certain skills or concepts learned during your internship that you still draw upon?

6. Overall, has your internship impacted your career?

From the survey, 33 participants expressed a willingness to be contacted for a follow-up interview. **Six participants, who represented a range of graduation years, current professions, and internship types, were selected for interviews** to be conducted via telephone to accommodate the geographic distribution of the participants. Two members of the assessment team conducted interviews. Interviews were then transcribed and anonymized. Working in pairs, the team analytically coded the transcripts to construct categories/sub-categories and interpret themes and recurring patterns that cut across all interviews.

Survey and Interview Results

While the complete survey results are available at the end of this report, we have pulled out a few responses that we have found particularly meaningful for this assessment. A full listing of all survey results and responses is included in Appendix 1.

Participants

It is important to remember that the data from the survey and semi-structured interviews only reflect responses of the 45 participants who completed the survey and the six interview subjects. The data cannot be generalized to all former library interns. Even with this limitation, the data we received provides valuable insight to our internship program since its development and indicates what has worked well and what the program may want to incorporate as it evolves alongside library and archive practice.

The majority of responses to our survey came from former interns who had completed their internship between 2010 and 2015 (34, 75.5%). We received a smaller number of responses for the earlier years ranging from 2005-2009 (24, 53.2%), and 1998-2004 (8, 17.6%).[8] This is one limitation of our survey response and important to remember when viewing the results.[9] The responses may more accurately reflect the impressions of those who are early in their career or who are closer in time to the internship experience.

As part of the survey design, we did not include questions about ethnic origin and race or gender of respondents. Existing data about previous interns, which had been collected by library administration, reflected that the majority of interns have been women. While the data

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[8] Respondents may have marked several years in cases where they completed several different types of internships or completed the Holley internship, which spans June to May of two calendar years. As a result, percentages for all years will total more than 100%.

[9] Since the number of participants are so small, we have not attempted to disaggregate the data by the year of internship completion in order to see if there is a statistically significant difference between the responses (for example, for overall impact on career) of those who completed their internship in the last five years and earlier.

did not include their race, we knew anecdotally that the majority of interns have been white women.

This reflects the national demographic data for librarianship, over all. In the 2009-2010 ALA Diversity Counts survey, 83% of librarians identified themselves as female and 17% as male. In terms of ethnic origin or race, nationally, 88% of librarians identified as white, 3% Hispanic or Latina/o, 5% Black or African American, 0.2% Native American/American Indian, and 3% Asian/Pacific Islander.[10] Although our survey design does not use race/ethnic origin or gender as a lens for respondents, the library should actively implement strategies for diversifying the pool of applicants for its internship program.

The years of completion should also be considered when looking at the number of respondents who completed different types of internships. As shown in Table 2, **the largest number of respondents included former Fortenbaugh interns (31, 70.5%) and Holley interns (13, 29.5%).** Since we have typically offered Fortenbaugh internship each spring in multiple departments and the Holley is only available for one intern a year, it makes sense that we have more Fortenbaugh respondents. In the other category, we also received responses from former interns who had completed a Pohanka internship in Special Collections (offered through the Civil War Institute) and an individualized graduate internship, which have been offered in the past for credit as part of graduate coursework.

Table 2. What type of internship(s) did you have at Musselman Library?

Answer Options	Response Percent	Response Count
Robert and Esther Kenyon Fortenbaugh internship	70.5%	31
Diane Werley Smith internship	6.8%	3
Barbara Holley internship	29.5%	13
Other (please specify)	9.1%	2
		44

Note: Percentages will total more than 100% since respondents may have participated in more than one type of internship.

We see a similar pattern in the library departments in which former interns have worked as shown in Table 3. It's important to remember that Holley interns work in all departments, while the Fortenbaugh and Smith internships are focused in particular departments, such as Special Collections, Music, or Research & Instruction. "Other" includes two internships in "Exhibits."

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[10] American Library Association. Office for Research and Statistics. (2012). *Diversity Counts: Summary of Findings*. Retrieved from http://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/governance/officers/eb_documents/2012_2013ebdocuments/ebd12_10_diversity_counts.pdf

Table 3. In what department or areas of Musselman Library did you work as an intern?

Answer Options	Response Percent	Response Count
Special Collections & College Archives	73.3%	33
Reference & Instruction	44.4%	20
Technical Services	35.6%	16
User Services	24.4%	11
Music	11.1%	5
Other (please specify)	4.4%	2
		45

To provide a snapshot of previous participants beyond what we anecdotally knew about students who apply and participate in the library's internship program, we had respondents identify their academic majors. **The top six majors of survey respondents included: History (26, 57.8%); English (8, 17.8%); Music (3, 6.7%); Music Education (3, 6.7%); Classics (2, 4.4%); and Art History (2, 4.4%).** A full list of responses is outlined in Appendix 2. Some areas of librarianship may appeal to students in particular area of studies; however, the library may want to explore how to encourage students from other areas to apply.

Considering the range of departments in which former interns worked and the varying lengths of the internship experiences, we disaggregated the data to see if there were statistically significant differences for responses from students who worked in more than one department or who completed multiple types of internships (and had a longer experience, as a result).

As summarized in Table 4 below, we did find statistically significant mean differences between students who did the Holley internship (including those who also did another internship in addition to Holley) and those who did not, as well as between students who worked in more than one department/area of Musselman Library as an intern and those who worked in only one department/area.[11]

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[11] Independent sample t-tests were conducted to determine whether differences in the mean survey responses of the various student subgroups were statistically significant. A p value of 0.10 was used for all statistical tests given small sample sizes.

