

CONTINUING PROFESSIONAL EDUCATION

by

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The following data present a profile of continuing professional education activities offered by schools of library and information studies education for 1995-96. Both schools containing programs accredited by the American Library Association Committee on Accreditation [identified in this chapter as “ALA schools”] and schools without accredited programs have contributed information for this report; schools that did not engage in continuing education activities and reported to that effect have also been indicated. Forty-seven ALA schools [four more than last year] and one non-ALA school reported continuing education in some form; nine ALA schools reported no activity in continuing education. Where aggregate data are used, only the ALA schools are included.

Only events which were developed for a target audience of non-degree seeking participants are reported in this section. Program offerings designed as part of an academic degree program are excluded, information on these courses may be found in the curriculum section of this volume. However, those courses that were offered both for non-credit as well as credit have been included in this chapter.

Continuing Education Events

Continuing education covers a broad spectrum of activities, some of which are solely for professional development and may, or may not, offer Continuing Education Units, and some of which offer academic credit. For the purposes of this chapter, credit and non-credit events are reported separately, beginning with the non-credit continuing professional education events.

Non-Credit Activity

Table V-1 lists the number of continuing education events that were offered during 1995-96, the total number of contact hours of instruction, and the total enrollments [attendance]. The number of events is up from the previous year by 41 [6%], but contact [instructional] hours decreased by 2,010 [-26%]. This decrease is substantial and suggests that, while more continuing education is being offered, the formats are of shorter duration. Moreover, overall attendance declined by 2,101 [a decrease of 7%]; this places 1995-96 in fourth position for the highest attendance recorded in the past nine years.

The upturn in effort in delivering continuing education on the part of ALA schools as measured by number of events is an encouraging sign. The drop in attendance can be a concern and may signal customer uncertainty with the overall economic climate or dissatisfaction with the content offered. Since human resources--as the largest part of any library's budget--need to be nurtured and upgraded, particularly in a profession that is changing as rapidly as LIS, it is essential that schools not only offer continuing education opportunities but, even more importantly, incorporate the philosophy of lifelong learning as a key to professional competence into the graduate curriculum.

Table V-1
Number, Duration, and Enrollment of Continuing Education Events
1995-96

ALA Schools	Number of Events	Contact Hours	Attendance
Alberta	9	22	210
British Columbia	8	58	214
Buffalo	5	21	125
California - Los Angeles	26	99	686
Catholic	4	NR	260
Clark Atlanta	1	3	40
Dalhousie	20	60	1,025
Emporia	15	157	589
Florida State	5	76	218
Hawaii	10	30	156
Illinois	2	NR	160
Iowa	4	20	416
Kent State	2	46	90
Kentucky	12	112.75	292
Long Island	32	90.5	255
Louisiana State	1	38	36
Maryland	8	145.5	315
McGill	16	97	415
Michigan	16	108	594
Missouri	26	156	1,243
Montréal	9	98	227
North Carolina Central	19	171	546
North Carolina - Chapel Hill	8	138	173
North Carolina - Greensboro	1	5	200
North Texas	29	163	1,009
Oklahoma	1	5.5	220
Pittsburgh	18	151	766
Pratt	22	84	594
Puerto Rico	5	36	252
Rhode Island	13	37	384
Rosary	2	8	180
Rutgers	32	166	1,020
St. John's	2	8	130
San Jose	1	45	12
Simmons	22	107.75	254

(Table continues)

Table V-1 (cont.)

ALA Schools	Number of Events	Contact Hours	Attendance
South Carolina	49	199	3,580
South Florida	1	8	32
Southern Connecticut	4	31	89
Southern Mississippi	1	9	750
Tennessee	2	7	17
Texas	16	151	1,264
Texas Woman's	8	85	3,765
Toronto	39	326.5	567
Washington	27	503	448
Wayne State	6	13	477
Wisconsin - Madison	94	808	2,582
Wisconsin - Milwaukee	104	1,004	1,363
Total	757	5,707.5	28,240

Non-ALA Schools	Number of Events	Contact Hours	Attendance
Sam Houston	6	189	1,173

ALA schools reporting no non-credit CE activity were: Alabama, Albany, Arizona, Clarion, Drexel, Indiana, Queens, Syracuse, and Western Ontario.

Table V-2 provides a summary of total continuing education activity reported, detailed by type of event. For each type, data is presented concerning the number of programs held, the total number of instructional hours, the number of attendees, the number of programs offering CEUs¹, the number of programs held on and off campus, and the number of programs offered via alternative modes of delivery.

There continues to be an increase in the number of activities offered in the **Institute/Symposium/Conference/Forum** category, although this increase is very slight [+1, or 1%]. The number of instructional hours fell back to the level of two years ago, approximately half reported last year. The decrease in contact hours is coupled with a small downturn in attendance [-883, or 10%]. These changes in instructional hours and attendance, when viewed in the context of an increased number of events, may forecast a changing pattern of what is being offered by ALA schools. One could interpret this development as an effort on the part of ALA schools to offer a variety of educational opportunities in a market that is undergoing tremendous change as new technologies completely transform the LIS landscape. While there continues to be a need for schools to highlight the importance of continuing education to professional development, it is equally vital for schools to be sensitive to a dramatically

¹ A CEU is defined as a unit of credit [non-academic] representing ten contact hours of participation in an organized continuing education activity under responsible sponsorship, capable direction and qualified instruction. The "contact hour" is a standard unit of measurement commonly equated to fifty [50] minutes of participation in an organized learning activity.

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changing profession and marketplace.

The number of **workshops** offered also showed a definite increase [+59, or 19%], with a 14% increase in contact hours [+284.5] and a 14% upswing in attendance [+800]. A 101% increase in programs awarding CEUs [+79] provides further evidence that the CEU is gaining ground as a mechanism for validating student participation in this type of continuing education.

An 12% decrease [-14] in the number of **seminars** offered resulted in 4% more contact hours [+27], but a declining level of attendance [-1,046, or -26%]. It is possible that the seminar is being replaced by the workshop as a preferred form of continuing education. Since seminars are typically more intensive than other forms of continuing education and workshops are more practical, this may signal that customers prefer practical and experiential forms of education.

Colloquia and lectures demonstrated a slight increase in number [+2], while attendance [-716, or -10%] and contact hours declined [-21,5, or -9%]. However, the overall figures remain sufficiently substantial to ensure the continued viability of this mode of delivery.

Short courses showed increases in numbers [+9, or +41%] and instructional hours [+311, or +125%], with a small decrease in attendance [-68, or -7%]. The schools continued to offer CEUs – for this venue from 64% of courses offered in 1994-95 to 87% in 1995-96. **Tutorials** [individualized instruction] remained stable in numbers and instructional hours, but attendance dropped markedly [-151, or -64%].

The **“Other”** category this year continues to include a variety of formats, including: TV/satellite, video, contract work, teleconference [both short and semester-length], storytelling festival, compressed video, and international study tours. This eclectic mix of offerings declined in numbers of events held [-17, or -26%] and attendance [-40, or -1%], but the real change from last year lies in the dramatic drop in contact hours [-2,028.5, or -79%]. The number of CEUs offered remained stable.

Table V-2
Summary of Number, Duration, Enrollment, and Deletion
Of Continuing Education Events in Reporting ALA Schools
1995-96

Non-Credit Activity	Number Held	Contact Hours	Attendance	Programs Offering CEU's	Number Held On-Campus	Number Held Off-Campus	Delivered by Alternative Method
Institute Symposium Conference Forum	64	7,925	7,899	27	51	13	0
Workshop	366	2,389	6,436	157	301	59	7
Seminar	102	750.5	2,898	58	72	18	1
Colloquium Lecture	136	215.5	6,166	1	120	5	1
Short Course	31	559	949	27	13	2	16

(Table continues)

Table V-2 (cont.)

Non-Credit Activity	Number Held	Contact Hours	Attendance	Programs Offering CEU's	Number Held On-Campus	Number Held Off-Campus	Delivered by Alternative Method
Tutorial or Individualized Instruction	9	383	85	3	6	0	3
Other**	49	544	3,807	29	15	23	8

** TV/satellite, video, contract work, teleconference [both short and semester-length], storytelling festival, compressed video, and international study tours.

