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ABSTRACT

A survey was conducted to provide an analysis of faculty homework expectations on which to base a viable pattern of library service. Students were surveyed in winter quarter 1974 about their life patterns and use of services, with particular attention given to homework assignments and library use. Faculty were given the results of the survey, which generally indicated little use of libraries or library materials to fulfill class assignments. Following the student survey, the faculty was given a questionnaire which required ranking of answers to six questions. Answers received from 63 faculty members indicated heavy reliance on textbooks. Ranked lowest was the quality of the library as a source of information. Increased cooperation between the faculty and library staff was recommended to promote library use. The survey instrument is appended. (Author/WCM)

ED 097027

THE UNIVERSITY OF TOLEDO

COMMUNITY AND TECHNICAL COLLEGE

Final Report

of

Survey of Faculty Expectations: Student Homework

by

Alice P. Naylor

September 17, 1974

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During winter quarter, 1974, students at ComTech were surveyed about their life patterns and use of services at ComTech, with particular attention given to homework assignments and library use.

In the spring, faculty were given the results of the survey, which generally indicated little use of libraries or library materials to fulfill class assignments. Following the student survey the faculty was given a questionnaire in an attempt to define some characteristics of faculty expectations from students.

Sixty three full-time faculty completed the questionnaire which required ranking of answers to six questions. At least six of the 15 not responding indicated they had no use for the library so did not respond.

Ten of the 63 respondees did not answer question F which was only for faculty requiring some level of research paper.

A summary of the results of the faculty questionnaire is attached. The summaries are the percentages of faculty in individual departments and college-wide for each ranking of each item.

In some cases no trend among the faculty is noticeable, in others there is a clear consensus.

Departmental differences were slight; where differences do appear they are noted.

It is important to remember that this project is intended to provide an analysis of faculty homework expectations upon which to base a viable pattern of library service.

The percentages generally indicate that the majority of faculty do not expect students to use libraries for homework.

Consideration of "majority" of the faculty viewpoints, however, should not preclude equal consideration to "minority" faculty viewpoints. Indeed, one recommendation will deal with just that.

This survey focuses attention on the individualized nature of teaching, and should also emphasize the need for an equally individualized library service for both faculty and students.

Forty-nine percent of the faculty ranked as first, that students need to know how to get information required. That response is modified by the 70% who would give little consideration to using classtime for teaching the skills necessary to get information, and the 25% who assume students know how already.

High rankings of 1 and 2 by a majority of faculty to the following items indicates heavy reliance on textbooks and class distributed materials.

Ranked Highest

1. frequency of use of textbooks and review of class content
2. quality of textbook as a source of information
3. importance of comprehension by students
4. direct provision in class of sources of information or list of sources
5. quality of teachers as source of information (much lower than textbook)

Ranked lowest on the scale were the following: (It seems evident that these items would have been ranked higher if faculty expected students to use library materials to a large extent)

Ranked Lowest

1. quality of ComTech, Carlson and other libraries as source of information
2. importance of quality of information sources
3. importance of a variety of points of view

After reviewing both student and faculty surveys, including the comments of those faculty not completing the survey, it became clear that the patterns for delivery of information by faculty are in the classroom. The high percentage of faculty who ranked quality of student comprehension high leads one to assume that testing and class content are based solely on those sources of information used in class.

Nevertheless, faculty are concerned with students' ability to keep up in their subject field: ranked 1st 19%, and with their ability to search for information: ranked 1st 49.2%.

RECOMMENDATIONS

For the Faculty:

Perhaps the sources and quality of information for some classes are adequate without incorporating the content of additional materials. However, it is not realistic to say this is true for a majority of classes, knowing the ComTech curriculum, the rapid change in knowledge, and the demand by students for relevance.

More emphasis put on student use of supplemental sources of information would inevitably mean that students would be introducing information into class content which conceivably would be unknown to the teacher. Faculty may want to discuss the effect on teaching methods which this process would necessitate.

Recommendations:

1. The suggestion is before the Curriculum and Instruction Committee to institute a one-credit course in Information Search. The results of this survey would support that idea. Students are unfamiliar with libraries and the faculty cannot afford to give up class time for the purpose of introducing information search procedures. A separate course, however, would seemingly be supported by the faculty.