Table 4. Mean Comparisons on Post-Graduate Outcomes

Survey Question	Internship Type		Internship Area	
	Non-Holley	Holley	Only One Area	More than One Area
How much did your internship(s) help you to identify possible areas of specialization in libraries, archives or museums that matched your work-related interests?*	3.35	3.75	---	---
How often in your current position do you draw upon the skills you learned during your internship(s)?**	3.10	3.62	3.07	3.56
How much did your internship(s) prepare you for your graduate coursework?*	3.10	3.82	3.00	3.85
How much did your internship(s) help you to obtain your graduate student position or graduate practicum/internship in libraries, archives, museums, or related fields?*	---	---	2.71	3.55
Overall, how much has your internship positively impacted your career? *	3.27	3.85	3.22	3.81
Overall, how satisfied were you with your internship(s) at Musselman Library?***	3.81	4.00	---	---

Note: '---' denotes the difference between the two groups is not statistically significant.
* Rating Scale: 1 (Very little)—2 (Some)-3 (Quite a bit)-4 (Very much)
** Rating Scale: 1 (Never)—2 (Sometimes)-3 (Often)-4 (Very Often)
*** Rating Scale: 1 (Very dissatisfied)-2 (Dissatisfied)-3 (Satisfied) 4 (Very satisfied)

While we will not go into detail about these particular survey questions at this point, there are several findings worth discussion as a library. In comparison with **students who did non-Holley internships, students who did Holley internships**:
- reported greater help from their internship in identifying possible areas of specialization that matched their work-related interests,
- more frequently drew upon the skills learned during the internship(s) in their current position,
- reported greater preparation for graduate coursework,
- reported greater positive impact on their career,
- reported greater satisfaction with their internship.

Compared with students **who worked only in one department/area of Musselman Library**, students who worked in more than one department/area as an intern:

- more frequently drew upon the skills learned during the internship in their current position,
- reported greater preparation for graduate coursework,
- reported greater help from their internship in obtaining a graduate student position or graduate practicum/internship,
- reported a greater positive impact on their career.

While we should view this data in the context of all survey and interview data, the data does clearly suggest that there is value for interns to gain experience in multiple library departments and to do so for more than one semester. The library should explore ways to provide these types of experiences for interns—even if an intern is only completing a single-semester internship. Some strategies may include placing interns' work in a library-wide context, exposing them to other departments, working with Career Development to identify and develop externship opportunities for future internships, and exploring a potential partnership with the Adams County Public Library for a dual-library internship.

Overall Satisfaction and Impact

Respondents were extremely positive about their internship experience. **When asked about overall satisfaction, the majority of respondents indicated they were "very satisfied" (39, 86.7%)**. Six respondents were "satisfied" (13.3%), and no respondents were "dissatisfied" or "very dissatisfied."

When asked to indicate the impact their internship had on their career, **90.7% (24) of respondents identified that it either "very much" or "quite a bit" positively impacted their career**. Only 9.3% (4) respondents indicated that it only had "some" or "very little" positive impact.

At a programmatic level, we sought to learn what participants valued from their overall experience. Below is a listing of major themes that previous interns said they valued the most from their experience:

Treated as a colleague/ member of staff	Mentorship	Acquisition of practical skills	Seeing the "big picture" of how an academic library functions
Confirmed or clarified career choice	Personalized experience	Breadth of experience	Good preparation for grad school

Both phone interviewees and survey respondents said that being treated as a fellow colleague and as a respected member of the staff were valuable aspects of the internship experience. Former interns also conveyed that having a personalized, tailored internship which included projects based on their personal interests was of value. Below are responses, in former interns' own voices, that speak to these themes:

- "You might feel like 'just an intern' but you are never treated that way. I was taught that my input and ideas were as important as the librarian's ideas and was always given the opportunity to try new things."

- "The respect and value of the librarians and staff for me as an intern was extremely beneficial—as an intern my opinion mattered and it was asked for."

- "The Holley Internship provided a strong foundation in library skills and theory which allowed for a smooth transition into graduate school and the workplace. I consider it the crown jewel of my resume and I have no doubt that it will be instrumental in landing me a full-time professional position. Looking back, the most valuable aspect was the mentorship provided by the library staff."

- "Staff celebrated and respected the position and weren't afraid to give me interesting projects and responsibilities based on my particular interests. By giving me projects that were good experience for my career as well as meaningful projects that made a difference to the library – such as evaluating journals and electronic resources during a budget cut – I gained so much to talk about in interviews and cover letters to make me stand out in the huge crowd of newly minted librarians."

- "I have always felt that my internship exemplified many of the reasons why I wanted to go to a small, liberal arts college such as Gettysburg. As an intern at Musselman, I was able to do projects and interact with the staff at a level that I do not believe would have existed at a larger institution."

Research Questions

In the following section, we will present data from the survey and interviews together, organized by theme related to our central research question:

> **What impact (if any) does completing an undergraduate library internship have on:**
> - preparation and success in graduate or other advanced training,
> - career and professional goals,
> - and early professional employment and success?

Preparation and Success in Graduate or Other Advanced Training

One of the main parts of our research question focused on the impact participation in our internship program had on previous interns' preparation and success in graduate school. **A majority of respondents indicated that their internship positively impacted their acceptance to a graduate program**—54.8% (17) said "very much," 25.8% said "quite a bit," and 19.4% (6) indicated "some" or "very little."

