LIBRARY CONTINUING EDUCATION NEEDS IN KANSAS: THE RURAL PERSPECTIVE

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In June of 1984, the Kansas Library Network Board approved a plan submitted by the Continuing Education Task Force which called for the development of a continuing education plan for the librarians in the state of Kansas.   The first step in initiating this plan was to assess the continuing education needs of the library population and discover, in fact, if there was the desire for the institution of a formalized plan among Kansas librarians (Starke, 1986). The instrument developed and distributed during the fall of 1985, the Kansas Library Continuing Education Needs Assessment Survey (KLCENAS) (Appendix A) was designed to address those particular questions.   Surveys were sent to each of the 227 rural public library directors in the state of Kansas. For this study rural was defined as any library which served a library taxing district population of 2500 or fewer persons. Of those who received the survey, 168 responded, resulting in a return rate of 73%.   Personal on-site interviews were also conducted by the researcher with the directors and consultants of the seven Kansas Regional Library Systems in order to obtain a "field-view" of current continuing education practices.

In this article, the following information will be discussed: a) background for the study; b) methodology used in conducting the needs assessment portion of the study; c) demographic data; d) a summary of the needs assessment analysis; e) conclusions based on the data analysis, and; f) implications of the results of the study.

BACKGROUND

The state of Kansas has approximately 1300 people employed in its 315 public libraries, of which only 135 reported having Master of Library Science degrees, and only four of those were located in a library taxing district of less than 2500 persons (Gardiner, 1984). In an attempt to alleviate and partially compensate for the lack of professionally trained librarians, there exists within the framework of the Kansas State Library the opportunity for continuing education programs. These programs are offered to members of the library community through the State Library and the seven Kansas Regional Library Systems. The regional systems develop continuing education programs for their own system member libraries on a yearly basis as well as make the programs available to non-member libraries, those libraries which do not contract services through the regional systems but are located within the region's geographic boundaries. Attendance at the programs is often voluntary, which often accounts for the low participation. In 1984 51 workshops were offered statewide (presented 105 times) with a total attendance of 2,748, which included librarians, trustees, and interested citizens (Gardiner, 1984).

At the time of this study, there was neither an operative statewide continuing education plan which would add continuity to the programs currently being offered by the regional systems, nor a recognition system which would compensate participants for the completion of continuing education offerings. The purpose of this study was to identify the needs and examine the attitudes of rural public library practioners in Kansas in regard to continuing library education. Further examination was made of reasons for lack of participation in existing continuing education activities and what, if any, desire there might be for a statewide recognition system for participating in library continuing education.

METHODOLOGY

Descriptive survey research, because of it's ability to obtain empirical knowledge of a current nature, is one of the most widely used research methods in librarianship today. It is most often used to (a) identify information about incidents and recent developments, (b) identify characteristics of a particular target group or, (c) report norms and conditions about generally known rules and status (Busha & Harter, 1983). Because this study primarily examined existing attitudes toward library continuing education among rural public library practitioners, the descriptive survey technique was employed.

The Kansas Library Continuing Education Needs Assessment Survey, a descriptive, self-report survey, was distributed among the rural public library practitioner population.

The KLCENAS survey consisted of two distinct parts; the datasheet and the item inventory. The datasheet contained demographic questions and questions about attitudes toward continuing education, and questions concerning possible constraints to participating in continuing education activities.

The item inventory consisted of six general sections, each containing numerous items of possible interest for continuing education programs. Each of these items was scored using two response categories. The Skill Level column gave each library practitioner the opportunity to respond with their perceived skill or knowledge level for each item: B=beginner, I=Intermediate, A=advanced. The Interest Level involved a Likert scale upon which the practitioners responded to the individual items with varying degrees of intensity (1=low, 5=high).

DEMOGRAPHICS

The demographic data contains information compiled from the 168 usable KLCENAS surveys. The information reported is concerned with the type of library, estimated size of community, age and sex of rural public library practitioners responding to the survey, additional income reported, current estimated salary, hours of library service per week, education, number of years in librarianship, and number of continuing education activities participated in within the past year.

Type of Library

There were three major types of libraries which participated in the study. Township libraries comprised approximately 14% of the total response (24). Library practitioners who

identified their library as being a county library comprised only 4% (7) of the respondents. City libraries were the predominately identified type of library with 120, or 71% of the subjects responding to this category.

Estimated Size of Community

Because of the limitations of the study, only two categories for estimated size of community were marked. Forty-three subjects, approximately 25%, indicated that the library population they served fell below the 500 population mark. One hundred twenty-five, or approximately 75% of the rural library practitioners indicated that they served a population between 501 and 2500 persons.

Age

One hundred sixty-five of the 168 total rural public library practitioners responded to the age question. Of those responding, 19 reported being under the age of 35. This comprised only 12.4% of the rural library practitioner population.

Eighteen subjects responded that they fell within the 36-40 age group (10.7%). In the 41-50 age category, 31 subjects responded, resulting in a 19% response rate. Over one half, or 57.8%, of the rural public library practitioners reported being over 50 years of age. A significant percentage of those, approximately 31%, were beyond 61 years of age.

Sex

Of the 168 subjects responding to the survey, 167 of them were women.