2. The results of both surveys indicate that students and faculty rely heavily on class time for the learning-teaching process. It may be advantageous for more classes to be scheduled for laboratory hours instead of lecture hours in order to allow more time for learning in class, including the use of supplemental materials.

For the Library:

The original hypothesis upon which both surveys were based was that the library delivery system was not tailored to meet the life patterns of ComTech students nor faculty expectations for homework assignments.

The survey shows generally that this is true. The faculty-to-student delivery system for information is in the classroom. Any changes in library delivery patterns will have to do two things:

1. influence what information sources are used and distributed in the classroom.

2. concentrate on provision of this information to faculty, unless individual teaching methods change to encourage student access to a wider range of information sources.

Recommendations:

1. Initiate one-to-one librarian-faculty conferences on the need for materials in the classroom and for teacher preparation.

Materials disseminated in class could conceivably be library materials in class. If the librarian is aware of pertinent materials for individual classes, he should take the initiative in introducing them to the appropriate faculty.

Also, the conferences may provide the library with information needed for collection development.

2. Promote the procedure already available for borrowing materials from the Carlson Library when they are needed for class work. Faculty indicated a belief that other libraries have better quality of resources. Whether true or not, the resources of Carlson are available to ComTech.

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SURVEY OF FACULTY EXPECTATIONS: STUDENT HOMEWORK

FACULTY: Please fill in your rankings of each item of each question. The numbers are for IBM use.

A. Rank the following in order of your most frequent homework expectations from your students:

1-2 _____review class content

3-4 _____read and study textbook or other distributed materials

5-6 _____search for additional information

7-8 _____observe or participate in situation in community or on campus

9-10_____write or prepare report based on information obtained outside of class

SUMMARY OF RESULTS

1. Review class content — 65% ranked 1 or 2
2. Read textbooks — 60.3% ranked 1
3. Search for additional information — 47.6% ranked 3; 3% ranked 1; 15.8% ranked 2
4. Observation and report writing ranked lowest.
5. There were no noticeable differences between departments.

B. Rank the following in the order which you feel would provide the best quality sources of information for homework purposes:

13-14_____teachers

15-16_____classmates and friends

17-18_____librarian

19-20_____work associates

21-22_____ComTech Library

23-24_____Carlson Library

25-26_____other libraries

27-28_____home reference materials (Magazines, newspapers, etc.)

29-30_____textbook and distributed materials

SUMMARY OF RESULTS

1. ComTech library — 30.1% ranked 1, 2, or 3; 4.7% ranked 1st
2. Carlson Library — 79% ranked 1st; 31.7% ranked 1, 2, or 3
3. Teachers — 26.98% ranked 1st; 22.2% ranked 2nd

4. Textbooks 47.6% ranked 1
   26.98% ranked 2

5. Librarians 15.8% ranked 1, 2, or 3*
6. 23.8% ranked other libraries 1, 2, or 3
7. Public Service Department was only department to rank ComTech library as first; Carlson ranked 3rd by 19%. Otherwise ComTech generally ranked 4th to 6th in importance.
8. Classmates and work associates ranked 3rd by Engineering; classmates 3rd by General Education.

*compared to 31.7% who ranked classmates 1, 2, or 3

C. Rank according to the frequency with which you do the following:

31-32_____assume students know how and where to search for information

33-34_____provide students with list of sources of information

35-36_____provide students directly with the sources of information

37-38_____spend class time on search skills

39-40_____recommend students use the library for information

41-42_____recommend students ask librarian for assistance

SUMMARY OF RESULTS

1. Assume students know 22% of total faculty ranked 1
2. Most Health and Business faculty ranked provision of lists of sources 1 and 2 while 55.5% of total faculty did
3. Provide students directly with sources of information--36.5 ranked 1; 19% ranked 2
4. Spend class time on skills 70% ranked 4 to 6
5. General Studies is the only department which gave the high ranking to home reference materials, 11%
6. 14.2% ranked 1st, 23.8% ranked 2nd, to recommend student use library; 4.7% 1st to recommend librarian, 6.3% 2nd.

D. Rank according to the importance which you attach to the following:

43_____Student awareness of information sources in a given subject field

44_____student skill in information search (indexes, catalogs, etc.)