Table V-3 illustrates the profile of continuing education events over an eight year period, 1988-1996. The peak activity during this time period occurs this year, up 6% from the former peak year of 1994-95. There were increases in all categories except "Seminar" and "Other."

Table V-3
Eight Year Comparison of Number of Continuing Education Events
By Types of Events in Reporting ALA Schools
1988-96

Type of Event	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Institute Symposium Conference/ Forum	58	36	74	58	50	57	63	64
Workshop	240	139	153	167	196	210	307	366
Seminar	80	76	58	74	85	126	116	102
Colloquium/Lecture	144	126	128	137	157	123	134	136
Short Course	62	28	63	81	31	38	22	31
Tutorial or Individualized Instruction	4	0	0	3	6	7	8	9
Other Formats	16	3	10	9	92	73	66	49
TOTAL	604	408	486	529	617	634	716	757

Table V-4 also examines that eight year time period, but this time by attendance (enrollments). The 1995-96 year shows the fourth highest attendance figures, but below the totals of the last two years. The notable increase occurred in the category of "Workshop," while decreases occurred in all other categories.

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Table V-4
Eight Year Comparison of Continuing Education Enrollments
By Type of Event in Reporting ALA Schools,
1988-96

Type of Event	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Institute Symposium Conference/ Forum	16,588	4,619	8,087	6,974	6,018	8,847	8,782	7,899
Workshop	6,184	3,605	3,492	3,962	4,975	4,657	5,636	6,436
Seminar	2,514	1,653	1,468	1,527	1,882	3,993	3,944	2,898
Colloquium/Lecture	6,799	4,369	5,852	6,631	6,269	5,734	6,882	6,166
Short Course	1,577	292	685	2,031	1,191	1,398	1,017	949
Tutorial or Individualized Instruction	40	0	0	22	16	100	238	85
Other Formats	346	88	1,656	160	4,811	7,553	3,842	3,807
Total	34,048	14,626	21,240	21,307	25,162	32,282	30,341	28,240

Credit Courses

Table V-5, summarizing credit courses that are specifically designed for and presented to students not enrolled in degree programs [although degree students are typically invited to enroll], in all likelihood also represents degree courses to which continuing education students are also invited to attend. The table presents a profile of opportunities ranging from one to seven weeks, and including evening and weekend events. Overall, the figures do not change markedly from last year, although the total enrollment is down by 4,655, or 14% less.

The one credit weekend offering shows a dramatic increase in numbers [+17], although enrollment is down from last year. While courses are still being offered off-campus, the trend continues to be toward on-campus events.

Table V-5
Summary of Credit Course Offerings for Continuing Education Events in Reporting ALA Schools
1995-96

Credit Activity	1 Credit Hour	1.5 Credit Hours	2 Credit Hours	3 Credit Hours	Total Enrolled	Number Held On-Campus	Number Held Off-Campus	Number Delivered By Alternative Methods
1-2 Week Short Course	60	0	15	16	1,396	72	12	0
3-4 Week Short Course	0	0	0	3	25	2	1	1
5-6 Week Short Course	1	0	3	5	152	4	4	3
7+ Week Short Course	0	0	3	19	241	14	4	5
Evening	0	0	5	27	466	17	16	1
Weekend	25	0	0	2	323	20	5	2
Other	7	0	7	10	297	15	3	7
Total	93	0	33	82	2,900	144	45	17

The Continuing Education Environment

In order to produce continuing education courses effectively, it is important to understand a variety of factors concerning the internal and external environments. Among these factors are the following:

- Geographic origin of participants
- Sources of financial support
- Nature of instructor compensation
- Background of instructors
- Structure of administration and coordination

Table V-6 compares the geographic areas from which continuing education customers were drawn. There continue to be strong local and state-wide markets, with some increase at regional and national/international levels.

