



**State of Rhode Island
Department of Administration
Office of Library and Information Services**

Continuing Education Survey July 2010

OLIS Continuing Education Team

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Introduction

The Office of Library and Information Services (OLIS) Continuing Education (CE) Team developed a survey to assist in planning relevant and convenient continuing education classes for Rhode Island's librarians. The survey was created by the CE team and distributed online through SurveyMonkey.com.

The survey was available online from July 19th to August 6th. It was announced on the homepage (olis.ri.gov), on the Continuing Education page, and also through the News and Updates email list, which reaches 478 members. It was also announced on the RI Library Association (RILA), RI Educational Media Association (RIEMA), and the University of Rhode Island Graduate School of Library Science and Information Studies listservs as well.

Data was analyzed and reviewed during the month of August, and published in September.

Questions regarding the survey content may be addressed to Andrew Egan (andyen@olis.ri.gov). Questions about the survey tool may be addressed to Karen Mellor (karenm@olis.ri.gov). Questions about the data analysis may be addressed to Lauren Gage (lgage@olis.ri.gov).

Others who may be interested may subscribe to the OLIS News and Updates email list (<http://www.olis.ri.gov/services/ce/cemail.php>) to stay informed of upcoming CE courses and OLIS offerings.

Overview

Total Responses by Librarians: 126

- 60.5% Public
- 17.6% Academic
- 8.4% School

Library Role

- 59.3% Professional Librarian (MLIS)
- 22.9% Library Administrator
- 10.2% Paraprofessional Staff (non-MLIS)

Most Requested Content Areas

- 62.6% Current Trends in Library Services
- 50.4% Web Development and Web Tools
- 49.6% Reference Services

Most Requested Topics

- Marketing the Library (55.56%)
- Customer Centric Service Trends (52.38%)
- Developing Collections in the Electronic Age (45.24%)

Attendance (times per year)

- 51.6% 1-2 times per year
- 25.8% 3-5 times per year
- 15.3% Never attended
- 7.3% 6 or more times per year

Primary Reason for Attending

- 87.6% Interested in topic
- 81.9% Keeping up with current trends
- 51.4% Need additional training for my job

Barriers that Prevent Attendance

- 42.1% Topics are not in line with my interests/needs
- 26.3% Staffing needs at my library preclude attendance
- 21.1% Times and locations are not convenient

Preferred Instructional Method

- 84.3% Hands-on training (in person)
- 82.6% Instructor-led training (in person)
- 43.0% Sharing sessions (e.g. YART, Reference Round Table, Children's Brown Bag Discussions)

Other Sources for CE

- 53.6% RILA
- 35.1% OSL
- 24.7% ALA/PLA

How did you learn about CE courses from OLIS?

- 57.5% Email
- 55.8% OLIS website
- 47.5% OLIS News and Updates (web digest and individual announcements)

I. What is your primary library affiliation?

Affiliation	Count	Percentage
Public Library	72	60.5%
Academic	21	17.6%
School	10	8.4%
Hospital/Medical	6	5.0%
State Government	5	4.2%
Historical Society	4	3.4%
Corporate	0	0
Museum	0	0
Library School	0	0

Other (1): School librarian as well as public librarian
 Skipped answer: 7

II. What is your primary role within the library?

	Count	Percentage
Professional Librarian (MLIS)	70	59.3%
Library Administrator	27	22.9%
Paraprofessional staff (non-MLIS)	12	10.2%
Other professional staff (non-MLIS)	5	4.2%
Other	2	1.7%
Volunteer	1	0.8%
Library Trustee	1	0.8%
Library Student	0	0%

Other (2): Circulation Manager, Director

III. Preferred Times, Days and Method

Times and Days

Day	Count	Percentage
Tuesday Morning	61	50.0%
Thursday Morning	59	48.4%
Wednesday Morning	58	47.5%
Thursday Afternoon	50	41.0%
Tuesday Afternoon	49	40.2%
Wednesday Afternoon	47	38.5%
Friday Morning	38	31.1%
Monday Morning	37	30.3%
Monday Afternoon	37	30.3%
Friday Evening	24	19.7%
Wednesday Evening	13	10.7%
Thursday Evening	12	9.8%
Tuesday Evening	12	9.8%
Monday Evening	10	8.2%
Other*	8	6.6%