45_____student ability to judge the worth of information sources in terms of objectivity and accuracy

(Continued)

46_____instilling in students a life time habit of searching for information

47_____student ability to keep up to date in his chosen subject

SUMMARY OF RESULTS

1. There is no consistency among departments
2. There is no significant pattern of response except that 78% of faculty ranked student skill in information search as 3rd or lower; 33% lowest rank. 3% ranked it as first

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E. Rank according to importance which you attach to the following for your students:

48_____to get the information required

49_____to know how to get the information required

50_____to evaluate the sources of information

SUMMARY OF RESULTS

1. 49% ranked 1st--to know how to get the information required
2. 28.5% ranked 2nd
3. Faculty generally ranked both of the following third:
   a. to get information required-----38%
   b. to evaluate sources of information----41.2%
4. General Education was equivocal on the above
5. Business and Public Service definitely ranked getting information more important than evaluating sources.
6. Engineering conversely ranked evaluating sources 2nd and getting information 3rd.

F. If you require reports based on limited research, rank according to importance of the following:

51_____number of sources

52_____quality of sources in terms of authority, accuracy, scholarship, etc.

53_____variety of points of view represented

54_____quality of comprehension of information by the student

55_____quality of the report, written or oral, etc.

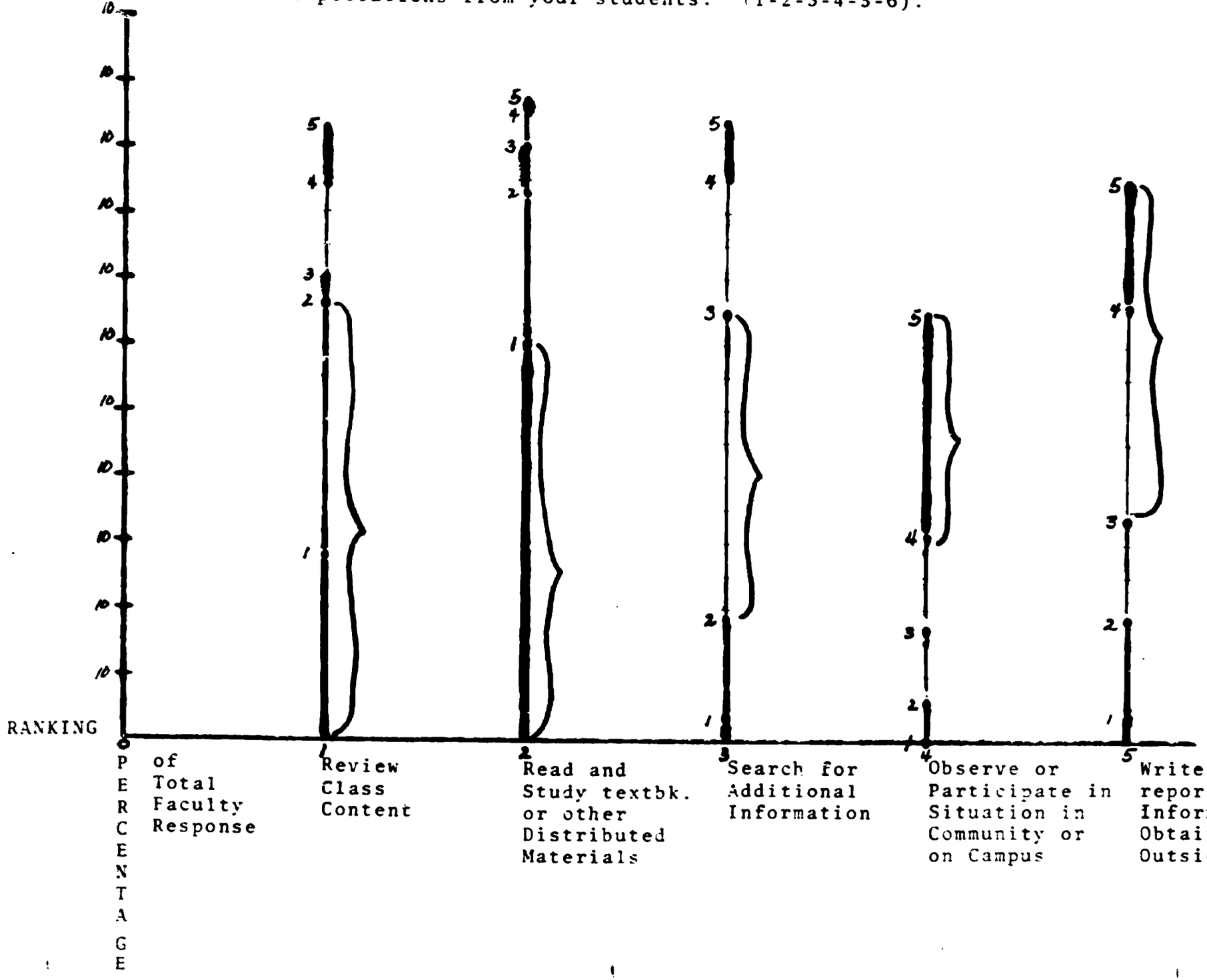
SUMMARY OF RESULTS

1. 67% ranked number of sources lowest, 4 and 5
2. 61.9% ranked quality of comprehension highest, 1 and 2

(continued)

3. 44.4% ranked variety of points of view lowest, 4 and 5
   17.4% ranked 1st
4. 52.3% ranked 2 and 3, quality of sources
5. 17.4% ranked quality of sources 1st and also quality of report first
6. There were no differences among departments.

A. Rank the following in order of your most frequent homework expectations from your students: (1-2-3-4-5-6).



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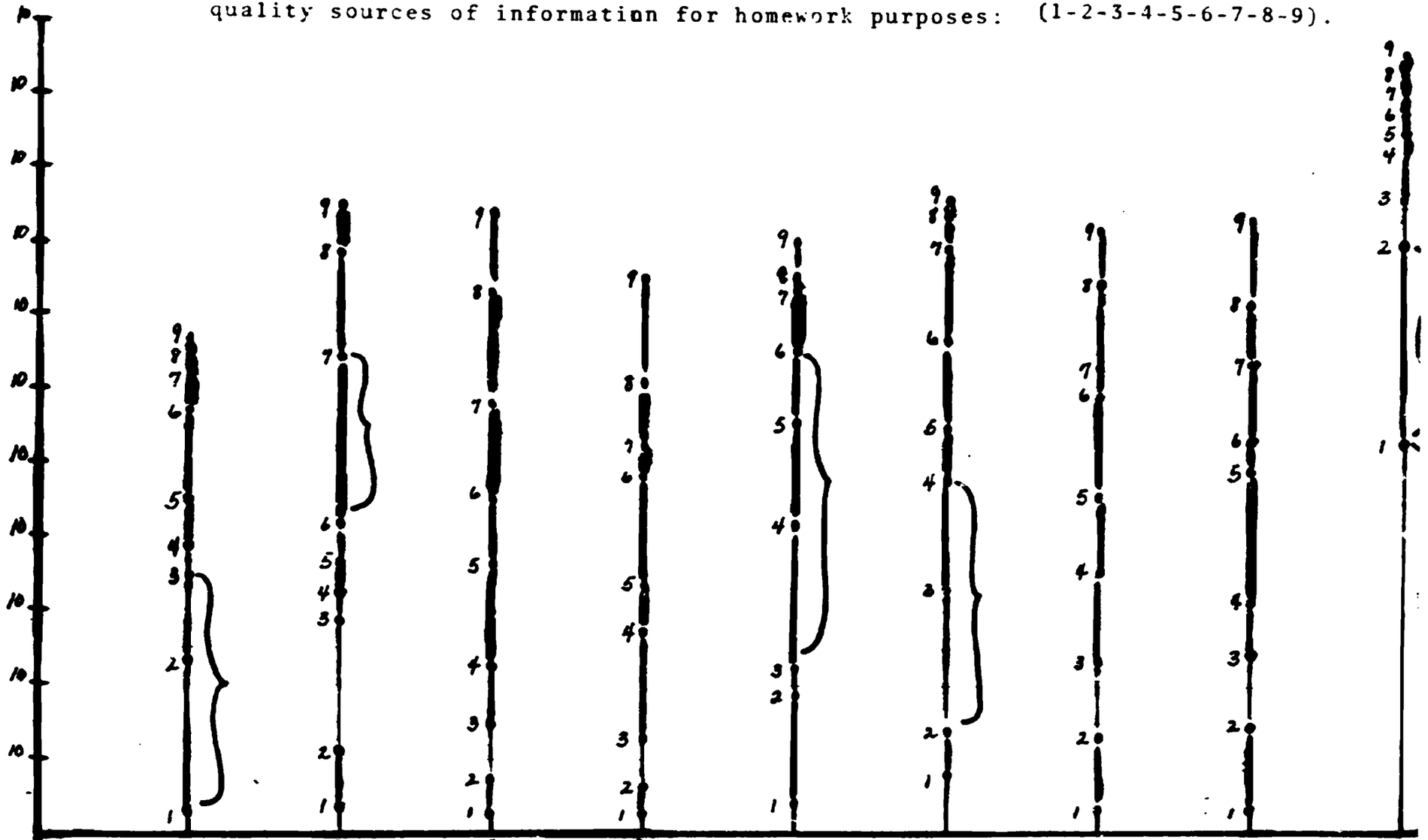
B. Rank the following in the order which you feel would provide the best quality sources of information for homework purposes: (1-2-3-4-5-6-7-8-9).



