uo 1/25

Impactful — *to Focus*

— Executive Summary

Library Technician
Student Questionnaire

Please take a few minutes to answer all of the following questions. The information you provide will greatly enhance my ability to better understand the backgrounds and goals of students who enroll in Library Technician courses. All information will be kept confidential.

1. Which of the following are reasons why you are taking this course: **(Check all that Apply)**

- 2 — ☐ My employer encouraged me to take this course *9.1 %*
- 2 — ☐ Enhance my knowledge and skills which can be applied to my current job *13.6 %*
- 1 — ☒ Obtain knowledge and skill to get a new job in the Library Technician field *72.7 %*
- 1 — ☒ To see if I like the Library Technician field *31.8 %*
- 2 — ☐ Other reason: *4.5*   **99**

  List other reason

2. In what way will you use the knowledge and skills gained in this course? **(Check all that Apply)**

- 2 — ☐ Self-employment *0 %*
- 3 — ☐ Volunteer now seeking degree/certification *18.2 %*
- 3 — ☐ Use knowledge in my current job *22.7 %*
- 2 — ☐ Get a new job with a different employer *9.1 %*
- 2 — ☒ Get a new job with current employer *18.2 %*
- 1 — ☒ Get my first job in the Library Technician field *59.1 %*   **99**   *22.7 %*
- 1 — ☐ Transfer to another college/university. Where? _____

  99

  4 out of 6 respondents wrote

3. Is this your first time taking a college course? ___ Yes ☒ No *81.8 %*   *18.2*

4. Have you ever taken a course at OCC in the past? ☒ Yes ___ No *22.7 %*   *77.3 %*

5. How did you find out about this course? **(Check all that Apply)**

- 2 — ☐ Employer *9.1 %*
- 2 — ☐ Friend/Family member *4.5 %*
- 2 — ☐ High school counselor/teacher *0 %*
- 1 — ☒ College (OCC) publication/advertisement *31.8 %*   ④ *List some other ways found out about course.*
- 2 — ☐ College's (OCC) web site *45.5 %*
- 2 — ☐ Contacted the College *9.1 %*   **99**
- 2 — ☐ Other: _____ *22.7 %*

6. Current employment status. **(Check Only One)**

- ☐ Full-time (30 or more hours per week) *33.3 %*
- 2 — ☒ Part-time (Less than 30 hours per week) *47.6 %*
- ☐ Unemployed (actively looking for work) Skip to Question #10 *9.5 %*
- ☐ Out of labor force (not looking for a job at this time) Skip to Question #10 *9.5 %*

n=21   *(*) One person listed 2 — document in report*

() missing - respondent put # changes   *See Nancy's email*   *survey #8.*

1

n=18

7. To what extent is your current job related to Library Technology?

3

___ Highly related ___ Somewhat related __X__ Not at all related
38.9% 22.2% 38.9%

(*) one person listed two documents

.**8.** Current job title: __PARA EDUCATOR__

.**9.** Current employer: __BIRMINGHAM PUBLIC SCHOOL DISTRICT__ (K) "

10. Have you ever taken a college course online? __X__ Yes ___ No
18.2% 81.8%

11. To what extent would you be interested in taking a Library Technician course online?

__X__ Very interested ___ Somewhat interested ___ Unsure ___ Not at all interested
45.5% 9.1% 22.7% 22.7%

12. To what extent would you be interested in taking (check all that apply):

2 ☐ Courses in the morning (between 7:00 a.m. and noon) 40.9%
1 ☒ Courses in the afternoon (between noon and 5:00 p.m.) 59.1%
1 ☒ Courses in the evening (between 5:00 p.m. and 9:00 p.m.) 59.1%
2 ☐ Courses on Saturday 40.9%

13. Home zip code: __48009__

14. Year of birth: 19__60__ Age

90.9% 9.1%

15. Gender __X__ Female ___ Male

13.6% 81.8% 4.5% 0% 0%
16. Race ___ African American __X__ White ___ Asian ___ Hispanic Other __99__

17. Your highest level of education attained thus far. **(Check Only One)**

n=24

2-0 ☐ Some high school 0%
2-0 ☐ High school graduate (diploma) 14.3%
2-0 ☐ Some college (no degree or certificate) 42.9%
2-0 ☐ College Certificate. From where? _____ 9.5%
1 ☒ College degree → __X__ Associates __X__ Bachelors ___ Masters. From where? ___ 1
HFCC 28.6% FERRIS 57.1% 14.3

2

2

18. What are your long-term (next five years) educational goal? **(Check Only One)**

- ❑ Only take this one course *0 ⨍*
- ❑ Take a few more courses in Library Technology *5.6⨍* *n = 18*
- ❑ Take a few more courses "not" in Library Technology *5.6⨍*
- ❑ Obtain a Certificate in the area of Library Technology *⨍*
- ❑ Obtain a Certificate in a field other than Library Technology *0 ⨍*
- ❑ Obtain an Associates Degree in Library Technology *33.3 ⨍*
- ❑ Obtain an Associates Degree in a field other than Library Technology *0 ⨍*
- ❑ Obtain a Bachelors Degree, Where? _____ *11.1 ⨍*
- ☒ Other: POSSIBLY   MASTERS (MLIS) WAYNE   STATE   (1) *11.1 ⨍*

9

Master degree

19. What are your long-term (next five years) career goal?

WORK   IN   LTA   FIELD   IN   BPS   DISTRICT.

20. Are you a member of any of the following groups/associations? (Check all that apply)

- *2* ❑ Michigan Library Association
- *2* ❑ Public Library Association (American Library Association)
- *2* ❑ Association of College and Research Libraries (American Library Association)
- *2* ❑ Library Information and Technology Association (American Library Association)
- *2* ❑ Special Library Association (SLA)
- *2* ❑ Medical Library Association (MLA)
- *2* ❑ Law Library Association

21. Which of the following do you read on a regular basis: **(Check all that Apply)**

- *2* ❑ *Library Journal* (Bowker)
- *2* ❑ *American Libraries* (American Library Association)
- *2* ❑ *College and Research Library News* (American Library Association, Association of College and Research Libraries)
- *1* ☒ *Booklist* (American Library Association)
- *2* ❑ *RQ* (American Library Association)
- *2* ❑ Associates, http://associates.ucr.edu/ (web-site)

22. Besides OCC, what other colleges/schools did you consider attending for your Library Technician coursework?

DIDN'T   KNOW   THERE   WERE   OTHERS.

3

23. What was the primary reason you decided to enroll at OCC?

ANSWERS SAME AS #1

TEXT
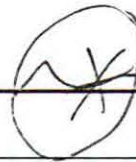
Different Handwriting

24. If there was one thing you could change within the OCC Library Technician program, what would that be?

ONLINE COURSES. More Hands on projects

Different Handwriting Do not RECORD.

