California Library Staff Continuing Education Needs Assessment
(DRAFT COPY)

Submitted to:

Stanford-California State Library Institute in 21st Century Librarianship

InFoPeople

California Library Association

Submitted by:

Evaluation and Training Institute
September 2001
# Table of Contents

**PART I: OVERVIEW AND KEY FINDINGS**

1. Introduction .................................................................3  
2. Methodology .................................................................5  
3. Key Findings .................................................................11  

**PART II: DETAILED FINDINGS**

4. Demographics – Individual And Institutional.......................24  
5. Factors That Influence Participation In Continuing  
   Education ................................................................................32  
6. Continuing Education Needs – Individual Perspective......43  
7. Continuing Education Needs – Institutional Perspective...53  

**Part III: APPENDICES**

8. Appendix A – Survey .........................................................64  
9. Appendix B – Detailed Methodology ..................................69  
10. Appendix C – Tables .........................................................80
PART I: OVERVIEW AND KEY FINDINGS
1. INTRODUCTION

Currently, the library field is undergoing numerous changes that are redefining the traditional responsibilities of and job opportunities for librarians. Librarians have and will continue to experience greater job opportunities in progressively more diverse settings. Within all settings, librarians are expected to possess an increasingly diverse skill set to meet the changing expectations of their user groups. A number of factors responsible for the changing nature of the library field are:

- Retirement, vacancies, and insufficient numbers of replacements;
- Competition for library services from outside the field; and,
- Changing user expectations.

Retirement, Vacancies, and Insufficient Replacements

Many staffing vacancies are and will continue to arise in the library field due to a combination of forces. Librarians are leaving their positions for retirement or alternative employment in other settings. At the same time there are not enough graduates to fill the ranks.

- “Librarians have fallen on difficult times, with demand far exceeding supply and the ranks of those retiring, or about to, exceeding incoming rookies.”

- “Retirements in the field have doubled to about 10,000 annually in recent years compared with the early 1990s. This is more than twice the number of men and women who annually earn master’s degrees in library sciences…”

Competition

At the same time that they are short staffed, libraries are facing increased competition from other information providers. Moreover, these alternative information providers are contributing to the staffing shortage by courting librarians to work in non-traditional settings.

- “Competition is very real, and libraries must provide service that is better, faster, and/or cheaper than other potential providers.”

---


• “Many library-science students are getting much better job offers from private companies.”

• “More than three-quarters of library jobs in coming years will continue to be in schools, colleges and public libraries. But business services companies, including Internet-related firms are going to be among the most active recruiters of librarians.”

Changing User Expectations

In addition to external competition, librarians must readjust their skill set to accommodate the changing expectations of their users.

• “The traditional concept of a library is being redefined, from a place to access paper records or books, to one which also houses the most advanced mediums, including CD-ROM, the Internet, virtual libraries, and remote access to a wide range of resources. Consequently, librarians are increasingly combining traditional duties with tasks involving quickly changing technology.”

Continuing Education Needs

In order to respond to the ongoing changes in the library field, library staff need continuing professional development.

• “Maintaining competence and learning new skills must be at the top of every professional’s ‘To Do’ list. It is an ethical responsibility, to be sure, but also one that is pragmatic and critical for career success.”

To ensure that library staff in California receive the proper lifelong training, the Evaluation and Training Institute (ETI) was contracted to assess the continuing education needs of library staff in California. The results of the needs assessment survey are intended to aid the Stanford-California State Library Institute on 21st Century Librarianship, the InFoPeople Project, and the California Library Association meet their collective goal: developing a multi-year continuing education plan that will address the factors that are influencing the nature of the library field.

4 “Where have all the librarians gone?” U.S. News and World Reports Online (12 June 2000).

5 “You Can Make Book on It, Bidding War on for Librarians”, J2.


7 “Describing the Elephant: What is Continuing Professional Education?”, 201.
2. METHODOLOGY

The Evaluation and Training Institute conducted the California library staff continuing education needs assessment survey in Spring 2001. This section describes how the sample was determined, how the survey was developed and its content, how the survey was administered and to whom, who responded to the survey, and how the data analysis were conducted.

Determining the Sample

One of the main purposes of the survey was to conduct a statewide effort to reach as many urban and rural library staff as possible—at all employment levels—across different types of institutions and associations. Given that no comprehensive statewide database of library staff currently exists, ETI drew from a wide variety of sources. From these sources, ETI created a comprehensive statewide database for the mail and web components of the survey. ETI took the following steps to ensure that the database contained a sample large enough so that comparisons could be conducted by staff level, urban/rural locations, institutional affiliation, and association membership.

- **Solicited the assistance of the Library Education Needs Assessment Advisory Group** to provide a hard or electronic copy of their membership lists and to identify other directories to be included in the database.

- **Collected membership/participant directories from the following organizations:**
  - Los Angeles Chapter of the American Society for Information Science and Technology (LACASIS);
  - California Private Academic Libraries (CalPALS);
  - InFoPeople (all workshop participants);
  - California Library Directory;
  - California Library Association (CLA); and,
  - California School Library Association (CSLA).

- **Combined the directories and membership lists into a single electronic database.** For the purposes of sorting and cross-referencing, the database was organized into a number of fields, including name, professional association/directory, and mailing and email addresses.

---

8 To ensure that the database was comprehensive across both library types and staff levels, ETI consulted representatives of the California State Library, California School Library Association, and the California Department of Education.
Survey Development

The development of the survey also underwent several steps. In order to obtain a comprehensive list of potential continuing education topics to be included in the survey, ETI reviewed the following:

- **Advisory Group Survey Responses.** During the April 9-10, 2001 meeting of the Advisory Group, members completed a survey regarding their opinions on specific education needs for library staff at all levels. ETI evaluated all of the open-ended responses for survey terminology and topics.

- **Other Library Staff Continuing Education Surveys.** ETI reviewed existing library staff continuing education surveys. The purpose of the review was two-fold: (1) to analyze the methodologies, successes, and challenges of prior surveys and (2) to compile an inventory of topic areas and course offerings to be included in the current needs assessment survey.

- **Continuing Education Offerings.** ETI conducted a search of current continuing education offerings. In addition to searching the internet, ETI consulted a librarian at the UCLA College Library and examined professional library journals, organizational newsletters, and promotional pamphlets/fliers. From all of these sources, ETI created an inventory of current course offerings and then categorized courses under more generic continuing education areas for the survey.

Based on all the information acquired from the sources described above, ETI developed a comprehensive survey that obtained data from library staff in the following four areas:

- Demographics factors;
- Factors that influence participation in continuing education;
- Individual perspectives on continuing education needs; and,
- Institutional perspectives on continuing education needs.

The demographics section included questions about respondents professional experiences and educational background. Questions regarding influences on participation included time, technology access, needs from employers, and means of notification, to name a few. The sections concerning library staff continuing education needs from an individual and institutional perspective asked respondents to identify topics of interest and/or need in the following six key continuing education areas:

- Technology;
- Needs Assessment;
- Leadership and Career;
- Management;
- Library Technical Skills; and,
- Community Outreach and Public Service.
A copy of the survey is found in Appendix A.

Survey Administration

The survey was administered as a mail and web survey. Prior to administration, ETI pilot-tested both formats of the survey. The mail survey was distributed to all advisory group members for feedback and to a random sample of fifteen library staff selected from the California Library Directory. Based on feedback from both the sample and the Advisory Group, ETI revised the survey.

The mail survey was translated into a web survey and pilot-tested on a random sample of 50 individuals with e-mail addresses selected from the database. Feedback from this sample focused primarily on technical aspects of the survey.

The full administration of the mail and web survey was carried out in May 2001. Two thousand nine hundred and ninety-six surveys were sent out via mail and another two thousand two hundred and fifty-six e-mails were sent out directing recipients to the web site where the survey was located. The distribution across source associations and organizations is provided in Table 2.1.

<table>
<thead>
<tr>
<th>Association/Organization</th>
<th>Mail-Back Survey</th>
<th>Web-Based Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>California School Library Association</td>
<td>34% (n=1007)</td>
<td>NA</td>
</tr>
<tr>
<td>California Library Directory</td>
<td>28% (n=845)</td>
<td>34% (n=757)</td>
</tr>
<tr>
<td>InfoPeople</td>
<td>21% (n=13)</td>
<td>30% (n=706)</td>
</tr>
<tr>
<td>California Library Association</td>
<td>13% (n=397)</td>
<td>26% (n=577)</td>
</tr>
<tr>
<td>California Private Academic Libraries</td>
<td>2% (n=52)</td>
<td>NA</td>
</tr>
<tr>
<td>LACasis</td>
<td>NA</td>
<td>10% (216)</td>
</tr>
<tr>
<td>Unidentified</td>
<td>2% (n=38)</td>
<td></td>
</tr>
</tbody>
</table>

Survey Respondents

One thousand six hundred ninety-seven completed mail and web surveys were included in the analysis. Of a sample of 3,000 mail surveys, the response rate was 21 percent. Of 1,902 web surveys, 1,061 were complete and usable, and included in the analysis.

Analyses were conducted on 1,697 respondents who were employed in 54 out of the 58 counties in California. Ninety four percent of respondents work in urban counties; and,
the counties with the highest population densities in the state produced the largest number of responses to the survey: Los Angeles (18%), Alameda (10%), and San Diego (8%) (see Table C.1 in the Appendix).

More than 85 percent of the respondents are female, with the highest percentages of male respondents reporting to be California Academic and Research Libraries members, library administrators, and from academic institutions (see Table C.2 in Appendix C).

Close to 100 percent of the respondents are above 25 years of age. Seventy percent are 35 years and older, and out of these respondents close to half (47%) fall within the 45-54 year age range (see Table C.3 in Appendix C).

The majority of the respondents belong to the American Library Association (43%), the California Library Association (30%) and the California School Library Association (20%). The next most represented organizations are the Library of California-Regional Networks (11%), California Academic and Research Libraries (6%), and Special Libraries Association (5%). Out of the three hundred additional associations listed by survey participants, no other association is represented by more than 5 percent of the respondents (see Table C.4 in Appendix C).

Analyses

ETI employed a number of methods of analysis to examine the data. Data were analyzed at five different levels: overall, across staff level, urban/rural, institutional type, and professional association categories. Each level of analysis is defined as follows:

- **Overall**, includes all respondents to the survey.

- **Staff level**, includes the following five professional categories:
  - Administrators
  - Mid-managers
  - Professionals
  - Paraprofessionals
  - Clerical

- **Urban/Rural** is defined by the counties in which respondents work. Criteria from the Office of Management and Budget were used to classify counties as urban or rural.

number of rural survey participants lie between the two approaches, thereby indicating that rural survey respondents are representative of the rural population in California.
• **Type of institution** describes the type of library in which respondents work as defined below.  
  
  o Public institutions represent city, county, city/county, special district, and county law libraries.
  o Academic institutions represent libraries at public and private colleges and university, community colleges, and trade and professional schools.
  o Schools represent libraries at pre-school through high schools, both public and private
  o Special institutions represent libraries at corporate, law, medical, military, museum, state, and other federal agencies and associations.

• **Associations** include six associations of which the majority of respondents were members. They are;
  
  o American Library Association (ALA);
  o California Academic and Research Libraries (CARL);
  o California Library Association (CLA);
  o California School Library Association (CSLA);
  o Library of California Regional Networks; and,
  o Special Libraries Association.

Using SPSS, ETI ran frequencies on all the questions; and, whenever applicable, modes, medians, and ranges. “Other” and open-ended responses were first analyzed as described below, and when possible were included in the quantitative analysis of the data.

Responses in the “Other” category were reviewed individually and subsequently classified into existing categories whenever possible. The responses that did not correspond with existing categories were grouped together by shared characteristics and placed into new categories. Through this method of classification the responses in the “other” category were upcoded and included in the overall data analysis.

This aforementioned method of classification was also applied to the open-ended responses. All open-ended responses were reviewed for validity, grouped accordingly, and placed in corresponding categories and ranges. These categories and ranges allowed for quantitative data analysis methods to be applied to the open-ended responses. (Please see Appendix B for a more detailed explanation of upcoding and classification procedures).

This report presents the results of the needs assessment survey in two parts. Part I, *Overview and Key Findings*, describes the project, the methodology used to conduct the

---

10 Throughout the report the term library or institution is used interchangeably to represent respondents from the four types of institutions.

11 Whenever appropriate throughout the report, the designated association acronym will be used in reference to the library associations listed.
needs assessment, and the salient findings corresponding to the four components of the survey (demographics, factors that influence participation in continuing education, and individual and institutional continuing education needs). Part II, *Detailed Findings* presents an in-depth analysis of the results by each survey component.
3. KEY FINDINGS

The most salient findings are presented according to the four survey components in the following four sub-sections:

- Demographics;
- Factors that Influence Participation in Continuing Education;
- Individual Perspective on Continuing Education Needs; and,
- Institutions Perspective on Continuing Education Needs.

Detailed data tables for each survey component are in Appendix C. Detailed findings for each of the above are found in Sections 4, 5, 6, and 7 of this report.

Demographics

Individual

Staff Level

The distribution of respondents by staff level is displayed in Table 3.1. Further analyses reveal the following:

- The percentage of rural respondents who hold professional positions is one-third that of urban.
- Only three percent of school respondents classify themselves as mid-managers compared to 27 percent who work at public libraries.
- Clerical and paraprofessional staff are minimally represented across associations.

Table 3.1: Percentage Distribution of Respondents by Staff Level

<table>
<thead>
<tr>
<th>Staff Level</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-Management</td>
<td>17%</td>
</tr>
<tr>
<td>Professional</td>
<td>43%</td>
</tr>
<tr>
<td>Para-professional</td>
<td>19%</td>
</tr>
<tr>
<td>Clerical</td>
<td>7%</td>
</tr>
</tbody>
</table>

Highest Level of Education Completed

Table 3.2 illustrates the educational attainment level of respondents. Differences across analyses are:

- Respondents with more education tend to hold higher positions.

Table 3.2: Percentage Distribution of Respondents by Education Level

<table>
<thead>
<tr>
<th>Highest Level of Education Completed</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Science Degree</td>
<td>53%</td>
</tr>
<tr>
<td>Other Masters</td>
<td>9%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>16%</td>
</tr>
<tr>
<td>Community College</td>
<td>5%</td>
</tr>
<tr>
<td>Some College</td>
<td>8%</td>
</tr>
<tr>
<td>All Other Levels</td>
<td>&lt; 10%</td>
</tr>
</tbody>
</table>
• One-third of rural respondents compared to one-half of urban respondents have a Library Science Degree.

• Fewer respondents from schools and fewer California School Library Association members have attained a Library Science Degree compared to their respective counterparts.

Number of People Supervised

• Table 3.3 shows that almost one-third of respondents do not supervise anyone in their current positions. The median number of people that respondents supervise is two.

• Slightly more than one-half of respondents from special institutions do not supervise anyone, compared to one-third of respondents from other institutions.

<table>
<thead>
<tr>
<th>Number of People Supervise</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>32%</td>
</tr>
<tr>
<td>1-2</td>
<td>21%</td>
</tr>
<tr>
<td>3-5</td>
<td>17%</td>
</tr>
<tr>
<td>6-10</td>
<td>14%</td>
</tr>
<tr>
<td>11-20</td>
<td>10%</td>
</tr>
<tr>
<td>20 +</td>
<td>7%</td>
</tr>
</tbody>
</table>

Years in Current Position, at Current Institution, and in the Library Field

• Over three-quarters of the respondents have been in their current position for 10 years or less, over 50 percent have been at their current institution for 10 years or less, and one-third have been in the library field for 10 years or less.

• In comparison to other association members, a significantly large percentage of Special Libraries Association members (60%) have held their position less than three years.

• Respondents in higher-level staff positions have worked at their institutions longer than those in lower level positions.

• Seventy-two percent of clerical staff have worked ten years or less in the library field, in contrast to the small percentage of library administrators (17%) who have been in the field for the same amount of time.

Membership in Professional Associations

• The majority of respondents belong to the American Library Association (43%), the California Library Association (30%), and the California School Library Association (20%).

• Paraprofessional and clerical staff are not well represented among the associations.
• Association membership typically corresponds to the institutional affiliation of respondents. For example, 81 percent of respondents who work at schools are also members of the CSLA.

Institutional

Institutional Affiliation

The percentage distribution of respondents by type of institution is presented in Table 3.4.

• The proportion of mid-managers is as low as four percent at schools and rises as high as 73 percent at public institutions.

Size of the Institution

• Respondents work at institutions that are extremely varied in size (see Table 3.5). The overall median number of people these institutions serve annually is 9,000.

• While over 50 percent of administrators, mid-managers, and professionals work in institutions that serve less than 5,000 people, only 18 percent of mid-managers do.

• Respondents from schools and special institutions tend to serve fewer people annually than respondents from public and academic institutions.

• The number of people served varies widely across association membership, with a significantly larger percentage of CLA members (75%) compared to CSLA members (17%) representing institutions that serve more than 5,000.

Total FTE Staff

• The majority of respondents work in institutions with a relatively small full-time equivalent staff. Over half of the respondents state that the FTE at their library is ten or fewer, with a median FTE of eight.

<table>
<thead>
<tr>
<th>Institutional Type</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>47%</td>
</tr>
<tr>
<td>Academic</td>
<td>23%</td>
</tr>
<tr>
<td>School</td>
<td>21%</td>
</tr>
<tr>
<td>Special</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>&lt; 1%</td>
</tr>
</tbody>
</table>

**Table 3.5: Percentage Distribution of Respondents by Size of the Institution**

<table>
<thead>
<tr>
<th>Number of People Served</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1000</td>
<td>26%</td>
</tr>
<tr>
<td>1001-5000</td>
<td>21%</td>
</tr>
<tr>
<td>5001-10,000</td>
<td>5%</td>
</tr>
<tr>
<td>10,001-100,000</td>
<td>23%</td>
</tr>
<tr>
<td>100,000 +</td>
<td>25%</td>
</tr>
</tbody>
</table>
Factors that Influence Participation

Popular Providers

- Respondents have taken continuing education from a variety of providers. The majority of respondents have taken training at their institutions (in-service training), perhaps because at least 50 percent of library staff report having little time (no more than 1-2 days) to devote to training.

- Respondents want to take continuing education at colleges and universities (30%) and accredited library schools (29%). Local colleges and universities are most popular among paraprofessionals and clerical staff.

Methods of Notification

- The key method of notification overall (76%) and across analyses is print announcements sent to work (except special library association members who prefer electronic means).

- Among other methods of notification, supervisors are preferred over colleagues by paraprofessionals, clerical staff, rural respondents, and public library staff; while professional journals are preferred over colleagues by library administrators, school library staff, and association members.

Preferred Educational Formats and Access To Technology

- With an overall 87 percent response rate, hands-on seminars/workshops/institutes is the number one choice across all levels of analysis.

- Even though almost all respondents have access to various forms of technology, educational formats that rely on technology are not very popular (4-6%), except for the web-based tutorial format (27%).

Paying For Continuing Education

- Given that almost 60 percent of the respondents feel that both the individual and the institution are responsible for financially supporting continuing education, the dollar amount that respondents spend approximates the dollar amount their institutions spend on their continuing education (Table 3.6).
Regardless of analysis, the majority of respondents report that either zero or one percent of the institution’s budget is earmarked for staff continuing education.

When analyzed by the median dollar amount that respondents and their institutions spend on continuing education other findings emerge across analyses:

- The median dollar amount that respondents personally spend and their institutions spend on their continuing education corresponds directly to staff level.
- Rural respondents personally spend less than urban respondents and receive less from their institutions.
- While Library of California—Regional Networks members personally spend the most and receive the most from their libraries compared to other association members; the opposite is true for respondents from school libraries who receive the least, and personally spend the most compared to respondents from other types of libraries.

### Discouraging Factors and Needs from Employers

- As shown in Table 3.7, factors that discourage respondents from continuing education are similar to what respondents need from their employers.

<table>
<thead>
<tr>
<th>Obstacle to Continuing Education</th>
<th>Needs from Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time (82%)</td>
<td>Release Time (82%)</td>
</tr>
<tr>
<td>Travel Distance (63%)</td>
<td>Travel Expenses (60%)</td>
</tr>
<tr>
<td>Funds (54%)</td>
<td>Registration/Tuition (78%)</td>
</tr>
</tbody>
</table>

- In addition, a higher percentage of rural respondents need transportation and travel expenses than their urban counterparts. And, while temporary replacement is important to public and school library staff, library administrators are the least likely to have this need.
Continuing Education Needs – Individual Perspective

Table 3.8 presents the most popular topics library staff have taken and want to take in each of the six continuing education areas outlined in the survey. Based on overall percentage response rates, the continuing education areas are rank ordered from most popular to least popular.

Table 3.8: Primary Continuing Education Topics that Library Staff Have Taken and Want to Take

<table>
<thead>
<tr>
<th>Continuing Education Area</th>
<th>Primary Have Taken Topics</th>
<th>Primary Want to Take Topics</th>
</tr>
</thead>
</table>
| Technology               | • Basic Software Skills (76%)  
  • Basic Internet Skills (74%)  
  • Library Service Related Specific Technology Updates (55%)  
  • Electronic Information Resources Management (50%) | |
| Library Technical Skills | • Basic Reference Skills (54%)  
  • Basic Cataloguing (42%)  
  • Collections Development (40%)  
  • Managing E-Resources (42%)  
  • Electronic Reference (39%) | |
| Leadership/Career        | • Written and Verbal Communication Skills (45%)  
  • Conflict Resolution Skills (44%)  
  • Supervisory Skills (44%)  
  • Stress Management (40%)  
  • Fostering Creativity and innovation (46%)  
  • Promoting Cultural Competence (34%)  
  • Supervisory Skills (34%)  
  • Stress Management (40%) | |
| Management               | • Emergency Preparedness (39%)  
  • Staff Communication (34%)  
  • Using Data for Decision Making (36%)  
  • Technology Planning (36%)  
  • Staff Motivation (35%)  
  • Public Relations (34%) | |
| Community Outreach       | • Customer Relations (52%)  
  • Communication Skills (45%)  
  • Promoting Library Services (30%)  
  • Serving Individuals with Low Literacy Skills (30%)  
  • Serving Diverse Clientele (27%)  
  • Providing Access to Information Resources (26%) | |
| Needs Assessment         | • Evaluating Resources and Collections (24%)  
  • Program Evaluation (17%)  
  • Community Needs Assessment (15%)  
  • Evaluating Resources and Collections (48%)  
  • Technological Needs Assessment (41%)  
  • Community Needs Assessment (38%)  
  • Program Evaluation (38%)  
  • Instruments for Measuring Service (37%) | |

Significant findings across analyses are presented below by continuing education area and primarily focus on the topics library staff want to take.
Technology

- Continuing education in technology is the most popular area among library staff and across analyses. However, while urban and rural respondents are interested in Library Service Related Specific Technology Updates (55% urban, 59% rural), rural respondents also place importance on courses concerning Library Services Related Basic Technology Updates (51% rural, 42% urban).

- Furthermore, at least 40 percent of professional, paraprofessional, and clerical staff are also interested in Library Service Related Basic Technology Updates.

Library Technical Skills

- Lower response rates across course topics for paraprofessional and clerical staff suggest that these respondents have not had as much continuing education in library technical skills as staff at higher levels.

- In contrast to the overall findings, over 35 percent of rural, paraprofessional, and clerical staff continue to be interested in basic core courses, such as Collections Development (paraprofessional and rural) and Basic Reference (clerical).

- Also, over 35 percent of urban respondents and respondents from all types of institutions and associations are interested in E-Books to a large extent.

Leadership/Career

- Supervisory Skills and Stress Management, two courses in which 40 percent of respondents have taken continuing education, continue to be in demand by at least 30 percent of the respondents.

- Across analyses, respondents, except CARL members, are as interested in or more interested in topics such as Conflict Resolution Skills, Fostering a Multicultural Environment, and Goalsetting than they are in the topic Fostering Creativity and Innovation.

- Beyond the key topics listed above, clerical staff are also interested in developing their Written and Verbal Communication Skills (40%) and Tools for Professional Advancement (38%).
Management

- Interest in management related continuing education is not nearly as popular a continuing education area as technology and library technical skills. Topic response rates are lower.

- Despite the identification of the most popular management related continuing education topics, analyses show that there is little consistency among respondents across analyses. Responses are equally distributed amongst various topic areas within 12 percentage points (24-36%). Table 3.9 illustrates the topics that either surpass or rival the key topics identified in Table 3.8.

Table 3.9: Popular Management Continuing Education Topics by Type of Respondent

<table>
<thead>
<tr>
<th>Level of Analysis</th>
<th>Continuing Education Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>• Staff Motivation (37%)</td>
</tr>
<tr>
<td></td>
<td>• Program Planning (37%)</td>
</tr>
<tr>
<td>Professionals</td>
<td>• Collaboration and Partnership Skills (34%)</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>• Collaboration and Partnership Skills (33%)</td>
</tr>
<tr>
<td>Public</td>
<td>• Staff Motivation (29%)</td>
</tr>
<tr>
<td>Academic</td>
<td>• Staff Motivation (37%)</td>
</tr>
<tr>
<td>School</td>
<td>• Program Planning (33%)</td>
</tr>
<tr>
<td>Special</td>
<td>• Technology Planning (46%)</td>
</tr>
<tr>
<td>Special</td>
<td>• Collaboration and Partnership Skills (37%)</td>
</tr>
<tr>
<td>California School Library</td>
<td>• Program Planning (22%)</td>
</tr>
<tr>
<td>Association</td>
<td>• Library Facility Planning (32%)</td>
</tr>
<tr>
<td>All Library Associations</td>
<td>• Collaboration and Partnership Skills (41%)</td>
</tr>
</tbody>
</table>

Community Outreach

- Community outreach is among the least popular continuing education areas. Topic response rates are 30 percent or less.

- The four topics of current interest listed above are consistently represented across analyses.

Needs Assessment

- Needs assessment continuing education topics, along with community outreach topics are not in high demand. Overall topic response rates are low compared to other continuing education areas.

- Evaluating Resources and Collections is the most desired continuing education topic across analyses.

- Program Evaluation is also particularly popular across all staff levels.
Continuing Education Needs – Institutional Perspective

The institutional perspective is based on responses from those who consider themselves to be in managerial positions. Significant findings are presented below by continuing education area for three staff levels—mid-managers, professionals, and paraprofessionals and support staff. Continuing education areas within each staff level are organized in rank order by need, from highest to lowest. Additional findings worthy of note across rural/urban and type of institution are also included.

Continuing Education Needs of Mid-Managers

Table 3.10 presents the topics identified by managerial staff in which mid-managers at their libraries need continuing education.

<table>
<thead>
<tr>
<th>Continuing Education Area</th>
<th>Continuing Education Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>• Staff Motivation (42%)</td>
</tr>
<tr>
<td></td>
<td>• Staff Communication (39%)</td>
</tr>
<tr>
<td>Leadership and Career</td>
<td>• Fostering Creativity and Innovation (41%)</td>
</tr>
<tr>
<td></td>
<td>• Supervisory Skills (39%)</td>
</tr>
<tr>
<td></td>
<td>• Goalsetting (38%)</td>
</tr>
<tr>
<td>Technology</td>
<td>• Electronic Information Resources (25%)</td>
</tr>
<tr>
<td></td>
<td>• Basic Software Skills (25%)</td>
</tr>
<tr>
<td></td>
<td>• Library Services Related Specific Technology Updates (25%)</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>• Technological Needs Assessment (36%)</td>
</tr>
<tr>
<td></td>
<td>• Instruments for Measuring Services (35%)</td>
</tr>
<tr>
<td></td>
<td>• Community Needs Assessment (34%)</td>
</tr>
<tr>
<td></td>
<td>• Program Evaluation (33%)</td>
</tr>
<tr>
<td>Library Technical Skills</td>
<td>• Licensing and Negotiating Contracts (29%)</td>
</tr>
<tr>
<td></td>
<td>• Managing E-Resources (25%)</td>
</tr>
<tr>
<td></td>
<td>• Electronic Reference (22%)</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>• Promoting Library Services (37%)</td>
</tr>
<tr>
<td></td>
<td>• Customer Relations (31%)</td>
</tr>
<tr>
<td></td>
<td>• Serving Diverse Clientele (28%)</td>
</tr>
</tbody>
</table>

Other significant findings are presented below by continuing education area.

---

12 In some cases, no more than 30 managerial staff (out of 538) selected topics. In particular, the number of managerial staff at rural, school, and special libraries selecting continuing education topics was as low as 3 in some instances. Therefore, findings concerning mid-manager, professionals, and paraprofessionals at rural, school, and special libraries are not presented unless the number of respondents is sufficient to draw comparisons.
• **Management.** Aside from the two primary management topics selected, a minimum of 32 percent of managerial staff identified each management continuing education topic as important for the mid-managers at their libraries.

  o The primary continuing education needs of mid-managers varies at urban, public, and academic institutions. A variety of management topics were identified by managerial staff at these libraries (between 25 and 74%) as important to the continuing education of mid-managers.

• **Leadership/Career.** While not among the key topics, *Stress Management* and *Conflict Resolution Skills* are also cited by managerial staff at public and academic institutions as important continuing education topics for mid-managers.

• **Technology, Needs Assessment, Library Technical Skills, and Community Outreach.** Based on response rates of 35 percent or less, continuing education topics in these areas, for the most part, are not considered a priority for mid-managers.

### Continuing Education Needs of Professionals

As suggested by the data in Table 3.11, there are topics within each continuing education area that are deemed appropriate for the future professional growth of professional staff.

<table>
<thead>
<tr>
<th>Continuing Education Area</th>
<th>Continuing Education Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>• Advanced Internet Searching (52%)</td>
</tr>
<tr>
<td></td>
<td>• Library Services Related Specific Technology Updates (47%)</td>
</tr>
<tr>
<td></td>
<td>• Trouble-Shooting (44%)</td>
</tr>
<tr>
<td>Leadership and Career</td>
<td>• Stress Management (52%)</td>
</tr>
<tr>
<td></td>
<td>• Supervisory Skills (48%)</td>
</tr>
<tr>
<td></td>
<td>• Conflict Resolution Skills (48%)</td>
</tr>
<tr>
<td>Management</td>
<td>• Staff Communication (44%)</td>
</tr>
<tr>
<td></td>
<td>• Staff Motivation (40%)</td>
</tr>
<tr>
<td></td>
<td>• Disaster Preparedness (40%)</td>
</tr>
<tr>
<td>Library Technical Skills</td>
<td>• Electronic Reference (50%)</td>
</tr>
<tr>
<td></td>
<td>• Information Literacy/Instruction (45%)</td>
</tr>
<tr>
<td></td>
<td>• Collections Development (45%)</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>• Evaluating Resources and Collections (51%)</td>
</tr>
<tr>
<td></td>
<td>• Program Evaluation (38%)</td>
</tr>
<tr>
<td></td>
<td>• Community Needs Assessment (36%)</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>• Promoting Library Services and Value (47%)</td>
</tr>
<tr>
<td></td>
<td>• Customer Relations (46%)</td>
</tr>
<tr>
<td></td>
<td>• Serving Diverse Clientele (44%)</td>
</tr>
</tbody>
</table>
Analyses across institutions reveal that the percentage of school managerial staff that identified topics within each of the six continuing education areas was significantly lower than the percentage of public and academic staff that identified the same topics.

Other differences concern additional topic areas that are considered equally as important as or more important than the primary ones identified above.

- **Technology.** Urban, public, and academic managerial staff selected the following additional continuing education topics:

  - Urban professional staff need *Electronic Information Resources Management* (45%), *Web and Homepage Development* (44%), and *Basic Software Skills* (42%).
  - Professional staff at public libraries need *Basic Software Skills* (52%)
  - Professional staff at academic libraries need *Electronic Information Resources Management*.

- **Leadership and Career.** In addition to the key areas identified above, *Fostering Creative and Innovation* (52%) is an area in which professionals at academic institutions need continuing education.

- **Management.** Urban and academic managerial staff identified additional topics in which professionals need continuing education.

  - Urban professional staff need *Program Planning* (41%), and *Public Relations* (40%), while academic professional staff need *Technology Planning*.

- **Library Technical Skills.** In addition to the courses selected above, academic professionals need continuing education in *E-Books* (55%), *Supporting Distance Education* (55%), and *Managing E-Resources* (54%).

- **Needs Assessment.** Managerial staff at public and academic institutions identified additional topics in which professionals need continuing education. They are:

  - *Instruments for Measuring Services* (49%) and *Technological Needs Assessment* (48%) for professionals at academic libraries; and *Cultural Competency Assessment* (43%) for professionals at public libraries.

- **Community Outreach.** *Providing Access to Information Resources* (44%) is an additional topic in which managerial staff at academic libraries identify a continuing education need for professionals.
Continuing Education Needs of Paraprofessionals and Support Staff

Table 3.12 presents the topics identified by managerial staff as areas in which their mid-managers need continuing education.

<table>
<thead>
<tr>
<th>Continuing Education Area</th>
<th>Continuing Education Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>• Basic Software Skills (69%)</td>
</tr>
<tr>
<td></td>
<td>• Trouble-Shooting (66%)</td>
</tr>
<tr>
<td></td>
<td>• Specialized Library Software Skills (59%)</td>
</tr>
<tr>
<td>Leadership and Career</td>
<td>• Stress Management (57%)</td>
</tr>
<tr>
<td></td>
<td>• Written and Verbal Communication Skills (55%)</td>
</tr>
<tr>
<td></td>
<td>• Conflict Resolution Skills (51%)</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>• Customer Relations (65%)</td>
</tr>
<tr>
<td></td>
<td>• Staff Communication Skills (58%)</td>
</tr>
<tr>
<td></td>
<td>• Serving diverse Clientele (49%)</td>
</tr>
<tr>
<td>Library Technical Skills</td>
<td>• Basic Reference Resources and Skills (42%)</td>
</tr>
<tr>
<td></td>
<td>• Basic Cataloguing (33%)</td>
</tr>
<tr>
<td></td>
<td>• Specialized/Specific Cataloguing (28%)</td>
</tr>
<tr>
<td>Management</td>
<td>• Disaster Preparedness (38%)</td>
</tr>
<tr>
<td></td>
<td>• Staff Communication (35%)</td>
</tr>
<tr>
<td></td>
<td>• Staff Motivation (32%)</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>• Response rates were 21 percent or less across topics.</td>
</tr>
</tbody>
</table>

Beyond the topics identified by all managerial staff, there are few additional continuing education topics or deviations except the following:

- **Leadership and Career.** Managerial staff at public and academic institutions feel that paraprofessionals and support staff need training in *Goalsetting* (46% public, 49% academic) in addition to the topics identified above.
PART II: DETAILED FINDINGS
4. DEMOGRAPHICS – INDIVIDUAL AND INSTITUTIONAL

This portion of the report provides a detailed description of the distribution of respondents on a number of individual and institutional demographic characteristics. Overall, the survey respondents roughly parallel the demographic composition of the state. There is at least one respondent employed in 54 out of the 58 counties in California. Ninety-four percent work in urban counties; and, the counties with the highest population densities in the state produced the largest number of responses to the survey: Los Angeles (18%), Alameda (10%), and San Diego (8%).

Individual

Individual demographic characteristics of respondents include:

- professional staff level;
- highest level of education completed;
- number of people supervised;
- number of years at the institution;
- number of years in current position;
- number of years in the library field; and,
- association membership.

Staff Level

The majority of the survey participants are professionals. Paraprofessionals make up the next largest group of survey respondents, and clerical staff make up the smallest proportion of respondents. (Graph 4.1).

Findings worthy of note across analyses are presented below and in Table C.5 in Appendix C.

- The percentage of rural respondents who are paraprofessionals and clerical staff is twice that of urban respondents. Conversely, the percentage of rural respondents who are professionals is one-third that of urban respondents.
Major percentage differences occur among mid-managers across institutions. Only three percent of school library respondents classify themselves as mid-managers, compared to 11 percent of respondents from special libraries, 12 percent from academic, and 27 percent from public libraries.

Clerical staff members represent less than three percent of all association members. Paraprofessionals are also minimally represented in all the associations (0-10%) with the exception of the CSLA—15 percent of paraprofessionals are members of this association.

Highest level of Education Completed

Given that the majority of respondents are library professionals, it is not surprising that over half of all respondents have a Library Science Degree. Nonetheless, there is considerable variety in the level of educational attainment among the other 47 percent (Graph 4.2). Table C.6 in Appendix C presents the data in tabular form.

Differences across analyses are:

- Respondents with more education tend to hold higher positions. Close to 70 percent or more of library administrators, mid-managers, and professionals hold a Library Science Degree. Many respondents at the clerical and paraprofessional level are also college graduates. For example, about half of the paraprofessionals and one-third of the clerical staff have a Bachelor’s Degree.

- One-third of rural respondents compared to one-half of urban respondents have completed a Library Science Degree. While a relatively equal percentage of rural and urban respondents have a Bachelors Degree, over twice as many rural as urban respondents reported completing community college and some college.

- Ten to 26 percent fewer respondents from schools than from other institutions have attained a Library Science Degree.

- Similarly, 33 percent fewer CSLA members than other association members report having attained a Library Science Degree. Nonetheless, a larger percentage (though still small) have achieved the following: Other Masters (19%), Bachelor’s
Degree (13%), Some College (6%), Teaching Credential (6%), and Library Media Teacher Credential (6%).

**Number of People Supervised**

Almost one-third of respondents do not supervise anyone in their current positions. Another one-third supervise between one and five people. While the remaining one-third supervise between 11 and 500 people, less than one percent of respondents supervise more than 100 people. The median number of people that respondents supervise is two. See Table C.7 in Appendix C for the percentage distribution across analyses.

Findings across analyses are (see Table 4.1):

- Respondents in positions of higher authority supervise more people. The median number of people clerical staff supervise is zero, while the median is seven or eight for library administrators and mid-managers, respectively.

- Urban and rural respondents are fairly equally distributed with respect to the median number of people they supervise.

- One-half (51%) of respondents from special institutions do not supervise anyone compared to one-third of respondents from other institutions. In contrast, twice as many respondents from public as from other institutions supervise between six and 20 people. The medians in Table 4.1 reflect these differences.

- Similar to the previous finding, Special Library Association members supervise very few people in comparison to Library of California Regional Network members.

**Years in Current Position**

The median number of years respondents have been in their current position is four. The majority of respondents have been in their current position for ten years or less—20 percent one year or less, 25 percent two or three years, and 35 percent four to ten years. Although less than five percent of respondents have held their current position for

<table>
<thead>
<tr>
<th>Table 4.1: Median Number of People Supervised</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of Analysis</strong></td>
</tr>
<tr>
<td>Overall</td>
</tr>
<tr>
<td>Administrators</td>
</tr>
<tr>
<td>Mid-Managers</td>
</tr>
<tr>
<td>Professionals</td>
</tr>
<tr>
<td>Paraprofessionals</td>
</tr>
<tr>
<td>Clerical Staff</td>
</tr>
<tr>
<td>Urban</td>
</tr>
<tr>
<td>Rural</td>
</tr>
<tr>
<td>Public</td>
</tr>
<tr>
<td>Academic</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>Special</td>
</tr>
<tr>
<td>ALA</td>
</tr>
<tr>
<td>CARL</td>
</tr>
<tr>
<td>CLA</td>
</tr>
<tr>
<td>CSLA</td>
</tr>
<tr>
<td>Library of CA -- Reg.</td>
</tr>
<tr>
<td>Special Libraries Assn.</td>
</tr>
</tbody>
</table>
more than twenty years, a few have been in the same position for up to thirty-seven years.

Analyses by staff and institution reflect the overall pattern. Differences occur between urban and rural respondents and among association members (see Table C.8 in Appendix C).

- Though the percentages are small, rural respondents are twice as likely as urban respondents to have held their position for more than 20 years.

- In comparison to other association members, a significantly larger percentage of Special Libraries Association members (60%) have held their position less than three years. Of these, more than half have been in their position for one year or less.

**Years at Current Institution**

Although some people have worked for their current institutions for almost half a century (47 years to be exact), more than half of the respondents have worked for their current institution for ten years or less (See Table C.9 in Appendix C). Eighteen percent have been employed by their present institution for two years or less. At the other end of the spectrum, approximately 10 percent of the participants have worked at their current institution for more than 25 years. The mean and median years are eleven and nine, respectively.

- Respondents in higher-level staff positions have worked at their institution longer than those in lower level positions. For instance, the percentage of library administrators who have worked at their institution more than 25 years (14%) is three times greater than the percentage of clerical staff that are 25 year veterans.

- Twenty-eight percent of rural respondents are relatively new to their institutions (less than three years) compared to 18 percent of urban respondents.

- Respondents working in academic and special libraries appear to have joined their institutions recently. For instance, almost one-quarter of respondents from academic and special libraries have worked at their institutions for two years or less, compared to 15 percent of respondents from public and school libraries.

- As observed with special institutions, Special Libraries Association members represent the largest percentage of respondents among all association members who have worked at their institution for two years or less (28%) and the smallest percentage of respondents who have worked at their institution for more than twenty-five years (4%).
Years in the Library Field

On average, respondents have been working in the library field for sixteen years. Some have worked for as many as forty-two years. The overall distribution of respondents across ten-year brackets is fairly even. Thirty four percent have worked in the library field ten years or less; 30 percent 11-20 years; and, 27 percent 21-30 years. Further analyses reveal:

- Respondents in entry-level positions have worked in the field for far fewer years than their colleagues in higher positions. For example, 72 percent of clerical staff have worked ten years or less in the library field. This is in dramatic contrast to the small percentage of library administrators (17%) who have been in the field for the same amount of time.

- The median number of years in the library field is 50 percent higher in academic and special libraries (18 years) than in school libraries (12 years).

- The percentage of Library of California Regional Network members (18%) that have worked less than 10 years in the library field is half the percentage of Special Library Association members (37%) who have worked the same number of years.

Table C.10 in Appendix C presents these results.

Membership in Professional Associations

The majority of respondents belong to multiple associations. Respondents most frequently cite the following associations: the American Library Association (43%), the California Library Association (30%) and the California School Library Association (20%).

Association membership typically corresponds to the institutional affiliation of respondents (see Table C.4 in Appendix C). Some examples are:

- Thirty-eight percent of respondents who work at special libraries are members of the Special Libraries Association in contrast to less than five percent from other institutions.

- Eighty-one percent of respondents who work at school libraries are members of the CSLA.

---

13 Twenty-eight percent of the respondents did not indicate membership in any association.
Other findings across analyses are discussed below and displayed in Table C.11 in Appendix C.

- Paraprofessional and clerical staff are not well represented among the associations. In fact, only 42 percent of paraprofessional and 29 percent of clerical staff selected or submitted a professional association.

- Almost twice as many rural as urban respondents belong to Library of California – Regional Networks (20%) and Educational Non-Library Specific Professional Organizations (11%). And, almost twice as many urban as rural respondents belong to the CSLA (see Table C.4 in Appendix C).

- Correspondingly, only a small proportion of urban and rural respondents are members of the CARL and the Special Libraries Association compared to their membership in other associations.

**Institutional**

The demographic characteristics of Institutional respondents include:

- institutional affiliation;
- number of people served annually at the institution; and,
- number of full-time equivalent (FTE) staff.

**Institutional Affiliation**

Overall, nearly half of the respondents (47%) work in public institutions, while only eight percent work in special institutions. Another 23 and 21 percent work in academic institutions and schools, respectively. Less than one percent of respondents are employed by Cooperative/Regional Networks or are classified as Non-Traditional librarians (e.g., internet or consultant). Notable differences across analyses are:

- Mid-managers deviate from the overall distribution. The percentage of mid-managers is as high as 73 percent at public libraries, and as low as four percent at school libraries.

- Respondents from public libraries are the least likely to be members of CARL, CSLA, and the Special Libraries Association, while respondents from school libraries are least likely to belong to CARL and the Special Library Association.

Table C.12 in Appendix C presents the data for all respondents and across analyses.

**Number of People Served Annually**

Fifty-five percent of respondents provided the requested information regarding the number of people their institution serves annually, with the highest response rates from
library administrators, mid-managers, and professionals. The responses were extremely varied, with almost half reporting that their institution serves as many as 5,000 people annually.

At the low end of the distribution, approximately one-quarter of respondents work in institutions that serve less than 1,000 people. At the high end, 25 percent work in institutions that serve more than 100,000 people. The overall median number of people these institutions serve annually is 9,000. The following are some key differences across analyses (also see Table C.13 in Appendix C):

- A smaller percentage of mid-managers (18%) compared to other professional staff (over 50%) work in institutions that serve less than 5,000 people. On the other hand, a larger proportion of mid-managers than respondents at other staff levels work in institutions that serve 100,000 people or more.

- The median number of people served at rural institutions is 3,776, which is much lower than the urban median of 9,000.

- Respondents from schools and special institutions tend to serve fewer people annually than respondents from public and academic institutions. Over 75 percent of respondents from schools and special institutions serve a maximum of 5,000 people, while over 50 percent of public and academic institutions serve 10,000 people or more.

- The number of people served varies widely across association membership. At one end of the distribution, 75 percent of CLA members indicate that their institution serves more than 5,000 patrons. At the other end of the distribution, only 17 percent of CSLA members state that their institutions serve more than 5,000.

Total FTE Staff

The majority of respondents work in institutions with a relatively small full-time equivalent staff. As shown in Table 4.3, over half of the respondents state that the FTE at their library is ten or fewer, with a median FTE of eight. Three respondents reported FTEs of 1,000 or more with a maximum FTE of 1,408. Despite the fact that some institutions have such high FTEs, less than 10 percent of

<table>
<thead>
<tr>
<th>Number of Full Time Equivalent Staff</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 (n=221)</td>
<td>17%</td>
</tr>
<tr>
<td>2-3 (n=221)</td>
<td>17%</td>
</tr>
<tr>
<td>4-10 (n=296)</td>
<td>23%</td>
</tr>
<tr>
<td>11-100 (n=453)</td>
<td>33%</td>
</tr>
<tr>
<td>100+ (n=116)</td>
<td>&lt;10%</td>
</tr>
</tbody>
</table>

14 While 23 percent of the respondents overall did not provide the requested total FTE at their institution, over 85 percent of library administrators and mid-managers did.
respondents are employed at institutions with more than one hundred full time equivalent staff members.

The following table (Table 4.4) presents the median FTEs, while Table C.14 in Appendix C presents the distribution of FTEs across analyses.

Noteworthy median results across analyses are:

- The median FTE across staff levels ranges from 5 to 11.5.
- The highest FTE reported by rural respondents is 43 compared to 1,408 by urban respondents.
- Considering the average size of school library staff (1.1 FTE per library in the state of California), it is not surprising that 95 percent of school respondents report an FTE of 10 percent or less.
- Of the associations, the ALA, CARL, and CLA members tend to work in institutions with larger FTE staffs. For example, the median FTE staff size among CARL members is the highest across analyses and almost three times larger than the overall median of eight.

<table>
<thead>
<tr>
<th>Level of Analysis</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>8</td>
</tr>
<tr>
<td>Administrators</td>
<td>10</td>
</tr>
<tr>
<td>Mid-Managers</td>
<td>11.5</td>
</tr>
<tr>
<td>Professionals</td>
<td>6</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>5</td>
</tr>
<tr>
<td>Clerical Staff</td>
<td>6</td>
</tr>
<tr>
<td>Urban</td>
<td>8</td>
</tr>
<tr>
<td>Rural</td>
<td>5.5</td>
</tr>
<tr>
<td>Public</td>
<td>15</td>
</tr>
<tr>
<td>Academic</td>
<td>15</td>
</tr>
<tr>
<td>School</td>
<td>2</td>
</tr>
<tr>
<td>Special</td>
<td>5</td>
</tr>
<tr>
<td>ALA</td>
<td>12</td>
</tr>
<tr>
<td>CARL</td>
<td>21</td>
</tr>
<tr>
<td>CLA</td>
<td>16</td>
</tr>
<tr>
<td>CSLA</td>
<td>2</td>
</tr>
<tr>
<td>Library of CA -- Reg.</td>
<td>10</td>
</tr>
<tr>
<td>Special Libraries Assn.</td>
<td>6.5</td>
</tr>
</tbody>
</table>

15 According to 1993-94 data (the most recent available in this area), school libraries in California have, on average, .6 librarians and .5 library aides. Data provided by Keith Curry Lance, Director, Library Research Services.
5. FACTORS THAT INFLUENCE PARTICIPATION IN CONTINUING EDUCATION

There are a number of factors that influence library staff’s ability and interest in pursuing continuing education for current and future professional growth. Some of these factors are:

- type of providers;
- time;
- means of notification;
- educational formats;
- access to technology;
- personal and library expenditures;
- discouraging factors; and,
- needs from employers.

This section presents the findings for all respondents as well as across staff levels, institutional affiliation, association membership, and urban/rural locations.¹⁶

Providers

General findings indicate that respondents have taken continuing education courses from a variety of providers. At 71 percent, the most popular provider among library staff is training at their institutions which often provide in-service trainings, followed by state and regional professional associations (56%), InFoPeople (46%), colleges and universities (42%), and city or county providers (40%).

Patterns by different levels of analysis match the overall findings. Changes in rank order occur due to the rivalry between the following providers: training at your institution and training through national, state, and regional associations. Table C.15 in Appendix C presents the percentage responses across analyses for the most popular providers.

Other interesting findings include:

- Continuing education offered by InFoPeople, though generally popular among all staff levels, except clerical (10%), has been primarily patronized by mid-managers and professionals—66 and 50 percent, respectively.

- Similarly, only a small percentage of clerical staff have taken continuing education from state and regional professional associations, compared to higher staff levels.

¹⁶ Percentage responses do not add up to 100% because questions corresponding to each factor allowed respondents to check multiple responses.
• A higher percentage of respondents residing in urban as opposed to rural areas attend professional meetings at the national, state, and regional level. Similarly, urban respondents are twice as likely as rural to enroll in library school courses.

• More than two times as many respondents from public libraries than from other types of libraries have taken continuing education from InFoPeople.

• Over 50 percent of the members of the ALA, CLA, and Library of California Regional Networks have taken continuing education from InFoPeople compared to 38 percent or less among the other associations.

• City or County venues are the least popular among respondents from academic and special libraries.

• Correspondingly, they have provided continuing education training to between 40 and 52 percent of association members with the exception of the CARL and the Special Libraries Association.

While the general findings indicate that in-service training is a primary type of continuing education, only 23 percent of the respondents express a continued interest in training at their institutions. Alternatively, respondents’ top choice provider for future continuing education is colleges and universities. Approximately 30 percent want to take education courses in any colleges/universities that offer them, while 29 percent want to take classes at accredited library schools. Professional associations--national (26%) and state/regional (28%), InFoPeople (26%), the Library of California Network (24%), and the California State Library (22 %) are other providers of interest.

As shown in Table C.16 in Appendix C, respondents want to take continuing education from a variety of providers across analyses:

• Paraprofessional and clerical staff are more interested than other staff in pursuing continuing education through their local college and university.

• Clerical staff less interested than other staff in taking continuing education from the state/regional (15%) and professional associations (12%).
• Respondents from school libraries are as much as 13 percent less likely to take continuing education from national professional associations or the California State Library compared to other respondents from other types of libraries.

• The proportion of respondents from public and academic institutions (26% and 27%, respectively) that want to take in-service continuing education is twice that of respondents from special libraries.

Time to Devote

Given numerous options to choose from, one half or more of the respondents identify one (56%) or two (47%) days as the amount of time they have available to devote to continuing education. Another 43 percent assert that the time they can devote depends on the course. The response pattern is similar at all levels of analysis. Two additional findings of interest across staff levels are:

• Clerical and professional staff are one and a half times more interested in semester-long courses compared to higher levels of staff.

• Four to five times as many clerical staff (24%) as other professional staff (2% to 5%) do not care how much time they devote to continuing education.

For more details see Table C.17 in Appendix C.

Means of Notification

Results suggest that library staff hear about continuing education opportunities in a number of different ways. The three predominant means are:

• Brochure/flyer/newsletter sent to work (76%);
• Listserv postings or e-mail (49%); and,
• Colleagues (40%).

Respondents across all levels of analysis rank print announcements (brochures, flyers, and/or newsletter) sent to work as the number one method of notification about continuing education. Special library association members are the exception because they rank electronic means (listservs and/or e-mail) above print announcements.
Further analyses across levels show that in several instances respondents receive information about continuing education from their supervisors and/or professional journals before colleagues and/or electronic postings.

- In lieu of electronic postings, a higher percentage of paraprofessional and clerical staff tend to be informed about continuing education opportunities by their supervisors and colleagues.

- A higher percentage of rural residents and staff working at public institutions learn about continuing education offerings from their supervisors than from colleagues or electronic postings.

- Beyond print notifications and electronic postings, library administrators (46%), school library staff (49%) and association members (38% to 52%) rely to a large extent on professional journals.

- Respondents belonging to the American Library Association (29%) and the California Library Association (33%) are almost twice as likely as other association members (13% to 18%) to hear about continuing education from their supervisors.

For more details see Table C.18 in Appendix C.

**Preferred Educational Formats**

With an overall 87 percent response rate, hands-on seminars, workshops or institutes are the number one choice across all levels of analysis. Other desired continuing education formats are lectures (43%), guest speakers (39%), discussion groups (34%), and web-based tutorials (27%).

While a little over one-quarter of the respondents chose web-based tutorials as one of their top five choices, other educational formats using technology such as teleconference, videoconference, and e-mail are far less popular. Overall response rates for these educational formats are between four and six percent only. This pattern is consistent across professional categories and with urban respondents.

As illustrated in Table C.19 in Appendix C, specific deviations in preferred continuing education formats by level of analysis are:
• Paraprofessionals and clerical staff, while interested in web-based tutorials are almost equally as interested in self-study courses. Moreover, their interest level in self-study courses is two or more times greater than that of library administrators and mid-managers (see Table 5.1).

• Unlike urban respondents, rural respondents are equally as interested in discussion groups (30%) and self-study courses (34%) as they are in web-based tutorials (33%).

Table 5.1: Percentage Distribution of Respondents by Educational Formats

<table>
<thead>
<tr>
<th>Level of Analysis</th>
<th>Educational Formats</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Web-based Tutorials</td>
</tr>
<tr>
<td>Overall</td>
<td>27% (n=451)</td>
</tr>
<tr>
<td>Administrators</td>
<td>19% (n=48)</td>
</tr>
<tr>
<td>Mid-Managers</td>
<td>30% (n=86)</td>
</tr>
<tr>
<td>Professionals</td>
<td>26% (n=190)</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>33% (n=102)</td>
</tr>
<tr>
<td>Clerical Staff</td>
<td>21% (n=23)</td>
</tr>
</tbody>
</table>

An additional finding of interest concerns videoconferencing as a continuing education format. At the general level, analyses indicate that only six percent of the respondents are interested in taking continuing education through videoconferences. Yet, despite the small percentages, findings show that three times as many rural (16%) as urban respondents (5%)—are interested in this format. Similarly, 15 percent of the individuals belonging to the Library of California- Regional Networks chose videoconference as a possible continuing education format, compared to the two to seven percent of the members of other associations.

Access to Technology

Overall, access to technology is not an issue for library staff. Less than two percent of the respondents do not have access to technology of any kind. E-mail and the World Wide Web are the predominant modes of technological access for almost 100 percent of the respondents. Regardless of the level of analysis, the proportion of library staff who have access to these two forms of technology remain above 90 percent (see Table C.20 in Appendix C).

Speaker phones and second phone lines were not as popular as e-mail and the World Wide web. Yet, the percentage of respondents who have access to these two venues is higher among respondents at higher staff levels.

Though findings at the general level show that only a small percentage of respondents have access to PC videoconferencing and videoconference facilities (See Table 5.2), different levels of analysis generate the following results:
• Despite the low response rates, analysis by staff level suggests that the proportion of individuals who have access to PC videoconferencing and videoconference facilities increases as one moves from a lower to a higher position.

• With the exception of videoconference facilities, a higher percentage of respondents who work in urban as opposed to rural areas have access to all forms of technology (see Table C.20 in Appendix C). Almost twice as many rural as urban respondents have access to videoconference facilities.

• The proportion of respondents who have access to PC videoconferencing and videoconference facilities is highest among academic institutions and lowest among school libraries.

• In comparison to all other associations, a higher percentage of CARL and Library of California–Regional Networks members have access to either PC videoconferencing or videoconference facilities.

Table 5.2: Percentage Distribution of Respondents with Access to Videoconferencing and Videoconference Facilities

<table>
<thead>
<tr>
<th>Level of Analysis</th>
<th>Individual PC Videoconferencing</th>
<th>Video Conf. Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>6% (n=106)</td>
<td>14% (n=230)</td>
</tr>
<tr>
<td>Administrators</td>
<td>12% (n=29)</td>
<td>22% (n=55)</td>
</tr>
<tr>
<td>Mid-Managers</td>
<td>7% (n=19)</td>
<td>17% (n=49)</td>
</tr>
<tr>
<td>Professionals</td>
<td>5% (n=38)</td>
<td>12% (n=84)</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>6% (n=19)</td>
<td>10% (n=32)</td>
</tr>
<tr>
<td>Clerical Staff</td>
<td>1% (n=1)</td>
<td>7% (n=8)</td>
</tr>
<tr>
<td>Urban</td>
<td>6% (n=96)</td>
<td>13% (n=202)</td>
</tr>
<tr>
<td>Rural</td>
<td>7% (n=7)</td>
<td>22% (n=22)</td>
</tr>
<tr>
<td>Public</td>
<td>5% (n=36)</td>
<td>10% (n=76)</td>
</tr>
<tr>
<td>Academic</td>
<td>12% (n=45)</td>
<td>28% (n=109)</td>
</tr>
<tr>
<td>School</td>
<td>4% (n=13)</td>
<td>5% (n=17)</td>
</tr>
<tr>
<td>Special</td>
<td>8% (n=11)</td>
<td>18% (n=25)</td>
</tr>
<tr>
<td>ALA</td>
<td>7% (n=51)</td>
<td>15% (n=111)</td>
</tr>
<tr>
<td>CARL</td>
<td>12% (n=11)</td>
<td>30% (n=28)</td>
</tr>
<tr>
<td>CLA</td>
<td>7% (n=35)</td>
<td>17% (n=89)</td>
</tr>
<tr>
<td>CSLA</td>
<td>5% (n=17)</td>
<td>6% (n=19)</td>
</tr>
<tr>
<td>Library of CA -- Reg.</td>
<td>12% (n=21)</td>
<td>23% (n=41)</td>
</tr>
<tr>
<td>Special Libraries Assn.</td>
<td>8% (n=7)</td>
<td>20% (n=17)</td>
</tr>
</tbody>
</table>

Annual Personal Expenditure

Twenty-one percent of the respondents do not know how much they spend personally, and an additional 28 percent indicate that their institution pays for all their continuing education. Of the remaining 866 respondents who were able to report how much they spend, the annual personal contribution ranged anywhere from 0 to $10,000. Approximately 20 percent do not spend any money on continuing education; and for a small proportion (2%) of those respondents, continuing education is paid for by their institution/organization.
Seventy-five percent or more of those who contribute financially to their continuing education spend $500 or less; and this is consistent across analyses (see Table C.21 in Appendix C). Overall, approximately one-quarter spend between $201 and $500, and another 17 percent spend between $101 and $200. Less than 12 percent spend over $1,000. The overall median is $200.

As displayed in Table 5.3, other findings by level of analysis are:

- Across professional categories, the median dollar amount personally spent on continuing education decreases as one moves from higher to lower professional levels.

- The median dollar amount spent annually by respondents who work in urban areas is twice as large as by respondents who work in rural areas. These figures are substantiated by the fact that more than twice as many rural (39%) as urban respondents (19%) do not spend any personal funds on continuing education (also see Table C.21 in Appendix C).

- School library staff spend twice as much as the staff at public and special libraries.

- The median dollar amount personally spent on continuing education among association members ranges from $200 for Special Library Association members to $400 for California Library-Regional Networks members.

### Table 5.3: Annual Median Personal Expenditure on Continuing Education

<table>
<thead>
<tr>
<th>Level of Analysis</th>
<th>Personally Spend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>$200</td>
</tr>
<tr>
<td>Administrators</td>
<td>$300</td>
</tr>
<tr>
<td>Mid-Managers</td>
<td>$200</td>
</tr>
<tr>
<td>Professionals</td>
<td>$200</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>$100</td>
</tr>
<tr>
<td>Clerical Staff</td>
<td>$62.50</td>
</tr>
<tr>
<td>Urban</td>
<td>$200</td>
</tr>
<tr>
<td>Rural</td>
<td>$100</td>
</tr>
<tr>
<td>Public</td>
<td>$150</td>
</tr>
<tr>
<td>Academic</td>
<td>$200</td>
</tr>
<tr>
<td>School</td>
<td>$300</td>
</tr>
<tr>
<td>Special</td>
<td>$150</td>
</tr>
<tr>
<td>ALA</td>
<td>$300</td>
</tr>
<tr>
<td>CARL</td>
<td>$300</td>
</tr>
<tr>
<td>CLA</td>
<td>$250</td>
</tr>
<tr>
<td>CSLA</td>
<td>$300</td>
</tr>
<tr>
<td>Library of CA – Reg.</td>
<td>$400</td>
</tr>
<tr>
<td>Special Libraries Assn.</td>
<td>$200</td>
</tr>
</tbody>
</table>

### Annual Library Expenditure

Almost 37 percent of library staff indicate that they do not know how much money their institution spends on continuing education. Respondents who listed a dollar amount report that their institutions annually contribute anywhere from $0 to $9,000. While approximately one-quarter of these respondents note that their institution does not provide financial support for their continuing education, close to 50 percent report receiving between $1 and $500. Another 14 percent receive as much as $501 to $1,000. The median amount spent by institutions is $200.
Table C.22 in Appendix C presents the percentage response across analyses and Table 5.4 below presents the median dollar amount across analyses. Variations by level of analysis are:

- The median dollar amount varies by professional category, rising as high as $500 for library administrators and falling as low as $60 for clerical staff. This may be explained by the fact that compared to 19 percent of library administrators, 60 percent of the clerical staff do not receive any financial support (also see Table C.22 in Appendix C).

- The median for urban respondents is $50 higher than that of rural respondents.

- Respondents from school libraries receive a smaller median dollar amount than other types of institutions and comprise the largest percentage of respondents without institutional support (64%).

- The median amount spent on continuing education by CSLA member libraries is the lowest across institutions. Correspondingly, CSLA (35%) members compared to other association members do not receive funds for continuing education from their institutions.

<table>
<thead>
<tr>
<th>Table 5.4: Annual Median Library Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Analysis</td>
</tr>
<tr>
<td>Overall</td>
</tr>
<tr>
<td>Administrators</td>
</tr>
<tr>
<td>Mid-Managers</td>
</tr>
<tr>
<td>Professionals</td>
</tr>
<tr>
<td>Paraprofessionals</td>
</tr>
<tr>
<td>Clerical Staff</td>
</tr>
<tr>
<td>Urban</td>
</tr>
<tr>
<td>Rural</td>
</tr>
<tr>
<td>Public</td>
</tr>
<tr>
<td>Academic</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>Special</td>
</tr>
<tr>
<td>ALA</td>
</tr>
<tr>
<td>CARL</td>
</tr>
<tr>
<td>CLA</td>
</tr>
<tr>
<td>CSLA</td>
</tr>
<tr>
<td>Library of CA – Reg.</td>
</tr>
<tr>
<td>Special Libraries Assn.</td>
</tr>
</tbody>
</table>

Percent of Library Budget

Approximately two-thirds of the respondents do not know what percent of the library budget is allocated toward continuing education. Of the remaining one-third who do have access to this information, 60 percent report that no funds are allocated to support staff continuing education needs. Another 27 percent indicate only one percent. Consistently across levels of analysis, a majority of the respondents indicate that either no monies or one percent of the budget is earmarked for staff continuing education needs (see Table C.23 in Appendix C).
Factors that Discourage/Prevent

Time (82%), travel distance (63%), and funds (54%) are three key obstacles to continuing education for library staff. These factors consistently appear across all levels of analysis as the three primary obstacles preventing library staff from pursuing the continuing education they need, with minor changes in the order of preference (See Table C.24 in Appendix C). A noteworthy finding among urban and rural respondents is:

- Twenty-two percent more rural than urban respondents consider distance/travel a discouraging factor.

Needs from Employer

In order to take advantage of continuing education opportunities, respondents indicate the need for release time (82%) and expenses such as registration/tuition (78%) and travel (60%). Table C.25 in Appendix C shows how this pattern remains consistent at different levels of analysis, with one exception.

- The proportion of urban respondents and respondents who work at school libraries and need travel expenses is smaller by 15 percentage points compared to their urban and institutional colleagues.
While temporary replacement at work and transportation were needs selected by 35 percent or less of the respondents, some interesting differences arose across analyses (See Table 5.5).

- Unlike respondents from other professional categories, library administrators are less inclined to need temporary replacement at work.

- A higher percentage of rural respondents need transportation (24%) and travel expenses (72%) than their urban counterparts (17% and 58%, respectively). Also refer to Table C.25 in Appendix C.

- In comparison to other institutional categories, the percentage of respondents from public institutions and schools who state that temporary replacement at work is necessary for them to pursue continuing education is twice as high. On the other hand, the percentage of respondents from schools who report needing transportation is half as high.

- Members of the Library of California–Regional Networks view transportation (23%) and travel expenses (69%) as more pressing needs than members of other associations, while CSLA members consider temporary replacement at work important (41%).

### Table 5.5: Percentage Distribution of Respondents By Needs from Employer

<table>
<thead>
<tr>
<th>Needs from Employer</th>
<th>Level of Analysis</th>
<th>Temporary Replacement</th>
<th>Transportation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td></td>
<td>35% (n=596)</td>
<td>17% (n=290)</td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
<td>14% (n=36)</td>
<td>21% (n=53)</td>
</tr>
<tr>
<td>Mid-Managers</td>
<td></td>
<td>39% (n=114)</td>
<td>19% (n=54)</td>
</tr>
<tr>
<td>Professionals</td>
<td></td>
<td>40% (n=291)</td>
<td>14% (n=102)</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td></td>
<td>38% (n=119)</td>
<td>21% (n=65)</td>
</tr>
<tr>
<td>Clerical Staff</td>
<td></td>
<td>28% (n=31)</td>
<td>13% (n=14)</td>
</tr>
<tr>
<td>Urban</td>
<td></td>
<td>35% (n=537)</td>
<td>17% (n=254)</td>
</tr>
<tr>
<td>Rural</td>
<td></td>
<td>33% (n=34)</td>
<td>24% (n=24)</td>
</tr>
<tr>
<td>Public</td>
<td></td>
<td>43% (n=339)</td>
<td>18% (n=142)</td>
</tr>
<tr>
<td>Academic</td>
<td></td>
<td>21% (n=82)</td>
<td>21% (n=80)</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td>43% (n=151)</td>
<td>11% (n=38)</td>
</tr>
<tr>
<td>Special</td>
<td></td>
<td>15% (n=21)</td>
<td>20% (n=28)</td>
</tr>
<tr>
<td>ALA</td>
<td></td>
<td>32% (n=233)</td>
<td>17% (n=122)</td>
</tr>
<tr>
<td>CARL</td>
<td></td>
<td>13% (n=12)</td>
<td>17% (n=16)</td>
</tr>
<tr>
<td>CLA</td>
<td></td>
<td>32% (n=162)</td>
<td>18% (n=90)</td>
</tr>
<tr>
<td>CSLA</td>
<td></td>
<td>41% (n=139)</td>
<td>14% (n=46)</td>
</tr>
<tr>
<td>Library of CA -- Reg.</td>
<td></td>
<td>23% (n=42)</td>
<td>23% (n=41)</td>
</tr>
<tr>
<td>Special Libraries Assn.</td>
<td></td>
<td>14% (n=12)</td>
<td>20% (n=17)</td>
</tr>
</tbody>
</table>

**Who is Responsible for Providing Financial Support**

Overall, 58 percent of the respondents believe that both the individual and the institution are responsible for financially supporting continuing education. Approximately 40 percent believe that the institution is solely responsible. The remaining two percent feel the burden of continuing education expenses lies with the individual.
As shown in Table C.26 in Appendix C, a similar pattern occurs across analyses with a couple of exceptions.

- While the percentages are small, a slightly larger proportion of paraprofessional (4%) and clerical (5%) respondents, respondents from school libraries (7%), and members of the CSLA (7%), hold the individual responsible in comparison to their counterparts (1-2%).

- The percentage of those who believe that the individual and the institution together should financially support continuing education rises as high as 76 percent among CARL members.
6. CONTINUING EDUCATION NEEDS – INDIVIDUAL PERSPECTIVE

A significant component of the survey was devoted to identifying the continuing education needs of respondents in the following six areas:

- Technology;
- Library Technical Skills;
- Leadership/Career;
- Management;
- Community Outreach; and,
- Needs Assessment.

Respondents were asked to indicate whether they have to take, have taken, or want to take any number of specific topics listed under each key area. For a list of the topics specific to each continuing education area, see Table C.27 in Appendix C.

Findings indicate that only a small percentage of respondents—less than five percent—have to take continuing education in any of the six continuing education areas. Furthermore, this percentage does not exceed 10 percent across analyses. Given that the percentages of respondents who have to take continuing education is so low, have to take topics will not be discussed or included in the presentation of the findings.

For each of the six continuing education areas, the topics that respondents have taken will be discussed first, followed by a discussion of the topics respondents want to take. The findings focus on those topics that received the highest response rates within each continuing education area. 17

Technology

Technology related continuing education courses proved to be the most popular. Ninety-two percent of respondents have taken at least one technology related continuing education topic; and, 89 percent want to take at least one. Tables C.28 and C.29 in Appendix C present the percentage of respondents across analyses who have taken and want to take the key technology related continuing education courses identified below.

17 The topic response rates within each continuing education area correspond directly to the overall response rate, even though these response rates are often lower than the overall. For example, 75 percent of the respondents selected at least one technology continuing education topic, while only 40 percent selected at least one needs assessment topic. Correspondingly, the response rates for technology related topics were higher (as high as 50%) than the response rates for needs assessment related topics (as high as 25%).
Have Taken

Overall, many respondents have taken a variety of courses in this area. The two most popular topics have been: Basic Software Skills (76%) and Basic Internet Searching (74%). These two topics are also the two most popular topics at each level of analysis. Slight variations occur in which Basic Internet Searching is sometimes preferred over Basic Software Skills.

Other topics of interest have been: Specialized Library Software Skills (57%), Electronic Communication (55%), and Advanced Internet Searching (46%).

Want to Take

Currently, over 50 percent of respondents (the highest response rate among the technology related topic areas) want to take Library Service Related Specific Technology Updates. A slightly smaller percentage are interested in Electronic Information Resource Management. These two topics are also directly related to the respondents' current/future growth in the library field. Two other technology topics of interest are: Trouble-Shooting (48%) and Web/Homepage Maintenance (47%).

Further analyses reveal the following deviations from these popular choice topics:

- Urban and rural respondents are interested in Library Service Related Specific Technology Updates (51%), while rural respondents also place importance on courses concerning Library Services Related Basic Technology Updates (51%).

- Special Libraries Association members prefer Electronic Information Resources Management (75%) to Library Service Specific Technology Updates (64%).

- Professional (44%), paraprofessional (52%), and clerical (41%) staff are also interested in Library Service Basic Technology Updates.

Library Technical Skills

Like technology, continuing education in library technical skills is popular among library staff. A relatively equal percentage of respondents have taken (71%) and want to take (79%) at least one library technical skills continuing education course.
Have Taken

Over half of the respondents (54%) report that they have taken continuing education to Develop Basic Reference Resources and Skills. Two other popular courses have been Basic Cataloguing (42%) and Collections Development (40%).