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C. Rank according to the frequency with which you do the following: (1-2-3-4-5-6).

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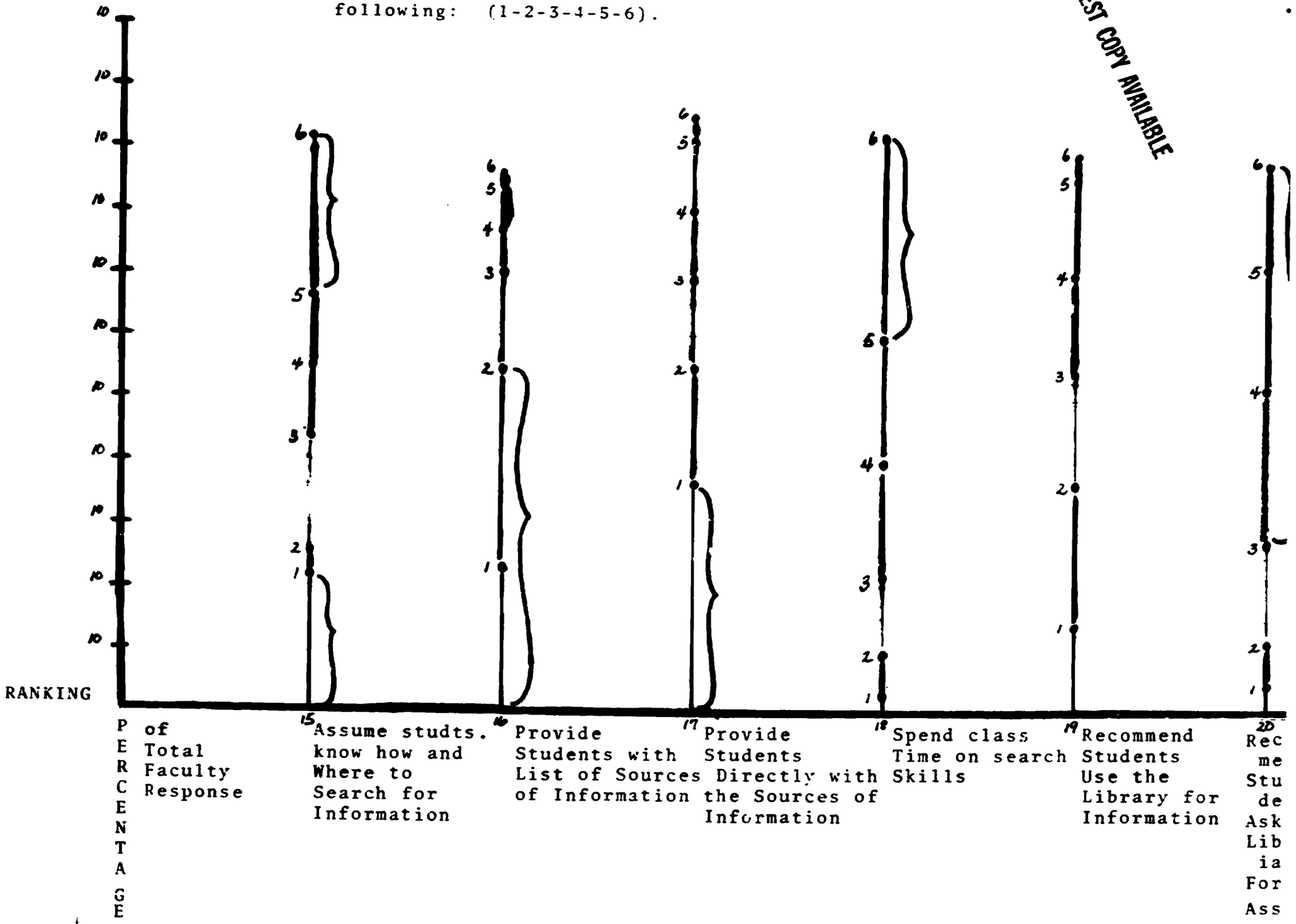
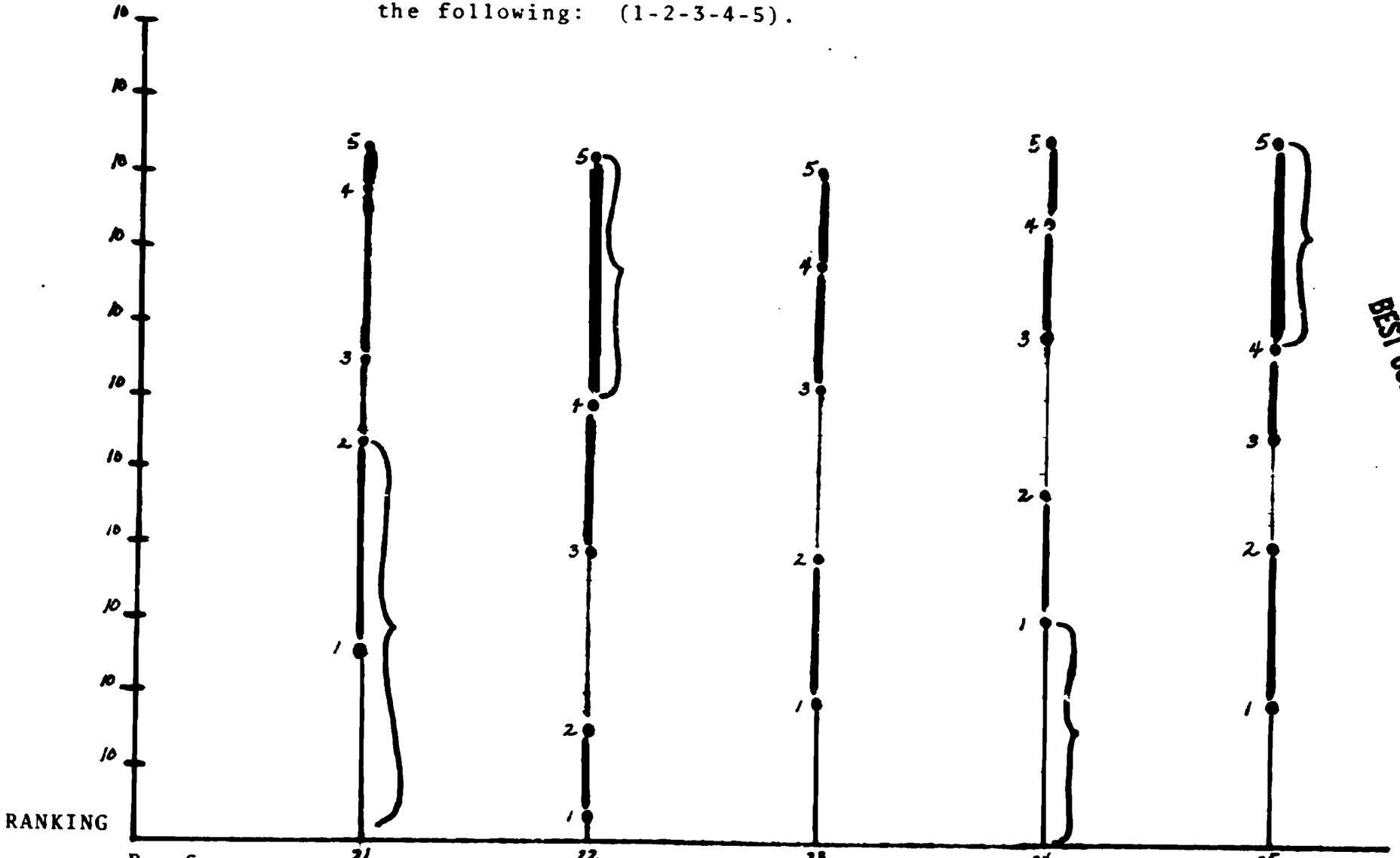