25. What do you like most about the Library Technician field?

LINKING PEOPLE WITH INFORMATION - BOOKS, AUDIO, VISUAL, INTERNET.

Thank you for taking the time to complete this questionnaire. Please return this form to the instructor.

Comments:
understand MARC
= How to Look For MARC Records. search
Tests!

4

LTN In-Class Survey Analysis
Library Technician Student Questionnaire
Data Entry
Winter 2006

Here is the pathway for this folder: I:\Marketing\Program Marketing\Library Technician Program\In-Class Survey

Two Documents:

1) Shell
2) LTN Codes

If you have any questions, please let me know.

Thanks!

Ghausia ☺

LTN In-Class Survey Analysis
Library Technician Student Questionnaire
Zip Code Lookup
Winter 2006

Instructions:

❖ I have attached a sheet from the data set which list the various zip codes

❖ Can you please look up the cities by zip code

❖ I have created a variable in the data set: "city"

❖ Pathway: I:\Marketing\Program Marketing\Library Technician Program\In-Class Survey\Shell 1_17_7

Thanks! ☺
Ghausia

Zip Code

Home zip code:

N	Valid	22
	Missing	0

Home zip code:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48009	1	4.5	4.5	4.5
	48030	1	4.5	4.5	9.1
	48067	2	9.1	9.1	18.2
	48083	1	4.5	4.5	22.7
	48094	1	4.5	4.5	27.3
	48201	1	4.5	4.5	31.8
	48237	1	4.5	4.5	36.4
	48307	1	4.5	4.5	40.9
	48309	1	4.5	4.5	45.5
	48316	2	9.1	9.1	54.5
	48324	1	4.5	4.5	59.1
	48329	1	4.5	4.5	63.6
	48331	2	9.1	9.1	72.7
	48346	1	4.5	4.5	77.3
	48361	1	4.5	4.5	81.8
	48380	1	4.5	4.5	86.4
	48428	1	4.5	4.5	90.9
	48462	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Office of Institutional Research
Project Summary:

LTN In-Class Survey Analysis

ID: 2530

Requester	Orlowski, Marty	**IR Category:**	Marketing
Date Requested	15-Dec-06	**Project Type:**	Ad Hoc
Expected Completion	02-Feb-06	**Status:**	Active
Actual Completion:		**Assigned To:**	Ali, Ghausia

I Drive Location: I:\Marketing\Program Marketing\Library Technician Program\In-Class Survey

Description: Based on the results of the In-Class Survey Administered to LTN students, please provide a summary report of major findings. Refer to similar in-class survey reports for ideas about format, etc.

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Methodology:

Major Findings:

Program Planning Report
Library Technician

Contact Person: Berman, Jaema   Contact Phone: 232-4132
Dean: Glenn, Lane - 4511   Site: Auburn Hills
Requester: Sheble, MaryAnn
Credential 1:   Degree
Credential 2:   Certificate
CIP Code 1:   25.0301
CIP Code 2:   25.0101
Program Code   LTN.AAS
Program Code: LTN.CT
Course Code 1:   LIB
Program Type   Credit

Date Requested   9/21/2005   Status: In Progress

Problem Statement

Faculty/Dean are considering possible modifications to the existing program to broaden its market base e.g. appeal to a greater population of potential students. There is a general belief that there is a segment of the population not currently served by the existing program/courses. The program has the potential to serve the profession in a greater capacity especially through on-line offerings.

2003-04 Program Dashboard data reveals:
Average Section Size = 9
Sections Filled to Capacity = 50.8%
Sections Filled to Capacity = 50.8%
Percent of Completed Sections = 84.6%
Weighted Percent Change in Headcount = 0.4%
Weighted Percent Change in Credit Hours = 0.3%
Percent of Minority Students = 10.4%
Percent of Withdrawals= 9.2%
Percent of Incompletes = 1.0%
Student Course Completion Rate= 60.2%
Program Dashboard Score = 6.23 (ranked 84 out of 102)

[handwritten notes:] goal: - Cunsider possible modifications to existing program - appeal to greater population of potential students

1

Student Interest: To what extent is there evidence that people in the community have an expressed interest in this area?

Negative Traits	Positive Traits	Sources
Narrow		Faculty
Low		Enrollment
Weak		

Need
on-line

Analysis

The demand for such courses and curriculum offerings is currently weak. There is a belief that courses offered in an on-line format may appeal to a broader audience. A survey of public as well as private libraries may shed additional light on the need among those already working in the industry/occupation. In addition, an In-Class Survey may shed light on different target markets. In 2003-04 average section size = 9 students. An initial goal of 200 students in the program was discussed at the 9-21-05 meeting.

There is also a sense that the technology courses required in the program and therefore, the skills of our graduates are not in-line with the needs of the profession. Surveys of local libraries may show a need for personnel with broader technology skills, but our graduates are not qualifying for these jobs on the basis of their OCC Library Technician degree training.   This suggests a review of recent survey results from the OCC Graduate Follow-up survey and/or focus group with recent graduates.

variable: listed curx

Collecurx

— Need
— on-line course format
(appeal to broader
audience

— broader technology shills

Student Target Market: Exactly for whom is the program designed? To what extent can this population of potential students be clearly defined?

Negative Traits	Positive Traits	Sources
Difficult to identify	Receptive	Associations
Unclear	Community college education acceptable	Student profile
	Within OCC's regional market	In-class survey
		Faculty

Analysis

Need a Demographic Profile analysis on students in the program over the past several years. In addition, an In-Class Survey will shed greater light on the market currently served. Currently, it is difficult to identify a specific target market other than those already working in the industry/occupation. PCC study suggests retired teachers, older females, etc.

↳ Average occupation

✓ Average age of students

Unclear: - Currjcs
- Currenpley
← age os

Student Market Size: How large is each target market within OCC's regional market?   Roughly how many people are in each target market?

Negative Traits	Positive Traits	Sources
First need to define target market		Enrollment and degree trends
		Faculty
		Census data

Analysis

First need to identify potential markets. CCSP data will identify a potential pool of individuals already working in related occupations. Enrollment in similar programs elsewhere in Michigan will shed light on student demand.

vcncsle: curr jus

currenply

already
uihic in
field of (LIS)Tech

Student Target Market Growth Rate: TO what extent are each of the target markets growing in OCC's regional market? How large will each target market be in the future?

Negative Traits	Positive Traits	Sources
Government funded/supported		Socio demographic data
First need to define target markets		Industry Reports
Unknown		Faculty
		Census data

Analysis

First, need to identify each target population.