Additional Income

Of those reporting income additional to their library wages, 108 practitioners indicated income from their spouses' occupation, 24 reported another part-time job, three reported a full-time additional income, and 16 indicated that they had no income in addition to their library wages. Thirty-eight rural public library practitioners responded that they had other sources of income from Social Security benefits, teacher retirement plans, or other types of retirement benefits.

Salary Reported

Of the 156 subjects responding to the question of current salary, 32 reported a salary of less than $1,000, 33 reported between $1,001 and $2,000, 32 reported a salary of between $2,001 and $3,000, 30 reported a salary of between $3,001 and $5,000, and 29 practitioners reported a library salary of between $5,001 and $10,000 a year.

Operating Hours Per Week

The rural public library practitioners responding to the survey indicated a wide variety of operating hours per week. The mean from all responses was 20.5 hours per week. The mode, with 17 or approximately 10% of the population responding, was 15 hours per week.

Education

Of those responding to the question of highest attained education level, 61 or approximately 36% indicated that they had had some college. Fifty-five, or approximately 35% reported having a high school degree only. The next highest category reported was the bachelor's degree with

28, or approximately 17% of the responding population. Two practitioners reported having a Master of Library Science degree, three reported other master's degrees, while two respondents reported some type of post graduate education. Six of the practitioners reported only some high school, while 5 had had some sort of trade or vocational school training.

Years Worked in Librarianship

The reported mean of number of years worked in librarianship was 9.8 years. Years of service reported ranged from less than one year to 45 years. Eighteen of the practitioners indicated that they had worked for only one year or less. The two next most reported number of years were three years of service with 13 responses and 12 years with 12 responses.

Continuing Education Activities Within Past 12 Months

The reported mean of number of continuing education activities taken within the past 12 months was 1.5. The number of those who indicated they had participated in within one to three continuing education activities was 54, or approximately 32% of the total respondents. Sixteen indicated that they had participated in between five and eight continuing education activities within the past 12 months. Eighty-seven, of 52%, of the total respondents indicated that they had participated in no continuing education within the past 12 months.

SUMMARY OF DATA ANALYSIS

Interpretation of Needs

Responses to the KLCENAS item inventory Interest and Skill Level scales were tabulated and means and standard deviations were calculated for each item. The top twenty-nine of the possible 129 items available on the item inventory are displayed in Table 1. The entire list of 129 items can be found in Appendix B.

Table 1

Frequencies, Means, and Standard Deviations
for the Highest Selected Interest Items

INTEREST ITEM	FREQ	X INTEREST	S.D.
Reading programs (summer)	154	3.63	1.50
Children's services	150	3.48	1.54
Interlibrary loan (user service)	145	3.30	1.64
Managing the one-person library	133	3.26	1.91
Assessing & weeding collections	145	3.16	1.64
Storytelling	145	3.08	1.66
Book repair	149	3.07	1.52
General reference services	146	3.04	1.54
Young adult services	143	3.01	1.61
Cataloging/classifying print materials	142	3.01	1.65
Communicating effectively with others	134	2.98	1.83
Working with trustees and boards	139	2.96	1.76
Selection policy development	135	2.85	1.79
Record keeping and report writing	139	2.83	1.66
Public relations	131	2.77	1.81
Promotion and publicity	129	2.65	1.81
Budgeting and cost control	129	2.64	1.78
Planning & evaluating library services	132	2.64	1.74
Book preservation	130	2.58	1.76
Public & school library cooperation	120	2.58	1.95

Analysis of Variance were then calculated between the eleven highest selected Interest Items and their corresponding Skill Levels to determine whether there were significant differences between the interest means and the three skill group means: beginner, intermediate, and advanced. Seven comparisons were found to be significant beyond the set alpha level of .05. The following topics were found to be of more interest to those respondents marking the Advanced category than those marking the Intermediate or Beginner categories for the same item: Children's Services, Patron use of Interlibrary Loan, Summer Reading Programs, Book Repair, Working with Trustees and Boards, Communicating Effectively with Others, and Basic Budgeting Practices.

Interpretation of Attitudes

In analyzing the attitudes of the rural library practitioners toward continuing education and constraints to participating in continuing education, all categorical variables were cross-tabulated with the dependent varable, KLCENAS item 33, "What is your current priority for continuing education?" Chi-square was chosen as the appropriate analysis. To assure that tables with various dimensions and sample sizes would be standardized in the analysis, the contingency coefficient was chosen to modify the chi-square (Norusis, 1983).

Results indicated that a high percentage of subjects had no specific constraints to participating in continuing education activities. The majority further indicated that lack of personal interest was not a dominant constraint,

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and that even though other areas in their personal or professional work might be more pressing, they did not indicate that this was a major consideration when contemplating continuing education activities.

Of those who had a priority for continuing education, the majority indicated that they would be more inclined to participate if the activity were no more than a half-day in length, preferably held in the morning hours, and no more than a one-hour drive from their homes. The fall season was indicated as the most favored time of year for continuing education for those who had a medium or high priority for continuing education, the combination of a demonstration/hands-on instructional format was preferred.