Of the 33 respondents to our question about graduate degrees, **63.5% (21) had earned some variation of a master's degree in library science/information science**. 57.6% of respondents indicated they also had degrees in areas like Education, History, Music Education, and Public History.[12]

When asked about how much the internship prepared interns for **graduate coursework, of the 32 respondents to this question, 20 (62.5%) indicated that it prepared them "very much,"** 21.9% (7) said "quite a bit," and 15.5% indicated either "some" or "very little." This question could be viewed by respondents who went on to advanced training or graduate school, but may not have gone into library science or a related field, which may explain some respondents within the 15.5%.

Concerning how much their internship helped them to **obtain a graduate student position or graduate practicum/internship, 57.1% (15) indicated "very much**," 7.1% (2) indicated "quite a bit," and 35.8% (10) indicated "some" or "very little."

Comments below highlight how the practical skills gained during the internship also positively impacted their graduate school preparation:

- "I think the most relevant skills I learned during my internship included the practical application of different aspects of librarianship. In library school we covered concepts like collection development and reference, but my internship gave me great hands-on experience in these areas."

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[12] See question 22 in Appendix 1 for a full description of graduate degrees earned.

- "My experience as an intern in Musselman Library's Special Collections gave me a huge leg up on other students applying to work at the digital heritage center. I already had experience working with CONTENTdm, archival processing, description and arrangement, and digitization."

- "Musselman Library provided me with practical, hands-on experience that many in my graduate school program lacked."

The chart below highlights these specific skills interns noted that they acquired during their internship:

Research & Instruction	Special Collections & Archives	Technical Services	Library Programming	Web Design & Digital Scholarship
Reference work	Conservation	Cataloging	Event planning	Usability testing
Library instruction	Digitization	Metadata creation and management	Exhibit curation	Web editing
Creating libguides	Understanding archival standards and practices	Collection development & management	Public relations	Management of digital projects

Broad skills acquired during the internship were shown to be very helpful to those interns who went on to pursue and complete a master's program in librarianship:

- "By having so much varied experience as an intern at Musselman Library, I had a better idea going into graduate school on what I wanted to focus on. The varied experience I got at Musselman made me a much more well-rounded candidate and helped to supplement my graduate school work and experience."

- "It gave me the background that many others only gained in graduate school. I was able to use my knowledge to already have a step up on my competition for placement in internships and jobs."

- "My internship helped me significantly by familiarizing me with the inner workings of music librarianship and research skills. I believe I came into my graduate studies in music education and social science research well ahead of the average student as a direct result of my internship."

Other respondents stated that **the skills acquired during the internship allowed them to bypass or test out of the general, introductory classes in graduate school** and advance directly into higher-level courses.

- "It really prepared me for grad school and my career – I didn't have to waste time taking classes I wasn't sure about in grad school, and I knew what type of assistantships I wanted to explore. I was able to bypass three required courses in

grad school due to my experience at Musselman Library, so I was able to take even more interesting and useful coursework that many of my classmates did not have the opportunity to experience."

Career and Professional Goals

As internships for undergraduates, a significant focus is placed upon providing participants with experiences that enable them to explore possible areas of interest in librarianship. For many interns, it is also an opportunity to either confirm an interest in libraries/archives or to clarify that it may not be an appropriate career path based on their interests, personality, or other reasons.

When asked about how the internship positively impacted their decision to pursue a career in libraries, archives, museums, or related fields, **68.6% (24) indicated that it "very much" positively impacted their decision**; 22.9% (8) indicated "quite a bit," and 8.6% (3) said only "some" or "very little."

For the majority of respondents, **it also helped them to identify possible areas of specialization that matched their work-related interests; 62.9% (22) of respondents reported "very much**," 22.9% (8) indicated "quite a bit," and 14.3% indicated "some" or "very little."

The comments below speak to how the internship helped **to affirm their career choice**, or in some cases, helped to uncover alternate career paths:

- "I would not be where I am today if not for my internship at Musselman Library. As a student, I was floundering and did not know what I wanted to do with my life. I had no idea music librarianship existed as a career path, and if not for my internship experience I probably still wouldn't know that was an option for me."

- "I couldn't have picked my career path without this internship showing me the way, and allowing me to delve into something unknown."

- "I was able to get direct experience working in libraries and working with students which had a large impact on my decision to become a librarian. I would not have realized that I wanted to be a librarian if not for the experience."

The Holley internship, in which interns to rotate through all departments, was shown to be especially helpful in **allowing interns to identify what areas interested them most,** and what specialized classes they wanted to pursue in graduate school:

- "My internship experience allowed me to make an incredibly informed decision about attending graduate school for library science. Partway through my year as the Holley intern I knew that pursuing a career as a librarian was something that

> I wanted to do and that it would be work that I enjoyed before I made the commitment to grad school."

- "I value the way that the Barbara Holley internship let me 'try on' different aspects of academic librarianship and let me figure out what I might want to do professionally."

Former interns also pointed to the fact that the internship allowed them to **see the "big picture" of what the profession of academic librarianship entailed**. Once again, year-long internships such as the Holley internship, proved to be one of the best ways for interns to experience all aspects and specializations of the profession:

- "Through the Holley internship, I was able to rotate throughout all of the departments within the library. This built a solid foundation and understanding of the entire structure of a college/university library. This also meant I had experience in nearly every aspect of library and archival work."