Benefit to Student Report

Student Skill, Knowledge and Credential Gained: Exactly what will the student learn, gain from taking courses in the program? To what extent is this knowledge durable, portable, transferable and/or certified through a formal award?

Negative Traits	Positive Traits	Sources
Transforming	Durable	Labor market analysis
	Long lasting social trend	Graduate follow-up
		Faculty

Analysis

It appears that technology is having a direct and dramatic impact on the industry/occupation. Technical computer based skills including internet searching techniques are rapidly becoming essential. An employer survey along with industry studies would confirm this trend. If technology is in fact a major part of being a successful Library Technician, then what impact does this have for our current LIB offerings e.g. equipment needs?

We need to add web-authorizing and web-design skills to the list. Many small local libraries run their own network and integrated library system, plus install and maintain their personal computers. Providing optional course work to enable our graduates to function at this level may add to the appeal of our graduates.

Vancsl6: krosh

– what skills and knowledge gained

Student Flexibility, Convenience: To what extent will students have the ability to take courses that fit their life styles? Will the sequencing of courses optimize student flexibility?

Negative Traits	Positive Traits	Sources
Somewhat restrictive	Moderate to strong control	Catalog
		Competitor Analysis
		Faculty

Analysis

In its current configuration courses are limited due to enrollment levels. Possibly offer courses on-line and in other formats to appeal to a broader audience. (Will need administrative support to push on-line courses since there is no full-time faculty member in the program.) Through an In-Class Survey and Employer Survey the notion of a day vs. night program should be investigated e.g. depending on the unique needs of the target markets. Is there an opportunity to offer courses in differing formats e.g. something less than 15 weeks?

> day vs. night
  program

- venable:
  fah cur

- more classes
  offered at
  different
  campuses.

Student Financial Commitment: What financial burden is placed on the student? Will the student encounter other non-tuition related expenses e.g. fees, loss of income, etc.?

Negative Traits	Positive Traits	Sources
	Low outlay in comparison to other opportunities	Faculty
	No extra fees, costs	
	Affordable	

Analysis

There appears to be no extraordinary costs associated with enrolling in the program. The extent to which an Internship is required may create some difficulties for some students. Unsure if this is a real issue or not. A survey of current students and graduates may help determine if the internship creates difficulties. If so, options should be explored based on experiences of other programs across the U.S.

need internship ?

variable: change list fcc

Student Barriers to Entering the Program: Must the student meet unique standards before entering the program, beyond normal? Will the student have to reach a given level of knowledge, experience, before entering the program?

Negative Traits	Positive Traits	Sources
	No restrictions outside of norm	Faculty
	Immediate entry available	

Analysis

There are no unique standards to enroll in the program/courses.

Education
& experience

Variable: high educ

College Degree of Control: To what extent will the College have the ability to modify the program and control its content, delivery, and on-going operation?

Negative Traits	Positive Traits	Sources
	High flexibility	Faculty
	Strong Control	

Analysis

There are no apparent external forces imposing control over the program. However, internal issues (FMA) may hinder ability to offer courses on-line.

College Responsiveness, Ability to Adapt to Changing Market: : To what extent will the College have the ability to modify the program given changing economic, technological, labor market and social changes?

Negative Traits	Positive Traits	Sources
	Responsive to market	Faculty
	Willing to change	

Analysis

Responsive to the extent associated costs (resources) can be acquired and maintained in order to sustain a viable program. However, without a full-time faculty member it may be difficult to sustain currency of the program over the long run. To maintain a viable program, assessments of the skills valued by current and potential employers of our graduates need to be conducted on a routine basis. Our current ideas include borrowing heavily for the LIB program from other disciplines. For example, OCC has a strong CIS program. If the LIB program can take advantage of courses in this program, keeping students current with technology should not be problematic.

College Exit Mechanism: To what extent will internal and/or external forces hinder the College's ability to discontinue the program?

Negative Traits	Positive Traits	Sources
	Few internal issues	Faculty
	Easy to sunset	

Analysis

There appear to be no political nor community issues dictating (constraining) the College's disposition of the program.

College Location and Method of Delivery: To what extent can courses be offered at multiple locations, in modular format, electronically, as well as in a variety of settings?

Negative Traits	Positive Traits	Sources
Single location	Easy to design	Faculty
	Willing to experiment	Competitor analysis
	Enhanced with technology	
	Distance learning	

Analysis
Currently the program is limited to the Auburn Hills campus. However, offering courses on-line opens the door to a broader audience. Depending on equipment needs, some courses could be offered at other sites.

- different
  (Campuses)

- on-line

- More class(es)

Variable: change list tech
  : list tech
  : more class

College Barriers to Entering the Market: To what extent are there legal or accrediting issues confronting the College in order to establish the program?

Negative Traits	Positive Traits	Sources
	High acceptance of community college	Competitor analysis
	No barriers	Faculty

Analysis

There appears to be no external barriers facing the College in terms of offering and/or expanding the program. However, costs associated with needed equipment in relation to projected enrollment may be an issue. The American Library Association (ALA) Community and Junior College Libraries Section (CJCLS) is investigating the possibility of offering ALA accreditation for library technician programs. However, if the initiative is successful, it would take at least five years to implement with ALA.

College Resource Commitment Report

College Supporting Resources: Is there wide-spread support for allocating the necessary resources to develop and sustain the program? Is there a skilled pool of instructors available to teach courses throughout the duration of the program?

Negative Traits	Positive Traits	Sources
Can't find instructors	Moderate to strong	Faculty

Analysis

To some extent this is unclear since total costs are not currently known. In part this may depend on student demand and industry needs. Is there an opportunity for seeking donations of equipment to establish a "state-of-the-art" program?

Currently, personal computers are the main equipment required by the program and OCC has a large number of computers for student use. (Open lab hours may not always correspond to student schedules.) Some of the library-specific applications (OCLC, Dewey classification schedules online) are free to programs that educate library personnel. The Detroit Area Library Network (DALNET) provides open access to the training database to give students an opportunity to work with an integrated library system. There are, however, a few pockets of applications that should be purchased to support the program (i.e. Library of Congress subject headings and classification schedules online).

College Capital Requirements: What are the short and long term costs associated with developing and maintaining the program? Are these costs justifiable given other priorities and opportunities?

Negative Traits	Positive Traits	Sources
Funding difficult to obtain		Cost analysis
Need to acquire equipment		Faculty

Analysis

Program currently lacks up-to-date technology. Technology appears to be the main driving force impacting change in the profession/industry. Equipment requirements need to be identified and costs determined. Program staff need to complete Course Equipment spreadsheet.

College Return on Investment: Will the program generate sufficient revenue given its cost? How long will it take to reach an acceptable rate of return on investment?