In examining the types of incentive or reward systems which might encourage them to participate in continuing education, the rural public library practitioners indicated that salary increases, promotional opportunities, and job competence recognition were favored. Possible outcomes desired as a result of participating in continuing education were promotional opportunities and job competence recognition. A number of the rural library practitioners indicated that their local institution or library board did not pay for their travel expenses to attend workshops, but this did not seem to have a negative effect on their priority for continuing education.

Several KLCENAS items were correlated using the Pearson product-moment correlation. These comparisons were made to determine whether any relationship existed between indicated

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priorities for continuing education and the desire for some type of reward system for participating in continuing education activities. As a result, it appears that as the years in librarianship increase, the desire for any possible outcomes or incentives for continuing education decreases.

When asked to state a preference for a type of continuing education recognition system, the rural library practitioners were evenly divided among the choices offered. Of those with a medium to high priority for continuing education, the favored recognition systems were for MLS or BA degree programs, state certification of some sort, and CEU's (Continuing Education Units) for salary increase.

It was found that those who responded with a medium to high priority for continuing education also responded with either a possible to certain likelihood of pursuing continuing education activities in the future. This highly correlated item indicates that if the priority for continuing education is already high, it will quite possibly remain so.

CONCLUSIONS OF THE STUDY

On the basis of the findings of this study, the following conclusions were drawn:

1. The survey response rate from the rural public library practitioners indicated an interest in the type and content of continuing education programs being offered. Even though the majority of responses indicated a desire for basic library-skill education, interest was expressed in minor terms for more non-traditional types of education such as automation

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and interpersonal communications. A general conclusion can be drawn that the rural public library population is interested in superior quality, relevant, continuing education opportunities.

2. Overall, Kansas rural public library practitioners had a medium to high priority for continuing education. Of those who indicated a low priority for continuing education, many anticipated retirement or simply had no interest in furthering their library skills. Of those who indicated a high priority for continuing education, the likelihood of pursuing continuing education in the future was also high. Conclusions drawn from these results indicated that if continuing education priorities are currently high, they will quite possibly remain so in the future. It can be further concluded that those with a low priority for continuing education could be induced into pursuing future continuing education activities if those activities were seen by the participants as relevant to the immediate job and able to meet immediate educational/informational needs.

3. The rural library practitioners indicated they had no specific constraints to participating in continuing education. A high percentage of the respondents indicated that even though other areas of their personal and/or professional work might be more pressing, they still favored attending continuing education activities. It is concluded, therefore,

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that because of the efforts made by the Kansas State Library and the Kansas Regional Library System personnel to meet the needs of the rural public library practitioners with relevant and productive activities, the rural library practitioners consider the continuing education they are receiving to be productive and worthwhile.

4. Even though the rural public library practitioners indicated no specific constraints to participating in continuing education activities, they did show a definite preference for added incentives for continuing education participation. A majority of the respondents indicated that job competence recognition was favored as both an incentive and an outcome of continuing education participation, while salary increases were favored as an incentive to participation. The Regional Library System personnel favored some kind of financial compensation such as travel/fee reimbursements, salary increases, or bonuses to come from the local library boards. A conclusion drawn from these results is that if local library boards were made more aware of the kinds of activities in which their librarians are engaging and were encouraged to support those activities with both financial compensation and public community recognition, rural library personnel would take an even greater interest in continuing education.

5. Workshops were indicated to be the most favored
    type of continuing education activity among the
    rural library practitioners. It was found that,
    of those favoring the workshop format, the half-day,
    morning workshop was most preferred. The majority
    of respondents indicated that they would be more
    willing to participate in this type of activity
    if the workshop were held within a one-hour driving
    distance from their homes. The conclusion drawn
    from these results is that, due to the size of each
    of the seven Kansas Regional Library Systems, multiple
    workshops should continue to be given in order to
    reach as many of the rural practitioners as easily
    and conveniently as possible. Regional needs assessments
    and on-site visitations should be on-going in order
    to maintain an up-to-date record of what is needed
    for each individual library and librarian, and attempts
    should continue to design and present high quality
    continuing education programs.

6. The rural public library practitioners indicated
    that some sort of continuing education recognition
    system was desired but were divided as to the most
    favored type of system. Those with a higher priority
    for continuing education were inclined to favor
    credits which would accumulate toward a college
    degree. An equal number favored credits for salary
    increase, while still others favored state certification
    for the non-certified librarian. It is evident

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that some sort of recognition system on the statewide
level is desired by the rural public library practi-
tioners, and that the majority are anxious to be
recognized for their hard work and dedication to
the library field.

RESULTS OF THE STUDY

The results of the study indicate a moderate to high
interest in continuing education among the rural public
library practitioners in Kansas. Because of the ground-work
that has already been laid by the Regional Library Systems,
many of the rural practitioners were already aware of the
existence of an educational structure within the state of
Kansas and have attempted to make use of the opportunities
made available to them.

The results of the Kansas Library Continuing Education
Needs Assessment Survey indicated support for the prospect
of an organized statewide continuing education effort which
would add credibility to the profession as a whole and well-
deserved recognition for the non-certified rural library
practitioner in particular. The Kansas State Library, aided
in part by the findings of the KLCENAS project, has completed
the development of a statewide, non-credit (CEU), continuing
education program plan, and will begin actual implementation
September 1, 1986. The program is open to all library personnel
within the state of Kansas and will be administered by the
Kansas State Library.

