

Wyoming State Library

WSL LSTA Five Year Plan Evaluation 2008-2012

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March 31, 2012

Prepared for the Wyoming State Librarian

Submitted to the Institute of Museum and Library Services
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Evaluation Summary:

Introduction:

The Wyoming State Library (WSL) is the State Library Administrative Agency (SLAA) for the State of Wyoming. The WSL is the designated entity to receive and manage the Library Services and Technology Act (LSTA) federal funds for library programs and services in Wyoming. Even though Wyoming grew at the 12th fastest rate between Census 2000 and 2010 (14.1%), it still ranked as the least populated state with a population count of 563,626.

Wyoming's largest city, Cheyenne, is also its capitol and has population of 59,466 according to Census 2010. Cheyenne is also in the state's largest county, Laramie County with a population of 91,738. The only other city in Wyoming with a population over 50,000 is Casper (55,316). The WSL assists in serving a population that stretches over 97,000 square miles and aids counties that range in population from nearly 92,000 down to just below 2,500.

From 2000 to 2010, Wyoming saw county growth rates range from 73.1% in Sublette County to a negative 1.6% in Platte County. While Wyoming posted a majority white population proportion of 85.9% in 2010, down from 88.9% in 2000, it followed the national trend of becoming more diverse. Wyoming experienced large increases in Hispanic (58.6%) and Asian (60%) minority populations. This helps illustrate the unique and changing face of Wyoming and the communities that the WSL serves.

Wyoming's first county library was established in 1886 after the Territorial Legislature passed enabling legislation for county-based libraries. Today, all 23 counties have library systems serving their residents through 76 library buildings and 2 bookmobiles. The state has seven community colleges that contain nine libraries. In addition, there are the University of Wyoming libraries. The directors of these libraries meet regularly to exchange information, build consensus, and collaborate on statewide issues. These opportunities allow for schools to participate in most of the products and services that are introduced.

Overview of WSL LSTA Five Year Plan 2008-2012:

The purpose of this report is to evaluate the WSL's Library Services and Technology Act Five Year Plan: 2008-2012. The mission of the WSL is:

"To promote statewide library development, foster library cooperation, and provided reliable information to our customer."

The Wyoming State Library's LSTA Five Year goals for 2008-2012 include:

Goal 1: Build capacity for learning, change and innovation in the Wyoming Library Community.

Goal 2: Resource sharing that ensures all residents of the state will have access to information resources to assist them in their personal, educational, and professional growth.

Goal 3: The State Library will continue as the leadership agency that designs, facilitates, and supports efficiencies, cooperative projects, and information products that enhance and improve the statewide development of libraries.

These goals were developed to address the goals of the Library Services and Technology Act. Those goals are:

Goal 1: Expanding services for learning and access of information and educational resources in a variety of formats, in all types of libraries, for individuals for all ages.

Goal 2: Developing library services that provide all users to information through local, state, regional, national, and international electronic networks.

Goal 3: Providing electronic and other linkages among and between all types of libraries.

Goal 4: Developing public and private partnerships with other agencies and community-based organizations.

Goal 5: Targeting library services to individual of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.

Goal 6: Targeting library and informational services to persons having difficulty using a library and to understand urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line as defined by the Office of Management and Budget and revised annually in accordance with 42 USC Sec. 9902 (2) applicable to a family of the size involved.

The WSL's goals were devised to address the Federal LSTA's objectives in the following manner with the accompanying objectives.

WSL Goal 1 addressed Federal Goals 1, 5, 6. It did so by addressing the following objectives:

Objective 1: Identify and deliver workshops, training, opportunities, professional support, and information products that assist librarians, staff, trustees and other in effectively improving services, understanding technologies, developing policies, assuming library leadership roles, and working with local governments and community groups.

Objective 2: Offer sub-grant programs that enable libraries and individuals to receive training and formal education to better understand librarianship through a curriculum and to learn about technologies, traditional library services, and emerging programs.

WSL Goal 2 addressed Federal Goals 2, 3, 5, 6. It did so by addressing the following objectives:

Objective 1: Use the knowledge and expertise of librarians and informational professionals in the state to continually plan for, introduce, improve, and distribute information products and related technologies, and make them accessible for use by residents and library staff.

Objective 2: Provide access to information products in a variety of formats and media that meet the needs of Wyoming residents.

Objective 3: Support the reading and learning interests of those 3000 individuals voluntarily or involuntarily confined to any state institutions with sub-grants to sustain the library collections in those facilities.

Objective 4: Broaden statewide interlibrary cooperation and resource sharing efforts. Empower the end user by providing technology for self-initiated interlibrary loan requests and home delivery of materials.

WSL Goal 3 addressed Federal Goals 1, 2, 3, 4, 5, 6. It did so by addressing the following objectives.

Objective 1: Provide Wyoming libraries central purchasing and fiscal services that maximize the purchasing power for libraries, support the financial operations of the WYLD Network, and serve as the contracting agency for statewide licensed databases and related products.

Objective 2: Generate publications and activities targeted to library, government, and professional communities that create awareness of the role, resources, and services of the library community and its contributions to lifelong learning and reading. Publications will include, but are not limited to regularly published newsletters, an annual library directory, statistical reports, a quarterly publication, specialty documentation and training manuals, and other products that enhance the library environment.

Objective 3: The Wyoming State Library will be the professional agency that provides consultation, planning leadership, technology expertise to the Wyoming library community so those libraries can successfully target quality services to the underserved, to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.

Overview of Evaluation:

The process to evaluate the WSL's five year plan will focus a few key areas. These include analysis of what the plan set out to accomplish, whether the plan achieved what it specified, and how the process to achieve each goal worked. Also, recommendations will be made that can be used in planning the next five year plan.

Specific tasks undertaken to analyze the WSL's five year plan included conducting focus groups with Wyoming library directors and K-12 school teacher-librarians concerning the LSTA funding programs they utilize. In order to complement the focus group findings, a follow-up survey was sent to the participants to glean additional information and feedback. Information collected by the WSL over the analysis timeframe was also made available. This includes statistics related to various usage, training, database, and program information. The WSL embarked upon a comprehensive library workforce survey in the spring of 2008. Results from this survey were used in this analysis.

Key Findings and Recommendations:

The Wyoming State Library has met the goals it set out to accomplish in its 2008-2012 LSTA Five Year Plan. From reviewing survey data, conducting focus groups, and analyzing and reviewing data provided by the WSL around its LSTA focused programs, it is concluded that the WSL's use of LSTA funds provides an invaluable and cost effective use of resources for the Wyoming library community. Without these programs, Wyoming libraries and citizens would not have access to these information resources, and they would not have the equal access to information -- regardless of the size of their community -- that they now have.

Recommendations moving forward include continuing and expanding the training around LSTA programs, as funding allows. As the workforce survey showed, the aging population of Wyoming's overall library labor force will require a plan to fill the loss of experience and knowledge that is on the horizon. Training of new full time, part time, and volunteer personnel will be key to fully utilizing the programs made available by the LSTA programs.

Another recommendation includes continuing the purchase of databases currently funded with LSTA monies. The focus group comments demonstrated a significant amount of support and reasoning for the continuation of the current LSTA database purchases. Not only do these

programs provide a large and diverse amount of information to Wyoming citizens, it does so at a cost that would not be possible if done by individual libraries. By the WSL purchasing these databases for the Wyoming library community, it allows for an effective use of funding. An additional recommendation would be for the WSL to investigate the relatively low usage of the Central Acquisitions program. Given the amount of additional services and data potentially available through leveraging larger purchase groups, it would be worth investigating to determine if more libraries would be willing to take advantage of this program, if applicable. The WSL purchase of the current LSTA databases provide a great example of how group related purchases can lower costs in comparison to individual library procurements of the same service.

Evaluation Report:

Background:

The intended users of this report include not only the Wyoming State Library itself but also all the stakeholders and interested parties in the Wyoming library community. This includes, but is not limited to, the Wyoming Library Association, the library directors of the eight academic and twenty-three public library systems, teacher-librarians in more than 200 K-12 schools, and the WYLD (Wyoming Library Databases) Network. The WYLD Network consists of all the libraries in Wyoming that use the shared statewide catalog.

The purpose of this report is to analyze the Library Services and Technology Act Five Year Plan: 2008-2012 created by the Wyoming State Library in 2007. This report will analyze the WSL's goals and how they relate to the LSTA's priorities and goals that were set-up to determine the five year plan. Also, the report will assist in determining strengths and weaknesses of the WSL's LSTA plan and make recommendations that can be used in formulating the next five year plan.

The key evaluation questions answered in this analysis revolved around those detailed in the guidelines provided the Institute of Museum and Library Services. This included examining retrospective questions (Did what the WSL set out to accomplish work?), process questions (What processes worked and why?), and prospective questions (What are the recommendations on what should continue, be altered or stopped if necessary?).

Methodology and Data Sources:

During the analysis of the five year plan, particular projects were undertaken to assist in examining the progress of meeting the WSL goals. These included conducting focus groups with specific librarian groups. The first group was the library directors for the county libraries and higher education institutions. The other group was the teacher-librarians from the Kindergarten through 12th grade school system.

For the county library directors and higher education library directors, the focus group questions focused on the spending of LSTA funds on various data bases, including the Gale Databases collection. The questions related to the databases included asking how the access to these databases impacted patrons and staff. It also asked how the loss of the databases would impact patrons. The second question to this librarian group related to the Interlibrary Loan service available at the libraries across Wyoming. The questions about the Interlibrary Loan program included how does the service impact their patrons and staff. Also asked was if the Interlibrary Loan program was to be terminated, how would it impact each library's patrons. The only subject discussed with the primary school librarians were the questions related to the LSTA funded databases that was also asked of the county and higher education library directors.

The other tool implemented to study the WSL's goals was a follow-up survey sent to the individuals who participated in the focus groups. After consulting with the WSL on the nature of the questions, the survey was sent out electronically and utilized the SurveyMonkey interface and data collection tools. This allowed for collection of more detailed data on the programs targeted during the focus groups and provided another opportunity for participants to comment and provide feedback.

Other data used in the analysis were the results from the WSL's 2008 Wyoming Library Workforce Survey. This provided the WSL with its first comprehensive assessment of Wyoming's library workforce. In this survey, every member of the workforce was asked what training and education they would like and how it would be delivered. It also collected key demographic and workforce related information that provided a snapshot of the makeup and status of Wyoming's library labor force.

Additional data provided by the WSL was also used in the analysis of their LSTA goals. This included data on training, its content, and delivery method. Information related to the WYLD Shared Purchases Committee was made available. The WSL provided access to information products distributed in a variety of formats. These included data related to the Wyoming Newspaper Project (wyonewspapers.org), Wyoming Places (wyomingplaces.org), and Wyoming Authors Wiki (wiki.wyomingauthors.org). Material concerning residents of the thirteen institutions was provided. This included details related to access to online training and grants pertaining to various institutional, individual, and continuing education programs. These grants helped purchase reading materials and allow for staff training opportunities. Survey data were made available concerning the Interlibrary Loan Program and its importance to the libraries across the state. Comments and statistics from the survey were analyzed for this evaluation.

Documentation related to the purchase, usage, and values of various databases was provided by the WSL for this evaluation. This included statistics and feedback on the Central Acquisition

Program and the databases that were collectively agreed to purchase. Information on the available federally funded databases – Learning Express, Ancestry, Bookflix, Chiltons, Gale, Cochrane and Heritage, and Audiobooks platforms – was made accessible by the WSL.

Data was given related to database impacts on both public and school libraries systems for the years that data were available. Also, the visioning document for the Wyoming Library Databases (WYLD) program was provided along with information related to the WYLD Shared Purchases Committee that was formed after the completion of the visioning document. Funding sources and contract information for the WYLD packages was detailed (including where LSTA funds were allocated).

Material was provided related to the WSL's use of social media (including Facebook, Twitter, and blogs). Various programs are promoted on these social media platforms to help raise awareness. Information related to the Wyoming Center for the Book was relayed for use in the analysis. Information on the WSL publications that were used to promote LSTA programs was provided, including articles in the *Wyoming Library Roundup*. Also, information was provided on what the WSL makes available to those working in the Wyoming library community, including a link to Wyoming library related laws and items to know or do as a Wyoming County Library Board Member.

Statistics were made available concerning consulting services conducted by the WSL. These included what type of consulting services were requested and to what degree did the services affected the requesting library's staff effectiveness, level of service to patrons, and public and private funding.

Evaluation Findings:

Goal 1: Build capacity for learning, change and innovation in the Wyoming Library Community

In order to know what training needs were important and essential to Wyoming's library workforce, the Wyoming State Library undertook a workforce survey in the spring of 2008.¹ The survey covered such areas as workforce demographics, salaries and benefits, training, and the need for Wyoming Library Association involvement. Four major topical areas were addressed:

1. How much opportunity do Wyoming library workers have to pursue continuing education and training?
2. How can training opportunities be tailored to meet the workforce's needs?

¹ A copy of the 2008 Wyoming Library Workforce Survey can be found in Appendix J

3. What will be the impact of retirements as the workforce ages?
4. How competitive are library salaries and benefits?

The survey was provided to all of Wyoming's 355 libraries, which include all academic, school, public, and special libraries. Everyone in the workforce was given the opportunity to participate. Of the estimated 1,337 people in the workforce, 812 completed surveys were returned. This is a return rate of 61%.

There were several key pieces of information taken from this survey that helped to shape the trainings offered by the WSL. School library workers appear to have less support from their libraries for obtaining training and attending conferences and meetings than workers in any other library type. Less than half of school library staff say they are given both opportunity and financial support to attend conferences. That compares to more than two-thirds of workers in academic, public and special libraries. If the WSL responses are excluded from the survey results, special libraries actually have the lowest conference attendance rates and the most barriers to training, even higher than in the schools.

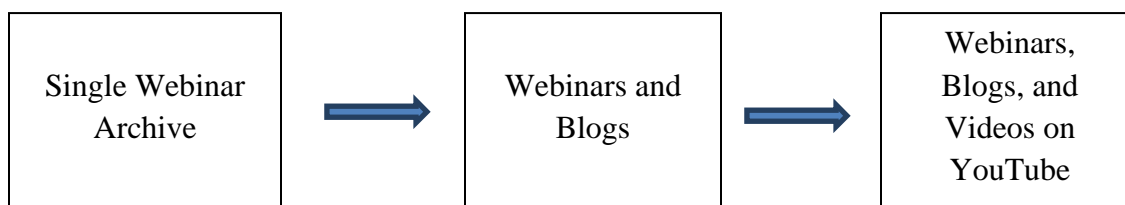
Another important result teased out of the survey data was that large majority of library workers prefer to receive their training in a face-to-face classroom or lecture setting. Although delivery of training by webinars has been increasing, it encounters strong resistance, particularly in school libraries, and, to a lesser extent, in public libraries. This is an interesting finding since school library staff receives less support and have more barriers to attend trainings that would occur face-to-face.

"Topics not related to my work," was reported by 15% of all library workers and 26% of academic library workers, which resulted in it being one of the biggest barriers to participating in training. More than half of the survey respondents reported one or more barriers to training. Almost 40 % of workers in WYLD libraries are requesting training on one or more WYLD functions. The most requests from WYLD libraries are for training on the licensed databases and Directors' Station.

As a result of the information provided in the survey, the WSL did continue to offer trainings in multiple topical areas identified as areas in need of training. This helped to ensure there were training topics of interest to library staff across the state in various settings. The continued increase in webinar and recorded trainings have become a valuable resource to library staff, especially in school libraries and special libraries, since they receive less financial support to attend conferences and trainings. These types of trainings are also cost effective since it costs much less to produce. This frees up resources for the WSL to provide more trainings and other services to the libraries they serve.

The WSL has over the last five years moved toward more online delivery of training content. This has quickly moved from a single webinar archive that was relatively easy to track into blogs and now YouTube, so methods of tracking have changed and are not completely consistent from year to year. The data that has been collected shows considerable use of these online resources.

Figure 1



Examples of trainings the WSL offered to their constituents include:

- | | |
|-------------------------------------|-------------------------------------|
| • Database of the month | • Java Client |
| • Services for the print-disabled | • Workflows Properties |
| • Use of products offered | • Wyoming State Library Orientation |
| • Get On the Bus: Reader's Advisory | • Accessing Government Information |
| • Legal research | • Library Social Media Presence |
| • Cataloging | • E-Learning and Distance Education |
| • WYLD applications | • ARRA Webinar |
| • Directors' Station | • Making Publications Pop |

Appendix B contains a complete list of the trainings offered by the State Library, including the format they were offered in.

Table 1 (next page) shows the State Library been able to provide more opportunities for people to access trainings through online media. In 2010, the video and webinar archives were put into place. These allow library staff and others to access the information at time and place that is most convenient. The Get On the Bus blogs also began in 2010. In 2011, the WSL introduced trainings that could be found on YouTube and also added the Discover It blog.

Table 1: WSL training events by fiscal year

Training Information	Fed FY08 ²	Fed FY09 ³	Fed FY10	Fed FY11
Number of training events	11	51	79	81
Live participants (both F2F and webinar)	83	1,892	1,919	1,060
Video downloads, webinar archive			1,461	4,037
YouTube views				1,093
TOTAL participants			3,380	6,190
GOTB blog views			15,991	7,137
Discover It Blog views				3,199
TOTAL Number Participating	94	1,943	19,371	16,526

Staff in libraries across the state were also given an opportunity to provide feedback on the trainings that have been offered over the life of the WSL five year plan. The most recent survey was a follow-up from the focus groups that were conducted. The survey shows with all of this training available to the libraries, it appears to have been an effective train the trainer model (Chart 1). Nearly all of those who were trained used their new knowledge to train others. Only 3 percent of the surveyed libraries did not participate in any of the WSL trainings. About half of the libraries had most of their staff participate in WSL trainings, and almost 2/3 of the trained staff were then able to train both staff and patrons as shown in Chart 1. (Next page)

² WSL began collecting detailed data in state FY09, so exact numbers are not available for Oct. through June of Fed FY08. State FY08 (July 07- June 08) numbers reported to IMLS were 52 events and 1852 participants.

³ Download logs were not available for webinar archive. State FY09 data reported to the IMLS included 4,130 video downloads.

Chart 1
(33 respondents)

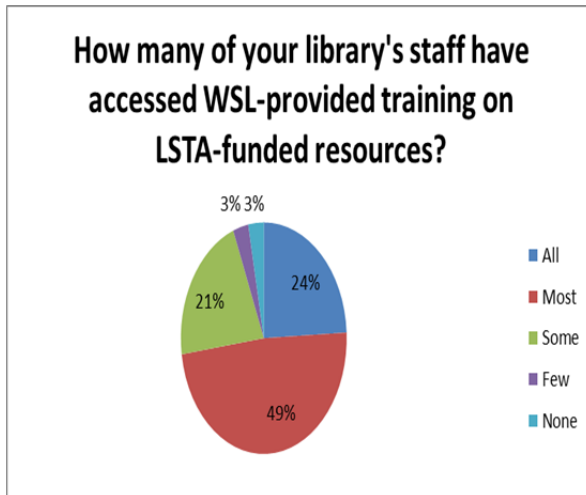
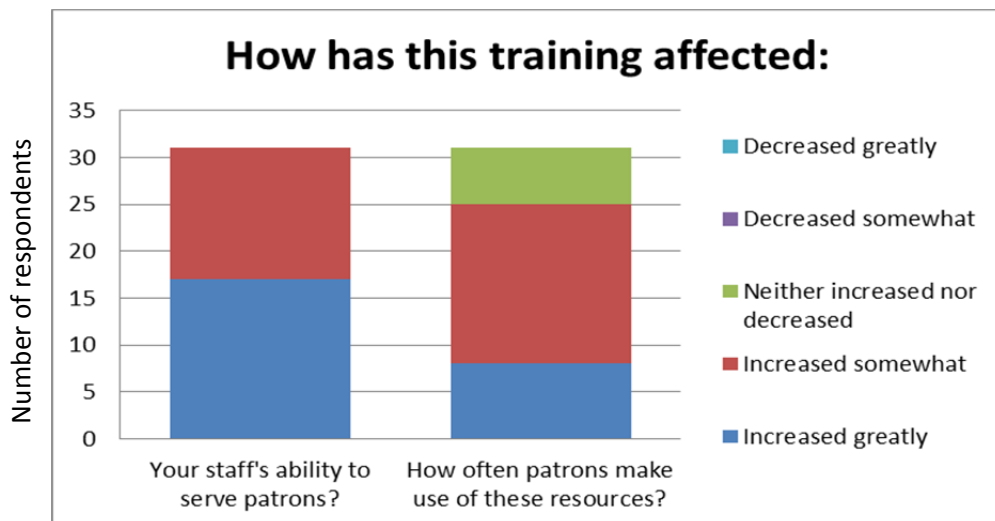


Chart 2
(32 respondents)



Chart 3



According to the survey and shown above in Chart 3, those staff participating in the trainings show increases in their knowledge, skills and abilities. They believe they are better able to serve their patrons. In fact, 80% of the libraries felt the trainings had an end result of patrons accessing the resources more frequently. Comments provided by the survey participants also support these results.⁴

⁴ See [Appendix C](#) for a complete list of the survey comments.

- “It is excellent. Discover it, try it, learn it and Get on the bus are both outstanding programs. They extending staff and patron knowledge.”
- “The training is very helpful and the notices of its presence make our jobs much easier. Without this, we would not be able to inform our patrons of the options, let alone help them to use them.”

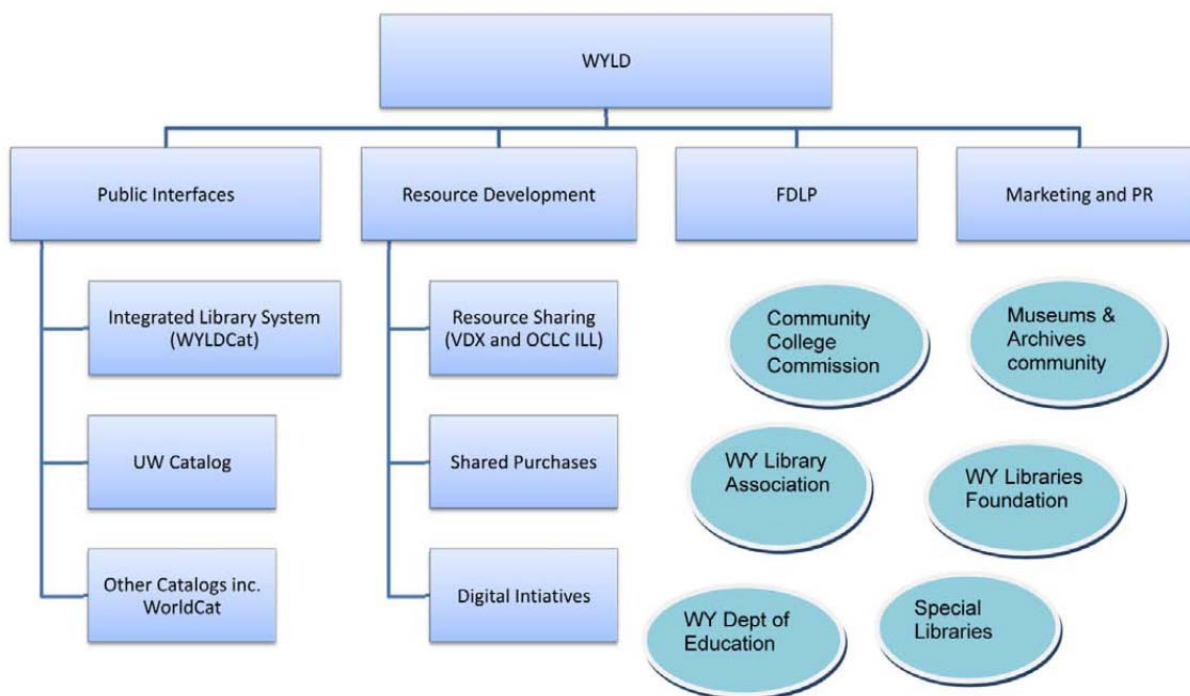
In the WSL five year plan, there was a proposed outcome that would provide sub-grant opportunities for library staff to receive training and education to better understand librarianship through a curriculum to learn about technologies, traditional library services and emerging programs. Changes to IMLS continuing education policy forced WSL to eliminate these sub-grants. Given the great deal of training the WSL provided throughout the grant period, there have been ample opportunities for library staff to increase knowledge and skills around library science, technology uses, and different programs supported by the WSL.

Due to the level of training services provided by the WSL, libraries across Wyoming have been able to provide knowledgeable information related to LSTA funded programs to patrons and staff. The WSL has implemented more efficient, accessible, and cost effective means of delivering training programs through blogs, webinars, and YouTube videos. These training programs are essential not only to patron customer service but also to cross-training of fellow library staff. Also, the training material and the multiple delivery formats aligned with the feedback from the 2008 Workforce Survey.

Goal 2: Resource sharing that ensures all residents of the state will have access to information resources to assist them in their personal, educational, and professional growth.

Another focus area the WSL focused on was resource sharing. This allows residents across Wyoming to be able to access resources supporting their own work and growth. The beginning of this work came from developing a vision of the Wyoming Library Databases (WYLD). Throughout Wyoming WYLD has strong brand name with name recognition. The problem was that people did not always understand what WYLD was. To create a shared understanding of WYLD, a vision of WYLD was created (Figure 2, next page)

Figure 2: WYLD Visioning Structure⁵



Members of the WYLD Shared Purchases Committee include staff from WSL, county libraries, school libraries and academic libraries.⁶ Major accomplishments carried out through this committee include:

- Complete a needs assessment (Fall 2011)
- Approved OneClickDigital as an Audiobook provider (November 2011)
- Moving toward becoming an early adopter of the 3M Cloud library (December 2011)
- Completed an eBook vendor review (January-March 2011)
- Implementation of the Freading eBook service (February 2012)

The Wyoming State Library was also looking to provide access to information products in different formats to help meet the needs of Wyoming residents. The first project they worked on was the Wyoming Newspaper Project (<http://www.wyone newspapers.org/>). The Wyoming Newspaper Project is going to move more than 900,000 newspaper pages from microfilm into

⁵ The ovals in this graphic suggest, but are not inclusive of, potential partners. The universe of users includes all Wyoming residents and will present myriad opportunities for engagement. A full copy of the visioning document can be found in Appendix D.

⁶ For a full list of Shared Purchases Committee members, please refer to Appendix E.

digital format. The text is searchable. This includes news articles, news briefs, obituaries any other items of interest. To accomplish this, the WSL uses ArchivalWare from Progressive Technology Federal Systems, Inc. (PTFS). Launched in March 2009, at this point the digital records include:

- Full Page Newspaper Library = 815,379
- Newspaper Clippings Library = 7,608,587
- State Documents Library = 4,724
- Trademark Library = 2,028
- Legislative Library = 219

The WSL has tracked the usage of wyonewspapers.org since September 2009. There have been more than 93,000 visits, of which 37,003 were unique visitors. Most of the visitors originated from Wyoming. There were 151,160 page views, with an average of 37.65 pages viewed per visit. Visitors average 23 minutes on the site per visit, which includes an average of 123 users per day. Given these statistics, the newspaper project appears to have been quite successful.

The WSL created a Wyoming Places wiki in 2007 (wiki.wyomingplaces.org). This wiki provides a place where the ongoing project can give its users information about the origin of Wyoming places with a brief history that includes the stories about the place. This site includes both original resources as well as information that can be gathered in online in the public domain. This has been a collaborative project with State librarians and University of Wyoming librarians. The Wyoming Places wiki has 2,888 pages. Since April 2011, there have been 8,814 visits with 7,415 visits being unique visitors. 17,531 pages have been viewed, with an average use of 50 visitors per day.

Another wiki created by the WSL is the Wyoming Authors Wiki (wiki.wyomingauthors.org). This is a clearinghouse of information on authors who either lived in or wrote about Wyoming. Users can search the site for authors, counties or genres. There are currently 178 authors that have created wiki accounts and can use these accounts to update their own information. 1,006 pages have been created. On average there are 21 visitors per day.

Librarians across the state provided feedback on these three projects. As seen in Chart 4, the Wyoming Newspaper Project was by far seen as an important project for the patrons and students. Almost all of the librarians gave the project a rating of very important or somewhat important. The Wyoming Places project saw a little less positive feedback than the newspaper project, but a majority of the librarians still felt it was an important project. Fifty-three percent of the librarians felt the Wyoming Authors Wiki was at least somewhat important.

Similar trends in the data can be seen in Chart 5. In order to best meet the requests for information by patrons, the Wyoming Newspaper Project has been found to very helpful. This could be due in part that librarians feel it would be very difficult to derive this information from other sources. This is in contrast to the Wyoming Places project and the Wyoming Authors Wiki, where the librarians felt the patrons would be able to find at least some of this information in other locations as shown in Chart 6.

Chart 4

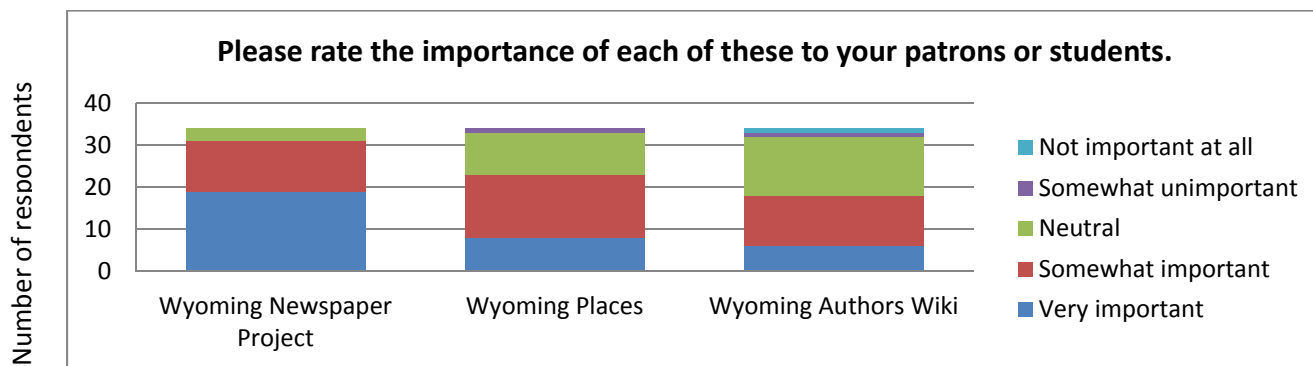


Chart 5

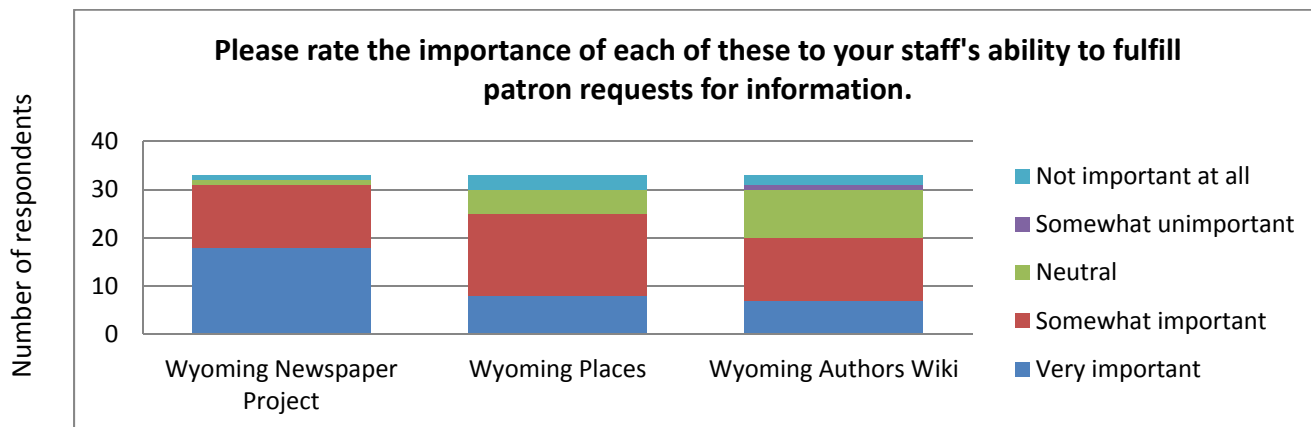
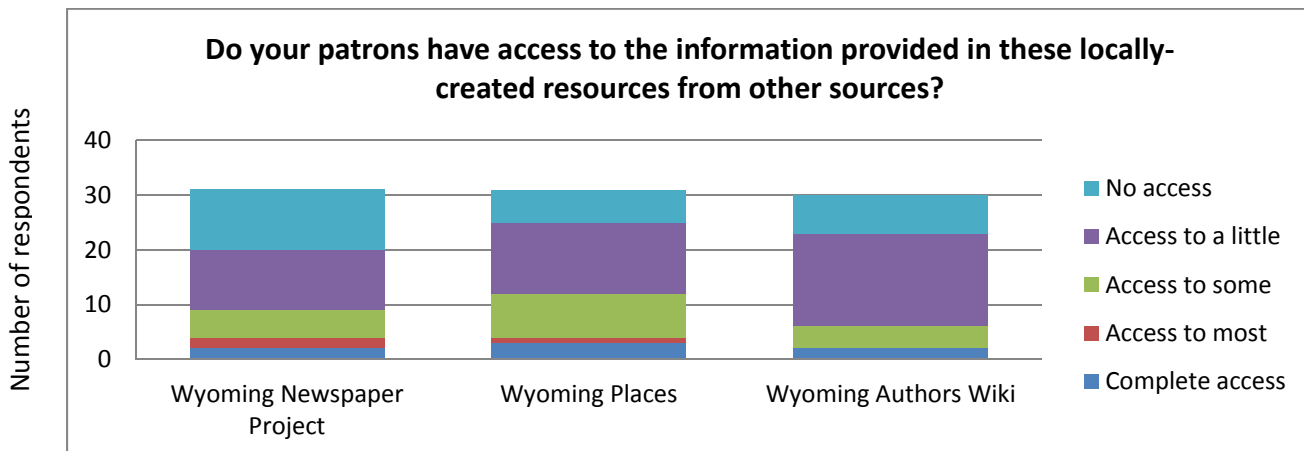


Chart 6



Overall for all these projects, the librarians are positive about their importance. The comments in the follow-up survey from the focus groups were very positive.⁷ There were also requests for more training so the library staff could better train and support their patrons' access to this information.

The Wyoming State Library supports the efforts of libraries located in the thirteen state institutions throughout Wyoming. There are approximately 3,000 residents housed in these institutions. A web page was created by the WSL just for the institutional libraries.⁸ The Wyoming Institution Library Directors' Handbook was created to provide information listed on this website as well as information on collection development, weeding a library collection, cataloging library material, using the statewide databases, and intellectual freedom. These institutional libraries also have access to the online training.

The WSL provided institutional grants that allowed for the purchase of materials for people housed in one of the thirteen state institutions. They also provide links to other possible grant programs like the Carol McMurry Library Endowment that support staff who are working toward graduate work, library/media endorsement, technology training and other library workshops and events. Institutional libraries also receive detailed information about accessing databases.

Another major source of resource sharing that is supported by the WSL is the interlibrary loan system (ILL). This allows libraries to access resources from other libraries, which in effect expands the resources available to Wyoming residents. In fact, the interlibrary loan system allows patrons to make requests for materials from home and even receive the delivery of materials at their homes as well. Table 2 shows the usage statistics related to Wyoming's ILL System. Over the last four years there has been a tremendous usage of the ILL system, but usage began falling after 2009. There are several potential reasons for why the ILL usage may have fallen in some areas. The follow-up survey from the focus groups shows in Chart 7 some of these reasons. A majority of the reason is the increased fees being charged for ILL system usage. Even the "Other" reason was focused on increased fees for using the ILL System. The survey participant explained that ILL usage was on the rise before the fees had been implemented. Even some of the comments from the survey described how usage fell when fees were implemented.⁹

⁷ A full set of the comments around the Wyoming Newspaper Project, Wyoming Places Project, and Wyoming Authors Wiki in Appendix C

⁸ <http://will.state.wy.us/ldo/institutions.html>

⁹ See Appendix C for a full set of comments related to the Interlibrary Loan System.

Table 2: Wyoming interlibrary loan use by federal fiscal year

Federal Fiscal Year	Requestor			Responder		
	Requests	Received	Percent Requests Received	Requests	Shipped	Percent Requests Shipped
2011	44,968	36,811	82%	67,302	40,914	61%
2010	57,190	46,197	81%	79,130	50,092	63%
2009	63,087	48,901	78%	81,017	53,687	66%
2008	54,364	43,230	80%	63,993	45,853	72%

Chart 7
(5 respondents)

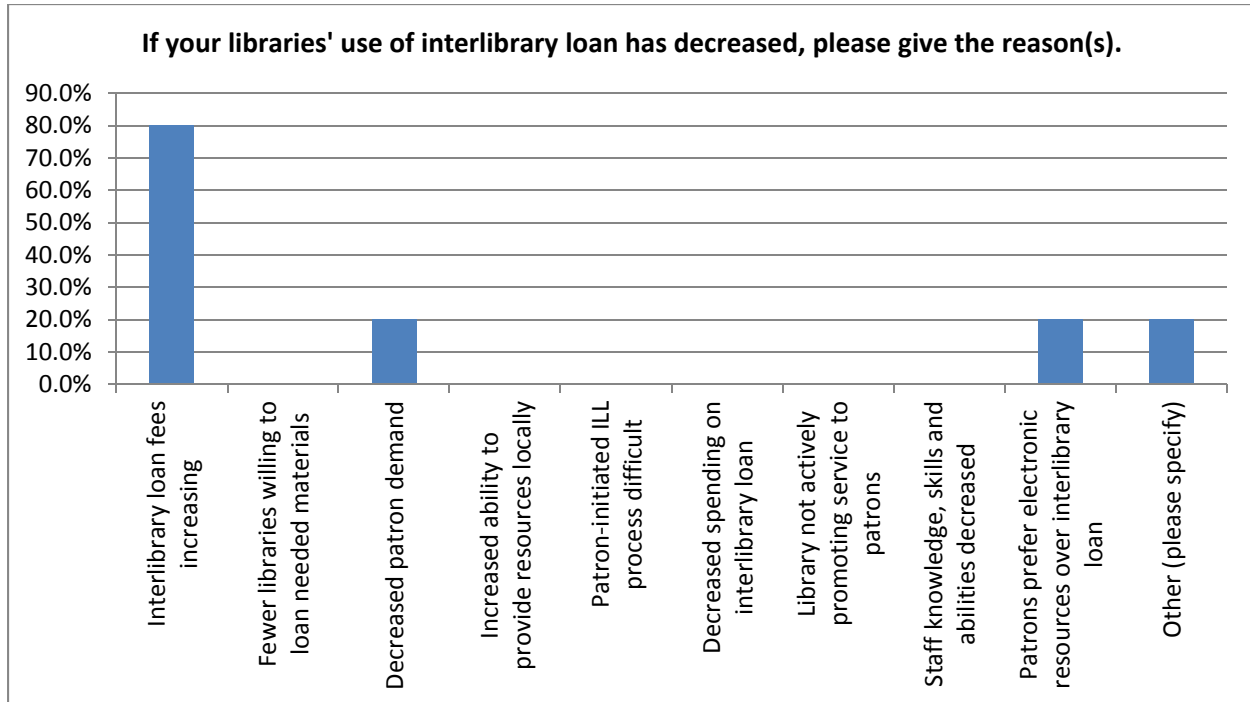
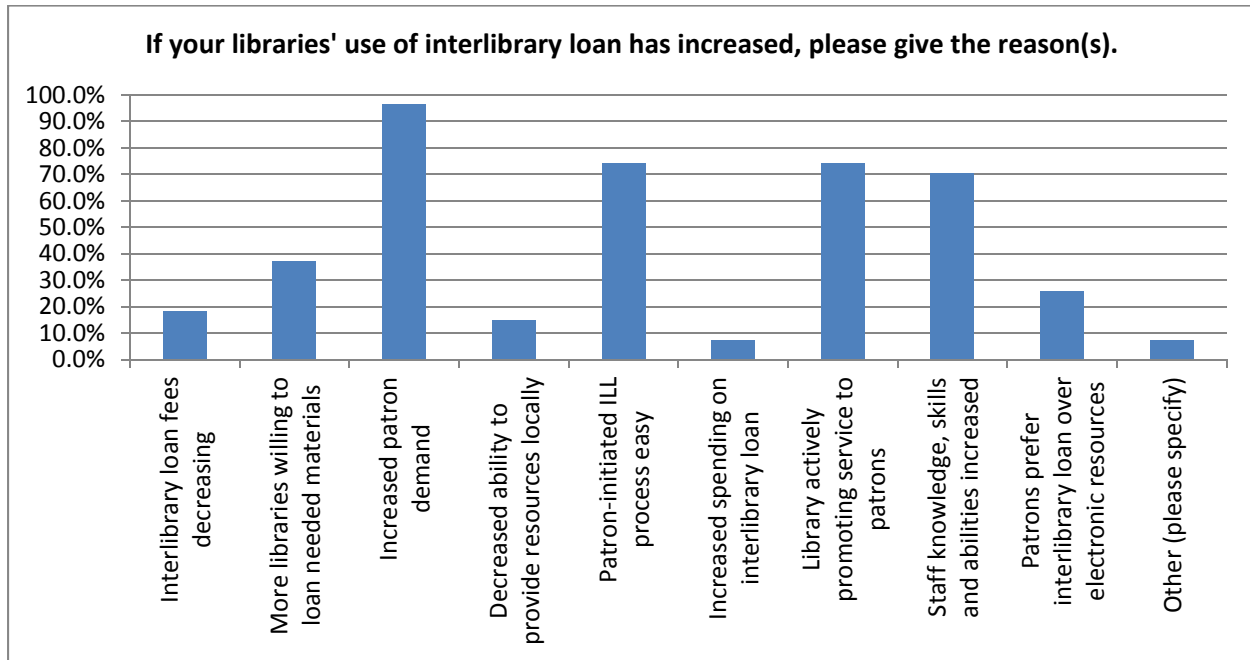


Chart 8
(27 respondents)



There are some libraries saying they are experience rising ILL usage (Chart 8) . The four main reasons are:

- 1) Increased patron demand
- 2) Patron-initiated ILL process easy
- 3) Library actively promoting services to patrons; and
- 4) Staff knowledge and skills increased.

Even though the usage has fallen overall, librarians across the state have shared both in the focus groups and in their follow-up survey about the importance of the ILL system. Chart 9 shows that 94% of the libraries surveyed thought the ILL system was important. This is important in light that Chart 10 points out that none of the libraries would be able to provide all or even most of the information without the ILL system. Over 80% of surveyed libraries said the services they could provide to their patrons would decline (Chart 11) if the WSL did not offer support for interlibrary loan. These results all point to how important the ILL system is the to the library system as a whole across the state.

As discussed by the county and academic librarians present at the focus group, the interlibrary loan program is equally as important as the database information to the Wyoming library community. It provides for timelier and better service than if the interlibrary loan system had to be done manually. If the current LSTA-supported interlibrary program were not available, it

would take away from current resources, funding, and potentially lead to less usage because of slower service and higher fees.

Chart 9

(34 respondents)

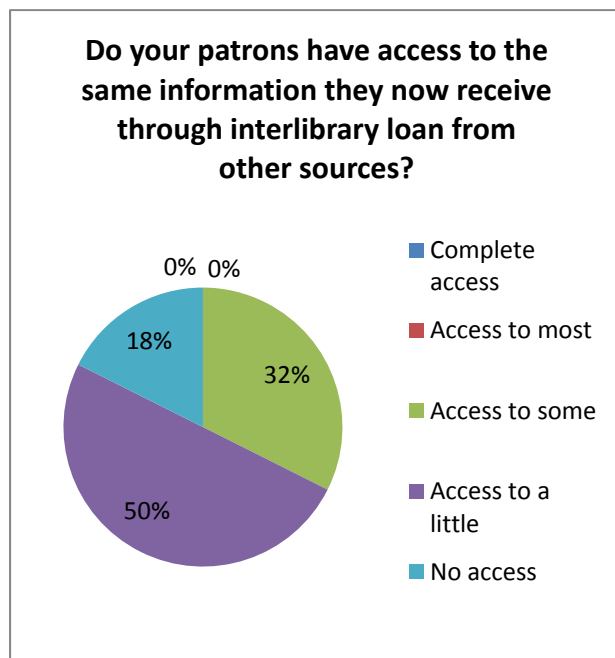


Chart 10

(33 respondents)

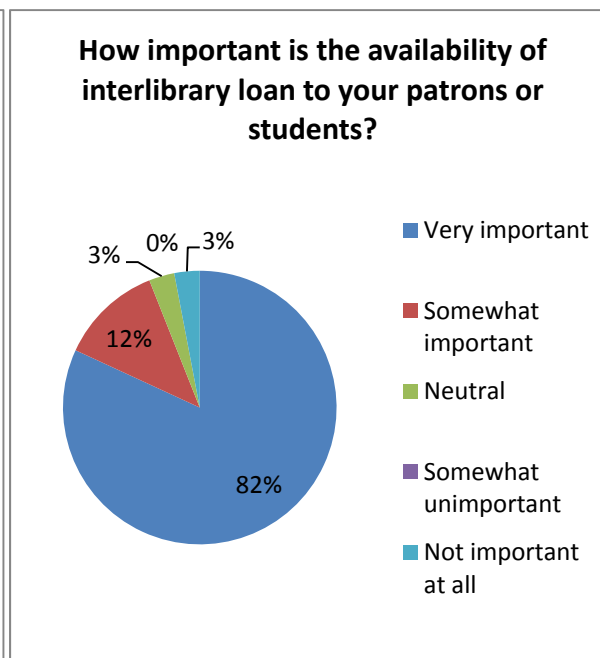
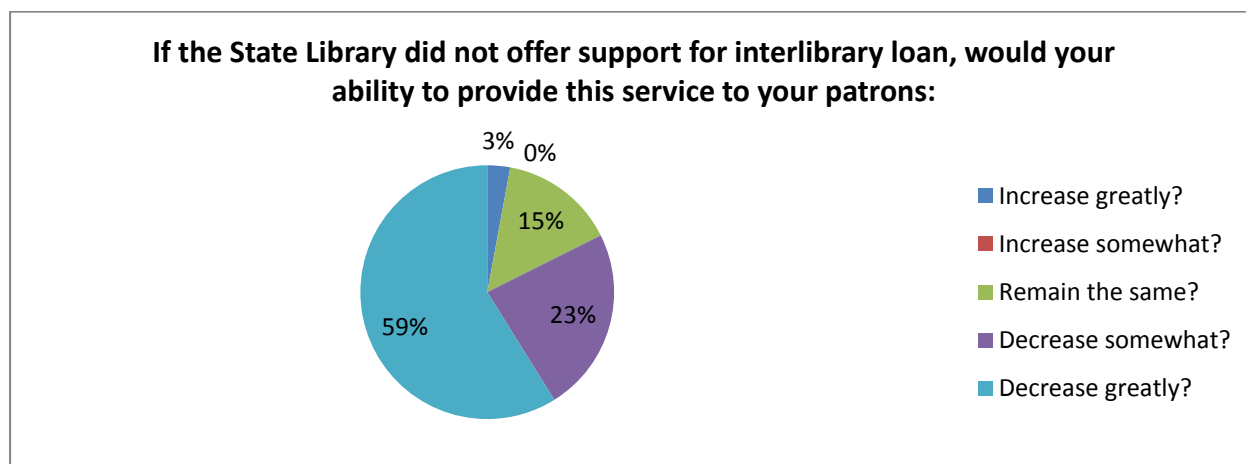


Chart 11

(34 respondents)



The WSL implemented various programs and services ensuring Wyoming citizens have the information to grow with in their personal, educational, and professional growth. These include: the WYLD resources, with the assistance of its shared purchasing committee; various information projects, including the Wyoming Newspaper Project, Wyoming Places, and Wyoming Authors Wiki programs; institutional grants to those residents of state institutions;

and the usage of the statewide self-initiated interlibrary loan program. Not only did these packages increase the knowledge base available to WSL patrons and staff, many of these programs would either be not available or provided in a diminished level of service without WSL and LSTA funding and support.

Goal 3: The State Library will continue as the leadership agency that designs, facilitates, and supports efficiencies, cooperative projects, and information products that enhance and improve the statewide development of libraries.

Being able to take advantage of economies of scale is a major function of the Wyoming State Library. By its ability to purchase services and products in larger quantities for libraries across the state, the costs are lower than the combination of the costs of each individual library if they tried to purchase the same services and products on their own. There are several ways in which the WSL has been able to provide this service to the libraries throughout Wyoming. The first was the acquisition of access into a number of different databases.¹⁰ Of the twenty-three county libraries, about half do not purchase any databases locally. Nearly all obtain some databases through cooperative arrangements managed by the WSL, but this is for only a handful of resources. The vast majority of electronic resources are provided directly by the WSL through state and federal funding. School libraries rely heavily on the databases provided by the WSL. Often school libraries receive few extra funds to purchase access to these databases, making it even more important for the WSL to provide access instead.

Along with the usage statistics for the databases can be found in Appendix F, the importance of the databases can be found in responses in the focus groups and the survey that follow-up the focus groups. Chart 12 shows the importance of each kind of database. The Wiley-Cochrane Library database appears to have the least value of all the databases, while the Gale-General, Learning Express Library and the Audiobooks databases have the greatest value. However, all databases appear to have great value based on the usage statistics and survey results. Similar trends are found when looking at how well the library staff is able to meet the requests for information they receive from patrons (Chart 13). The Gale Bulk Databases and Learning Express Library databases are used the most while the Wiley-Cochrane Library is used the least.

¹⁰ A full list of the databases and their usage statistics can be found in Appendix F.