Negative Traits	Positive Traits	Sources
Uncertain		Cost analysis

Analysis

Need to first estimate potential markets and enrollment as well as on-going and start-up (equipment) expenditures.

College Management Team: To what extent is the management team experienced in the program area? How broad based is the management team?

Negative Traits	Positive Traits	Sources
Narrowly based	Existing	
Solo person		

Analysis

There is no full-time faculty member in the program, however the Dean of Library along with Jaema Berman (adjunct) and Lane Glenn are actively involved in this initiative.

Industry Demand Report

Industry Need: To what extent is there evidence that industry needs and economically values this program? How broad based is this need? Is this a real and valued need? Is there a clearly defined industry/occupation within Southeast Michigan?

Negative Traits	Positive Traits	Sources
Narrow focus	Well defined	Labor market analysis
Questionable		
Anecdotal		

Analysis

Examine CCSP industry and occupational projections data. Also suggests industry survey or existing industry reports are needed. To what extent will technology reduce or increase the need for new and/or replacement staff in the future? To what extent are positions being filled by full-time vs part-time staff? To what extent is technology impacting the skills and knowledge needed to be a successful Library Technician?

Industry Size: What is the relative size of the targeted industry/occupation in southeast Michigan? Is the size of the targeted industry/occupation sufficient to sustain employment for those who complete all or part of the program?

Negative Traits	Positive Traits	Sources
Small	Reliable estimate of job opportunities Growing	Labor market analysis

Analysis

Examine CCSP industry projections as well as existing industry reports. A large segment of this industry is publicly supported and subject to ever shifting political and economic trends.

Industry Growth Rate: To what extent is each targeted industry/occupation growing in southeast Michigan? What is the expected duration of the current growth rate?

Negative Traits	Positive Traits	Sources
Government funded/supported	Growing	Labor market analysis

Analysis
Examine CCSP industry projections data. In addition, long term projections are subject to ever shifting economic conditions. To what extent are future employment opportunities impacted by public funding issues? To what extent are projected job openings going to be filled by part-time employees, retired teachers, etc? Will this ultimately lessen the demand for newly degreed individuals?

Occupational Conditions Report

Industry Working Conditions and Benefits: Are future earnings enhanced by completing all or part of the program? Are expected wages justified given the typical working conditions? Do employers value what is gained through the program?

Negative Traits	Positive Traits	Sources
	Positive	Labor market analysis

Analysis

Examine CCSP industry and occupation projection data along with industry survey and/or existing reports. Are employers moving more and more towards part-time employees as a cost savings measure? However, part-time employment may be appealing to certain student target markets. To what extent do different types of employers provide varying levels of pay/benefits? To what extent is an Associates Degree required and valued? Are there other types of certification valued by employers?

Industry Barriers to Entering the Occupation: To what extent are there additional requirements for gaining employment in the industry/occupation? To what extent is the market already saturated with skilled workers?

Negative Traits	Positive Traits	Sources
	No restrictions	Labor market analysis
		Advisory Committee

Analysis

Need to clarify degree requirements from different types of libraries (employers) e.g. private vs. public, local, county, state/regional; educational institutions, etc. Is a degree "required, valued e.g. results in higher pay rate? There are no state nor national licensing requirements.

Industry Degree of Versatility: To what extent are there opportunities for career growth? What is the likelihood of career growth?

Negative Traits	Positive Traits	Sources
Low		Labor market analysis

Analysis

Library Assistants can with additional education progress to higher positions (Librarians, etc.). However, this often requires a Masters Degree. There are also opportunities within public as well as private libraries, local, county and state/regional libraries. Educational institutions ()K-12 and post-secondary). Need to clarify this with existing industry reports and/or an employer survey.

College Contacts and Networks: To what extent is the College plugged into appropriate business networks? What is the quality of these contacts?

Negative Traits	Positive Traits	Sources
	Accessible	

Analysis

There is on-going contact with state and regional Library Associations/groups. However, the target markets need to be clearly defined in order to nurture and `fully establish networks.

College Marketing Strategy: Are there existing venues for marketing the program? Are these venues affordable, accessible, and appropriate? Is the program difficult to promote? Does the program require unique or special marketing methods?

Negative Traits	Positive Traits	Sources
Process not established	Low cost	Marketing plan
	Ease of entry	SWOT interviews

Analysis

The end result of this research would lead to a marketing plan. There appears to be existing venues to promote and advertise the program in professional publications (hard copy as well as electronically). Current library systems, educational institutions (K-12), etc.

Competition: Who else offers similar training? Who are our major competitors?

Negative Traits	Positive Traits	Sources
	Few providing similar training	Competitor analysis

Analysis
Need to identify extent to which other colleges and universities offer similar programs. Investigate MCCVLC offerings. Potential for establishing articulation agreements with area universities. Such agreements may need to be with local universities given population served e.g. older female. Community Colleges with similar programs include: Library Science Henry Ford Community College Schoolcraft College Library Assistant/Clerk Bay De Noc Community College Lake Michigan Community College Monroe Community College Oakland Community College. Determine enrollment patterns as well as degree and certificate trends among area colleges.

WORKFORCE DEVELOPMENT PARTICIPANT SATISFACTION SURVEY

INSTRUCTOR CODES

Eleanor's example

Code	Instructor	Date
1	Akerley	Jul-00
2	Arnold	Jul-00
24	ASTI	Aug-00
44	Barry	Sep-00
20	Bellamy	Aug-00
23	Bolash	Aug-00
35	Brey	Sep-00
39	Burnard	Sep-00
38	Clark	Sep-00
26	Crossman	Aug-00
40	Demers	Sep-00
3	Dolson	Jul-00
52	Dolson Team	Aug-00
28	Donohoe	Aug-00
10	Driscoll	Aug-00
42	Finley	Sep-00
15	Freer	Aug-00
4	Gores	Jul-00
11	Hildebrandt	Aug-00
19	Hill	Aug-00
22	Hosinski	Aug-00
5	Houchen	Jul-00
30	IKON	Aug-00
37	Impletch Northern Region	Sep-00
13	Jonasson	Aug-00
49	Kelton	Sep-00
31	Loch	Aug-00
17	Malloy	Aug-00
47	Marposs Corporation	Sep-00
8	Mastrona	Aug-00
50	Maybury	Sep-00
46	Mgm. Computer Controls	Sep-00
9	Nolan	Aug-00
14	Nucci	Aug-00
41	Paletz	Sep-00
7	Patterson	Aug-00
29	PPI Instructor	Aug-00
18	Rapotec	Aug-00
21	Reddy	Aug-00
36	RHM Fluid Power	Sep-00
32	RWD Technologies	Sep-00
34	Samsomatic Ltd	Sep-00
43	Scandalis	Sep-00
12	Shawyer	Aug-00
27	Sheppard	Aug-00
6	Steelhead Consulting, Inc.	Jul-00
25	Tallman	Aug-00