REFERENCES

Busha, C. H. & Harter, S. P. (1980). Research Methods in Librarianship. New York: Academic Press.

Gardiner, A. (1984). Kansas Public Library Statistics 1984. Topeka, KS: State Library of Kansas.

Norusis, M. J. (1983). SPSSX Introductory Statistics Guide. New York: McGraw-Hill.

Starke, N. A. (1986). An Examination of Continuing Education Needs and Attitudes of Rural Public Library Practitioners in Kansas. Unpublished doctoral dissertation, Kansas State University, Manhattan, Kansas.

KANSAS LIBRARY CONTINUING EDUCATION NEEDS ASSESSMENT SURVEY

Please answer each question and/or item. If you are not familiar with a particular item or term and do not wish to mark either the Skill or Interest column, please check the Does Not Apply column to the far right. Also, please feel free to make any appropriate comments you wish on the survey sheets.

DEFINITIONS

Please use the following definitions when completing the Item Inventory:

Skill Level

Beginner: one who is totally inexperienced or just becomming familiar with the rudiments or practices of a particular area.

Intermediate: one who has had some experience in a particular area, but feels they have much more to learn to achieve their level of competency.

Advanced: one who has achieved a certain level of competency in a particular area, and is interested in furthering or specializing their knowledge in more depth.

Interest Level

None: one has no personal interest in learning more about the particular topic.

Low-medium: one has a minimal interest in learning more about the topic, but may not consider it worthwhile as a personal professional endeavor.

Medium: one has sufficient interest in learning more about the particular topic, and may consider it a possibility for personal professional development.

Medium-High: one has significant interest in learning more about the particular topic, and would definitely consider it a possibility for personal professional development.

High: one has an outstanding interest in learning more about the particular topic, and definitely feels it would aid in their personal professional development.

KANSAS LIBRARY CONTINUING EDUCATION NEEDS ASSESSMENT SURVEY
ITEM INVENTORY

Each question has three response columns: one to indicate
your skill level for the item in question, the second to
indicate your interest level in knowing more about the particular
item, and the third to indicate that you are unfamiliar
with the item or the terminology, therefore, not able to
indicate either skill or interest level for that item.
Please mark BOTH columns for each item, or the DNA column.
The keys are displayed below:

SKILL LEVEL	INTEREST LEVEL	DOES NOT APPLY
B=Beginner	1=none	DNA
I=Intermediate	2=low to medium	
A=Advanced	3=medium	
	4=medium to high	
	5=high	

NOTE: Refer to the Definitions sheet if you need further
        clarification of any of the above scales.

USER SERVICES

	SKILL	INTEREST	DNA
General Reference	B I A	1 2 3 4 5	
Specialized reference	B I A	1 2 3 4 5	
(area _____)			
Reference interviews	B I A	1 2 3 4 5	
Government Information	B I A	1 2 3 4 5	
Interlibrary loan	B I A	1 2 3 4 5	
Storytelling	B I A	1 2 3 4 5	
Children's Services	B I A	1 2 3 4 5	
Young Adult Services	B I A	1 2 3 4 5	
Services to:			
school faculty/administration	B I A	1 2 3 4 5	
gifted students	B I A	1 2 3 4 5	
shut-ins	B I A	1 2 3 4 5	
institutions	B I A	1 2 3 4 5	
(jails, nursing homes, etc)			
local/state government	B I A	1 2 3 4 5	
ethnic minorities	B I A	1 2 3 4 5	
business/industry	B I A	1 2 3 4 5	
researchers and genealogists	B I A	1 2 3 4 5	
farmers and ranchers	B I A	1 2 3 4 5	
Blind & physically handicapped	B I A	1 2 3 4 5	
Rotating books	B I A	1 2 3 4 5	
Mail-A-Book	B I A	1 2 3 4 5	
Conducting user surveys	B I A	1 2 3 4 5	
Teaching library use skills	B I A	1 2 3 4 5	
(age group _____)			

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                  5=high
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(USER SKILLS, cont.)
                                   SKILL      INTEREST    DNA

Reading clinics and adult literacy  B I A   1 2 3 4 5   ____
Library clubs/reading clubs         B I A   1 2 3 4 5   ____
Reading programs (summer reading)   B I A   1 2 3 4 5   ____
Community resource files            B I A   1 2 3 4 5   ____
Archives and rare books             B I A   1 2 3 4 5   ____
Genealogy services                  B I A   1 2 3 4 5   ____
Vertical file management            B I A   1 2 3 4 5   ____
  **    Any other items not listed
        which would be of interest
        to you:
        _____     B I A   1 2 3 4 5   ____
        _____     B I A   1 2 3 4 5   ____

TECHNICAL SERVICES
                                   SKILL      INTEREST    DNA

Cataloging and classification       B I A   1 2 3 4 5   ____
  (print)
Cataloging and classification       B I A   1 2 3 4 5   ____
  (audiovisual)
Serials and periodicals             B I A   1 2 3 4 5   ____
  (processing)
Audiovisual hardware:
  selection and evaluation          B I A   1 2 3 4 5   ____
  storage and retrieval             B I A   1 2 3 4 5   ____
  maintenance                       B I A   1 2 3 4 5   ____
  equipment operation               B I A   1 2 3 4 5   ____
Audiovisual software:
  selection and evaluation          B I A   1 2 3 4 5   ____
  storage and retrieval             B I A   1 2 3 4 5   ____
  maintenance                       B I A   1 2 3 4 5   ____
Audiovisual software production:
  audio tapes                       B I A   1 2 3 4 5   ____
  slides                            B I A   1 2 3 4 5   ____
  videotapes                        B I A   1 2 3 4 5   ____
  transparencies                    B I A   1 2 3 4 5   ____
  computer programs                 B I A   1 2 3 4 5   ____
Book preservation                   B I A   1 2 3 4 5   ____
Book repair                         B I A   1 2 3 4 5   ____
Organization and use of maps        B I A   1 2 3 4 5   ____
Circulation procedures              B I A   1 2 3 4 5   ____
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SKILL LEVEL   INTEREST LEVEL   DOES NOT APPLY

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A=Advanced   3=medium
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                    5=high

(TECHNICAL SERVICES, cont.)

	SKILL	INTEREST	DNA
Sources of:			
pre-printed catalog card services	B I A	1 2 3 4 5	____
book reviews	B I A	1 2 3 4 5	____
software reviews	B I A	1 2 3 4 5	____
** Any other items not listed which would be of interest to you:			
_____	B I A	1 2 3 4 5	____
_____	B I A	1 2 3 4 5	____

MANAGEMENT SKILLS

	SKILL	INTEREST	DNA
Personnel management	B I A	1 2 3 4 5	____
Policy manuals	B I A	1 2 3 4 5	____
Collection development	B I A	1 2 3 4 5	____
Selection policies	B I A	1 2 3 4 5	____
Time management	B I A	1 2 3 4 5	____
Library program evaluation	B I A	1 2 3 4 5	____
Budgeting and cost control	B I A	1 2 3 4 5	____
Management systems (management by objectives)	B I A	1 2 3 4 5	____
Public relations, promotions and publicity	B I A	1 2 3 4 5	____
Contracting for services (Regional Library Systems)	B I A	1 2 3 4 5	____
Architectural planning for libraries	B I A	1 2 3 4 5	____
Legislation relating to libraries	B I A	1 2 3 4 5	____
Archives, history and the management of records	B I A	1 2 3 4 5	____
Assessing and weeding the library collection	B I A	1 2 3 4 5	____
Planning and evaluation of library services	B I A	1 2 3 4 5	____
Working with trustees and boards	B I A	1 2 3 4 5	____
Supervisory skills (aids and volunteers)	B I A	1 2 3 4 5	____
Establishing a Friends of the Library group	B I A	1 2 3 4 5	____
Analyzing community information needs	B I A	1 2 3 4 5	____
Recruiting volunteers	B I A	1 2 3 4 5	____

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	5=high	

(MANAGEMENT SKILLS, cont.)

	SKILL	INTEREST	DNA
Involving the news media in library programs	B I A	1 2 3 4 5	____
Training and library staff development	B I A	1 2 3 4 5	____
Working effectively with groups	B I A	1 2 3 4 5	____
Record keeping and report writing	B I A	1 2 3 4 5	____
Managing the one-person public library	B I A	1 2 3 4 5	____
Operating a combined school/public library	B I A	1 2 3 4 5	____
Public and school library cooperation	B I A	1 2 3 4 5	____
Administering audiovisual services	B I A	1 2 3 4 5	____
Librarians in the political process	B I A	1 2 3 4 5	____
Financing library services	B I A	1 2 3 4 5	____
Writing grant proposals	B I A	1 2 3 4 5	____
** Any other items not listed which would be of interest to you:			
_____	B I A	1 2 3 4 5	____
_____	B I A	1 2 3 4 5	____

AUTOMATION/COMPUTERS

	SKILL	INTEREST	DNA
Types of automated services	B I A	1 2 3 4 5	____
Computers for the library user	B I A	1 2 3 4 5	____
Network technology and design	B I A	1 2 3 4 5	____
Interlibrary loan	B I A	1 2 3 4 5	____
Automation for library administration:			
word processing	B I A	1 2 3 4 5	____
data bases	B I A	1 2 3 4 5	____
spreadsheets	B I A	1 2 3 4 5	____
Selection of management software	B I A	1 2 3 4 5	____
Computer retrieval: data bases	B I A	1 2 3 4 5	____
** Any other items not listed which would be of interest to you:			
_____	B I A	1 2 3 4 5	____
_____	B I A	1 2 3 4 5	____

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	5=high	

INTERPERSONAL/SELF-DEVELOPMENT (personal)