- "Getting a strong grasp on the 'big picture' of library operations through working in all departments as a Barbara Holley intern is invaluable experience. I use that background to properly understand all of the layers that it takes to run a library when staff can often get absorbed in only their portion of responsibilities. I use this 'big picture' perspective often in my management duties."

Since the internships are designed to introduce students to the profession, we were curious to see how former students engaged with the profession through membership or involvement with professional organizations. As outlined in Table 5, 30.8% (12) of previous interns indicated that they belonged or had belonged to state-level professional organizations. In terms of national organizations, 20.5% (8) indicated they were Society of American Archivists members, and 23.1% (9) belong or have belonged to the American Library Association. For those respondents indicating "Other" (25.6%, 10), many of these organizations were affiliated with public history or museums.

Table 5. Professional Organizations in Which You Have Been a Member

Answer Options	Response Percent	Response Count
Not applicable	41.0%	16
State-level professional organization(s)	30.8%	12
American Library Association	23.1%	9
Society of American Archivists	20.5%	8
Association of College and Research Libraries	12.8%	5
LOEX	5.1%	2
Special Libraries Association	2.6%	1
Music Library Association	2.6%	1
Association for Information Science and Technology	2.6%	1
Medical Library Association	0.0%	0
Other (please specify)	25.6%	10
		39

A large number of respondents **indicated that membership to a professional organization was not applicable** (41%, 16). While this question would have appeared for all respondents (even if they had not gone into libraries, archives or a related field), only 10 (23.3%) survey respondents indicated that they had never been employed in a library, archive, etc.[13] Given this percentage of participation at the state and national level, it is worth exploring how the internship can include coverage of relevant professional organizations for libraries and archives—or the role professional organizations can play within any profession.

Professional Employment and Success

We were interested in learning more about our former interns' employment, both inside and outside of the library/archive profession. **Of the 45 respondents, 32 (71.1%) were employed full-time, 7 (15.6%) were employed as full-time students**, and others (6, 13.3%) had some variation of part-time or seasonal work. No respondents were unemployed and looking for work or unemployed and not working for work.

Of these respondents, **29 (65.9%) were currently employed in a library, archive, museum, or related field**. Of those not currently employed in these areas, 4 (9.3%) had worked in these areas previously, and **10 (23.3%) have never worked in these fields since their internship**. This final number seems high, so we suspect it may include students who are currently in graduate programs but not working within a library or archive. Seven students indicated they were currently working as students when discussing their level of employment.

In addition to respondents' experience with their internship and its impact on their graduate education, we were also interested to learn about the types of libraries, archives, museums, or similar institutions in which they worked, the type of tasks they completed, and any impact their internship experience had on being employed in their first professional position.

Both survey respondents and phone interviewees pointed to their internship experience as helpful in acquiring their first professional positions:

- "During my time in the internship, I cataloged, staffed the reference desk, worked on a reference guide, and met with fellow students to help with their research projects. Those skills were incredibly helpful in landing my first job and helping me succeed now in my current position."

- "The internships at Musselman gave me an incredible amount of experience working in Special Collections and Archives as well as reference and instruction experience that helped me get my first job outside of graduate school. I also

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[13] See question 9 in Appendix 1. Twenty-nine (67.4%) of all survey respondents currently worked in libraries/archives. Four (9.3%) respondents had previously worked in libraries/archives but did not currently work in them.

used some of the tactics used by reference librarians when I did my teaching presentation during my interview."

As noted previously, **in comparison with students who did non-Holley internships, students who did Holley internships reported a greater positive impact on their careers**:

- "When I interviewed for my current position as a school librarian, the principal/vice principal were thrilled with all of the activities I had done as a Holley Intern, especially the stress relief tables and working to promote library use. My broad experience with libraries helped me land the position despite only being a MLIS student rather than having the degree."

- "I work for a small college library with only three librarians and one staff member. At the time of my employment the library employed two people. My boss was very interested in hiring someone who could be a jack of all trades. The fact that I worked in all departments of the library during my internship was appealing…."

Respondents also identified a number of skills they learned during their internship that they have applied in their chosen profession. These general and transferable skills mentioned most by former interns are enumerated below:

Communication Skills	Time Management	Project Management
Problem Solving	Exposure to Professional Workplace	Understanding the Interconnectedness of Departments

Of these skills, 47.7% (21) of interns said they continue to draw upon them "very often,"29.5% (13) said "often", and 22.7% indicated "sometimes." No one identified that they never draw upon them.

The quotes from respondents above highlight the value of the range of experience interns gain from the program. To learn a bit more about the type of work previous interns perform in their professional lives, we asked a series of questions related to their work settings and responsibilities. As shown in Table 6, our interns have worked in a range of settings.

Table 6. Types of Libraries, Archives, Museums, or Similar Institutions in Which Interns Have Worked Since Completing Their Internship

Answer Options	Response Percent	Response Count
Academic Library	61.8%	21
College/University Archive	35.3%	12
Museum	26.5%	9
Government Library/Archive	17.6%	6
Special Library	8.8%	3
Historical Society Library/Archive	8.8%	3
Public Library	5.9%	2
Law Library	5.9%	2
Medical Library	5.9%	2
School Media Center	2.9%	1
Corporate Library or Information Center	2.9%	1
Other (please specify)	20.6%	7
		34

Note. Respondents may select more than one answer option.