16	Taylor	Aug-00
48	Townsend	Sep-00
33	Trujillo	Sep-00
45	Vette	Sep-00
51	Wessel	Sep-00

Variable Values

Value		Label
reascourse	1	My employer encouraged me to take this course
	2	Enhance my knowledge and skills which can be applied...
	3	Obtain knowledge and skill to get a new job...
	4	To see if I like the Library Technician field
knowskill	1	Self-employement
	2	Volunteer now seeking degree/certification
	3	Use knowledge in my current job
	4	Get a new job with a different employer
	5	Get a new job with a current employer
	6	Get my first job in the Library Technican field
	7	Transfer to another college/university
firsttime	1	Yes
	2	No
courseocc	1	Yes
	2	No
findabout	1	Employer
	2	Friend/Family member
	3	High school counselor/teacher
	4	College (OCC) publication/advertisement
	5	College (OCC) web site
	6	Contacted the college
emplostat	1.00	Full-time (30 or more hourse per week)
	2.00	Part-time (Less than 30 hourse per week)
	3.00	Unemployed (actively looking for work)
	4.00	Out of labor force (not looking for a job at this time)
jobrela	1.00	Highly related
	2.00	Somewht related
	3.00	Not at all related
collecourse	1.00	Yes
	2.00	No
libtechcourse	1.00	Very interested
	2.00	Somewhat interested
	3.00	Unsure
	4.00	Not at all interested
takecourse	1.00	Courses in the morning (btwn 7am and noon)
	2.00	Courses in the afternoon (btwn noon and 5pm)
	3.00	Courses in the evening (btwn 5pm and 9pm)
	4.00	Courses on Saturday

Variable Values

Value		Label
gender	1.00	Female
	2.00	Male
race	1.00	African-American
	2.00	White
	3.00	Asian
	4.00	Hispanic
	5.00	Other
highedulevel	1.00	Some high school
	2.00	High school graduate (diploma)
	3.00	Some college (no degree or certificate)
	4.00	College Certificate (from where?)
	5.00	College Degree
colldeg	1.00	Associates
	2.00	Bachelors
	3.00	Masters
edugoal	1.00	Only take this one course
	2.00	Take a few more courses in Library Technology
	3.00	Take a few more courses "not" in Library Technology
	4.00	Obtain a Certificate in the area of Library Technology
	5.00	Obtain a Certificate in a field other than Library Technolog
	6.00	Obtain an Associates Degree in Library Technology
	7.00	Obtain an Associates Degree in a field other than Library Te
	8.00	Obtain a Bachelors Degree
	9.00	Other
member	1.00	Michigan Library Association
	2.00	Public Library Association (Am Lib Asso)
	3.00	Association of College and Research Libraries (Am Lib Asso)
	4.00	Library Information and Technology Association (Am Lib Asso)
	5.00	Special Library Association (SLA)
	6.00	Medical Library Association (MLA)
	7.00	Law Library Association
read	1.00	Library Journal (Bowker)
	2.00	American Libraries (American Library Association)
	3.00	College and Research Library News (ALA, ACRLA)
	4.00	Booklist (American Library Association)
	5.00	RQ (American Library Association)
	6.00	Associates, http://associates.ucr.edu/ (web-site)

INSTITUTATIONAL EFFECTIVENESS
Workforce Development Participant Satisfaction Survey

Winter 2001
(with "Case ID" & "UNIT" change)

INSTRUCTIONS FOR 'CODER'

***Use a red ink pen**

<u>Looking at the upper right corner of the survey:</u>

- Code **"Company"** → *let me know if the company is not on the list*

- Make sure that **Section** # is legible → *if it's not, please write it again neater to the right or left of the original number*

*** Add Case ID for each survey – get with Pat Springer for direction regarding the assignment of Case ID

- Make sure that **Date** is legible → *circle 'end' date in red if there are more than one date listed in that field*

- Code **"Course Title"** → *let me know if the company is not on the list*

- Code **"Instructor"** → *let me know if the company is not on the list*

- Code "Unit" →   1 = CD
           2 = CUST
           3 = EDJT
        99 = *if missing*

Body of the survey:

Question 1 *(Why did you attend this course?)*:

You will code TWO different numbers for this question

Code →   1 = My employer sponsored course
             2 = To gain skills
             3 = Other

             4 = #1 & #2 (My employer sponsored course & To gain skills)
             5 = #1 & #3 (My employer sponsored course & "Other")
             6 = #2 & #3 (To gain skills & "Other")
             7 = #1, #2, & #3

             99 = Missing / left blank

If "Other" has a response, code the response accordingly.

1. Update / improve job skills on current job / perform better
2. Refresher course
3. Personal interest in topic

---

10.   Other

---

99.   Missing / left blank

If the respondent <u>did not indicate</u> "Other," then code the second number as **"99"** (which means that there is not answer for the "other" response).

Question #2   *(Is this the first training you have received ay OCC through Workforce Development Services?)*
Code →   1 = Yes
             0 = No
             99 = if missing

Skip Question #3   *(Please indicated to what extent you agree wit the following:)*

Question 4   *(Would you recommend this course to others?)*
Code →   1 = Yes
             0 = No
             99 = if missing

Question 5 *(Do you have any other comments with regards to this course?)*

You will code TWO different numbers for this question

1. Instruction manuals would be helpful; Supply additional literature on topic for reference or review.
2. Too much material covered in the time allowed; course should be longer for material covered; more time for material to absorb.
3. Class was too difficult; needed prerequisite
4. Want more one-on-one time between teacher and student
5. The class was too easy; class should cover more difficult aspects of the topic.
6. Time allowed for class was too long, not enough things to cover in the length of time provided; class was too slow
7. Need more work stations for better hands on training.
8. Classroom should have machines with 'real' world faults; more exercises or examples for learning process; more hands-on
9. Upgrade class equipment; teach an updated version of this course (i.e. Access 2000 instead of 1997).
10. Classroom was arranged poorly; classroom was too crowded
11. Classroom was too hot
12. Classroom was too cold
13. Breaks during class were needed
14. Offer class 'on-line'

---

80. Positive comment/praise about course
81. Positive comment/praise about instructor
82. Positive comment/praise about facility

85. Negative comment/criticism about course
86. Negative comment/criticism about instructor
87. Negative comment/criticism about facility

---

95. Other

---

99. No comment / none / left blank

Instisutuional Effectiveness: Workforce Development Participant Satisfaction Survey ~ Aug/Sept 2000