D. Rank according to the importance which you attach to the following: (1-2-3-4-5).



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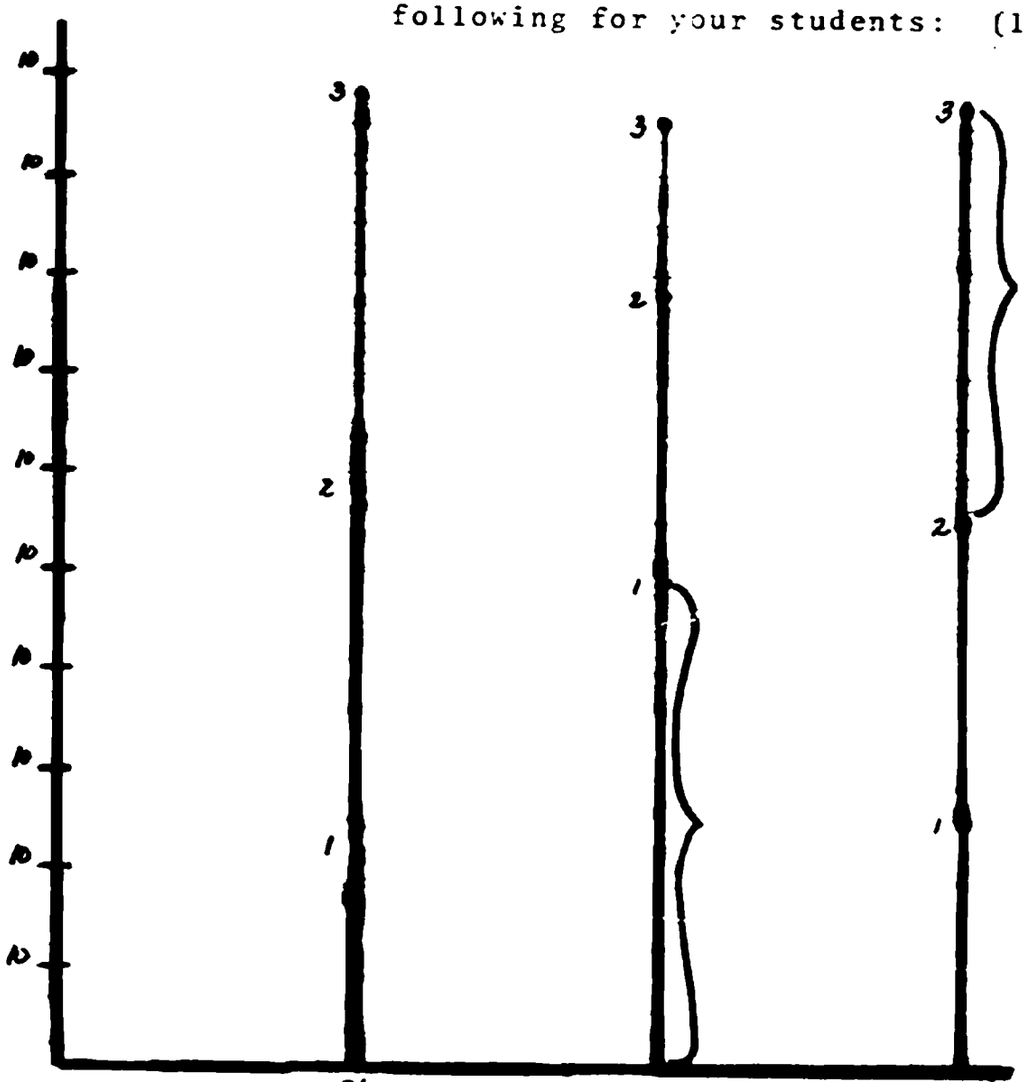
E. Rank according to the importance which you attach to the following for your students: (1-2-3).



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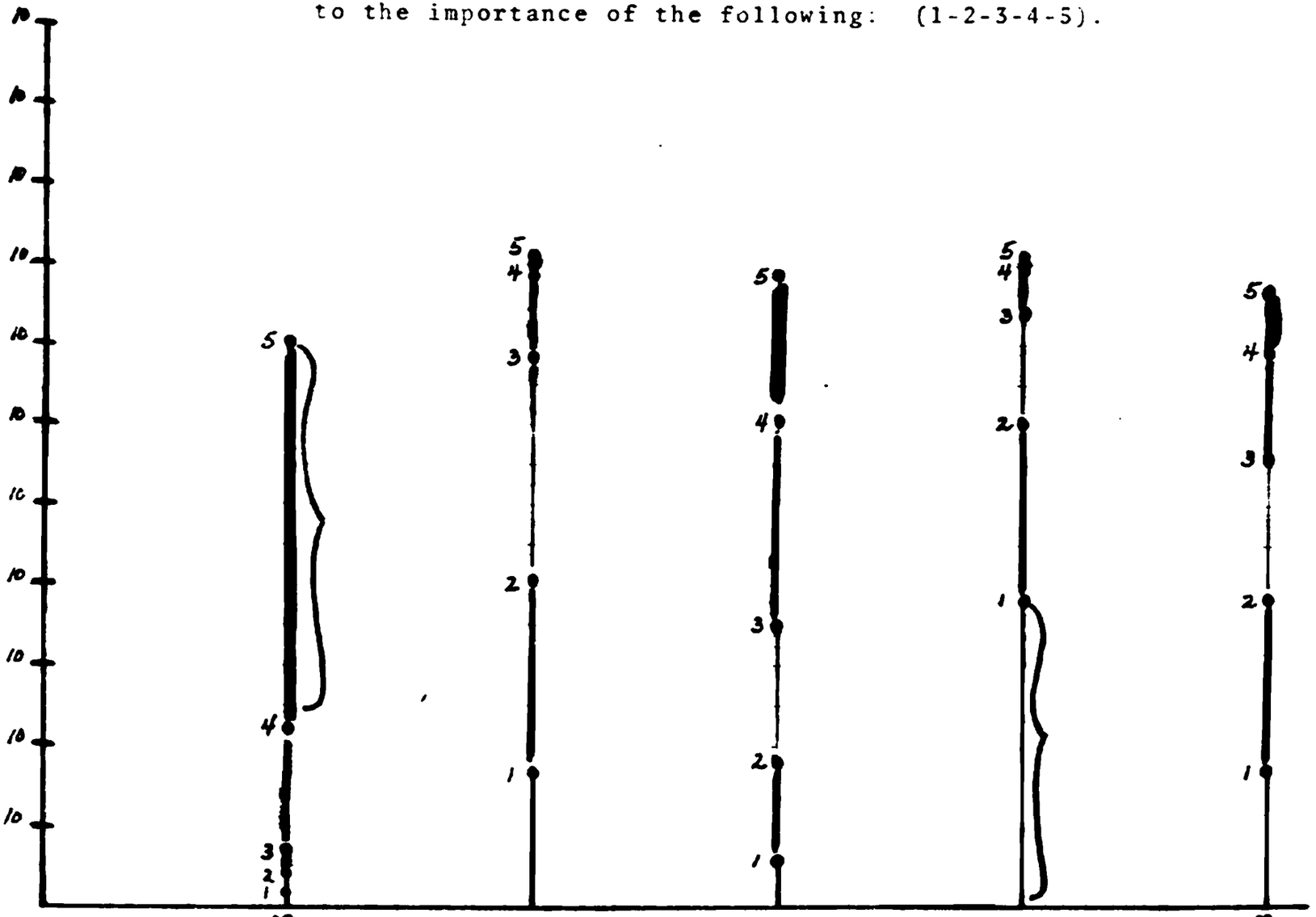
F. If you require reports based on limited research, rank according to the importance of the following: (1-2-3-4-5).



of Total Faculty Response

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