The GSLIS Future of the Profession Survey: Report

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ABSTRACT

This survey was conducted primarily to learn about two aspects pertaining to library and information science students attending GSLIS. We hoped to determine what led these students to pursue librarianship and information science professionally, and how they see the future of the profession. By administering a brief survey to a sample population of the student body, we determined that, for this female and youth dominated sample group, a majority of respondents came to prepare for a career in librarianship and information science professionally based on an affinity for the work itself as discovered working in a library setting and not as the realization of life long goals. Though many of these individuals entered library school with a specific track of study in mind, half of the respondents have changed their career foci. We also determined that the respondents to our survey view the future of the profession hopefully with a strong potential for growth. The individuals surveyed are, as a whole, more hopeful about the profession than they were upon entering the Graduate School of Library and Information Science and they tend to see themselves as a part of librarianship and information science's expanding hopeful future.

INTRODUCTION

Our research consisted of a fourteen-question survey intended to determine what compelled members of the student body of the Graduate School of Library and Information Science (GSLIS) to become professionals in this field. We also wanted to determine what hopes, expectations and attitudes the students have for the profession as they prepare to become practitioners in the field of librarianship and information science. We selected this topic based on our preliminary discussions in which we found that members of our research group had a shared curiosity about what sort of future we saw for ourselves entering this field. Based on our own varied backgrounds, we also wondered what caused our fellow students to enroll in library school originally. We embarked upon this survey as a fact-finding mission, and consequently, we did not have a hypothesis or even a theory as to how people would respond to our questions, we merely wanted to assess their answers. We were particularly interested on how factors such as age, gender, and especially the number of semesters of graduate school each individual had completed had upon that respondents' outlook. The short survey administered does not answer all of the questions related to this topic, and it is obvious that much more research in this area is needed before any final conclusions can be drawn. However, we feel that the answers respondents gave to these questions are in some ways telling about where the profession is currently and where these future librarians and information scientists might take it.

BACKGROUND

Once our topic was selected, we began our research process by selecting appropriate questions for the survey. We started with twenty-five questions, five written by each member of the group. The topics of these original questions were vast and diverse. The number of questions was slowly whittled down as duplications were removed, similar questions were combined and reworded, and ancillary issues and questions that did not seem appropriate to the flow of the survey were removed. The topics discarded by our group may be of interest for possible future studies. These topics included whether librarians-to-be prefer an urban or rural setting, what sort of salary they hope to earn upon completion of the program, and in what type of library or non-library setting (i.e. academic, public, special, indexing firm, information brokerage among others) do the respondents anticipate working. Having honed the number of questions down to fourteen, we again rewrote the questions, and shaped them into a pilot survey.

The pilot survey was administered to five individuals or what would be one-tenth of our proposed sample population size (as discussed below). Based on the problems these subjects had with and their comments on the questions, and based upon our own rethinking of the questions and what it was we where looking for, we fine tuned the survey once again into its final form. (A copy of this survey is attached at the end of this report as Appendix B.)

We decided that a population of fifty would be an appropriate number of respondents for our survey. This number was decided based upon time constraints as well as the population of GSLIS as a whole. By judging that the graduate school itself consists of roughly 400 students, we determined that a ten-percent sample of the population seemed a reasonable survey size. By distributing fifty questionnaires, we were allowing for the fact that some individuals would not take the time to complete our survey. In order to capture a diverse and representative pool of respondents, we administered the survey to the entirety of our Introduction to Research in Library and Information Science class. Since this is a required course for all attendees of the graduate school, students of all types and categories should be accounted for in such a classroom. In addition to this class, we selected twenty-five additional individuals at random from other classes and from students using the computer lab to complete our survey. Of the surveys distributed, we received forty-two completed questionnaires from which we derived our results.

SURVEY RESULTS

(Note: Graphic depictions of the survey results are attached as Appendix A. Figures are arranged by the question numbers as they appeared in the original survey found as Appendix B.)

The first three questions on the survey were used to gauge some of the more traditional demographics of our selected population. Though some individuals dislike answering questions about their age and gender, we decided that these question fit most easily into the flow of the survey at its beginning. Though some people are uncomfortable answering these questions, they are standard

questions asked of individuals regularly. Since these questions are not too personal we thought they would not alienate the respondents, but rather put the respondent in a survey-taking mode.

The initial question on the survey (Figure 1) asks how many semesters the respondent has been attending GSLIS. Our population was spread over the range of possible answers with a dozen students still in their first year of instruction and only two having attended the school more than five semesters. No students surveyed had attended the school for more than seven semesters. The majority of the respondents (24 or 56%) were in their fourth or fifth semester at GSLIS. Next, we inquired about the age of respondents, as broken down into ten-year increments (Figure 2). Twenty-three (54%) of those surveyed are in the 20-29 years old age group, twelve (28%) are in the 30-39 category and six (14%) are in the 40-49 year old category. None of those responding to the survey were in the 50-59 or the 60+ categories. The third question (Figure 3) determines that, of the students that were surveyed, thirty-two (77%) were female and ten (23%) were male. Within the 77% of females surveyed, 58% were in the 20-29 age group, 27% in the 30-39 age group and 15% were in the 40-49 age group. Within the male population surveyed, 60% were in the 20-29 age group, 30% in the 30-39 and 10% were in the 40-49 age group.

Based on our own observations of the student population, these results tell us that this was not an entirely balanced population of GSLIS students. It seems to consist of more students who are near graduation than students who are just beginning their studies in the program. These results are obviously not a completely accurate portrait of the student body, since logic stipulates that as many students should be starting the program as are near its completion. The survey group also seems to be weighted toward female and younger students. Our daily observations would tell us that the distribution of females to males appears to be a relatively accurate portrait of the student body. The age group of students, however, is much more difficult to determine by mere observation. A more thorough survey would need to be undertaken to see if these age categories and the disparity in the number of males as compared to the number of females accurately reflect the student population of GSLIS.

An analysis of the remainder of the questions put forth in the survey follows:

How long has a career in library and information science been a goal of yours? (Figure 4)

We found that about 67% of the respondents have been interested in a career in library and information science since their undergraduate years or within five years of receiving their bachelor degrees. We then profiled the 67% to see what this would tell us. We found that 79% were in the 20-29 age group, while the 30-39 and 40-49 age groups made up the remaining 21% of the profile. Only one of the responding individuals claims to have been drawn to librarianship all of her or his life. The age breakdown and the fact a considerable number of respondents decided to pursue librarianship or

information science five or more years after college tells us that professional librarianship was not a first career choice or what was once referred to as a calling for the majority of the students at the GSLIS.

Based on some of the comments received on this survey and a rereading of the questions by some of our group members, we determined that if this survey were to be conducted again, this question should be reworded. The choices "Since college," "first five years after college," and "five or more years since college" were found to be somewhat confusing. This confusion may have affected the accuracy of the answers provided by some of the respondents.

If you worked in a library prior to entering library school, how much do you think that influenced your decision to go to library school? (Figure 5)

We found that 48% of the respondents said that previous employment in a library had strongly influenced their decision, whereas 30% indicated that they had no prior work experience in a library. Within the 48% that said their decision was strongly influenced, 58% were from the 20-29 age group, 26% from the 30-39 age group and 16% were from the 40-49 age group. From this we can speculate that those who worked in a library prior to library school enjoyed the atmosphere and experience found in the workplace, thus these respondents decided to pursue a professional career in library and information science. We might also speculate that for those who had no prior employment in a library that their experience as a library patron was equally enjoyable and led them to their pursuit of a library or information career. Also, we suspect that the increasingly high demand for information and the growth of technology within our society has led more individuals to pursue a career in librarianship or information science.

When you entered GSLIS did you know what specialty area/track you wanted to pursue? (Figure 6)

The responses to our survey indicated that 66% of the students knew ahead of time what area or track they wanted to take in library school, while 34% stated that they did not know. Of the respondents that knew what area/track they wanted to pursue, 59% were from the 20-29 age group, 30% from the 30-39 age group and 11% were in the 40-49 age group. The majority of those who did not have a specified area/track were from the 20-29 age group. All of the men responding and twenty-two of the women knew what track they planned on following upon entering library school.

What factors most affected your decision to pursue information science or a particular type of librarianship? (Figure 7)

We found that 40% of the respondents chose a specialty area or track based on the job description or functions within that area or track. From the 40% that indicated job description or functions, 68% were from the 20-29 age group; the remaining percentages came from the 30-39 and 40-49 age groups. Of the fixed answers, clientele (15) and compensation (11) trailed job functions with less

than half of job functions' thirty-three responses each. Recommendation of a mentor, professor, coworker or friend (7) and prestige (6) received the least number of responses. The low number of responses for these areas is striking. As a whole this forms a picture of the emerging librarian who is more concerned with being content with what they actually do, than necessarily what they are paid to do or even for whom they are performing these desirable job functions. These results tie into the fact that most of the respondents did not come to the profession based upon the recommendations of others, but as a part of deciding for themselves, mainly through working in the field as a non-professional as our earlier statistics indicate. The low number of individuals who are drawn to the field based on its prestige, is also telling about the type of person who becomes a librarian or information scientist. In light of the later results indicating how hopeful the students of GSLIS are about the profession (see below), this lack of consideration for prestige combined with the hope many seem to see in the profession, reaffirm that the up-and-coming librarian and information scientists are individuals motivated to fulfill their own needs and wants and not wholly dependant on the respect and consideration of others.

Thirteen individuals input information into the other category. Some of these "other" reasons for attending GSLIS include "prep for law school," "interest," "Meyers-Briggs counseling," "a good day job so I can do what I really want at night," and "did not know what else to do." These answers, though hard to codify or rate, are fascinating glimpses into the reasoning processes propelling GSLIS students to attend graduate school. In some ways, the responses to this open ended question may have been the most interesting in the survey as far as indicating the varied reasons and situations that cause people to select professional librarianship or information science as their career of choice.

Since you have been enrolled at GSLIS have you changed your mind about what area/track you want to pursue? (Figure 8)

Fifty percent of the respondents on this question answered yes, they had changed their mind about what area of librarianship they wished to pursue or which track they wished to study since enrolling in the GSLIS program. (Please note that for the purpose of answering and analyzing this question, I

Considered the 3 "same" responses to be "no" responses.) These results show that a large number of library students change their minds after entering the program. This reversal of decisions about career paths might indicate that the respondents do not have a clear understanding of the various options within the profession and of the requisite course of studies needed to obtain a job in those various specialties.

The number of women that answered this question was thirty-four, with 59% having changed their minds. The number of men that answered this question was ten, with 50% having changed their minds. A possible conclusion from these responses could be that women are more likely to change their

minds about the type of librarianship they wish to pursue. The only real significant indicator based on age showed that people over forty are much more likely (nearly 20% more) to change their minds than are people in the younger age group categories. This percentage could be due to a bias in the sample because of the sample size. However, some conclusions might be drawn from an examination of the 40-49 age category. Perhaps they are more likely to have had a recent life change (e.g., mid-life career change, divorce, empty-nest) that has prompted them to seek a professional degree, but they were unfamiliar with the many options within the profession.

Have you attended or are you planning to attend any professional conferences before you finish library school? (Figure 9)

Sixty-four percent of the respondents affirmed that they have attended or plan on attending a professional conference. Thirty-six percent said that they do not plan to attend a professional conference before finishing library school. Women surveyed are more likely to attend than men (75% women / 50% men); this is a fairly significant difference along the gender lines. It would be interesting to study this disparity in planned conference attendance further to determine if it is based on a perception of the professional conferences held by men, a statistical anomaly or the result of some unforeseen factor.

Age was also a significant indicator of desire or intention to attend a professional conference. The 20-29 age group was very likely (74%), the 30-39 age group was less likely (42%), and the 40-49 age group was the most likely to attend (83%). Perhaps the reason we see less interest in attending professional conferences in the 30-39 age group is because they are more likely to have outside obligations (e.g., young children, work, spouses, homeownership) that take up their time and also tie these individuals to a particular geographic area. Individuals with fixed requirements as to their future geographic location are probably less inclined to see the benefits available at a national or even statewide conference to find jobs.

Have you or will you use the job placement services at professional conferences? (Figure 10)

Approximately sixty percent of the respondents to this question answered that they would use the job placement services at professional conferences. Slightly fewer men than women were likely to use the placement service. But, almost uniform percentages are seen across age groups: 20-29 (61%), 30-39 (67%), 40-49 (67%). Interestingly, the 30-39 year age group shows as much interest in the job placement services, despite the fact that they were less likely to be attending the conference, as indicated in question nine. This could mean that they are aware that they do not have to attend the conference to register for placement services. Overall we think we can conclude from the high number of positive responses to this question that library school students are aware of, and are anxious to take advantage of, the interview opportunities available at professional conferences. This eagerness may be a result of the respondents'

hopeful outlook about the profession (discussed below) and their surmising that the conference will offer a plethora of employment opportunities. Were it not for the subsequent questions, this eagerness to utilize the job placement services could be read as desperation to find employment, however the other results our survey uncovers do not indicate this mentality among the respondents.

Based on what you have observed at these conferences or elsewhere, how do you think the job market, in general, looks for librarians and information specialists? (Figure 11)

From the responses to this question it seems that everyone is feeling very good about job prospects for the profession. With 16% of the respondents answering "great," 61% answering "good," and 24% answering "fair" it is clear that the library school students surveyed are optimistic about getting jobs once they graduate. The majority of the male respondents seven out of ten answered "good," as did twelve of the thirty-two of female respondents. All age groups were optimistic, with the 40-49 year olds being the most optimistic with 83% choosing "good." Why this particular age group is that much more optimistic than the younger age groups (20-29 with 52% and 30-39 with 50% in the good categories), is not certain. Perhaps they have more experience, in libraries or other work environments, which makes them feel that more opportunities will be open to them in the field upon graduation. This anomaly could also be the starting point for further study.

Based on what you have observed, how do you see the job market, in general, for librarians or information specialists in the next five years? (Figure 12)

Again, the responses to this question were very optimistic with the "good" category having the most responses (24 total). Those indicating a "good" job market were slightly lower than the answers in question eleven overall (23 out of 42), with 59% (versus 61%). This variation may be explained by the greater difficulty that respondents have projecting into the always uncertain future. One difference in the answers to this question, however, was the presence of responses in the "poor" category (2 out of 42). Students who felt the job market is good at present may be discouraged about it in the future because of concerns about the market becoming flooded.

Men responded highest in the "good" category (80%). Though less optimistic than their male counterparts, women also responded primarily in the "good" category (50%). Eight of the female respondents (25%) trust that the job market will be "great" in the next five years. The two respondents who voted "poor" were both women. A change in votes from question eleven is seen in the 30-39 age category, this central age group responded more optimistically as well as more pessimistically to this question. Where only one person from this age category responded "great" to question eleven, that number changed to two for question twelve. However, fewer respondents in this age category were recorded for the "good" and the "fair" categories (6 to 5 and 4 to 3 respectively), and two respondents

answered "poor" this time, which had not occurred in question eleven. We are not certain why this age group would feel more discouraged about the prospects of the profession in the next five years, but it could be related to the likelihood of them having greater outside obligations, as outlined in question nine. These obligations make it imperative that the members of this age group find and keep lucrative work to support themselves and their dependants.

Has the process of attending library school made you more or less hopeful about the future of librarianship and information science? Or do you feel the same as you did when you started graduate school? (Figure 13)

Since the majority of respondents (47%) answered that library school had made them more hopeful about the profession, we can conclude that GSLIS has been a strong influence on these respondents attitude towards the profession. Conversely, since 23% of respondents answered that library school attendance made them less hopeful about the future of the profession, it appears that library school can discourage students' outlooks as well.

An interesting breakdown occurred between men and women on this question. Men responded 70% positively by selecting "more hopeful" and 30% to "no change." Whereas, women voted 28% that they were "less hopeful." There is also a strong tendency for the optimism to increase as the age categories increased. Specifically, we see the responses to "more hopeful" for the 20-29 age group to be 30%, for the 30-39 group to be 50%, and for the 40-49 age group a 100% response. Again, we believe that the high response rate we see for the 40-49 age group here signifies a higher confidence in finding employment based on past employment experience. This question should have been the follow up question to an inquiry asking whether the respondents are hopeful about the profession. Without this piece of information it is difficult to interpret the meaning of the "no change" category. If this survey were to be conducted again, we would include this lead-in question.

Do you see yourself working in a library or information science setting in five years? (Figure 14)

The great majority (90%) of respondents to this question answered "yes," that they do see themselves working in a library or information science setting five years from now. This answer may be the most optimistic vote for the future of the profession on this survey. This positive response could be interpreted to mean that, no matter how they gauge the job market, now or in the future, the respondents feel they that they are pursuing a useful degree and that they will be able to obtain a job within the profession.

Both men and women responded "yes" to this question in high numbers; nine out of ten men and twenty-six out of thirty-two women. All age categories responded "yes" in high numbers: 20-29 (21 of 23); 30-39 (10 of 12); 40-49 (6 of 6). However, the 20-29 age group has a more positive outlook on the future of librarianship and information science as a profession. The results among this youth category

suggest that virtually all of the 20-29 age group will still be in the library and information science profession at least five years from now. We might speculate that the expansion in the profession, due to the increasing demand for information by all factions of society and the growth of technology, appeals to younger people. The older age groups also display an optimism that may pertain to the embarkation of a second career that should be more satisfying than the first, or as a hope of settling comfortably into a fulfilling profession. We believe that the results of this last question point to the high optimism that library students, in general, have for their future profession and their job prospects.

CONCLUSION

When considering the future of the profession, over 76% of our respondents view the current job market for librarians and information scientists very favorably. Approximately 24% of our respondents perceived the job market as fair, while none responded with "poor." Only two of the respondents decided that the job market would be "poor" in five years as contrasted by the 81% of respondents who think the job market will be "good" or "great." Less than 15% view it as being "fair" in five years. Almost 47% of the respondents think the process of attending library school has made them more hopeful about the profession, while approximately 23% think that it has made them less hopeful. Overall the students of the Graduate School of Library and Information Science at the University of Texas view the profession very optimistically as can be verified by the fact that more than 90% of the respondents plan to be working in the profession in five years.

SUMMARY AND RECOMMENDATIONS

Through conducting this survey, our group has been able to determine that librarianship is still predominately female in makeup. However, contrary to common stereotypes, librarianship and information science is full of young, energetic individuals who expect to lead useful professional careers in the field. People are drawn to the profession by a variety of factors. The bulk of library students, however, do not come to the profession as the fulfillment of a lifelong dream (the way one thinks of a child becoming a doctor or the President), but through a series of practical and serendipitous occurrences that seem to be both pragmatic and practical. The decision to become a librarian or information scientist is one that the individual comes to on her or his own, usually based on job-related experience. According to the soon-to-be professional librarians and information scientists, the profession is full of possibilities and hope.

These results, sometimes surprising and always interesting, are, as a whole, not outside the range that our group could have guessed prior to conducting this survey. This survey is not, however, ultimately conclusive about the field or the individuals entering it. In order to create a well-rounded picture of the librarian and information scientist of the future, more research would be needed, with more extensive

surveys and at a variety of locations. Two possible topics for future studies include the possible disparity between gender pay scales and the rapidity of post graduation employment based upon gender. However, we feel this survey shed some light on the profession as it is taking shape for the future based on the emerging professionals who are going to be shaping it.

GSLIS Future of the Profession Survey

In this survey we hope to ascertain the opinions of the profession's future as viewed by GSLIS students. Please take a few minutes to fill out this questionnaire. Thank you for your time.

1. How many semesters have you been enrolled in GSLIS, including the current semester? (Consider summer to be one semester)

1 2 3 4 5 6 7 8+

2. Age:

20-29 30-39 40-49 50-59 60+

3. Male or Female

4. How long has a career in library and information science been a goal of yours?

Lifetime Since high school Since college
First five years after college Five or more years after college

5. If you worked in a library prior to entering library school, how much do you think that influenced your decision to go to library school?

None Slightly Moderately Strongly Not Applicable

6. When you entered GSLIS did you know what specialty area/track you wanted to pursue?
Yes No

7. What factors most affected your decision to pursue information science or a particular type of librarianship? (Check the factors that apply)

____ Compensation (pay, benefits)
____ Clientele
____ Job functions
____ Prestige
____ Recommendation of a mentor, professor, coworker, or friend
____ Other: _____

8. Since you have been enrolled at GSLIS, have you changed your mind about what area/track you want to pursue?

Yes No

9. Have you attended or are you planning to attend any professional conferences before you finish library school?

Yes No

10. Have you or will you use the job placement services at professional conferences?

Yes No Not Applicable

11. Based on what you have observed at these conferences or elsewhere, how do you think the job market, in general, looks for librarians and information specialists?

Great Good Fair Poor Uncertain

12. Based on what you have observed, how do you see the job market, in general, for librarians or information specialists in the next five years?

Great Good Fair Poor Uncertain

13. Has the process of attending library school made you more or less hopeful about the future of librarianship and information science? Or do you feel the same as you did when you started graduate school?

More hopeful Less hopeful No change

14. Do you see yourself working in a library or information science setting in five years?

Yes No Uncertain

Frequencies

Notes

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Valid	43	41	42	42	40	41	42	42	42	38	41	43	41
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Frequency Table

ONE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**1.00**	4	9.3	9.3	9.3
	2.00	8	18.6	18.6	27.9
	3.00	5	11.6	11.6	39.5
	4.00	13	30.2	30.2	69.8
	5.00	11	25.6	25.6	95.3
	6.00	1	2.3	2.3	97.7
	7.00	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

TWO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	23	53.5	56.1	56.1
	2.00	12	27.9	29.3	85.4
	3.00	6	14.0	14.6	100.0
	Total	41	95.3	100.0	
Missing	Sys-tem	2	4.7		
Total		43	100.0		

THREE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	10	23.3	23.8	23.8
	2.00	32	74.4	76.2	100.0
	Total	42	97.7	100.0	
Missing	Sys-tem	1	2.3		
Total		43	100.0		

FOUR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	2.3	2.4	2.4
	2.00	3	7.0	7.1	9.5
	3.00	16	37.2	38.1	47.6
	4.00	12	27.9	28.6	76.2
	5.00	9	20.9	21.4	97.6
	6.00	1	2.3	2.4	100.0
	Total	42	97.7	100.0	
Missing	Sys-tem	1	2.3		
Total		43	100.0		

FIVE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	5	11.6	12.5	12.5
	3.00	4	9.3	10.0	22.5
	4.00	19	44.2	47.5	70.0
	5.00	12	27.9	30.0	100.0

	Total	40	93.0	100.0	
Missing	**Sys-tem**	3	7.0		
Total		43	100.0		

SIX

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**1.00**	27	62.8	65.9	65.9
	2.00	14	32.6	34.1	100.0
	Total	41	95.3	100.0	
Missing	**Sys-tem**	2	4.7		
Total		43	100.0		

EIGHT

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**1.00**	21	48.8	50.0	50.0
	2.00	21	48.8	50.0	100.0
	Total	42	97.7	100.0	
Missing	**Sys-tem**	1	2.3		
Total		43	100.0		

NINE

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**1.00**	27	62.8	64.3	64.3
	2.00	15	34.9	35.7	100.0
	Total	42	97.7	100.0	
Missing	**Sys-tem**	1	2.3		
Total		43	100.0		

TEN

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**1.00**	25	58.1	59.5	59.5
	2.00	7	16.3	16.7	76.2
	3.00	10	23.3	23.8	100.0

	Total	42	97.7	100.0	
Missing	**Sys-tem**	1	2.3		
Total		43	100.0		

ELEVEN

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**1.00**	6	14.0	15.8	15.8
	2.00	23	53.5	60.5	76.3
	3.00	9	20.9	23.7	100.0
	Total	38	88.4	100.0	
Missing	**Sys-tem**	5	11.6		
Total		43	100.0		

TWELVE

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**1.00**	9	20.9	22.0	22.0
	2.00	24	55.8	58.5	80.5
	3.00	6	14.0	14.6	95.1
	4.00	2	4.7	4.9	100.0
	Total	41	95.3	100.0	
Missing	**Sys-tem**	2	4.7		
Total		43	100.0		

THIRTEEN

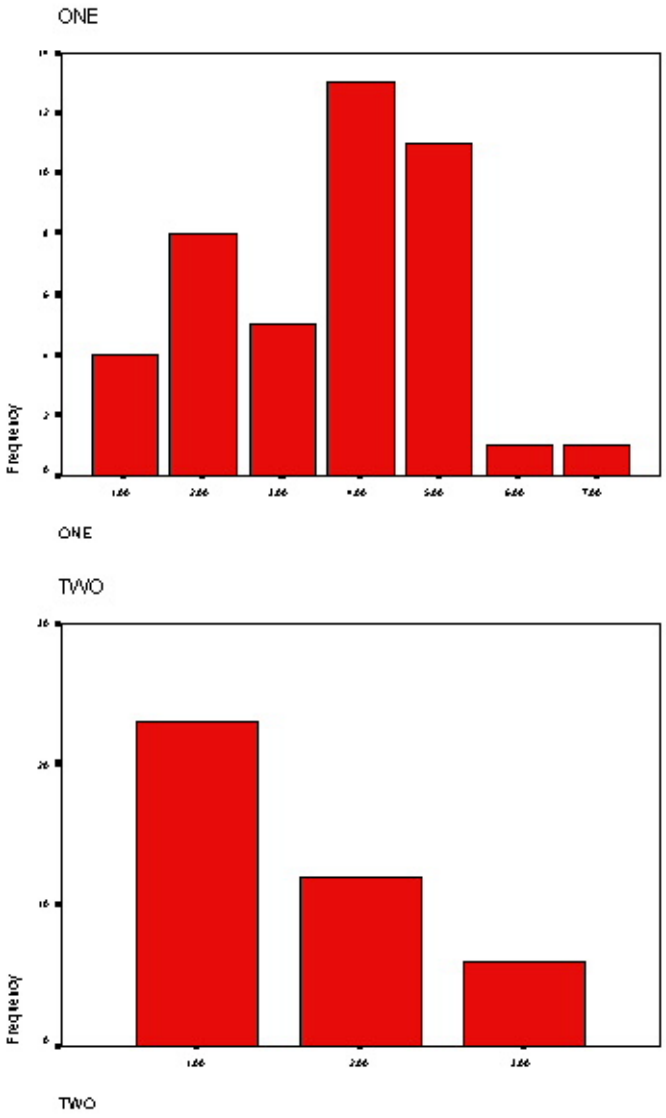
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**1.00**	20	46.5	46.5	46.5
	2.00	10	23.3	23.3	69.8
	3.00	13	30.2	30.2	100.0
	Total	43	100.0	100.0	

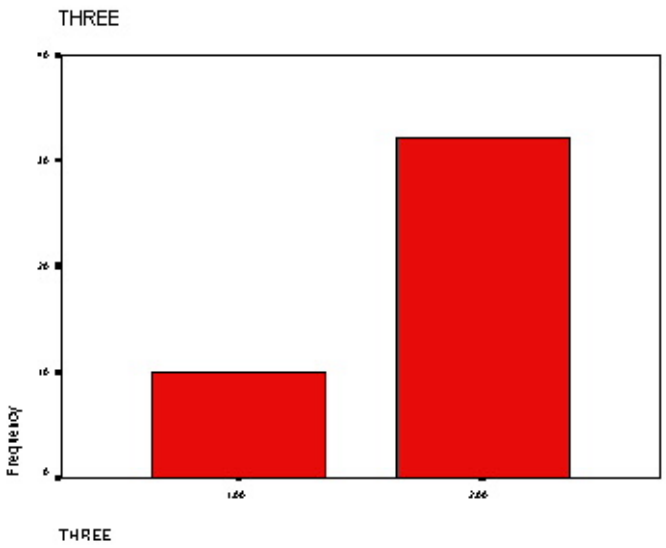
FOURTEEN

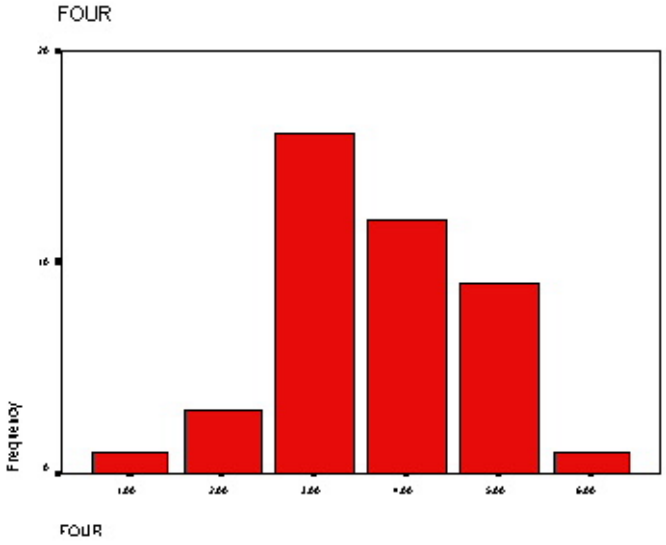
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**1.00**	37	86.0	90.2	90.2
	3.00	4	9.3	9.8	100.0

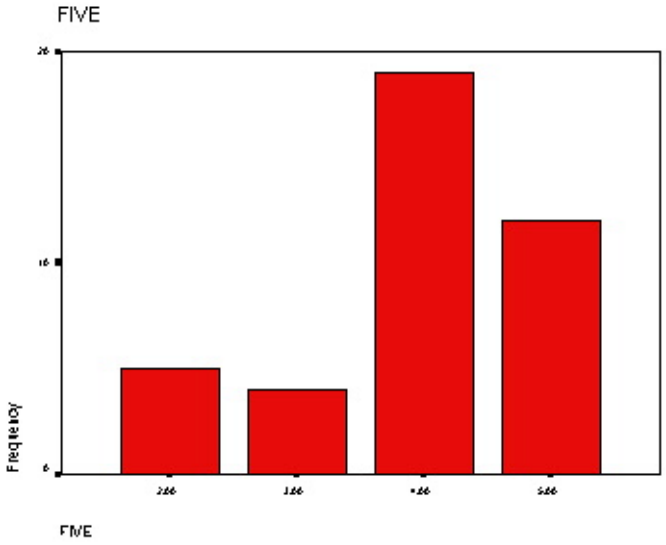
	Total	41	95.3	100.0	
Missing	**Sys-tem**	2	4.7		
Total		43	100.0		

Bar Chart

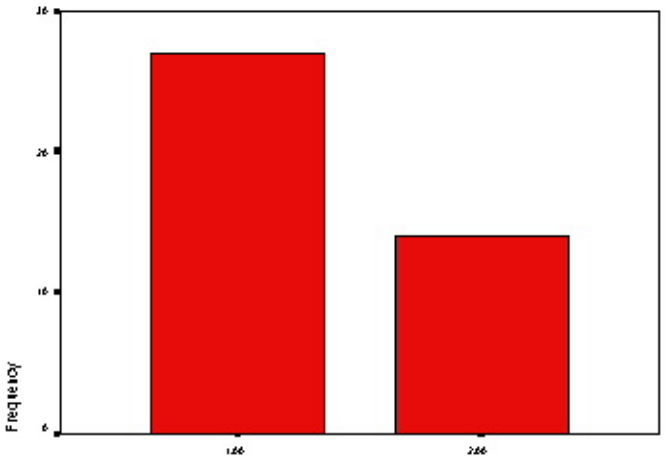



THREE
Frequency
THREE


FOUR
Frequency
FOUR

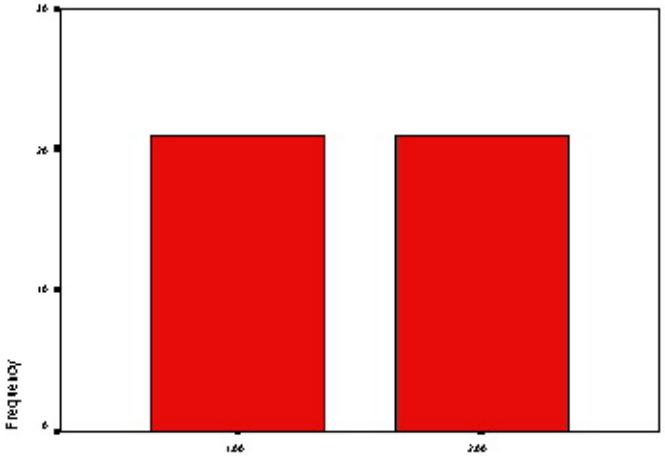

FIVE
Frequency
FIVE

SIX



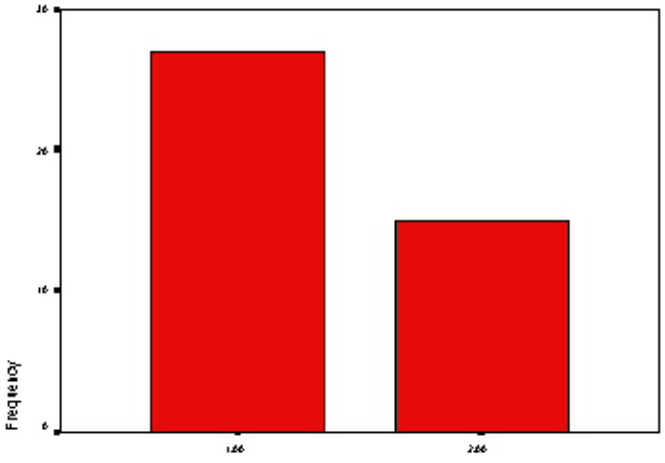
SIX

EIGHT



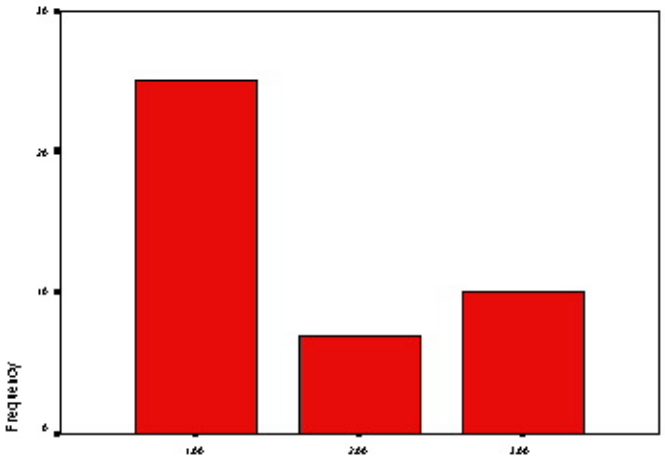
EIGHT

NINE



NINE

TEN



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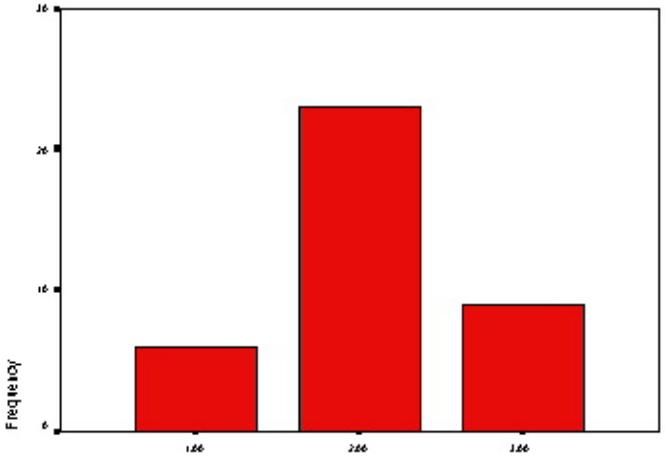

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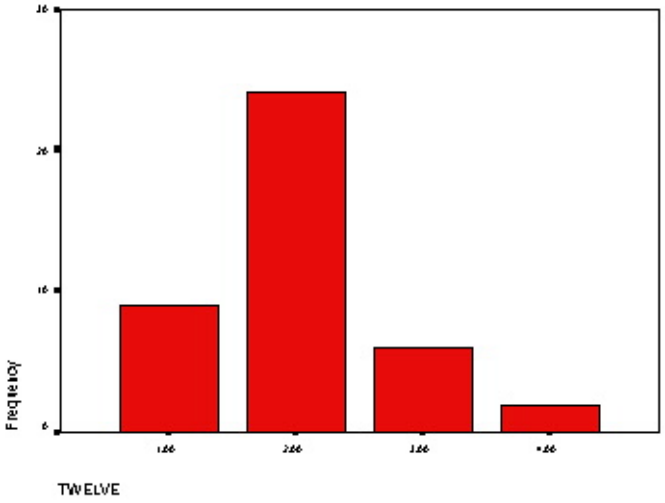

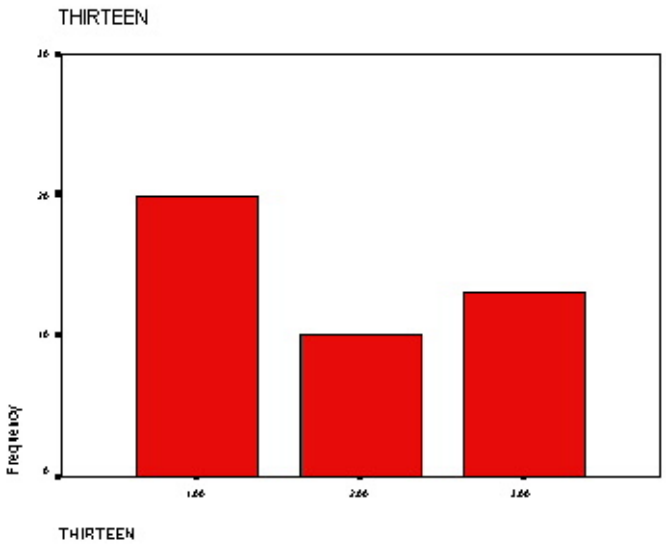

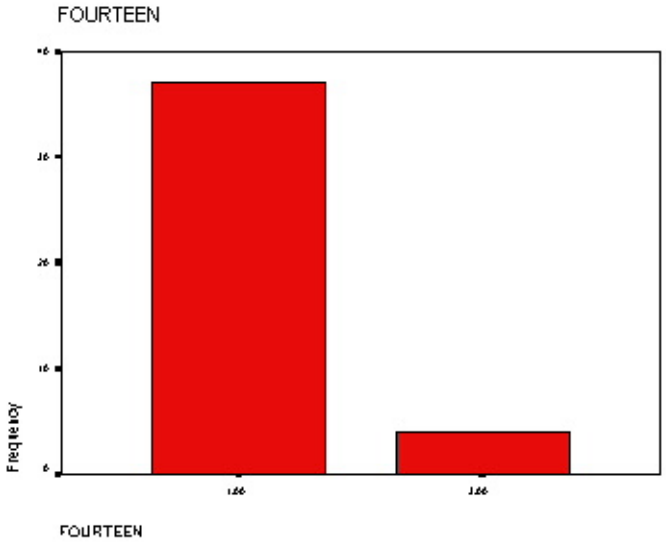

Quest. 1

	Total		Male		Female		20-29		30-39		40-49	
Number	43		10		32		24		12		6	
1	4	9.30%	1	10.00%	3	9.38%	3	12.50%	1	8.33%	0	0.00%
2	8	18.60%	2	20.00%	6	18.75%	6	25.00%	1	8.33%	0	0.00%
3	5	11.63%	3	30.00%	2	6.25%	3	12.50%	2	16.67%	0	0.00%
4	13	30.23%	3	30.00%	4	12.50%	6	25.00%	6	50.00%	1	16.67%
5	11	25.58%	2	20.00%	8	25.00%	6	25.00%	1	8.33%	4	66.67%
6	1	2.33%	0	0.00%	1	3.13%	0	0.00%	0	0.00%	1	16.67%
7	1	2.33%	0	0.00%	1	3.13%	0	0.00%	1	8.33%	0	0.00%

Quest. 2

	Total		Male		Female	
Number	41		10		32	
20-29	23	56.10%	6	60.00%	17	53.13%
30-39	12	29.27%	3	30.00%	9	28.13%

40-49	6	14.63%	1	10.00%	5	15.63%
50-59	0	0.00%	0	0.00%	0	0.00%
60+	0	0.00%	0	0.00%	0	0.00%

Quest. 3

	Total	
Number	42	
Male	10	23.81%
Female	32	76.19%

Quest. 4

	Total		Male		Female		20-29		30-39		40-49	
Number	42		10		32		24		11		6	
Lifetime	1	2.38%	0	0.00%	1	3.13%	1	4.17%	0	0.00%	0	0.00%
High school	3	7.14%	0	0.00%	3	9.38%	0	0.00%	2	18.18%	1	16.67%
College	16	38.10%	5	50.00%	11	34.38%	14	58.33%	1	9.09%	1	16.67%
None	1	2.38%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
First 5	12	28.57%	2	20.00%	10	31.25%	8	33.33%	2	18.18%	2	33.33%
5+	9	21.43%	3	30.00%	6	18.75%	1	4.17%	6	54.55%	2	33.33%

Quest. 5

	Total		Male		Female		20-29		30-39		40-49	
Number	40		10		32		23		11		6	
None	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Slightly	5	12.50%	0	0.00%	5	15.63%	3	13.04%	1	9.09%	1	16.67%
Moderately	4	10.00%	1	10.00%	3	9.38%	3	13.04%	0	0.00%	1	16.67%
Strongly	19	47.50%	2	20.00%	17	53.13%	11	47.83%	5	45.45%	3	50.00%
N/A	12	30.00%	5	50.00%	7	21.88%	6	26.09%	5	45.45%	1	16.67%

Quest. 6

	Total		Male		Female		20-29		30-39		40-49	
Number	41		10		32		24		11		6	
Yes	27	65.85%	7	70.00%	22	68.75%	16	66.67%	8	72.73%	3	50.00%
No	14	34.15%	3	30.00%	10	31.25%	8	33.33%	3	27.27%	3	50.00%

Quest. 7

	Total		Male		Female		20-29		30-39		40-49	
Number	85		10		32		23		12		6	
Compen.	11	12.94%	4	40.00%	7	21.88%	7	30.43%	3	25.00%	1	16.67%
Clientele	15	17.65%	4	40.00%	11	34.38%	11	47.83%	3	25.00%	1	16.67%
Job funct.	33	38.82%	8	80.00%	25	78.13%	23	100.00%	6	50.00%	5	83.33%
Prest.	6	7.06%	1	10.00%	5	15.63%	3	13.04%	3	25.00%	0	0.00%
Rec.	7	8.24%	1	10.00%	6	18.75%	5	21.74%	0	0.00%	2	33.33%
Other	13	15.29%	2	20.00%	10	31.25%	7	30.43%	4	33.33%	0	0.00%

Quest. 8

	Total		Male		Female		20-29		30-39		40-49	
Number	42		10		32		23		12		6	
Yes	21	50.00%	5	50.00%	19	59.38%	11	47.83%	5	41.67%	4	66.67%
No	21	50.00%	5	50.00%	13	40.63%	12	52.17%	6	50.00%	2	33.33%

Quest. 9

	Total		Male		Female		20-29		30-39		40-49	
Number	42		10		32		23		12		6	
Yes	27	64.29%	5	50.00%	24	75.00%	17	73.91%	5	41.67%	5	83.33%
No	15	35.71%	5	50.00%	8	25.00%	7	30.43%	7	58.33%	1	16.67%

Quest. 10

	Total		Male		Female		20-29		30-39		40-49	
Number	42		10		32		23		12		6	
Yes	25	59.52%	5	50.00%	20	62.50%	14	60.87%	8	66.67%	4	66.67%
No	7	16.67%	1	10.00%	7	21.88%	3	13.04%	2	16.67%	2	33.33%
N/A	10	23.81%	4	40.00%	6	18.75%	8	34.78%	2	16.67%	0	0.00%

Quest. 11

	Total		Male		Female		20-29		30-39		40-49	
Number	38		10		32		23		12		6	
Great	6	15.79%	1	10.00%	6	18.75%	5	21.74%	1	8.33%	1	16.67%
Good	23	60.53%	7	70.00%	16	50.00%	12	52.17%	6	50.00%	5	83.33%
Fair	9	23.68%	2	20.00%	7	21.88%	5	21.74%	4	33.33%	0	0.00%
Poor	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Uncertain	0	0.00%	0	0.00%	1	3.13%	1	4.35%	0	0.00%	0	0.00%

Quest. 12

	Total		Male		Female		20-29		30-39		40-49	
Number	41		10		32		23		12		6	
Great	9	21.95%	1	10.00%	8	25.00%	6	26.09%	2	16.67%	1	16.67%
Good	24	58.54%	8	80.00%	16	50.00%	15	65.22%	5	5.00%	5	83.33%
Fair	6	14.63%	1	10.00%	5	15.63%	3	13.04%	3	25.00%	0	0.00%
Poor	2	4.88%	0	0.00%	2	6.25%	0	0.00%	2	40.00%	0	0.00%
Uncertain	0	0.00%	0	0.00%	1	3.13%	1	4.35%	0	0.00%	0	0.00%

Quest. 13

	Total		Male		Female		20-29		30-39		40-49	
Number	43		10		32		23		12		6	
More hope	20	46.51%	7	70.00%	11	34.38%	7	30.43%	6	50.00%	6	100.00%
Less hope	10	23.26%	0	0.00%	12	37.50%	5	21.74%	5	41.67%	0	0.00%
No change	13	30.23%	3	30.00%	10	31.25%	12	52.17%	1	8.33%	0	0.00%

Quest. 14

	Total		Male		Female		20-29		30-39		40-49	
Number	41		10		32		23		12		6	
Yes	37	90.24%	9	90.00%	28	87.50%	21	91.30%	10	83.33%	6	100.00%
No	0	0.00%	1	10.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Uncertain	4	9.76%	1	10.00%	3	9.38%	3	13.04%	1	8.33%	0	0.00%