The following are deviations from the overall pattern across analyses:

- Rural respondents have placed as much importance on Information Literacy and Instruction, Specialized Cataloguing, and Basic Acquisitions as on Collections Development (29% each).

- Courses in Information Literacy and Instruction have been equally as important as both Basic Cataloguing and Collections Development to school and academic respondents and to members of CSLA and CARL.

Some additional notable findings are:

- A larger percentage of urban (42%) than rural (29%) respondents have taken courses in Collections Development.

- The percentage of respondents from school libraries who have taken Information Literacy and Instruction (50%) courses is significantly higher than from any other type of institution (9-29%).

- Lower response rates across topics suggest that paraprofessionals and clerical staff have not had as much continuing education in library technical skills as staff at higher levels. For example, the percentage of clerical staff who have taken Basic Reference Resources and Skills (14%) and Collections Development (9%) is at least two to three times smaller than the percentage of other staff who have taken these courses.

Table C.30 in Appendix C presents the above findings in tabular form.

Want to Take

In choosing course topics they want to take, the respondents prefer courses that will help them Manage E-Resources (42%) above all. One-quarter of the respondents also reported that this topic is directly related to their career growth.

Electronic Reference is another topic area in which the respondents are interested (39%) and considered it directly related (22%) to growth in the library field. Both Managing E-Resources and Electronic Reference are of primary interest to respondents across analyses, with the following differences (see Table C.31 in Appendix C):
• While paraprofessionals substituted Collections Development (45%) for Managing E-Resources as their number one choice, clerical staff substituted Basic Reference Resources and Skills (38%) followed by Information Archiving (32%).

• Rural and urban respondents are almost equally interested in taking courses in Collections Development (37%) and E-Books (39%), as they both are in taking courses in Electronic Reference (urban 40%, rural 37%).

• Special Libraries Association members are primarily interested in Digital Archiving (61%).

Other observations include:

• Continuing education in E-Books is in demand by over 35 percent of rural respondents and respondents from all types of institutions and associations.

• Between 30 and 61 percent of respondents, across analyses, express an interest in Digital Archiving.

• Compared to members of other associations, members of CARL are least interested in Basic Cataloging courses (6%).

Leadership/Career

Even though 70 percent of respondents have taken at least one leadership and career course in this area, 72 percent want to continue to do so.

Have Taken

The top four leadership and/or career topics that respondents have taken are:

• Written & Verbal Communication Skills (45%),
• Conflict Resolution Skills (44%),
• Supervisory Skills (44%), and
• Stress Management (40%).

A similar choice pattern is evident across analyses with differences in rank order occurring in several instances.

• Clerical and professional staff are one-half to two times as likely to have taken Supervisory Skills than other staff.

For more details, see Table C.32 in Appendix C.
Want to Take

Respondents are interested in taking leadership and/or career courses in several areas. Forty-six percent of respondents want to take courses on Fostering Creativity and Innovation. This topic is also directly related to respondents’ current and future growth in the library field. Other leadership and career interests include: Promoting Cultural Competence (34%), Supervisory Skills (34%), and Stress Management (31%). Regardless of analysis, Fostering Creativity and Innovation is a primary leadership and career topic of interest.

With the exception of Fostering Creativity and Innovation, the proportion of library administrators who want to take the top courses is as much as 20 percentage points less than the proportion at other staff levels (see Table C.33 in Appendix C).

Observed findings across analyses indicate that respondents (except CARL members) are as interested (within 11 percentage points) in the topics listed below as they are in the ones listed above (see Table C.34 in Appendix C).

- Conflict Resolution
- Fostering a Multicultural Environment; and,
- Goalsetting

In addition:

- Clerical staff are also interested in developing their Written and Verbal Communication Skills (40%) and Tools for Professional Advancement (38%).

Management

Though not as popular as technology and library technical skills, a large proportion of respondents have taken or want to take management related continuing education topics. Between the two categories (have taken and want to take), 14 percent more respondents want to take than have taken continuing education in at least one of several management topics.

Have Taken

Respondents have taken continuing education in two key management areas: Emergency Preparedness (39%), the highest ranked management continuing education area, followed by Staff Communications (34%). Aside from rank order, deviations from this pattern across levels of analysis are:

- The percentage of library administrators who have taken courses in General Human Resources (51%) rivals the percentage of those who have taken courses in Emergency Preparedness (50%) and Staff Communication (49%).
• The percentage of respondents from school libraries and CSLA who have devoted their continuing education efforts to Program Planning (29% and 30%, respectively) and Technology Planning (27% each) is approximately equivalent to the percentage of those who have taken Emergency Preparedness (24% and 27%, respectively) and Staff Communications (23% and 26%, respectively).

Additional interesting findings are (see Table C.35 in Appendix C):

• The percentage of respondents that have taken continuing education in management decreases across staff levels, with the highest percentage response seen among library administrators and the lowest seen among clerical.

• Urban respondents are three times more likely as rural respondents to have taken Facilitating Professional Development among Staff (15% urban vs. 5% rural); and 10 percent more urban than rural respondents have taken Emergency Preparedness courses (40% urban vs. 30% rural).

Want to Take

Even though 76 percent of respondents want to take at least one management related continuing education topic, there is little consistency in the topics in which they are interested. Response rates show that interest in management related continuing education is equally distributed amongst various topic areas within twelve percentage points (24-36%) (see Table C.36 in Appendix C).

Nevertheless, Using Data for Decision Making (36%) and Technology Planning (36%) are the two topic areas most in demand by respondents. Other management courses that closely follow the top two are: Staff Motivation (35%) and Public Relations (34%). Moreover, nearly 21 percent of the respondents report that courses about motivating staff are directly related to their current and future growth in the library field.

The following variations in the top management topics are:

• Mid-managers and association members want to take a broad range of management topics. The percentage point distribution within the listed management topics (excluding Management Philosophy and General Management) is higher among mid-managers (29-51%) and association members (22-47%) than at any other level of analysis.

• Rural respondents are more interested in pursuing Staff Motivation (37%) and Program Planning (37%) than Technology Planning (30%).

• Across institutional type, the number one desired management course varies. Although Using Data for Decision Making is a desired topic area by respondents from all types of institutions (between 30 and 38 percent) it is not one of the top overall choices. Public (29%) and academic (37%) respondents are as interested
in *Staff Motivation*, school respondents (33%) are as interested in *Program Planning*, and special respondents are more interested in (46%) *Technology Planning*.

- **Collaboration and Partnership Skills** is either the first or second topic area in demand by the following:
  - professionals (34%),
  - paraprofessionals (33%),
  - all library association members (between 41 and 47 percent) except members of CSLA; and,
  - respondents from special institutions (37%).

- CSLA members are most interested in *Library Facility Planning* (32%), *Technology Planning* (32%) and *Program Planning* (22%).

Table C.36 in Appendix C represents these findings.

**Community Outreach**

The overall level of interest in community outreach is less than the other continuing education areas already discussed. Unlike other continuing education areas, a smaller proportion of respondents want to take continuing education in community outreach (54%) than have taken topics in this area (61%).

**Have Taken**

Of the community outreach and public service continuing education areas, close to half or more of the respondents **have taken** courses on *Customer Relations* (52%) and *Communication Skills* (45%). Other areas in which a number of respondents already have training are: *Providing Access to Information Resources* (35%) and *Serving Diverse Clientele* (33%). Across analyses, these topics consistently receive the highest percentage response at each level of analysis (see Table C.37 in Appendix C).

Other interesting observations are:

- The percentage of mid-managers who have taken courses in the most popular community outreach topics is between 7% and 23% higher than at other staff levels.

- Clerical and paraprofessional respondents are least likely to have taken courses on *Providing Access to Information* and *Serving Diverse Clientele*.

- Fifteen percent fewer rural than urban respondents have taken continuing education in *Serving Diverse Clientele*. 
● Across institutions, a significantly higher percentage of respondents from public libraries (between 23% and 48%) than from other institutions have taken Customer Relations, Communication Skills, and Serving Diverse Clientele.

● Only 28 percent of CSLA members have taken Customer Relations courses, compared to between 50 and 66 percent of other association members.

● Similarly, 30 percent of CARL members and 26 percent of CSLA members have taken Communication Skills, compared to between 41 and 59 percent of other association members.

**Want to Take**

While the response rate for community outreach topics that respondents **want to take** is lower than for topics they have taken, the topics selected are different from those they have taken. Currently, about one-third of respondents express primary interest in such topics as Serving Individuals with Low Literacy Skills (30%) and Promoting Library Services (30%). About 20 percent of the respondents feel that courses that will teach them how to Promote Library Services are directly related to their growth in the library field.

Despite low response rates, Serving Diverse Clientele (27%) and Providing Access to Information Resources (26%) continue to generate interest, despite the fact that a number of respondents have already received continuing education in these two course topics.

The four topic areas discussed above are consistently represented as top choices across analyses. Despite response rates less than 40 percent, the following are other findings of interest (see Table C.38 in Appendix C):

● Only seven percent of library administrators express interest in taking Communication Skills courses, compared to 21 percent of clerical staff.

● The percentage of respondents from special libraries who want to take continuing education in Serving Individuals with Low Literacy Skills and Serving Diverse Clientele is between 8 and 19 percent lower than the percentage of respondents from other types of libraries.

● Similarly, 19 percent of Special Libraries Association members and 13 percent of CARL members want to take courses in Serving Individuals with Low Literacy Skills compared to between 25 and 30 percent of other association members.
Needs Assessment

Needs assessment is one of the least popular continuing education areas. Less than 40 percent of respondents indicated that they have taken continuing education in at least one needs assessment topic area, while 70 percent indicate that they want to take at least one of the topics listed.

Have Taken

Among the seemingly small percentage of respondents who have taken continuing education in this area, three topics received the highest response rates overall:

- *Evaluating Resources and Collections* (24%),
- *Program Evaluation* (17%), and
- *Community Needs Assessment* (15%).

Despite low response rates, some additional findings of potential interest are noted below (see Table C.39 in Appendix C):

- A significantly smaller percentage of clerical and paraprofessional staff have taken *Evaluating Resources and Collections* and *Program Evaluation* compared to other staff.

- The percentage of respondents interested in *Community Needs Assessment* is lowest among paraprofessionals (6%) and highest among clerical (32%).

- Two to 2.5 as many respondents from public institutions as from other institutions have taken *Community Needs Assessment* courses.

- Ten to 16 percent fewer CARL, CSLA, and Special Libraries Association members have taken *Community Needs Assessment* courses compared to other association members.

Want to Take

Even though only 40 percent or fewer respondents have taken continuing education in the area of needs assessment, almost twice as many want to. In particular, 48 percent indicated that they want to take continuing education in *Evaluating Resources and Collections*. Other needs assessment topics that are of interest to respondents include: *Technological Needs Assessment* (41%), *Community Needs Assessment* (38%), *Program Evaluation* (38%), and *Instruments for Measuring Service* (37%).

Overall, there is evidence of a relationship between respondents’ continuing education needs and the relevancy of those needs to current and/or future job growth. This is particularly evident with topics such as *Program Evaluation* (28%) and *Technological Needs Assessment* (20%).
Across all levels of analysis, *Evaluating Resources and Collections* is the most desired continuing education topic. In the few instances it is not, one or more of the other needs assessment courses listed above takes its place.

Other interesting findings by level of analysis are:

- *Program Evaluation* is particularly popular across all staff levels (30-53%).

- In general, a higher percentage of mid-managers than other staff levels indicate interest in a variety of needs assessment topics.

- The percentage of CSLA members who want to take *Instruments for Measuring Service* and *Community Needs Assessment* topics is lower than other association members by ten to 19 percentage points.

Table C.40 in Appendix C presents the differences in preferences and response rates by key topic area across analyses.

### Subject Areas Beyond Library/Information Domain

Three hundred ninety-nine survey respondents listed subject areas beyond the library science domain that they need for their current or future growth. Nineteen percent of this sub-sample listed business related subjects and 18 percent law courses. Other popular subject areas are: Humanities/Foreign Languages (12%), Social Sciences (14%) and Computer Sciences (15%).

As shown in Table C.41 in Appendix C, the above pattern is consistent across all levels of analysis with the following deviations:

- A higher percentage of CARL (12%) and Special Library Association members (11%) are interested in the social sciences compared to other association members. Similarly, Special Library Association members are also more interested in law (12%) and the sciences (15%) than other members.

- Though the percentages are small, CSLA members, like respondents from school libraries, want to develop their pedagogic and computer skills more than other association members.

- A higher percentage of respondents from special libraries are interested in law (11%) and the sciences (10%) than respondents at other types of libraries.
7. CONTINUING EDUCATION NEEDS - INSTITUTIONAL PERSPECTIVE

This section of the survey was created for library administrators, directors, and managers only in order to obtain an institutional perspective on the continuing education needs of library staff and the funding available to take advantage of such opportunities. Of 1,697 respondents, 538 represent individuals who hold managerial positions at their institutions. The findings discussed in this section reflect the opinions of this sub-sample of respondents. For reporting purposes, this sub-sample will be referred to as managerial staff.

The findings presented in this section represent respondents’ perspectives on staff continuing education needs at their institutions—specifically, the continuing education needs of mid-managers, professional staff, and paraprofessional and support staff. For each of these staff levels, the overall response rates are discussed and then variations by urban/rural and type of institution are described. At the end of this section, results of several questions concerning expenditures for continuing education are discussed.

Continuing Education Needs of Mid-Managers

Table 7.1 presents the response rates for the six library staff continuing education areas. As identified by managerial staff, the primary continuing education needs of mid-managers center on a number of management and leadership topics. Other continuing education area topics did not generate as high response rates from managerial staff.

<table>
<thead>
<tr>
<th>Continuing Education Area</th>
<th>Percent Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>51%</td>
</tr>
<tr>
<td>Leadership and Career</td>
<td>49%</td>
</tr>
<tr>
<td>Technology</td>
<td>46%</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>46%</td>
</tr>
<tr>
<td>Library Technical Skills</td>
<td>44%</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>42%</td>
</tr>
</tbody>
</table>

The number of rural, school, and special library managerial staff selecting continuing education topics was less than 30 in all continuing education areas. Similarly, the sample of academic managerial staff was less than 30 in technology, library technical skills, and community outreach. Reliable comparisons by rural, academic, school, and special institutions cannot be made in these continuing education areas, and thus, will not be included in the discussion of the findings.
Management

As shown in Table C.42 in Appendix C, at least one-third of managerial staff identify every management continuing education topic as important to the professional growth of their mid-managers. The two management courses identified as appropriate for mid-managers by the highest proportion of managerial staff are: *Staff Motivation* (42%) and *Staff Communication* (39%).