Chart 12

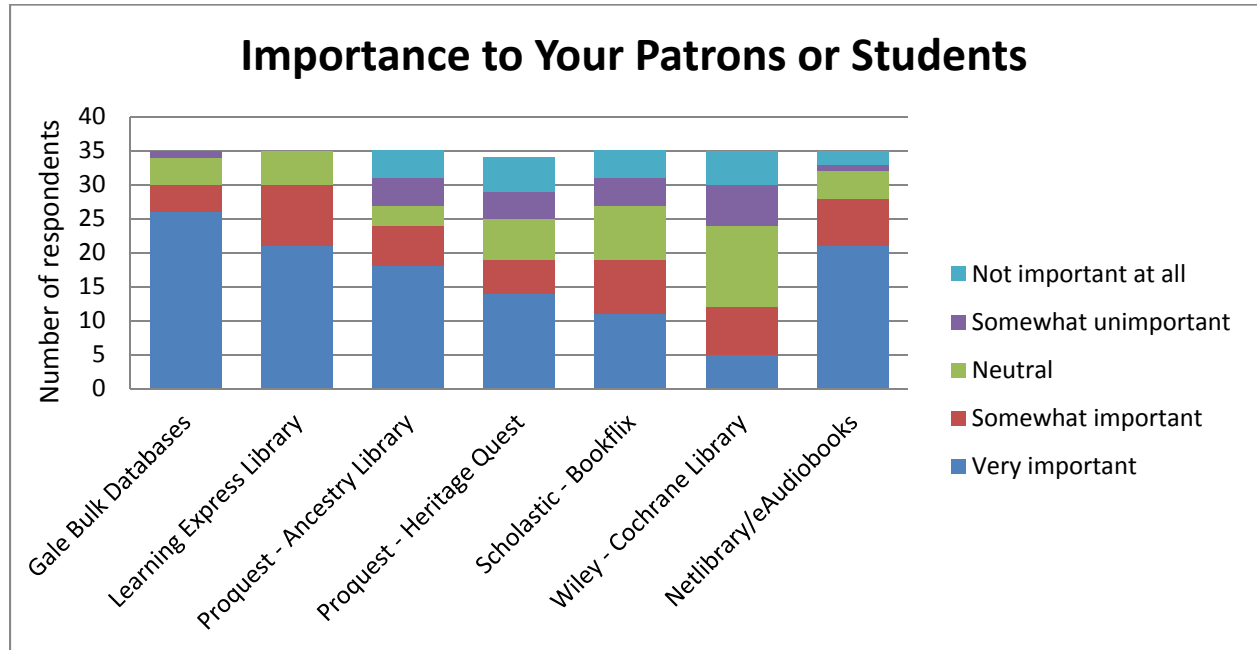


Chart 13

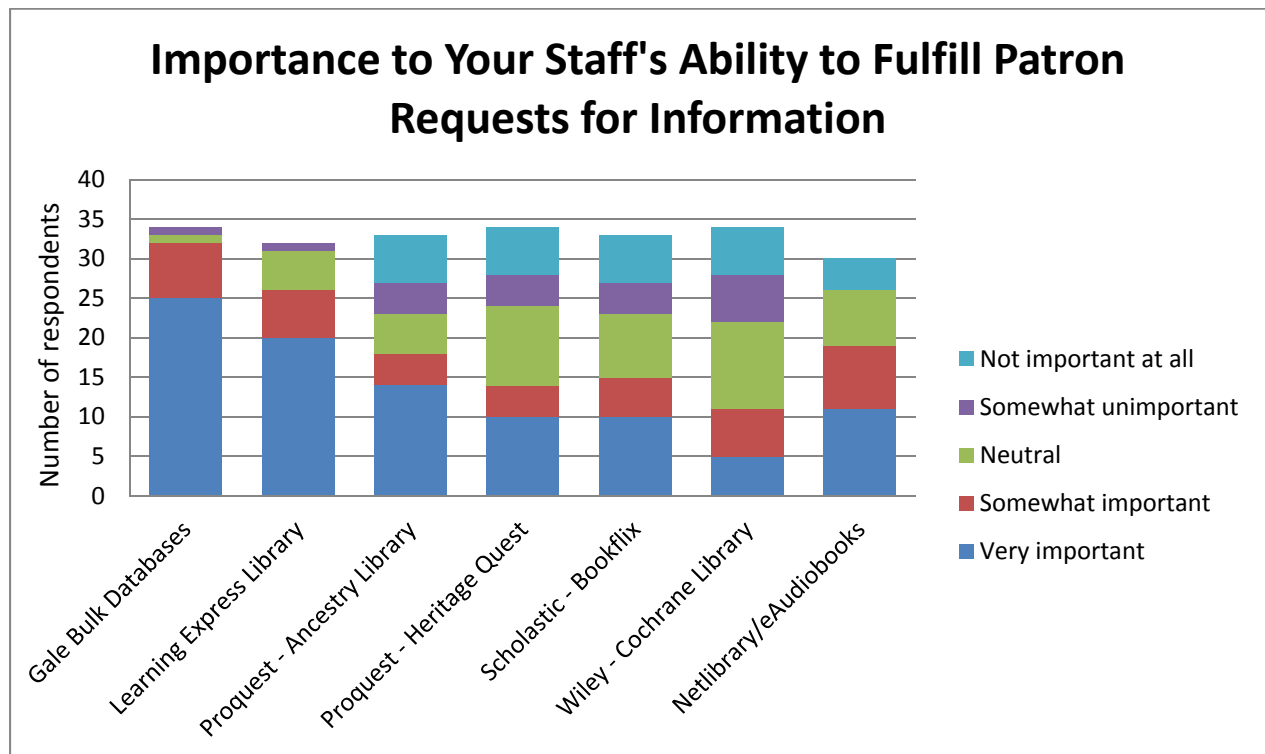
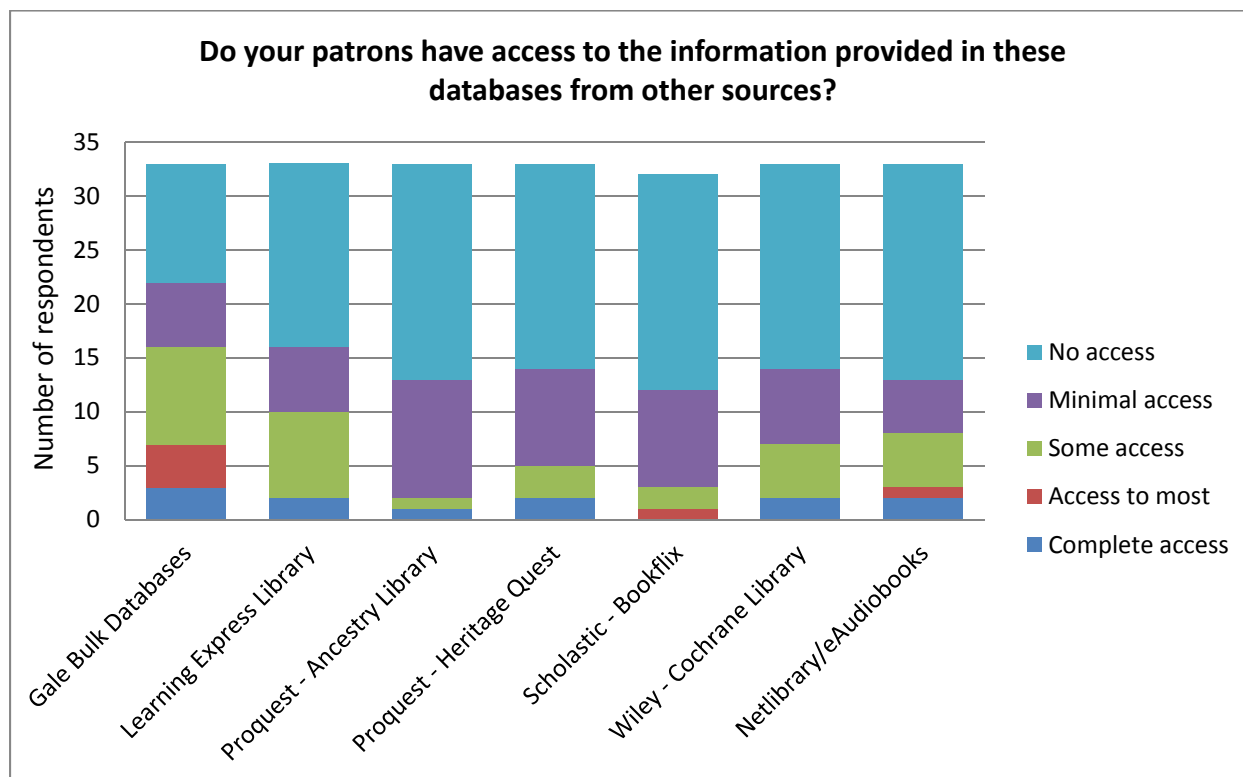


Chart 14 helps to highlight how invaluable access to these databases is. Most of the information gathered would either not be available or only minimally available for the patrons.

Chart 14

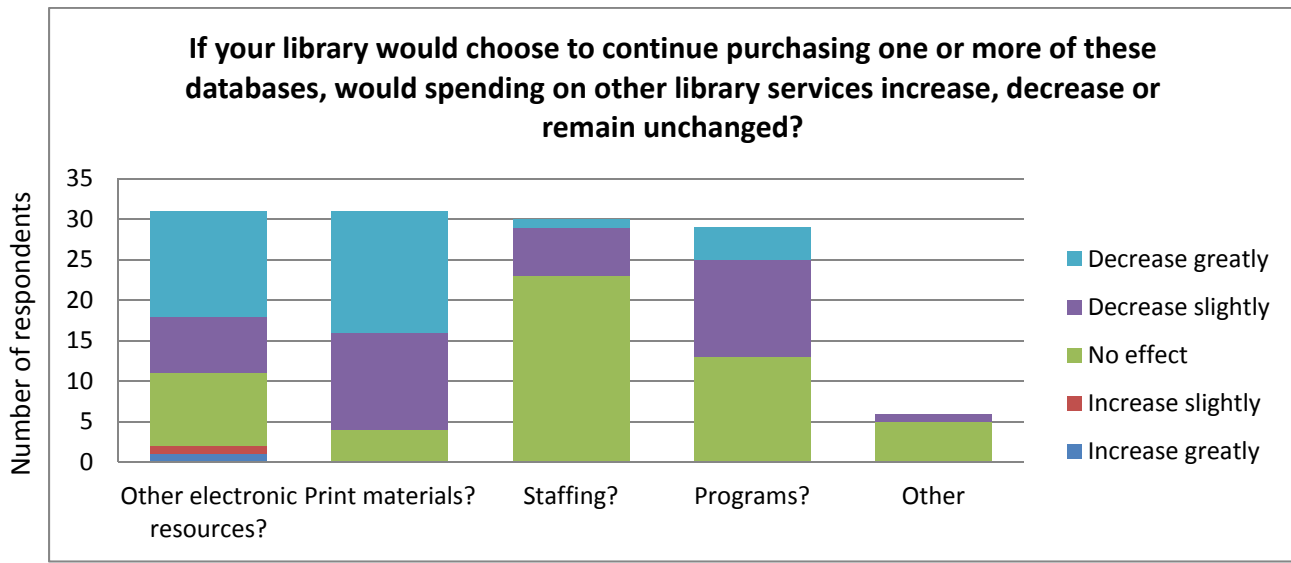


If the WSL were not receiving the LSTA grant and making these databases accessible to patrons, the Gale Bulk Databases was selected as the database that would be most likely purchased by individual libraries. The ProQuest - Heritage Quest and Scholastic - Bookflix were the least likely to be purchased by the individual libraries. There were three major reasons given for why the libraries would not purchase access these databases:

- 1) Funding not available (80% selected this choice);
- 2) Lack of patron demand (50% selected this choice); and
- 3) Staff do not use (20% selected this choice.)

Chart 15 shows what kind of impact the purchase of these databases locally would have had if the libraries had to purchase the databases on their own. As can be seen, the local libraries would see reductions in other electronic services, print materials, and programs. There does not appear to be an expectation that staffing levels would change. These impacts could definitely impact the value patrons derive from their library use. The evidence is clear that purchasing access to the databases is very important for both the staff and the patrons.

Chart 15



The two separate focus groups – one for county and academic libraries, the other for school libraries – discussed which databases were useful to their patrons and staff. The consensus among both library groups, regardless of their size and varying patron interest, was that it would not be possible to offer most of the databases currently available without the support of the WSL and the LSTA funding. In fact, many of the library representatives present at the focus groups stated that the LSTA funding for the various databases provides a vital service that would not otherwise be offered. Additionally, if the libraries themselves did provide these resources, it would significantly take away from other programs and services that are currently needed.

Unique to some K-12 libraries, the LSTA databases not only provide services and information to staff and patrons that would not otherwise be available, it also has become integrated into the curriculum development at some schools. Also, it was stated that regardless the size of the school district, each student has access to the same database material. This allows for emphasis on technology skills and for teaching using the content in the databases. For some school districts, programs such as speech and debate would be significantly hampered or even eliminated if not for the LSTA funded databases.

Both the library director and the school library groups mentioned the fact that no matter where a citizen of Wyoming resides, they have the same access to unbiased and reliable information through the LSTA databases funded programs. It was stated, “no matter where you live or who you are, if you have library card, you have the same access.” Also, the school library focus group pointed out that as a student moves between grades, or even school districts, they have consistent access to the same educational resources regardless of grade or location with the

LSTA funded databases. This also pertains to students moving from the K-12 to the post-secondary system, there is a consistent system of research tools with these databases.

The Library Directors discussed that they could not purchase many of the databases purchased through the help of the WSL and the LSTA funds on their own. It would be too expensive for the individual county and academic libraries to purchase the databases separately. It was believed by the group that the purchases of all the databases through the LSTA program by the WSL was a very effective use of funds and this centralized management and acquisition of electronic resources provided a significant resource to patrons and staff.

Central Acquisitions is another service the WSL has been able to provide for the libraries across Wyoming. The central acquisitions resource allows the money from the different libraries to be pooled together to be able to buy resources in bulk, which lowers the total cost for everyone. Savings also occur with free and substantially reduced shipping charges. Title Source 3 was also purchased which allows for 100 user ids for public and school libraries. I-Page was also purchased so that there could be 5 concurrent logons in the public libraries. These services offer discounts of up to 43.2%. Libraries place their funds on deposit at the WSL. Their purchases are paid from their accounts, which also earn interest. During this plan period the amount librarians have left on deposit has grown, as shown in Table 2:

Table 2

Year	Expenditures	Revenues
2007	\$1,082,968	\$ 2,367,797
2008	\$1,762,747	\$1,379,368
2009	\$1,649,105	\$1,482,510
2010	\$1,612,233	\$1,397,155
2011	\$1,436,220	\$1,566,172
Total	\$7,543,274	\$8,193,002
Average	\$1,508,655	\$1,638,600

The results from the survey conducted after the focus groups provided some interesting results. Only a little over half of respondents say they use the centralized acquisitions (Chart 16). This is a surprising result given the amount of savings that could be provided to all. 79% of the survey participants said that the Centralized Acquisitions was easy to use.

Chart 16
(32 respondents)

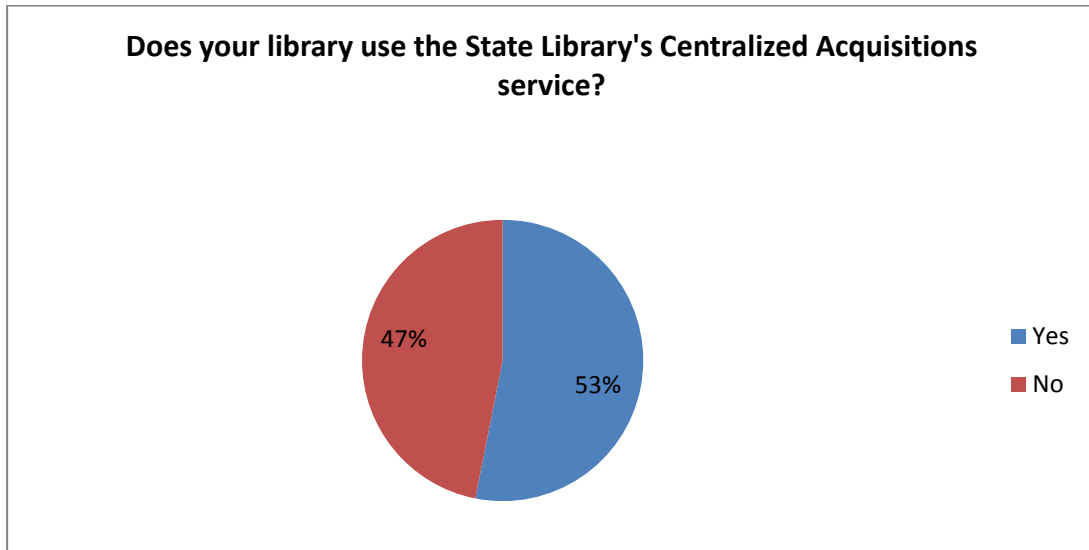
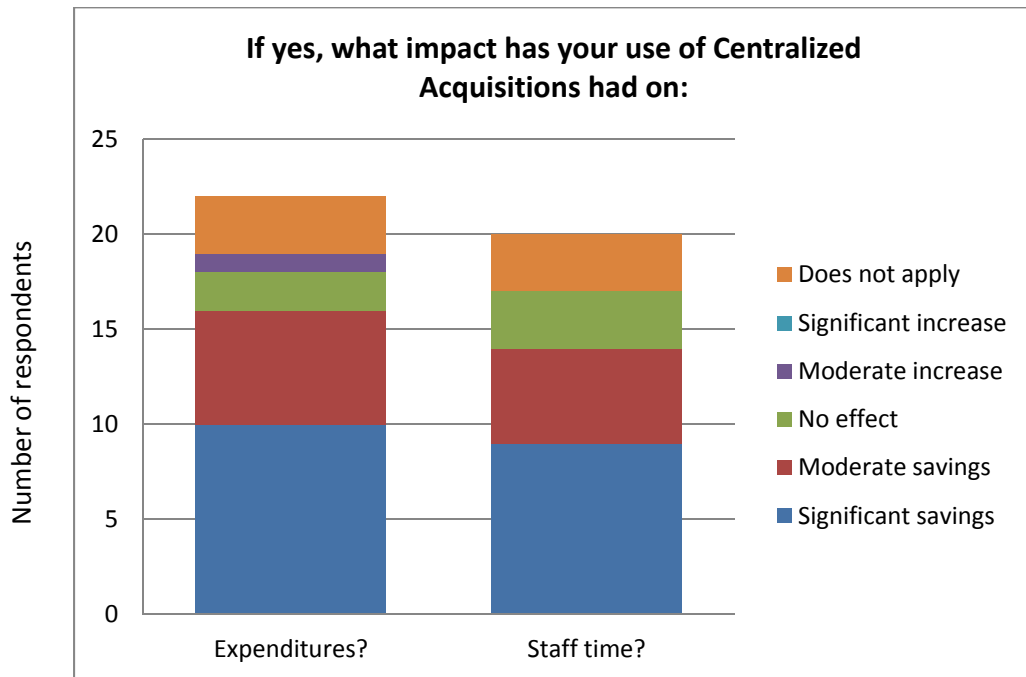


Chart 17



For those that have used the WSL's centralized acquisitions service, Chart 17 shows what kind of impact it has had on other areas of operation. Savings were experienced by 73% or 22 of the respondents experienced lower expenditures and 70% found savings in staff time. One library says they experience greater costs by using the central acquisitions.

A majority of the libraries, 64%, that responded to the survey given after the focus groups say they have been better able to provide information sources to their patrons (Chart 18). With the savings provided by using centralized acquisitions, many do not use the savings they experience for other non-collection expenditures. Chart 19 shows only 38% of the respondents did experience a greater ability to fund other, on-collection expenditures.

Chart 18
(22 respondents)

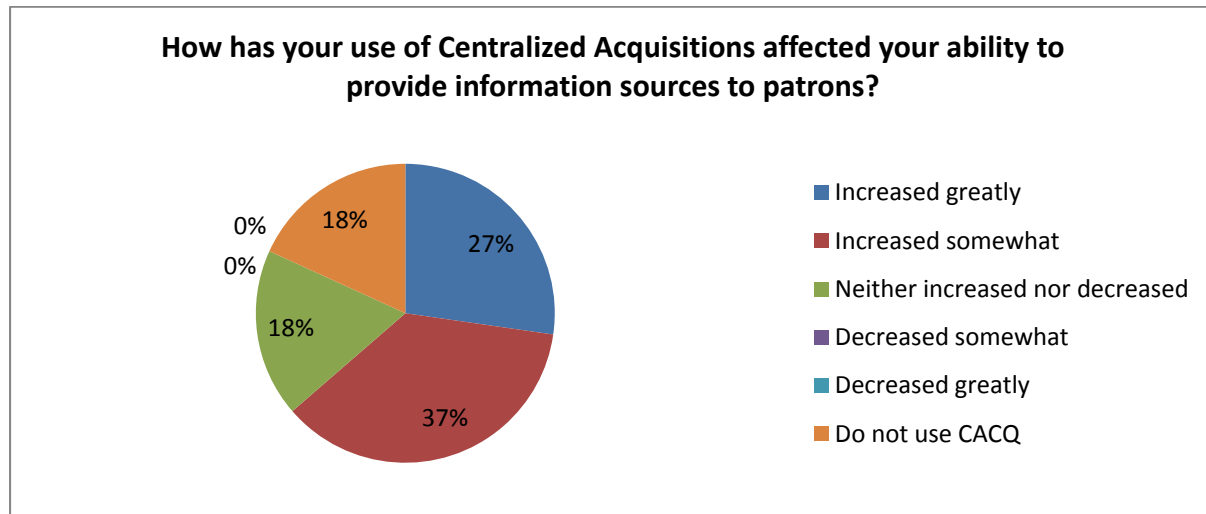
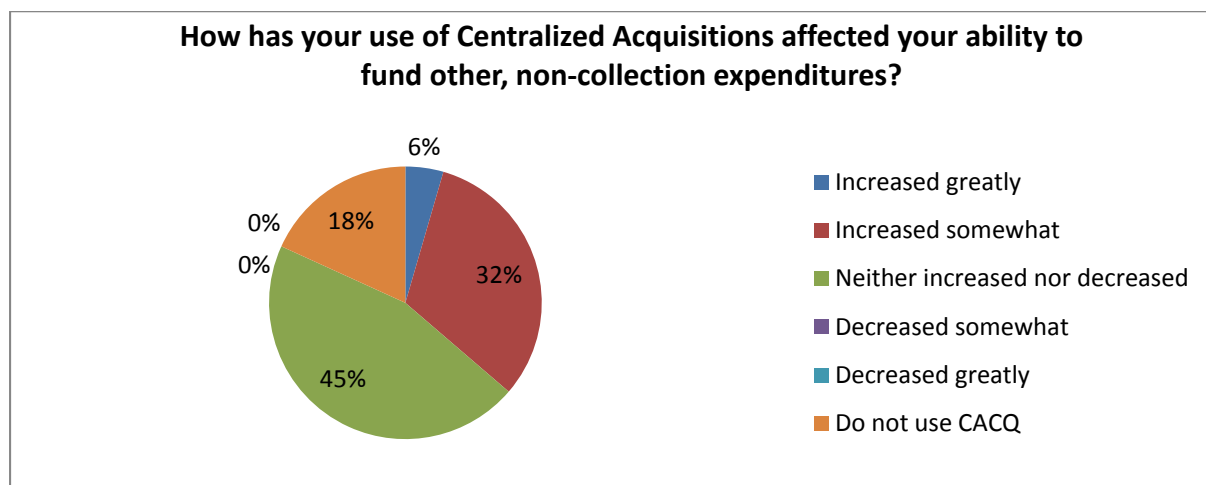


Chart 19
(22 respondents)



The WSL supported the libraries across the state through the generation of publications and activities that increase the awareness of the resources and services that are provided by the library community. Social media sites such as Facebook and Twitter were set up to target special populations.¹¹ They post information such as events, trainings, job postings and newly available resources. Special events such as the Wyoming Book Festival and Wyoming Snapshot Day have their own Facebook pages. The Wyoming Places project also has a Facebook site to provide interesting and new information related to the project.

The WSL supported reading initiatives across the state through the Wyoming Center for the Book (WCB) that is housed at the Wyoming State Library. The Wyoming Center for the Book supported the Raising Readers program. Raising Readers provides free books at doctors' offices during the well-child health care visits. The WSL provided the use of an office for a Raising Reader volunteer during part of the plan period, provided storage space for books used in the program, and helped support shipping costs. During the plan period, the Wyoming Center for the Book held its second Wyoming Book Festival in Cheyenne, then switched to a traveling book festival format to reach smaller and disadvantaged areas of the state. . Wyoming author Eugene Gagliano and Wyoming illustrator Zachary Pullen made presentations at St. Joseph's Children's Home in Torrington, Guernsey/Sunrise Schools and the Fort Washakie School on the Wind River Reservation. These three locations were chosen due to their high percentage of free and reduced lunch children in their schools. Each student received their own book from the duo while each library received a box of books to remain in the library for all future students to also enjoy.

Another support the WSL provides to the library community is a multitude of publications. These include the *Wyoming Library Roundup* magazine where the WSL has placed articles promoting the databases that have been licensed using LSTA funds.¹² They also produced bookmarks publicizing Wyoming Places and the Wyoming Authors Wiki. Rack cards were also provided to the library community to promote the Wyoming Newspaper Project and the Wyoming Patent and Trademark Depository Library. Along with this they have provided Bookflix postcards. The WSL also created the Find it now student inserts to support the research needs of teachers and students.¹³

There are publications produced especially to support the library community staff. Two examples include the *Wyoming Library Laws* and *101 Things to Know or Do as a Wyoming*

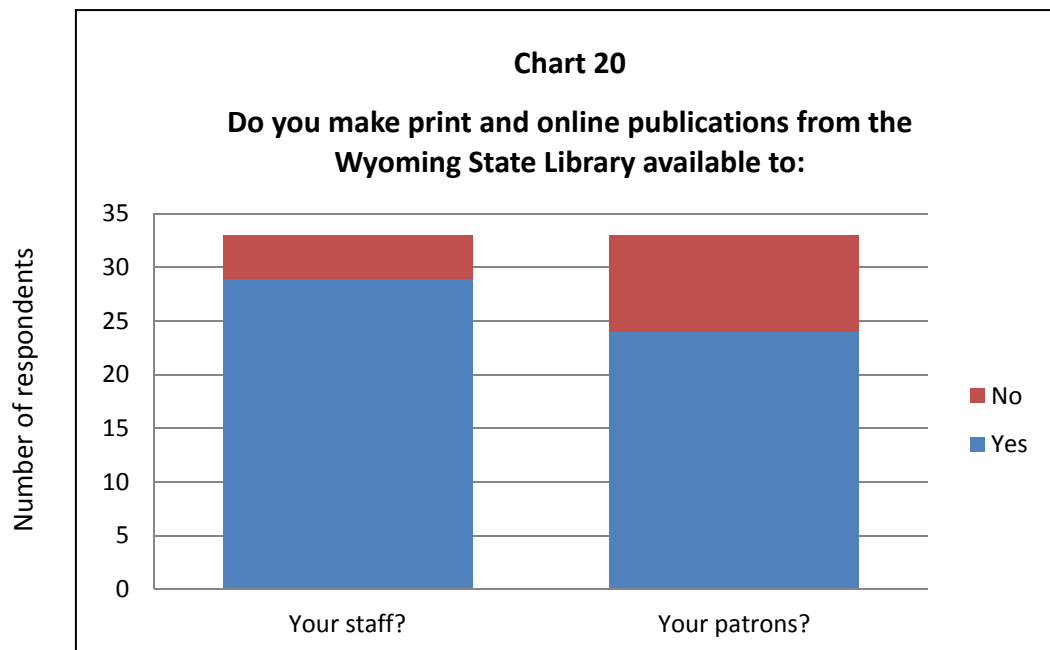
¹¹ The Wyoming State Library's Facebook page can be found at: <http://www.facebook.com/wyominglibraries>.

¹² The Wyoming Roundup can be found at <http://will.state.wy.us/roundup/index.html>.

¹³ The Find It Now Flyers can be found at <http://will.state.wy.us/finditnow2011.pdf>.

*County Library Board Member.*¹⁴ According to the results from the follow-up survey from the focus groups, many of the materials provided by the WSL are provided to both staff and patrons (Chart 20). 42% of the respondents believe these resources have at least slightly increased patrons' ability to access the resources (Chart 21). Chart 22 shows that a tremendous 91% of the respondents have found these resources have improved their knowledge, skills and abilities.

The Wyoming State Library is also a professional agency that provides a variety of consultative services to the library community. Examples of areas of consultation they provide include complete research, answering questions related library operations, providing information on library laws, and discussing employee training and evaluation. According to the focus group follow-up survey, the two areas the library community requested the most consulting services are library and community statistics and library science materials and resources. See Appendix G for a more complete listing of the types of consulting services utilized by the library community. According to Chart 23, almost three quarters of the survey respondents reported they took advantage of the consulting services. These libraries also responded that the consulting services helped to increase their staff's effectiveness as well as increase the level of service to the patrons (Chart 24). In order to help maintain their knowledge, skills and ability, the WSL attended local and national meetings so they could bring the information back to share with the rest of the library community.



¹⁴ *Wyoming Library Laws* can be found at <http://will.state.wy.us/slpub/LibLaws2011.pdf>. *101 Things to Know or Do as a Wyoming County Library Board Member* can be found at <http://will.state.wy.us/slpub/101%20things%20to%20do%202011.pdf>.

Chart 21
(33 respondents)

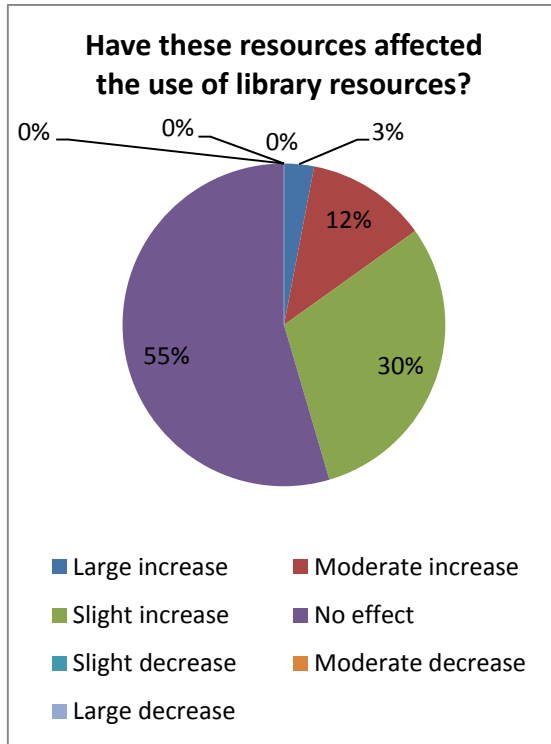


Chart 22
(33 respondents)

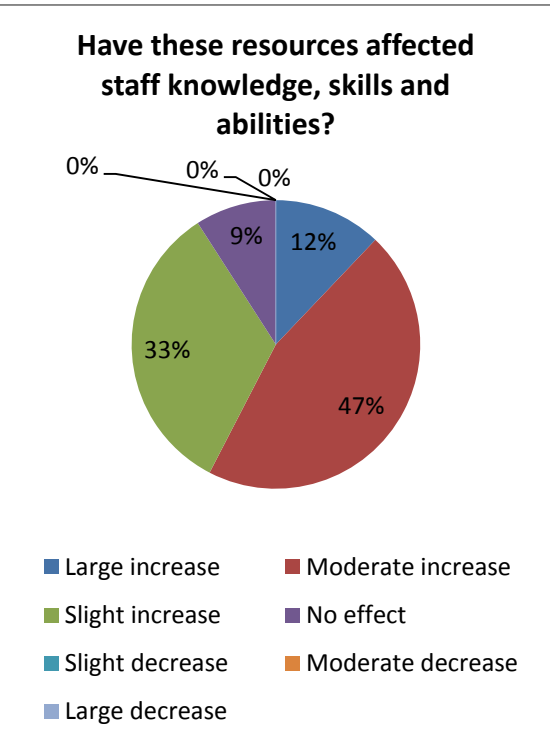


Chart 23
(31 respondents)

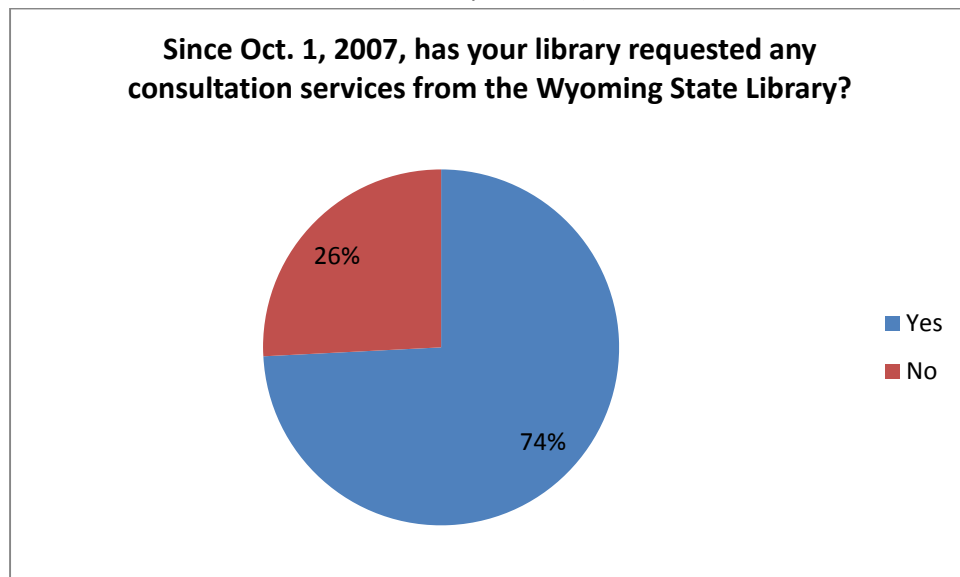
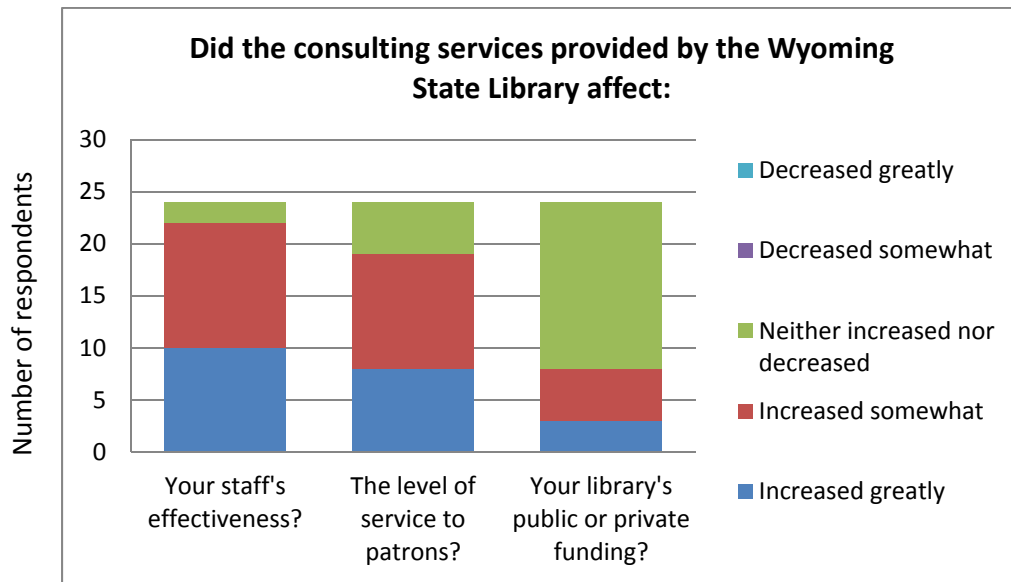


Chart 24



The WSL accomplished their goal of providing leadership and direction concerning the designing, facilitating, and supporting efficiencies, and information products that improved the development of libraries across the state. This was accomplished through the use of the central acquisition program that allowed the WSL to leverage the amount of information and services provided to libraries across the state through the mass purchase of databases. The WSL also promoted available products and services through the use of social media, the Wyoming Center for the Book, and publications such as the Wyoming Library Roundup. Consulting services provided by the WSL were used by a large majority of libraries across Wyoming. These consulting services helped libraries across the state to increase the level of their staff's effectiveness and level of service to patrons.

Recommendations:

Continuing and expanding the LSTA training programs should be a priority. According to the 2008 Workforce Survey, only 9.1% of the library workforce held library or educational credentials. This, coupled with the fact that nearly one-fourth of the labor force in 2008 stated a desire to retire within five years, demonstrates the critical need for LSTA training. The training should be focused on all aspects of the evolving library workforce, including full time, part time, and volunteer staff. The evolution of technology and the changing use and delivery of library services puts increasing demands on training. This presents an opportunity for expanded distribution of training programs to staff and patrons.

The continued purchase of LSTA supported databases should continue. Focus group comments and the follow-up survey questions show a passionate support for the various databases that are provided to all citizens, regardless of location. In addition, database usage statistics show an extensive utilization of these services. Focus group comments indicated a devastating effect to patrons if the statewide LSTA databases were to be discontinued. Survey results highlight that much of the information contained in the databases would not be available through other sources currently available in many libraries. These databases are essential and critical to residents across Wyoming because it allows for access to material matter location or socioeconomic status.

Central Acquisition services allow the state to take advantage of economies of scale by purchasing various products and services at reduced rates. This allows the state to centralize the financing and administrative functions of these various programs. The WSL should promote and advocate for expanded use of their centralized acquisition services. With over 40% of the focus group follow-up survey respondents stating that they did not use these services, there is an opportunity to increase the number of libraries to utilize the cost saving provided by this program. The WSL should ensure all libraries have access to this beneficial service. Educational outreach services should be presented to all libraries across the state.

Appendices

Appendix A: List of Acronyms

Appendix B: Wyoming State Library Trainings

Appendix C: Comments from the Follow-up Survey from the Focus Groups

Appendix D: WYLD Visioning Document

Appendix E: WYLD Shared Purchases Committee Members

Appendix F: Usage Statistics for Database Access Purchased By The WSL

Appendix G: Areas of Wyoming State Library Consulting Utilized By The Library Community

Appendix H: Focus Group Questions

Appendix I: Focus Group Follow-up Survey Tool (SurveyMonkey)

Appendix J: 2008 Wyoming Library Workforce Survey

Appendix A

List of Acronyms

ARRA – American Recovery and Reinvestment Act

ILL – Interlibrary loan

LSTA – Library Services and Technology Act

PTFS – Progressive Technology Federal Systems, Inc.

SLAA – State Library Administrative Agency

WCB – Wyoming Center for the Book

WSL – Wyoming State Library

WYLD – Wyoming Libraries Database

Appendix B

Wyoming State Library Trainings

Date	Topic	Delivery method	Number of participants
9/30/2011	Library social media presence	Face to face	35
9/29/2011	What the tech is that	Face to face	80
9/29/2011	Accessing gov info	Face to face	35
9/28/2011	Wyoming's Heritage Online	Face to face	30
9/27/2011	java client, cataloging, serials, director's station, reports, WYLD CAT, databases	Face to face	9
9/22/2011	WSL orientation for institution librarians	Face to face	3
9/20/2011	DB of month: History Study Center	Webinar or other distance training	7
9/20/2011	WSL orientation -- FE Warren librarians	Face to face	6
9/16/2011	java client, workflows properties, director's station, reports, WYLD CAT searching and settings	Face to face	7
9/16/2011	java clients, connectivity, director's station, cataloging	Face to face	2
9/15/2011	java client, workflows properties, windows technical problems	Face to face	1
9/15/2011	java client, bookmyne, director's station, workflows properties	Face to face	2
9/14/2011	WYLD Wed: Usage stats	Webinar or other distance training	3
9/13/2011	RDA Basics	Webinar or other distance training	50
8/31/2011	cataloging, serials, director's station, reports, workflows, WYLD CAT searching, GoWYLD databases	Face to face	10
8/24/2011	director's station	Webinar or other distance training	14
8/24/2011	Patent Searching	Face to face	1
8/18/2011	DB of month	Webinar or other distance training	7
8/16/2011	cataloging, director's station, reports, workflows properties	Face to face	2
8/11/2011	cataloging, director's station, reports, workflows properties, searching, Bookmyne	Face to face	6
8/9/2011	Directors Station	Face to face	1

Date	Topic	Delivery method	Number of participants
7/29/2011	Directors Station	Webinar or other distance training	1
7/28/2011	Directors' Sstation	Webinar or other distance training	1
7/27/2011	Cataloging Series	Webinar or other distance training	12
7/19/2011	Directors' Station	Face to face	2
6/23/2011	DB of month Chadwyck-Healey & LION		3
6/22/2011	Changes to eAudiobook		11
6/20/2011	Cataloging		1
6/8/2011	WYLD apps		6
6/7/2011	Cataloging		1
5/26/2011	Legal research session 3		16
5/26/2011	Legal research session 4		4
5/25/2011	Legal research session 2		12
5/24/2011	Legal research session 1		21
5/20/2011	Directors Station		1
5/19/2011	Get On the Bus: Reader's Advisory		14
5/17/2011	Get On the Bus: Reader's Advisory		16
5/13/2011	DB of month DBs to get started		2
5/12/2011	Get On the Bus: Reader's Advisory		18
5/10/2011	Get On the Bus: Reader's Advisory		20
5/5/2011	Get On the Bus: Reader's Advisory		21
5/3/2011	Get On the Bus: Reader's Advisory		25
5/3/2011	databases training		2
4/28/2011	Get on the Bus: Reader's Advisory		18
4/26/2011	Get on the Bus: Reader's Advisory		15
4/21/2011	Get On the Bus: Reader's Advisory		14
4/19/2011	Get On the Bus: Reader's Advisory		27
4/14/2011	GOTB Library Card on a Smart phone		18
4/14/2011	WyomingPlaces		12
4/9/2011	Senator Enzi's Inventor's Conference		56
4/8/2011	Databases for Big Horn Schools-Basin		18
4/7/2011	Database of the Month-CultureGrams		0
3/25/2011	Databases training		7
3/24/2011	DB of month -- SIRS		3
3/24/2011	webinar - Evanston		1
3/23/2011	databases training		8
3/23/2011	WYLD Wed. - create your own self-check		6
3/9/2011	WYLD Wed. -- VDX and WYLD CAT upgrades		25

Date	Topic	Delivery method	Number of participants
2/24/2011	DB of month -- Omnifile		1
2/23/2011	WYLD Wed. -- DS upgrade		27
2/20/2011	webinar		1
2/9/2011	Services for the Print-Disabled		12
1/28/2011	Services for the Print-Disabled		12
1/26/2011	WYLD Wed. VDX upgrade		50
1/20/2011	DB of month Mark Twain		
1/12/2011	WYLD Wed. -- Symphony upgrade		40
1/1/2011	webinar		1
12/29/2010	Database of the Month webinar		8
12/22/2010	WYLD Wed. -- circ map		
12/8/2010	Snapshot Day Webinar		0
11/19/2010	Database of the month -- ProQuest		4
11/10/2010	Free CE EVENTS webinar		8
11/9/2010	Cataloging Training for NMWA		1
10/29/2010	USPTO Inventor Video Conference		37
10/28/2010	WNP Tips		1
10/27/2010	WYLD Wed. notice reports		
10/21/2010	Cataloging Training at CSHS		1
10/21/2010	Database of the month-Biography		9
10/13/2010	WYLD Wed. ILL summit follow-up		23
10/1/2010	WLA -- Where is WYLD		50
10/1/2010	WLA -- building community partnerships		25
9/30/2010	WLA -- technology showcase		100
9/29/2010	State Library resources for prison librarians/education staff.		40
9/28/2010	Hands -on Tools for PreK-8	School Improvement Conference	15
9/28/2010	Fabulous Free Fun-filled online Resources	School Improvement Conference	30
9/22/2010	one on one reports training		1
9/20/2010	database training		51
9/20/2010	database training		26
9/20/2010	database training		23
9/16/2010	Wyoming Retirement System webinar		17
9/16/2010	database of the month		16
9/9/2010	databases for schools		1

Date	Topic	Delivery method	Number of participants
9/7/2010	Context, Focus and Quality in the Library Discovery Experience		318
8/19/2010	NetLibrary Webinar		9
8/2/2010	ILL summit		74
7/23/2010	Grzimek's (database of the month)		4
6/21/2010	Legal Forms	webinar	16
6/18/2010	VDX/CWC staff	webinar	3
6/17/2010	UPMIFA Webinar	webinar	6
6/10/2010	Patents as Genealogical Resources	in-person	23
6/3/2010	WYLD Training - Director's Station I	in-person	28
6/3/2010	WYLD Training - Director's Station II	in-person	27
6/3/2010	Netlibrary Overview	in-person	37
6/3/2010	Database of the month-Summer Reading	in-person	5
5/18/2010	Database of the month-Genealogy	webinar	5
5/1/2010	Keynote-Family History conference	in-person	100
5/1/2010	genealogy sources-databases	in-person	30
4/30/2010	Research databases training	in-person	18
4/30/2010	research databases training	in-person	27
4/30/2010	databases training	in-person	5
4/30/2010	databases training	in-person	2
4/29/2010	Databases and catalog searching training	webinar	5
4/23/2010	Health & Medicine database of the month	webinar	3
4/22/2010	Health & Medicine database of the month	webinar	4
4/14/2010	LSSCP	webinar	15
3/30/2010	GOTB Social Networking	webinar	20
3/26/2010	Sirsi Workflows Training	webinar	2
3/25/2010	GOTB Keyword Searching	webinar	22
3/23/2010	GOTB Google	webinar	30
3/19/2010	Gale for Schools-database of the month	webinar	4
3/19/2010	Gale for Schools	webinar	3
3/18/2010	GOTB - Image Searching	webinar	25
3/17/2010	Plant Patenting	in-person	32
3/16/2010	GOTB Widgets	webinar	32
3/11/2010	GOTB Library Guides	webinar	25
3/9/2010	GOTB Roving Reference	webinar	37
3/4/2010	GOTB - Virtual Reference	webinar	45
3/3/2010	LITTLE WYLD ANNUAL MEETING	in-person	50
3/2/2010	NCA Spring 2010 School Improvement Conference	in-person	30
3/2/2010	NCA Spring 2010 School Improvement Conference	in-person	20

Date	Topic	Delivery method	Number of participants
3/2/2010	GOTB-Reference Conversation	webinar	52
3/1/2010	NCA Spring 2010 School Improvement Conference	in-person	50
3/1/2010	GOTB - Introduction	webinar	47
2/26/2010	Sirsi Workflows Training	webinar	2
2/25/2010	Library Trustees Make a Difference - Good Trustees Make a Huge Difference!	in-person	18
2/25/2010	Gale databases-by Gale Rep	webinar	5
2/12/2010	Sirsi Workflows Training	webinar	2
2/9/2010	ARRA Webinar	webinar	5
2/5/2010	Database of the Month-Home Sweet Home with Gale	webinar	12
2/3/2010	LSSC Presentation	webinar	18
1/28/2010	Sirsi Workflows Training	webinar	0
1/19/2010	History Day @ Your Library (database of the month)	webinar	8
1/15/2010	Sirsi Workflows Training	webinar	2
1/14/2010	OpenBiblio	webinar	4
1/12/2010	Cheyenne Genealogical Society Patent Training	in-person	23
1/12/2010	GASB 54 Webinar	webinar	20
1/4/2010	Sirsi Workflows Training	webinar	2
12/18/2009	Summer Reading	webinar	4
12/15/2009	SWIM grants	webinar	23
12/14/2009	DB of Month - SIRS	webinar	4
12/1/2009	SWIM grants	webinar	22
11/20/2009	Lovell schools webinar	webinar	10
11/18/2009	DB of month - pro resources	webinar	1
11/5/2009	How E-Learning and Distance Education Can Really Help You and Your Library: Live Online	webinar	15
10/13/2009	Library comparison tools	webinar	4
10/9/2009	DB of month - behind scenes	webinar	3
10/8/2009	DB of month - behind scenes	webinar	2
10/2/2009	WLA - Working w/media	in-person	30
10/2/2009	WLA - making publications pop	in-person	30
10/1/2009	WLA - ILS tools/gadgets	in-person	40
9/29/2009	Prison libraries training		40
9/18/2009	Volunteer programs		12
9/17/2009	Learning Express Library (DB of month)		10
9/16/2009	Learning Express Library (DB of month)		10
8/14/2009	DB of month - Britannica		2

Date	Topic	Delivery method	Number of participants
8/13/2009	DB of month - Britannica		3
7/14/2009	DB of month - Novelist		6
7/14/2009	DB of month - Novelist		4
6/23/2009	IMLS grants at WSL	In person	45
6/18/2009	WYLD training - Dubois	Conference	110
6/10/2009	DB of month: Masterfile	Webinar	3
6/9/2009	DB of month: Masterfile	Webinar	4
5/28/2009	DB Q&A chat3	Webinar	2
5/27/2009	DB Q&A chat3	Webinar	2
5/20/2009	DB of Month: Hein Online	Webinar	11
5/11/2009	Collaborative Summer Reading Program	Webinar	11
5/11/2009	Collaborative Summer Reading Program	Webinar	6
4/14/2009	DB Q&A chat2	Webinar	2
4/13/2009	DB Q&A chat2	Webinar	2
4/8/2009	DB of month: Wyoming Newspaper Project	Webinar	10
4/7/2009	DB of month: Wyoming Newspaper Project	Webinar	10
3/19/2009	DB of month: Biography	Webinar	4
3/18/2009	DB of month: Biography	Webinar	4
3/11/2009	DB Q&A chat1	Webinar	3
3/6/2009	DB Q&A chat1	Webinar	3
2/27/2009	DB of month: Argument/persuasion	Webinar	6
2/26/2009	DB of month: Argument/persuasion	Webinar	6
2/6/2009	Tour de WYLD - WSL	In person	20
2/3/2009	Get on the Bus	Series	
2/3/2009	Get on the Bus	Series	
2/3/2009	Get on the Bus	Series	
2/3/2009	Get on the Bus	Series	
2/3/2009	Get on the Bus	Series	
2/3/2009	Get on the Bus	Series	1150
2/2/2009	Tour de WYLD - Pinedal	In person	30
1/15/2009	DB of month: Get healthy	Webinar	8
1/15/2009	DB of month: Get healthy	Webinar	8
1/14/2009	RDA and You	Webinar	16
12/18/2008	Place Names Wiki	Webinar	10
12/17/2008	DB of month: Tids & bits	Webinar	6
12/17/2008	DB of month: Tids & bits	Webinar	6
11/19/2008	Wyoming Legal Resources	Webinar	30
11/12/2008	DB of month: MyLibraryDV	Webinar	10
11/12/2008	DB of month: MyLibraryDV	Webinar	10

Date	Topic	Delivery method	Number of participants
10/29/2008	DB of month: WYLD for kids	Webinar	6
10/28/2008	DB of month: WYLD for kids	Webinar	6
10/1/2008	WLA - Chris	Conference	22
10/1/2008	WLA - Chris	Conference	150
10/1/2008	WLA-Chris	Conference	25
10/1/2008	WLA - Jamie	Conference	25
10/1/2008	WLA - Susan	Conference	25
9/23/2008	FY08 Public stats collection	Webinar	4
9/22/2008	FY08 Public stats collection	Webinar	4
9/18/2008	Congressional Serial Set	Webinar	6
9/11/2008	DB of month: WilsonWeb	Webinar	9
9/10/2008	DB of month: WilsonWeb	Webinar	9
8/27/2008	DB of month: EBSCO	Webinar	16
8/14/2008	Directors' Station	Webinar	6
8/12/2008	Directors' Station	Webinar	6
7/25/2008	DB of month: Summer in Wyo	Webinar	6
7/24/2008	DB of month: Summer in Wyo	Webinar	6
7/14/2008	WLLI	In person	11

Appendix C

Comments from the Follow-up Survey from the Focus Groups

- 1) Do you have any comments on LSTA-funded databases provided by the Wyoming State Library?
 - a. Thank you for your support of general needs across the state. While some of these databases are not critical for my library, I recognize the needs of other libraries and support the general good of the state.
 - b. Wiley is too technical for our users but we recognize other library user groups would find this valuable. We do not presently purchase any additional electronic resources other than what is supplied via WYLD
 - c. We would effectively have very little to offer our patrons in the way of database resources without LSTA funding. We could not absorb the expense
 - d. Access issues with Netlibrary severely limited the potential users for this database; Gale database is duplicated by other resources; Some of this money should be used to satisfy extraordinary demand for eBooks & eAudiobooks.
 - e. These databases are worth their weight in gold! Our students and teachers rely on them for the majority of their research.
 - f. These are very necessary to our patrons and staff. As technology evolves people are more and more likely to want access to this material. A high level of computer competency is increasingly necessary in many occupations. As the economic downturn continues, libraries are critical to re-training, education and job skill development.
 - g. We appreciate what WSL has done to provide statewide access to these databases and know that many libraries & their patrons would be at a disadvantage if these databases were not available. It is a wonderful service to all WY citizens.
 - h. Very important to have the content available. Without the support of LSTA Funding and the State Library, more than 90% of the databases would be dropped by our library due to a lack of funding.
 - i. Having the GALE 'in context' databases has greatly improved school library materials. It will be an absolute crush to our resources if we lose all of these. Thank you.
 - j. They are well used here and in our local schools
 - k. I am extremely appreciative that we have these available. There is no doubt that we could not offer these databases without the support of the state (or LSTA funding).
 - l. They make my job so much easier, both in cataloging books and supporting the work of the classroom teachers with databases for the students to use for research (instead of just Googling)

- m. I do not know how I would serve my students' needs without some of these databases, the Gale ones in particular. Access to these resources is vital for teaching students 21st Century learning skills.
- n. It's very hard to assess us with current data collection capabilities.
- o. I have no budget for electronic databases. Our former superintendent would not allow us to purchase any electronic databases. He even called me one time to ask about a print edition that I purchased. Long story short there was never any money put into the budget for databases. The loss of LSTA databases would force students to turn more to the Google environment for some of their information needs. Access to the databases is one way we can provide for 21st century digital citizenship.
- p. I feel the LSTA-funded databases are very important for the patrons of most libraries in Wyoming. Our limited budget would not allow us to purchase most of these databases if the WSL did not use LSTA funds to purchase them.
- q. They are great resources that we would not otherwise be able to afford.
- r. These databases are instrumental in delivering high-quality research articles to our patrons. We simply do not have enough in our library budget to purchase such databases. The use of Gale databases this year has really been significant at our school. We also plan to use more of the NetLibrary, Bookflix, and Learning Express databases, specifically, this year. The Wiley Cochrane Library database is also useful for helping students and teachers access articles relating to health related issues.
- s. invaluable
- t. These are a remarkable and valuable service and we are working on improving our patron awareness and understanding of them even as demand increases independently and I hope they are able to be continued.
- u. Great way to make huge and diverse amounts of information available to everyone!

2) Do you have any comments on interlibrary loan?

- a. Number 10 is because there would be no VDX and thus staff costs/time would increase significantly. If we had not re-instituted an ILL fee our ILL's would have continued to increase. Only reason for decrease is that in Jan 2009 we re-instated fee.
- b. A very necessary service for our patrons.
- c. Interlibrary Loan gives us an unlimited library! Service to patrons would be negatively impacted without it.
- d. Funding lets us do more interlibrary loan, regionally, nationally and even internationally. It supports increased access to resources for our patrons. It helps us support smaller libraries and helps our patrons access a wider array of materials.
- e. We appreciate the state's funding of ILL. If it went away, we would have to figure out how to make it possible somehow. It is not an option for us.

- f. We especially appreciate the support we receive from WSL personnel.
- g. Very important service that helps fill the void of obtaining titles that we would normally not purchase. To pay for this entire service internally would be extremely difficult so a State wide sharing is crucial
- h. This is a wonderful service and we use it extensively for our National History Day projects.
- i. ILL is a tremendous, statewide advantage.
- j. ILL is AWESOME, what would our very small library do without this resource? I don't even want to think about it.
- k. We don't use it, but now I'm interested and need to look into it, mostly for our teachers
- l. Much of ours is popular material and home schooling families.
- m. If we were to lose funding for VDX I would limit our students to only those items available in Crook County. We currently all exchange materials outside of VDX now via email or phone between school and public and vice versa. We use the school district's distribution to move materials from site to site. If we lost VDX that would negatively impact my ability to provide materials for staff and students from outside Crook County.
- n. ILL has significant usage by our patrons. They appreciate having access to materials that we may not have in our collection and most are willing to wait the week or so for the item to arrive.
- o. Because our libraries have a limited budget, we are not able to meet every request for resources. Our patrons that use this service, mostly teachers, find that it is an acceptable solution to accessing appropriate resources. Sometimes accessing resources from ILL can fill the void in situations in which they need them immediately, until we can order the materials. This saves time and meets the needs of these patrons adequately. The ILL service is efficient and easy for our patrons to use.
- p. In a state with small local populations and therefore a limited access to bookstores as well as generally small libraries, the access to ILL is a boon to almost all our patrons who would be unable to get most of the materials they request otherwise or would have to strictly limit themselves due to having to purchase the books -- which would also reduce their overall library use -- or greatly reduce their ILL use. We have as many people who order NF books as F through ILL.
- q. Critical service to be able to offer, opens up access to the world.

3) Do you have any comments on locally-created electronic resources?

- a. We need to do more staff training on these products and we need to market them more so people know about them.
- b. Our library has indexes to obits, marriages, births, and local history.
- c. Expand the newspaper project as soon as possible, if possible.
- d. Wyoming is in the forefront nationally in the creation of statewide databases of interest to citizens.

- e. More PR with Wyoming Authors Wiki is needed.
 - f. We love the Wyoming Newspaper Project. Our genealogy librarian uses this resource daily and we often show patrons how to navigate it.
 - g. Invaluable for fourth grade teachers for their Wyoming history unit
 - h. Locally created means what? Going to the public library and shifting through their old clipping files to find information? That is not an efficient use of time. Yes we can access via the internet the archives of big newspapers in the state like the Casper Star-Tribune, however that doesn't help as much for historical purposes as the Wyoming Newspaper Project does. I still have a print copy of Urbanek's Wyoming place names. In the age of Google it is important to offer carefully crafted electronic resources or the students will disconnect.
 - i. While locally these resources may not have great usage at this time, I feel that as technology continues to change patrons will begin to take more advantage of these resources.
 - j. While we have not used these resources much yet, mainly due to lack of exposure to these resources among the staff and students at our school, we feel that they would be beneficial if needed for certain curricular assignments and projects. So little is available about local history and aspects of Wyoming culture from the larger database resources, that these databases would be instrumental in delivering that kind of content.
 - k. Very handy and convenient ways to access information.
- 4) Do you have any comments on training provided by the Wyoming State Library?
- a. We use training opportunities as they are applicable to a person's job. We need tutorials on locally created electronic resources without sound so staff can take the tutorials when working a public desk when business is slow. Also tutorials on other databases - need things without sound when on a public desk.
 - b. It is excellent. Discover it, try it, learn it and Get on the bus are both outstanding programs.
They extending staff and patron knowledge.
 - c. Thank you for providing this training.
 - d. The training is invaluable.
 - e. I do wish we would participate more in these webinars, the schedule is a problem for us and then getting back to the archived versions just doesn't seem to happen like it should.
 - f. Would like more face to face training. Maybe at WLA
 - g. Excellent--detailed, accurate, enthusiastic
 - h. We appreciate it very much, particularly board training.
 - i. High quality delivered to us when we have the opportunity and time to access either face-to-face training or an archived webinar. Thank you for the service provided by the State Library staff!
 - j. I believe that this training is very important to library staff. It is difficult to travel to training and this provides great opportunities for all to keep up-to-date with new ideas and changes.

- k. I have used the webinar archives on occasions to understand how to use databases better. This information helps me to better inform patrons on the usage of these resources.
- l. The training is very helpful and the notices of its presence make our jobs much easier. Without this, we would not be able to inform our patrons of the options, let alone help them to use them.
- m. Very knowledgeable resource to have to help us fulfill our mission.

5) Do you have any comments on Wyoming State Library publications?

- a. I really cannot judge the impact of these resources so my responses may not be based on reality.
- b. Library Laws critical publication, would like printed library/staff directory like used to do as much quicker to use than website. We do not know what Bookflix postcards are. Did use mudflap girl and bringing WY to the world but that isn't listed here so maybe more than 5 years old. Also Trustee Trouble good. Products do not have instructions on how to use them in a public environment, not necessarily user friendly for public environment.
- c. The WY information makes a huge impact on staff skills and ability to help the public. I use them primarily as reminders to boards, commissioners and other patrons that libraries are growing in their ability to service the public.
- d. We wish the old version (2007) Wyoming Libraries Directory would be restored (maybe every other year).
- e. They are all very helpful
- f. The publications for board members are vital. I'm not so sure how much the other cards actually create patron usage; here, that most often happens after staff has interacted with the patron about the topic.
- g. I didn't know about this until now, but I'm so excited to get informed on issues that I knew I was lacking
- h. I wish that "don't know" or "no opinion" were options.
- i. Once again quality products and service.
- j. When I get home after conference, I have all these great ideas and then time just disappears. I think if someone would remind me to print these out and make them available I would have better success at actually using the resources.
- k. While we probably make the most use of the staff resources, I appreciate having the patron resources available.
- l. Promoting library services available from the State Library helps to make staff and patrons more aware of how the local library can add to their research and information needs by using such resources.
- m. Invaluable to have the resources available highlighted and advertised so that staff and public know about them and take advantage of them.

6) Do you have any comments on the Wyoming State Library's Centralized Acquisitions service?

- a. WSL Centralized Acq is an excellent, efficiently run service. On order status shows up for the patrons. We have been able to fund some training and programs with 1cent funding through CA.
- b. The Sue Jorgensen Library Foundation does use CACQ for the purchase of 7,500 1st grade books. Thank you!!
- c. We generally just use the Baker & Taylor side of Central Acquisitions. I expect there are other options available, but I've not investigated that.
- d. Jack and Jackie are very helpful.
- e. We are not allowed to use the service.
- f. For me as a school librarian, I have access to the funds and if I don't get them spent the funds are still there for next year. Without the Central Acquisitions I would lose any unspent money rather than accumulating it for resources the students need.
- g. I am not very aware of this service.
- h. We probably need more information and training in this area to more effectively utilize the potential here.

7) Do you have any comments on consultation services from the Wyoming State Library?

- a. WSL provides prompt, courteous, and sometimes humorous service every time I request help. They are my go-to guys when I need new information or reminders of "why".
- b. Thank you.
- c. Our questions would have been for help from the WYLD office staff. They know the answers and are willing to help us work through our problems.
- d. I have not requested any specific consulting services, though I can understand why doing so would help me provide better services to my patrons.
- e. Great people to work with! An invaluable resource for us.
- f. As a new director, I am uncertain on these questions but hope to make use of this service in the future.

Appendix D

WYLD Visioning Document

WYLD Visioning

In Wyoming, two names identify the work and direction of libraries:

1. The Wyoming Library Community: this is a generic phrase that has been used in a number of collaborative and promotional initiatives to represent all libraries as they address the information needs of Wyoming residents.
2. WYLD: originally an acronym (Libraries Database) of the member libraries of the public and college library integrated library system. It has come to represent more: the joint catalog, resource sharing, professional development, and statewide licensing and purchasing of electronic resources, to name a few items

WYLD has developed a strong brand and name recognition within Wyoming. The WYLD name is now sometimes used to refer to the catalog and sometimes to the collaborative efforts by all Wyoming libraries to provide information to the state's residents.

This document proposes to use the term WYLD to refer to the greater Wyoming Library Community collaborative that includes, but is not limited to, the central catalogs of holdings, resource sharing (interlibrary loan), cooperative collection development, joint purchases, collaborative projects, training, networking, Wyoming-specific databases and digital resources. WYLD can broaden the success of the integrated library system to greater strategic initiatives.

WYLD consists of the following areas:

Public Interface (Catalogs)

- The integrated library system (SirsiDynix)
- UW catalog
- Unique catalogs such as a federal documents catalog and World Cat

Wyoming Resources

- The Wyoming Patent Database
- The Wyoming Biography Database
- The Wyoming Serial Set Index
- GoWYLD.net

Resource Sharing

- Statewide licensing by the Wyoming State Library
- Joint purchases initiated by Wyoming libraries
- Interlibrary loan services

Digital Initiatives

- The Western Trails
- The Wyoming Newspaper Project
- Wyoming Memory
- Wikis (e.g., Wyoming Place Names)

Federal Depository Library Program (FDLP)

Marketing and Public Relations

- Promoting all Wyoming libraries
- Targeted marketing by resource, type of library, or clientele

It is time to consider what structure is necessary to advance WYLD and to expand its capability of developing services that expand access to information.

Steering Committee

Members of the WYLD Steering Committee will be the State Librarian (chair), UW Dean or designee, WLA President, WLA Past President, ILS President. The Steering Committee may include other representatives as necessary to meet specific needs or to advise on specific projects for WYLD. The Steering Committee must have proactive communication with the library community in addition to providing oversight for coordination among all Advisory Committees. The Steering Committee will appoint members of these committees.

Advisory Committees

Each area within WYLD is unique and may require oversight and assistance from an Advisory Committee. The committees need to ensure coordination with other WYLD areas and/or external partners. Strong communication to the Wyoming library community is essential, not only for coordination, but also to build inclusiveness of all libraries into the greater WYLD. (The current committees are listed in the appendix.)

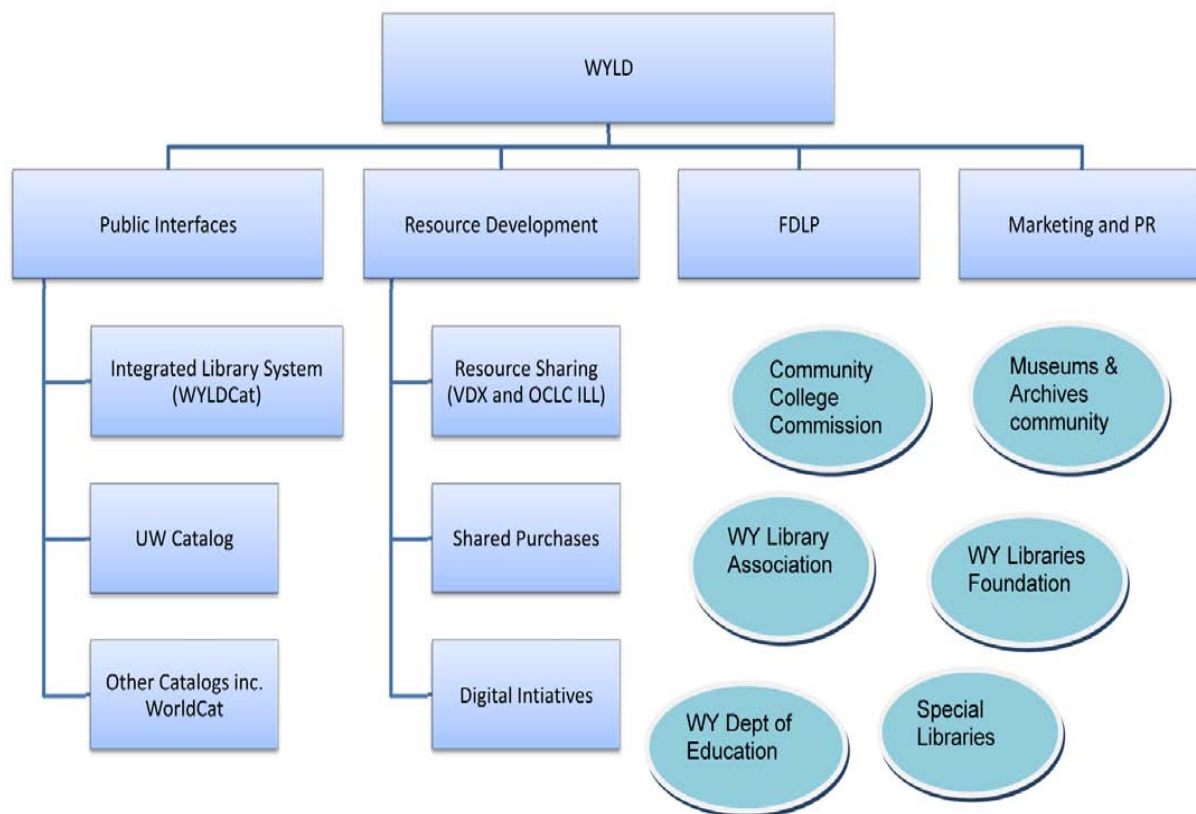
Partners

WYLD needs to seek partners and associates that share a common purpose and can advance joint agendas. Partners may have strengths and capabilities that WYLD lacks. For instance, WYLD may not lobby government, but the Wyoming Library Association (WLA) could be a voice

for government funding for WYLD areas. Also, WLA has a strong professional development objective, and WYLD should coordinate training with WLA. The Department of Education and WYLD should coordinate for database purchases and funding. The Wyoming Libraries Foundation provides services outside the ability of the State Library. These and other partners are critical within the library community and contribute to the success of WYLD. In strategic planning and development, these partners should be included within WYLD discussions and activities. WYLD must work well internally and externally to be successful in building the information network of the state.

Next Steps

The Steering Committee will develop a formal structure for the various areas, including the Advisory Committee charges. The Steering Committee will work closely with partners to determine overlap and joint agendas. The Steering Committee will report to the library community during summer 2009 on its work and implementation process.



The ovals in this graphic suggest, but are not inclusive of, potential partners. The universe of users includes all Wyoming residents and will present myriad opportunities for engagement.

Participants in WYLD Visioning

Lesley Boughton,
State Librarian

Jerry Krois,
Deputy State Librarian

Cynthia Twing,
President, Wyoming Library Association

Brian Greene
Immediate Past President, Wyoming Library Association

Patty Myers
President, WYLD Network

Mary Jayne Jordan
Vice President, WYLD Network

Maggie Farrell
Dean of Libraries, University of Wyoming

Lori Phillips
Associate Dean of Libraries, University of Wyoming

Carol Brown
Library Director, Western Wyoming Community College

Facilitator:

Lucie Osborn,
Laramie County Library System

Advisory Committee Charges

Public Interface

This committee will be established after the WYLD ILS annual meeting and the University of Wyoming migration to Innovative.

Resource Sharing

- Articulate a vision for resource sharing in Wyoming
- Identify 'best practices'
- Recommend policies
- Communicate marketing needs
- Identify training needs
- Keep abreast of technical improvements in software that facilitates management of resource sharing and maximizes ease of use for library patrons

Shared Purchases

- Identify potential products/resources for statewide licensing
- Serve as a point of contact for vendors
- Arrange trials
- Recommend purchases
- Identify funding sources
- Monitor use and evaluate purchases
- Communicate marketing needs
- Identify training needs

Digital Initiatives

- Create a clearing house of digital projects in Wyoming
- Explore opportunities for shared platforms
- Identify potential funding sources
- Publicize standards
- Communicate marketing needs
- Identify training needs

Federal Depository Library Program

This group will consist of representatives from designated depository libraries. They will meet to establish goals when the Government Printing Office has formally approved the proposed state plan submitted by the State Library and the University.

Marketing and Public Relations

- Promote services and programs offered statewide
- Create high quality promotional materials
- Develop a cohesive message that is clearly understood internally and externally
- Serve as a resource for individual libraries

Appendix E

WYLD Shared Purchases Committee Members

- 1) Campbell County Public Library: Ara Anderson - ara@ccpls.org
- 2) University of Wyoming: Chad Hutchens - chutchen@uwyo.edu
- 3) Natrona County Public Library: Betsy O'Neil - boneil@natronacountylibrary.org
- 4) Laramie County Community College: Maggie Swanger - mswanger@lccc.wy.edu
(Committee Chair)
- 5) Teton County School District 1 - Jackson Hole High School: Lori Clark-Erickson - lclark-erickson@tcsd.org
- 6) Wyoming State Library, WYLD Support Team: Desiree Saunders - des@will.state.wy.us
- 7) Wyoming State Library: Chris Van Burgh - chris.vanburgh@wyo.gov

Appendix F

Usage Statistics for Database Access Purchased By The WSL

1. Learning Express Database

Learning Express Database Usage

Federal Fiscal Year	Visits	Tests	Courses
2008	4,652	3,931	562
2009	3,354	2,881	546
2010	3,355	3,678	1,098
2011	2,400	1,889	506
Total	13,761	12,379	2,712

2. Ancestry Database

Ancestry Database Usage

Federal Fiscal Year	Sessions	Page Views	Searches	Images
2008	8,815	3,931	415,595	
2009	7,261	158,496	223,027	30,809
2010	7,269		156,650	42,328
2011	7,395		249,128	38,940
Total	30,740	162,427	1,044,400	112,077

3. Bookflix Database

Bookflix Database Usage

Federal Fiscal Year	Documents	Sessions
2008 ¹⁵	61,733	46,881
2009	128,085	110,826
2010	203,797	98,763
2011	249,083	82,688
Total	642,698	339,158

¹⁵ Database access began in January 2008.

4. Gale - Chiltons Database

Gale Chiltons Database Usage

Federal Fiscal Year	Searches	Sessions
2010 ¹⁶	7,421	5,134
2011	6,923	5,481
Total	14,344	10,615

5. Gale – General Database

Gale General Database Usage

Federal Fiscal Year	Retrievals	Sessions	Searches
2010	933,071	216,660	471,930
2011	1,363,411	564,068	847,193
Total	2,296,482	780,728	1,319,123

6. Cochrane Database

Cochrane Database Usage

Federal Fiscal Year	Sessions	Searches	Full Text
2008	1,303	265	921
2009	1,733	389	1,289
2010	2,302	476	2,134
2011	2,201	4,352	2,907
Total	7,539	5,482	7,251

¹⁶ The Gale – Chiltons database was paid for with public library shared funds until the large Gale package was negotiated, which didn't happen until December 2009.

7. Heritage Database

Heritage Database Usage

Federal Fiscal Year	Sessions	Searches	Full Text
2008	11,713	87,014	193,109
2009	10,579	66,844	159,979
2010	11,995	53,187	128,395
2011	12,512	41,939	185,086
Total	46,799	248,984	666,569

8. Audiobooks Database

Audiobooks Database Usage

Federal Fiscal Year	EBSCO ALL	Blackstone	Bible	Core	CYA	Essentials	Libros	Pimsleur	Total Downloads
2008	0	295	55	11,409	0	1,455	0	576	13,790
2009	0	7,934	19	13,603	0	1,117	0	664	23,337
2010	0	11,871	0	17,578	2,865	93	162	37	32,606
2011	11,952	11,156	0	15,632	2,295	0	3	0	41,038
Total	11,952	31,256	74	58,222	5,160	2,665	165	1,277	110,771

Appendix G

Areas of Wyoming State Library Consulting Utilized by the Library Community

Wyoming Library Laws
Grants and grant writing
Library and community statistics
Outreach to special populations
Library degree programs
Non-degree/certification library continuing education
Library science materials or resources
Library trustee development
Library Friends and Foundations
Strategic planning
Public relations and advocacy
Planning resources for in-service training
Summer reading
Outreach to special populations
Onsite Director's Station & Workflows Tips & Tricks
Copyright law question.

Appendix H: Focus Group Questions

2008-2012 Library Services and Technology Act Evaluation Focus Group Questions [for library directors]

Over the past five years, the Wyoming State Library has used federal Library Services and Technology Act funds to pay for a number of databases available to all Wyoming residents.

LSTA Funded Databases	FY08-FY11
Gale Bulk Databases	\$395,000
Learning Express Library	\$35,020
ProQuest - Ancestry Library	\$104,361
ProQuest – Heritage Quest	\$93,464
Scholastic – Bookflix	\$38,389
Wiley - Cochrane Library	\$37,187
Netlibrary/Recorded Books eAudiobooks	\$332,618
Total	\$1,036,039

Note: Costs are to date; these databases have not yet been purchased for federal fiscal year 2012.

How has access to these databases impacted your patrons? Your staff?

How would the loss of these databases impact your patrons?

Gale Databases Purchased with LSTA funds

Academic OneFile	Gale Virtual Reference Library	Nursing Resource Center
Agriculture Collection	Gardening, Landscape and Horticulture	Nursing and Allied Health Collection
Biography In Context	General Business File ASAP	Opposing Viewpoints In Context
Books & Authors	General OneFile	Physical Therapy and Sports Medicine Collection
Business Economics and Theory	General Science Collection	Pop Culture Collection
Business and Company Resource Center	Global Issues in Context	Popular Magazines
ChiltonLibrary.com	Grzimek's Animal Life	Psychology Collection
Communications and Mass Media Collection	Health Reference Center Academic	Religion & Philosophy Collection
Computer Database	Health and Wellness Resource Center	Science In Context
Criminal Justice Collection	Home Improvement Collection	Scribner Writers Online
Culinary Arts Collection	Hospitality, Tourism and Leisure	Small Business Collection
Diversity Studies Collection	InfoTrac Newsstand	Small Business Resource Center
Educator's Reference Complete	Information Science & Library Issues Collection	Student Resource Center Gold
Eighteenth Century Collections Online	Insurance & Liability Collection	Student Resources In Context
Environmental Studies and Policy	Kids InfoBits	U.S. History In Context
Expanded Academic ASAP	LegalTrac	Vocations, Careers & Technical Education Collection
Fine Arts and Music Collection	LitFinder	War & Terrorism Collection
GLBT Issues Collection	Military and Intelligence Collection	World History Collection
Gale Biography Resource Center	Nineteenth Century U.S. Newspapers	World History In Context

Over the past five years, the Wyoming State Library has used federal Library Services and Technology Act funds to pay for the Interlibrary Loan service to Wyoming patrons as well as for a staff member to manage the program.

LSTA Funded Item	FY08-FY11
VDX Service	\$195,023
State Library Salary	\$138,362
Estimated OCLC ILL fees	\$30,000
Total	\$363,385

Note: Costs are to date; charges have not been paid for federal fiscal year 2012.

How does this project impact your patrons? Your staffing?

How would the loss of the Interlibrary Loan service impact your patrons?

2008-2012 Library Services and Technology Act Evaluation

Focus Group Questions [for teacher-librarians]

Over the past five years, the Wyoming State Library has used federal Library Services and Technology Act funds to pay for a number of databases available to all Wyoming residents.

LSTA Funded Databases	FY08-FY11
Gale Bulk Databases	\$395,000
Learning Express Library	\$35,020
ProQuest - Ancestry Library	\$104,361
ProQuest – Heritage Quest	\$93,464
Scholastic – Bookflix	\$38,389
Wiley - Cochrane Library	\$37,187
Netlibrary/Recorded Books eAudiobooks	\$332,618
Total	\$1,036,039

Note: Costs are to date; these databases have not yet been purchased for federal fiscal year 2012.

How has access to these databases impacted your patrons? Your staff?

How would the loss of these databases impact your patrons?

Gale Databases Purchased with LSTA funds

Academic OneFile	Gardening, Landscape and Horticulture	Nursing and Allied Health Collection
Agriculture Collection	General Business File ASAP	Opposing Viewpoints In Context
Biography In Context	General OneFile	Physical Therapy and Sports
Books & Authors	General Science Collection	Medicine Collection
Business Economics and Theory	Global Issues in Context	Pop Culture Collection
Business and Company Resource Center	Grzimek's Animal Life	Popular Magazines
ChiltonLibrary.com	Health Reference Center Academic	Psychology Collection
Communications and Mass Media Collection	Health and Wellness Resource Center	Religion & Philosophy Collection
Computer Database	Home Improvement Collection	Science In Context
Criminal Justice Collection	Hospitality, Tourism and Leisure	Scribner Writers Online
Culinary Arts Collection	InfoTrac Newsstand	Small Business Collection
Diversity Studies Collection	Information Science & Library	Small Business Resource Center
Educator's Reference Complete	Issues Collection	Student Resource Center Gold
Eighteenth Century Collections Online	Insurance & Liability Collection	Student Resources In Context
Environmental Studies and Policy	Kids InfoBits	U.S. History In Context
Expanded Academic ASAP	LegalTrac	Vocations, Careers & Technical Education Collection
Fine Arts and Music Collection	LitFinder	War & Terrorism Collection
GLBT Issues Collection	Military and Intelligence Collection	World History Collection
Gale Biography Resource Center	Nineteenth Century U.S.	World History In Context
Gale Virtual Reference Library	Newspapers	
	Nursing Resource Center	

Appendix I

Focus Group Follow-up Survey Tool (SurveyMonkey)

Wyoming LSTA grant evaluation

The Wyoming State Library (WSL) is conducting an evaluation of the impact of our Library Services and Technology Act (LSTA) grant from the Institute of Museum and Library Services.

Our focus is on the results for our end users – patrons and students. We will be asking about

- LSTA-funded licensed databases
- interlibrary loan
- locally created electronic resources
- staff training
- WSL publications
- centralized acquisitions services
- consulting services

Your participation in this survey will help us with this evaluation.

[Information on Wyoming's LSTA grant](#), including the [5-year-plan that is being evaluated](#) is posted on the State Library's website, under the [Library Development Office](#).

Databases

Over the past five years, the Wyoming State Library has used federal Library Services and Technology Act funds to pay for a number of databases available to all Wyoming residents.

FY08-FY11 Cost LSTA Funded Databases

- \$395,000 Gale Bulk Databases ([Click to see full list](#))
- \$35,020 Learning Express Library
- \$104,361 ProQuest - Ancestry Library
- \$93,464 ProQuest – Heritage Quest
- \$38,389 Scholastic – Bookflix
- \$37,187 Wiley - Cochrane Library
- \$332,618 Netlibrary/Recorded Books eAudiobooks
- **\$1,036,039 TOTAL**

Note: Costs are to date; these databases have not yet been purchased for federal fiscal year 2012.

1. Please rate the importance of each of these to your patrons or students.

	Very important	Somewhat important	Neutral	Somewhat unimportant	Not important at all
Gale Bulk Databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Express Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proquest - Ancestry Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proquest - Heritage Quest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholastic - Bookflix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wiley - Cochrane Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Netlibrary/Recorded Books eAudiobooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please rate the importance of each of these to your staff's ability to fulfill patron requests for information.

	Very important	Somewhat important	Neutral	Somewhat unimportant	Not important at all
Gale Bulk Databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Express Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proquest - Ancestry Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proquest - Heritage Quest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholastic - Bookflix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wiley - Cochrane Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Netlibrary/Recorded Books eAudiobooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do your patrons have access to the information provided in these databases from other sources?

	Complete access	Access to most	Some access	Minimal access	No access
Gale Bulk Databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Express Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proquest - Ancestry Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proquest - Heritage Quest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholastic - Bookflix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wiley - Cochrane Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Netlibrary/Recorded Books eAudiobooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Would your library purchase these databases if they were not provided by WSL through an LSTA grant?

	Definitely yes	Probably yes	Neither yes nor no	Probably no	Definitely no
Gale Bulk Databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Express Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proquest - Ancestry Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proquest - Heritage Quest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholastic - Bookflix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wiley - Cochrane Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Netlibrary/Recorded Books eAudiobooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. If your library would not purchase one or more of these databases, please provide your reason(s). Please check all that apply.

- ☐ Funding not available
- ☐ Lack of patron demand
- ☐ Staff do not use
- ☐ Lack of staff training
- ☐ Content quality
- ☐ Content available elsewhere
- ☐ Other (please specify)

6. If your library would choose to continue purchasing one or more of these databases, would spending on other library services increase, decrease or remain unchanged?

	Increase greatly	Increase slightly	No effect	Decrease slightly	Decrease greatly
Other electronic resources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print materials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staffing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify if "Other" marked:

7. Do you have any comments on LSTA-funded databases provided by the Wyoming State Library?

Interlibrary loan

Over the past five years, the Wyoming State Library has used federal Library Services and Technology Act funds to pay for the Interlibrary Loan service to Wyoming patrons as well as for a staff member to manage the program.

FY08-FY11 LSTA Funded Item

- \$195,023 VDX Service
- \$138,362 State Library Salary
- \$30,000 Estimated OCLC ILL fees
- **\$363,385 Total**

Note: Costs are to date; charges have not been paid for federal fiscal year 2012.

8. How important is the availability of interlibrary loan to your patrons or students?

- ☐ Very important
- ☐ Somewhat important
- ☐ Neutral
- ☐ Somewhat unimportant
- ☐ Not important at all

9. Do your patrons have access to the same information they now receive through interlibrary loan from other sources?

- ☐ Complete access
- ☐ Access to most
- ☐ Access to some
- ☐ Access to a little
- ☐ No access

10. If the State Library did not offer support for interlibrary loan, would your ability to provide this service to your patrons:

- ☐ Increase greatly?
- ☐ Increase somewhat?
- ☐ Remain the same?
- ☐ Decrease somewhat?
- ☐ Decrease greatly?

11. Do you believe your library's interlibrary loan traffic has increased or decreased since Oct. 1, 2007?

- ☐ Large increase
- ☐ Moderate increase
- ☐ Remained level
- ☐ Moderate decrease
- ☐ Large decrease

**12. If your libraries' use of interlibrary loan has increased, please give the reason(s).
(Check all that apply)**

- ☐ Interlibrary loan fees decreasing
- ☐ More libraries willing to loan needed materials
- ☐ Increased patron demand
- ☐ Decreased ability to provide resources locally
- ☐ Patron-initiated ILL process easy
- ☐ Increased spending on interlibrary loan
- ☐ Library actively promoting service to patrons
- ☐ Staff knowledge, skills and abilities increased
- ☐ Patrons prefer interlibrary loan over electronic resources
- ☐ Other (please specify)

**13. If your libraries' use of interlibrary loan has decreased, please give the reason(s).
(Check all that apply)**

- ☐ Interlibrary loan fees increasing
- ☐ Fewer libraries willing to loan needed materials
- ☐ Decreased patron demand
- ☐ Increased ability to provide resources locally
- ☐ Patron-initiated ILL process difficult
- ☐ Decreased spending on interlibrary loan
- ☐ Library not actively promoting service to patrons
- ☐ Staff knowledge, skills and abilities decreased
- ☐ Patrons prefer electronic resources over interlibrary loan
- ☐ Other (please specify)

14. Do you have any comments on interlibrary loan?

Locally created electronic resources

LSTA funding supports the ability of the Wyoming State Library to create electronic information resources locally.

These include:

- [Wyoming Newspaper Project](#)
- [Wyoming Places](#)
- [Wyoming Authors Wiki](#)

15. Please rate the importance of each of these to your patrons or students.

	Very important	Somewhat important	Neutral	Somewhat unimportant	Not important at all
Wyoming Newspaper Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wyoming Places	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wyoming Authors Wiki	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Please rate the importance of each of these to your staff's ability to fulfill patron requests for information.

	Very important	Somewhat important	Neutral	Somewhat unimportant	Not important at all
Wyoming Newspaper Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wyoming Places	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wyoming Authors Wiki	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Do your patrons have access to the information provided in these locally-created resources from other sources?

	Complete access	Access to most	Access to some	Access to a little	No access
Wyoming Newspaper Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wyoming Places	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wyoming Authors Wiki	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Do you have any comments on locally-created electronic resources?

Staff training

The Wyoming State Library provides training to library employees on the use of LSTA-funded electronic resources. This training takes place in face-to-face sessions, webinars and archived webinars.

19. How many of your library's staff (including you) have accessed WSL-provided training on LSTA-funded resources? This includes attending webinars, accessing webinar archives and face-to-face training.

- ☐ All
- ☐ Most
- ☐ Some
- ☐ Few
- ☐ None

20. Have staff members who have accessed this training used their knowledge to train others?

- ☐ Did not train others
- ☐ Trained other employees
- ☐ Trained patrons
- ☐ Trained BOTH other employees AND patrons

21. How has this training affected:

	Increased greatly	Increased somewhat	Neither increased nor decreased	Decreased somewhat	Decreased greatly
Your staff's ability to serve patrons?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often patrons make use of these resources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Do you have any comments on training provided by the Wyoming State Library?

Wyoming State Library publications

The Wyoming State Library produces many print and online publications that promote patron use and increase patron/staff knowledge of licensed databases, Wyoming-created electronic resources, interlibrary loan and other library services.

These may be print and online information sharing documents; training materials and social media.

Items promoting the licensed databases include:

- Articles in the [Wyoming Library Roundup](#)
- Bookmarks promoting Wyoming Places and the Wyoming Authors Wiki
- Rack cards for the Wyoming Newspaper Project and the Wyoming Patent and Trademark Depository Library
- Bookflix postcards (Watch, read and learn)
- Find it Now student inserts

Items that provide information and new knowledge to those working in the Wyoming library community include:

- Wyoming Library Laws
- 101 Things to Know or Do as a Wyoming County Library Board Member

23. Do you make print and online publications from the Wyoming State Library available to:

	Yes	No
Your staff?	<input type="radio"/>	<input type="radio"/>
Your patrons?	<input type="radio"/>	<input type="radio"/>

24. Have these resources affected the use of library resources?

- ☐ Large increase
- ☐ Moderate increase
- ☐ Slight increase
- ☐ No effect
- ☐ Slight decrease
- ☐ Moderate decrease
- ☐ Large decrease

25. Have these resources affected staff knowledge, skills and abilities?

- ☐ Large increase
- ☐ Moderate increase
- ☐ Slight increase
- ☐ No effect
- ☐ Slight decrease
- ☐ Moderate decrease
- ☐ Large decrease

26. Do you have any comments on Wyoming State Library publications?

Centralized Acquisitions (CACQ)

The Wyoming State Library offers Centralized Acquisitions services for libraries so that they may deposit their funds in an account and order materials through the State Library's business office.

27. Does your library use the State Library's Centralized Acquisitions service?

- ☐ Yes
- ☐ No

28. If yes, what impact has your use of Centralized Acquisitions had on:

	Significant savings	Moderate savings	No effect	Moderate increase	Significant increase	Does not apply
Expenditures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. How has your use of Centralized Acquisitions affected your ability to provide information sources to patrons?

- ☐ Increased greatly
- ☐ Increased somewhat
- ☐ Neither increased nor decreased
- ☐ Decreased somewhat
- ☐ Decreased greatly
- ☐ Do not use CACQ

30. How has your use of Centralized Acquisitions affected your ability to fund other, non-collection expenditures?

- ☐ Increased greatly
- ☐ Increased somewhat
- ☐ Neither increased nor decreased
- ☐ Decreased somewhat
- ☐ Decreased greatly
- ☐ Do not use CACQ

31. Please rate the ease of use of the State Library's Centralized Acquisitions service:

- ☐ Very convenient
- ☐ Somewhat convenient
- ☐ Neither convenient nor inconvenient
- ☐ Somewhat inconvenient
- ☐ Very inconvenient
- ☐ Do not use CACQ

32. Do you have any comments on the Wyoming State Library's Centralized Acquisitions service?

Consulting services

The Wyoming State Library provides consultation, planning leadership and technological expertise to the Wyoming library community through its Library Development Office.

33. Since Oct. 1, 2007, has your library requested any consultation services from the Wyoming State Library?

- ☐ Yes
- ☐ No

34. If yes, what topics did you seek information on? Select all that apply.

- ☐ Wyoming Library Laws
- ☐ Grants and grant writing
- ☐ Library and community statistics
- ☐ Outreach to special populations
- ☐ Library degree programs
- ☐ Non-degree/certification library continuing education
- ☐ Library science materials or resources
- ☐ Library trustee development
- ☐ Library Friends and Foundations
- ☐ Strategic planning
- ☐ Public relations and advocacy
- ☐ Planning resources for in-service training
- ☐ Summer reading
- ☐ Other (please specify)

35. Did the consulting services provided by the Wyoming State Library affect:

	Increased greatly	Increased somewhat	Neither increased nor decreased	Decreased somewhat	Decreased greatly
Your staff's effectiveness?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of service to patrons?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your library's public or private funding?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

36. Do you have any comments on consultation services from the Wyoming State Library?

Comments

37. Do you have any additional comments that would help us evaluate the effectiveness of LSTA-funded library services in Wyoming?



38. May we use your comments in our final report to the Institute of Museum and Library Services?

☐ Yes

☐ No

Appendix J

2008 Wyoming Library Workforce Survey

2008 Wyoming Library Workforce Survey

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The 2008 Wyoming Library Workforce Survey was a project of the Wyoming State Library,
Wyoming Library Association and the WYLD Training Committee.

Wyoming State Library

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Cheyenne WY 82002
307-777-6333

<http://will.state.wy.us>

Introduction

In spring of 2008, the Wyoming State Library, Wyoming Library Association (WLA) and WYLD (Wyoming Libraries Database) Training Committee undertook a survey of the Wyoming library workforce.

The survey covered demographics, salaries and benefits, training needs, and WLA involvement. Questions it was intended to address included: How much opportunity do Wyoming library workers have to pursue continuing education and training? How can training opportunities be tailored to meet the workforce's needs? What will be the impact of retirements as the workforce ages? How competitive are library salaries and benefits?

Workers in 355 Wyoming libraries – all academic and public libraries and all known school and special libraries – were given the opportunity to complete the survey. Based on library directory lists and public and academic library data provided to the Institute of Museum and Library Services (IMLS) and the National Center for Education Statistics (NCES), the workforce was estimated at 1,337 people. The Wyoming State Library mailed out 1,749 surveys – enough for all estimated workers at each site and up to four extra at each site to cover any underestimates. Libraries were also invited to request additional copies if needed.

There were 812 completed surveys returned and 220 blank forms. The return rate of completed forms to estimated workers was 60.73%. The response rate was highest from public libraries. Respondents were self-selected, so this may not constitute a representative sample. Where this report makes references to the “library workforce,” it should be noted that it refers to the group that responded to the workforce survey.

The Wyoming Library Workforce Report is organized with first a summary of all responses, then data broken down by library type. Findings in this report are presented as tabulated; no effort has been made to weight any of the data.

The State Library can, upon request, create custom reports from the Wyoming Library Workforce data, provided that the request does not result in personally identifiable data being released. For more information, or for questions about this report, contact Susan Vittitow, WSL Statistics Librarian, at 1-800-264-1281 (press 3, then 3), 307-777-5915 (Cheyenne) or svitti@state.wy.us.

Executive summary

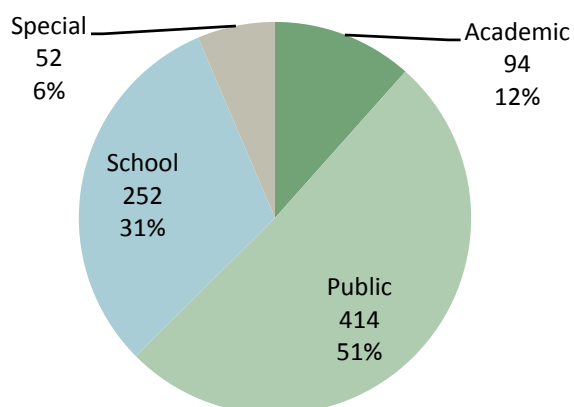
- The Wyoming library workforce is aging. More than half of respondents are age 50 and older. Only in academic libraries do workers under 50 outnumber those 50 and older.
- Not surprisingly, the library workforce is female-dominated: 89% of survey responses came from women.
- More than a third of workers responding to the survey have been employed in a Wyoming library less than 5 years. More than half (170 of 271) of these newer employees work in public libraries
- The Wyoming library workforce is well-educated – more than half hold a bachelor’s degree or higher. In Wyoming’s general population, only 21.9% of residents age 25 and older hold at least a bachelor’s degree (U.S. Census 2000).
- By a large margin, Wyoming public library workers were the least likely to hold one of five library- and/or education-related credentials listed on the survey. National Center for Education Statistics data from 2005 show that Wyoming public libraries ranked last in the nation in employing ALA-MLS librarians: 22.4% of total staff FTEs nationally were held by ALA-MLS librarians, while in Wyoming, it was 9.1%.
- About one-third of respondents reported that they were generalists, i.e. a lone librarian or one of a small staff, reflecting Wyoming’s large number of small libraries. It was estimated that 162 of the 355 libraries contacted had only one staff member. This is most pronounced in schools, where 134 of 287 libraries were believed to have only one worker, and 72% of workers classified themselves as generalists.
- Just over one-third of respondents work part-time. The largest proportion were in public libraries, where 182 of 413 (44%) reported working part-time. “Full-time” is typically 40 hours or more, although in public libraries approximately half of full-time respondents reported working between 30 to 39.5 hours in their regularly scheduled work week.
- The average reported annual salary for a full-time Wyoming library worker is \$45,104, and the median is \$44,000. Reported salaries are highest in school libraries (average \$55,037, median \$56,800) and lowest in public libraries (average \$36,501, median \$33,000).
- The average reported wage for a part-time library worker was \$11.79, and the median was \$10.50. Reported part-time wages were highest in academic libraries (average \$13.81, median \$12.97) and lowest in public libraries (average \$11.67, median \$10.08). For the most part, these averages fall below the American Library Association-Allied Professional Association (ALA-APA) 2008 endorsement of a \$13.00 per hour minimum wage for all library workers.

- In an era of soaring health care costs, more than 95% of full-time library workers reported being eligible for employer-sponsored health insurance. Only a little more than one-third of part-time workers are eligible for health insurance.
- Approximately one-fourth (187 of 812) of the Wyoming library workforce surveyed plans to retire within the next five years, and 81.3% (152 of 187) of those planning to retire say they have employer-sponsored retirement benefits. Among all full-time workers, 93.7% report that their employer offers retirement.
- School library workers appear to have less support from their libraries for obtaining training and attending conferences and meetings than workers in any other library type. Just under half say they are given both opportunity and financial support to attend conferences, as contrasted with more than two-thirds of workers in academic, public and special libraries.
- Overwhelmingly, library workers report that they would like to receive their training in a face-to-face classroom or lecture setting. Although delivery of training by webinars has been increasing, it encounters strong resistance, particularly in school libraries, and, to a lesser extent, in public libraries.
- One of the biggest barriers to participating in training was “Topics not related to my work,” reported by 15% of all library workers and 26% of academic library workers. Just over half (51.7%) of respondents reported one or more barriers to training.
- School libraries have the lowest rates of conference attendance and the most barriers to training. However, if State Library responses are excluded, special library workers’ conference attendance is lower and barriers are higher than even in the schools.
- Public libraries have the highest level of involvement in the Wyoming Library Association (WLA) with 49% of public library survey respondents reporting membership. WLA involvement is lowest in school libraries; only 70 of 243 respondents (29%) reported membership.
- About one-third (106 of 327, 32.4%) of WLA members have served as an officer or a committee member in the organization.
- Most library workers receive information from or about WLA through email or through their director and/or co-workers. School libraries have the highest percentage of workers who have not received any information about WLA – about one-fourth.
- Almost 40 % of workers in WYLD libraries would like training on one or more WYLD functions. The most requests from WYLD libraries are for training on the licensed databases and Directors’ Station.

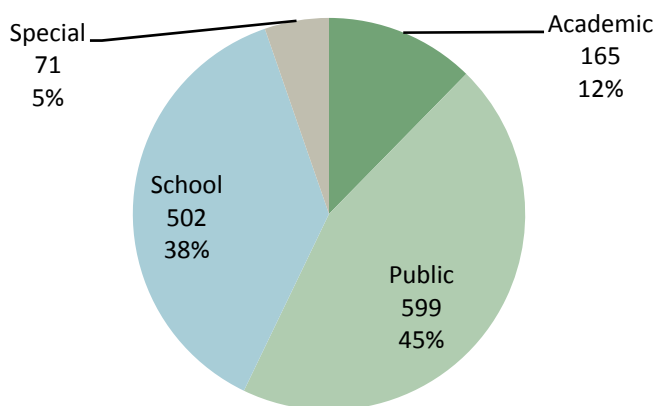
Survey Results: All Respondents (N=812)

Library type

Respondents by library type (N=812)



Estimated workers by library type (N=1337)

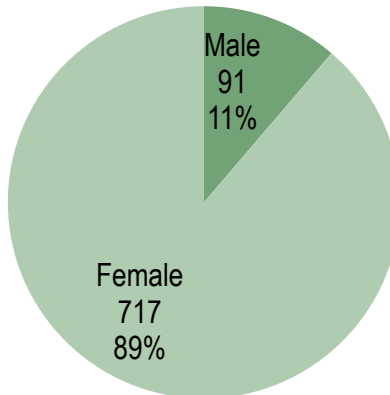


Based on the estimated number of total library workers for each library type, public libraries had the highest response rates and may be over-represented in the respondent pool. School libraries had the lowest response rates and may be under-represented.

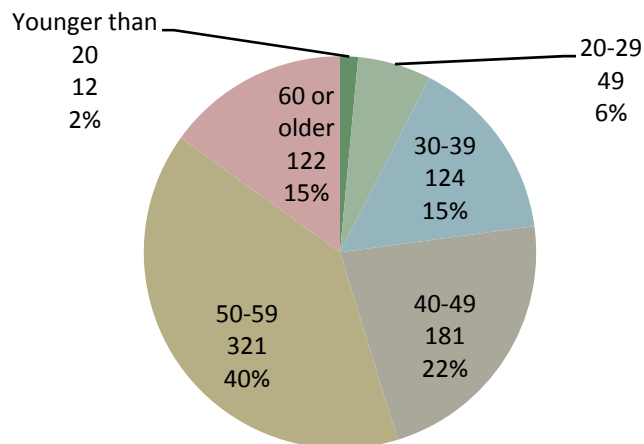
Special libraries include law, medical, institution, government and “other” libraries.

Workforce demographics

Respondents by gender, all libraries (N=808)



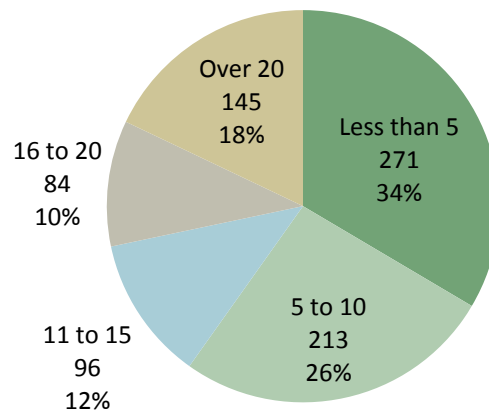
Respondents by age, all libraries (N=809)



The Wyoming Library Workforce is predominantly female; women who responded to the survey outnumbered men nearly eight to one. The library workforce is an aging one, with more than half of all respondents age 50 and older. Although not exact comparisons, preliminary U.S. Census data provided by the Wyoming Economic Analysis Division estimates that in 2005, those aged 45-64 were only 41% of the state's age 15-64 population; and in 2006, the U.S. Bureau of Labor Statistics estimated that 16.8% of the national workforce was age 55 and older and 23.2% were age 45-54. The workforce survey did not include any questions on ethnicity.

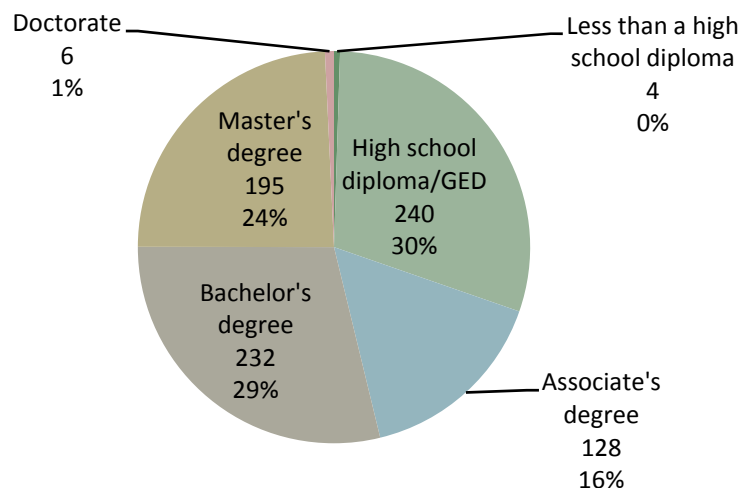
Experience and Education

Years employed in a Wyoming library, all libraries (N=809)



More than one-third of respondents have worked in a Wyoming library less than five years. The reasons this proportion is so large was not addressed by the survey and would require additional investigation.. This large group of relatively new workers may present an opportunity for training to develop these workers' skills and retain them in the library workforce.

Highest level of education, all libraries (N=805)



The Wyoming library workforce is well-educated. Seventy percent of respondents have completed education beyond high school, and 25% have completed a master's degree or doctorate. According to U.S. Census 2000 figures, 21.9% of Wyoming's general population age 25+ hold a bachelor's degree, while in the library workforce, more than half do.

Question 6 on the survey asked respondents to indicate which library- or education-related credential(s) they held, were pursuing, or were considering.

Library workers holding specific library/education credentials (N=812)	Number	Percent
ALA-accredited master's degree	109	13.4%
School library media endorsement	84	10.3%
Master's degree in educational media	25	3.1%
Other master's degree in library/information science	23	2.8%
NCATE-accredited master's degree	5	0.6%
Total reporting one or more credentials currently held	194	23.9%

Library workers currently pursuing library/education credentials (N=812)	Number	Percent
Currently pursuing school library media endorsement	15	1.8%
Currently pursuing master's degree in library/information science	13	1.6%
Total pursuing specific library/education credentials	28	3.4%

Library workers considering pursuing library/education credentials (N=812)	Number	Percent
Considering pursuing master's degree in library/information science	46	5.7%
Considering pursuing school library media endorsement	41	5.0%
Total considering pursuing specific library/education credentials	77	9.5%

Respondents were asked to mark all that applied. Two hundred eighty nine (289) respondents reported that they held currently, were pursuing or were considering 361 degrees and/or endorsements. The number currently holding (not pursuing or considering) one or more credentials was 194, or 23.9% of respondents. The most commonly held credential was an American Library Association (ALA) accredited master's degree, followed by the school library media endorsement.

Eighty-four respondents reported they held "other" credentials, and 82 of them listed the following items as their "other" credentials:

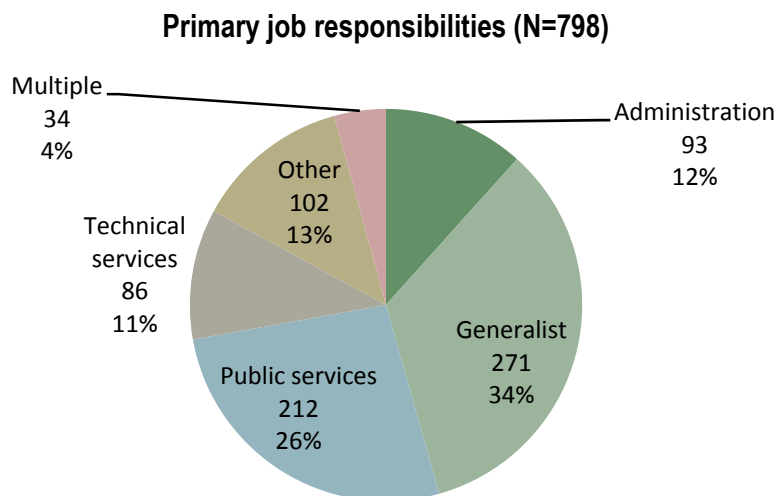
1 yr. away from Associate's Degree in Library/Info. Science.	BMUD Inst.
2 associates	BS/Education
2 Master's Degrees M.S.-Sp. Ed. MLS	Business school
2 nd master's	certified elem. Teacher B.S. in Ed.+ computer training
3 years college, some library classes, workshops, experience	considering alternative master's degree
48 credit hours passed praxis highly qualified test	considering subject master's
Adult learning and technology w/ specialization in library science	currently pursuing masters degree in other
always working on IT credentials	Ed. Works for job. BA+History+Art History. MA
AS Data Processing	Adult Ed History
associates degree in accounting	Elementary & Early Education BA Childhood
BA Education K-12	ESL
BA in Education	experience
BA in Elementary Education	finishing Associate's
Bach. Foreign Languages	Have applied to ALA Accred MLIS Program
Bachelor Degree	HS diploma
Bachelors in Fine Art, Masters Degree in Fine Art,	Journalism/communication degree
Literature Humanities, emphasis on library science	K-12 Physical Ed & English Degree
	Law Degree
	leaning toward masters in technology
	library tech, AAS

M.S. in Environmental Engineering
 MA Art History
 Master degree in Instructional Technology
 master gardener
 Master of Education
 Masters Degree in Curriculum & Instruction School
 Administration endorsement
 Master's Degree in Educational Technology
 Master's Degree in Literacy
 Master's Degree Instructional Technology
 Master's in Administration
 Masters in Business Administration
 Masters in Curriculum/Technology (2)
 Master's in English Theory and Practice of Writing
 Master's Management
 Master's Reading
 Master's Reading Ed.
 MBA
 MBA – business Admin. Currently pursuing PHD
 MED Elem. Ed.
 medical transcription
 MFA
 MLIS, M.A. English
 MPA
 MS in General Curriculum

MS Psych 2nd BA Spanish
 Nursing BSO
 Nursing Degree
 page
 paraprofessional library certification
 Public Administration
 pursuing associate's degree
 pursuing bachelor's in library information
 management
 pursuing other degree
 school audio-visual class
 School Library Media/Literacy Masters
 Secretarial Course
 Sheet Metal Journeyman
 subject M.A.
 Teaching Certificate
 Technology Certification
 Therapeutic Recreation
 Unfinished Master's in Instructional Technology
 (don't know if I'll finish)
 Was pursuing a MLS until I was informed that
 education was not important by the director
 work/hands on experience
 yr of work experience

Job Duties

Question 7 on the survey asked for respondents' one primary job responsibility. Of the 798 who answered the question, 34 marked multiple areas. It is possible, but uncertain, that many of these are generalists, i.e. lone librarians, or one of small staff. Generalists, "i.e. lone librarian or one of small staff," were the largest group of workers, not counting those who marked multiple items. This likely reflects the large number of small libraries in Wyoming; in the initial estimates, it was believed that 162 of the 355 libraries contacted (45.6%) had only one staff member.