SURVEY CODE SHEET

	Variable #	Variable Name	Column	Valid Values	Corresponding Survey Question #
v	1	company	3	99 if missing	Located on the top right of the survey
v	2	section	10	99 if missing	Located on the top right of the survey
v	3	date	6	99 if missing	Located on the top right of the survey
v	4	corstitl	2	99 if missing	Located on the top right of the survey
v	5	instruct	2	99 if missing	Located on the top right of the survey
v	6	whyattnd	2	~~1 thru 3~~; 99 if missing *1 - 7*	q.#1
v	7	othrwhy	2	1 thru 3; 10; 99 if missing	q.#1
v	8	objclear	2	1 thru 4; 99 if missing	q.#2a
v	9	matadeqt	2	1 thru 4; 99 if missing	q.#2b
v	10	coursobj	2	1 thru 4; 99 if missing	q.#2c
v	11	paceadeq	2	1 thru 4; 99 if missing	q.#2d
v	12	timeappr	2	1 thru 4; 99 if missing	q.#2e
v	13	satcours	2	1 thru 4; 99 if missing	q.#2f
v	14	satinstr	2	1 thru 4; 99 if missing	q.#2g
v	15	satfacil	2	1 thru 4; 99 if missing	q.#2h
v	16	wfdrespn	2	1 thru 4; 99 if missing	q.#2i
v	17	recommnd	2	0 if no; 1 if yes; 99 if missing	q.#4
v	18	comment1	2	99 if missing	q.#5
v	19	comment2	2	99 if missing	q.#5

WORKFORCE DEVELOPMENT SERVICES
Participant Satisfaction Survey

OAKLAND COMMUNITY COLLEGE

Company: _____
Course Section #: _____
Course End Date: _____
Course Title: _____
Instructor: _____
Unit (CD, CUST, EDJT): _____
M-TEC Location (Yes, No): _____

Please take a moment to answer a few questions regarding this course. Your answers will help us in our efforts to identify and best meet your needs, as well as the needs of other students participating in the Workforce Development Program through OCC.

1. Why did you attend this course?

☒ My employer sponsored the course.   ☐ To gain skills to obtain employment.

☐ Other (please specify)_____

2. Is this the first training you have received at OCC through Workforce Development Services? ☐ Yes ☐ No

3. Please indicate to what extent you agree with the following:

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a. The objectives for the course were clear.	☐	☐	☐	☐	☐
b. The course material was adequate.	☐	☐	☐	☐	☐
c. The pace of instruction was adequate.	☐	☐	☐	☐	☐
d. The time for the course was appropriate.	☐	☐	☐	☐	☐
e. You feel that you achieved competency for this course topic.	☐	☐	☐	☐	☐
f. Overall, you are satisfied with the course.	☐	☐	☐	☐	☐
g. Overall, you are satisfied with the instructor.	☐	☐	☐	☐	☐
h. Overall, you are satisfied with the facilities.	☐	☐	☐	☐	☐
i. The OCC Workforce Development Staff was responsive to your needs.	☐	☐	☐	☐	☐

4. Would you recommend this course to others? ☐ Yes ☐ No

5. Do you have any other comments with regards to this course?

_____

_____

_____

Thank you for your participation!

Ali, Ghausia

Hi Nancy,

I have a question regarding the specific survey we discussed this morning. To refresh: when asked about "current employment status", one individual marked, 2 jobs, Full-time and Part-time in the survey. You suggested that I consider this specific response to be missing. Then, I noticed that when the question of "current job title" was asked, the same individual responded: "Full-time bus driver/Part-time library." So, this individual has specified their jobs. Now, my question is: would I also consider the response for "job title" as missing, or would I include <u>both</u> questions (employment status and job title) as valid.

Please let me know what you think.

Thanks, Nancy. :+)

Ghausia M. Ali
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(*) Don't cant in totals, but make a note of this response
P/ Nancy

1

Draft 1

next time widen so I can read better.

		Name	Type	Width	Decima	Label	Values	Miss	Col	Align	Measur
	1	surveynum	Numeric	8	0	Survey nu	None	99	8	Right	Scale
	2	reascou1	Numeric	8	0	My emplo	{1, Yes}.	99	8	Right	Nominal
	3	reascou2	Numeric	8	0	Enhance	{1, Yes}.	99	8	Right	Scale
	4	reascou3	Numeric	8	0	Obtain kn	{1, Yes}.	99	8	Right	Scale
	5	reascou4	Numeric	8	0	To see if I	{1, Yes}.	99	8	Right	Scale
	6	reascou5	Numeric	8	0	Other reas	{1, Yes}.	99	8	Right	Scale
string/widen	7	othreacou	Numeric	8	0	Other reas	None	99	8	Right	Nominal
	8	knosk1	Numeric	8	0	Self-empl	{1, Yes}.	99	8	Right	Nominal
	9	knosk2	Numeric	8	0	Volunteer	{1, Yes}.	99	8	Right	Scale
	10	knosk3	Numeric	8	0	Use knowl	{1, Yes}.	99	8	Right	Scale
	11	knosk4	Numeric	8	0	Get a new	{1, Yes}.	99	8	Right	Scale
	12	knosk5	Numeric	8	0	Get a new	{1, Yes}.	99	8	Right	Scale
	13	knosk6	Numeric	8	0	Get my fir	{1, Yes}.	99	8	Right	Scale
	14	knosk7	Numeric	8	0	Transfer t	{1, Yes}.	99	8	Right	Scale
widen	15	where1	String	8	0	Transfer w	None	99	8	Left	Nominal
widen	16	where2	String	8	0	Transfer w	None	99	8	Left	Nominal
	17	firsttime	String	8	0	Is this you	{1, Yes}.	99	8	Left	Nominal
	18	courseocc	String	8	0	Have you	{1, Yes}.	99	8	Left	Nominal
	19	findabout1	Numeric	8	0	Employer	{1, Yes}.	99	8	Right	Nominal
	20	findabout2	Numeric	8	0	Friend/Fa	{1, Yes}.	99	8	Right	Scale
	21	findabout3	Numeric	8	0	High scho	{1, Yes}.	99	8	Right	Scale
	22	findabout4	Numeric	8	0	College (	{1, Yes}.	99	8	Right	Scale
	23	findabout5	Numeric	8	0	College's (	{1, Yes}.	99	8	Right	Scale
	24	finabout6	Numeric	8	0	Contacted	{1, Yes}.	99	8	Right	Scale
	25	findabout7	Numeric	8	0	Other (find	{1, Yes}.	99	8	Right	Scale
widen	26	findother	String	8	0	Other way	None	99	8	Left	Nominal
	27	emplostat	Numeric	8	0	Current e	{1, Full-ti	99	8	Right	Scale
	28	jobrela	Numeric	8	0	To what e	{1, Highl	99	8	Right	Scale
widen	29	currjob	String	8 *widen*	0	Current jo	None	99	8	Left	Nominal
widen	30	curremploy	String	8	0	Current e	None	99	8	Left	Nominal
	31	collecourse	Numeric	8	0	Have you	{1, Yes}.	99	8	Right	Scale
	32	libtechcours	Numeric	8	0	To what e	{1, Very	99	8	Right	Scale
	33	takcour1	Numeric	8	0	Courses i	{1, Yes}.	99	8	Right	Scale
	34	takcour2	Numeric	8	0	Courses i	{1, Yes}.	99	8	Right	Scale
	35	takcour3	Numeric	8	0	Courses i	{1, Yes}.	99	8	Right	Scale
	36	takcour4	Numeric	8	0	Courses o	{1, Yes}.	99	8	Right	Scale
	37	zipcode	Numeric	8	0	Home zip	None	99	8	Right	Scale
	38	birthyear	Numeric	8	0	Year of bir	None	99	8	Right	Scale
	39	gender	Numeric	8	0	Gender:	{1, Fem	99	8	Right	Scale