Further analyses revealed that the primary continuing education needs of mid-managers varies at urban, public, and academic libraries.

- Urban, public, and academic managerial staff identify every management continuing education topic, to varying degrees (between 25% and 74%), as important to the continuing education of mid-managers at their libraries.
- Managerial staff from public and academic institutions are not in agreement as to which management courses mid-managers need most. Managerial staff at:
  - public institutions rate *Public Relations* as important as *Staff Communication* (57% each).
  - academic institutions report that *Strategic Planning* (44%), *Disaster Preparedness* (44%), and *Using Data for Decision Making* (43%) are priorities for mid-managers.

Leadership/Career

Managerial staff indicate that *Fostering Creativity and Innovation* (41%), *Supervisory Skills* (39%), and *Goalsetting* (38%) are the top three leadership and career topics in which mid-managers need continuing education. Analysis by urban/rural managerial staff matches the overall findings (see Table C.43 in Appendix C). However, the following deviation appears among managerial staff at public and academic institutions:

- Although *Stress Management* and *Conflict Resolution Skills* are not among the key areas identified in the overall findings, managerial staff from public (54%, 52%) and academic (38%, 39%) libraries consider both topics continuing education areas in which mid-managers need training.

Technology

Overall, only one-quarter of managerial staff identified any technology related continuing education topics as important to the continuing education of mid-managers at their libraries. Percentage response rates did not exceed 36 percent across analyses (see Table C.44 in Appendix C). Despite the low response rates three topics were selected as potentially useful to mid-managers. They are: *Electronic Information Resources*,...
Basic Software Skills, and Library Services Related Specific Technology Updates (25% each).

**Needs Assessment**

Like continuing education topics in technology, topics in needs assessment are not considered essential to the further training of mid-managers. According to managerial staff, library mid-managers are most in need of Technological Needs Assessment (36%), Instruments for Measuring Services (35%), Community Needs Assessment (34%), and Program Evaluation (33%) courses (see Table C.45 in Appendix C).

**Library Technical Skills**

Library technical skills also is an area in which continuing education topics were selected by less than 30 percent of managerial staff. The three topics generating the highest percentage responses were: Licensing and Negotiating Contracts (29%), Managing E-Resources (25%), and Electronic Reference (22%). See Table C.46 in Appendix C for more details.

**Community Outreach**

Community outreach is the least popular continuing education area among managerial staff. Thirty seven percent of managerial staff indicate that mid-managers need to have community outreach training in Promoting Library Services. Other potential community outreach topics of continuing education for mid-managers are: Customer Relations (31%) and Serving Diverse Clientele (28%) (see Table C.47 in Appendix C).

**Continuing Education Needs of Professionals**

The continuing education needs of professionals are the most extensive of the three staff levels touching a number of topics in every continuing education area. Table 7.2 presents the response rates for the six library staff continuing education areas.

<table>
<thead>
<tr>
<th>Continuing Education Area</th>
<th>Percent Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>72%</td>
</tr>
<tr>
<td>Leadership and Career</td>
<td>67%</td>
</tr>
<tr>
<td>Management</td>
<td>67%</td>
</tr>
<tr>
<td>Library Technical Skills</td>
<td>66%</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>63%</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>59%</td>
</tr>
</tbody>
</table>

The number of rural and special library managerial staff selecting continuing education topics was less than 30 in all continuing education areas. Reliable comparisons by rural
and special libraries cannot be made, and thus, will not be included in the discussion of these findings.

**Technology**

Advanced Internet Searching (52%), Library Services Related Specific Technology Updates (47%) and Trouble-Shooting (44%) are the three key technology related continuing education topics identified by managerial staff as important to the continuing education needs of professionals. However, when responses were analyzed by urban/rural and type of institution, the topics vary considerably from the overall findings (see Table C.48 in Appendix C). For example,

- Urban managerial staff report that urban professionals need continuing education in Electronic Information Resources Management (45%), Web and Homepage Development (44%), and Basic Software Skills (42%) as much as they need continuing education in Trouble-Shooting (44%).

- Fifty-two percent of managerial staff at public libraries feel professionals need Basic Software Skills compared to between 19 and 33 percent across other types of libraries.

- While Library Services Specific Technology Updates is selected as a key continuing education need for professionals at public (55%) and academic (66%) institutions, it is not considered as important for professionals at school libraries (23%).

- Similarly, the percentage of school managerial staff who feel that Advanced Internet Searching and Troubleshooting are important topics for professionals is lower than the percentage of public and academic managerial staff who feel the same.

- Managerial staff at academic libraries (62%) selected Electronic Information Resources Management over the key topics identified above.

- Between 35 and 60 percent of respondents at public, academic, and school libraries believe that Web/Homepage Development is one of the key continuing education topics that professionals at their libraries should pursue.

**Leadership/Career**

The three key continuing education areas for professionals selected by managerial staff are: Stress Management (52%), Supervisory Skills (48%) and Conflict Resolution Skills (48%).
• *Fostering Creativity and Innovation* is a topic identified by managerial staff (52%) in addition to the three listed above, in which professionals at academic libraries need continuing education.

• The percentage of school managerial staff who identified the continuing education topics listed above as necessary for their professionals is 14 to 34 percentage points lower than the percentage of public and academic managerial staff who identified the same topics.

Table C.49 in Appendix C presents a comprehensive view of the data across analyses.

**Management**

According to managerial staff, *Staff Communication* (44%), *Staff Motivation* (40%) and *Disaster Preparedness* (40%) are the three key topics in which professionals need continuing education.

Differences worthy of note are (see Table C.50 in Appendix C):

• Management training in *Program Planning* (41%) and *Public Relations* (40%) for professional staff as important as training in *Staff Motivation* (40%) and *Disaster Preparedness* (41%) for urban professionals.

• *Technology Planning* (49%) is as important a continuing education topic as *Staff Motivation* (42%) and *Disaster Preparedness* (42%) by managerial staff at academic institutions for academic professionals.

• With respect to the three key continuing education areas identified above, the percentage response rates of school managerial staff are 17 to 32 percent lower than the percentage response rates of public and academic managerial staff.

**Library Technical Skills**

The most selected library technical skills topic by managerial staff is *Electronic Reference* (50%). Beyond *Electronic Reference*, are two equally important topics--*Information Literacy/Instruction* (45%) and *Collections Development* (44%). Analysis by institution produces the following significant variations (see Table C.51 in Appendix C):

• In addition to *Collections Development* (45%), *E-Books* (55%), *Supporting Distance Education* (55%), and *Managing E-Resources* (54%) are key topics of continuing education for academic professionals.

• Percentage response rates from public and academic managerial staff are as high as 62 percent among the three key library technical continuing education topics, while school managerial staff response rates are between 23 and 31 percent for the same three topics.
Needs Assessment

According to managerial staff, professionals need continuing education in the following key areas: *Evaluating Resources and Collections* (51%), *Program Evaluation* (38%) and *Community Needs Assessment* (36%). Related findings are:

- Managerial staff at academic libraries consider *Instruments for Measuring Services* (49%) and *Technological Needs Assessment* (48%) among the key continuing education topics for their professional staff.

- Managerial staff at public institutions find *Cultural Competency Assessment* (43%) to be equally as important for their professional staff as *Program Evaluation* (42%), and *Community Needs Assessment* (44%).

- A larger percentage of public and academic managerial staff (between 10% and 29%) than school managerial staff selected the three key topics identified above.

See Table C.52 in Appendix C for more details.

Community Outreach

The community outreach topics in which professionals are considered to have the greatest need are: *Promoting Library Services/Value* (47%), *Customer Relations* (46%) and *Serving Diverse Clientele* (44%). As shown in Table C.53 in Appendix C, analysis by institution introduces new course topics to the list of necessary continuing education for professional staff.

- *Providing Access to Information Resources* is an additional topic in which professionals at academic and school libraries need continuing education.

- As in other continuing education areas, the percentage of school managerial staff who select the topics necessary for the continuing education of professionals is much lower than the percent of public and academic managerial staff who do the same.
Continuing Education Needs of Paraprofessionals and Support Staff

The continuing education needs of paraprofessionals and support staff are primarily in technology, leadership and career, and community outreach. Table 7.3 presents the response rates for the six library staff continuing education areas.

<table>
<thead>
<tr>
<th>Continuing Education Area</th>
<th>Percent Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>91%</td>
</tr>
<tr>
<td>Leadership and Career</td>
<td>79%</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>73%</td>
</tr>
<tr>
<td>Library Technical Skills</td>
<td>69%</td>
</tr>
<tr>
<td>Management</td>
<td>67%</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>32%</td>
</tr>
</tbody>
</table>

The number of rural and special library managerial staff was less than 30 in all continuing education areas. Also the number of academic and school managerial staff was less than 30 in needs assessment; and the number of school managerial staff was also low in management. Reliable comparisons by rural, academic, school, and special libraries cannot be made in these respective areas, and thus, will not be included in the presentation of the findings.

Technology

Almost 60 percent or more of managerial staff target Basic Software Skills (69%), Trouble-Shooting (66%), and Specialized Library Software Skills (59%) as specific areas in which paraprofessionals and support staff need further training. There were no differences among urban, public, academic, and school managerial perceptions of the continuing education needs of paraprofessionals and support staff at their institutions (see Table C.54 in Appendix C).

Leadership/Career

Stress Management (57%), Written and Verbal Communication Skills (55%) and Conflict Resolution Skills (51%) were identified as key leadership and career continuing education areas for paraprofessional and support staff. Differences across analyses are (see Table C.55 in Appendix C):

- Managerial staff at public and academic libraries selected Goalsetting (46% public, 49% academic) as another important areas, beyond the three identified above, in which paraprofessionals and support staff need continuing education.
• At least 60 percent of public managerial staff selected the three key continuing education topics identified above for paraprofessionals and support staff compared to less than 51 percent at academic and less than 41 percent at schools.

Community Outreach

A relative majority of managerial staff direct paraprofessionals and support staff to the following community outreach topics: Customer Relations (65%), Staff Communication Skills (58%), and Serving Diverse Clientele (49%). Further analysis indicates that Promoting Library Services/Value and Providing Access to Information Resources are additional continuing education topics for paraprofessionals and support staff in rural areas and at school libraries. See Table C.56 in Appendix C for more details.

Library Technical Skills

In the area of library technical skills, paraprofessional and support staff continuing education needs are generally associated with basic skills training. The areas in which a majority of managerial staff indicated a continuing education need among paraprofessionals and support staff were: Basic Reference Resources and Skills (42%), Basic Cataloguing (33%), and Specialized/Specific Cataloguing (28%).

The following deviations arise across analyses (see Table C.57 in Appendix C):

• Twenty percent more academic than public and school managerial staff consider Basic Cataloguing a continuing education need among paraprofessionals and support staff at their institutions.

• A higher percentage of managerial staff at public institutions (28%) consider Information Literacy and Instruction a more pressing continuing education need for paraprofessionals and support staff than Specialized/Specific Cataloguing (18%).

• Serials Management is viewed by a high percentage of managerial staff at academic (49%) as a topic in which paraprofessionals and support staff need training.

Management

Continuing education in management is not an area in which a large percentage of managerial staff feel paraprofessionals and support staff need training. Overall, the highest percentage response identified the following three areas: Disaster Preparedness (38%), Staff Communication (35%) and Staff Motivation (32%). As displayed in Table C.58 in Appendix C, no deviations were found across analyses.
Needs Assessment

- Response rates were less than 20% in this area across analyses. Low response rates suggest that needs assessment is not an area in which paraprofessionals and support staff need continuing education (see Table C.59 in Appendix C).

Continuing Education Funding

Funds Available for Continuing Education

Twenty-two percent of managerial staff state that they do not know how much money is available for continuing education at their current institution.

Of those managerial staff who provided a specific dollar amount, the range of available funds ran from $0 to $700,000 with a median of $2,000. Twenty percent report that no funds are available for continuing education at their institution. Sixteen percent have $1 to $500 to spend, eight percent have $5001 to $1,000, and 18 percent have $1001-$3000. Surprisingly, almost 18 percent declare that their institution has more than $10,000 available for continuing education (see Table C.60 in Appendix C).

The percentage of respondents who receive no funds from their institutions across analyses of urban/rural and type of institution vary widely from the overall findings.

- Urban respondents (20%) are twice as likely as rural respondents (11%) not to receive any funding from their institutions. Correspondingly, rural respondents are twice as likely (28%) as urban respondents (14%) to have between $1-500 available at their institution for continuing education.

- Six percent of managerial staff at public institutions and nine percent at academic institutions report that no funds are available for continuing education compared to 41 percent of managerial staff at schools and 38 at special institutions.

Percent of Library Budget

Almost one-quarter of the managerial staff report that they do not know what percent of the library budget is available for continuing education.

According to 28 percent of those who provided a response, other than I do not know, zero percent of the library budget is available for continuing education. Another 48 percent state that one percent is available. Other responses range from two to 71 percent.

While urban institutions reflect the overall findings, rural institutions are 26 percent more likely to spend at least one percent of their budget on continuing education than urban institutions.
Three-quarters of managerial staff representing public institutions report that one percent of the budget is allocated toward continuing education, followed by managerial staff representing academic institutions (57%), and special institutions (44%). In contrast, only 10 percent of school managerial staff report a one percent budget allocation.

For more detail see Table C.61 in Appendix C.

**Allocation of Funds among Staff**

Overall, 34 percent of the respondents who answered this question note that funds are allocated on an as needed/requested basis or on a case-by-case basis. Another 22 percent indicate that funds are distributed according to managerial decision.

- Between 12 and 19 percent more managerial staff at public libraries than any other type of library allocate funds on an as needed/requested basis or on a case-by-case basis.

- Although academic libraries also give preference to allocating funds on an as needed/requested basis or on a case-by-case basis (23%), they utilize a wide variety of allocation methods.

**Allocation of Funds among Training Areas**

Slightly more than 60 percent of managerial staff state that funds are not specifically allocated by training areas; and an additional 19 percent do not know how funds are allocated.

Further analyses reflect the overall findings, with the following exceptions:

- Managerial staff in rural areas are more likely to work in institutions that allocate funds by training areas. For example, three times as many rural compared to urban managerial staff indicate that their institutions allocate funds for technology related continuing education.

- Only seven percent of rural compared to urban managerial staff do not know the basis for fund allocation at their institution.
8. APPENDIX A – SURVEY
9. APPENDIX B – DETAILED METHODOLOGY

“Other” Responses
The list of “Other” responses was reviewed on an individual basis for submissions that could be placed into pre-existing categories. When classification of responses into pre-existing categories was ambiguous, an explanation of how the responses were classified is provided.