Although the majority of previous interns have worked in academic libraries (61.8%, 21), museums, and archives of all types were also represented. Under "Other," interns had worked in everything from religious archives to digital heritage centers and library services companies. Since interns may find themselves working in a range of settings, we should continue to update our internship plans regularly to prepare students broadly and consider how we situate their experience interning in an academic library within the context of the broader profession.

Internship supervisors should also consider the types of tasks interns will be asked to complete in their future professions. Table 7 provides a breakdown of the "top 10" types of activities respondents indicated they perform in their current positions. A full list is in Appendix 1.

Table 7. **Top 10 Types of Activities Performed in Current Position**

Answer Options	Response Percentage	Response Count
Reference	55.9%	19
Marketing/Outreach	50.0%	17
Archival Organization and Description	47.1%	16
Instruction	44.1%	15
Management/Supervisory Responsibilities	38.2%	13
Digitization	38.2%	13
Cataloging	35.3%	12
Collection Development	35.3%	12
Public Programming	35.3%	12
Exhibit Curation	26.5%	9

While some tasks may have an immediate application within particular internship types/departments, supervisors should consider how to introduce the wide range of tasks they may be able to complete—or introduce additional readings or activities to provide some amount of experience with them.

Recommendations

Potential Partnerships

- The library should explore possible partnerships with the Center for Career Development to expand our previous interns' connections with Gettysburg College if they are graduates. While the library can sustain and support a finite number of internships, externships with alumni working in libraries, archives, and museums would expand the number of internship opportunities for students and possibly expose them to settings outside the academic library.

- Similarly, the library should consider partnerships with the local library and historical archive to develop dual-library internships. These internships could provide opportunities for students interested in working in public libraries or other settings.

- The library should prominently discuss and promote the contribution it makes to student learning and career preparation through its unique internship program. It is a rare offering for undergraduates, and it has a strong track record at helping participants to clarify their career decisions and prepare them for graduate school and their first professional positions.

- The library should work with campus partners like the Alumni Office and Development to secure further funding for this program. This assessment is a confirmation of the work and commitment the library has to this program.

Program Design

- Considering the tight cluster of previous interns' academic majors, what can the library do to diversify the background of students applying to these internships? Are there internships that we do not currently offer that would interest students in additional disciplines, such as the sciences?

- While our assessment did not focus on the race, ethnic origin, or gender of our previous interns, we do know from administrative data that the majority of our interns have been white females. The library should partner with other campus partners, similar to what has been done for the Peer Research Mentor program, to encourage a diverse pool of applicants.

- How should we be updating the content of internships to introduce and prepare interns for the possible tasks they may be asked to complete and the types of institutions in which they may work—beyond the academic library context in which we are situated?

- Is there a role for our internship program to play in preparing interns to be active in professional organizations related to archives and libraries? Are there benefits for young professionals that we can encourage interns to take advantage of during their graduate education, job search, and early career?

- Considering the common tasks of all previous interns, should more attention be given to managerial or leadership roles that library interns may find themselves in during the duration of their career?

Future Assessment

- In addition to recording former interns' internship status in Gettysburg College's alumni database, the library should regularly maintain and update a list of all interns each semester, as well as their contact information. This data set should be updated each semester with data provided by internship supervisors.

- Internships should have clearly articulated outcomes which fit beneath overall program-level goals for our internship program. Formal exit interviews with interns should be conducted, used for continual improvement, and discussed between the internship supervisors and Library Dean.

- A similar assessment should be conducted every 5-10 years to gauge the continued impact of the program and support for the continual evolution of work in libraries, museums, and archives.

- The AiA program is designed to provide librarians an opportunity to develop assessment skills. The library should support professional development within this area—either within the library itself or through outside programs.

- Future assessment projects will rely upon meaningful collaboration with campus partners. Future collaborations should be explored. Team composition is essential to the success of any future efforts.

Appendix 1 – Full Survey Results

1. CONSENT - If you agree to take part in this study, as described in detail in the preceding paragraphs, please click on the "Next" button below. By clicking on the "Next" button, you will indicate your consent to participate in this study.		
Answer Options	Response Percent	Response Count
I agree and give my consent to participate in this study. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.	100.0%	45
I do not agree to participate and will be excluded from the remainder of the questions.	0.0%	0
answered question		45
skipped question		0

2. In what year(s) did you complete your internship(s) at Musselman Library? Mark all that apply.		
Answer Options	Response Percent	Response Count
1998	0.0%	0
1999	2.2%	1
2000	2.2%	1
2001	2.2%	1
2002	4.4%	2
2003	2.2%	1
2004	4.4%	2
2005	13.3%	6
2006	8.9%	4
2007	4.4%	2
2008	13.3%	6
2009	13.3%	6
2010	13.3%	6
2011	8.9%	4
2012	13.3%	6
2013	15.6%	7
2014	13.3%	6
2015	11.1%	5
answered question		45
skipped question		0

3. What were your undergraduate major(s)?		
Answer Options	Response Percent	Response Count
Africana Studies	2.2%	1
Anthropology	2.2%	1
Art History	4.4%	2

Biochemistry & Molecular Biology	0.0%	0
Biology	0.0%	0
Chemistry	0.0%	0
Cinema & Media Studies	0.0%	0
Classics	4.4%	2
Computer Science	2.2%	1
Economics	0.0%	0
English	17.8%	8
Environmental Studies	2.2%	1
French	0.0%	0
German Studies	2.2%	1
Globalization Studies	0.0%	0
Health Sciences	0.0%	0
History	57.8%	26
Individual Major	0.0%	0
International Affairs	0.0%	0
Italian Studies	0.0%	0
Japanese Studies	0.0%	0
Mathematical Economics	0.0%	0
Mathematics	0.0%	0
Music	6.7%	3
Music Education	6.7%	3
Music Performance	2.2%	1
Organization & Management Studies	0.0%	0
Philosophy	2.2%	1
Physics	0.0%	0
Political Science	2.2%	1
Psychology	0.0%	0
Public Policy	0.0%	0
Religious Studies	2.2%	1
Sociology	2.2%	1
Spanish	0.0%	0
Spanish/Latin American, Caribbean, and Latino Studies	0.0%	0
Studio Art	2.2%	1
Theater Arts	2.2%	1
Women, Gender, & Sexuality Studies	4.4%	2
Other (please specify)	2.2%	1
answered question		**45**
skipped question		**0**

Number	Other (please specify)
1	Archaeology & American Studies

*Since the Holley intern may not be a Gettysburg graduate, it is possible to see majors not offered at Gettysburg College.

4. What type of internship(s) did you have at Musselman Library? Mark all that apply.		
Answer Options	Response Percent	Response Count
Robert and Esther Kenyon Fortenbaugh internship	70.5%	31
Diane Werley Smith internship	6.8%	3
Barbara Holley internship	29.5%	13
Other (please specify)	9.1%	2
answered question		44
skipped question		1

Number	Other (please specify)
1	Graduate Instruction Internship
2	Brian C. Pohanka Fellowship

*Former interns may have participated in more than one type of internship, which is why the response percent does not equal 100.

5. In what department or areas of Musselman Library did you work as an intern? Mark all that apply.		
Answer Options	Response Percent	Response Count
Special Collections & College Archives	73.3%	33
Reference & Instruction	44.4%	20
Technical Services	35.6%	16
User Services	24.4%	11
Music	11.1%	5
Other (please specify)	4.4%	2
answered question		45
skipped question		0

Number	Other (please specify)
1	Exhibits
2	Exhibits

6. Overall, how satisfied were you with your internship(s) at Musselman Library?		
Answer Options	Response Percent	Response Count
Very Satisfied	86.7%	39
Satisfied	13.3%	6
Dissatisfied	0.0%	0
Very Dissatisfied	0.0%	0

answered question	45
skipped question	0

7. Which of the following best describes your current employment situation?

Answer Options	Response Percent	Response Count
I am employed full-time.	71.1%	32
I am employed part-time, but looking for full-time work.	4.4%	2
I am employed part-time and am not looking for full-time work.	2.2%	1
I am not currently employed, but looking for work.	0.0%	0
I am not currently employed and am not looking for work.	0.0%	0
Full-time student	15.6%	7
Other (please specify)	6.7%	3
answered question		**45**
skipped question		**0**

8. Are you currently employed in libraries, archives, museums, or a related field (for example, Public History)?

Answer Options	Response Percent	Response Count
Yes	65.9%	29
No	34.1%	15
answered question		**44**
skipped question		**1**

9. If you are not currently employed in libraries, archives, museums, or a related field, have you previously worked in these fields after your internship?

Answer Options	Response Percent	Response Count
Yes	9.3%	4
No	23.3%	10
Not applicable. I am currently employed in libraries, archives, museums, or a related field.	67.4%	29
answered question		**43**
skipped question		**2**

10. How much did your internship(s) positively impact your decision to pursue a career in libraries, archives, museums, or a related field?

Answer Options	Response Percent	Response Count
Very much	68.6%	24
Quite a bit	22.9%	8
Some	8.6%	3
Very little	0.0%	0
answered question		**35**
skipped question		**10**

11. How much did your internship(s) help you to identify possible areas of specialization in libraries, archives or museums that matched your work-related interests?

Answer Options	Response Percent	Response Count
Very much	62.9%	22
Quite a bit	22.9%	8
Some	14.3%	5
Very little	0.0%	0
answered question		**35**
skipped question		**10**

12. Please specify the types of libraries, archives, museums, or similar institutions in which you have worked since completing your internship(s). Please select all that apply.

Answer Options	Response Percent	Response Count
Academic Library	61.8%	21
Public Library	5.9%	2
Law Library	5.9%	2
School Media Center	2.9%	1
Museum	26.5%	9
Government Library/Archive	17.6%	6
College/University Archive	35.3%	12
Special Library	8.8%	3
Medical Library	5.9%	2
Corporate Library or Information Center	2.9%	1
Historical Society Library/Archive	8.8%	3
Other (please specify)	20.6%	7
answered question		**34**
skipped question		**11**

13. What types of activities do you perform in your current position (or, if you're not currently working, in your most recent position)? Please mark all that apply.

Answer Options	Response Percent	Response Count
Reference	55.9%	19
Instruction	44.1%	15
Interlibrary Loan	14.7%	5
Online/Literature Searching	23.5%	8
Cataloging	35.3%	12
Collection Development	35.3%	12
Acquisitions	17.6%	6
Systems Support	5.9%	2
Web Authoring and Design	20.6%	7
Management/Supervisory Responsibilities	38.2%	13

Donor Relations	23.5%	8
Marketing/Outreach	50.0%	17
Public Programming	35.3%	12
Exhibit Curation	26.5%	9
Archival Organization and Description	47.1%	16
Appraisal and Care for Institutional Records	14.7%	5
Book Binding	5.9%	2
Conservation and/or Restoration	14.7%	5
Digitization	38.2%	13
Other (please specify)	23.5%	8
answered question		**34**
skipped question		**11**

14. How much did your internship help you to obtain your first professional position in libraries, archives, museums, or a related field?