widen —

order

	Name	Type	Width	Decima	Label	Values	Miss	Col	Align	Measur
40	race	Numeric	8	0	Race:	{1, Afric	99	8	Right	Scale
41	otherrace	String	8	0	Other race	None	99	8	Left	Nominal
42	highedlev1	Numeric	8	0	Some hig	{1, Yes}.	99	8	Right	Scale
43	highedlev2	Numeric	8	0	High scho	{1, Yes}.	99	8	Right	Scale
44	highedlev3	Numeric	8	0	Some coll	{1, Yes}.	99	8	Right	Scale
45	highedlev4	Numeric	8	0	College ce	{1, Yes}.	99	8	Right	Scale
46	collgcert	String	8	0	College ce	None	99	8	Left	Nominal
47	highedulev	Numeric	8	0	College d	None	99	8	Right	Scale
48	colldeg	String	8	0	College d	None	99	8	Left	Nominal
49	edugoal	Numeric	8	0	What are	{1, Only	99	8	Right	Scale
50	bachwhere	String	8	0	Obtain a B	None	99	8	Left	Nominal
51	othergoal	String	8	0	Other long	None	99	8	Left	Nominal
52	careergoal	String	8	0	What are	None	99	8	Left	Nominal
53	member1	Numeric	8	0	Michigan	{1, Yes}.	99	8	Right	Scale
54	member2	Numeric	8	0	Public Libr	{1, Yes}.	99	8	Right	Scale
55	member3	Numeric	8	0	Associatio	{1, Yes}.	99	8	Right	Scale
56	member4	Numeric	8	0	Library Inf	{1, Yes}.	99	8	Right	Scale
57	member5	Numeric	8	0	Special Li	{1, Yes}.	99	8	Right	Scale
58	member6	Numeric	8	0	Medical Li	{1, Yes}.	99	8	Right	Scale
59	member7	Numeric	8	0	Law Librar	{1, Yes}.	99	8	Right	Scale
60	read1	Numeric	8	0	Library Jo	{1, Yes}.	99	8	Right	Scale
61	read2	Numeric	8	0	American	{1, Yes}.	99	8	Right	Scale
62	read3	Numeric	8	0	College a	{1, Yes}.	99	8	Right	Scale
63	read4	Numeric	8	0	Booklist (	{1, Yes}.	99	8	Right	Scale
64	read5	Numeric	8	0	RQ (Ameri	{1, Yes}.	99	8	Right	Scale
65	read6	Numeric	8	0	Associate	{1, Yes}.	99	8	Right	Scale
66	othercolleg	String	8	0	Besides O	None	99	8	Left	Nominal
67	primreason	String	8	0	What was	None	99	8	Left	Nominal
68	chanlibtech	String	8	0	If there wa	None	99	8	Left	Nominal
69	likelibtech	String	8	0	What do y	None	99	8	Left	Nominal

Draft 1

LTN In-Class Survey Analysis
Library Technician Student Questionnaire
Codes for Open-ended Questions
Winter 2006

Instructions for Survey: *Have assigned a # to each survey.*

- ❖ Question #6: If more than one response is indicated, consider the response <u>missing</u>.

- ❖ Question #14: Enter 4 digits for the year (Ex: 1999)

- ❖ Question #17: Only enter the highest degree earned (some respondents indicated more than one degree earned. In these particular cases, ~~I have marked the highest~~ ? degree).

- ❖ Codes for all open-ended questions are listed in tables.

- ❖ 99 = missing

<u>Add</u> (?)

yes!

* Survey #8, question #16, mark as missing

* Question #18, 3 respondents have marked 2 responses, mark as missing.

* need to # pages

Question #1: Codes: Other reason:

Code	Response
1	Get a different part-time job in my senior years
2	No

Question #2: Codes: Transfer to another college/university. Where (?):

Code	Response
1	Wayne State, eventually
2	Oakland or Wayne
3	Not sure, yet
4	Currently, unknown; seeking MLS
5	Wayne State University
6	Maybe, Wayne, if possible

Question #5: Codes: How did you find about this course?: Other

Code	Response
1	Catalog from OCC
2	Wayne State, Dr. Miva
3	Employee I work with
4	The librarian at the Academy of Sacred Heart told me about OCC's library technician program. She said it was one of the best, most comprehensive library programs available.
5	Course curriculum

Question #8: Codes: Current job title:

Code	Response
1	Paraeducator
2	Sales Associate/Retail Sales/Sales/Retail Clerk
3	Library Aide
4	Payroll Administrator
5	Bookkeeper
6	Full-time Bus Driver/Part-time Library

7	Public School Media Tech
8	City Municipal Clerk-circulation clerk
9	Student worker-library
10	Youth Services Coordinator
11	Teacher's Aide
12	Computer Page
13	Driver
14	Dishwasher
15	Substitute for research center assistant (elementary school)
99	Missing

Question #9: Codes: Current employer:

Code	Response
1	Birmingham Public School District
2	Hawthorne Kitchen and Appliances
3	Oakland Community College
4	Palmer Moving and Storage
5	Northern Ventilation, Inc.
6	Meijer
7	RCS/RHPL
8	West Bloomfield School District
9	Royal Oak Public Library
10	Ruth Hughes Memorial Library
11	Romeo Community Schools
12	Northville District Library
13	MTS
14	Inn Season Café
15	Utica Community Schools
99	Missing

Question #17: Codes: Highest level of education: College Certificate: From where (?):

Code	Response
1	Oakland Community College
2	Wayne State University
99	Missing

Question #17: Codes: Highest level of education: College Degree: From where (?):

Code	Response
1	Ferris
2	Oakland University
3	Macomb Community College
4	Oakland Community College
5	Wayne State University
6	India
7	San Francisco State University
99	Missing

Question #18: Codes: Long-term educational goals: Obtain a Bachelors Degree where (?):

***3 respondents marked two responses for the whole question. Check to see if need to consider these three responses as "missing." (*) please provide input -

Code	Response
1	Oakland or Wayne
2	Wayne State University
99	Missing

missing, which is consistent with other issues in survey.