In almost all areas, some survey participants provided responses that did not correspond to any of the pre-existing categories. New categories were created to accommodate all unclassified responses from the “Other” category. The titles of new categories are listed below by survey question. Example responses follow each new category.

Open-Ended Responses
This aforementioned method of classification was also applied to the open-ended responses. All open-ended responses were reviewed for validity, grouped accordingly, and placed in corresponding categories and ranges. New categories are listed under each question. Example responses follow each new category.¹⁸

Quantitative responses (dollar amounts, number of patrons, etc.) were grouped into ranges and analyzed accordingly.

INDIVIDUAL PERSPECTIVE

Q: Which institutional category best describes the library in which you work?

- Cooperative/Regional Systems
  “Cooperative library system” and “regional library network.”

- Non-Traditional
  “Lil.org.,” “independent contractor,” and “virtual.”

Q: Which single professional category best describes your primary classification? What is your job title? What are your three primary responsibilities?

This section called for the careful examination and reclassification of several respondents into different categories. The five existing staff levels were Library Administration, Mid-management, Professional, Paraprofessional, and Clerical. No new categories were added, however respondents were reclassified. ETI cross-referenced the respondents’ job title and three primary responsibilities with the staff level that they

¹⁸ For both open-ended and “other” responses, unless otherwise noted all categories described in the appendix are new categories.
had checked and accordingly rearranged certain respondents into other categories. Throughout this process there was an effort to consider the variety of environments that different librarians work in, thus trying not to put too much emphasis on job titles. Another area of caution was the distinction between librarians that have a degree and those that do not. Thus, ETI carefully checked the ambiguous cases and referred back to the survey to cross-reference job titles and three primary responsibilities with education degree.

EXISTING CATEGORIES

- **Library Administration**
  Generally, the respondents that were moved out of this category were the ones who would naturally have someone above their position. For example, a respondent that claimed to be an Administrative Support Assistant doing student payroll was moved from the category Library Administration into the category clerical. Another example of reclassification was taking a Library Media Teacher with the responsibility of instruction out of Library Administration and into the category Professional.

- **Mid-management**
  The respondents who were not in a position (this was determined by looking at the job responsibilities) to manage and/or supervise were moved into the Professional category. For instance, a library assistant working in circulation that had classified himself/herself in Mid-management was moved into the Paraprofessional category.

- **Professional**
  A number of the respondents in this category were moved up to Mid-management. For example, a respondent with the job title Supervisor, Cataloging Services and with responsibilities such as overseeing the cataloging process, personnel management, and documenting procedures was reclassified into Mid-management. In contrast, other respondents were moved into the Paraprofessional category. A library associate working with patrons, shelving books, and teaching Internet was one such case moved from Professional to Paraprofessional.

- **Paraprofessional**
  After examining each case closely, taking into account that there is a fine line between professionals and paraprofessionals because of level education, only a few cases were reclassified out of this category. Therefore, although many paraprofessionals performed duties of professionals, they were not moved into the Professional category based on the assumption that they had classified themselves in the right category because of absence of a degree. Some cases that were moved out of this category were the following: Library Clerk with the duties, such as processing new books and textbooks was moved into the Clerical category; Branch Manager overseeing branch operations was classified into the Mid-management category.
• Clerical
  Most of the respondents that had classified themselves into this category, but did not belong here due to their job titles and primary responsibilities were moved up to the category Paraprofessional. A few examples are Library Assistant III responsible for cataloging, database management, and record keying; Senior library branch assistant responsible for supervising personnel, reference, cataloging and processing materials; LRC specialist with duties of selection, acquisition, circulation maintenance and distribution of library books and instructional material, maintenance of text and library budgets, planning and coordinating book fairs and other special events.

Q: What is the highest level of education you have completed?

• Graduate School – Library Science Degree and Other Masters
  “MLS and MA”, “MLIS and MS”, and “MLS and MBA”

• Graduate School – Library Science Degree and Professional Degree
  “MLIS and Ph.D.” and “MLS and JD”

• Teaching Credential

• Library Media Teacher Credential

• Post B.A. studies
  “24 units of MLS completed,” “32 year CEU’s [continuing education credits],” and “Ph.D. courses”

Q: Of which professional organization(s) are you an active member?

• Education: K-12 and higher, Non-library specific
  “American Association for University Women”, “Parent Teacher Association” and “Association of Community College Administrators”

• Regional/Neighborhood: Non-library specific
  “Corona Heritage Park” and “Palo Alto and Stanford Heritage”

• Professional Occupations/Industry: Not limited to library or education
  “Association for Women Geoscientists” and “California Association of Marriage and Family Therapists”

• Library and/or Librarian Type or Specialty
  “American Jewish Library Association”, “Bay Area Independent School Librarians”, and “Black Caucus of the American Library Association”

• Activist/Religious/Community Service
“California Mennonite Historical Association”, the “American Civil Liberties Union”, and the “Humane Society”

- Technology
  “Innovative Interfaces Users Group” and “Online Computer Library Center User Group”

**Q: From which providers have you taken continuing education courses and from which would you like to take courses?**

- Adult Education
  “Adult schools” and “Albany Adult Education”

- Other State Government
  “State Training Center”

- Professional Organization/Association
  “Facilities Management Association” and “local special libraries association”

- Library Systems/Cooperatives/Networks
  “Tierra Del Sol Library System”

- Federal Government
  “The Library of Congress” and the “Census Bureau”

**EXISTING CATEGORIES**

- Local College/University
  In the “Other” category, respondents provided the names of many colleges and universities. Because there was not enough detailed information to ascertain whether or not these respondents lived close to the institutions they listed, a new category entitled “College/University” was not created. This decision was based on the assumption that some of the respondents who had checked the “Local College/University” box may have included distant colleges or universities in this category. Therefore, all colleges and universities (i.e., UC Berkeley) were included in the “Local College/University” category.

- City/County
  Some survey participants replied that they received training at their school district. “District” was viewed as a provider most similar to the city or county level of government, thus placed in the “City/County” category.

**Q: What Types Of Educational Formats Do You Look For When You Consider Continuing Education Offerings?**

- It depends
“Depends on subject, location, reason for participation,” and “depends upon course.”

Q: How much time can you devote to continuing education courses?

- Depends on other factors
  “Depends on how job can recompense time and effort”, “depends on administration”, and “depends on my motivation”

- Few Hours per Week/ Evenings/Mornings
  “Multiple evenings”, “An evening per week for six weeks,” and “three nights a week”

- Summer/Intercessional
  “Summer school” and “summer and breaks.”

Q: Which type(s) of technology do you have access to at home or work that would allow you to participate in a virtual continuing education program?

All open-ended responses were classified into already existing categories.

Q: Which of the following do you need from your employer to take advantage of continuing education opportunities?

- All of the above
  A number of respondents stated that they needed everything listed in the answer choices to continue with their education.

- Support/understanding from institution
  Several respondents commented that it was important for them to have support from the institution, instead of just event-specific funds. An example is “Professional growth plan on salary schedule”

- Child Care

Q: How do you usually hear about continuing education opportunities?

- School
  “College catalog” and “college class schedule”

- Don’t hear

Q: Which of the following factors discourage/prevent you from obtaining the continuing education you need?

- Disinterest/No Applicability
“I am 53, don’t care to continue at my age.”

• Release/Coverage/Pay
  “Availability of substitute” and “coverage while I’m away.”

• Health Concerns
  “Disability” and “health problems.”

Q: Who do you feel should be responsible for paying for the continuing education needs of library staff?

• Based On Context
  “Depends on the coursework and relevancy to the job” and “depends on if the topic is personal or professional interest”.

Q: Please identify the areas in which you feel you need continuing education to grow in your job or organization. For each category, please indicate whether you have taken, have to take, and/or want to take a continuing education course in the library area listed.

TECHNOLOGY

• Advanced Software

• Computer Programming/Language
  “PERL scripting,” “CGI scripting,” “Java scripting,” “Unix administration.”

• Networking

• Database Development/Design
  “Database Creation and Maintenance,” “Athena workshop,” “SQL.”

• Information Literacy (computer instruction)
  “Teaching the Internet to customers” and/or “teaching online.”

• General Technology
  “Video cameras”, “copiers”, “digital cameras” and “adaptive technology.”

NEEDS ASSESSMENT

• Personnel/Human Resources
“Personality Styles and how that affects team building” and “job satisfaction assessments.”

- Any/General
  “Any that will help advance my needs assessment skills.”

LEADERSHIP/CAREER

- Leadership Philosophy
  “Covey’s 4 Roles of Leadership, Covey’s 7 Habits” and “Dale Carnegie Leadership Course.”

- General Leadership
  “Leadership 2000” and “Leadership Institute at Cal State Fullerton.”

- Time Management
  “Time Management.”

- Flexibility
  “Flexibility and the ability to change.”

MANAGEMENT

- General Management
  “Anything that will help my management skills.”

- Management Ideology
  “Seven Habits” and “Baldridge Criteria”.

LIBRARY TECHNICAL SKILLS

- Advanced reference skills
  “Advanced reference services and specialized library programs.”

- General Technical skills
  “Open to whatever is offered” and “Anything that helps me.”

COMMUNITY OUTREACH AND PUBLIC SERVICE

- General Community Outreach and Public Service
  “Community Outreach and Public Service” and “Anything that will help advance my community outreach and public service”

Q: Please go back and list the numbers of the continuing education areas you want to take that are directly related to your current and/or future growth in the library field.
Since the respondents were asked to go back and list the numbers of the specific courses that they felt were related to their growth, the responses did not need upcoding. The respondents that wrote in such comments as “all I have checked” and “all of the selected ones” were categorized into a new category, named All Checked.

Q: Please list any subject areas beyond the library/information science domain that you need for your current or future growth in the library.

The responses to this question were classified into nine different categories. Most of these areas parallel subject domains that are generally offered at the college and/or university level:

- **Business**
  - “Accounting”, “finance administration”, and “international business contracts.”

- **Law**
  - “Criminal justice”, “intellectual property law”, and “copyright law.”

- **Fine Arts**
  - “Architecture”, “music”, and ”art history.”

- **Humanities/Foreign Languages**
  - “Arabic”, “Hebrew”, “speech”, and “persuasive writing classes.”

- **Social Sciences**
  - “Public policy”, “anthropology”, and “government relations.”

- **Sciences**
  - “Chemistry”, “biology”, ”environmental sustainability” and “medical terminology.”

- **Computer Sciences**
  - “Database design and management”, “image processing” and “computer programming.”

- **Pedagogic/Educational Skills**
  - “Child development courses,” “California education standards,” and “instructional methodologies in community college libraries.”

- **General Higher Degree**
  - “2nd Master’s,” “Master of ALA,” and “Need to complete B.A. degree.”

Q: In which California County do you work?

Survey participants were not asked to classify themselves as rural or urban because of the lack of a universally accepted definition for “rural” areas. The definition of what
constitutes “rural” can be very subjective. Definitions are usually bound by population limit, ranging in size from 2,500 according to the The Bureau of the Census to 25,000 from The Center for the Study of Rural Librarianship at Clarion University of Pennsylvania\textsuperscript{19}. Moreover, the land area used is also inconsistent, ranging in size from small census tracks to large counties. Considering the lack of a universal definition of rural areas, the participants of the survey were asked to write in the name of the county in which they worked. During the upcoding, ETI carefully researched various definitions and placed each respondent under urban or rural category.

All California counties were classified as either rural or urban according to guidelines from the Office of Management and Budget, as interpreted by the Economic Research Service (ERS) within the U.S. Department of Agriculture. “ERS researchers and other who discuss conditions in ‘rural’ America are likely referring to conditions in nonmetropolitan areas. Metropolitan and nonmetropolitan areas are defined on the basis of counties.”

Metropolitan and nonmetropolitan areas are defined by the Office of Management and Budget. Metropolitan areas contain (1) core counties with one or more central cities of at least 50,000 residents or with a Census Bureau-defined urbanized area (a total metro area population of 100,000 or more), and (2) fringe counties that are economically tied to core counties. Nonmetropolitan counties are outside the boundaries of metro areas and have no cities with as many as 50,000 residents\textsuperscript{20}.

Using population data from the 1990 Census, all California counties that met the criteria for nonmetropolitan were classified as rural\textsuperscript{21}. All other counties were considered urban. Consequently, 3% of the people in California reside in rural counties. This was the methodology used in the classification of respondents into rural or urban categories.

INSTITUTIONAL PERSPECTIVE

The purpose of the final portion of the survey is to gain an institutional perspective on continuing education from library administrators, managers and directors. Of the 538 library staff who responded to this section, 224 are not in a managerial position. Although these respondents did not match the desired staff levels, they were examined by job type, primary responsibilities and institutional category to determine whether or not they should be included. Of the 224, less than five percent were instantly omitted because they were in clerical positions. The 45 percent of respondents that were professional in schools were included, with the assumption that these respondents often


\textsuperscript{21} Census data from 1990 was used because the 2000 Census data for California will not be available till August 8, 2001.
do not have superiors at their library who would be able to provide an institutional perspective.

Q: Please describe briefly how funds for continuing education are allocated among staff?

- Equally Distributed
  “$2000 each”, “$500 per staff member per year, or sometimes a little more”. “divided evenly” and “divided equally.”

- By Grant/Plan
  “A dollar amount is allocated for each work unit” and “training plans are part of annual goals and objectives.”

- As Needed/Requested
  “Based on most pressing needs and availability of staff and learning opportunities” and “decisions are made individually when staff members request training.”

- By Job Responsibility
  “Based on relevance of course to job responsibilities” and “Librarians receive money from a LANC controlled fund. Paraprofessionals receive money from the ULS Discretionary Fund.”

- Management/Administrative Decision
  “Allocated by administration”, “By library managers”, and “classes are approved by supervisor, then library director.”

- Fund Availability/First-Come, First-Serve
  “It’s generally on a first-come, first-served basis, until all of the monies are used up.”

- No Funds
  “We are not encouraged to take classes, so there is no money budgeted for continuing education”, “there are no funds for continuing education for our school library”, “Staff pays own.”

- I Don’t Know

Q: Please describe briefly how funds for continuing education are allocated among training areas?

- Training Areas

- Not Divided By Training Areas
“Continuing education funds are not currently allocated among specific training areas”, “As requested by the staff member” and “Administration and department heads decide.”

- I Don’t Know
  “Don’t know if there is a formula for allocation”, “I do not think there are distinctions”, “I have no knowledge or say in this matter” and “Not clear.”

- No Funds
  “No funds to allocate. Will pick up free workshops in the area.”
10. APPENDIX C – TABLES