*Other (as entered by the respondent)

- Saturday, any time from 10a-2p (Hospital/Medical, administrator)
- Afternoons, after 4pm or weekends (teacher-librarian and public librarian, MLS)
- Weekday mornings or afternoon, no evening for my shift (Academic, MLS)
- Saturday morning (Public library, MLS)
- No particular time, just enough advance notice (Public library, administrator)
- Varies according to week and season (Public library, MLS)
- Anytime after 2:30 is fine (School, MLS)
- Anytime (Public library, MLS)

Preferred Method

What type of sessions do you like to attend?

	Count	Percentage
Hands-on training (in-person)	102	84.3%
Instructor-led training (in-person)	100	82.6%
Sharing sessions (e.g., YART, Reference Round Table, Children's Brown Bag Discussions)	52	43.0%
Self-paced learning online	33	27.3%
Webinars and videoconferences	33	27.3%
Interactive instructor-led training (online)	31	25.6%
WebJunction	13	10.7%
Other	2	

*Other:

- I don't have time to work out how to do it online. My frustration level is too low. My professional development is already on my own time. It's easier and more efficient for me to physically show up somewhere rather than invest time and energy online. (teacher-librarian and school librarian, MLS)
- I like sharing sessions but they are always during the day, making them unavailable to school librarians (School, MLS)

IV. Topics

What are the library areas in which you would like to receive continuing education?

	Count	Percentage
Current Trends	77	62.6%
Reference Services	61	49.6%
Web Development and Tools	62	50.4%
Computer Software	60	48.8%
Customer Service and Community Outreach	57	46.3%
Management and Supervision	42	34.1%
Adult Services	37	30.1%
Planning and Data Collection	36	29.3%
Young Adult Services	36	29.3%
Technical Services	35	28.5%
Children's Services	27	22.0%
Trustee Topics	9	7.3%

Adult Services

	Count	Percentage
Computer and Internet training	24	66.7%
Job and career services	21	58.3%
Book discussions	18	50.0%
Senior services	17	47.2%
Authors	14	38.9%
Summer reading	10	27.8%
Services for low literacy adults	6	16.7%
Adults with limited English proficiency	4	11.1%
Citizenship programming	2	5.6%
Other*	4	

*Other

- Free reference websites I can use for questions (Hospital/Medical, administrator)
- Adult Programming (Public library, administrator)
- Reader's advisory topic workshops (Public library, administrator)
- Genealogy, local history (Historical society, MLS)

Children's Services

	Count	Percentage
Programming for tweens	22	59.3%
School/public library cooperation	21	56.8%
Collection development and maintenance	19	51.4%
Managing and using social media	18	48.6%
Grantwriting and fundraising	17	45.9%
Early literacy programming	17	45.9%
Homework help and reference resources	16	43.2%
Information literacy	15	40.5%
Afterschool programming	15	40.5%
Managing behavior in the children's room	13	35.1%
Website design	13	32.1%
Child development	11	29.7%
Space planning and design	10	27.0%
Other*	1	

*Other

- All of the above (teacher-librarian and public librarian, MLS)

Computer Software

	Count	Percentage
Microsoft Office:Excel	47	61.8%
Open source productivity software (i.e. Google Docs, Zoho)	47	61.8%
Microsoft Office: Publisher	43	56.6%
Microsoft Office: Powerpoint	41	53.9%
Microsoft Office: Word	35	46.1%
Open Office	16	21.1%
Software for Macs	13	17.1%
Other*	5	

*Other

- Microsoft Access (Public library, MLS)
- Helping people learn to download and play digital media (Public library, MLS)
- Working with iTouch, iPad, iPhone, Droid esp. software (Hospital/Medical, administrator)

- Web development (Public library, administrator)
- Productivity software (please note that Google Docs provide free access but they are hardly open source: they're very much proprietary. Drupal, for example, is open source.) (Academic, MLS)

Current Trends

	Count	Percentage
Customer centered service	67	67.7%
Ebooks and alternate book format	59	59.6%
Social media: incorporating web 2.0 tools into the library	47	47.5%
Mobile technology	44	44.4%
Alternative classification systems/alternative ways of organizing collections	42	42.4%
Marketing and branding	40	40.4%
Library 2.0	37	37.4%
Experience based libraries	26	26.3%

Customer Service and Community Outreach

	Count	Percentage
Marketing library services	73	71.6%
Forming community partnerships	55	53.9%
Managing problem patrons	46	45.1%
Serving digital natives	35	34.3%
Serving older adults	28	27.5%
Serving people with disabilities	28	27.5%
Serving the homebound	23	22.5%
Serving culturally diverse patrons (specify below)	20	19.6%
Serving the homeless	17	16.7%
Other*	5	

*Other

- Serving college students (Hospital/Medical, administrator)
- Hispanic Liberian (School, MLS)
- Biracial families (Public library, MLS)
- Japanese, Portuguese, French, Spanish (Academic, MLS)
- Native American (Public library, MLS)

Management and Supervision

	Count	Percentage
Employee relations and staff development	53	60.2%
Marketing and public relations	47	53.4%
Fundraising and grant writing	41	46.6%
Policies and procedures (developing)	41	46.6%
Budget planning and administration	32	36.4%
Leading effective meetings	30	34.1%
Space planning and design	29	33.0%
Legal issues	23	26.1%
Library boards and trustees	21	23.9%
Friends groups	18	20.5%
Construction and renovation	15	17.0%
Censorship	15	17.0%

Planning and Data Collection

	Count	Percentage
Collecting and utilizing statistics	48	52.2%
Grant writing	47	51.1%
Weeding	47	51.1%
Technology planning	43	46.7%
Evaluation methods	39	42.4%
Creating surveys	35	38.0%
Strategic/long-range planning	33	39.9%
Preservation planning	25	27.2%
Community assessment/environmental scan	23	25.0
Other*	2	

*Other

- Gathering/using/managing website statistics (Hospital/Medical, administrator)
- Need more information on what OSL stats mean (Public library, administrator)

Reference Services

	Count	Percentage
Developing reference collections in an electronic age	58	63.0%
Leveraging internet resources for reference (including deep search and alternative search engines)	49	53.3%
Evaluating reference services	45	48.9%
Virtual reference service	44	47.8%
AskRI database searching	43	46.7%
Information literacy	40	43.5%
Basic reference sources for the paraprofessional	28	30.4%
FirstSearch	25	27.2%
Establishing homework centers	22	23.9%
Conducting the reference interview	20	21.7%
Other*	1	

*Other

- ILL--additional training for Relais; also collection development in difficult times, how to use space effectively how to do great book displays (Public library, MLS)

Technical Services

	Count	Percentage
Digitizing local resources	44	55.7%
Basic book repair	40	50.6%
Preservation of rare materials	29	36.7%
Intermediate book repair	26	32.9%
Arrangement and description of manuscripts and photographs	16	20.3%
Other*	4	

*Other

- Acquisitions (Public library, MLS)
- OCLC applications, ILL procedures, cataloging (Historical society, MLS)
- Outsourcing (Public library, administrator)
- New topics in cataloging and classification (State/government, non-MLS)

Trustee Topics

	Count	Percentage
Duties and responsibilities	26	56.5%
OLIS support for libraries	24	52.2%
Policymaking	23	50.0
Fundraising	19	41.3%
Hiring/evaluating the library director	18	39.1%
Planning for library construction and renovation	14	30.4%
Other*	2	

*Other

- n/a (School, MLS)
- Advocacy (State/government, Trustee)

Web Development and Tools

	Count	Percentage
Social software and tools (blogging, bookmarks, flickr, twitter, facebook)	56	63.6%
Library web sites as virtual branches	49	55.7%
Website accessibility and usability	43	48.9%
Web editing software: Dreamweaver	42	47.7%
Digitization	41	46.6%
Designing websites for mobile devices	37	42.0%
Other*	3	

*Other

- Javascript (MLS)
- Web editing software that isn't proprietary (Academic, MLS)
- Adobe Photoshop (Public library, MLS)

Young Adult Services

	Count	Percentage
Reluctant readers	36	52.2%
Managing and using social media	34	49.3
Managing behavior in the library	28	40.6%
Social issues for teens	26	37.7%
Teen advisory boards	26	37.7
Genre-based discussions	24	34.8%
Fundraising and grantwriting	21	30.4%
Merchandizing library materials and publicizing programs	21	30.4%
Reference service and homework help	21	30.4%
Programming for teens (please specify types)	19	27.5%
Space planning and design	19	27.5%
Other*	3	

*Other

- Programming that uses social media for the program, not just publicity...(teacher-librarian and public librarian, MLS)
- Any (School, MLS)
- Book groups, homework help, film night (Public library, MLS)

V. Attendance

How many times per year do you attend OLIS continuing education programs?

	Count	Percentage
1-2 times per year	64	51.6%
3-5 times per year	32	25.8%
Never attended	19	15.3%
6 or more times	9	7.3%

What are the barriers that prevent you from attending?

	Count	Percentage
Topics not in line with my interests/needs	8	42.1%
Staffing needs at my library preclude attendance	5	26.3%
Times are not convenient	4	21.1%
Locations are not convenient	4	21.1%
Limited management support for attending	2	10.5%
My CE needs are met elsewhere	1	5.3%
Other*	4	

*Other

- Part-time Director (Public library, MLS)
- Newly relocated to area (Academic, MLS)
- Never heard of it (Academic)
- I think I would need to sign up for notifications, as I feel I don't often know what is upcoming, but I certainly know where to look. I need a more active notification for myself. (Academic, MLS)

VI. Other Sources for CE

Where else do you go for library related continuing education?

	Count	Percentage
RILA	52	53.6%
OSL	34	35.1%
ALA/PLA	24	24.7%
NELA	23	23.7%
RIEMA	21	21.6%
WebJunction	21	21.6%
HELIN	17	17.5%
URI GSLIS	15	15.5%
LYRASIS	14	14.4%
RILINK	12	12.4%
ACRL	10	10.3%
Other regional/national conferences	10	10.3%
ARIHSL	6	6.2%
Simmons GSLIS	6	6.2%
SLA-RI Chapter	4	4.1%
CRIARL	1	1.0%
Other*	13	

*Other

- This year we lost funds to effectively attend sessions/trave[l] (Public library, MLS)
- Arlis/na (Academic, MLS)
- ACRL-NEC ASIG group (Academic, administrator)
- Syracuse University i school; colleagues in other library professions; academic library; reading sources (Public library, administrator)
- Urban Libraries Council does a series of webinars each year that are helpful (Public library, administrator)
- LLNE, AALL (State/government, administrator)
- AALL (Academic, MLS)
- IUG (Academic, MLS)
- ACRL NEC, NERCOMP (Academic, MLS)
- COLA (don't forget us!) (State/government, Library trustee)
- Second Life (Academic, MLS)
- NAHSL & MLA (Hospital/Medical, MLS)
- MLA, NAHSL (Hospital/Medical, administrator)

VII. Learning about OLIS CE

How did you learn about OLIS Continuing Education Programs?

	Count	Percentage
Email	69	57.5%
OLIS Website	67	55.8%
OLIS News and Updates (webdigest and individual announcements)	57	47.5%
Listserv/online discussion groups	25	20.8%
Colleague	23	19.2%
Supervisor/library administrator	17	14.2%
OLIS staff	13	10.8%
Didn't know about OLIS continuing education	5	4.2%
Other	0	

VII. The Benefits of OLIS Continuing Education classes

Did you know that OLIS looks to the library community for recommendations for continuing education programs and workshops?

	Count	Percentage
Yes	92	77.3%
No	27	22.7%

Thinking in general about all the OLIS Continuing Education programs that you recall, would you say for the most part they:

	Count	Percentage
Were relevant to the needs of the RI library community	104	90.4%
I did not know about OLIS Continuing Education until now	9	7.8%
Were not relevant to the needs of the RI library community	9	1.7%

Thinking in general about all the past OLIS Continuing Education sessions that you participated in, would you say:

	Count	Percentage
I was exposed to ideas that were new to me	71	65.1%
I have more skills to be more effective with library patrons	56	51.4%
I have more skills to work more effectively with colleagues in and out of my library	50	45.9%
I think differently about some aspect(s) of librarianship and libraries	43	39.4%
I feel more confident in general about my work in libraries	41	37.6%
None of the above	12	11.0%

If you have participated in OLIS CE sessions, please tell us a little about your overall impressions of the programming.

- Lisa Davis conducted workshops for PCL in Millenium and Web management, and I found her teaching style was extremely effective; the sessions were really enjoyable and useful.
- Programming has always met my needs. Many thanks to the staff at OLIS for continuing to survey RI librarians and their staff.
- Very informative.
- Please offer more programming that includes academic & special library audiences.
- Not always applicable to real world librarianship.
- The OLIS CE sessions I have attended have generally been very helpful.
- Well planned and presented. My VALNET fellow professionals are jealous that I can get FREE relevant seminars in library topics/issues I can use. It has been the best way for me to keep up with the library world.
- Love them
- I have been around a long time. At this point in my career the topics seem repetitive. I am going to fewer sessions than in the past, but I am trying to send my colleagues more often. Perhaps this means OLIS should tier the workshops for different skill levels or look for issues more relevant to mid-careerists. Just a thought.

- I have found the OLIS CE sessions to key to building and maintaining my skills. The instructors and presenters have been fully knowledgeable in their topics and translate this knowledge easily.
- Informative and innovative.
- The sharing sessions are wonderful. Self paced and on line tend to be too long. The instructors for the sessions I have attended have all been good.
- I appreciate all that OLIS offers us. Most important is maintaining our professional role in supporting the future researchers and decision makers of this state and country.
- have only participated in 1 webinar on disaster planning.
- I attended a training meeting for Relais ILL procedures. The meeting was mainly a good program. Many procedures were taught. The training was somewhat inadequate concerning the hands-on practice.
- In general, I am pleased with the CE sessions. Presenters have been above average. Some of the sessions were at limited times that conflicted with my responsibilities so that I could not attend.
- always learn something new, whether it be from the program or colleagues. people networking is important
- Overall the programs are quite good, and the learning experience -- not only from the presenter, but also from colleagues is invaluable.
- Personally I learn better in workshops where I'm in the same room as the instructor/presenter. I have not enjoyed webinars etc.
- Excellent programs. Shane Sher is the best. Keep up the good work.
- I find them excellent which is why i attend them - when I can. Public librarians seem to have more flexible schedules than "teacher librarians".
- Excellent! I always seem to take something positive away with me.
- Overall, the programming is good. But the most valuable trainings have been when outside (national) speakers have presented - such as the San Jose woman.
- The only drawback to the program offered were times when I was unable to attend.
- Professional and well-organized
- The one class I attended was excellent. (Relais)
- Wish there were more for friends and trustees. Work with COLA on this. Look back at fabulous Lustberg presentation. Could we do something as good again? Or do specific trustee training? Great lack in RI
- Overall, I felt they were well worth my time and I was motivated to further [sic] explore the topic.
- It was well planned and executed.
- Generally useful. My favorite sessions are about hot new topics that I want to learn more about. Whatever they are talking about at ALA, NELA, etc.

VIII. Survey (attach or copy here)

Following is a copy of the survey. In the online environment, questions were “branched”: for specific questions, survey takers would be led to different questions depending on whether they answered “yes” or “no” to the question. For instance, if a survey taker answered that they never attended or only attended OLIS CE 1-2 times a year, they would then be asked a question about what would help them attend more. Using the same branching capability, survey takers were only asked for specific topics when they indicated they were interested in the broader topic. All survey takers answered questions about times, topics, library affiliation, library roles and other sources for CE.