Question #18: Codes: Long-term educational goals: Other:

Code	Response
1	Possibly Masters (MLIS) Wayne State
2	MLS degree or teacher certification
99	Missing

Question #19: Codes: Long-term career goal:

Code	Response
1	Work in LTA field in BPS district
2	Gain a full-time library job, preferably in adult services or circulation.
3	More college classes haven't decided in a cause yet.
4	Continue my Associates degree and get my Bachelors degree. I do not know I want to get

	my BA in.
5	Become a librarian/Librarian at public or private school
6	Get a part-time library tech job/Obtain a part or full-time job with my library tech degree
7	Work at a public library
8	Masters degree U of M Flint
9	Continue in public school media center. Work should school funding allow.
10	Possible Bachelor's degree. Hope for promotion at work. (very unlikely due to union and seniority)
11	Obtain a Bachelors start Masters program
12	To get a job in my chosen field
13	I am already doing what I enjoy, but just in case I go to another library.
14	Stay with the school system but move into an opening in library tech
15	I'm not sure/Unsure/Undecided
16	I wanted to become a research center assistant at an elementary school, but everyone is cutting jobs! I think I would enjoy a public library job, but I need summers off (young kids).
99	Missing

Question #22: Codes: Besides OCC, what other colleges/schools did you consider attending for your Library Technician coursework?

Code	Response
1	Didn't know there were others/Didn't think there were other schools in this area/Don't know of any other/I don't know.
2	None at the present time/None/NA/None. The librarian at Academy of Sacred Heart told me that her fellow librarians highly praise the programs at OCC in Auburn Hills.
3	There aren't any others (I was told)
4	Wayne State for Library Science
5	This was the only one I considered.
99	Missing

Question #23: Codes: What was the primary reason you decided to enroll at OCC?

Code	Response
1	Answer same as #1: Obtain knowledge and skill to get a new job in the Library Technician field./Strictly for Library Tech Certification (#10)
2	I enrolled at OCC because it had the program I was interested in at the time, (Culinary Arts).
3	Have attended other classes (#3)
3a	Good teachers (#3)
3b	Close to home/ (#7)/ (#10-R.O. campus but no library classes offered there)/ (#14) Location/ (#15)/ (#17) Near from my home/ (#18)/ (#21) Close, convenient
4	I enrolled because this is the only school in Michigan that has a Library Technician Associates Degree/Library Tech Program (#9)/ (#11) program was available/ (#23) OCC offered the Library Tech program/ (#14) Availability of program/ (#15) Library Tech Degree/ (#16) This program/ (#19) OCC's library Technician Program is considered to be one of the best programs available for library technicians/ (#20) Library Technical Services/ (#22) Library Tech Program was the sole reason.
5	I liked OCC. The campuses (RO and AH) are nice. (#5)
5a	It's affordable (#5)/Reasonable cost (#6)/Financially Possible (#7)/ (#12) Cost/ (#15) Price/ (#21) Cheap
5b	I haven't had a bad experience with any classes or staff. (#5)
6	Interesting classes (#6)/ (#18) Program I am interested in
6a	Life-long learning. (#6)
7	To be the best that I can be in the Library field. (#8)
7a	To make employment pay off. (#8)
8	This college is one of the best colleges in my knowledge.
99	Missing

*** (#) indicates the survey number (top right hand corner on survey) and the associated response.

Question 24: Codes: If there was one thing you could change within the OCC Library Technician program, what would that be?

Code	Response
1	Online courses
2	There is nothing I can immediately think of that should be changed/ (#4) No changes/ (#7) Nothing that I can think of/ (#17) Nothing
3	MORE CLASSES OFFERRED IN A SEMESTER!!/ (#6) More courses available during the day/ (#8) More classes/ (#9) Course scheduling-many classes are offered only once or twice a year-very inconvenient!/ (#10) Offer more classes each semester/ (#11) More classes offered each semester/ (#13) More classes need to be offered/ (#14) And they should offer more than one library class per semester/ (#21) More classes per semester offered
4	(#8) Flexibility
5	(#10) Offer classes at other campuses/ (#18) courses offered at other campuses/ (#21) Classes offered in Royal Oak
6	(#12) I would like to have more detail oriented work. Work that simulated what I'll be doing as a library tech. For instance, instead of watching a video about repairing books or seeing a demonstration on how to process a book. I would have liked to do it myself. This way I would be more familiar and comfortable going to into a library tech position.
7	(#14) I wish the classes were not all held in the 6p-9p range/ (#18) Day courses/ (#20) Saturday courses/ (#22) Early afternoon classes. I have never taken an internet course because my computer is so old and I am still on dial up.
8	More classes on youth services-loved the children's lit. class.
	(#16) More classes available on-line/ (#19) On-line classes. I have a daughter and husband to take care of. On-line classes would give me the opportunity to take care of my personal responsibilities while taking care of my educational wants/needs.
99	Missing

*** (#) indicates the survey number (top right hand corner on survey) and the associated response.

Question #23: Codes: What do you like most about the Library Technician field?

Code	Response
1	Linking people with information-books, audio, visual, internet
2	The Library is a very complex organization which I want to know more about. I also enjoy books and seeing people enjoy my favorites.
3	Researching book reviews
4	The peacefulness of working in the library
5	Love everything about it (so far☺). It's a nice feeling to finally find a job field I would like to do the rest of my life!
6	(#6) Books; cataloguing/(#10) BOOKS!/ (#15) Working with books and the public/ (#19) I am looking forward to all aspects of the library technician job. I enjoy cataloging, shelving, checking books out/in, working with the public. The library Technician program at OCC have given me full confidence in my ability to enroll in ands successfully complete the MLS program at any given college/ (#21) Books! People!/ (#22) Helping people. I enjoy the mystery of what book they want/need and helping them find the information.
7	Learning new research methods
8	(#8) Really have enjoyed getting back into the swing of college…the instructors and classmates have been great!!/ (#14) The instructors have been great/ (#20) Instructors
	Watching children become excited about books and reading
9	(#11) Don't know yet/ (#18) Not sure
10	I like the information field
11	So far it is very interesting
12	Work in the schools with kids or when I retire from there, work at a public library
13	Field trip and learning something new everyday
99	Missing

*** (#) indicates the survey number (top right hand corner on survey) and the associated response.

Additional Comments: