



The Changing Library Education Landscape: A Case for Development at the Undergraduate Level

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The Undergraduate Library Program Landscape

- Background information
- The Bachelor of Library Informatics Program at NKU

The Need for Undergraduate Library Degrees

- IPEDS (Integrated Postsecondary Education Data System) – National Center of Education (latest stats 2012/13)

Degree/Date	2009/10	2010/11	2011/12	2012/13
Associate	112	160	159	181
Bachelor	85	96	95	102
Master	9448	7729	7443	6983
Doctorate	64	50	60	50

- U.S. Bureau of Labor Statistics Occupational Outlook Handbook

	Current No. of Jobs	Job Growth Outlook 2014-24	Employment Change
Librarians	143,100	2%	2,700
Library Technicians	210,700	5%	11,200

Need for Further Study

- Rise in the number of Undergrads seeking library science degrees
- Trend of pushing skills once assigned to librarians down to the library technician level
- Growth in the need for library technicians
- Changing roles in market demand for a more educated workforce
- Higher growth for library technicians vs. librarians

Analysis Methodology

- Determination of number of degree granting institutions
- Website analysis of institutions
- Survey to institutions

Website Review Results

- Courses

- General introduction – 38 courses (25 Associate, 13 Bachelor)
- Public services/reference – 116 courses (74 Associate, 42 Bachelor)
- Technical services – 86 courses (56 Associate, 30 Bachelor)
- Management – 32 courses (17 Associate, 15 Bachelor)
- Computer – 74 courses (29 Associate, 45 Bachelor)
- Internet/Web – 20 courses (11 Associate, 9 Bachelor)
- Capstone/Topical – 94 courses (53 Associate, 41 Bachelor)
- “Special” (a catchall category for classes which did not meet other criteria) – 140 courses (75 Associate, 65 Bachelor)

- Analysis

Survey Questions

- Name of the institution
- Type of degree(s) offered (Associate and/or Bachelor)
- Is a minor in library studies offered
- Name of degree
- Is the program: online only, hybrid, face-to-face only
- Estimated percentage of online vs face-to-face (if answered hybrid in question above)
- Number of faculty teaching in the program
- Number of library-related courses are in your program (Associate and Bachelor)
- Minimum number of hours required to graduate with a degree in your program
- Percentage of those who teach in the program who are full-time vs. adjunct
- Estimated number of graduates per year
- Estimated percentage of currently enrolled students who are employed in a library
- Estimated number of students enrolled full vs. part-time
- How do you market your program (open text question)
- Other comments (open text question)

Survey Response Analysis

- **Combination (Associate and Bachelor) responses**
 - Name of degree, degree type, student employment, FT/PT employment
- **Associate Degree responses**
 - # instructors, #courses, % FT vs. adjunct instructors, # graduates/year
- **Bachelor Degree responses**
 - # instructors, #courses, % FT vs. adjunct instructors, # graduates/year
- **Course offering discussion**

Global Undergraduate Library Education

- Canada
- Latin/South America
- UK/Europe
- Middle East/Africa
- India/Asia Pacific
- New Zealand/Australia
- International Federation of Library Associations and Institutions (IFLA)

Recommendations

- Differentiation between practical and theoretical training
- Careful consideration for the number of degree levels
- Consideration of “non-library” skills
- Broadening of LIS education
- Consideration of internships as a core program requirement
- Maximization of the distance learning element
- Need to involve LIS educators, students, and employers in the LIS program development
- Need for a dynamic curriculum
- Acknowledgement of international efforts

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