Answer Options	Response Percent	Response Count
Very much	48.4%	15
Quite a bit	22.6%	7
Some	22.6%	7
Very little	6.5%	2
answered question		**31**
skipped question		**14**

15. If applicable, please describe how your internship helped you to obtain your first professional position in libraries, museums, archives, or a related field?

Answer Options	Response Count
	24
answered question	**24**
skipped question	**21**

Number	Response Text
1	Open comments have been removed from the public report.

16. If you have not pursued a career in libraries, archives, museums, or a related field, how much did your internship(s) help you to determine a career path?

Answer Options	Response Percent	Response Count
Very much	0.0%	0
Quite a bit	50.0%	5
Some	40.0%	4
Very little	10.0%	1
answered question		**10**
skipped question		**35**

17. Please briefly describe your current job and the institution/organization in which you work, excluding specific names and locations. If you are not currently working, please briefly describe the setting in which have you most recently worked.

Answer Options	Response Count
	44
answered question	**44**
skipped question	**1**

Number	Response Text
1	Open comments have been removed from the public report.

18. If applicable, please identify some of the skills you learned during your internship which you have applied in your chosen profession (for example, communicating in a professional office setting, time management, etc.).

Answer Options	Response Count
	43
answered question	**43**
skipped question	**2**

Number	Response Text
1	Open comments have been removed from the public report.

19. How often in your current position do you draw upon the skills you learned during your internship(s) (or, if you are not current working, in your most recent position)?

Answer Options	Response Percent	Response Count
Very often	47.7%	21
Often	29.5%	13
Sometimes	22.7%	10
Never	0.0%	0
answered question		**44**
skipped question		**1**

20. Have you been enrolled (or, were recently accepted) as a student in a graduate program?

Answer Options	Response Percent	Response Count
Yes	75.6%	34
No	24.4%	11
answered question		**45**
skipped question		**0**

21. How much did your internship positively impact your acceptance to a graduate program?

Answer Options	Response Percent	Response Count
Very much	54.8%	17
Quite a bit	25.8%	8
Some	9.7%	3
Very little	9.7%	3
answered question		**31**
skipped question		**14**

22. If you have completed a graduate program (or are currently enrolled in a graduate program), please identify the degree(s) awarded. Please select all that apply.

Answer Options	Response Percent	Response Count
Master of Library Science (MLS)	24.2%	8
Master of Information and Library Science (MILS)	12.1%	4
Masters of Library and Information Science (MLIS)	3.0%	1
Master of Information Science (MIS)	3.0%	1
Master of Science in Information (MSI)	3.0%	1
Master of Science in Library Science (MSLS)	3.0%	1
Master of Science in Library and Information Science (MSLIS)	15.2%	5
Doctor of Philosophy (Ph.D. in Information Science)	0.0%	0
Certificate of Advanced Study	0.0%	0
Other (please specify)	57.6%	19
answered question		**33**
skipped question		**12**

*Percentage of response will not equal 100% since respondents could select multiple degrees, including other.

Number	Other (please specify)
1	Masters of Christian Spirtuality
2	Master of Education (M.Ed.) in Adult Learning, Teaching & Learning with Technology track
3	Master of Music Education
4	Master of Arts, Art History; and Master of Arts, Museum Studies (dual degree)
5	Master of Studies in Global and Imperial History
6	MA in History Museum Studies
7	Master of Arts in Historical Musicology
8	M.A. in Historical Archaeology
9	Masters of History
10	M.A. in History Museum Studies
11	M.A. Public History
12	Intend to pursue MLIS
13	Master of Arts - Public History
14	Master of Science in Information (MSI)
15	Master of Arts - History (Completed simultaneously)
16	Master's in Education
17	Will complete two concentrations: Digital Libraries and Library Information Service

| 18 | Master of Music |
| 19 | MA in History, Concentration in Public History with an emphasis on Historic Preservation |

23. If applicable, please identify the name of the institution at which the above degree(s) was awarded (or at which you are currently enrolled).	
Answer Options	**Response Count**
	32
answered question	**32**
skipped question	**13**

Number	Response Text
1	Catholic University of America
2	University of Michigan
3	MIS - University of Tennessee at Knoxville (Withdrawn - I struggled with the distance learning format.) M.Ed. - Virginia Commonwealth University (Anticipated graduation date August 2016)
4	Syracuse University
5	University of Hartford's The Hartt School
6	University of North Carolina Chapel Hill
7	Syracuse University
8	University of Oxford
9	Drexel University (2009)
10	University of Pittsburgh
11	Cooperstown Graduate Program
12	University at Buffalo (both degrees)
13	University of Massachusetts: Boston.
14	Drexel University
15	Drexel University
16	University of Maryland, College Park
17	Simmons College
18	Simmons College
19	Cooperstown Graduate Program
20	Indiana University Purdue University Indianapolis
21	University of Maryland, Baltimore County (UMBC)
22	University of Michigan
23	University of Pittsburgh
24	Simmons College (Boston)
25	University of North Carolina Chapel Hill
26	Rutgers University
27	Indiana University
28	Drexel University
29	Still waiting on more acceptances before deciding
30	Simmons College
31	The University of North Carolina at Chapel Hill
32	Middle Tennessee State University, degree confirmed

24. How much did your internship(s) prepare you for your graduate coursework?

Answer Options	Response Percent	Response Count
Very much	62.5%	20
Quite a bit	21.9%	7
Some	3.1%	1
Very little	12.5%	4
answered question		**32**
skipped question		**13**

25. How much did your internship(s) help you to obtain your graduate student position or graduate practicum/internship in libraries, archives, museums, or related fields?

Answer Options	Response Percent	Response Count
Very much	57.1%	16
Quite a bit	7.1%	2
Some	17.9%	5
Very little	17.9%	5
answered question		**28**
skipped question		**17**

26. If applicable, please describe how your internship helped you to obtain your first graduate student position or graduate practicum/internship.

Answer Options	Response Count
	18
answered question	**18**
skipped question	**26**

Number	Response Text
1	Open comments have been removed from the public report.

27. Please specify the professional organizations (if any) in which you have been a member. Please select all that apply.

Answer Options	Response Percent	Response Count
American Library Association	23.1%	9
Association of College and Research Libraries	12.8%	5
Special Libraries Association	2.6%	1
Society of American Archivists	20.5%	8
Association for Information Science and Technology	2.6%	1
LOEX	5.1%	2
Medical Library Association	0.0%	0
Music Library Association	2.6%	1
State-level professional organization(s)	30.8%	12
Not applicable	41.0%	16

Other (please specify)	25.6%	10
answered question		**39**
skipped question		**6**

Number	Other (please specify)
1	College Art Association (CAA), American Alliance of Museums (AAM), Association of Academic Museums and Galleries (AAMG), Academy of American Poets, Museum Association of New York (MANY)
2	Association of Christian Librarians
3	Association for Government Relations Professionals
4	Mid-Atlantic Regional Archives Conference
5	National Council on Public History
6	American alliance of museums
7	State level professional organizations, but not library related
8	New England Archivists (NEA)
9	LLAMA
10	National Council on Public History; American Association of State and Local History; Vernacular Architecture Forum

28. Overall, how much has your internship positively impacted your career?		
Answer Options	**Response Percent**	**Response Count**
Very much	55.8%	24
Quite a bit	34.9%	15
Some	7.0%	3
Very little	2.3%	1
answered question		**43**
skipped question		**2**

28. Overall, how much has your internship positively impacted your career?		
Answer Options	**Response Percent**	**Response Count**
Very much	55.8%	24
Quite a bit	34.9%	15
Some	7.0%	3
Very little	2.3%	1
answered question		**43**
skipped question		**2**

Number	Response Text
1	Open comments have been removed from the public report.

30. If you have additional comments regarding your internship experience at Musselman Library, please share them below.	
Answer Options	**Response Count**
	18
answered question	**19**

skipped question	26

Number	Response Text
1	Open comments have been removed from the public report.

Appendix 2 – Internship Outcomes

Outcome: Library interns distinguish between a range of careers available in LIS, archives, conservation, and related fields in order to identify possible career paths.	
Criteria How will we know we are successful? What will be happening?	**Evidence** How will you collect information? What needs to be developed or designed to gather evidence?
X% of interns indicate that their library internship helped to inform them of what type of graduate program best aligns with their career goals or what library, archives, or conservation positions would be most appropriate for their work-related interests and values.	Survey instrument Internship exit interview
X% of interns identify that they have worked or currently work in library and information science, archives, conservation, or related fields.	Survey instrument
X% of interns identify their internship had a positive impact on their early-career employability.	Survey instrument Interview
X% of interns who do not currently work in libraries, museums, or archives describe the internship as helping them to identify an alternative career path that supports their interests.	Survey instrument Interview

Outcome: Library interns identify needed additional skills, training, or potential learning opportunities through professional networks or organizations in order to be more prepared and engaged in their graduate program or professional training.	
Criteria	**Evidence**
X% of interns cite specific skills and knowledge gained during their internship as helpful when completing graduate school coursework.	Survey instrument Interview
X% of interns indicate their internship participation increased their ability to gain employment in libraries, archives, museums, etc. during their graduate program or professional training.	Survey instrument Interview
X% of interns confirm they are current or former members of a regional, state, or national library-affiliated professional organization.	Survey instrument
X% of interns who have not pursued a career in LIS or a related field identify applicable transferable skills from their internship to their current profession.	Survey instrument

Outcome: Library interns communicate the value and impact of the internship experience in order to gain acceptance to and/or complete graduate programs in LIS, archives, conservation, and related fields.	
Criteria	**Evidence**
X% of interns confirm that they have successfully been accepted to or graduated from a graduate program in LIS or a related field.	HEDS Senior Survey Survey instrument One-Year-Out Alumni Career Outcomes Study Five-to-Ten-Year-Out-Alumni Survey
X% of interns cite the assistance, feedback, and mentorship they received from librarians regarding their cover letter and resume as helpful in the graduate school or job application process.	Survey instrument Internship exit interview
X% of interns attribute the internship as one positive factor that led to their acceptance to a graduate program or other professional training.	Survey instrument Internship exit interview Interview
X% of interns report their internship as being a major asset in acquiring their first professional position.	Survey instrument Interview

Note. These outcomes and criteria are derived by programmatic and individual internship goals as identified by the internship supervisors for Research & Instruction, Special Collections & College Archives, and Music. Detailed outcomes exist for each of those internships, unique to the department.

Appendix 3 – Bibliography of Relevant Literature

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