	SKILL	INTEREST	DNA
Time management	B I A	1 2 3 4 5	___
Stress management	B I A	1 2 3 4 5	___
Group dynamics	B I A	1 2 3 4 5	___
Analysis, evaluation and decision-making	B I A	1 2 3 4 5	___
Leadership skills	B I A	1 2 3 4 5	___
Adult learning styles	B I A	1 2 3 4 5	___
Mental imagery and creativity	B I A	1 2 3 4 5	___
Questioning and interviewing skills	B I A	1 2 3 4 5	___
Managing personnel relationships effectively	B I A	1 2 3 4 5	___
Communicating effectively with others	B I A	1 2 3 4 5	___
Speaking before groups	B I A	1 2 3 4 5	___
Public Relations	B I A	1 2 3 4 5	___
Teaching and demonstrating skills	B I A	1 2 3 4 5	___
Managing the two-working-couple home	B I A	1 2 3 4 5	___
Professional and technical writing	B I A	1 2 3 4 5	___
** Any other items not listed which would be of interest to you:			
_____	B I A	1 2 3 4 5	___
_____	B I A	1 2 3 4 5	___

FINANCIAL/BUDGETING

	SKILL	INTEREST	DNA
Analyzing budgets	B I A	1 2 3 4 5	___
Basic budgeting practice	B I A	1 2 3 4 5	___
Accounting and auditing practices	B I A	1 2 3 4 5	___
Applying for grants	B I A	1 2 3 4 5	___
Applying for state or federal funding	B I A	1 2 3 4 5	___
Gathering statistics	B I A	1 2 3 4 5	___
Software for money management	B I A	1 2 3 4 5	___
** Any other items not listed which would be of interest to you:			
_____	B I A	1 2 3 4 5	___
_____	B I A	1 2 3 4 5	___

KANSAS LIBRARY CONTINUING EDUCATION NEEDS ASSESSMENT SURVEY
DATASHEET

Please respond to the following items by CHECKING the number
of the answer which most accurately applies to you:

EXAMPLE: Sex: 1( ) Male   2( ) Female

1. In which Public Library Region is your library located?

    1( ) NEKLS   5( ) SCKLS
    2( ) SEKLS   6( ) NWKLS
    3( ) NCKLS   7( ) SWKLS
    4( ) CKLS   8( ) Non-member (County-___)

2. What is the type of library in which you work?

    1( ) Township   6( ) Regional Systems Library
    2( ) County   7( ) Regional Public Library
    3( ) City   8( ) Academic
    4( ) District   9( ) Special
    5( ) School

3. What is the estimated size of the community in which
    your library is located?

    1( ) 1-500   5( ) 15,001-25,000
    2( ) 501-2500   6( ) 25,001-50,000
    3( ) 2501-6000   7( ) 50,001 and up
    4( ) 6001-15,000

4. Within which age group do you fall?

    1( ) under 20   4( ) 31-35   7( ) 51-60
    2( ) 20-25   5( ) 36-40   8( ) 61 and up
    3( ) 26-30   6( ) 41-50

5. Sex:

    1( ) Male   2( ) Female

6. What is your current employment status?

    1( ) Full Time   3( ) Part-time volunteer
         (40 hours/week)   (# hours _____)
    2( ) Part-time paid   4( ) Full time volunteer
         (# hours worked ___)

7. What, if any, other income do you have?

    1( ) spouse's occupation 4( ) none
    2( ) part-time job   5( ) other _____
    3( ) full-time job

8.   What is your current salary?

    1( ) Less that $1,000   6( ) $10,001-15,000
    2( ) $1,001-2,000   7( ) $15,001-20,000
    3( ) $2,001-3,000   8( ) $20,001-25,000
    4( ) $3,001-5,000   9( ) $25,001-50,000
    5( ) $5,001-10,000   10( ) $50,001 and up

9.   How many hours is your library open per week? _____

10. What is your current educational status?
     (Please check the highest level you have currently
     attained.)

    1( ) Ph.D.   6( ) Library Science
    2( ) M.L.S.   hours (#) _____
    3( ) Other Master's   7( ) Some college
         _____   8( ) Trade/Vocational school
    4( ) Post Graduate   9( ) High school graduate
    5( ) Bachelors degree   10( ) Some high school

11. What is your current employment position?

    1( ) Librarian   7( ) Reference
         (all-purpose)   8( ) Clerical
    2( ) Administrator   9( ) Business office support
    3( ) Departmental   10( ) Children's Service
         Supervisor   11( ) Other _____
    4( ) Circulation
    5( ) Technical Services
    6( ) Regional System Staff

12. Number of staff positions in your library:

    1( ) full-time (#) _____ (40 hours/week, paid and
         volunteer)
    2( ) part-time (#) _____ (paid and volunteer)

13. Number of years you have worked in librarianship (full
     and/or part-time): _____

14. How many times have you participated in continuing
     education activities in the last 12 months? _____

15. What is the main source for your current continuing
     education? (Check all that apply)

    1( ) Local   5( ) Region (multi-state)
    2( ) Regional   6( ) National
         (in-state)   7( ) none
    3( ) State   8( ) other _____
    4( ) Within your institution

16. What organizations/institutions sponsored the continuing
    education experiences that you had in the past 12 months?
    (Check all that apply)

    1( ) State Library   5( ) professional association
    2( ) Regional Library   6( ) local school district
         System   7( ) business/industry
    3( ) higher education   8( ) other _____
    4( ) local institution/   9( ) none
         library

17. What, if any, are your constraints to participating
    in continuing education? (Check all that apply)

    1( ) personal cost   6( ) lack of appropriate
    2( ) personnel   programs
         limitations   7( ) other areas are more
    3( ) personal interests   pressing
    4( ) time   8( ) none
    5( ) lack of program   9( ) other _____
         availability information