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Table V-6
Percentages of Attendees at Continuing Education Events Offered by Reporting Schools
By Geographic Area
1995-96

ALA Schools	Local	State/Province	Regional	National/ International
Alberta	75	25	0	0
British Columbia	75	25	0	0
Buffalo	90	5	0	0
California - Los Angeles	96	0	0	4
Catholic	0	5	90	5
Dalhousie	80	0	20	0
Emporia	0	90	10	0
Florida State	25	50	25	0
Hawaii	75	20	0	5
Illinois	68	32	0	0
Iowa	20	70	10	0
Kent State	80	15	3	5
Kentucky	50	50	0	0
Long Island	90	0	9	1
Louisiana State	0	100	0	0
Maryland	77	4	7	12
McGill	85	15	0	0
Michigan	25	50	15	10
Missouri	30	55	5	10
Montréal	96	4	0	0
North Carolina Central	22	71	4	3
North Carolina - Chapel Hill	40	35	15	0
North Carolina - Greensboro	80	20	0	0
North Texas	89	7	0	4
Oklahoma	20	80	0	0
Pittsburgh	50	37	10	3
Pratt	65	15	0	20
Puerto Rico	80	20	0	0
Rhode Island	60	30	10	0
Rosary	90	10	0	0
Rutgers	0	100	0	0
St. John's	51	0	32	17
San Jose	0	0	100	0
Simmons	80	80	19	1

(Table continues)

Table V-6 (cont.)

ALA Schools	Local	State/Province	Regional	National/ International
South Carolina	37.7	50.6	11.7	0
South Florida	0	100	0	0
Southern Connecticut	0	99.1	9	0
Southern Mississippi	60	25	10	5
Syracuse	90	5	0	5
Tennessee	0	100	0	0
Texas	40	35	10	15
Texas Woman's	0	90	0	10
Toronto	78	15	0	7
Washington	84	12	3	1
Wayne State	80	20	0	0
Western Ontario	0	100	0	0
Wisconsin – Madison	12	71	13	4
Wisconsin – Milwaukee	70	20	6	4

Non-ALA Schools	Local	State/Province	Regional	National/ International
Sam Houston	35	57	7	1

Patterns of financial support are illustrated in Table V-7. There continues to be a dominant pattern of cost-recovery, or fee-based events, with considerable variability in institutional support. Some schools show an increase in institutional support; others report an erosion in that support; many schools report no institutional support. Little Federal funding is evident and non-Federal contracts/grants are also limited.

Table V-7
Sources of Financial Support for Continuing Education
Programs Offered by Reporting Schools
1995-96

ALA Schools	Institution	Federal Funds	Fees	Non-Federal Contracts/ Grants	Other
Alberta	25	0	75	0	0
British Columbia	0	0	100	0	0
Buffalo	80	0	20	0	0
California - Los Angeles	15	25	50	0	5(PS) 5(END)

Table V-7 (cont.)

ALA Schools	Institution	Federal Funds	Fees	Non-Federal Contracts/ Grants	Other
Dalhousie	90	0	10	0	0
Emporia	90	0	0	0	10(SL)
Florida State	0	0	0	0	100 (CE)
Hawaii	50	0	50	0	0
Illinois	100	0	0	0	0
Iowa	20	0	80	0	0
Kent State	0	5	95	0	0
Kentucky	25	25	50	0	0
Louisiana State	0	100	0	0	0
Maryland	24	17	50	0	5(ST) 3(CS)
McGill	10	0	90	0	0
Michigan	10	0	90	0	0
Missouri	5	3	23	12	57(EX)
Montréal	2	0	98	0	0
NC Central	20	0	60	5	15(CS)
NC Chapel Hill	0	0	100	0	0
NC Greensboro	0	0	100	0	0
North Texas	15	30	0	0	55(CE)
Oklahoma	20	0	80	0	0
Pittsburgh	5	0	75	20	0
Pratt	80	0	0	0	20(CS)
Puerto Rico	100	0	0	0	0
Rhode Island	70	0	10	0	20(CS)
Rosary	3	0	2	95	0
Rutgers	0	0	100	0	0
St. John's	0	0	100	0	0
Simmons	10	0	60	30	0
South Carolina	20	0	80	0	0
South Florida	0	0	100	0	0
Southern Connecticut	0	0	100	0	0
Southern Mississippi	0	0	100	0	0
Syracuse	50	0	50	0	0
Tennessee	0	0	100	0	0
Texas	3	0	93	0	4(CS)
Toronto	* 100	0	* 100	0	0

(Table continues)

Table V-9
Summary of Sources of Faculty for Continuing Education
Instruction in Reporting ALA Schools
1995-96

Source of Faculty	Not at all					Great Extent
	1	2	3	4	5	
Instructor Source	1	2	3	4	5	
Own Faculty	3	7	10	19	8	
Visiting LIS Faculty	11	8	12	5	0	
Non LIS Faculty in Own Institution	9	12	8	3	1	
Non LIS Faculty from Other Institution	17	10	3	1	0	
Library/Information Practitioners	1	2	17	13	9	
Consultants	12	13	5	2	1	
Vendors	19	9	3	0	2	
Authors/Illustrators	0	1	0	0	2	
Computing	0	1	0	0	0	
Masters Students	0	1	0	0	0	
Outside Speakers	0	0	1	1	0	
Adjunct Faculty	0	0	1	0	0	

The final table, V-10, concerns administration and coordination. Schools were asked to indicate who administered and who coordinated both the total program and individual activities. Both administration and coordination are spread across the listed options. Administration of the entire program has been increasingly incorporated into the Dean/Director's office. Coordination tends to rest with the library school coordinator.

Table V-10
Summary of Methods of Administration and Coordination of
Continuing Education Activities in Reporting ALA Schools
1995-96

Method	Total Program		Individual Activities	
	Administered	Coordinated	Administered	Coordinated
a. Library School Coordinator (other than d, e, or f)	8	12	10	13
b. University Office of CE or Extension	6	4	3	6
c. Faculty Committee	4	6	1	3
d. One faculty member as permanent administrator	5	6	2	5

(Table continues)

Table V-10 (cont.)

Method	Total Program		Individual Activities	
	Administered	Coordinated	Administered	Coordinated
e. Faculty rotate	3	3	5	8
f. Dean or director	11	5	7	4

Summary

In the academic environment, the economy has continued to decline in 1995-96. As reported last year, although economic constraints are clearly still with us, schools have worked within their fiscal constraints to develop a new record of numbers of continuing education opportunities--most of which are produced on a cost-recovery basis. This is encouraging and, it is hoped, forecasts an emerging trend to give increasing attention to supporting the career needs of alumni.

The overall enrollments, although continuing a decline begun last year, continue to be strong when compared over an eight year range. In fact, 1995-96 marks the fourth highest over the reported period. However, it is of concern that our professionals are taking less advantage of an increasing number of opportunities. The question, "why?" must be asked and many possible responses come to mind:

- The topics offered may not be what is wanted.
- Other continuing education providers may be offering more [perceived as] timely topics.
- Institutional support of released time and/or registration fees may be changing/declining.
- Individuals and/or libraries may be finding the increased cost too difficult to sustain.

Other potential explanations are, of course, possible. The four rationales listed may or may not have any validity, but the situation does bear watching.

It is clear that LIS schools are increasing their efforts to provide continuing education outreach. However, this record of improvement does not mean that sufficient attention and resources are being directed toward alumni support. Accountability and customer satisfaction are forces that are changing the landscape of post-secondary education. Both legislatures and professionals are looking critically at academic institutions and the perceived benefits that they offer in this economically and technologically-challenged world. As stated in last year's report, it becomes even more vital that the mission of universities in general--and professional schools in particular--include the support of professionals throughout their work lives.

The data suggest that the message of lifelong learning is still not universally heard. While schools have increased their efforts, attendance at those offerings is down. Schools have a very serious responsibility to include continuing professional education in their academic missions--both as providers of courses and as part of the ethical portion of the curriculum. It is increasingly important that schools strive to graduate those who have internalized the connection between continuing education and their own professional competence.

In this rapidly changing world, schools share the responsibility for maintaining competence with individual professionals, professional associations, governmental bodies and private vendors. As accountability and cooperation become more central to effective administration, the development of partnerships for both pre-service and continuing education courses must become a higher priority. The

combination of rapid change and fiscal retrenchment pose immense challenges for higher education.