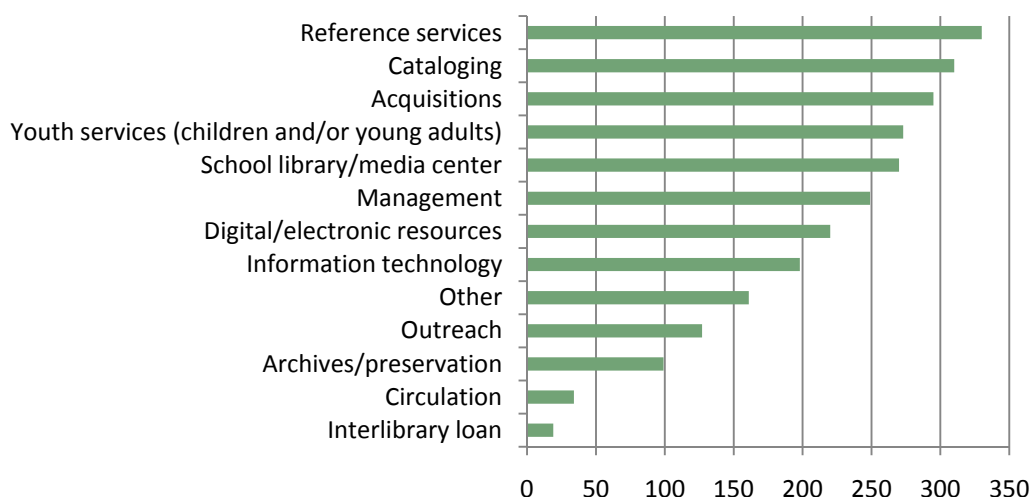


These items were listed as “other” job responsibilities by 118 workers in response to question 7:

a little of everything	I.T.	public & TS
adjunct custodian	ILL	Public Relations (3)
Aide	Information Technology (3)	Public Relations/Programming
All of the above (2)	IT (3)	Reference
Also Eng. Instructor	IT Services	reference, events
As a parttime employee I help in many areas of the library.	Just 2 of us here so we do it all.	research (2)
Ass't Mgr – Branches	K-12 High School Lib/Media Spec.	School Library Media Tech.
Bookkeeper, YA Programmer	K-12 library	serials
bookkeeping	Lib media specialist	Serials/I.L.L.
branch manager	Library Aide (2)	Shelver (4)
Business	Library Clerk	shelving
children/YA	Library Development	Shelving, checking in materials
Children's	Library Page	small staff
Children's Librarian (4)	Library Para	sort room
Children's Services (2)	Library Technician	substitute (2)
Circ.	Maintenance (5)	Systems, IT
Circulation and Interlibrary loans	Manager, small staff 3	teach computer labs K-4
circulation clerk	Marketing/Public Relations	Teach Library Computer
circulation desk	Media Specialist	Teacher (2)
circulation services	middle management – branch librarian	Teacher media classes + all other circ. Duties
clerical (3)	office assistance	teaching assistant
Clerk	ordering, cataloging, budget, planning activities	Teaching Information Skills
Clerk/Tech	outreach	Tech Services/Reference – can't mark just one
collection development	Page (3)	Technology
Communications/outreach	paraprofessional	Technology Coordinator
custodian	PR Marketing	Technology Librarian
Director of Education	Process books & do circulation	Technology Manager,
Education/Teaching and Administration	programming	Bookkeeper
Facility	programming for children	Toilet Cleaner
facility maintenance	Programs & Education	training
help desk	Programs/events	youth service staff

Question 8 asked them to mark all of their job responsibilities. Reference services, cataloging and acquisitions were the most commonly listed responsibilities.

**Wyoming library workers current job responsibilities, ALL that apply
(N=812)**



Job responsibilities, all libraries, ALL that apply (N=812)	Number	Percent
Reference services	330	40.6%
Cataloging	310	38.2%
Acquisitions	295	36.3%
Youth services (children and/or young adults)	273	33.6%
School library/media center	270	33.3%
Management	249	30.7%
Digital/electronic resources	220	27.1%
Information technology	198	24.4%
Other	161	19.8%
Outreach	127	15.6%
Archives/preservation	99	12.2%
Circulation	34	4.2%
Interlibrary loan	19	2.3%

Circulation and Interlibrary Loan were not offered as choices on the survey, but were added due to the large number of write-ins as “other” for these two functions. These job functions may be under-represented for that reason.

These items were listed as “other” job responsibilities by 118 workers in response to question 8:

“Adult” Services ILL !!	assist the full-time media	book keeping
Accounting (2)	specialist	book shelving
Admin Office	Assistant to Director	Bookkeeping
Administration (2)	AV	Branch responsibilities
adult programming, publicity	because our library is small, I	business office (2)
All	help with all areas in our library	business/accounting
Art Gallery CFAC	Billing and ILL	circ (3)

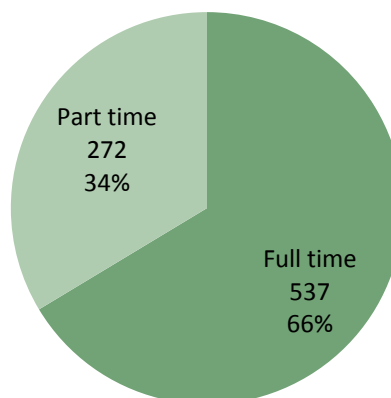
Circ & Serials
 Circ Desk + Shelver
 Circulation (24)
 Circulation and Interlibrary loan
 circulation desk (2)
 circulation services
 Cleaning
 Clerical (2)
 collection development (2)
 collection development,
 instruction
 computer labs
 computers
 custodial
 customer service
 displays bulletin boards
 Do it all as a school librarian
 Education Program
 e-media/electronic resource
 record
 ESL Services, Span/Eng
 Translator, WEN Coordinator
 facilities
 Facilities Management
 financial
 front desk (2)
 general circulation
 duties/shelving
 Government Docs
 graphic design, PR
 HR

I have no specific primary
 position.
 ILL (7)
 ILL Coll Development
 ILL Services
 ILL/Serials
 ILL/Staff scheduling
 Instruction (3)
 instruction, collection
 development
 Interlibrary Loan (3)
 Latino Programs
 Library clerk – a little of
 everything
 Library Development
 library instruction
 library Page
 Maintenance (5)
 older adults
 operating OPAC
 operating the computer system
 overdues-office supplies
 Page
 Patron Service (2)
 periodical specialist
 periodically
 Periodicals
 PR
 PR/marketing
 processing and repair
 Processing Materials
 processing, ordering

programs/advertisement
 Public Adult Services
 public relations (2)
 Public relations budget
 public relations: programming
 Public Services
 Publicity/Marketing
 Research Teaching
 same for #7.
 Security
 selection
 serials (2)
 Serials & I.L.L.
 shelvers
 shelving (5)
 Shelving books.
 Specialized focus for parents,
 schools, professionals
 Supervisor but not Management
 teacher
 Teaching
 teaching about libraries
 teaching library info
 literacy/tech classes
 tech services
 technical services
 VDX + clerical
 volunteers
 webmaster
 weekly deposits from cash
 drawer

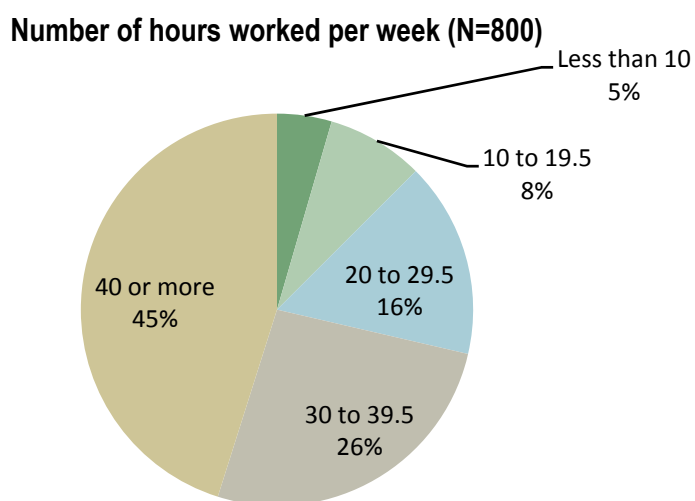
Employment status, salaries and benefits

Employment status (N=809)



Two-thirds of respondents reported that they work full-time in a Wyoming public library. There are insufficient data to determine if this is representative of the total workforce, or if full time workers were over- or under-represented in the pool of workforce survey respondents.

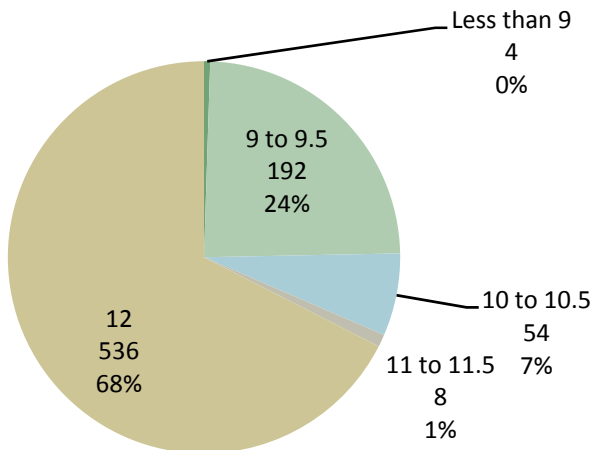
Question 10 of the survey asked how many hours the respondent worked each week, and how many months out of the year they worked. Some adjustments were made to the responses to allow for numeric calculations. Where they gave a range (eg. 5-10) hours, it was converted to the midpoint of the two numbers. Where they reported working hours beyond their official scheduled work week, only the number of hours in their official work week was used. Where they added a plus sign (+) to a number (eg. 40+), the plus sign was eliminated and the number was used. The largest proportion reported working 40 hours or more:



The most commonly reported number of hours was 40, with 334 respondents. Not all full-time employees work 40 hours or more: 168 of 537 full-time workers reported working between 30 and 39.5 hours

Similar adjustments were made to the data on months worked per year – plus signs deleted (+) and ranges averaged. Numbers larger than 12 were deleted. Two-thirds of workforce survey respondents work the full 12 months out of the years. Shorter work-years are most commonly found in school libraries, and also some in academic libraries.

Number of months worked per year (N=794)



Question 11 asked for respondents' hourly wage or annual salary. Six hundred fifty seven (657) respondents provided wage or salary information: 390 reported their hourly wages, 265 reported their salary, and 2 provided both. As with hourly and monthly data, ranges were averaged and plus sign (+), less than signs (<) and other symbols and comments were deleted. Inconsistent or nonsensical data were deleted. Full-time and part-time data are presented separately.

Reported annual salaries, all libraries	Minimum	1 st quartile	Median	3 rd quartile	Maximum	Mean average
Full-time workers (N=247)	\$16,380.00	\$32,000.00	\$44,000.00	\$56,050.00	\$145,000.00	\$45,104.17
Part-time workers (N=20)	\$4,500.00	\$20,664.00	\$29,000.00	\$46,875.00	\$55,000.00	\$33,660.82

Reported hourly wages, all libraries	Minimum	1 st quartile	Median	3 rd quartile	Maximum	Mean average
Full-time workers (N=179)	\$7.72	\$11.54	\$13.75	\$16.47	\$32.00	\$14.59
Part-time workers (N=209)	\$6.80	\$9.00	\$10.50	\$13.44	\$25.66	\$11.79

The average reported annual salary for a full-time Wyoming library worker is \$45,104, and the median is \$44,000. The average reported wage for a part-time library worker was \$11.79 (\$24,523 for a 40-hour, 12-month position), and the median was \$10.50 (\$21,840 for a 40-hour, 12-month position). In 2008, the American Library Association-Allied Professional Association (ALA-APA) endorsed a \$13.00 per hour minimum wage for all library workers.

A calculated hourly wage was derived from salary data to adjust for differences in scheduled hours and months worked, eg. a \$40,000 salary at 38 hours per week works out to a higher hourly wage than the same salary at 40 hours per week. Calculated hourly wages from salaries were combined with reported hourly wages in the next table. There were 644 usable records with adequate salary or wage information, hours worked and months worked for an hourly wage calculation, as shown in the next table.

Calculated hourly wage, all libraries	Minimum	1 st quartile	Median	3 rd quartile	Maximum	Mean average
Full-time workers (N=422)	\$7.72	\$13.27	\$16.70	\$25.61	\$69.71	\$20.17
Part-time workers (N=222)	\$6.80	\$9.12	\$10.89	\$14.00	\$37.51	\$12.61

Question 12 asked respondents to check all the employer-sponsored benefits for which they were eligible. Among full-time workers, only 6 out of 537 did not report being eligible for one or more of the listed benefits. Nineteen out of every 20 full-time workers reported that their employer offered health insurance – arguably, one of the most sought-after benefits in an era of soaring health care costs. Sick leave was available to 97.0% of full-time workers and retirement is available to 93.7%.

Benefits, full-time library workers (N=537)		
Benefit	Number	Percent
Sick leave	521	97.0%
Health insurance	513	95.5%
Retirement	503	93.7%
Dental insurance	453	84.4%
Life insurance	414	77.1%
Holiday pay	402	74.9%
Vacation	402	74.9%
Vision insurance	348	64.8%
Deferred compensation plan (401K, 457/403B, etc.)	307	57.2%
Other	33	6.1%
No benefits reported	6	1.1%

Not surprisingly, part-time workers are less likely to have benefits than full-time workers. Only one in three has health insurance, and nearly 30 percent did not report a single employer-sponsored benefit for which they were eligible. As with full-time workers, the most commonly offered benefit is sick leave.

Benefits, part-time library workers (N=272)		
Benefit	Number	Percent
Sick leave	153	56.3%
Retirement	135	49.6%
Vacation	120	44.1%
Holiday pay	114	41.9%
Health insurance	94	34.6%
Dental insurance	89	32.7%
Life insurance	75	27.6%
Deferred compensation plan (401K, 457/403B, etc.)	69	25.4%
Vision insurance	67	24.6%
Other	10	3.7%
No benefits reported	77	28.3%

“Other” benefits listed in comments:

1 class waiver
accident/cancer

Aflack, Sec. 125, Flexible
Medical

Cancer Insurance
Convien. Leave

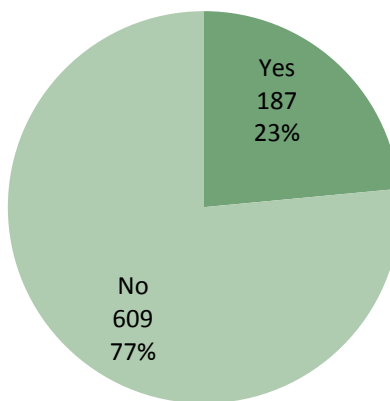
deferred payroll
dental, health club discount,
wellness program
Disability Insurance (2)
Disability, Long term Care
Flex (2)
flex plan
flexible hours
HAS
Job Share. Get ½ benefits
long term care, short and long
term disability

Long term insurance
long-term care & disability
longterm disability
Long-term disability insurance
no late fees.
No library fines
none (4)
occasional bonus
personal day
personal days (2)
Personal Leave
Section 125 (2)

the district pays into a Health
Savings Account
TIAA-CREF
tuition waiver
uncertain (2)
URM – Unreimbursed Medical
Water has been recently
approved
WY Retirement

Planned retirements

Do you plan to retire in the next 5 years? (N=796)

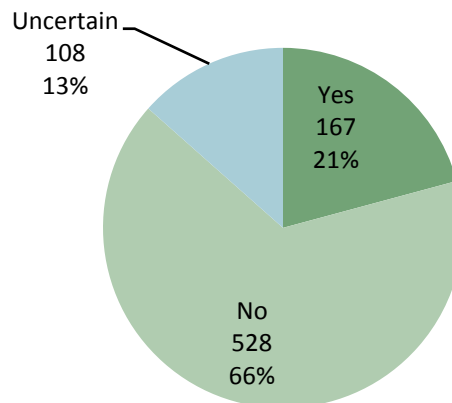


Nearly one-fourth of respondents plan to retire in the next five years. Although many industries are expecting coming wave of Baby Boomer retirements, the relatively older library workforce will face this issue sooner. School libraries will be particularly hard-hit, with 31% of all school library workers and nearly half of those holding a school library media endorsement planning to retire soon. As libraries face this large proportion of its workforce retiring, it will be important to plan how to retain institutional knowledge and how to develop the next crop of library leaders to take the place of those leaving the profession.

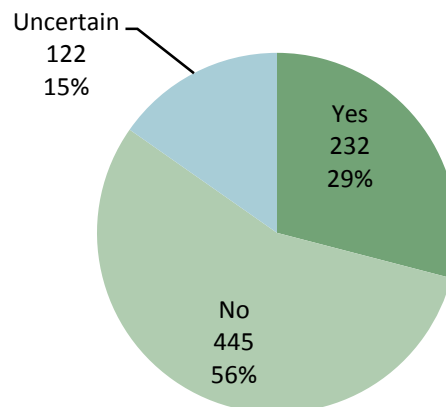
Support for training

Most respondents reported that their libraries did not have formal programs either to train new employees or to provide for ongoing staff development. However, 85% said they are given an opportunity to attend training, workshops and other learning events on work time.

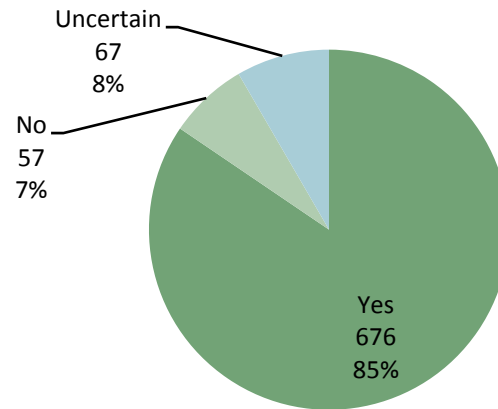
**Library has a formal program for training new employees
(N=803)**



**Library has a formal program for ongoing training and staff
development (N=799)**



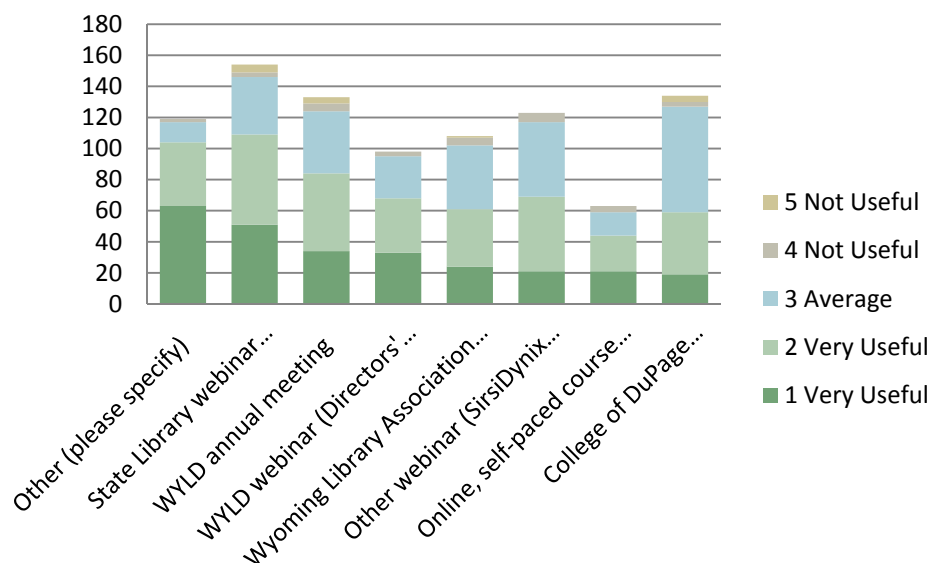
Library workers are given opportunity to attend training, workshops, and other learning events on work time (N=800)



Usefulness of existing training

Question 17 on the survey asked respondents to rank the usefulness of existing training offered during 2007 through the Wyoming State Library, the WYLD consortium and other sources. Rankings were from 1 to 5, with 1 to 2 being “Very Useful,” 3 “Average,” and 4 to 5 “Not Useful.” Responses were not used where more than one rank was marked for a training opportunity. Data is presented below sorted largest to smallest by the number of workers who ranked a training opportunity “1 Very Useful.”

**Perceived usefulness of existing training, all library workers
(N=812)**



Perceived usefulness of existing training, all library workers (N=812)						
Training opportunity	1 Very Useful	2 Very Useful	3 Average	4 Not Useful	5 Not Useful	N=
Other (please specify)	63 (52.9%)	41 (34.5%)	13 (10.9%)	2 (1.7%)	0 (0.0%)	119
State Library webinar (Databases of the month, etc.)	51 (33.1%)	58 (37.7%)	37 (24.0%)	3 (1.9%)	5 (3.2%)	154
WYLD annual meeting	34 (25.6%)	50 (37.6%)	40 (30.1%)	5 (3.8%)	4 (3.0%)	133
WYLD webinar (Directors' Station, NetLibrary, etc.)	33 (33.7%)	35 (35.7%)	27 (27.6%)	3 (3.1%)	0 (0.0%)	98
Wyoming Library Association spring meeting	24 (22.2%)	37 (34.3%)	41 (38.0%)	5 (4.6%)	1 (0.9%)	108
Other webinar (SirsiDynix Institute, WebJunction, etc.)	21 (17.1%)	48 (39.0%)	48 (39.0%)	6 (4.9%)	0 (0.0%)	123
Online, self-paced course (LibraryU, WebJunction, etc.)	21 (33.3%)	23 (36.5%)	15 (23.8%)	4 (6.3%)	0 (0.0%)	63
College of DuPage Teleconference	19 (14.2%)	40 (29.9%)	68 (50.7%)	3 (2.2%)	4 (3.0%)	134

State Library webinars were the most highly attended training opportunities, based on the number of respondents who ranked their usefulness, and also ranked highly with participants. College of DuPage Teleconferences were well-attended, but their usefulness was perceived as only average.

“Other” training received the highest rankings, perhaps because these were training opportunities that respondents sought out specific to their jobs. The following 122 items were specified as “other” training, ranked by how respondents marked the usefulness of “Other” training:

Unrated (12)

ARMA
BCR/WorldCat Resources
 Sharing
book fair
BYU Young Readers
CALI
Have not attended yet.
LOTI-Mentor training/cert. stats
NA
not offered opportunity
regional meeting
Soaring Eagle
Train the Trainer Conference
 Federal Depository Library
 Conference

0 Did Not Attend (1)

Colorado ILL Conference

1 Very Useful (59)

AASL in Reno
AASL, CCIRA
ACRL Conference
ALA Tech Source
Basin to learn WyldCat
BATES online library
 endorsement
BCR
BCR in Denver
BCR training
BCR WorldCat Resource
 Sharing Webinar
BCR, OCLC MARC, Books for
 everyone
Bd/Dir Training
BERI Peggy Sharp, U. WY Dr.
 Manyak
CCC online library classes
CCLRA
children spring section
cleaning seminar/trade show
county workshop

courses at BHSU
co-workers
database webinars
Databases by Chris VanBurgh
Director’s Station – Mammoth
District Library Meetings
ed2go
ED2Go Online Class
face to face classes
In county staff training
Information Power
Information Power & WLA
Information Power, St. Coud
 State Childrens Lit Wkshop
Information Sessions
Institutional library workshop
Institutional Training
Learned how to use Workflows
lib courses online
Library Leadership (WILLI)
20mplo library association
 conference
Montana State U. BATE
 program
monthly tech meetings
Nat’l Reading Conf K-6
noodletools, inspiration
online college classes – RCD
 grants from the state library
Peggy Sharp
PLA
PLA Boston
PR Training Seminar
puppeteering @ Casper
Regional
Regional and National Meeting
regional meeting in Thermop
Regional Meetings
Sirsi Super Conf
SirsiDynix UserGroup Mtg,
 LITA National Forum
SITE, ALA Tech Source
WLA – Fall

WLA Annual Conference
WLA Fall Conference
WLA Fall Meeting

2 Very Useful (40)

AALL
AASL
Academic lib spr mtg (not
 WLA)
accelerated reader
ACRL, LOEX, WYDEC
ALA
ALA conference Oct. 2008
 Reno, NV
audiobooks webinar
BCR Course
BCR Training
BER Seminars
classes offered at county
Colo Academic Library Summit.
 Colo Alliance of Research
 Libraries Conference
computer training
county lib summit w/ Des &
 Leslie
Custodial Training
customer service
20mplo
Fremont Co. Librarian at Fort
 Washakie Conference 8/07
Gale
Independent Reading
Information Power
National + Regional Conference
on-site training with Mary
 Henning
Region 3 Meeting
Region II Mtg
Snowy Range Institute
 Practicum
software training
SSLMP- Aug. 2007
State Regional Spring Mtg.

Technology Institute (Jackson)
 What's New Seminars
 WLA Conference
 WLA Fall
 WLA Fall Annual
 WLA Fall Conference
 WLA Fall Meeting
 WLA in Fall
 Wolf's
 WYLD Region

3 Average (13)
 ARLIS/MW
 BCR Webinar
 Change workshop
 Marc Records/Cataloging
 NCA + School Improvement
 Region 3 Mtg
 Sirsi Dynix annual meeting
 Sirsi super conf
 Systems changes, upgrades
 WLA
 WLA Annual conf

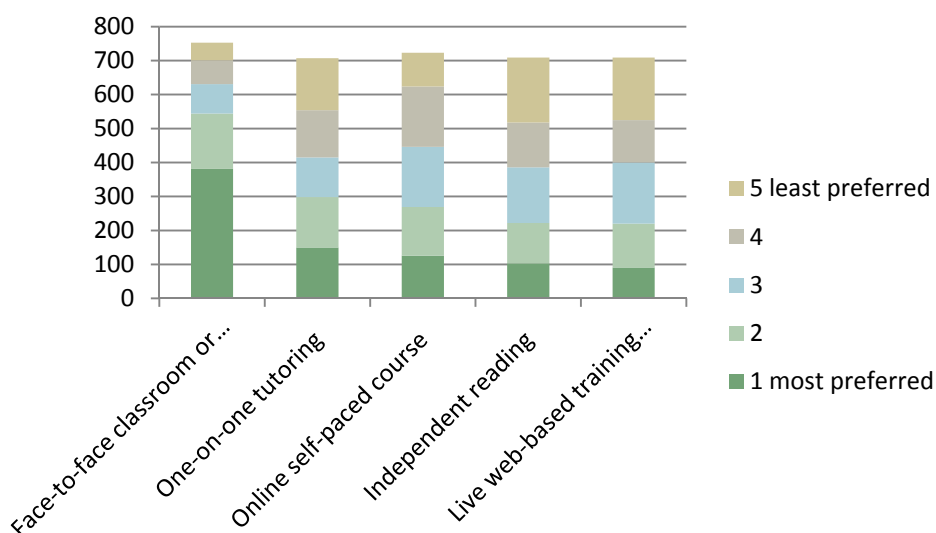
WLA Annual Conference
 Wyoming State Library
 Conference

4 Not Useful (2)
 cataloging
 Copyrt compliance

More than one marked (1)
 national conferences, WLA
 Annual Conference

Preferred training methods

Question 18 of the survey asked respondents to rank five training delivery methods, "1 through 5, with 1 being the most preferred and 5 being the least preferred." Tabulation of this question was difficult, because respondents interpreted this question differently. Some respondents used it as a rank order, with each number being used only once, while others repeated numbers, apparently using 1-5 as a preference scale instead of a rank order. Some merely marked an "x" by one to three training methods. All those marked "x" were converted to a "1."

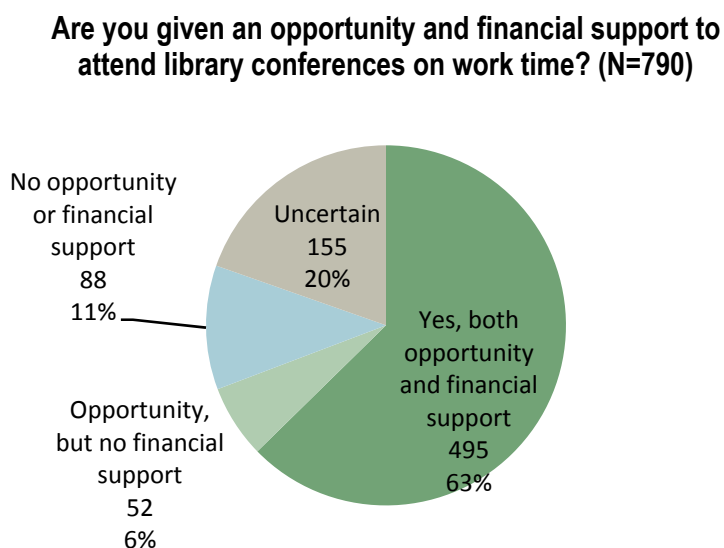


Preferred training delivery methods, all libraries, by "1 most preferred" (N=812)						
Training method	1 most preferred	2	3	4	5 least preferred	N=
Face-to-face classroom or lecture	381 (50.6%)	163 (21.6%)	87 (11.6%)	70 (9.3%)	52 (6.9%)	753
One-on-one tutoring	150 (21.2%)	148 (20.9%)	117 (16.5%)	139 (19.7%)	153 (21.6%)	707
Online self-paced course	126 (17.4%)	143 (19.8%)	177 (24.5%)	178 (24.6%)	99 (13.7%)	723
Independent reading	103 (14.5%)	119 (16.8%)	164 (23.1%)	132 (18.6%)	191 (26.9%)	709
Live web-based training (webinars)	91 (12.8%)	129 (18.2%)	180 (25.4%)	125 (17.6%)	184 (26.0%)	709

Respondents seemed to want the personal touch in training. By far, the most preferred method was a face-to-face classroom or lecture, both in terms of the percent of respondents marking it “1 Most Preferred” in the number of respondents (some left less preferred training methods blank and only ranked their top 1 to 3 methods.) Face to face was top-ranked across all library types. One-on-one tutoring was a distant second for the workforce. Webinars did not rate highly. With Wyoming’s long distances and the increasing costs of travel, face to face can be difficult to deliver. The State Library and WYLD Training Committee are increasingly using webinars. However, respondents who had experienced a webinar (as indicated by a rating on question 17), ranked them more highly. Some resistance to webinars may stem from unfamiliarity with them.

Library conference attendance

State, regional and national conferences and meetings offer library workers the chance to network with peers, share knowledge and learn new ideas. When libraries send their staff to conferences, it typically requires a greater commitment of time and travel funds than other training opportunities.



Question 20 asked workers to specify which (if any) of 10 specific library conferences and meetings they attended at least once each three years. By far, the most attended conference is the Wyoming Library Association’s annual meeting each fall, with 41.3% of all library workers reporting they attend at least once each three years, followed by the WLA spring meetings at 16.3%. Nearly half (47%) of respondents did not report any conferences attended at least once each three years.

Library workers attending specific meetings/conferences at least once every three years, ALL that apply (N=812)		
Conference	Number	Percent
Wyoming Library Association (WLA) Annual Conference	335	41.3%
WLA Spring Meetings	132	16.3%
WYLD Annual Meeting	121	14.9%
WYLD Regional Meetings	107	13.2%
Other, please specify	81	10.0%
WLA Legislative Reception	75	9.2%
ALA Division Conference (PLA, ACRL, AASL, etc.)	70	8.6%
Mountain Plains Library Association (MPLA) Annual Conference	52	6.4%
American Library Association (ALA) Annual Conference	46	5.7%
Information Power	42	5.2%
IRA/WEA (International Reading Association/Wyoming Education Association)	21	2.6%
No conference attendance reported at least once every three years	382	47.0%

“Other” meetings and conferences attended that were included in comments:

5 state gov. docs conference	Conferences for volunteer	new to job
AALL (2)	coordinators	No
AALL (law libraries)	county workshops	no, never was given the
AALL, WestPac & CoALL	covering library while others	opportunity
AASL	attend	none (5)
AASL Conference	discipline specific conferences	None – not offered
ACRL – I would love to go!	(i.e. art librarians, women’s	None so far
Admin Assistant type stuff	studies)	Novell’s Conference
archival conferences	do not apply	OLAC, ILS Vendor usergroups
Art Research Librarians	Federal Depository Library	– national and regional.
Society/Mountain West	Meetings, Other information	Various Colorado lib. Assoc.
Chapter	related conferences	meetings
BER	Have not been employed long	other state lib assoc conferences
BER workshops – others as	enough.	as appropriate
offered	Haven’t attended any for 3-4	PLA (2)
BERT Seminars	years	Reading Workshop – BER
“BYU Symposium “books for	ILL; Colo Academic	Region Trng Mtgs
young readers”	Consortium	Renaissance Place
BYU Symposium for Young	institution library meetings	SCSC Literature Conf.
Readers	International Reading	Section Meetings
BYU Young Readers	Association.	Security in Public Buildings
Symposium	JLL	Conference
CAL, EndUser COALA	lifelong learning Assoc.	Sheridan High School Library
CALC (Colorado Academic)	LOEX possibly	Alexandria Training
CCIRA (4)	Maintance Dept.	SIG
children’s program workshops	MCMLA	Sirsi
Colo. ILL Cnference	MCMLA/DMLA Consortium	Sirsi Super Conf
Colorado Assn of Libraries,	Meetings	SirsiDynix User Conference
Nasig	MLA, MCMLA, CCML – every	SLA
Colorado ILL Conference	year	SLA & ACRL
Colorado ILL, Illiad	N/A	software inservice – 2 day
Conference, Prospector Mtgs	NA	software training in Denver
Colorado Paraprofessionals	NASIG	State Institution Training
computers in libraries (3)	never offered	Tribal libraries, muesuem, and
	New Employee	archives (national meeting)

ULA
unaware of responsibility
WestPac, AALL
WLA section mtgs

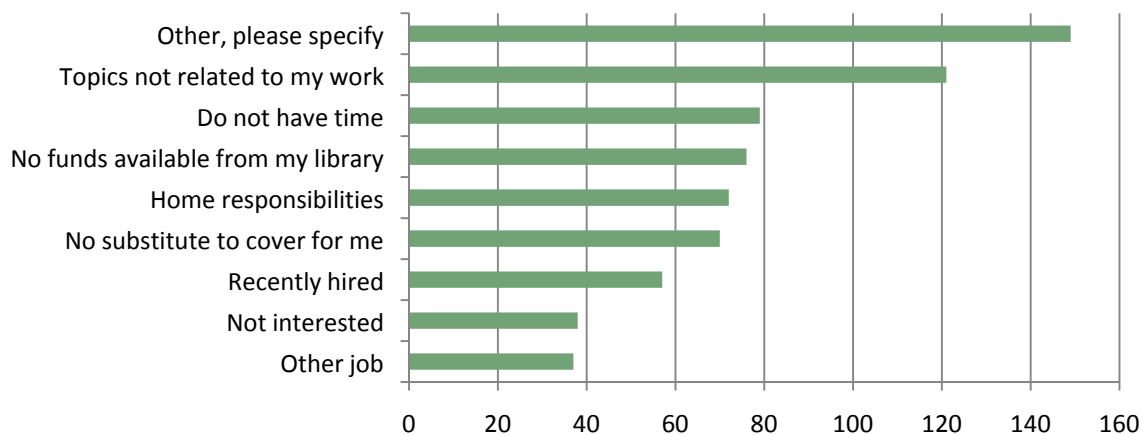
writing conferences/comic con's
etc.
WY Arts Alliance
WYLD data base uses

Wyoming Press Association
WyPec @ Casper
YALSA

Barriers to training and conference attendance

Question 21 asked what barriers exist that prevent workers from attending training events or state, regional and national library conferences and meetings. Although “Recently hired,” was not offered as a choice on the original survey, it was added due to the large number of write-ins in the comments. Because it was not on the survey instrument, it may be under-represented, particularly given the large proportion of library workers employed less than five years. Four hundred twenty workers (51.7%) reported one or more barriers to conference and training attendance:

Reasons why library workers have not participated in training events or conferences during the past three years, ALL that apply (N=812)



Barriers to training, all libraries, ALL that apply (N=812)	Number	Percent of workers
Other, please specify	149	18.3%
Topics not related to my work	121	14.9%
Do not have time	79	9.7%
No funds available from my library	76	9.4%
Home responsibilities	72	8.9%
No substitute to cover for me	70	8.6%
Recently hired	57	7.0%
Not interested	38	4.7%
Other job	37	4.6%
Respondents reporting one or more barriers to attendance	420	51.7%

One of the biggest barriers to conference/training attendance was “topics not related to my work.” For state-level meetings, there is an opportunity to develop and offer more relevant topics to reach these workers. Funding is another area where state-level support could reduce barriers to participation.

“Other” barriers respondents reported were:

began library employment 4 months ago
Began library job 3 mos ago
Began working in Sept.
“being an assistant to the full time librarian, I’m
trained “in-house” as needed.”
BER What’s new in YA Literature
classes
county workshops
do not know if I need to
doesn’t seem to 25 employee to library aides
Don’t always know about them.
Faculty – Level Librarians Frown Upon It.
Fairly new employee (2 years)
Funds cover only so many people to go.
Have not been here long enough
Have not made it a priority.
Have not worked here long enough
have not worked here long enough to have an
opportunity (only 2 months)
have only been employed a short time
have only been here a short time
Have teaching duties as well
have worked here only 4 months.
Have worked less than 2 years
“haven’t asked – didn’t know if I could being an
“Aide””
Haven’t had an opportunity yet
haven’t heard of opportunities
haven’t work in the library 3 years
haven’t worked all year
hired 2-25-08
I am a parttime – parttime custodian
I am an aide – the Media Specialist would be the one
to do those things.
I am an aide.
I am not on a mailing list
I didn’t know that there were training events to attend
I have not been asked to do so.
I have only worked here 1 month
I haven’t worked at the library long enough to be
eligible to go anywhere.
I participated in some, but many do not related to my
job 25 employee 25ilities.
I started work less than a year ago.
I was teaching until last June
I’m a student worker
I’m only a substitute. Not enough work hours
available.
It’s more important for the librarians to attend
training and someone needs to stay behind.
I’ve only started at my library 9-5-07
just became employee in January
Just hired

just my first year as librarian
Just started (3)
Just started employment
just started job. (2)
just started this position
Just started working in the library in September and
haven’t had the opportunity.
Lib is just part of job
Library Aide
Library is one of many hats I wear
Limited Funding Support
Livestock responsibilities
locations held not convenient for winter travel
Lose \$100 a day per absence
many are out of town
My library did not schedule me at conferences.
My location
National – not offered by Director
never invited to
never offered
new
new employee (6)
New 25 employee-temp
New Hire (2)
new hire 2007
New Librarian
new to job (3)
No funds for this branch
no information (2)
no one presented the possibility to me.
None applies
none offered
Not allowed
not asked (2)
not asked to go
not aware of trainings
not employed long
not encouraged much, Hastle to apply to go – get
coverage, etc.
not given opportunity
not here last two years but prev. years not asked
not informed about training, did not know I could
attend, as I am not a librarian.
Not made available to us
not offered (3)
not offered to parttime
not offered to temp employees
Not one of the usual preferred employees always
offered opportunities
not the head librarian
not top priority
often don’t know about them
only been 1 yr

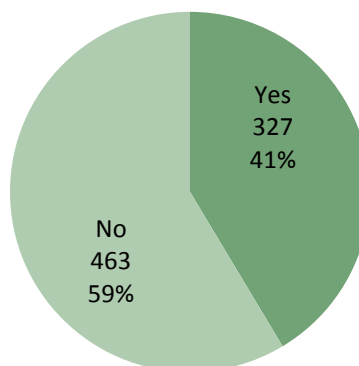
only been employed a short time.
 Only been here 6 mos (2)
 Only managers go to these events.
 Only worked @ library 9 months
 Only worked for about 7 months
 others attend from my library-not enough funding for
 all to attend
 others represented our library instead
 part time
 part time employee
 Physical Limitation
 Recent Hire
 recently hired
 Recently relocated to WY
 Requests not replied to
 See comment below. (3)
 See note below (2)
 see notes
 so far to drive

staff is not encouraged to go – only faculty
 started 8-07
 still in High School
 Switched jobs – just returned to library field
 This is my 1st year at this position
 Too new – Have only been here 6 months
 Transportation considerations
 turned down
 unaware of responsibilities
 used to/giving others a chance
 usually working for participants that attend training.
 Was told to use vacation time
 wasn't aware of meetings
 We are self contained library and I feel very good
 with what we have.
 Worked in library less than 1 year
 Working on my ESL Endorsement so ad to take
 classes & attend workshops.
 WYLD always eastern side of the state

Wyoming Library Association involvement

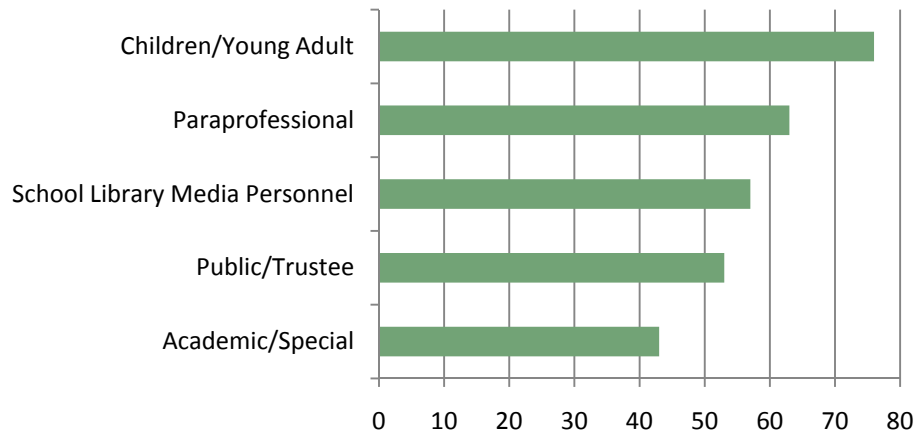
The Wyoming Library Association (WLA) is a membership organization that promotes library service and the profession of librarianship in the state. As of May 14, 2008, the organization had 386 members. The organization's web site is at www.wyla.org. Survey questions 22 to 25 asked respondents for their involvement in WLA. Three hundred twenty seven surveyed library workers – two out of five – reported WLA membership.

**Wyoming Library Association membership, all libraries
(N=790)**



Of the 327 respondents who indicated WLA membership, 224 reported that they belonged to one or more special sections. The largest section was Children/Young Adult.

All libraries, WLA members, section membership, ALL that apply (N=327)



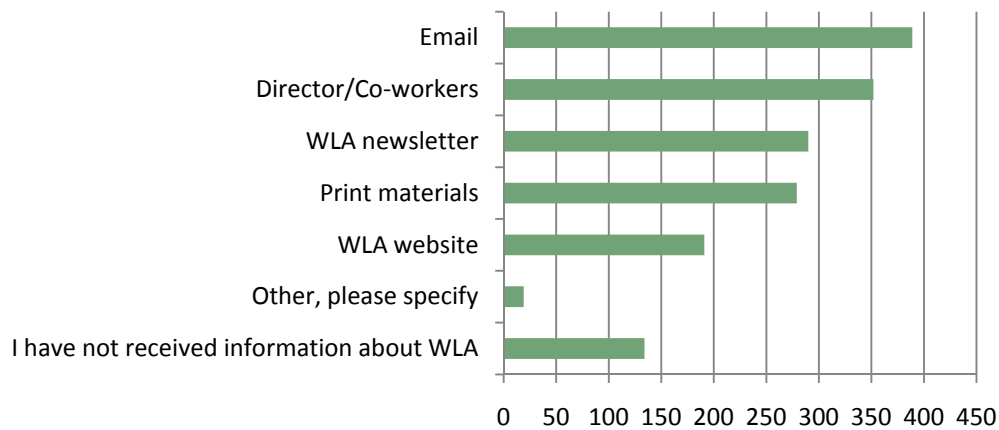
All libraries, WLA members, section membership, ALL that apply (N=327)		
Section	Number	Percent
Children/Young Adult	76	23.2%
Paraprofessional	63	19.3%
School Library Media Personnel	57	17.4%
Public/Trustee	53	16.2%
Academic/Special	43	13.1%
None, or none marked	103	31.5%

Five respondents either reported that they did not belong to WLA or left that question blank, but also reported section membership. Of those five, one reported that he or she belonged to Children/Young Adult, three that they belonged to Paraprofessional, one that he or she belonged to Public/Trustee and three that they belonged to School Library Media Personnel.

Service to WLA as an officer or committee member at any level was reported by 106 of 327 (32.4%) WLA members. Six respondents did not report being a current member, but indicated that they had served in some capacity.

Wyoming library workers receive information from or about WLA from a number of sources; 646 reported receiving information from one or more of the following sources:

How library workers receive information about WLA, ALL that apply (N=812)



How library workers receive information about WLA, ALL that apply (N=812)		
Source	Number	Percent
Email	389	47.9%
Director/Co-workers	352	43.3%
WLA newsletter	290	35.7%
Print materials	279	34.4%
WLA website	191	23.5%
Other, please specify	19	2.3%
I have not received information about WLA	134	16.5%

The information source most often reported is email – nearly half of all library workers surveyed get information about WLA this way. The second biggest source for WLA information is Director/Co-workers. One hundred thirty four (16.5%) respondents indicated that they have not received information about WLA, and 39 (4.8%) did not respond to the question.

The following items were listed as “Other” sources of information about WLA:

by mail	Maintance Dept.
Contact with WSL, WYLD staff	other academic directors
district informer	people in my region
I am a sub or do not receive info.	staff lunch room
I hear of a few thing occasionally from co-workers.	State Library
I just signed up for email notices	whatever comes in US post mail
I only receive info. If I look for it.	would prefer membership renewals by mail
Jan Segerstrom	Wyoming State Library

WYLD training needs

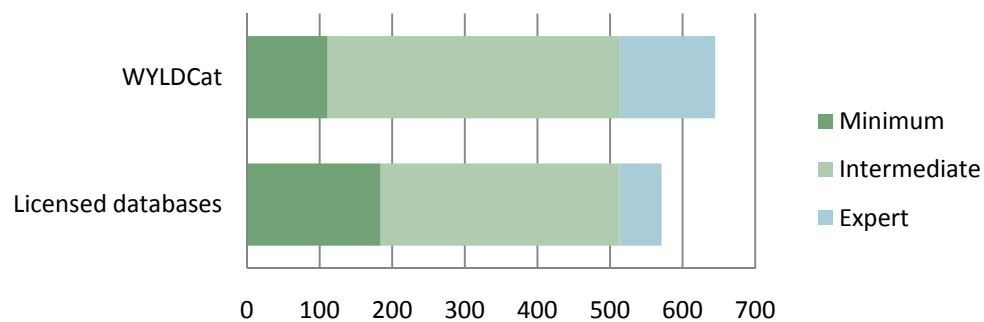
Question 26 asked respondents to rate their skill level as “Minimum,” “Intermediate,” or “Expert” on 13 different WYLD (Wyoming Libraries Database) functions. They were also asked if they would like to receive training on these functions.

A distinction must be made between the functions in general use and those only available to WYLD members. WYLDCat and the licensed databases are freely accessible to all Wyoming libraries. All other functions are only used by WYLD member libraries that participate in the statewide integrated library system.

Survey responses were coded to differentiate WYLD from non-WYLD libraries. Schools were coded at the district level, where the school district had at least one WYLD library. There were 517 responses coded as coming from WYLD libraries and 295 from non-WYLD libraries.

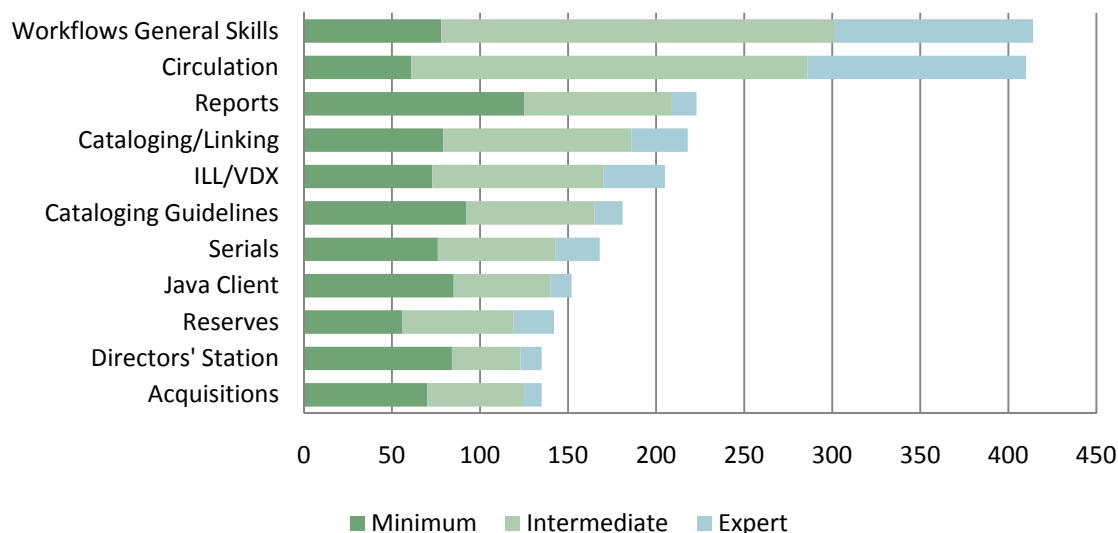
Even though non-WYLD libraries do not use the WYLD system, 148 non-WYLD respondents ranked their skill level on one or more functions, and 59 requested training on system functions. This may have been in part due to a misunderstanding of the question 26. Although the intent was to ask, for example, for the skill level in using the WYLD circulation function, it is possible that respondents rated their skill level on circulation as a general library function. Requests for training may also have stemmed from the same misunderstanding, or out of a general desire for more training. Because of this discrepancy, skill level and training request data has been differentiated between WYLD and non-WYLD libraries for system-specific functions other than WYLDCat and the licensed databases, which are readily accessible to all libraries.

Self-reported skill levels, WYLDCat and licensed databases, all libraries (N=812)



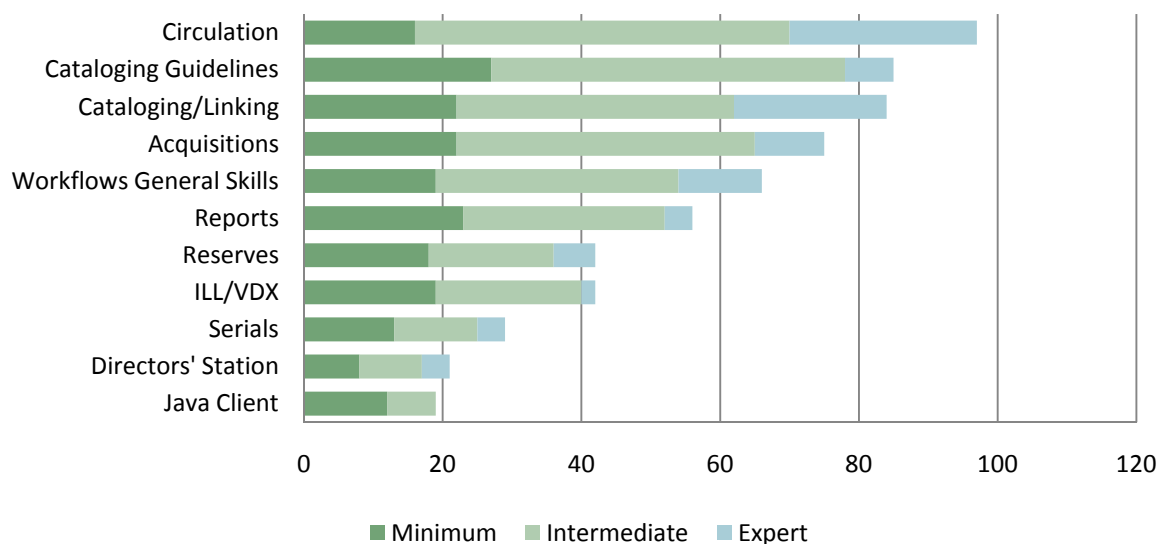
WYLD function	Minimum	Intermediate	Expert	N=
WYLDCat	111 (17.2%)	403 (62.5%)	131 (20.3%)	645
Licensed databases	184 (32.2%)	329 (57.6%)	58 (10.2%)	571

Self-reported skill levels, WYLD functions, WYLD libraries (N=517)

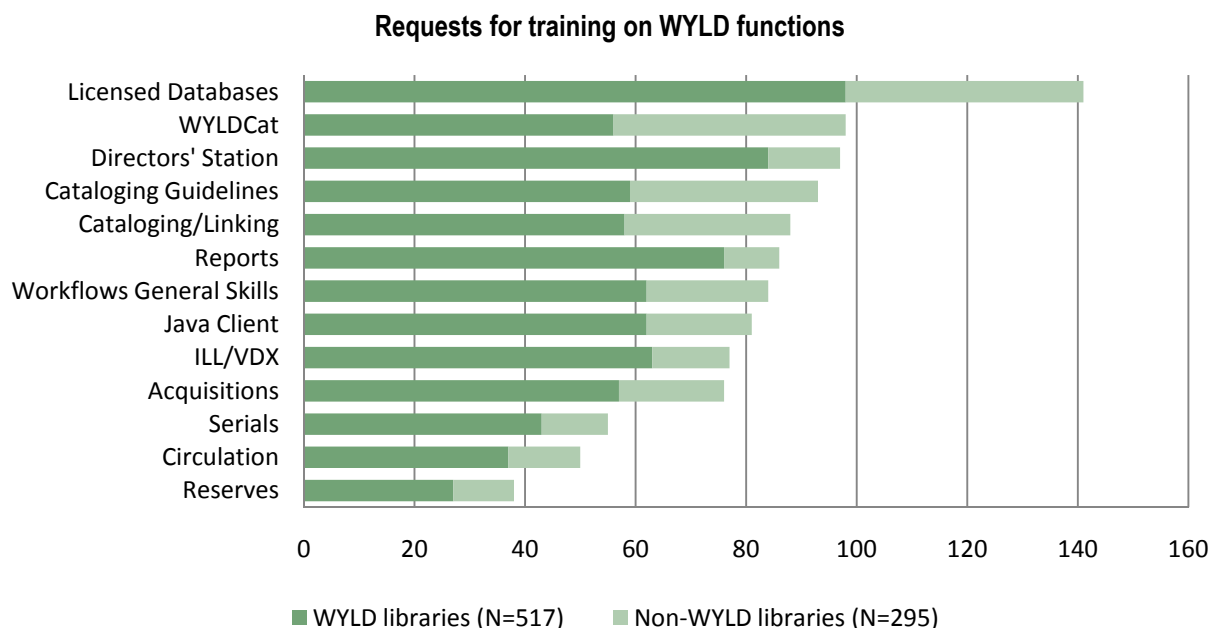


WYLD function	Minimum	Intermediate	Expert	N=
Workflows General Skills	78 (18.8%)	223 (53.9%)	113 (27.3%)	414
Circulation	61 (14.9%)	225 (54.9%)	124 (30.2%)	410
Reports	125 (56.1%)	84 (37.7%)	14 (6.3%)	223
Cataloging/Linking	79 (36.2%)	107 (49.1%)	32 (14.7%)	218
ILL/VDX	73 (35.6%)	97 (47.3%)	35 (17.1%)	205
Cataloging Guidelines	92 (50.8%)	73 (40.3%)	16 (8.8%)	181
Serials	76 (45.2%)	67 (39.9%)	25 (14.9%)	168
Java Client	85 (55.9%)	55 (36.2%)	12 (7.9%)	152
Reserves	56 (39.4%)	63 (44.4%)	23 (16.2%)	142
Acquisitions	70 (51.9%)	55 (40.7%)	10 (7.4%)	135
Directors' Station	84 (62.2%)	39 (28.9%)	12 (8.9%)	135

Self-reported skill levels, WYLD functions, non-WYLD libraries (N=295)



WYLD function	Minimum	Intermediate	Expert	N=
Circulation	16 (16.5%)	54 (55.7%)	27 (27.8%)	97
Cataloging Guidelines	27 (31.8%)	51 (60.0%)	7 (8.2%)	85
Cataloging/Linking	22 (26.2%)	40 (47.6%)	22 (26.2%)	84
Acquisitions	22 (29.3%)	43 (57.3%)	10 (13.3%)	75
Workflows General Skills	19 (28.8%)	35 (53.0%)	12 (18.2%)	66
Reports	23 (41.1%)	29 (51.8%)	4 (7.1%)	56
ILL/VDX	19 (45.2%)	21 (50.0%)	2 (4.8%)	42
Reserves	18 (42.9%)	18 (42.9%)	6 (14.3%)	42
Serials	13 (44.8%)	12 (41.4%)	4 (13.8%)	29
Directors' Station	8 (38.1%)	9 (42.9%)	4 (19.0%)	21
Java Client	12 (63.2%)	7 (36.8%)	0 (0.0%)	19



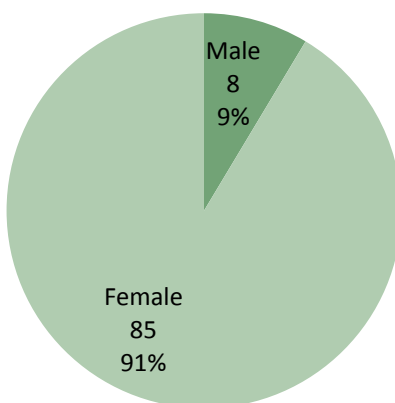
WYLD function	WYLD libraries (N=517)	Non-WYLD libraries (N=295)	All libraries (N=812)
Licensed Databases	98	43	141
WYLDCat	56	42	98
Directors' Station	84	13	97
Cataloging Guidelines	59	34	93
Cataloging/Linking	58	30	88
Reports	76	10	86
Workflows General Skills	62	22	84
Java Client	62	19	81
ILL/VDX	63	14	77
Acquisitions	57	19	76
Serials	43	12	55
Circulation	37	13	50
Reserves	27	11	38
Number of workers requesting training on one or more functions	205	78	283
Percent of workers requesting training on one or more functions	39.7%	26.4%	34.9%

Among WYLD libraries, 39.7% of workers requested training on one or more WYLD functions, with licensed databases and Directors' Station being the most requested.

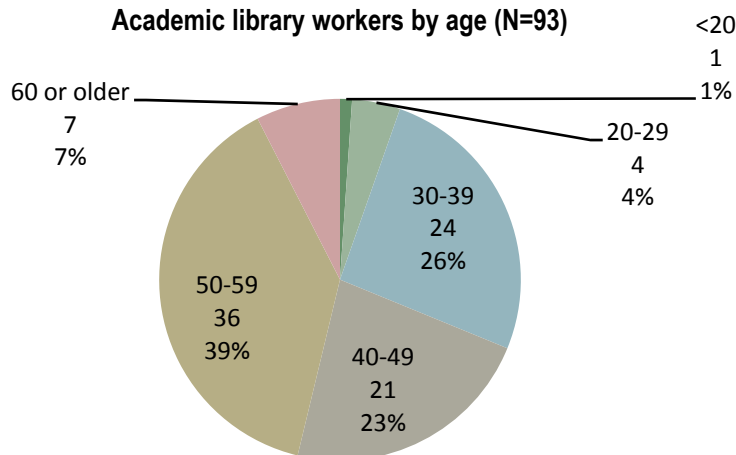
Survey Results: Academic Libraries (N=94)

Workforce demographics

Academic library workers by gender (N=93)



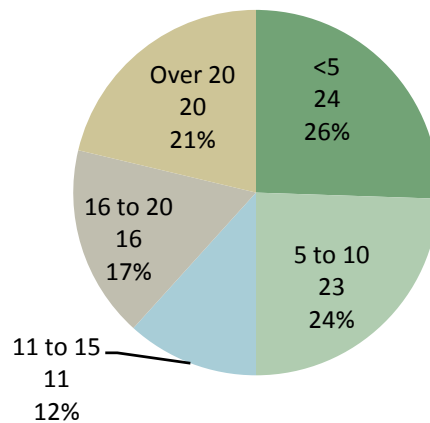
Academic library workers by age (N=93)



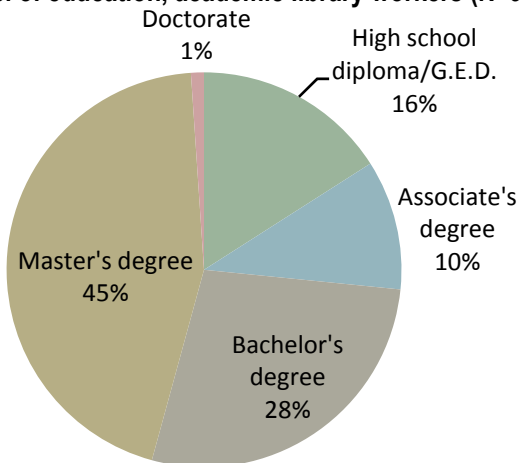
Academic libraries are the only library type where more respondents were under 50 than over 50. These libraries had the highest proportion of workers age 30-39, with just over one-fourth of the academic workforce in this age range.

Experience and education

Years employed in a Wyoming library, academic library workers
(N=94)



Highest level of education, academic library workers (N=94)



Experience levels in academic libraries are mostly similar to that of the general library workforce, except for a higher proportion of workers with 16 to 20 years experience and a lower proportion of workers with less than 5 years experience. Academic library workers are highly educated, with almost half holding a master's degree or doctorate.

Question 6 asked whether respondents held specific library- and education-related credentials, as shown in the following tables. Among academic library workers, the most commonly held credential was an ALA-accredited master's degree. Academic library workers had the highest proportion (43.6%) of workers holding one or more of the five credentials than any other library type.

Academic library workers holding specific library/education credentials (N=94)	Number	Percent
ALA-accredited master's degree	37	39.4%
School library media endorsement	4	4.3%
NCATE-accredited master's degree	1	1.1%
Other master's degree in library/information science	0	0.0%
Master's degree in educational media	0	0.0%
Total reporting one or more credentials held	41	43.6%

Academic library workers currently <u>pursuing</u> specific library/education credentials (N=94)	Number	Percent
Currently pursuing master's degree in library/information science	2	2.1%
Currently pursuing school library media endorsement	0	0.0%
Total pursuing specific library/education credentials	2	2.1%

Academic library workers <u>considering</u> pursuing specific library/education credentials (N=94)	Number	Percent
Considering pursuing master's degree in library/information science	8	8.5%
Considering pursuing school library media endorsement	1	1.1%
Total considering pursuing specific library/education credentials	8	8.5%

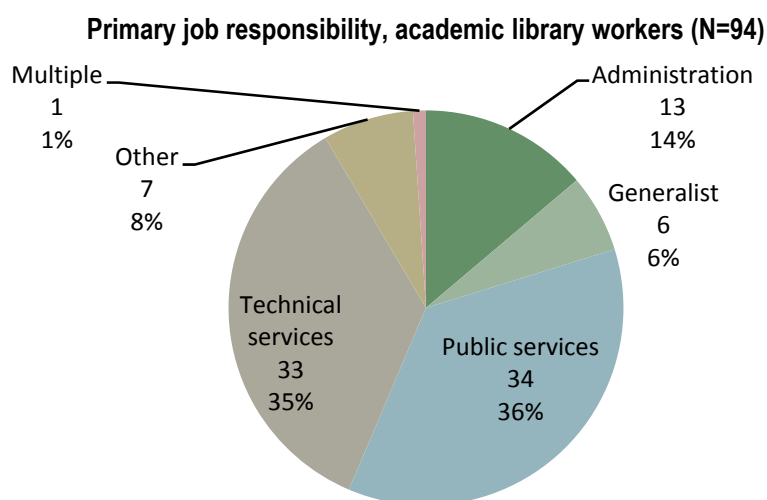
“Other” credentials reported by academic library workers:

2nd master's
considering subject master's
M.S. in Environmental
Engineering

MBA
MPA
MS Psych 2nd BA Spanish
none

pursuing associate's degree
subject M.A.

Job duties



Academic libraries had the highest proportion of workers whose one primary duty was technical services, and the fewest generalists (i.e. lone librarian or one of small staff) of any library type.

“Other” primary job responsibilities listed by academic library workers:

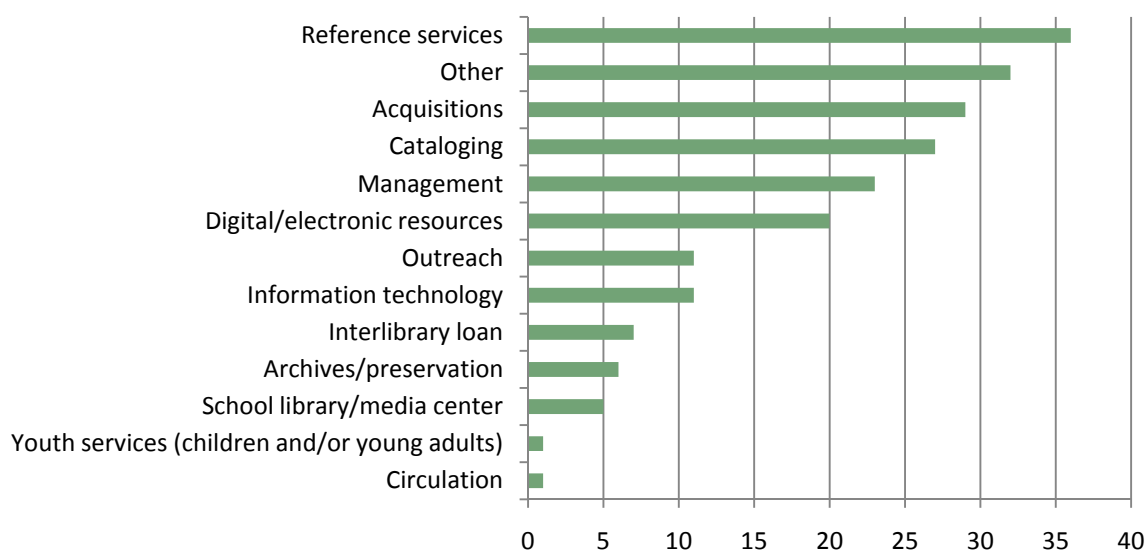
Aide
Circulation and Interlibrary
loans

ILL
Marketing/Public Relations
office assistance

Serials/I.L.L.

Question 8 asked them to mark all of their job responsibilities. Reference services, “Other” and acquisitions were the most commonly listed responsibilities in academic libraries.

Current job responsibilities, academic library workers , ALL that apply (N=94)



Job responsibilities, academic library workers, ALL that apply (N=94)	Number	Percent
Reference services	36	38.3%
Other	32	34.0%
Acquisitions	29	30.9%
Cataloging	27	28.7%
Management	23	24.5%
Digital/electronic resources	20	21.3%
Information technology	11	11.7%
Outreach	11	11.7%
Interlibrary loan	7	7.4%
Archives/preservation	6	6.4%
School library/media center	5	5.3%
Circulation	1	1.1%
Youth services (children and/or young adults)	1	1.1%

“Other job responsibilities listed:

accounting
administration
AV
Circ & Serials
Circulation (4)

Circulation and Interlibrary loan
clerical
collection development (2)
collection development,
instruction

Government Docs
HR
ILL (4)
Instruction (3)

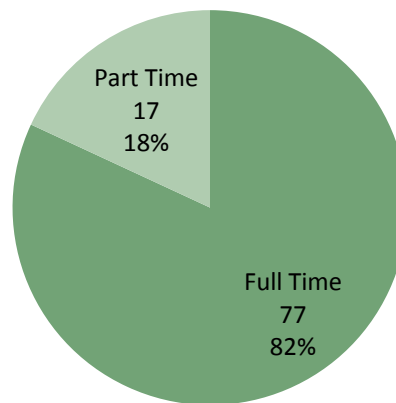
instruction, collection
development
Interlibrary loan
library instruction

periodical specialist
processing and repair
Public Adult Services
serials

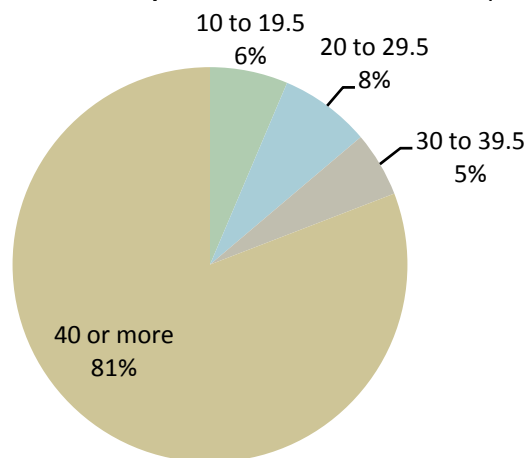
Serials & I.L.L.
Supervisor but not Management

Employment status, salaries and benefits

Employment status, academic library workers (N=94)

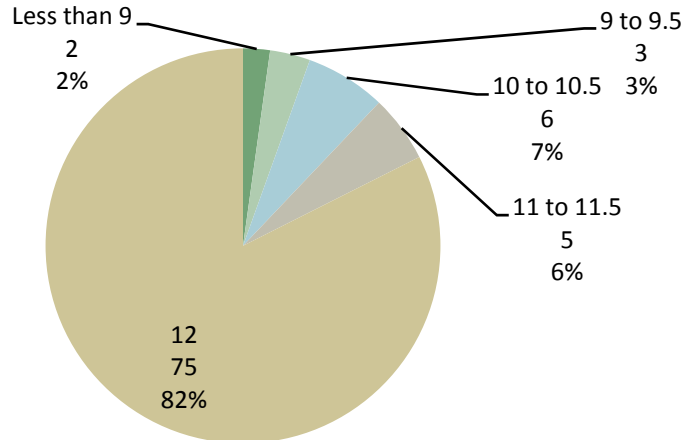


Number of hours worked per week, academic libraries (N=94)



Academic libraries had a greater proportion of full-time workers responding. The typical full-time workweek in an academic library is 40 hours per week. Nearly one-fifth of academic libraries reported working fewer than 12 months.

Number of months worked per year, academic libraries (N=91)



Reported annual salaries, academic libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
Full-time workers (N=51)	\$20,000.00	\$30,425.00	\$40,000.00	\$49,500.00	\$145,000.00	\$44,522.45
Part-time workers (insufficient data)	-	-	-	-	-	-

Reported hourly wages, academic libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
Full-time workers (N=11)	\$12.00	\$14.37	\$16.00	\$16.95	\$17.68	\$15.52
Part-time workers (N=11)	\$6.80	\$7.68	\$12.44	\$13.38	\$25.00	\$12.05

Academic library salaries were higher than in public libraries, but lower than school and special libraries. The maximum salary, however, was highest. For workers supplying their hourly wages information, academic libraries had the highest average hourly wages, an average of \$15.52 (\$32,282 for a 2080-hour work year) for full-time employees and an average of \$12.05 (\$25,064 for a 2080-hour work year) for part-time employees. Part-time salaries are not presented here, as there were only three part-time workers who supplied salary data.

The calculated hourly wage combined reported hourly wage information with per-hour breakdown of reported salaries, based on the number of hours in a work week and the number of hours worked per year. There were 76 usable records for a calculated hourly wage in academic libraries.

Calculated hourly wage, academic libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
Full-time workers (N=62)	\$9.62	\$14.53	\$17.29	\$24.27	\$69.71	\$20.56
Part-time workers (N=14)	\$6.80	\$8.73	\$12.97	\$17.56	\$25.00	\$13.81

Academic libraries have perhaps the best benefits packages for their full-time employees. Every one of the 77 full-time academic library workers surveyed reported that their employer offered health insurance, dental insurance and sick leave. All but one (98.7%) reported that they were offered retirement benefits. However, part-time academic library workers are less likely to have benefits than their peers in other types of libraries; nearly half reported no benefits.

Benefits, full-time academic library workers (N=77)		
Benefit	Number	Percent
Dental insurance	77	100.0%
Health insurance	77	100.0%
Sick leave	77	100.0%
Retirement	76	98.7%
Life insurance	75	97.4%
Vacation	74	96.1%
Holiday pay	70	90.9%
Vision insurance	70	90.9%
Deferred compensation plan (401K/457/403B/etc.)	61	79.2%
Other, please specify	9	11.7%
No benefits reported	0	0.0%

Benefits, part-time academic library workers (N=17)		
Benefit	Number	Percent
Dental insurance	9	52.9%
Health insurance	9	52.9%
Holiday pay	9	52.9%
Sick leave	9	52.9%
Vision insurance	9	52.9%
Deferred compensation plan (401K/457/403B/etc.)	8	47.1%
Life insurance	8	47.1%
Retirement	7	41.2%
Vacation	7	41.2%
Other, please specify	0	0.0%
No benefits reported	8	47.1%

“Other” benefits listed in comments

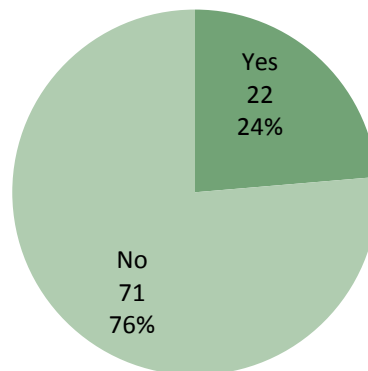
1 class waiver
Disability Insurance
Long term insurance

long-term care & disability
longterm disability
Long-term disability insurance

tuition waiver

Planned retirements

Academic library workers planning to retire in the next 5 years
(N=93)

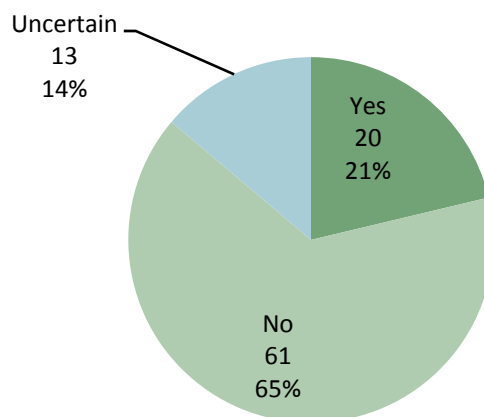


Approximately one-fourth of academic library workers plan to retire in the next 5 years.

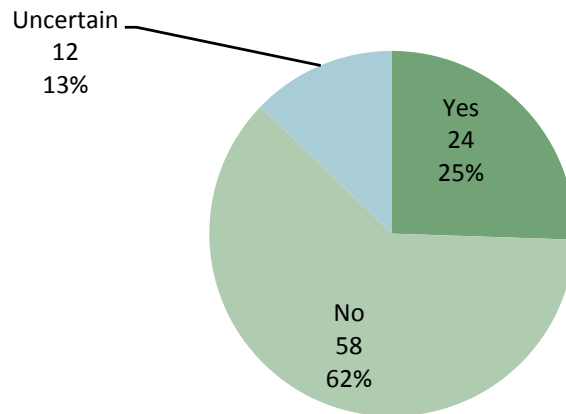
Support for training

Only one in five academic library workers said their library has a formal training program for new employees, and only one in four say there is a formal program for ongoing staff development. They are, however, given opportunity to attend training 81 out of 92 (88%) reported that their library allows them to attend training, workshops and other learning events on work time.

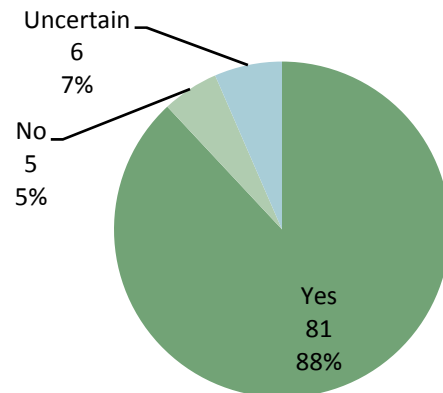
Academic library has a formal program for training new employees (N=94)



Academic library has a formal program for ongoing training and staff development? (N=94)

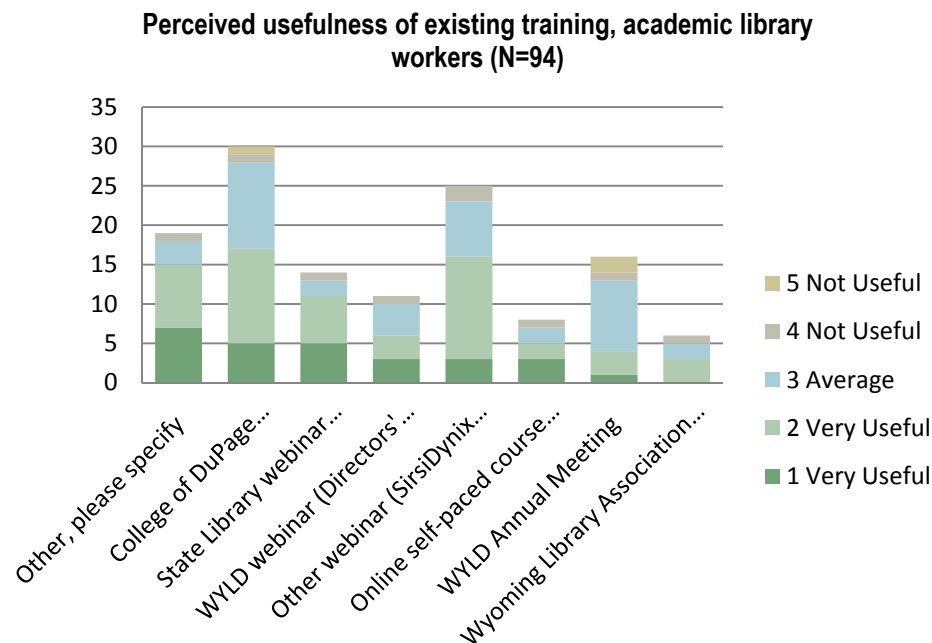


Academic library workers are given opportunity to attend training, workshops and other learning events on work time (N=92)



Usefulness of existing training

Question 17 asked respondents to rank the usefulness of existing training offered during 2007. Data is presented below sorted largest to smallest by the number of workers who ranked a training opportunity “1 Very Useful.”



Perceived usefulness of existing training, academic library workers (N=94)						
Training opportunity	1 Very Useful	2 Very Useful	3 Average	4 Not Useful	5 Not Useful	N=
Other, please specify	7 (36.8%)	8 (42.1%)	3 (15.8%)	1 (5.3%)	0 (0.0%)	19
College of DuPage Teleconference	5 (16.7%)	12 (40.0%)	11 (36.7%)	1 (3.3%)	1 (3.3%)	30
State Library webinar (Databases of the month, etc.)	5 (35.7%)	6 (42.9%)	2 (14.3%)	1 (7.1%)	0 (0.0%)	14
WYLD webinar (Directors' Station, NetLibrary, etc.)	3 (27.3%)	3 (27.3%)	4 (36.4%)	1 (9.1%)	0 (0.0%)	11
Other webinar (SirsiDynix Institute, WEbJunction, etc.)	3 (12.0%)	13 (52.0%)	7 (28.0%)	2 (8.0%)	0 (0.0%)	25
Online self-paced course (LibraryU, WebJunction, etc.)	3 (37.5%)	2 (25.0%)	2 (25.0%)	1 (12.5%)	0 (0.0%)	8
WYLD Annual Meeting	1 (6.3%)	3 (18.8%)	9 (56.3%)	1 (6.3%)	2 (12.5%)	16
Wyoming Library Association spring meeting	0 (0.0%)	3 (50.0%)	2 (33.3%)	1 (16.7%)	0 (0.0%)	6

College of DuPage teleconferences were the best attended by academic library respondents, and they seemed to rate them more highly than did workers than with workers in other types of libraries. Wyoming State Library webinars were not as well attended among academic librarians as they were among the workforce as a whole. As with the general workforce, “Other” training ranked highly, perhaps because it may have been something they sought out specifically that was pertinent to their work.

“Other” training listed by academic librarians, by usefulness rank:

1 Very Useful (7)

ACRL Conference
BCR in Denver
BCR training
BCR, OCLC MARC, Books for everyone
database webinars
Sirsi Super Conf
SITE, ALA Tech Source

2 Very Useful (8)

Academic lib spr mtg (not WLA)
ACRL, LOEX, WYDEC
BCR Course
BCR Training
Colo Academic Library Summit.
Colo Alliance of Research Libraries Conference
computer training
county lib summit w/ Des & Leslie
customer service

3 Average (3)

Change workshop
Systems changes, upgrades
WLA Annual Conference

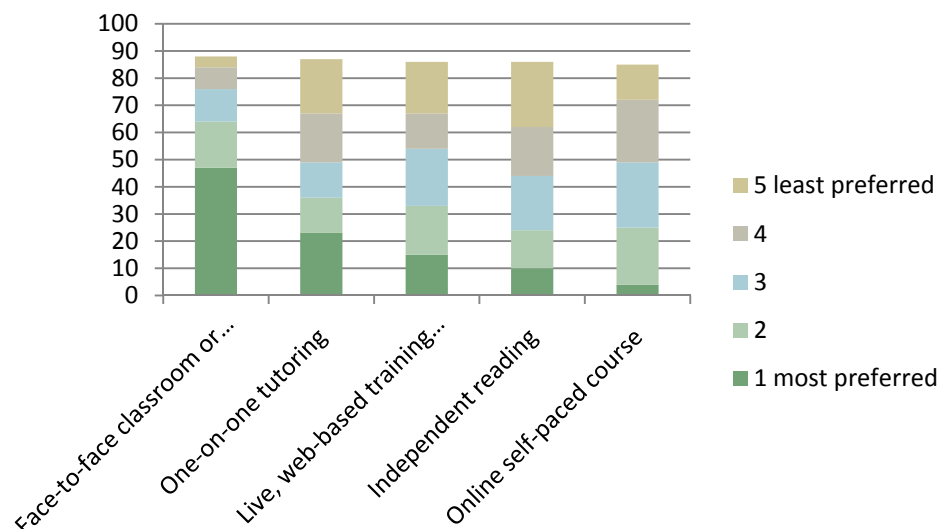
4 Not Useful (1)

Copyrt compliance

More than one marked (1)

national conferences, WLA Annual Conference

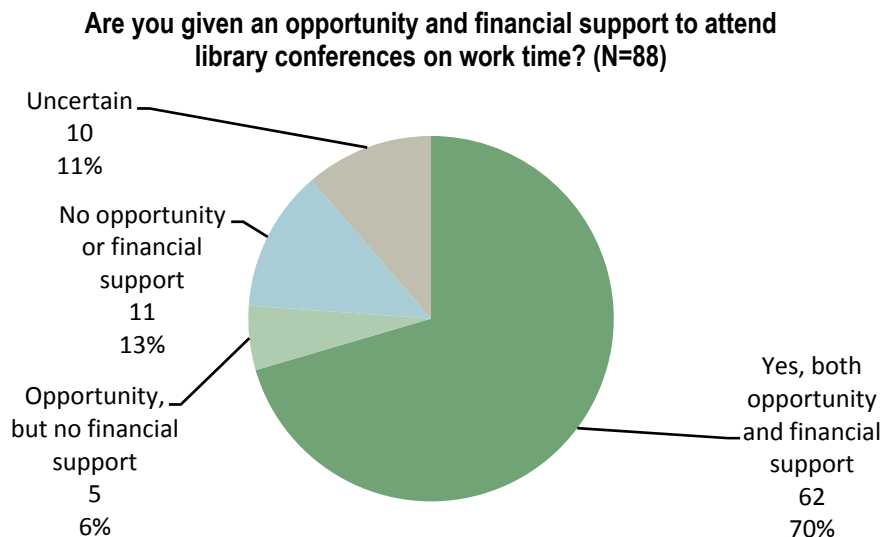
Preferred training methods



Preferred training methods, academic libraries, by “1 most preferred” (N=94)						
Training method	1 most preferred	2	3	4	5 least preferred	N=
Face-to-face classroom or lecture	47 (53.4%)	17 (19.3%)	12 (13.6%)	8 (9.1%)	4 (4.5%)	88
One-on-one tutoring	23 (26.4%)	13 (14.9%)	13 (14.9%)	18 (20.7%)	20 (23.0%)	87
Live, web-based training (webinars)	15 (17.4%)	18 (20.9%)	21 (24.4%)	13 (15.1%)	19 (22.1%)	86
Independent reading	10 (11.6%)	14 (16.3%)	20 (23.3%)	18 (20.9%)	24 (27.9%)	86
Online self-paced course	4 (4.7%)	21 (24.7%)	24 (28.2%)	23 (27.1%)	13 (15.3%)	85

Academic library workers’ most preferred training method was face-to-face classroom, followed by one-on-one tutoring. Independent reading had strong negatives.

Library conference attendance



Academic library workers attending specific meetings/conferences at least once every three years, ALL that apply (N=94)		
Conference	Number	Percent
Wyoming Library Association (WLA) Annual Conference	39	41.5%
WYLD Annual Meeting	22	23.4%
Other, please specify	20	21.3%
ALA Division Conference (PLA, ACRL, AASL, etc.)	15	16.0%
WLA Legislative Reception	13	13.8%
WYLD Regional Meetings	13	13.8%
WLA Spring Meetings	12	12.8%
American Library Association (ALA) Annual Conference	12	12.8%
Mountain Plains Library Association (MPLA) Annual Conference	10	10.6%
IRA/WEA (International Reading Association/Wyoming Education Association)	2	2.1%
Information Power	0	0.0%
No conference attendance reported at least once every three years	44	46.8%

Seven out of ten academic library workers reported they received opportunity and financial support to attend conferences and meetings. The most commonly attended conference was the Wyoming Library Association's. "Other" conferences and meetings listed by academic libraries:

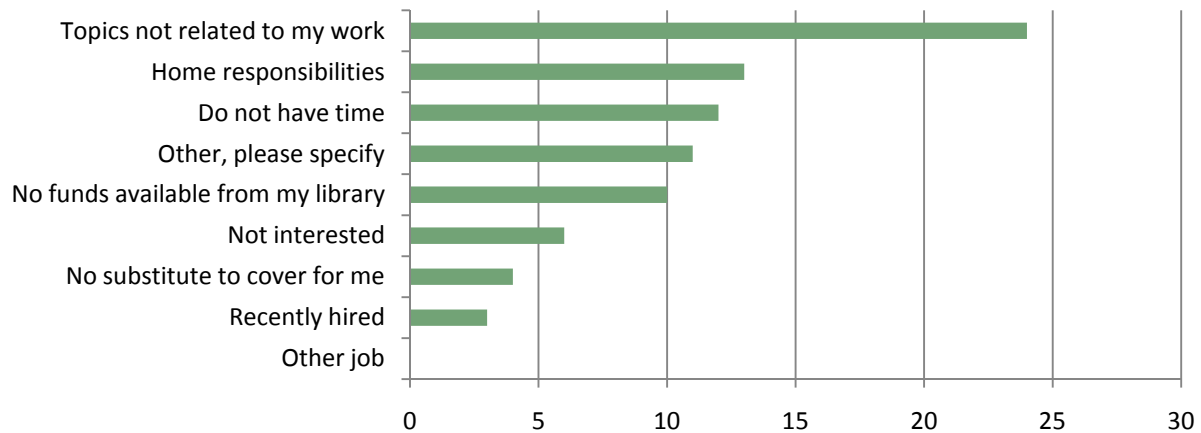
5 state gov. docs conference
ACRL - I would love to go!
CAL, EndUser COALA
CALC (Colorado Academic)
Colo. ILL Cnference
Colorado Assn of Libraries,
Nasig
Colorado ILL, Illiad
Conference, Prospector Mtgs
Colorado Paraprofessionals

discipline specific conferences
(i.e. art librarians, women's
studies)
ILL; Colo Academic
Consortium
lifelong learning Assoc.
LOEX possibly
MLA, MCMLA, CCML - every
year
NASIG

none
OLAC, ILS Vendor usergroups -
national and regional.
Various Colorado lib. Assoc.
meetings
Region Trng Mtgs
SIG
Sirsi
Sirsi Super Conf
SLA & ACRL

Barriers to training and conference attendance

Reasons why academic library workers have not participated in training events or conferences during the past three years, ALL that apply (N=94)



Barriers to training, academic library workers, ALL that apply (N=94)	Number	Percent
Topics not related to my work	24	25.5%
Home responsibilities	13	13.8%
Do not have time	12	12.8%
Other, please specify	11	11.7%
No funds available from my library	10	10.6%
Not interested	6	6.4%
No substitute to cover for me	4	4.3%
Recently hired	3	3.2%
Other job	0	0.0%
Respondents reporting one or more barriers to attendance	43	45.7%

Academic library workers were the most likely to report that training topics did not relate to their work. Home responsibilities also ranked higher than in other types of libraries. “Other” barriers to attendance reported by academic library workers:

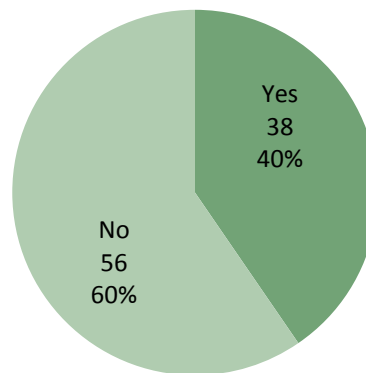
Facult - Level Librarians Frown Upon It.
have only been here a short time
I'm a student worker
Just started

never invited to
New employee-temp
no information
no one presented the possibility to me.

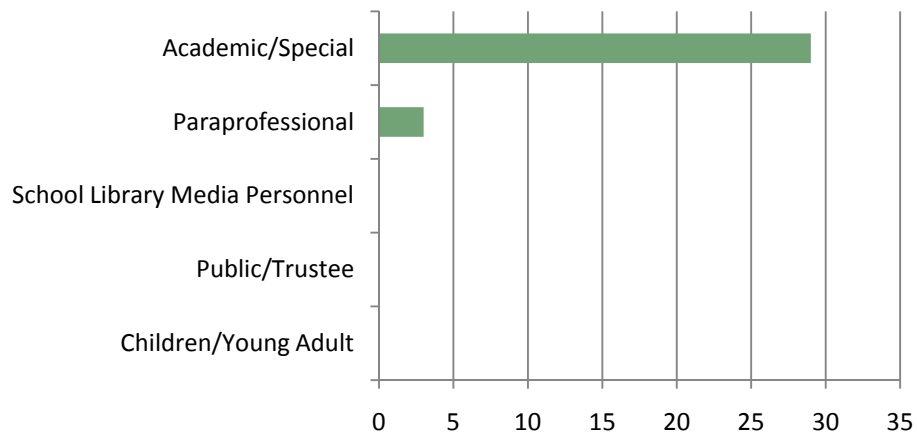
not offered to temp employees so far to drive
staff is not encouraged to go - only faculty

Wyoming Library Association involvement

Wyoming Library Association membership, academic libraries
(N=94)



Academic libraries, WLA members, section membership, ALL that apply (N=38)

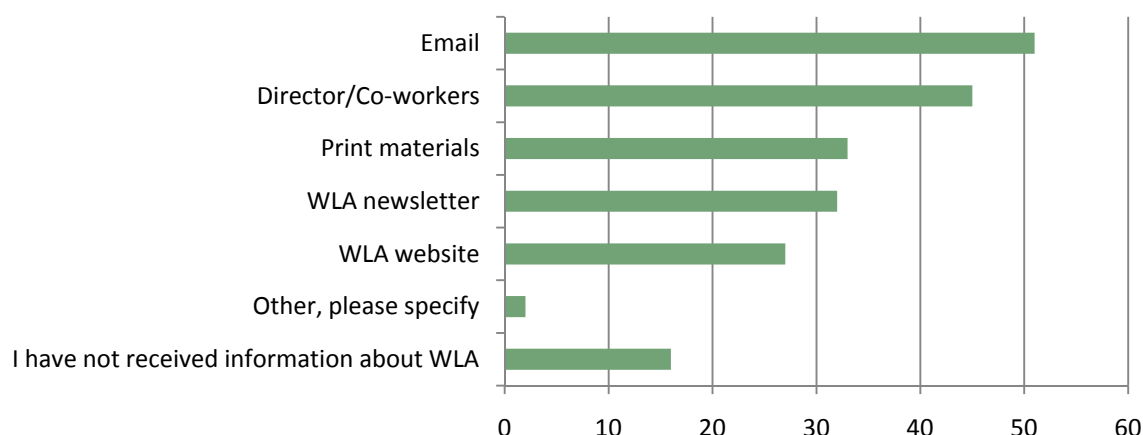


Academic libraries, WLA members, section membership, ALL that apply (N=38)		
Section	Number	Percent
Academic/Special	29	76.3%
Paraprofessional	3	7.9%
Children/Young Adult	0	0.0%
Public/Trustee	0	0.0%
School Library Media Personnel	0	0.0%
None, or none marked	8	21.1%

Thirty of 38 academic library WLA members (78.9%) reported belonging to a special section; all but one belonged to the Academic/Special section.

Service to WLA as an officer or committee member at any level was reported by 19 of 38 (50%) academic library WLA members. Two respondents reported that they were not members, but indicated that they had served in some capacity.

**How academic library workers receive information from or about WLA,
ALL that apply (N=94)**

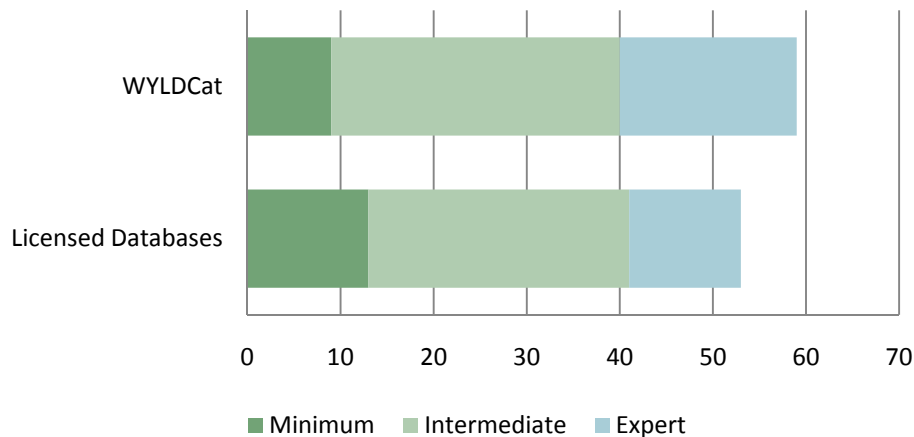


How academic library workers receive information from or about WLA, ALL that apply (N=94)		
Source	Number	Percent
Email	51	54.3%
Director/Co-workers	45	47.9%
Print materials	33	35.1%
WLA newsletter	32	34.0%
WLA website	27	28.7%
Other, please specify	2	2.1%
I have not received information about WLA	16	17.0%

Most academic library workers receive WLA information by email or from their director or co-workers. Only one item was listed as an “other” source of information about WLA: “other academic directors.”

WYLD training needs

Self-reported skill levels, WYLDCat and licensed databases, academic libraries (N=94)



WYLD function	Minimum	Intermediate	Expert	N=
WYLDCat	9 (15.3%)	31 (52.5%)	19 (32.2%)	59
Licensed Databases	13 (24.5%)	28 (52.8%)	12 (22.6%)	53

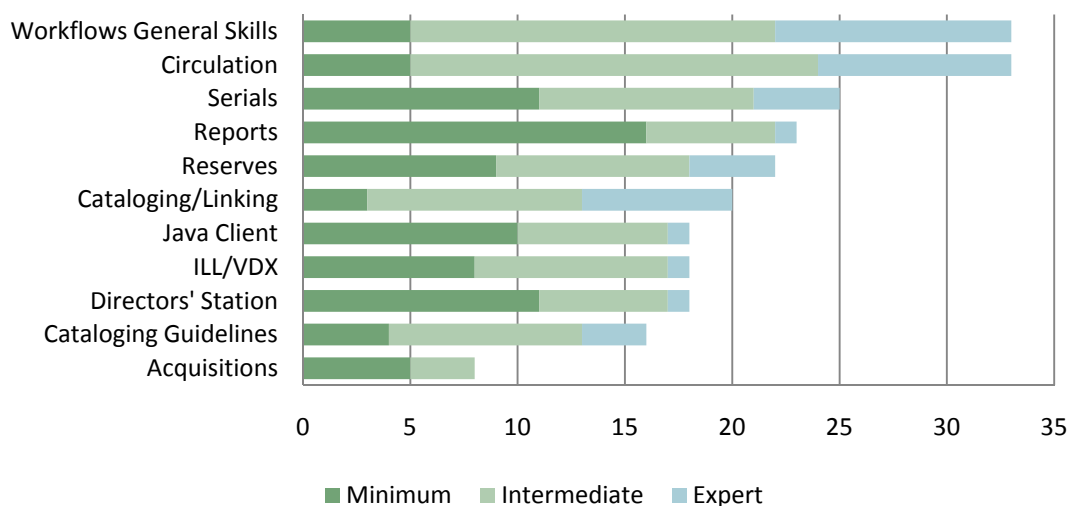
Question 26 asked respondents to rate their skill level as “Minimum,” “Intermediate,” or “Expert” on 13 different WYLD (Wyoming Libraries Database) functions. They were also asked if they would like to receive training on these functions.

A distinction has been made between the functions in general use and those only available to WYLD members. WYLDCat and the licensed databases are freely accessible to all Wyoming libraries. All other functions are only used by WYLD member libraries that participate in the statewide integrated library system.

Survey responses were coded to differentiate WYLD from non-WYLD libraries. There were 37 responses from academic WYLD libraries (the community colleges) and 57 responses from the University of Wyoming, the only non-WYLD academic library.

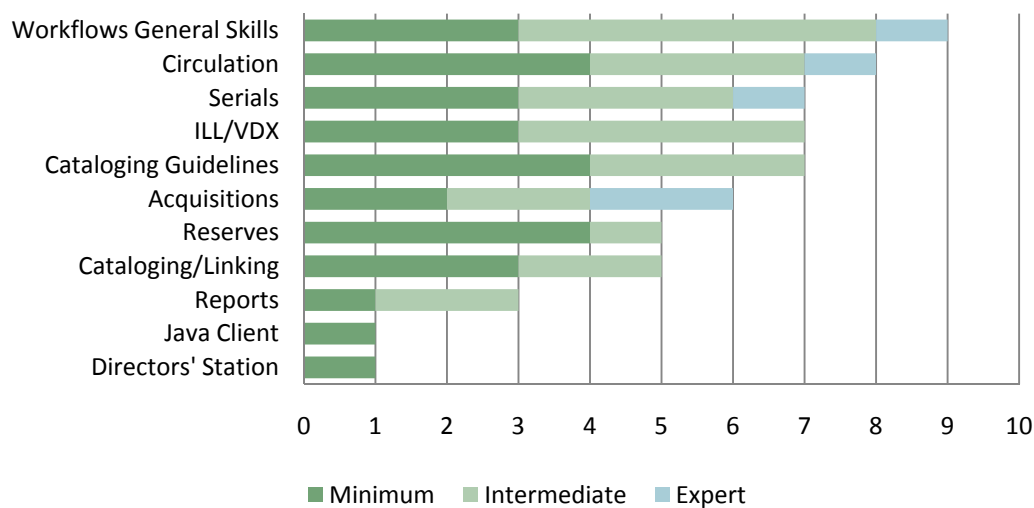
Even though non-WYLD libraries do not use the WYLD system, many non-WYLD respondents ranked their skill level on one or more functions, and requested training on system functions. Data is presented separately for WYLD and non-WYLD libraries.

**Self-reported skill levels, WYLD functions,
WYLD academic libraries (N=37)**



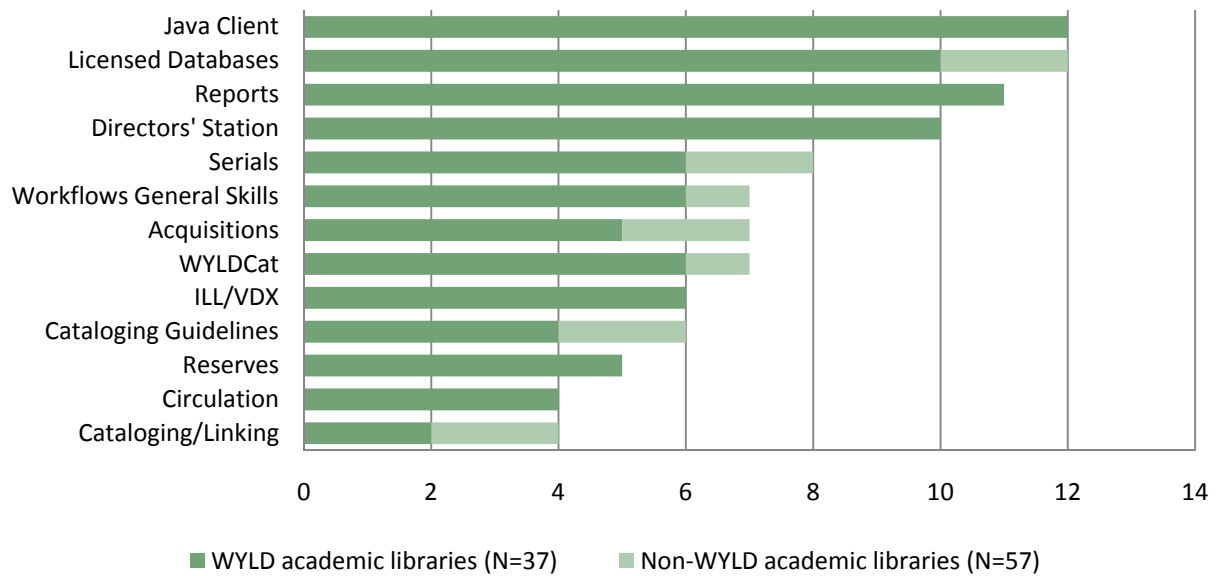
WYLD function	Minimum	Intermediate	Expert	N=
Circulation	5 (15.2%)	19 (57.6%)	9 (27.3%)	33
Workflows General Skills	5 (15.2%)	17 (51.5%)	11 (33.3%)	33
Serials	11 (44.0%)	10 (40.0%)	4 (16.0%)	25
Reports	16 (69.6%)	6 (26.1%)	1 (4.3%)	23
Reserves	9 (40.9%)	9 (40.9%)	4 (18.2%)	22
Cataloging/Linking	3 (15.0%)	10 (50.0%)	7 (35.0%)	20
Directors' Station	11 (61.1%)	6 (33.3%)	1 (5.6%)	18
ILL/VDX	8 (44.4%)	9 (50.0%)	1 (5.6%)	18
Java Client	10 (55.6%)	7 (38.9%)	1 (5.6%)	18
Cataloging Guidelines	4 (25.0%)	9 (56.3%)	3 (18.8%)	16
Acquisitions	5 (62.5%)	3 (37.5%)	0 (0.0%)	8

**Self-reported skill levels, WYLD functions,
non-WYLD academic libraries (N=57)**



WYLD function	Minimum	Intermediate	Expert	N=
Workflows General Skills	3 (33.3%)	5 (55.6%)	1 (11.1%)	9
Circulation	4 (50.0%)	3 (37.5%)	1 (12.5%)	8
Cataloging Guidelines	4 (57.1%)	3 (42.9%)	0 (0.0%)	7
ILL/VDX	3 (42.9%)	4 (57.1%)	0 (0.0%)	7
Serials	3 (42.9%)	3 (42.9%)	1 (14.3%)	7
Acquisitions	2 (33.3%)	2 (33.3%)	2 (33.3%)	6
Cataloging/Linking	3 (60.0%)	2 (40.0%)	0 (0.0%)	5
Reserves	4 (80.0%)	1 (20.0%)	0 (0.0%)	5
Reports	1 (33.3%)	2 (66.7%)	0 (0.0%)	3
Directors' Station	1 (100.0%)	0 (0.0%)	0 (0.0%)	1
Java Client	1 (100.0%)	0 (0.0%)	0 (0.0%)	1

Academic library requests for training on WYLD functions (N=94)



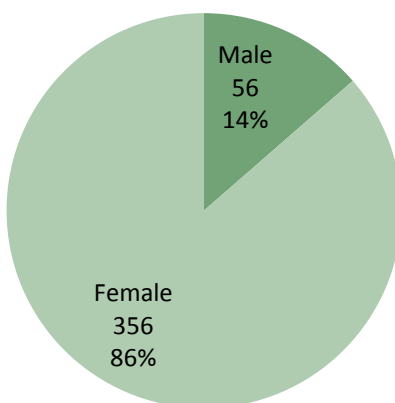
WYLD function	WYLD academic libraries (N=37)	Non-WYLD academic libraries (N=57)	All academic libraries (N=94)
Licensed Databases	10	2	12
Java Client	12	0	12
Reports	11	0	11
Directors' Station	10	0	10
Serials	6	2	8
WYLDCat	6	1	7
Acquisitions	5	2	7
Workflows General Skills	6	1	7
Cataloging Guidelines	4	2	6
ILL/VDX	6	0	6
Reserves	5	0	5
Cataloging/Linking	2	2	4
Circulation	4	0	4
Number of workers requesting training on one or more functions	23	5	28
Percent of workers requesting training on one or more functions	62.2%	8.8%	29.8%

In WYLD academic libraries, 62.2% of workers requested training on one or more WYLD functions.

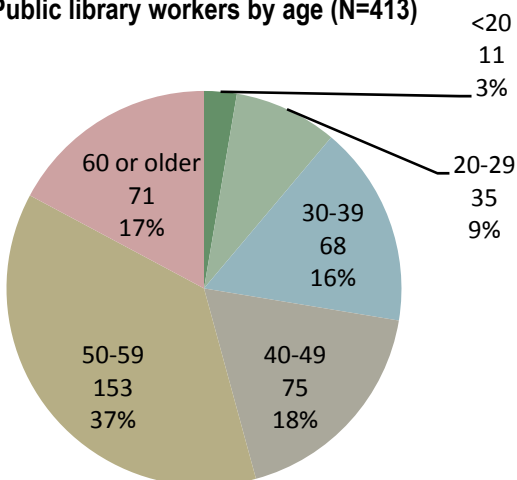
Survey Results: Public Libraries (N=414)

Workforce demographics

Public library workers by gender (N=412)



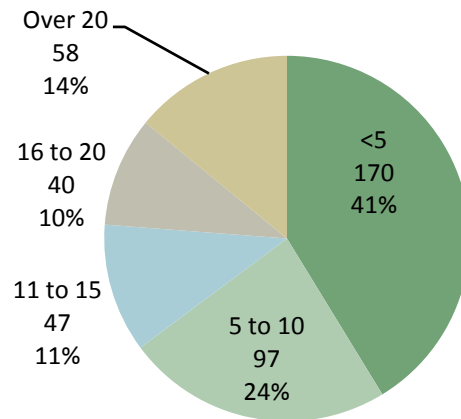
Public library workers by age (N=413)



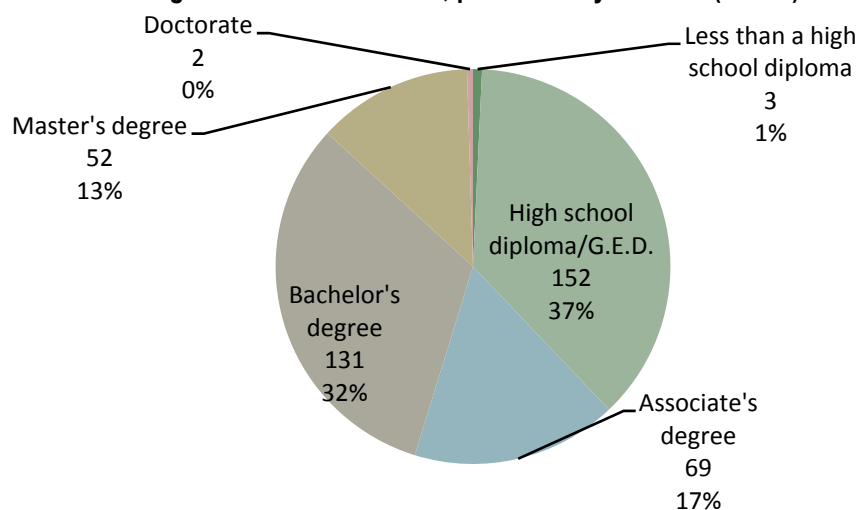
Public libraries had slightly more male respondents than in the general workforce. Public libraries had a greater proportion of respondents under 30 than any other library type. The proportion of workers 60 and older (17%) was second only to that of special libraries (20%).

Experience and education

Years employed in a Wyoming library, public library workers (N=412)



Highest level of education, public library workers (N=409)



Public libraries have the highest proportion of workers with less than 5 years experience of any of the four library types, and also the highest proportion of those holding only a high school diploma or G.E.D.

Public library workers are also the least-credentialed of the four library types, as shown in the following tables. Only 8.9% of workers hold one of the five library- and education-related credentials listed on the survey; no other library type has less than one-third of its workforce holding one or more credentials.

Institute of Museum and Library Services (IMLS) statistics track the percentage of ALA-MLS FTEs (full-time equivalent positions), not the number of positions, as in the workforce survey.

2005 data from IMLS show that the national average of ALA-MLS FTEs to total staff FTEs was 22.4%. In Wyoming, only 9.1% of total staff FTEs was filled by ALA-MLS librarians.

Public library workers holding specific library/education credentials (N=414)	Number	Percent
ALA-accredited master's degree	30	7.2%
Master's degree in educational media	7	1.7%
School library media endorsement	4	1.0%
NCATE-accredited master's degree	2	0.5%
Other master's degree in library/information science	1	0.2%
Total reporting one or more credentials currently held	37	8.9%

Public library workers currently pursuing specific library/education credentials (N=414)	Number	Percent
Currently pursuing a master's degree in library/information science	7	1.7%
Currently pursuing school library media endorsement	3	0.7%
Total pursuing specific library/education credentials	10	2.4%

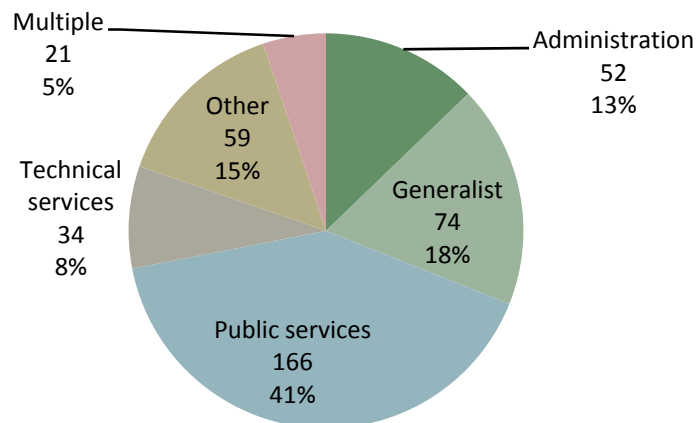
Public library workers considering pursuing specific library/education credentials (N=414)	Number	Percent
Considering pursuing master's degree in library/information science	24	5.8%
Considering pursuing school library media endorsement	13	3.1%
Total considering pursuing specific library/education credentials	32	7.7%

“Other” credentials reported by public library workers:

1 yr. away from Associate's Degree in Library/Info. Science.	Ed. Works for job. BA+History+Art History. MA Adult Ed History	MFA N/A None (4)
3 years college, some library classes, workshops, experience	Elementary & Early Education BA Childhood experience	none of the above None, still High School student.
always working on IT credentials	Journalism/communication degree	Nursing Degree
AS Data Processing	K-12 Physical Ed & English	page
BA Education K-12	Degree	paraprofessional library certification
Bachelor Degree	library tech, AAS	Public Administration
Bachelors in Fine Art, Masters Degree in Fine Art, Literature Humanities, emphasis on library science	MA Art History master gardener Master's in Administration	pursuing bachelor's in library information management
BMUD Inst.	Masters in Business Administration	pursuing other degree
Business school	Master's in English Theory and Practice of Writing	Sheet Metal Journeyman
certified elem. Teacher B.S. in Ed.+	MBA - business Admin.	Teaching Certificate
currently pursuing masters degree in other	Currently pursuing PHD	Technology Certification
	MED Elem. Ed.	Was pursuing a MLS until I was informed that education was not important by the director yr of work experience

Job duties

Primary job responsibility, public library workers (N=406)



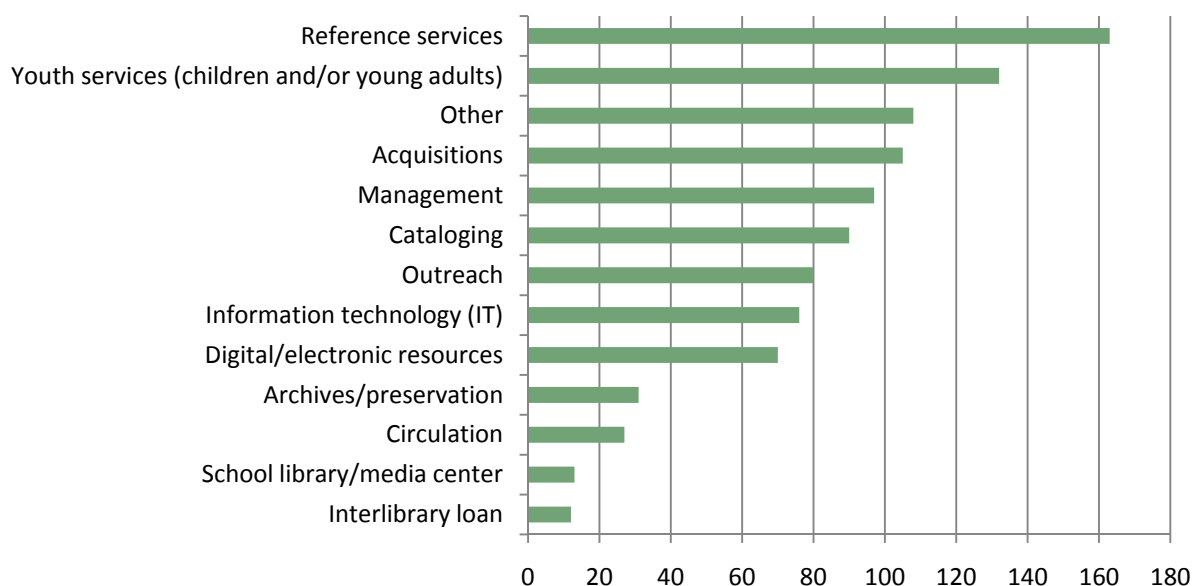
Looking at respondents' one primary responsibility, public libraries had the largest proportion of workers in public services of any library type.

“Other” primary job responsibilities listed by public library workers:

adjunct custodian	Facility	Public Relations (2)
As a parttime employee I help in many areas of the library.	facility maintenance	Public Relations/Programming
Ass't Mgr - Branches	help desk	Reference
Bookkeeper, YA Programmer	I.T.	reference, events
bookkeeping	Information Technology (3)	serials
branch manager	IT (2)	shelver (4)
children/YA	Just 2 of us here so we do it all.	shelving
Children's	Library Page	Shelving, checking in materials
Children's Librarian (4)	Maintenance (5)	small staff
Children's Services (2)	middle management - branch librarian	sort room
Circ.	outreach	substitute
circulation clerk	Page (2)	Tech Services/Reference - can't mark just one
circulation desk	PR Marketing	Technology Coordinator
circulation services	programming	Technology Librarian
clerical	programming for children	Technology Manager,
collection development	Programs & Education	Bookkeeper
Communications/outreach	Programs/events	Toilet Cleaner
custodian	public & TS	youth service staff

Question 8 asked them to mark all of their job responsibilities. Reference services, youth services (children and/or young adults) and “Other” were the most commonly listed responsibilities in public libraries.

Current job responsibilities, public library workers , ALL that apply (N=414)



Job responsibilities, public library workers ALL that apply (N=414)	Number	Percent
Reference services	163	39.4%
Youth services (children and/or young adults)	132	31.9%
Other	108	26.1%
Acquisitions	105	25.4%
Management	97	23.4%
Cataloging	90	21.7%
Outreach	80	19.3%
Information technology (IT)	76	18.4%
Digital/electronic resources	70	16.9%
Archives/preservation	31	7.5%
Circulation	27	6.5%
School library/media center	13	3.1%
Interlibrary loan	12	2.9%

“Other” job responsibilities listed:

""Adult"" Services ILL !!"
 Accounting
 Admin Office
 Administration
 adult programming, publicity
 All
 Art Gallery CFAC
 Assistant to Director
 because our library is small, I
 help with all areas in our
 library
 Billing and ILL
 book keeping (2)
 Branch responsibilities

business office (2)
 business/accounting
 circ (2)
 Circ Desk + Shelver
 Circ.
 Circulation (19)
 Circulation Desk (2)
 circulation services
 circulation.
 Cleaning
 clerical
 computers
 custodial
 customer service

facilities
 Facilities Management
 financial
 front desk (2)
 general circulation
 duties/shelving
 graphic design, PR
 I have no specific primary
 position.
 ILL (3)
 ILL Coll Development
 ILL Services
 ILL/Serials
 ILL/Staff scheduling

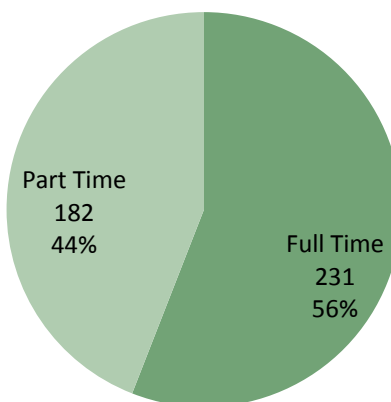
Interlibrary Loan (2)
 Latino Programs
 Library clerk - a little of
 everything
 library Page
 maintenance (5)
 older adults
 overdue-office supplies
 Page
 Patron Service (2)
 Periodicals

PR
 PR/marketing
 processing, ordering
 programs/advertisement
 public relations
 Public relations budget
 public relations: programming
 Public Services
 Publicity/Marketing
 security
 selection

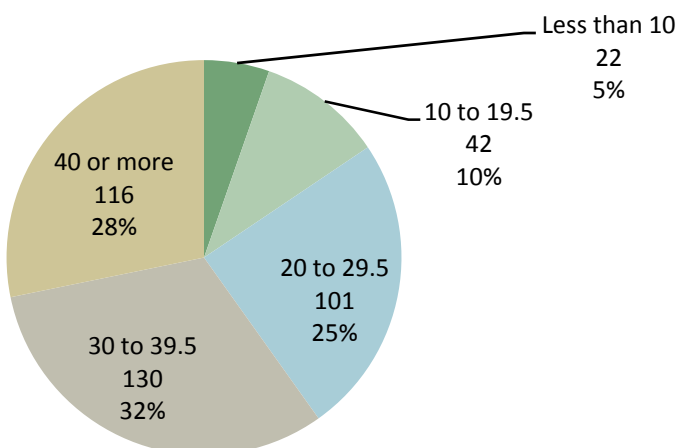
serials
 shelvers
 shelving (5)
 Shelving books.
 tech services
 technical services
 volunteers
 webmaster
 weekly deposits from cash
 drawer

Employment status, salaries and benefits

Employment status, public library workers (N=413)

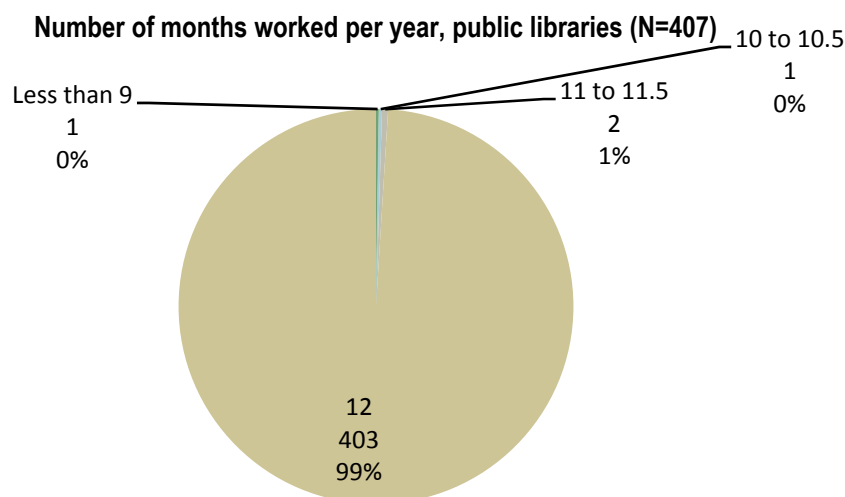


Number of hours worked per week, public libraries (N=411)



Public libraries employ a greater percentage of part-time workers (44%) than any other library type. It is common for a full-time workweek to be less than 40 hours: 114 of 231 (49.4%) of full-time public library workers reported working between 30 and 39.5 hours weekly. In general,

public library workers are employed the full 12 months out of the year. The number of workers reporting fewer months worked was negligible.



Reported annual salaries, public libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
Full-time workers (N=93)	\$16,380.00	\$27,000.00	\$33,000.00	\$44,400.00	\$90,000.00	\$36,501.08
Part-time workers (Insufficient data)	-	-	-	-	-	-

Reported hourly wages, public libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
Full-time workers (N=98)	\$8.00	\$11.15	\$13.84	\$17.48	\$28.60	\$14.93
Part-time workers (N=161)	\$7.00	\$8.99	\$10.08	\$13.19	\$25.66	\$11.67

Average annual salaries for full-time workers were lowest by far in the state's public libraries – approximately \$8,000 a year less than in academic libraries and almost \$19,000 less than in school libraries. No other library type had a median salary less than \$40,000 or a minimum salary less than \$20,000. Reported hourly wages, however, were close to those of the entire workforce.

The calculated hourly wage combined reported hourly wage information with per-hour breakdown of reported salaries, based on the number of hours in a work week and the number of hours worked per year. There were 353 usable records for a calculated hourly wage in public libraries. Average calculated wages for public libraries were the lowest of any library type.

Calculated hourly wage, public libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
Full-time workers (N=189)	\$8.00	\$12.23	\$15.25	\$19.78	\$38.46	\$16.61
Part-time workers (N=164)	\$7.00	\$9.00	\$10.32	\$13.56	\$25.66	\$11.84

As employees of local government, full-time public library workers are likely to have a strong benefits package: 93.9% report they are eligible for health insurance and 91.8% say they are offered retirement benefits. Nearly all (more than 97%) have vacation and sick leave. For part-time public library workers, less than one in five is offered health insurance, and 31.3% report no benefits. Almost half of part-timers report receiving vacation, sick leave and holiday pay.

Benefits, full-time public library workers (N=231)		
Benefit	Number	Percent
Vacation	226	97.8%
Sick leave	225	97.4%
Health insurance	217	93.9%
Holiday pay	216	93.5%
Retirement	212	91.8%
Dental insurance	184	79.7%
Life insurance	166	71.9%
Vision insurance	143	61.9%
Deferred compensation plan (401K/457/403B/etc.)	137	59.3%
Other, please specify	12	5.2%
No benefits reported	2	0.9%

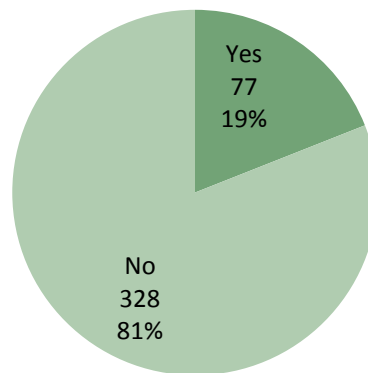
Benefits, part-time public library workers (N=182)		
Benefit	Number	Percent
Vacation	90	49.5%
Sick leave	88	48.4%
Holiday pay	80	44.0%
Retirement	78	42.9%
Health insurance	42	23.1%
Dental insurance	40	22.0%
Deferred compensation plan (401K/457/403B/etc.)	37	20.3%
Life insurance	33	18.1%
Vision insurance	31	17.0%
Other, please specify	7	3.8%
No benefits reported	57	31.3%

“Other” benefits reported by public library workers:

accident/cancer	FLEX	occasional bonus
Aflack, Sec. 125, Flexible	flex	Section 125 (2)
Medical	flex plan	URM - Unreimbursed Medical
deferred payroll	Job Share. Get 1/2 benefits	Water has been recently
dental, health club discount,	no late fees.	approved
wellness program	no library fines	WY Retirement
Disability Insurance	none (4)	

Planned retirements

Public library workers planning to retire in the next 5 years
(N=405)

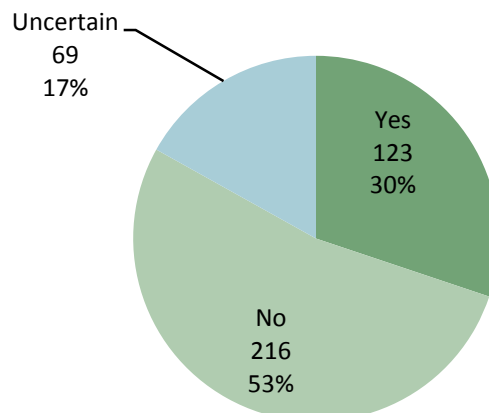


Although public libraries have a high proportion of workers 60 and older (17%), the survey seems to indicate that public libraries will be least impacted by the upcoming wave of library retirements. Only 19% (77 of 405) of public library workers say they intend to retire within five years.

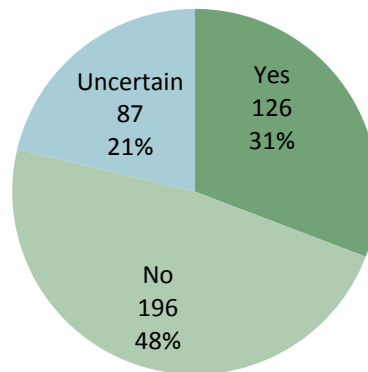
Support for training

Public library workers were most likely to report that their libraries had formal programs to train new employees and to provide for ongoing training and staff development, although it was still less than a third for each. Eighty-seven percent said they receive the opportunity to attend training, workshops and other learning events on work time.

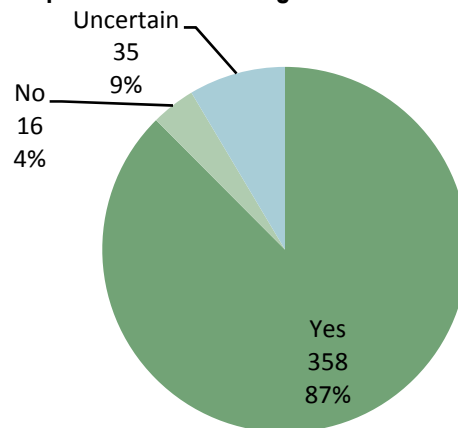
Public library has a formal program for training new employees
(N=408)



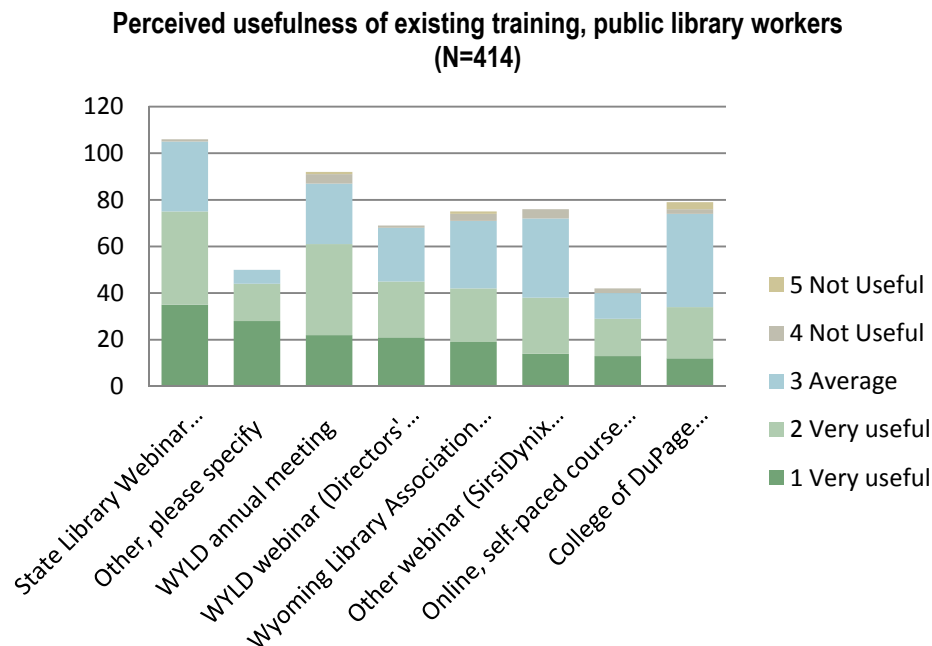
Public library has a formal program for ongoing training and staff development (N=409)



Public library workers are given opportunity to attend training, workshops and other learning events on work time (N=409)



Usefulness of existing training



Perceived usefulness of existing training, public library workers (N=414)						
Training opportunity	1 Very useful	2 Very useful	3 Average	4 Not Useful	5 Not Useful	N=
State Library Webinar (Databases of the month, etc.)	35 (33.0%)	40 (37.7%)	30 (28.3%)	1 (0.9%)	0 (0.0%)	106
Other, please specify	28 (56.0%)	16 (32.0%)	6 (12.0%)	0 (0.0%)	0 (0.0%)	50
WYLD annual meeting	22 (23.9%)	39 (42.4%)	26 (28.3%)	4 (4.3%)	1 (1.1%)	92
WYLD webinar (Directors' Station, NetLibrary, etc.)	21 (30.4%)	24 (34.8%)	23 (33.3%)	1 (1.4%)	0 (0.0%)	69
Wyoming Library Association spring meeting	19 (25.3%)	23 (30.7%)	29 (38.7%)	3 (4.0%)	1 (1.3%)	75
Other webinar (SirsiDynix Institute, WebJunction, etc.)	14 (18.4%)	24 (31.6%)	34 (44.7%)	4 (5.3%)	0 (0.0%)	76
Online, self-paced course (LibraryU, WebJunction, etc.)	13 (31.0%)	16 (38.1%)	11 (26.2%)	2 (4.8%)	0 (0.0%)	42
College of DuPage Teleconference	12 (15.2%)	22 (27.8%)	40 (50.6%)	2 (2.5%)	3 (3.8%)	79

As with other library types, “Other” training ranked highly. State Library Webinars appear to be the most highly attended training opportunity by public library respondents.

“Other” training, by usefulness rank

Unrated (3)

BYU Young Readers
Have not attended yet.
regional meeting

0 Did Not Attend (1)

Colorado ILL Conference

1 Very Useful (28)

ALA Tech Source
BCR
Bd/Dir Training

children spring section
cleaning seminar/trade show
county workshop
co-workers
Databases by Chris VanBurgh
Director's Station - Mammoth
ed2go
face to face classes
In county staff training
Learned how to use Workflows
lib courses online
Library Leadership (WILLI)
montana library association
conference
online college classes - RCD
grants from the state library
PLA

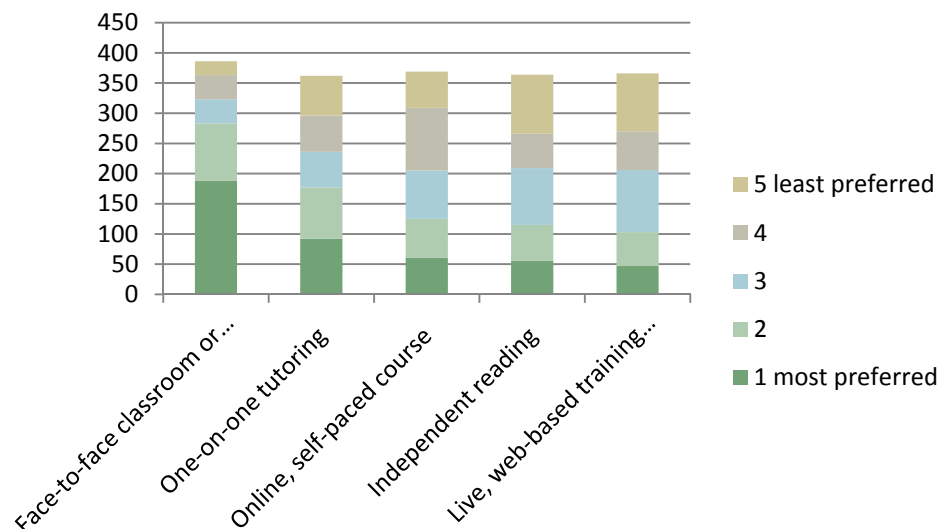
PLA Boston
PR Training Seminar
puppeteering @ Casper
Regional
Regional Meetings
WLA - Fall
WLA Annual Conference (2)
WLA Fall Conference (2)

2 Very Useful (16)
ALA
BER Seminars
classes offered at county
Custodial Training
excell
Gale
Region 3 Meeting

Snowy Range Institute Practicum
State Regional Spring Mtg.
WLA Conference
WLA Fall
WLA Fall Annual
WLA Fall Conference
WLA Fall Meeting
WLA in Fall
WYLD Region

3 Average (6)
BCR Webinar
Marc Records/Cataloging
Region 3 Mtg
Sirsi Dynix annual meeting
WLA
WLA Annual conf

Preferred training methods

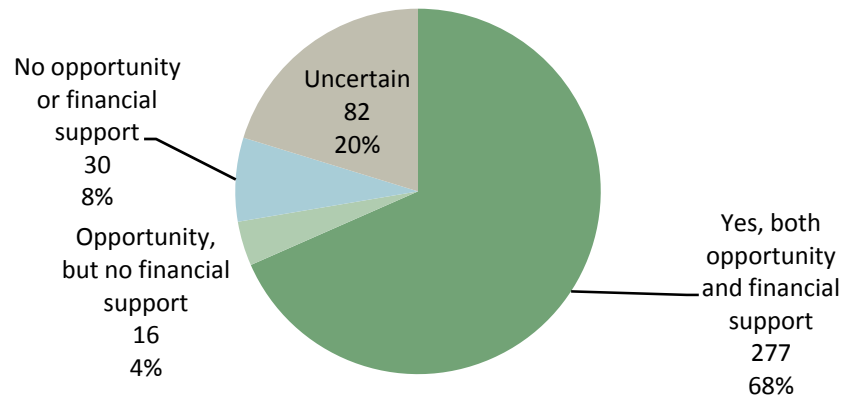


Preferred training methods, public libraries, by "1 most preferred"						
Training method	1 most preferred	2	3	4	5 least preferred	N=
Face-to-face classroom or lecture	188 (48.7%)	95 (24.6%)	40 (10.4%)	40 (10.4%)	23 (6.0%)	386
One-on-one tutoring	92 (25.4%)	85 (23.5%)	59 (16.3%)	60 (16.6%)	66 (18.2%)	362
Online, self-paced course	61 (16.5%)	64 (17.3%)	80 (21.7%)	104 (28.2%)	60 (16.3%)	369
Independent reading	56 (15.4%)	59 (16.2%)	94 (25.8%)	57 (15.7%)	98 (26.9%)	364
Live, web-based training (webinars)	47 (12.8%)	56 (15.3%)	103 (28.1%)	64 (17.5%)	96 (26.2%)	366

Public library workers preferred classroom and one-on-one training.

Library conference attendance

Are you given an opportunity and financial support to attend library conferences on work time? (Public libraries, N=405)



Public library workers attending specific meetings/conferences at least once every three years, ALL that apply (N=414)		
Conference	Number	Percent of public library workers
Wyoming Library Association (WLA) Annual Conference	201	48.6%
WYLD Annual Meeting	86	20.8%
WLA Spring Meetings	81	19.6%
WYLD Regional Meetings	78	18.8%
WLA Legislative Reception	42	10.1%
ALA Division Conference (PLA, ACRL, AASL, etc.)	40	9.7%
Mountain Plains Library Association (MPLA) Annual Conference	33	8.0%
Other, please specify	28	6.8%
American Library Association (ALA) Annual Conference	22	5.3%
Information Power	0	0.0%
IRA/WEA (International Reading Association/Wyoming Education Association)	0	0.0%
No conference attendance reported at least once every three years	171	41.3%

By a slight margin, public library respondents were more likely to report attendance at one or more conferences/meetings at least once each three years. Nearly half of public library respondents attend the Wyoming Library Association conference. "Other" conference and meetings reported by public library workers:

Admin Assistant type stuff
archival conferences
BER workshops - others as
offered

"BYU Symposium ""books for
young readers""
BYU Symposium for Young
Readers

BYU Young Readers
Symposium
children's program workshops
Colorado ILL Conference
computers in libraries (2)

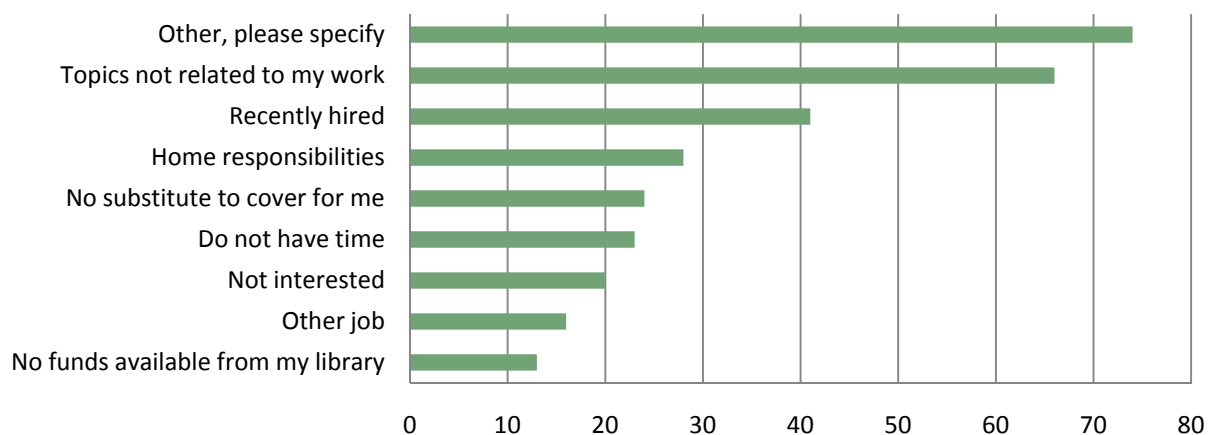
Conferences for volunteer coordinators
county workshops
do not apply
Have not been employed long enough.
JLL
Maintenance Dept.
N/A

New Employee new to job
none (3)
None so far
Novell's Conference
other state lib assoc conferences as appropriate
PLA (2)
Section Meetings

Security in Public Buildings Conference
unaware of responsibilities
WLA section mtgs
writing conferences/comic con's etc.
WY Arts Alliance
Wyoming Press Association
YALSA

Barriers to training and conference attendance

Reasons why public library workers have not participated in training events or conferences during the past three years, ALL that apply (N=414)



Barriers to training, public library workers, ALL that apply (N=414)	Number	Percent
Other, please specify	74	17.9%
Topics not related to my work	66	15.9%
Recently hired	41	9.9%
Home responsibilities	28	6.8%
No substitute to cover for me	24	5.8%
Do not have time	23	5.6%
Not interested	20	4.8%
Other job	16	3.9%
No funds available from my library	13	3.1%
Respondents reporting one or more barriers to attendance	195	47.1%

Public libraries have the highest proportion of workers employed less than five years, and many of the respondents reporting “Other” barriers indicated in the notes that they were only recently hired. “Recently hired” was a late addition to the list of barriers and was not on the original survey instrument. About one-sixth of workers said that training topics were not related to their work. “Other” barriers to conference attendance reported by public library workers:

began library employment 4 months ago
Began library job 3 mos ago

Began working in Sept.
county workshops
do not know if I need to

fairly new employee (2 years)
Funds cover only so many people to go.

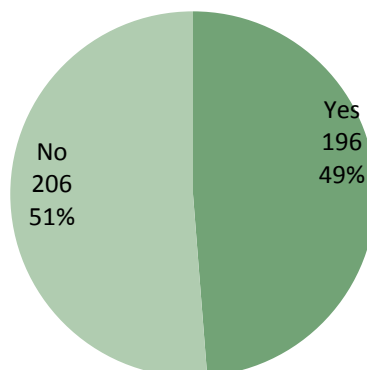
have not worked here long enough
 have not worked here long enough
 to have an opportunity (only 2
 months)
 have only been employed a short
 time
 have worked here only 4 months.
 have worked less than 2 years
 Haven't had an opportunity yet
 haven't work in the library 3 years
 haven't worked all year
 hired 2-25-08
 I am a parttime - parttime
 custodian
 I have not been asked to do so.
 I have only worked here 1 month
 I haven't worked at the library
 long enough to be eligible to
 go anywhere.
 I participated in some, but many
 do not related to my job
 responsibilities.
 I started work less than a year ago.
 I was teaching until last June

I've only started at my library 9-5-
 07
 just became employee in January
 Just started
 Just started employment
 just started job.
 Just started my job.
 Livestock responsibilities
 My library did not schedule me at
 conferences.
 National - not offered by Director
 new
 New employee (5)
 New Hire
 new to job (3)
 No funds for this branch
 none applies
 not asked
 not employed long
 not offered (3)
 not top priority
 often don't know about them
 only been 1 yr
 only been employed a short time.

only been here 6 mos (2)
 Only managers go to these events.
 only worked @ library 9 months
 Only worked for about 7 months
 others represented our library
 instead
 part time
 part time employee
 Recent Hire
 recently hired
 Recently relocated to WY
 Requests not replied to
 See comment below.
 See note below.
 still in High School
 Too new - Have only been here 6
 months
 turned down
 unaware of responsibilities
 wasn't aware of meetings
 WYLD always eastern side of the
 state

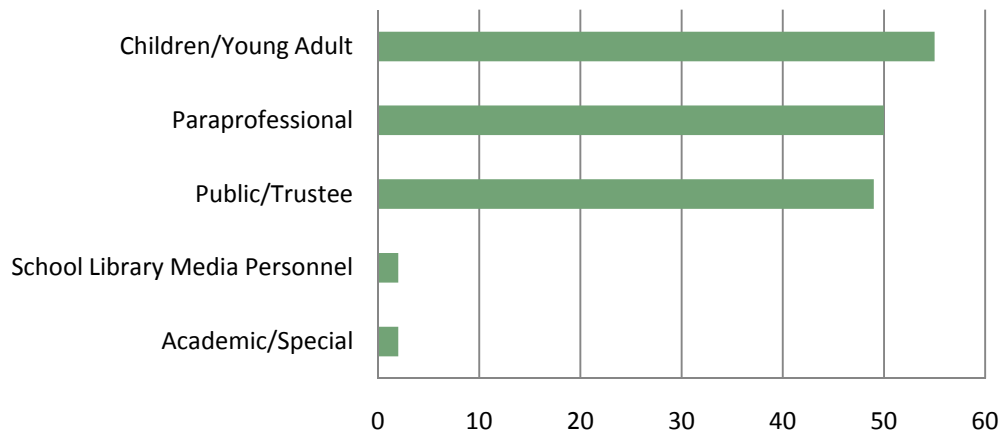
Wyoming Library Association involvement

Wyoming Library Association membership, public libraries
(N=402)



Public library workers had the highest rate of WLA involvement, with nearly half of respondents (196 of 402) reporting membership. Of the 196 public library WLA members responding to the survey, 122 (62.2%) belonged to one or more special sections. The Children/Young Adult section was most often reported, followed closely by the Paraprofessional and Public/Trustee sections.

Public libraries, WLA members, section membership, ALL that apply (N=196)

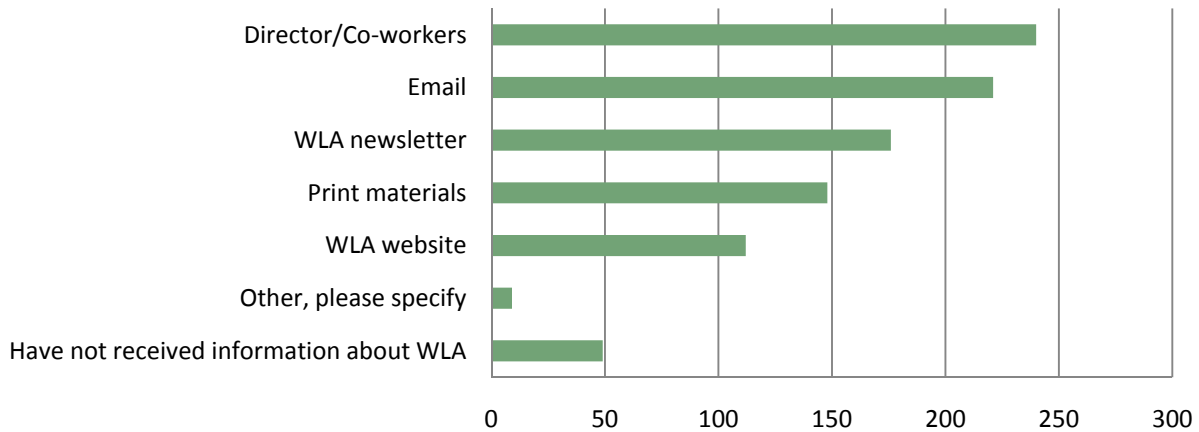


Public libraries, WLA members, section membership, ALL that apply (N=196)		
Section	Number	Percent
Children/Young Adult	55	28.1%
Paraprofessional	50	25.5%
Public/Trustee	49	25.0%
Academic/Special	2	1.0%
School Library Media Personnel	2	1.0%
None, or none marked	74	37.8%

One person did not mark themselves as a WLA member, but marked that they were a member of the Paraprofessional and Public/Trustee sections. They have not been included in this table.

Service to WLA as an officer or committee member at any level was reported by 53 of 196 (27.0%) WLA members. Three respondents did not report being a current member, but indicated that they had served in some capacity.

**How public library workers receive information from or about WLA , ALL that apply,
(N=414)**



How public library workers receive information from or about WLA, ALL that apply (N=414)		
Source	Number	Percent
Director/Co-workers	240	58.0%
Email	221	53.4%
WLA newsletter	176	42.5%
Print materials	148	35.7%
WLA website	112	27.1%
Other, please specify	9	2.2%
I have not received information about WLA	49	11.8%

Public libraries were the only library type where more respondents received information through their director and/or co-workers than by email. Public libraries also had the lowest percentage of workers who said they had not received information about WLA. “Other” sources of WLA information for public library workers:

by mail
Contact with WSL, WYLD staff
I am a sub or do not receive
info.

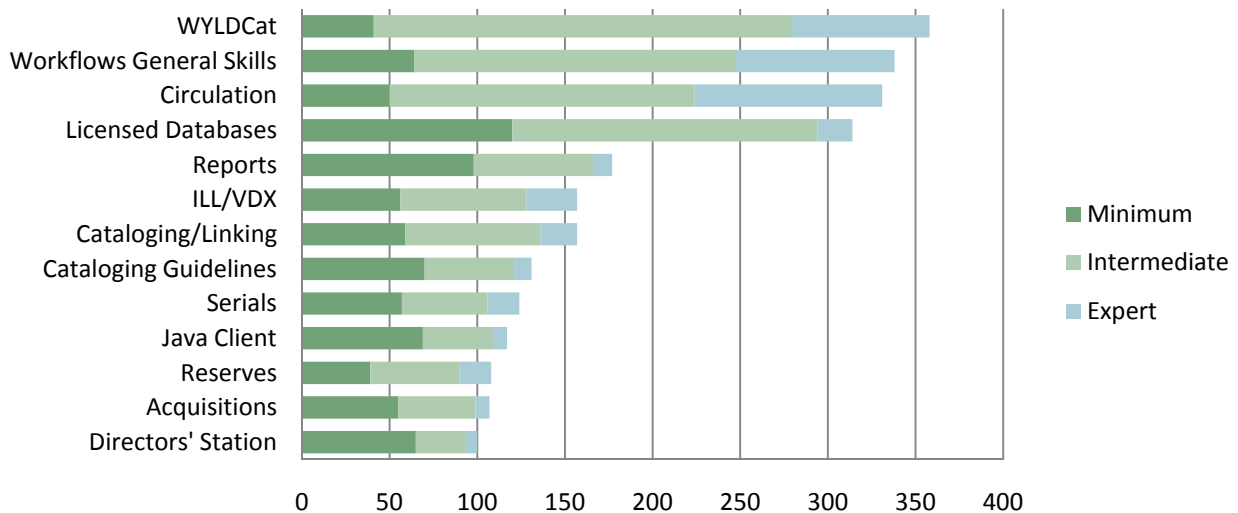
Maintance Dept.
people in my region
staff lunch room

would prefer membership
renewals by mail

WYLD training needs

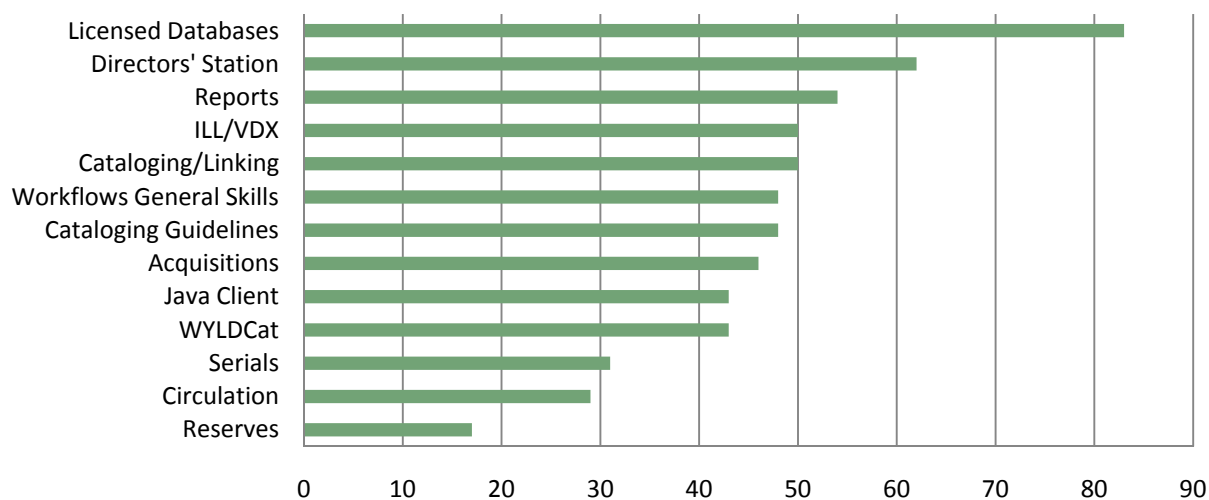
Question 26 asked respondents to rate their skill level as “Minimum,” “Intermediate,” or “Expert” on 13 different WYLD (Wyoming Libraries Database) functions. They were also asked if they would like to receive training on these functions. Because all Wyoming public libraries are on the WYLD system, there is no need to differentiate between WYLD and non-WYLD libraries, and functions that are used by all libraries vs WYLD libraries.

Self-reported skill levels, WYLD functions, public libraries (N=414)



Self-reported skill levels, WYLD functions, public libraries (N=414)				
WYLD function	Minimum	Intermediate	Expert	N=
WYLDCat	41 (11.5%)	238 (66.5%)	79 (22.1%)	358
Workflows General Skills	64 (18.9%)	183 (54.1%)	91 (26.9%)	338
Circulation	50 (15.1%)	174 (52.6%)	107 (32.3%)	331
Licensed Databases	120 (38.2%)	174 (55.4%)	20 (6.4%)	314
Reports	98 (55.4%)	68 (38.4%)	11 (6.2%)	177
Cataloging/Linking	59 (37.6%)	77 (49.0%)	21 (13.4%)	157
ILL/VDX	56 (35.7%)	72 (45.9%)	29 (18.5%)	157
Cataloging Guidelines	70 (53.4%)	51 (38.9%)	10 (7.6%)	131
Serials	57 (46.0%)	49 (39.5%)	18 (14.5%)	124
Java Client	69 (59.0%)	40 (34.2%)	8 (6.8%)	117
Reserves	39 (36.1%)	51 (47.2%)	18 (16.7%)	108
Acquisitions	55 (51.4%)	44 (41.1%)	8 (7.5%)	107
Directors' Station	65 (65.0%)	28 (28.0%)	7 (7.0%)	100

Public library workers requesting training on WYLD functions (N=414)



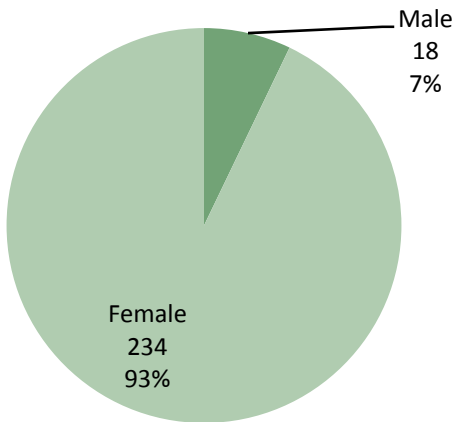
Public library workers requesting training on WYLD functions (N=414)		
WYLD function	Number	Percent
Licensed Databases	83	20.0%
Directors' Station	62	15.0%
Reports	54	13.0%
Cataloging/Linking	50	12.1%
ILL/VDX	50	12.1%
Cataloging Guidelines	48	11.6%
Workflows General Skills	48	11.6%
Acquisitions	46	11.1%
WYLDCat	43	10.4%
Java Client	43	10.4%
Serials	31	7.5%
Circulation	29	7.0%
Reserves	17	4.1%
One or more WYLD functions	159	38.4%

Public library workers most often requested training on the licensed databases, Director's Station and report. One hundred fifty nine workers (38.4%) requested training on one or more functions.

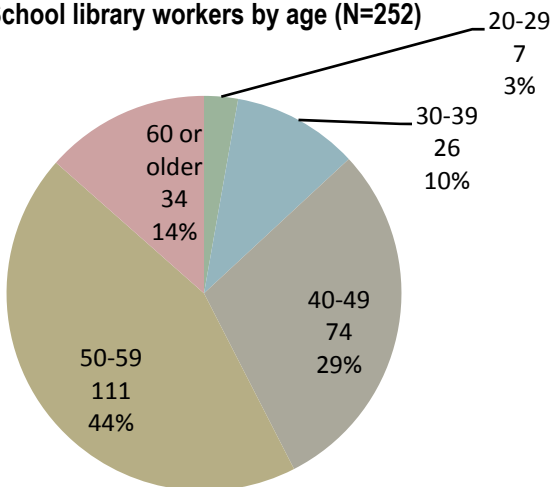
Survey Results: School Libraries (N=252)

Workforce demographics

School library workers by gender (N=252)



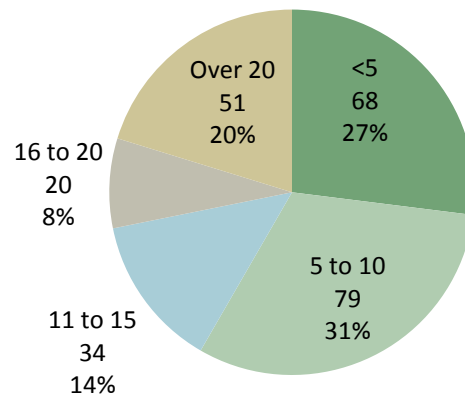
School library workers by age (N=252)



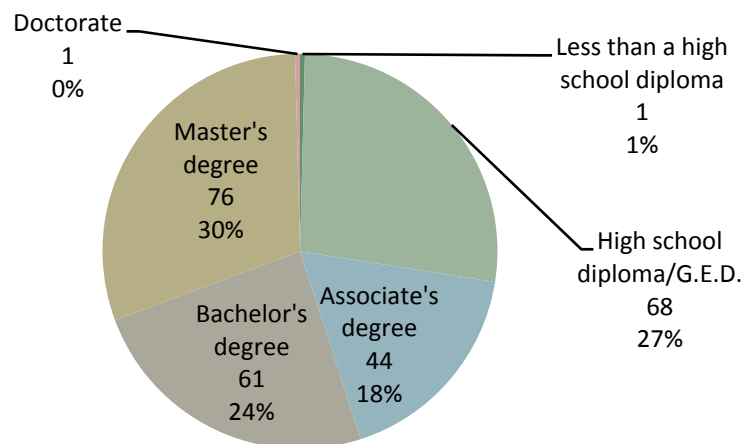
School libraries are the most female-dominated library types, with men accounting for only one in fourteen survey respondents. Schools have a higher proportion of workers in the 50-59 age group than any other library type.

Experience and education

Years employed in a Wyoming library, school library workers
(N=252)



Highest level of education, school library workers (N=251)



School library experience and education levels are similar to that of the library workforce as a whole. Schools employ a relatively smaller proportion of workers with less than 5 years experience, and a larger proportion of those with 5 to 10 years experience.

Schools were the one library type where an ALA-accredited MLS was not the most commonly held credential, as shown in the following tables. The most commonly held credential was a school library media endorsement (SLME), held by 75 (29.8%) of respondents. School library workers were more likely than the general workforce to be pursuing or considering pursuing an ALA-MLS or SLME.

School library workers with the SLME may be in demand in Wyoming in the next few years; 39 of those holding the endorsement (52%) say they plan to retire within 5 years. In other states, school libraries have seen staffing reduced. Although state Department of Education statistics seem to show that this does not appear to be the trend in Wyoming, changes in staffing may need to be monitored over the next few years to determine if professional positions are maintained as credentialed workers retire.

School library workers holding specific library/education credentials (N=252)	Number	Percent
School library media endorsement	75	29.8%
ALA-accredited master's degree	22	8.7%
Other master's degree in library/information science	20	7.9%
Master's degree in educational media	17	6.7%
NCATE-accredited master's degree	2	0.8%
Total reporting one or more credentials currently held	95	37.7%

School library workers currently <u>pursuing</u> specific library/education credentials (N=252)	Number	Percent
Currently pursuing school library media endorsement	12	4.8%
Currently pursuing a master's degree in library/information science	4	1.6%
Total pursuing specific library/education credentials	16	6.3%

School library workers <u>considering</u> pursuing specific library/education credentials (N=252)	Number	Percent
Considering pursuing school library media endorsement	26	10.3%
Considering pursuing master's degree in library/information science	9	3.6%
Total considering pursuing specific library/education credentials	31	12.3%

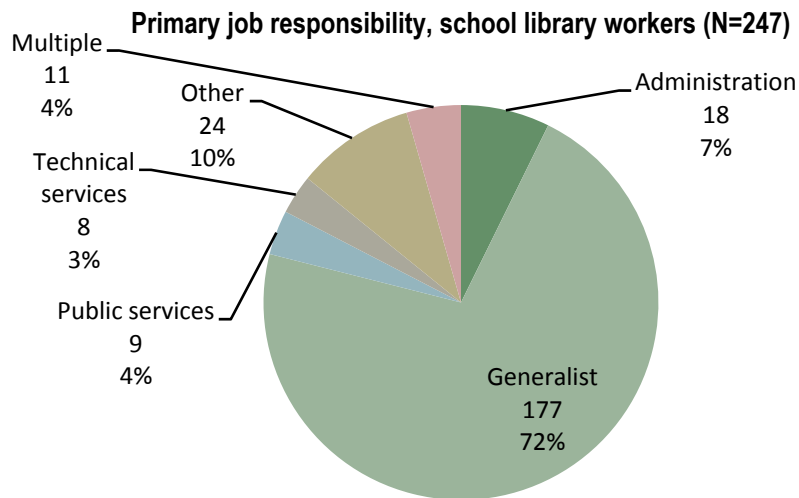
“Other” credentials reported by school library workers:

2 Master's Degrees M.S.-Sp. Ed.
MLS
48 credit hours passed praxis
highly qualified test
associates degree in accounting
BA in Elementary Education
computer training
ESL
finishing Associate's
HS diploma
leaning toward masters in
technology
Master degree in Instructional
Technology

Master of Education
Masters Degree in Curriculum
& Instruction School
Administration endorsement
Master's Degree in Educational
Technology
Master's Degree in Literacy
Master's Degree Instructional
Technology
Masters in
Curriculum/Technology (2)
Master's Reading
Master's Reading Ed.
medical transcription

MLIS, M.A. English
MS in General Curriculum
NA
None (2)
school audio-visual class
School Library Media/Literacy
Masters
Secretarial Course
Unfinished Master's in
Instuctional Technology
(don't know if I'll finish)

Job duties



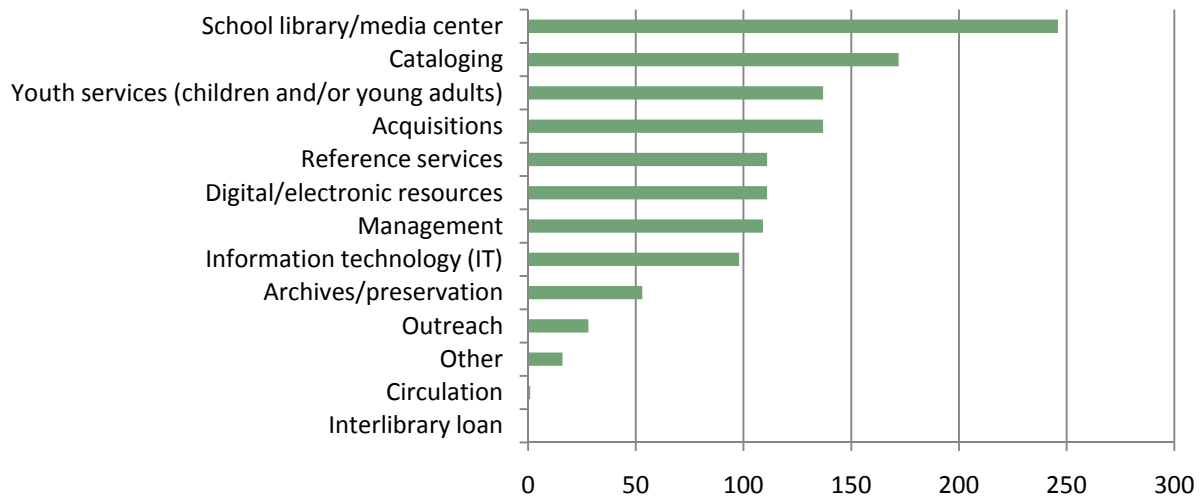
The vast majority of school library workers are generalists, i.e. a lone librarian or member of a small staff. Of the 162 libraries believed to be staffed by a single worker, 134 were located in schools, out of 287 schools

“Other” primary job responsibilities reported by school library workers:

a little of everything	Lib media specialist	School Library Media Tech.
all of the above	library aide (2)	substitute
Also Eng. Instructor	Library Clerk	teach computer labs K-4
Clerical (2)	Library Para	Teach Library Computer
Clerk	Library Technician	Teacher (2)
Clerk/Tech	Media Specialist	Teacher media classes + all
Education/Teaching and	ordering, cataloging, budget,	other circ. Duties
Administration	planning activities	teaching assistant
K-12 High School Lib/Media	page	Teaching Information Skills
Spec.	paraprofessional	Technology
K-12 library	Process books & do circulation	

Question 8 asked them to mark all of their job responsibilities. Unsurprisingly, school library/media center was nearly universally reported, with 246 out of 252 (97.6%) listing it as a job duty. Other duties reported by more than half of school library respondents were cataloging, youth services and acquisitions.

**Current job duties, school library workers,
ALL that apply (N=252)**



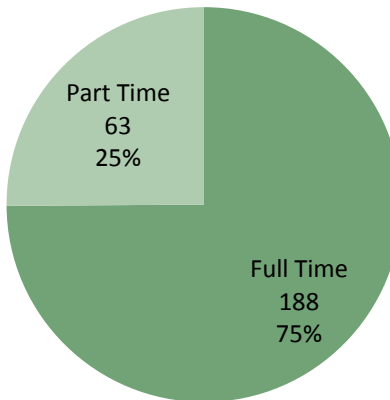
Job duties, school library workers, ALL that apply (N=252)	Number	Percent
School library/media center	246	97.6%
Cataloging	172	68.3%
Acquisitions	137	54.4%
Youth services (children and/or young adults)	137	54.4%
Digital/electronic resources	111	44.0%
Reference services	111	44.0%
Management	109	43.3%
Information technology (IT)	98	38.9%
Archives/preservation	53	21.0%
Outreach	28	11.1%
Other	16	6.3%
Circulation	1	0.4%
Interlibrary loan	0	0.0%

“Other” job duties reported by school library workers:

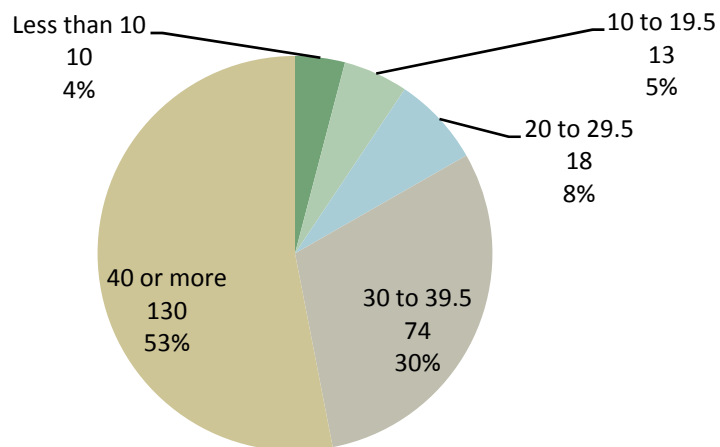
assist the full-time media specialist	ESL Services, Span/Eng Translator, WEN Coordinator	Research Teaching teacher
book shelving	operating OPAC	Teaching
circulation	operating the computer system	teaching about libraries
computer labs	periodically	teaching library info
displays bulletin boards	Processing Materials	literacy/tech classes
Do it all as a school librarian		VDX + clerical

Employment status, salaries and benefits

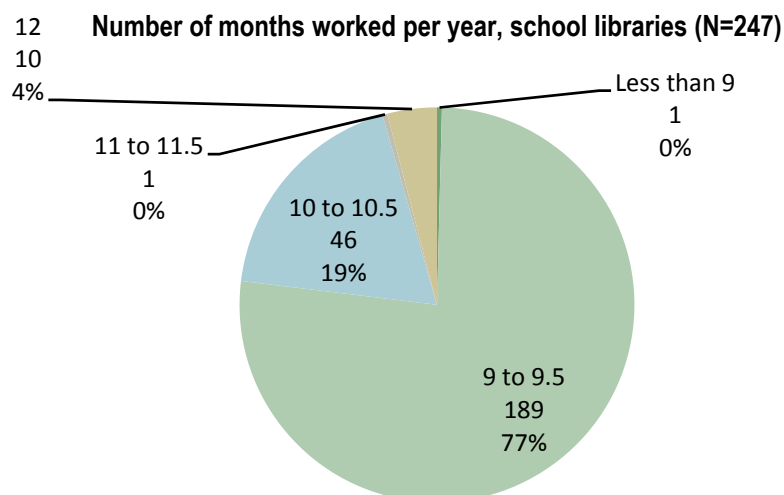
Employment status, school library workers (N=251)



Number of hours worked per week, school libraries (N=245)



Three-fourths of school library respondents worked full-time. Although a less-than-40-hour workweek was less common than in public libraries, 50 out of 188 (26.6%) of full-time school library workers reported they were scheduled 30 to 39.5 hours a week. A typical work year for those in school libraries is 9 to 9.5 months (77%, 189 of 247) with a significant proportion working 10 to 10.5 months (19%, 46 out of 247).



Reported annual salaries, school libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
Full-time workers (N=77)	\$25,000.00	\$49,700.00	\$56,800.00	\$62,000.00	\$74,500.00	\$55,037.01
Part-time workers (N=10)	\$15,000.00	\$28,000.00	\$37,750.00	\$53,250.00	\$55,000.00	\$38,100.00

Reported hourly wages, school libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
Full-time workers (N=67)	\$7.72	\$12.18	\$13.33	\$15.15	\$32.00	\$13.76
Part-time workers (N=35)	\$8.00	\$10.46	\$12.00	\$13.43	\$17.00	\$12.03

Reported salaries were highest by far in school libraries – no other library type had median and average salaries above \$50,000. Reported hourly wages for full-time employees, however, were slightly below the workforce average. Wyoming Department of Education data seems to show a large increase in non-certified library aide FTEs from 2000-01 to 2006-07. Although library media FTEs are also increasing, although at a slower rate, the employment situation in school libraries remains an area to be monitored in coming years to determine if school districts are de-professionalizing school library media center positions and using more workers with lower wages.

One respondent who reported working part-time indicated in their notes that they were a full-time educator. It is possible that full-time educators who work part of their time in a school library may have reported their full salary and hours, but marked themselves as a part-time employee. Although part-time school library salary data is presented here as reported, it should only be used with extreme caution.

The calculated hourly wage combined reported hourly wage information with per-hour breakdown of reported salaries, based on the number of hours in a work week and the number of hours worked per year. There were 185 usable records for calculated hourly wage in school

libraries, as shown below. Not only are school library salaries highest, but the hours worked per year is also less, resulting in the highest average calculated hourly wages of all library types.

Calculated hourly wage, school libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
Full-time workers (N=143)	\$7.72	\$13.46	\$22.18	\$34.91	\$47.76	\$24.25
Part-time workers (N=42)	\$8.00	\$10.79	\$12.42	\$14.28	\$37.51	\$15.08

School library workers were the least likely to report receiving vacation pay as a benefit; only one-third of full-time workers and one-fourth of part-time workers listed vacation pay. Health insurance and sick leave were the most reported benefits offered to full-time workers (95.7% for both), with retirement close behind at 95.2%.

Part-time school library workers were more likely than workers in other types of libraries to report being offered one or more employer-sponsored benefits; only 10 out of 63 (15.9%) reported none. More than half (58 of 63, 58.7%) of part-time school library workers are offered health insurance. As with salaries, this number may be skewed from respondents who reported themselves as part-time, but work full-time for their school or school district, but only part-time in a school library media center.

Benefits, full-time school library workers (N=188)		
Benefit	Number	Percent
Health insurance	180	95.7%
Sick leave	180	95.7%
Retirement	179	95.2%
Dental insurance	154	81.9%
Life insurance	136	72.3%
Vision insurance	100	53.2%
Holiday pay	82	43.6%
Deferred compensation plan (401K/457/403B/etc.)	73	38.8%
Vacation	62	33.0%
Other, please specify	7	3.7%
No benefits reported	4	2.1%

Benefits, part-time school library workers (N=63)		
Benefit	Number	Percent
Sick leave	49	77.8%
Retirement	42	66.7%
Health insurance	37	58.7%
Dental insurance	34	54.0%
Life insurance	29	46.0%
Vision insurance	22	34.9%
Deferred compensation plan (401K/457/403B/etc.)	18	28.6%
Holiday pay	18	28.6%
Vacation	16	25.4%
Other, please specify	3	4.8%
No benefits reported	10	15.9%

“Other” benefits reported by school library workers:

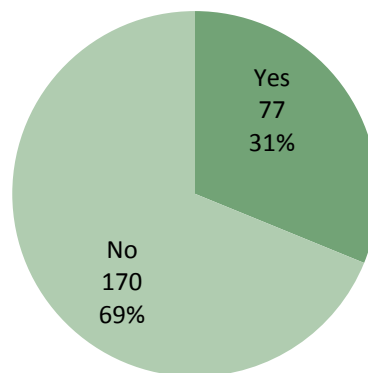
Cancer Insurance
Convien. Leave
HAS

personal day
personal days (2)
Personal Leave

the district pays into a Health
Savings Account
uncertain

Planned retirements

**School library workers planning to retire in the next 5 years
(N=247)**

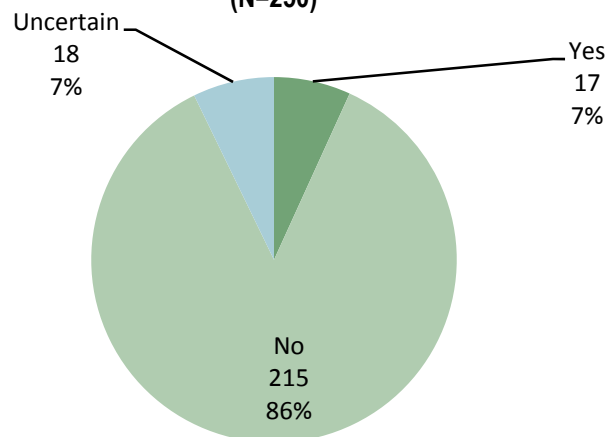


School libraries will be the library type hardest hit by retirements in the next five years. Seventy-seven of 247 workers surveyed (31%) say they intend to retire within five years. Nearly half of those holding the school library media endorsement (36 of 74) intend to retire.

Support for training

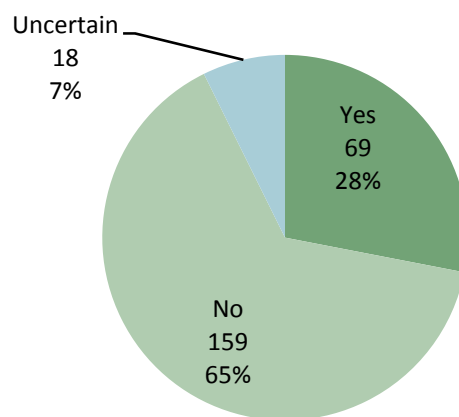
School libraries seemed to offer less support for training than other types of libraries.

**School library has a formal program for training new employees
(N=250)**

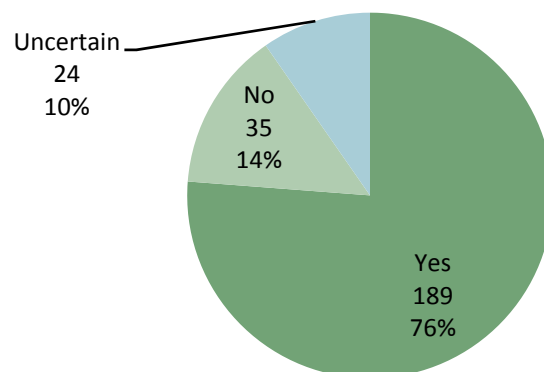


Only 7% of school library workers (17 of 250) reported that their school had a formal program for training new employees. For programs on ongoing training and staff development, schools fared better with 28% reporting yes – comparable to the 29% rate for the workforce as a whole. Only three-fourths (189 of 248, 76%) of school workers reported that they were given the opportunity to attend training, workshops and other learning events on work time; for other library types, this measure ranged from 87% (public libraries) to 94% (special libraries). Some respondent comments imply that in schools, there may be a distinct split between professional staff and library aides/assistants in terms of access to training, with the professional workers receiving better opportunities.

School library has a formal program for ongoing training and staff development (N=246)

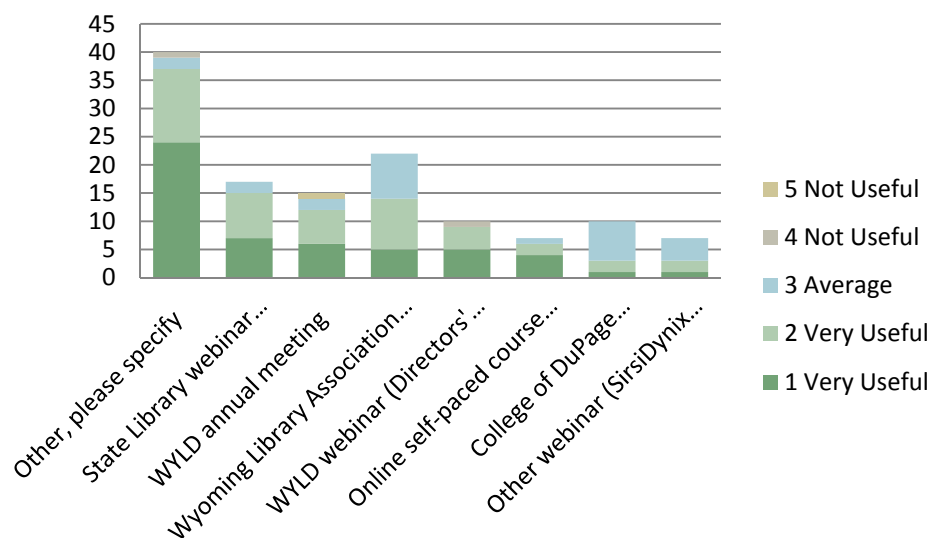


School library workers are given opportunity to attend training, workshops and other learning events on work time (N=248)



Usefulness of existing training

Perceived usefulness of existing training, school library workers
(N=252)



Perceived usefulness of existing training, school library workers (N=252)						
Training opportunity	1 Very Useful	2 Very Useful	3 Average	4 Not Useful	5 Not Useful	N=
Other, please specify	24 (60.0%)	13 (32.5%)	2 (5.0%)	1 (2.5%)	0 (0.0%)	40
State Library webinar (Databases of the month, etc.)	7 (41.2%)	8 (47.1%)	2 (11.8%)	0 (0.0%)	0 (0.0%)	17
WYLD annual meeting	6 (40.0%)	6 (40.0%)	2 (13.3%)	0 (0.0%)	1 (6.7%)	15
Wyoming Library Association spring meeting	5 (22.7%)	9 (40.9%)	8 (36.4%)	0 (0.0%)	0 (0.0%)	22
WYLD webinar (Directors' Station, NetLibrary, etc.)	5 (50.0%)	4 (40.0%)	0 (0.0%)	1 (10.0%)	0 (0.0%)	10
Online self-paced course (LibraryU, WebJunction, etc.)	4 (57.1%)	2 (28.6%)	1 (14.3%)	0 (0.0%)	0 (0.0%)	7
College of DuPage Teleconference	1 (10.0%)	2 (20.0%)	7 (70.0%)	0 (0.0%)	0 (0.0%)	10
Other webinar (SirsiDynix Institute, WebJunction, etc.)	1 (14.3%)	2 (28.6%)	4 (57.1%)	0 (0.0%)	0 (0.0%)	7

School library workers appear to be seeking out “Other” training at higher rates than in other library types. State Library webinars are not as well-attended by school library workers as they are by the general workforce, but have been well-received by those attending them. “Other” training reported by school library workers, by usefulness rank

Unrated (5)

book fair
LOTI-Mentor training/cert. stats
NA
not offered opportunity
Soaring Eagle

1 Very Useful (24)

AASL in Reno
AASL, CCIRA
Basin to learn WyldCat
BATES online library endorsement
BERI Peggy Sharp, U. WY Dr. Manyak
CCC online library classes

CCLRA

courses at BHSU
District Library Meetings
ED2Go Online Class
Information Power (2)
Information Power & WLA
Information Power, St. Coud
State Childrens Lit Wkshop

Information Sessions
 Montana State U. BATE
 program
 monthly tech meetings
 Nat'l Reading Conf K-6
 noodletools, inspiration
 Peggy Sharp
 Regional and National Meeting
 regional meeting in Thermop
 WLA Fall Meeting (2)

2 Very Useful (13)

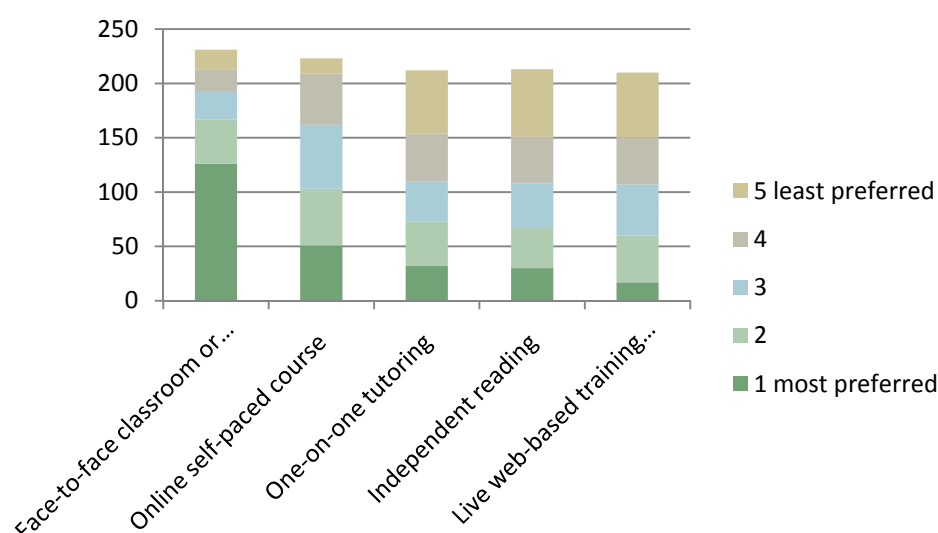
AASL
 accelerated reader
 ALA conference Oct. 2008
 Reno, NV
 audiobooks webinar
 Fremont Co. Librarian at Fort
 Washakie Conference 8/07
 Information Power
 on-site training with Mary
 Henning
 Region II Mtg
 software training

SSLMP- Aug. 2007
 Technology Institute (Jackson)
 What's New Seminars
 WLA Fall Meeting

3 Average (2)
 NCA + School Improvement
 Wyoming State Library
 Conference

4 Not Useful
 cataloging

Preferred training methods

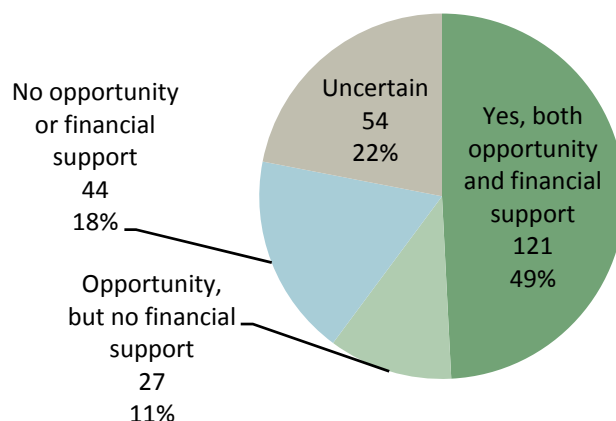


Preferred training methods, school libraries, by "1 most preferred" (N=252)						
Training method	1 most preferred	2	3	4	5 least preferred	N=
Face-to-face classroom or lecture	126 (54.5%)	41 (17.7%)	26 (11.3%)	20 (8.7%)	18 (7.8%)	231
Online self-paced course	51 (22.9%)	52 (23.3%)	59 (26.5%)	47 (21.1%)	14 (6.3%)	223
One-on-one tutoring	32 (14.2%)	41 (17.5%)	37 (19.3%)	44 (20.3%)	58 (29.2%)	212
Independent reading	30 (15.0%)	37 (19.2%)	41 (17.4%)	43 (20.7%)	62 (27.2%)	213
Live web-based training (webinars)	17 (8.1%)	43 (20.5%)	47 (22.4%)	43 (20.5%)	60 (28.6%)	210

School library workers appear to have the strongest resistance to webinars of any of the library types, as indicated by the percent of respondents who marked either a 4 or a 5 for live web-based training. Online, self-paced courses were better received by school library workers than by those in other types of libraries.

Library conference attendance

Are you given an opportunity and financial support to attend library conferences on work time? (School libraries, N=246)



School library workers attending specific meetings/conferences at least once every three years, ALL that apply (N=252)		
Conference	Number	Percent
Wyoming Library Association (WLA) Annual Conference	75	29.8%
Information Power	41	16.3%
WLA Spring Meetings	34	13.5%
IRA/WEA (International Reading Association/Wyoming Education Association)	19	7.5%
Other, please specify	19	7.5%
ALA Division Conference (PLA, ACRL, AASL, etc.)	11	4.4%
Mountain Plains Library Association (MPLA) Annual Conference	8	3.2%
WYLD Regional Meetings	7	2.8%
American Library Association (ALA) Annual Conference	7	2.8%
WYLD Annual Meeting	6	2.4%
WLA Legislative Reception	3	1.2%
No conference attendance reported at least once every three years	144	57.1%

School library workers were the least likely to report that they received both opportunity and financial support to attend meetings and conferences. They also had the highest percentage of workers who did not report attendance at any meetings or conferences at least once every three years. As with other types of libraries, attendance at the Wyoming Library Association fall conference was most often reported, although school librarian attendance at WLA was well below that of other libraries. Information Power rated second; 41 of 42 respondents who attended it worked in school libraries. "Other" conferences and meetings reported from schools:

AASL	haven't attended any for 3-4	no, never was given the
AASL Conference	years	opportunity
BER	International Reading	none
BERT Seminars	Association.	None - not offered
CCIRA (4)	NA	Reading Workshop - BER
covering library while others	never offered	Renaissance Place
attend	No	SCSC Literature Conf.

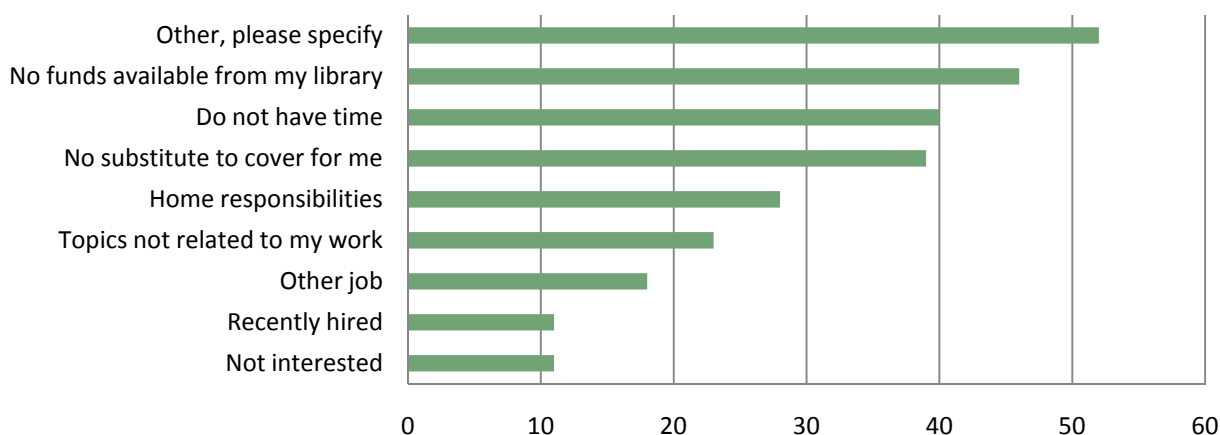
Sheridan High School Library
 Alexandria Training
 software inservice - 2 day
 software training in Denver

Tribal libraries, muesuem, and
 archives (national meeting)
 ULA
 WYLD data base uses

WyPec @ Casper

Barriers to training and conference attendance

Reasons why school library workers have not participated in training events or conferences during the past three years, ALL that apply (N=252)



Barriers to training, school library workers, ALL that apply (N=252)	Number	Percent
Other, please specify	52	20.6%
No funds available from my library	46	18.3%
Do not have time	40	15.9%
No substitute to cover for me	39	15.5%
Home responsibilities	28	11.1%
Topics not related to my work	23	9.1%
Other job	18	7.1%
Not interested	11	4.4%
Recently hired	11	4.4%
Respondents reporting one or more barriers to attendance	155	61.5%

Three out of five school library workers reported one or more barriers to training – the highest percentage of any library type. School library workers were more likely than workers in other types of libraries to report that a lack of funds hindered training. Time and substitute coverage were other significant barriers. Looking at “Other” reasons, it appears that library aides and assistants may have less access to training than professional staff does. “Other” barriers to training and conference attendance reported by school library workers:

"being an assistant to the full
 time librarian, I'm trained
 ""in-house"" as needed."
 BER What's new in YA
 Literature
 classes

doesn't seem to pertain to library
 aides
 Have teaching duties as well
 "haven't asked - didn't know if I
 could being an ""Aide""
 haven't heard of opportunities

I am an aide - the Media
 Specialist would be the one
 to do those things.
 I am an aide.
 I am not on a mailing list
 I didn't know that there were
 training events to attend

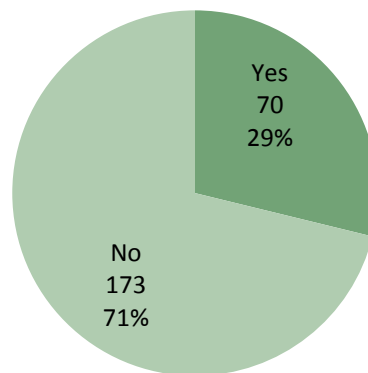
I'm only a substitute. Not enough work hours available.
 It's more important for the librarians to attend training and someone needs to stay behind.
 Just hired
 just my first year as librarian
 Just started
 just started this position
 Just started working in the library in September and haven't had the opportunity.
 Library Aide
 locations held not convenient for winter travel
 Lose \$100 a day per absence
 many are out of town
 my location
 never offered

new employee
 New Hire
 new hire 2007
 New Librarian
 no information
 none offered
 Not allowed
 not asked
 not asked to go
 not aware of trainings
 not encouraged much, Hastle to apply to go - get coverage, etc.
 not here last two years but prev. years not asked
 not informed about training, did not know I could attend, as I am not a librarian.
 not made available to us
 not offered to parttime
 not the head librarian

others attend from my library- not enough funding for all to attend
 Physical Limitation
 Switched jobs - just returned to library field
 This is my 1st year at this position
 used to/giving others a chance usually working for participants that attend training.
 We are self contained library and I feel very good with what we have.
 worked in library less than 1 year
 Working on my ESL
 Endorsement so ad to take classes & attend workshops.

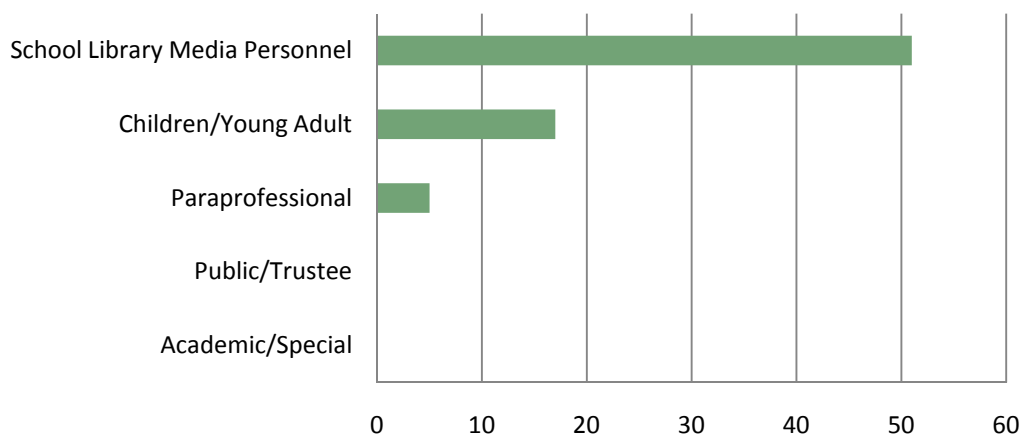
Wyoming Library Association involvement

Wyoming Library Association membership, school libraries
 (N=243)



School library workers had the lowest rate of WLA involvement– less than one-third of school library workers (70 of 243, 29%) reported membership. Those that do join WLA have higher rates of special section membership than WLA members from other library types. Nearly three-fourths (51 of 70, 72.9%) of WLA school library members belong to the School Library Media Personnel special section, and 17 out of 70 (24.3%) belong to the Children/Young Adult section.

**School libraries, WLA members, section membership, ALL that apply
(N=70)**

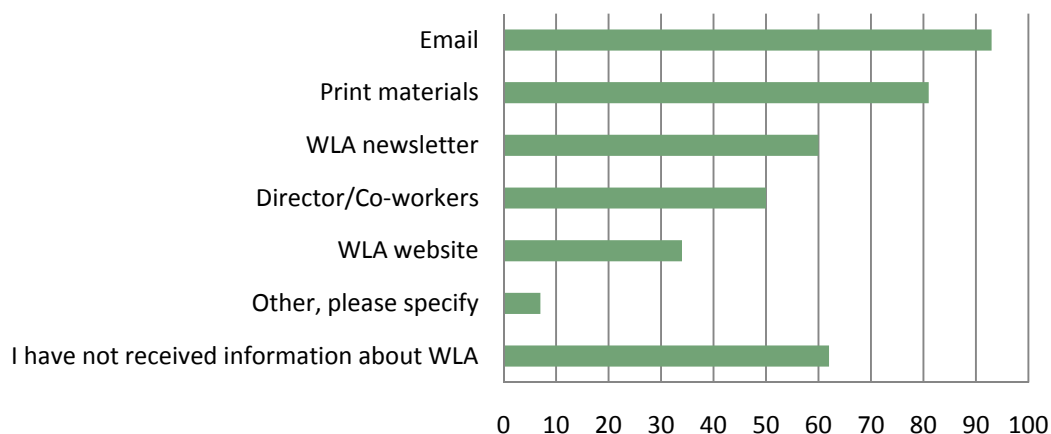


School libraries, WLA members, section membership, ALL that apply (N=70)		
Section	Number	Percent
School Library Media Personnel	51	72.9%
Children/Young Adult	17	24.3%
Paraprofessional	5	7.1%
Academic/Special	0	0.0%
Public/Trustee	0	0.0%
None, or none marked	13	18.6%

Two people marked that they were not members of WLA, but that they were section members. They have not been included in the above table.

Service to WLA as an officer or committee member at any level was reported by 19 of 70 school library WLA members (27.1%). One respondent reported that he or she was not a member, but had served in some capacity.

**How school library workers receive information from or about WLA ,
ALL that apply (N=252)**



13

How school library workers receive information from or about WLA, ALL that apply (N=252)		
Source	Number	Percent
Email	93	36.9%
Print materials	81	32.1%
WLA newsletter	60	23.8%
Director/Co-workers	50	19.8%
WLA website	34	13.5%
Other, please specify	7	2.8%
I have not received information about WLA	62	24.6%

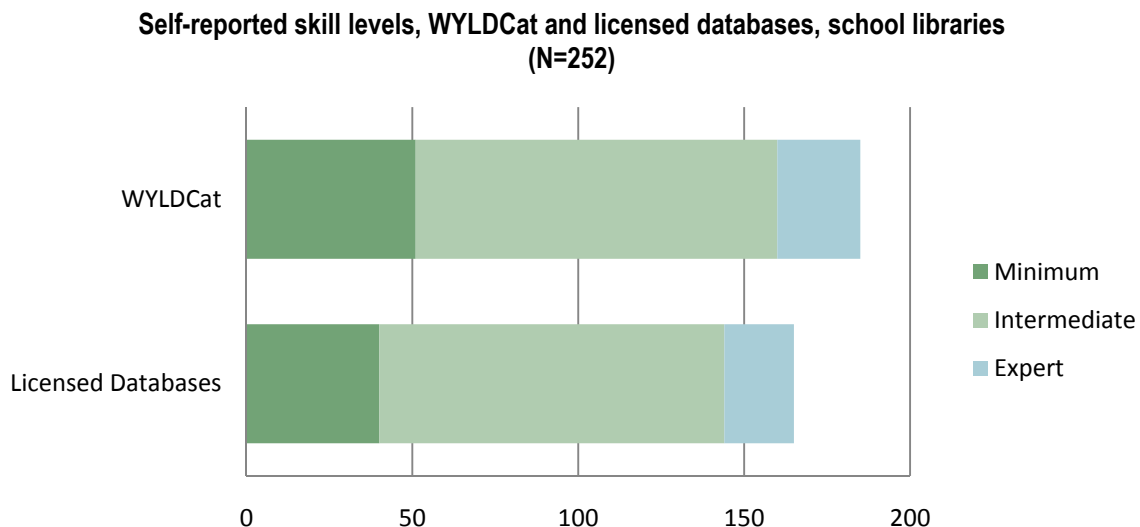
School library workers were the least likely of all library types to receive WLA information through their Director/Co-workers. In other library types, anywhere from one-third to one-half of workers reported getting WLA information from others at their workplace – for school library workers, it was less than one-fifth. One-fourth of school library workers reported that they had not received WLA information – higher than any other library type. “Other” sources of WLA information school library workers listed were:

WLA_Other_Specify
district informer
I hear of a few thing
occasionally from co-
workers.

I just signed up for email notices
I only receive info. If I look for
it.
Jan Segerstrom
whatever comes in US post mail

Wyoming State Library

WYLD training needs



WYLD function	Minimum	Intermediate	Expert	N=
WYLDCat	51 (27.6%)	109 (58.9%)	25 (13.5%)	185
Licensed Databases	40 (24.2%)	104 (63.0%)	21 (12.7%)	165

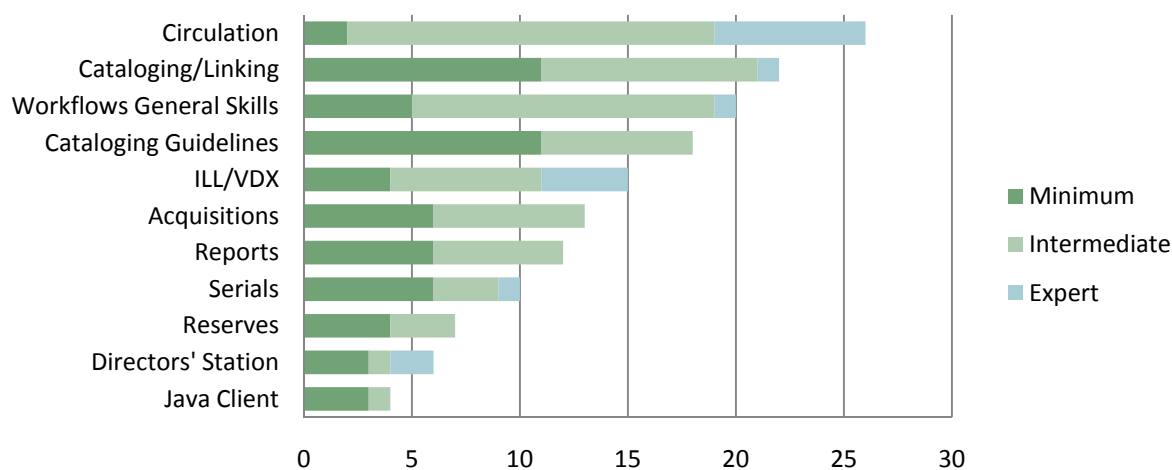
Question 26 asked respondents to rate their skill level as “Minimum,” “Intermediate,” or “Expert” on 13 different WYLD (Wyoming Libraries Database) functions. They were also asked if they would like to receive training on these functions.

A distinction has been made between the functions in general use and those only available to WYLD members. WYLDCat and the licensed databases are freely accessible to all Wyoming libraries. All other functions are only used by WYLD member libraries that participate in the statewide integrated library system.

Survey responses were coded to differentiate WYLD from non-WYLD libraries. School libraries were particularly difficult to differentiate, because coding only extended down to the school district level and not to individual schools. If even one school in a district was a WYLD library, the entire district’s responses were coded as WYLD. There were 37 responses from school districts with WYLD libraries, and 215 from districts that had no WYLD libraries.

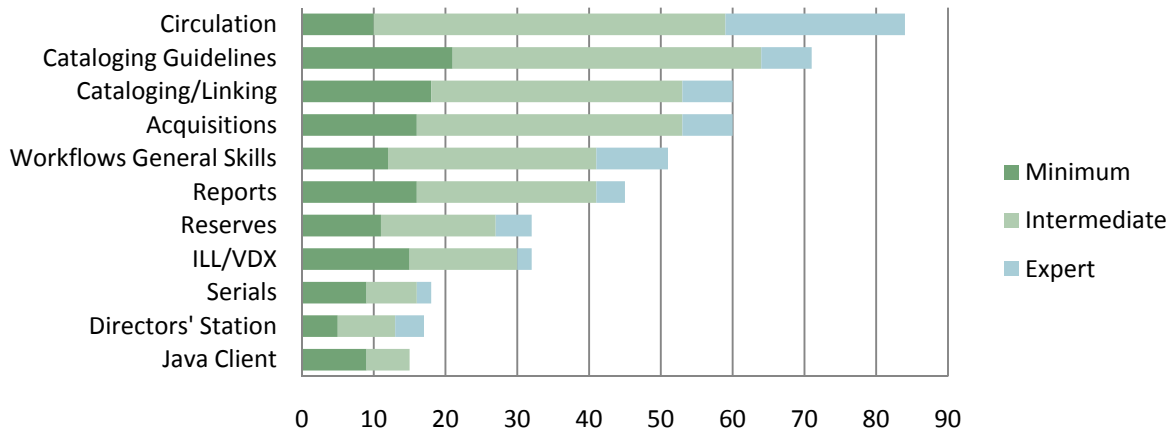
Even though non-WYLD libraries do not use the WYLD system, many non-WYLD respondents ranked their skill level on one or more functions, and requested training on system functions. Data is presented separately for WYLD and non-WYLD libraries.

Self-reported skill levels, WYLD functions, WYLD school libraries (N=37)



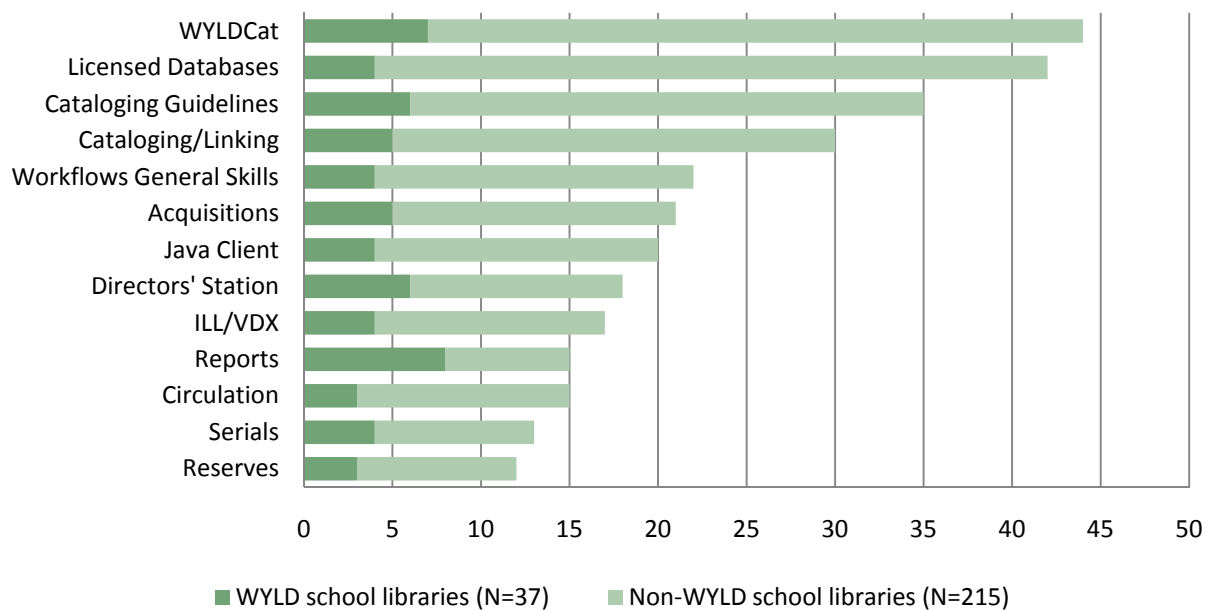
Self-reported skill levels, WYLD functions, WYLD school libraries (N=37)				
WYLD function	Minimum	Intermediate	Expert	N=
Circulation	2 (7.7%)	17 (65.4%)	7 (26.9%)	26
Cataloging/Linking	11 (50.0%)	10 (45.5%)	1 (4.5%)	22
Workflows General Skills	5 (25.0%)	14 (70.0%)	1 (5.0%)	20
Cataloging Guidelines	11 (61.1%)	7 (38.9%)	0 (0.0%)	18
ILL/VDX	4 (26.7%)	7 (46.7%)	4 (26.7%)	15
Acquisitions	6 (46.2%)	7 (53.8%)	0 (0.0%)	13
Reports	6 (50.0%)	6 (50.0%)	0 (0.0%)	12
Serials	6 (60.0%)	3 (30.0%)	1 (10.0%)	10
Reserves	4 (57.1%)	3 (42.9%)	0 (0.0%)	7
Directors' Station	3 (50.0%)	1 (16.7%)	2 (33.3%)	6
Java Client	3 (75.0%)	1 (25.0%)	0 (0.0%)	4

**Self-reported skill levels, WYLD functions,
non-WYLD school libraries (N=215)**



Self-reported skill levels, WYLD functions, non-WYLD school libraries (N=215)				
WYLD function	Minimum	Intermediate	Expert	N=
Circulation	10 (11.9%)	49 (58.3%)	25 (29.8%)	84
Cataloging Guidelines	21 (29.6%)	43 (60.6%)	7 (9.9%)	71
Acquisitions	16 (26.7%)	37 (61.7%)	7 (11.7%)	60
Cataloging/Linking	18 (30.0%)	35 (58.3%)	7 (11.7%)	60
Workflows General Skills	12 (23.5%)	29 (56.9%)	10 (19.6%)	51
Reports	16 (35.6%)	25 (55.6%)	4 (8.9%)	45
ILL/VDX	15 (46.9%)	15 (46.9%)	2 (6.3%)	32
Reserves	11 (34.4%)	16 (50.0%)	5 (15.6%)	32
Serials	9 (50.0%)	7 (38.9%)	2 (11.1%)	18
Directors' Station	5 (29.4%)	8 (47.1%)	4 (23.5%)	17
Java Client	9 (60.0%)	6 (40.0%)	0 (0.0%)	15

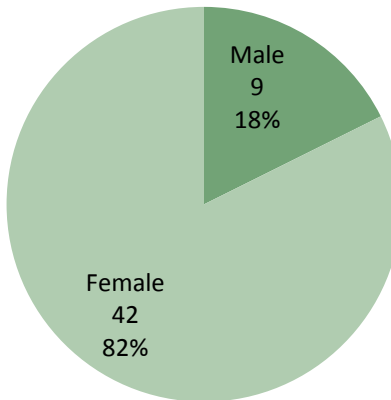
Requests for training on WYLD functions, school libraries (N=252)



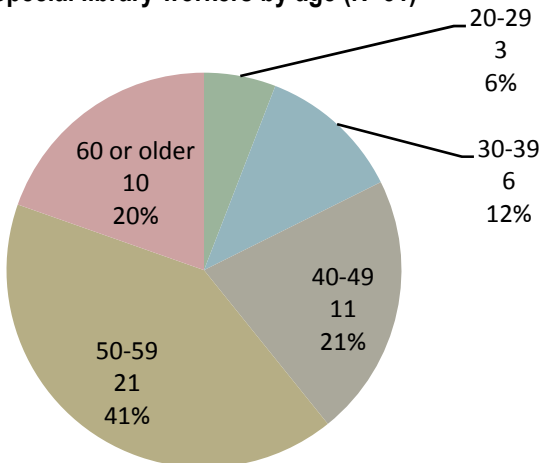
Survey Results: Special Libraries (N=52)

Workforce demographics

Special library workers by gender (N=51)



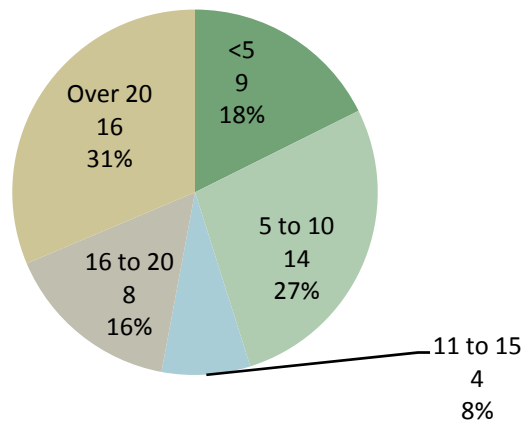
Special library workers by age (N=51)



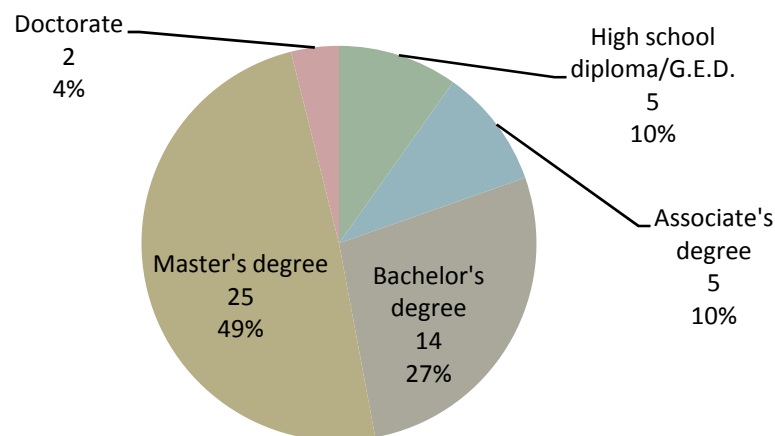
Special libraries have the highest proportion of males of any of the four library types. The special library workforce is also the oldest, with one in five workers age 60 and older, and three out of five age 50 and older.

Experience and education

Years employed in a Wyoming library, special library workers
(N=51)



Highest level of education, special library workers (N=51)



Special library workers are the most highly educated of the four library types, with more than half holding a master's or doctorate. Special libraries also have the most experienced workforce, with almost a third having 20 or more years experience.

The most commonly held credential in special libraries is the ALA-accredited MLS. Although more special library workers reported considering pursuit of an MLS or SLME, none reported currently pursuing either one.

Special library workers holding specific library/education credentials (N=52)	Number	Percent
ALA-accredited master's degree (ALA-MLS)	20	38.5%
Other master's degree in library/information science	2	3.8%
Master's degree in educational media	1	1.9%
School library media endorsement (SLME)	1	1.9%
NCATE-accredited master's degree	0	0.0%
Total reporting one or more credentials held	22	42.3%

Special library workers currently <u>pursuing</u> library/education credentials (N=52)	Number	Percent
Currently pursuing a master's degree in library/information science	0	0.0%
Currently pursuing school library media endorsement	0	0.0%
Total pursuing specific library/education credentials	0	0.0%

Special library workers currently <u>considering</u> pursuing library/education credentials (N=52)	Number	Percent
Considering pursuing master's degree in library/information science	5	9.6%
Considering pursuing school library media endorsement	1	1.9%
Total considering pursuing specific library/education credentials	6	11.5%

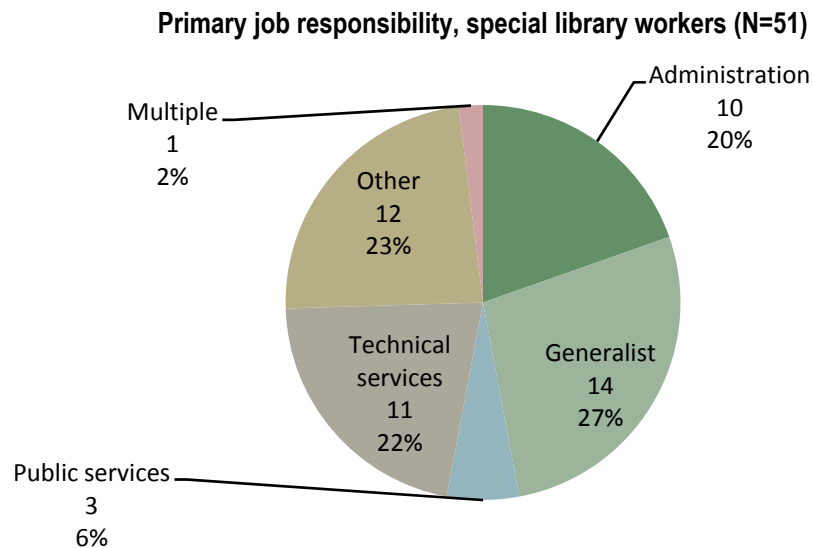
“Other” credentials reported by special library workers:

2 associates
Adult learning and technology
w/ specialization in library
science
BA in Education
Bach. Foreign Languages

BS/Education
considering alternative master's
degree
Have applied to ALA Accred
MLIS Program
Law Degree

Master's Management
none of the above
Nursing BSO
Therapeutic Recreation
work/hands on experience

Job duties



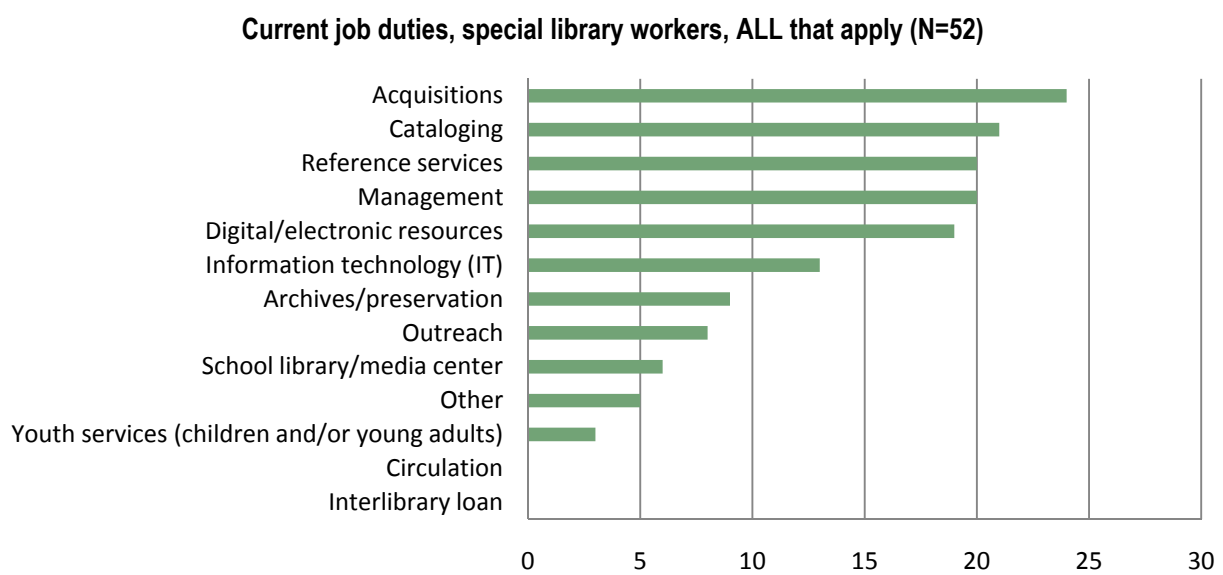
Special libraries employ a greater percentage of workers in administration than in other library types, and have a greater proportion of workers in technical services than any library type except academic. “Other” primary job responsibilities reported by special library workers:

All of the above
Business
Director of Education
IT

IT Services
Library Development
Manager, small staff
Public Relations

Research (2)
Systems, IT
trainin

Question 8 asked them to mark all of their job responsibilities:



Job duties, special library workers, ALL that apply (N=52)	Number	Percent
Acquisitions	24	46.2%
Cataloging	21	40.4%
Management	20	38.5%
Reference services	20	38.5%
Digital/electronic resources	19	36.5%
Information technology (IT)	13	25.0%
Archives/preservation	9	17.3%
Outreach	8	15.4%
School library/media center	6	11.5%
Other	5	9.6%
Youth services (children and/or young adults)	3	5.8%
Interlibrary loan	0	0.0%
Circulation	0	0.0%

“Other” job duties reported by special library workers:

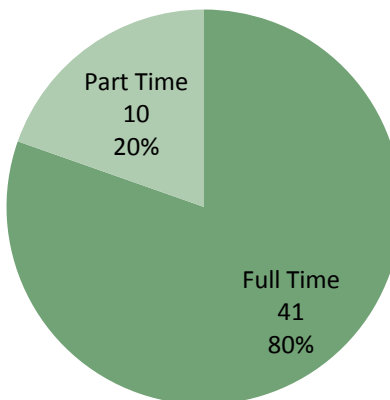
Education Program
e-media/electronic resource
record

Library Development
Public Relations

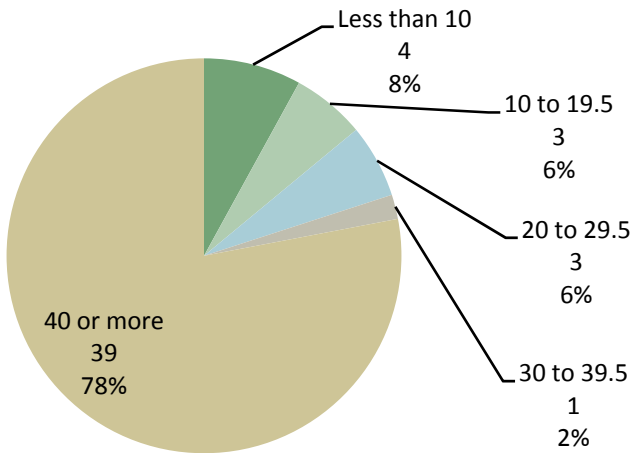
specialized focus for parents,
schools, professionals

Employment status, salaries and benefits

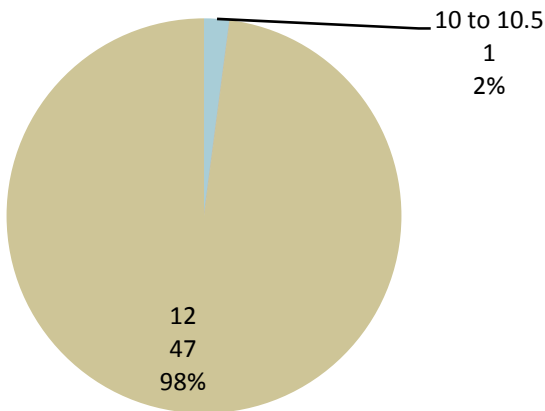
Employment status, special library workers (N=51)



Number of hours worked per week, special libraries (N=50)



Number of months worked per year, special libraries (N=48)



Special libraries are similar to academic libraries in both the proportion of full-time to part-time workers and the percentage of workers with a 40-hour-or-more work week. Nearly every special library employee works a full 12 months out of the year.

Reported annual salaries, special libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
Full-time workers (N=26)	\$24,000.00	\$33,885.00	\$45,000.00	\$53,750.00	\$90,000.00	\$47,601.38
Part-time workers (insufficient data)	-	-	-	-	-	-

Special library salaries for full-time workers were higher than in academic and public libraries, but lower than in schools. Only two part-time workers reported salary data, so that has not been presented to avoid releasing any personally identifiable information. Also not presented is hourly wage data, as only three part-time and three full-time workers reported an hourly wage.

The calculated hourly wage combined reported hourly wage information with per-hour breakdown of reported salaries, based on the number of hours in a work week and the number of hours worked per year. There were 28 usable records for calculated hourly wage for full-time workers in special libraries. Only two part-time records had sufficient data for a calculated hourly wage, so that has not been presented.

Calculated hourly wage, special libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
Full-time workers (N=28)	\$11.54	\$15.92	\$21.63	\$25.60	\$43.27	\$22.56
Part-time workers (Insufficient data)						

For full-time special library workers, more than 95% reported they are offered vacation, health insurance and sick leave through their employer. All full-time workers reported at least one benefit.

Benefits, full-time special library workers (N=41)		
Benefit	Number	Percent
Vacation	40	97.6%
Health insurance	39	95.1%
Sick leave	39	95.1%
Dental insurance	38	92.7%
Life insurance	37	90.2%
Deferred compensation plan (401K/457/403B/etc.)	36	87.8%
Retirement	36	87.8%
Vision insurance	35	85.4%
Holiday pay	34	82.9%
Other	5	12.2%
No benefits reported	0	0.0%

Benefits, part-time special library workers (N=10)		
Benefits	Number	Percent
Deferred compensation plan (401K/457/403B/etc.)	6	60.0%
Dental insurance	6	60.0%
Health insurance	6	60.0%
Holiday pay	7	70.0%
Life insurance	5	50.0%
Retirement	8	80.0%
Sick leave	7	70.0%
Vacation	7	70.0%
Vision insurance	5	50.0%
Other	0	0.0%
No benefits reported	2	20.0%

“Other” benefits reported by special library workers:

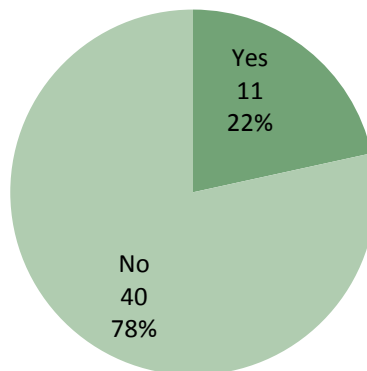
Disability, Long term Care
flexible hours

long term care, short and long
term disability

TIAA-CREF
uncertain

Planned retirements

Special library workers planning to retire in the next 5 years
(N=51)

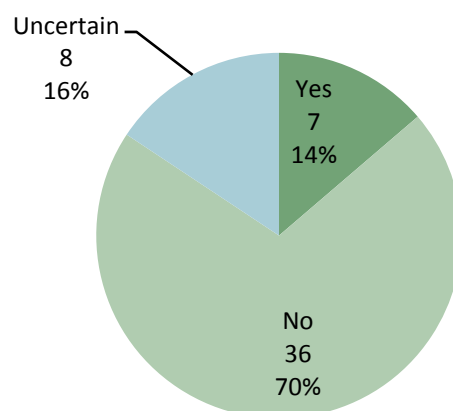


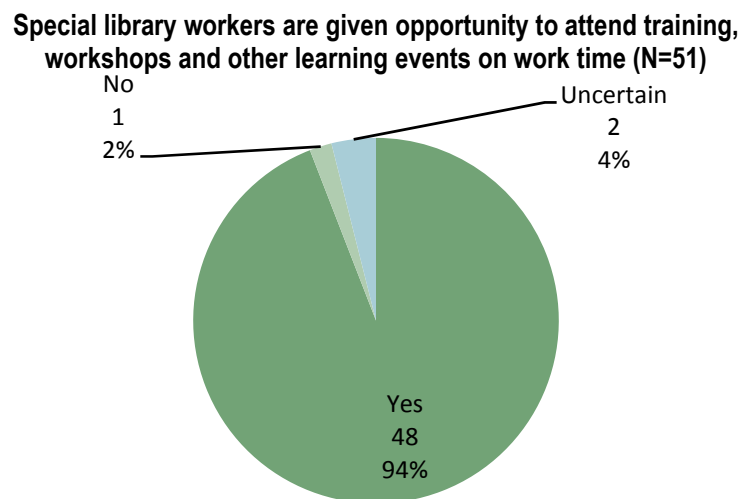
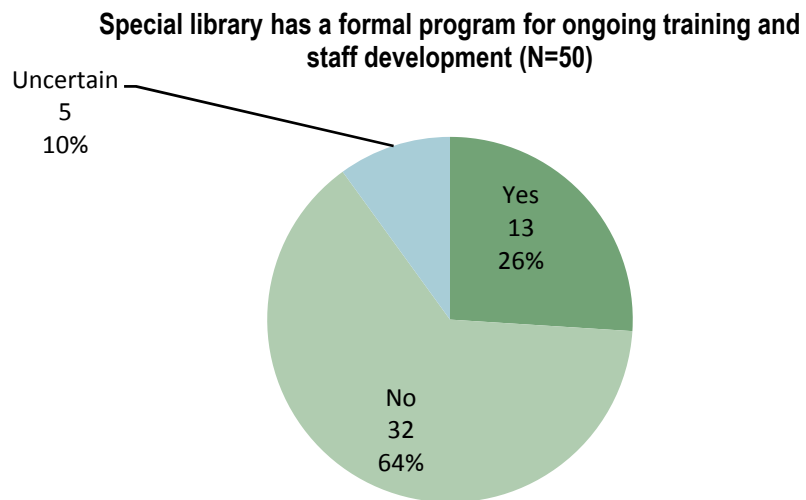
In special libraries, 22% of employees surveyed plan to retire within 5 years. This is slightly less than the expected retirement rate for the overall workforce.

Support for training

Nearly every special library worker (94%) receives opportunities to attend training, workshops and other learning events on work time – only one reported that he or she did not, and two were uncertain. Few special libraries appear to have formal programs for training new employees, but about one-fourth have formal programs for ongoing staff development.

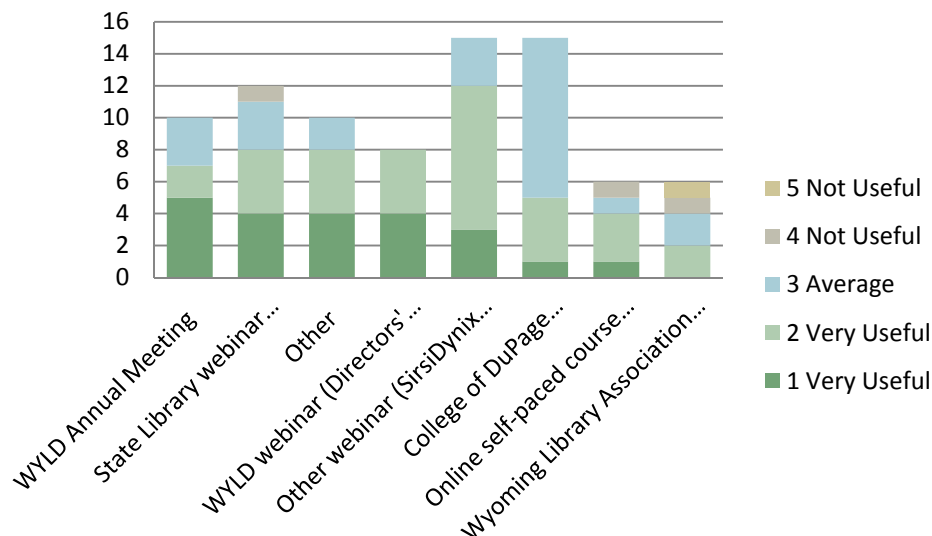
Special library has a formal program for training new employees
(N=51)





Usefulness of existing training

Perceived usefulness of existing training, special library workers
(N=52)



Perceived usefulness of existing training, special library workers (N=52)						
Training opportunity	1 Very Useful	2 Very Useful	3 Average	4 Not Useful	5 Not Useful	N=
WYLD Annual Meeting	5 (50.0%)	2 (20.0%)	3 (30.0%)	0 (0.0%)	0 (0.0%)	10
State Library webinar (Databases of the month, etc.)	4 (33.3%)	4 (33.3%)	3 (25.0%)	1 (8.3%)	0 (0.0%)	12
Other	4 (40.0%)	4 (40.0%)	2 (20.0%)	0 (0.0%)	0 (0.0%)	10
WYLD webinar (Directors' Station, NetLibrary, etc.)	4 (50.0%)	4 (50.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	8
Other webinar (SirsiDynix Institute, WebJunction, etc.)	3 (20.0%)	9 (60.0%)	3 (20.0%)	0 (0.0%)	0 (0.0%)	15
College of DuPage Teleconference	1 (6.7%)	4 (26.7%)	10 (66.7%)	0 (0.0%)	0 (0.0%)	15
Online self-paced course (LibraryU, WebJunction, etc.)	1 (16.7%)	3 (50.0%)	1 (16.7%)	1 (16.7%)	0 (0.0%)	6
Wyoming Library Association spring meeting	0 (0.0%)	2 (33.3%)	2 (33.3%)	1 (16.7%)	1 (16.7%)	6

WYLD and State Library offerings rank highly with special libraries. However, it should be noted that 20 of the 52 special library responses came from the Wyoming State Library, where workers are more likely to attend these events. "Other" training reported by special libraries:

Unrated (4)

ARMA
BCR/WorldCat Resources
Sharing
CALI
Train the Trainer Conference
Federal Depository Library
Conference

1 Very Useful

BCR WorldCat Resource
Sharing Webinar
Institutional library workshop
Institutional Training
SirsiDynix UserGroup Mtg,
LITA National Forum

2 Very Useful

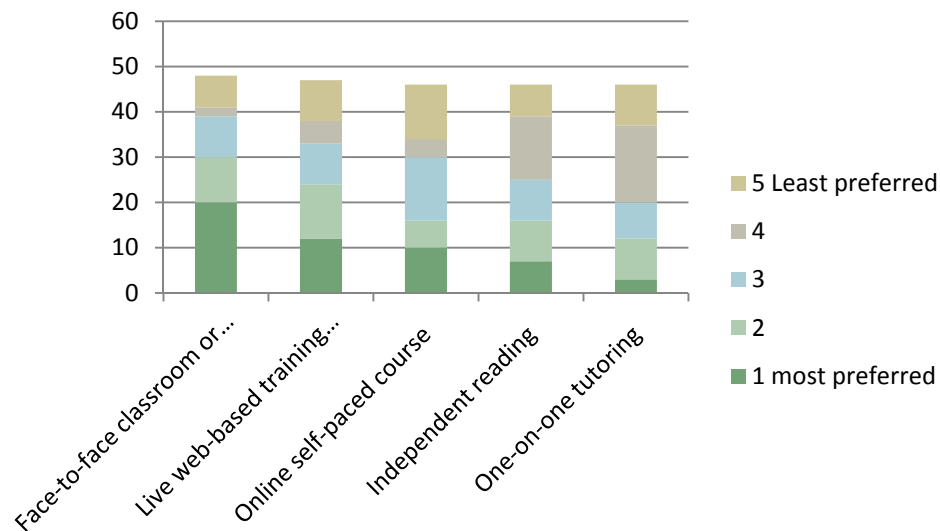
AALL

Independent Reading
National + Regional Conference
Wolf's

3 Average (2)

ARLIS/MW
Sirsi super conf

Preferred training methods

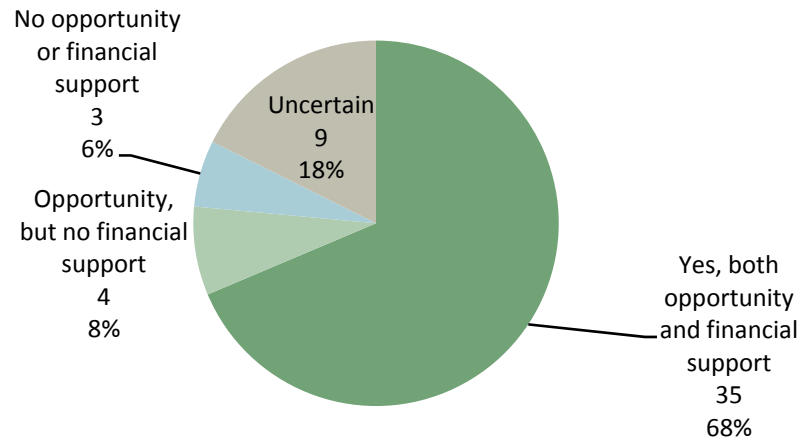


Preferred training methods, special libraries, by "1 most preferred" (N=52)						
Training method	1 most preferred	2	3	4	5 Least preferred	N=
Face-to-face classroom or lecture	20 (41.7%)	10 (20.8%)	9 (18.8%)	2 (4.2%)	7 (14.6%)	48
Live web-based training (webinars)	12 (25.5%)	12 (25.5%)	9 (19.1%)	5 (10.6%)	9 (19.1%)	47
Online self-paced course	10 (21.7%)	6 (13.0%)	14 (30.4%)	4 (8.7%)	12 (26.1%)	46
Independent reading	7 (15.2%)	9 (19.6%)	9 (19.6%)	14 (30.4%)	7 (15.2%)	46
One-on-one tutoring	3 (6.5%)	9 (19.6%)	8 (17.4%)	17 (37.0%)	9 (19.6%)	46

After face to face training, special library workers were the only library type to rank webinars second on preferred training methods. This does not appear to be distorted by the large number of Wyoming State Library workers in the sample pool – WSL workers gave webinars similar rankings to those given by workers in other special libraries. Special library workers also differed from the general workforce in their acceptance of one-on-one tutoring, which received strong negatives among special library respondents.

Library conference attendance

Are you given opportunity and financial support to attend library conferences on work time? (Special libraries, N=51)



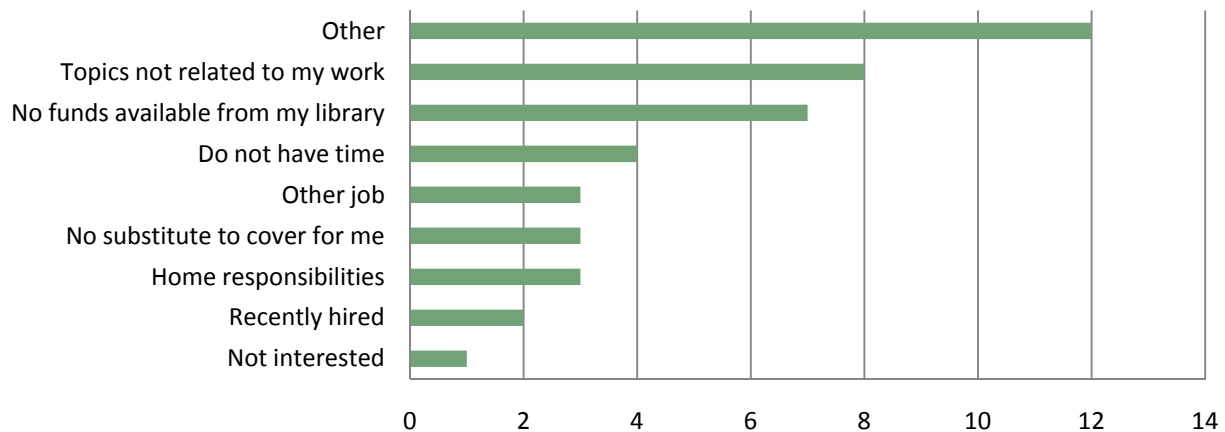
Special library workers attending specific meetings/conferences at least once every three years, ALL that apply (N=52)		
Conference	Number	Percent
Wyoming Library Association (WLA) Annual Conference	20	38.5%
WLA Legislative Reception	17	32.7%
Other	14	26.9%
WYLD Regional Meetings	9	17.3%
WYLD Annual Meeting	7	13.5%
WLA Spring Meetings	5	9.6%
American Library Association (ALA) Annual Conference	5	9.6%
ALA Division Conference (PLA, ACRL, AASL, etc.)	4	7.7%
Mountain Plains Library Association (MPLA) Annual Conference	1	1.9%
Information Power	1	1.9%
IRA/WEA (International Reading Association/Wyoming Education Association)	0	0.0%
No conference attendance reported at least once every three years.	23	44.2%

Conference attendance is one area where the large number of State Library respondents (20 of 52) skews the numbers. If WSL responses are removed, a full 19 out of 32 (59.4%) respondents did not report any conference attendance at least once each three years – this is a higher non-attendance rate than any other library type. Fourteen of the 17 who attended the WLA Legislative Reception, and 14 of the 20 who attended the WLA Annual work at the State Library. “Other” conferences and meetings that were reported by special library workers:

AALL (2)	computers in libraries	MCMLA/DMLA Consortium
AALL (law libraries)	Federal Depository Library	Meetings
AALL, WestPac & CoALL	Meetings, Other information	SirsiDynix User Conference
Art Research Librarians	related conferences	SLA
Society/Mountain West	institution library meetings	State Institution Training
Chapter	MCMLA	WestPac, AALL

Barriers to training and conference attendance

Reasons why special library workers have not participated in training events or conferences during the past three years, ALL that apply (N=52)



Barriers to training, special libraries (N=952)	Number	Percent
Other	12	23.1%
Topics not related to my work	8	15.4%
No funds available from my library	7	13.5%
Do not have time	4	7.7%
Home responsibilities	3	5.8%
No substitute to cover for me	3	5.8%
Other job	3	5.8%
Recently hired	2	3.8%
Not interested	1	1.9%
Respondents reporting one or more barriers to attendance	27	51.9%

As with conference attendance, training barriers differ significantly when the Wyoming State Library is removed from the sample. Without WSL, 62.5% (20 out of 32) respondents report one or more barriers to attendance – a higher percentage than even school libraries. Topical appropriateness and funding were both significant barriers for workers in special libraries.

“Other” barriers to training and conference attendance reported by special library workers:

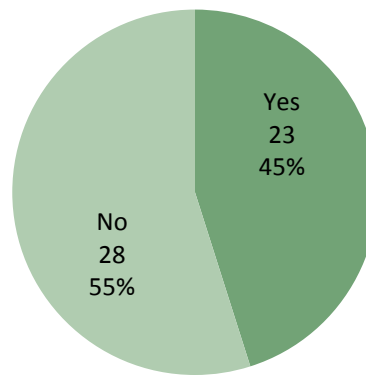
Don't always know about them.
Have not been here long enough
Have not made it a priority.
lib is just part of job
Library is one of many hats I wear

Limited Funding Support
not given opportunity
Not one of the usual preferred
employees always offered
opportunities
started 8-07

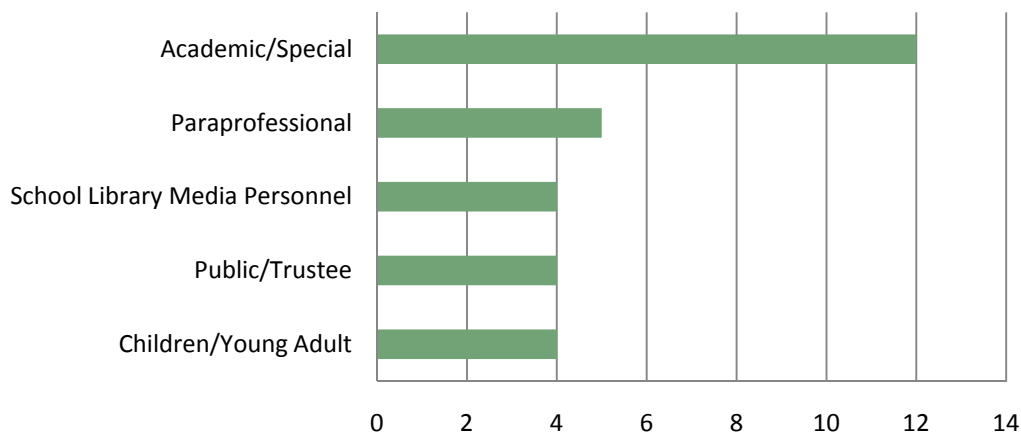
Transportation considerations
Was told to use vacation time

Wyoming Library Association involvement

Wyoming Library Association membership, special libraries
(N=51)



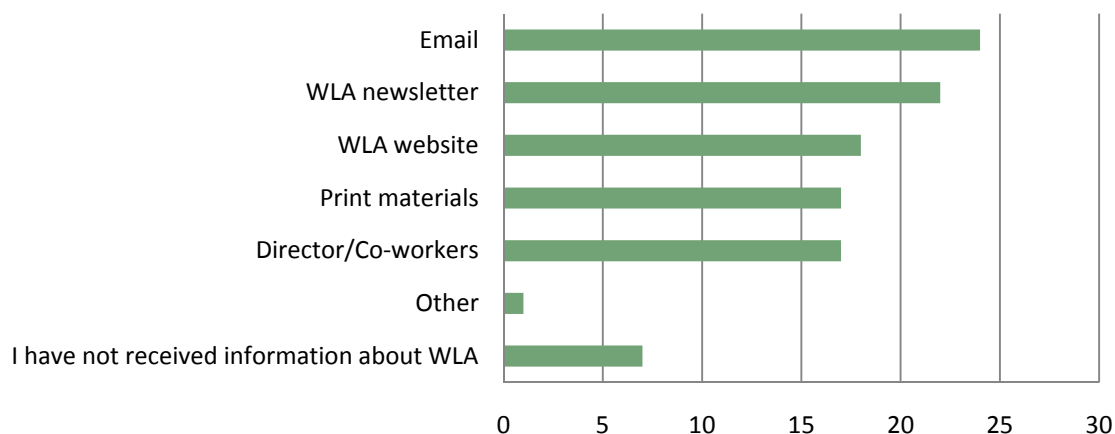
Special libraries, WLA members, section membership, ALL that apply
(N=23)



Special libraries, WLA members, section membership, ALL that apply (N=23)		
Section	Number	Percent
Academic/Special	12	52.2%
Children/Young Adult	4	17.4%
Paraprofessional	5	21.7%
Public/Trustee	4	17.4%
School Library Media Personnel	4	17.4%
None, or none marked	8	34.8%

Service to WLA as an officer or committee member at any level was reported by 15 of 23 (65.2%) special library WLA members. No non-members reported serving in any capacity. Most special library workers receive WLA information either through email or the organization's newsletter.

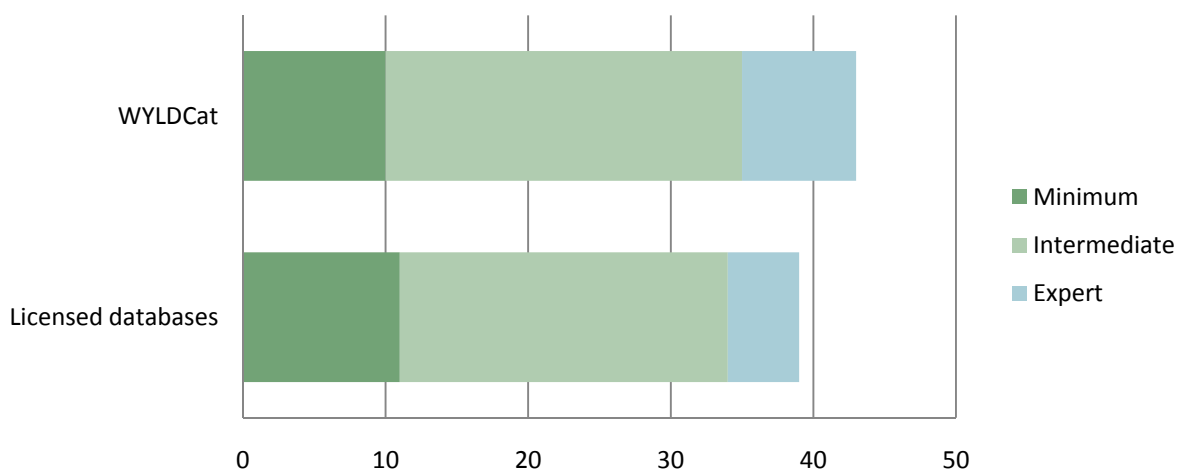
**How special library workers receive information from or about WLA,
ALL that apply (N=52)**



How special library workers receive information from or about WLA, ALL that apply (N=52)		
Source	Number	Percent
Email	24	46.2%
WLA newsletter	22	42.3%
WLA website	18	34.6%
Director/Co-workers	17	32.7%
Print materials	17	32.7%
Other	1	1.9%
I have not received information about WLA	7	13.5%

WYLD training needs

Self-reported skill levels, WYLDCat and licensed databases, special libraries (N=52)



WYLD Function	Minimum	Intermediate	Expert	N=
WYLDCat	10 (23.3%)	25 (58.1%)	8 (18.6%)	43
Licensed databases	11 (28.2%)	23 (59.0%)	5 (12.8%)	39

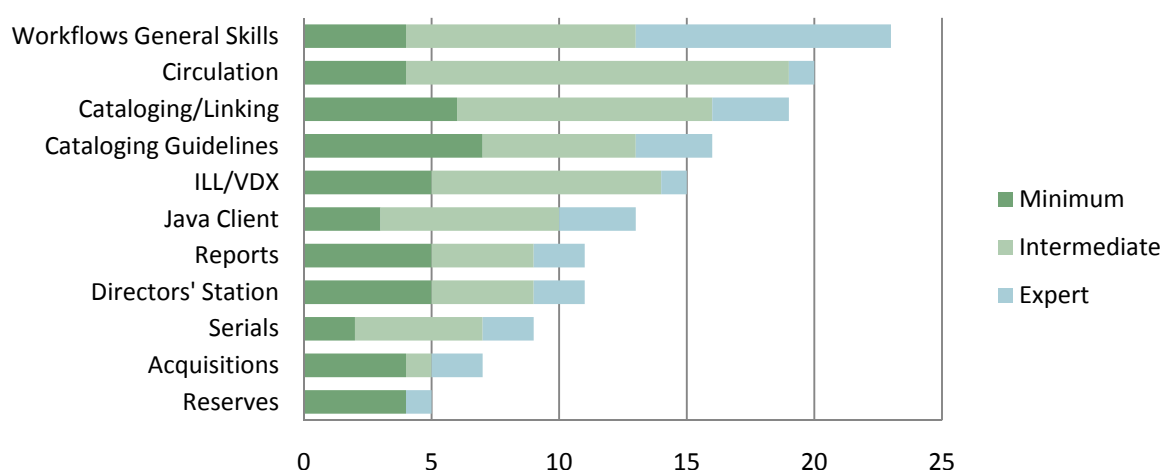
Question 26 asked respondents to rate their skill level as “Minimum,” “Intermediate,” or “Expert” on 13 different WYLD (Wyoming Libraries Database) functions. They were also asked if they would like to receive training on these functions.

A distinction has been made between the functions in general use and those only available to WYLD members. WYLDCat and the licensed databases are freely accessible to all Wyoming libraries. All other functions are only used by WYLD member libraries that participate in the statewide integrated library system.

Survey responses were coded to differentiate WYLD from non-WYLD libraries. There were 29 responses from WYLD special libraries and 23 responses from non-WYLD special libraries.

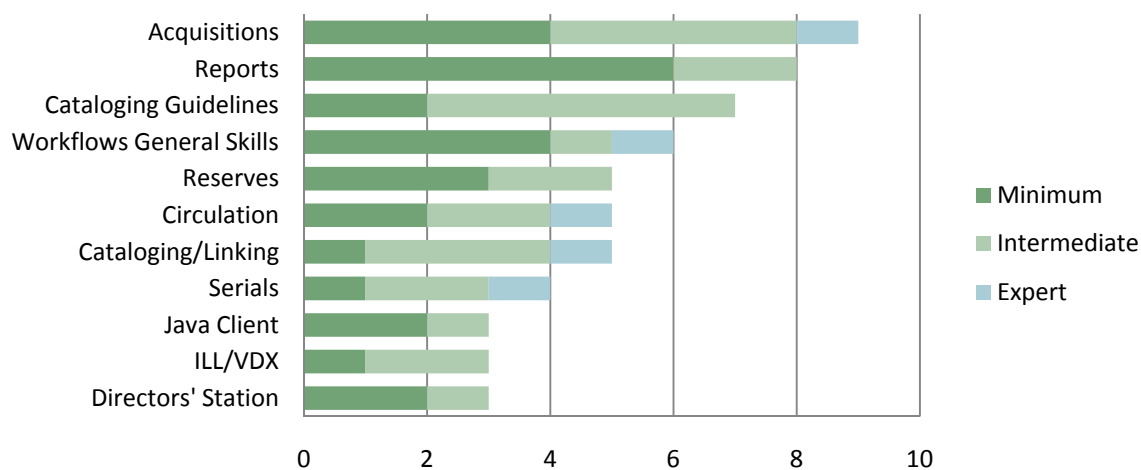
Even though non-WYLD libraries do not use the WYLD system, many non-WYLD respondents ranked their skill level on one or more functions, and requested training on system functions. For this reason, data is presented separately for WYLD and non-WYLD libraries.

Self-reported skill levels, WYLD functions, WYLD special libraries (N=29)



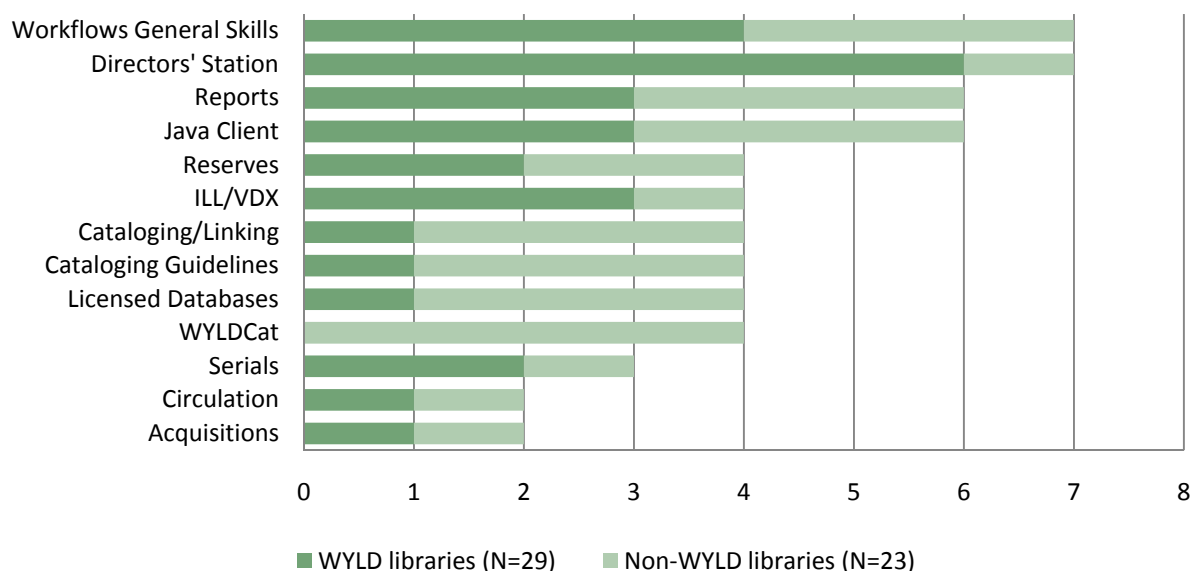
WYLD function	Minimum	Intermediate	Expert	N=
Workflows General Skills	4 (17.4%)	9 (39.1%)	10 (43.5%)	23
Circulation	4 (20.0%)	15 (75.0%)	1 (5.0%)	20
Cataloging/Linking	6 (31.6%)	10 (52.6%)	3 (15.8%)	19
Cataloging Guidelines	7 (43.8%)	6 (37.5%)	3 (18.8%)	16
ILL/VDX	5 (33.3%)	9 (60.0%)	1 (6.7%)	15
Java Client	3 (23.1%)	7 (53.8%)	3 (23.1%)	13
Directors' Station	5 (45.5%)	4 (36.4%)	2 (18.2%)	11
Reports	5 (45.5%)	4 (36.4%)	2 (18.2%)	11
Serials	2 (22.2%)	5 (55.6%)	2 (22.2%)	9
Acquisitions	4 (57.1%)	1 (14.3%)	2 (28.6%)	7
Reserves	4 (80.0%)	0 (0.0%)	1 (20.0%)	5

Self-reported skill levels, WYLD functions, non-WYLD special libraries (N=23)



Self-reported skill levels, WYLD functions, non-WYLD special libraries (N=23)				
WYLD function	Minimum	Intermediate	Expert	N=
Acquisitions	4 (44.4%)	4 (44.4%)	1 (11.1%)	9
Reports	6 (75.0%)	2 (25.0%)	0 (0.0%)	8
Cataloging Guidelines	2 (28.6%)	5 (71.4%)	0 (0.0%)	7
Workflows General Skills	4 (66.7%)	1 (16.7%)	1 (16.7%)	6
Cataloging/Linking	1 (20.0%)	3 (60.0%)	1 (20.0%)	5
Circulation	2 (40.0%)	2 (40.0%)	1 (20.0%)	5
Reserves	3 (60.0%)	2 (40.0%)	0 (0.0%)	5
Serials	1 (25.0%)	2 (50.0%)	1 (25.0%)	4
Directors' Station	2 (66.7%)	1 (33.3%)	0 (0.0%)	3
ILL/VDX	1 (33.3%)	2 (66.7%)	0 (0.0%)	3
Java Client	2 (66.7%)	1 (33.3%)	0 (0.0%)	3

Requests for training on WYLD functions, special libraries (N=52)



WYLD function	WYLD libraries (N=29)	Non-WYLD libraries (N=23)	All special libraries (N=52)
Directors' Station	6	1	7
Workflows General Skills	4	3	7
Java Client	3	3	6
Reports	3	3	6
WYLDCat	0	4	4
Licensed Databases	1	3	4
Cataloging Guidelines	1	3	4
Cataloging/Linking	1	3	4
ILL/VDX	3	1	4
Reserves	2	2	4
Serials	2	1	3
Acquisitions	1	1	2
Circulation	1	1	2
Number of workers requesting training on one or more functions	10	8	18
Percent of workers requesting training on one or more functions	34.5%	34.8%	34.6%

Among WYLD special libraries, the training most requested was for Directors' Station and Workflows general skills.

Notes on the survey

Survey response rates

The Wyoming State Library sent out 1,749 survey forms to the state's libraries for their estimated 1,337 employees; 812 responses and 220 unused forms were returned. Respondents were self-selected, so responses may not constitute a representative sample.

Survey forms returned to total surveys sent			
Library type	Number of surveys sent	Forms returned	% rate of return
Academic	193	117	60.62%
Public	662	476	71.90%
Schools	789	376	47.66%
Special	105	63	60.00%
Overall	1749	1032	59.01%

Completed surveys returned to estimated number of library workers			
Library type	Estimated workers	Completed forms	% rate of return
Academic	165	94	56.97%
Public	599	414	69.12%
Schools	502	252	50.20%
Special	71	52	73.24%
Overall	1337	812	60.73%

Adjustments to the data

Data was initially entered exactly as reported. Minor adjustments were made to the data, including:

- Government agency, law, medical and “other” libraries were combined into the category of special libraries, because of the small number of responses for each.
- On Q. 8 (job duties), two additional categories, interlibrary loan (ILL) and circulation were added, due to the large number of write-in responses for these two functions. Because these options were not available on the original survey, these two duties may be underrepresented in the results.
- For hours worked, months worked and salaries/wages, ranges were averaged (eg. 40-50 hours = 45 hours), and plus signs (+) were eliminated. A small number of entries that appeared to be incorrectly reported (eg. an 8-hour week and a \$50,000 salary) were deleted.
- On Q. 18 (preferred training methods), many respondents did not rank the methods from 1 (most preferred) to 5 (least preferred) as instructed, but instead put an “X” by their preferred training methods. All “X” responses were converted to a “1.”
- On Q. 21 (barriers to training attendance), “new hire” was added, due to the large number of write-in responses indicating this was a barrier to training. Because this option was not available on the original survey, it may be underrepresented in the results.

21. If you have not participated in training events or conferences during the past three years, please tell us why.

- Mark **ALL** that apply.
- ☐ Do not have time
 - ☐ Home responsibilities
 - ☐ No funds available from my library
 - ☐ No substitute to cover for me
 - ☐ Not interested
 - ☐ Other job
 - ☐ Topics not related to my work
 - ☐ Other, please specify _____

22. Are you a member of the Wyoming Library Association?

- ☐ Yes
- ☐ No Skip to question 25.

23. Are you a member of a WLA section(s)? Mark **ALL** that apply.

- ☐ Academic/Special
- ☐ Children/Young Adult
- ☐ Paraprofessional
- ☐ Public/Trustee
- ☐ School Library Media Personnel
- ☐ None

24. Have you served as an officer or a committee member at any level in WLA?

- ☐ Yes
- ☐ No

25. How do you receive information from or about WLA? Mark **ALL** that apply.

- ☐ Director/Co-workers
- ☐ Email
- ☐ Print materials
- ☐ WLA newsletter
- ☐ WLA website
- ☐ Other, please specify _____
- ☐ **I have not received information about WLA**

26. Mark the WYLD functions you use by entering a check in the box that best defines your skill level.
If you would like training in any of the functions, put checks in the “would like training” boxes.

	Do Not Use	Skill Level			Would Like Training
		Minimum	Intermediate	Expert	
WYLDCat					
Licensed Databases					
Acquisitions					
Cataloging Guidelines					
Cataloging/Linking					
Circulation					
Directors' Station					
ILL/VDX					
Java Client					
Reports					
Reserves					
Serials					
Workflows General Skills (setting properties, changing tool bars, etc.)					



Help us make working in Wyoming Libraries GREAT!

Dear Colleague,

We want to provide you the best training opportunities possible for your work in a Wyoming library.

With that in mind, the Wyoming State Library, Wyoming Library Association and the WYLD Training Committee are conducting this survey to learn more about the state’s library workforce and how you prefer to learn or improve work skills.

Your answers will not be personally identifiable. Survey data will be compiled and reported by the state’s Economic Analysis Division.

We value your response. The information you provide will help us plan better programs, conferences, and continuing education opportunities, and to deliver them in ways more convenient for you. Please take a few minutes to complete and return the survey. The survey form may be refolded for mailing; and postage is paid.

Thank you for participating in this survey. If you have any questions, please contact. . .

Lesley Boughton

Lesley Boughton
Wyoming State Librarian, lbough@state.wy.us

Ara Anderson

Ara Anderson
Wyoming Library Association, aanderson@will.state.wy.us

To send in this survey, simply fold the paper in thirds, and tape together. You don’t even need a stamp, we took care of that for you!

Wyoming State Library
516 South Greeley Hwy.
Cheyenne, WY 82002
Room _____

State of Wyoming
Economic Analysis Division
1807 Capitol Avenue, Suite 206
Cheyenne, WY 82002-0060

1. What is your gender?

- ☐ Female
☐ Male

2. What is your age?

- ☐ Younger than 20
☐ 20-29
☐ 30-39
☐ 40-49
☐ 50-59
☐ 60 or older

3. In what type of library are you currently employed?

Mark **ONE**.

- ☐ Community college/university library
☐ Government agency library
☐ Institution
☐ K-12 school library
☐ Law library
☐ Medical library
☐ Public library
☐ Other, please specify _____

4. How many years have you been employed in a Wyoming library?

- ☐ Less than 5
☐ 5 to 10
☐ 11 to 15
☐ 16 to 20
☐ Over 20

5. What is your highest level of education? Mark **ONE**.

- ☐ Doctorate
☐ Master's degree
☐ Bachelor's degree
☐ Associate's degree
☐ High school diploma/G.E.D.
☐ Less than a high school diploma

6. Do you have any of the following credentials?

Mark **ALL** that apply.

- ☐ ALA-accredited master's degree
☐ Other master's degree in library/information science
☐ NCATE-accredited master's degree
☐ Master's degree in educational media
☐ School library media endorsement
☐ Currently pursuing a master's degree in library/information science
☐ Currently pursuing school library media endorsement
☐ Considering pursuing master's degree in library/information science
☐ Considering pursuing school library media endorsement
☐ Other, please specify _____

7. In your current position, which of the following areas best describes your primary responsibilities? Mark **ONE**.

- ☐ Administration
☐ Generalist (i.e., lone librarian or one of small staff)
☐ Public services
☐ Technical services
☐ Other, please specify _____

8. In your current position, do your primary responsibilities fall in any of the following selected areas? Mark **ALL** that apply.

- ☐ Acquisitions
☐ Archives/preservation
☐ Cataloging
☐ Digital/electronic resources
☐ Information technology (IT)
☐ Management
☐ Outreach
☐ Reference services
☐ School library/media center
☐ Youth services (children and/or young adults)
☐ Other, please specify _____

9. How are you employed at your library?

- ☐ Part Time
☐ Full Time

10. How many hours do you work at your library each week?

How many months do you work at your library each year?

11. How are you compensated from your library job only?

Mark **ONE** and enter the appropriate information.

(The answers to this question will be used for statistical purposes only. Your name, library, and/or position will not be attached to this data.)

- ☐ Hourly, wage per hour \$ _____
☐ Salaried, annual salary \$ _____

12. Are you ELIGIBLE to participate in the following benefit package options due to your library employment?

Mark **ALL** that apply.

- ☐ Deferred compensation plan (401K/457/403B/etc.)
☐ Dental insurance
☐ Health insurance
☐ Holiday pay
☐ Life insurance
☐ Retirement
☐ Sick leave
☐ Vacation
☐ Vision insurance
☐ Other, please specify _____

13. Do you plan to retire in the next 5 years?

- ☐ Yes
☐ No

14. Does your library have a formal program for training new employees?

- ☐ Yes
☐ No
☐ Uncertain

15. Does your library have a formal program for ongoing training and staff development?

- ☐ Yes
☐ No
☐ Uncertain

16. Are you given an opportunity to attend training, workshops, and other learning events on work time?

- ☐ Yes
☐ No
☐ Uncertain

17. If you participated in any of the following training opportunities in 2007, how useful were they? Mark **ALL** that apply.

Training Opportunity	Did Not Attend	Very Useful		Average	Not Useful	
College of DuPage Teleconference		1	2	3	4	5
State Library webinar (Databases of the month, etc.)		1	2	3	4	5
WYLD webinar (Directors' Station, NetLibrary, etc.)		1	2	3	4	5
Other webinar (SirsiDynix Institute, WebJunction, etc.)		1	2	3	4	5
Online self-paced course (LibraryU, WebJunction, etc.)		1	2	3	4	5
WYLD annual meeting		1	2	3	4	5
Wyoming Library Association spring meeting		1	2	3	4	5
Other, please specify _____		1	2	3	4	5

18. Please rank the way you prefer to participate in learning/training activities, 1 through 5, with 1 being the most preferred and 5 being the least preferred.

- _____ Independent reading
_____ One-on-one tutoring
_____ Face-to-face classroom or lecture
_____ Online self-paced course
_____ Live web-based training (webinars)

19. Are you given an opportunity and financial support to attend library conferences on work time?

- ☐ Yes - opportunity and financial support
☐ Yes - opportunity, but no financial support
☐ No opportunity or financial support
☐ Uncertain

20. Do you attend any of the following annual meetings/conferences at least once every three years? Mark **ALL** that apply.

- ☐ Wyoming Library Association (WLA) Annual Conference
☐ WLA Spring Meetings
☐ WLA Legislative Reception
☐ WYLD Annual Meeting
☐ WYLD Regional Meetings
☐ American Library Association (ALA) Annual Conference
☐ ALA Division Conference (PLA, ACRL, AASL, etc.)
☐ Mountain Plains Library Association (MPLA) Annual Conference
☐ Information Power
☐ IRA/WEA
☐ Other, please specify _____

Appendix K

List of People Interviewed (focus groups)

2008 – 2012 Library Services and Technology Act Evaluation Focus Group

Library Directors

9-30-2011 (3:15-4:15)

Maggie Farrell	University of Wyoming
Cameron Duff	Sheridan County
Jill Mackey	Crook County
Karen Funk	Washakie County
Lucie Osborn	Laramie County
Patty Myers	Campbell County
Dale Collum	Uinta County
Susan Simpson	Albany County
Frances Clymer	Park County
Kristen Herr	Carbon County
Sid Stanfill	Sublette County
Cynthia Twing	Johnson County
Scott Kinney	Sweetwater County

2008 – 2012 Library Services and Technology Act Evaluation Focus Group

Teacher-Librarians

10-1-2011 (11:00-11:45)

Mary Wegner	Wagonwheel (Gillette)	mwegher@ccsd.k12.wy.us
Ron Chesmore	St. Stephens Indian School	Rpchesmore@yahoo.com
Jennisen Lucas	Eastside Elem. (Cody)	jennisenlucas@park6.k12.wy.us
Peggy Jording	Newcastle Middle School	jordingp@weston1.k12.wy.us
Lovi Clark-Erickson	Jackson Hole High School	lclark-erickson@tcsd.org
Michelle Ottoes	Library/Media Student	ottoesfamily@bresnan.net
Sally Mack	Guernsey-Sunrise School	sshambaugh22@yahoo.com
LaDonna Leibrich	Sheridan High School	leibrichl@scsd2.com
Mary Jay Jordan	Sundance High School	jordanmj@crook1.com
Catherine Symchych	Snowy Range Academy	csymchych@acsd1.org
Cathy Dodgson	U.W. Lab School	cdodgson@uwyo.edu
Jeannine Collins	Laramie Junior High School	jcollins@acsd1.org
Ruth Hanks	Laramie High School	hanks@acsd1.org
Jennifer Markus	East High School	markusj@laramie1.org
Tess Bandalos	Guernsey-Sunrise School	tbandalos@plth.k12.wy.us