18. What length of time is best for you for continuing
    education programs? (Please check only ONE)

    1( ) half day   6( ) full day   11( ) none
    2( ) Saturday only   7( ) weekends (2-day)
    3( ) 3-day   8( ) week-long
    4( ) weekly   9( ) semester long
    5( ) summer school 10( ) bi-monthly

19. What distance would you travel for continuing education?

    1( ) within one hour   3( ) more than three hours
    2( ) within three hours 4( ) will not travel

20. What time of the year do you find most convenient for
    continuing education (Check all that apply)

    1( ) Spring   3( ) Summer   5( ) none
    2( ) Fall   4( ) Winter

21. What time of day do you find most convenient for a
    continuing education program? (Check only one)

    1( ) mornings   3( ) afternoons   5( ) none
    2( ) evenings   4( ) all day

22. From which course formats do you learn the best? (Check all that apply)

1( ) formal courses   6( ) reading articles
2( ) institutes   7( ) telenet
3( ) correspondence courses   8( ) television courses
4( ) workshops   9( ) programmed instruction
5( ) on-the-job training   10( ) other _____

23. From which instruction format do you learn the best? (Check all that apply)

1( ) lecture   10( ) demonstration
2( ) video-tape   11( ) audio-tape
3( ) hands-on   12( ) group discussion
4( ) role-playing   13( ) slide/sound
5( ) lecture/audiovisual   14( ) reading/print
6( ) lecture demonstration   15( ) other _____
7( ) demonstration/hands-on
8( ) lecture/demonstration/hands-on
9( ) role playing/group discussion

24. Does your institution offer any of the following incentives for completing a continuing education activity? (Check all that apply)

1( ) salary increase   5( ) System incentive grants
2( ) promotion   6( ) other _____
     opportunities   7( ) none
3( ) job competence recognition
4( ) travel/fees reimbursement

25. Does your Regional Library System offer any of the following incentives for completing a continuing education activity? (Check all that apply)

1( ) salary increase   5( ) System incentive grants
2( ) promotion   6( ) other _____
     opportunities   7( ) none
3( ) job competence recognition
4( ) travel/fees reimbursement

26. Rate each of the following items according to their individual importance to you as possible outcomes of participating in continuing education activities. (1 = least importance, 5 = greatest importance):

(a) salary increase   1 2 3 4 5
(b) promotion opportunities   1 2 3 4 5
(c) job competence recognition   1 2 3 4 5
(d) travel/fees reimbursement   1 2 3 4 5
(e) other _____   1 2 3 4 5
(f) none   1 2 3 4 5

27. If the following incentives were available to you on the pretext of your attending continuing education activities, how would you rate their individual importance? (1 = least importance, 5 = greatest importance):

    (a) salary increase   1 2 3 4 5
    (b) promotion opportunities   1 2 3 4 5
    (c) job competence recognition   1 2 3 4 5
    (d) travel/fees reimbursement   1 2 3 4 5
    (e) other _____   1 2 3 4 5
    (f) none   1 2 3 4 5

28. Does your institution currently have a written continuing education policy?

    1( ) Yes   2( ) No   3( ) Don't know

29. Does your Regional Library System currently have a written continuing education policy?

    1( ) Yes   2( ) No   3( ) Don't know

30. Would Continuing Education Units (CEU's) be important to you if their accumulation would result in some sort of recognition system?

    1( ) Yes   2( ) No   3( ) Don't know

31. If some statewide recognition could be given to continuing education units to aid in hiring or job preference assignment practices, would you be more likely to engage in continuing education activities?

    1( ) Yes   2( ) No   3( ) Don't know

32. What type of an overall statewide recognition system would you suggest? (Please check only ONE)

    1( ) credit toward MLS
    2( ) credit toward Bachelor's
    3( ) state certification
    4( ) CEU's for job advancement/salary increase (in-house)
    5( ) certificate of recognition for a specified number of CEU's
    6( ) CEU's for non-credit
    7( ) other _____

33. What is your current priority for continuing education?

    1( ) none   3( ) medium   5( ) don't know
    2( ) low   4( ) high

34. What is the likelihood of your pursuing any offered continuing education opportunities?

1( ) none   3( ) possibly   5( ) don't know
2( ) minimal   4( ) certainly

ADDITIONAL COMMENTS YOU WISH TO MAKE:

FREQUENCIES, MEANS, AND STANDARD DEVIATIONS FOR THE KLCENAS ITEM INTEREST INVENTORY

	FREQ	X	S.D.
USER SERVICES			
General Reference	146	3.04	1.54
Specialized reference	66	1.14	1.66
Reference interviews	72	.97	1.40
Government Information	108	1.71	1.57
Interlibrary loan	145	3.29	1.64
Storytelling	145	3.08	1.66
Children's Services	150	3.48	1.54
Young Adult Services	143	3.01	1.61
Services to:			
school faculty/administration	107	1.74	1.64
gifted students	105	1.74	1.68
shut-ins	136	2.80	1.71
institutions	106	1.76	1.65
(jails, nursing homes, etc.)			
local/state government	102	1.61	1.65
ethnic minorities	86	1.13	1.40
business/industry	83	2.20	1.45
researchers and genealogists	124	2.20	1.70
farmers and ranchers	126	2.26	1.66
Blind & physically handicapped	141	2.77	1.56
Rotating books	131	2.88	1.86
Mail-A-Book	101	1.69	1.73
Conducting user surveys	84	1.39	1.60
Teaching library use skills	103	1.79	1.77
Reading clinics and adult literacy	75	1.23	1.63
Library clubs/reading clubs	93	1.61	1.71
Summer reading programs	154	3.63	1.50
Community resource files	110	2.08	1.76
Archives and rare books	91	1.41	1.66
Genealogy services	117	2.29	1.84
Vertical file management	117	2.19	1.79
TECHNICAL SERVICES			
Cataloging and classification (print)	142	3.00	1.65
Cataloging and classification (audiovisual)	76	1.19	1.59
Serials and periodicals (processing)	104	1.76	1.69
Audiovisual hardware:			
selection and evaluation	69	.99	1.39
storage and retrieval	65	.92	1.34
maintenance	67	.99	1.42
equipment operation	71	1.12	1.55

	FREQ	X̄	S.D.
Audiovisual software:			
selection and evaluation	58	.87	1.42
storage and retrieval	54	.79	1.37
maintenance	54	.80	1.39
Audiovisual software production:			
audio tapes	48	.67	1.26
slides	46	.61	1.19
videotapes	41	.56	1.18
transparencies	45	.56	1.10
computer programs	47	.77	1.47
Book preservation	130	2.58	1.75
Book repair	147	3.07	1.52
Organization and use of maps	105	1.61	1.55
Circulation procedures	130	2.56	1.75
Sources of:			
pre-printed catalog card services	105	1.72	1.68
book reviews	116	2.23	1.84
software reviews	55	.71	1.29

MANAGEMENT SKILLS

	FREQ	X̄	S.D.
Personnel management	107	1.96	1.87
Policy manuals	123	2.32	1.73
Collection development	129	2.72	1.83
Selection policies	135	2.85	1.79
Time management	115	2.19	1.85
Library program evaluation	122	2.43	1.83
Budgeting and cost control	129	2.64	1.78
Management systems	92	1.51	1.67
(management by objectives)			
Public relations, promotions	129	2.65	1.81
and publicity			
Contracting for Regional Library services	95	1.76	1.87
Architectural planning for libraries	73	1.05	1.48
Legislation relating to libraries	113	1.98	1.78
Archives, history and management	93	1.52	1.70
of records			
Assessing and weeding the library	145	3.16	1.64
collection			
Planning and evaluation of library	132	2.64	1.74
services			
Working with trustees and boards	139	2.96	1.76
Supervisory skills (aides and volunteers)	111	2.21	1.90
Establishing a Friends of the Library	107	2.08	1.92
group			
Analyzing community information needs	122	2.44	1.85
Recruiting volunteers	114	2.02	1.77
Involving the news media in library	119	2.40	1.84
programs			
Training and library staff development	96	1.89	1.93
Working effectively with groups	123	2.51	1.88

	FREQ	X	S.D.
Record keeping and report writing	139	2.83	1.66
Managing the one-person public library	133	3.26	1.91
Operating a combined school/public library	53	.77	1.43
Public and school library cooperation	120	2.58	2.95
Administering audiovisual services	72	1.15	1.60
Librarians in the political process	76	1.09	1.50
Financing library services	112	2.28	1.98
Writing grant proposals	96	1.67	1.82

AUTOMATION/COMPUTERS

	FREQ	X	S.D.
Types of automated services	46	.64	1.34
Computers for the library user	47	.79	1.47
Network technology and design	38	.53	1.19
Interlibrary loan	69	1.38	1.86
Automation for library administration:			
word processing	42	.73	1.49
data bases	38	.64	1.42
spreadsheets	38	.63	1.39
Selection of management software	38	.59	1.34
Computer retrieval: data bases	32	.49	1.21

INTERPERSONAL/SELF-DEVELOPMENT (personal)

	FREQ	X	S.D.
Time management	125	2.61	1.86
Stress management	120	2.29	1.82
Group dynamics	79	1.38	1.73
Analysis, evaluation and decision-making	114	2.16	1.82
Leadership skills	122	2.49	1.83
Adult learning styles	103	1.91	1.83
Mental imagery and creativity	111	2.19	1.91
Questioning and interviewing skills	99	1.78	1.81
Managing personnel relationships effectively	110	2.22	1.93
Communicating effectively with others	134	2.98	1.83
Speaking before groups	127	2.51	1.86
Public Relations	131	2.77	1.81
Teaching and demonstrating skills	114	2.16	1.82
Managing the two-working-couple home	103	1.86	1.88
Professional and technical writing	79	1.24	1.65

FINANCIAL/BUDGETING

	FREQ	X	S.D.
Analyzing budgets	110	2.02	1.77
Basic budgeting practice	125	2.53	1.78
Accounting and auditing practices	100	2.53	1.81
Applying for grants	109	2.16	1.95
Applying for state or federal funding	112	2.31	1.95
Effective purchasing practices	118	2.48	1.88
Gathering statistics	105	1.69	1.69
Software for money mangement	44	.60	1.24