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ABSTRACT

To assess the utilization patterns and perceived value of Learning Resources Center (LRC) services among different categories of student (full- and part-time, day and night, freshman, sophomore, and special) at New River Community College, a survey of 243 randomly selected students was conducted during the fall of 1980. The survey was prompted by an awareness that the diversity of the student population attending community colleges results in a need for equally diverse learning resources programs if the academic objectives of students and instructors are to be achieved. General analysis of the survey data indicated that in-house use of IRC resources for assignment-specific purposes is most common among all student groups. The most important implication to be drawn from the survey is that, for the LRC to effectively support the educational plan of the community college, there must be direct alignment between LRC services and the school's academic agenda. The survey results are presented in eight figures, a reference list is provided, and the survey instrument is appended to the study. (JL)

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STUDENT USE AND PERCEPTION OF VALUE OF
LRC RESOURCES AND SERVICES

by

Jeffrey P. Bartkovich

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I. INTRODUCTION

1. Introduction: Community College Learning Resource Centers, Philosophy of Service

Since their growth in the 1960's, community colleges have accepted the challenge of an increasing and diversified student population and are creatively responding to the need to teach these students to higher levels of intellectual and skills attainment. However, because of their noble commitment to equal opportunity and open-door admission policies, community colleges find it necessary to provide a variety of instructional support services to fulfill the basic obligations of their educational mission. Examples of such services are learning resources programs based on the concept of providing a variety of materials, equipment, and instructional modes to enhance the learning process.

Because of the heterogeneity of social backgrounds, academic achievements, and intellectual aptitudes of the student population, the educational system of community colleges must recognize and be responsive to the needs of the students, and excite the students to explore fields of knowledge which will enhance their native potential, be relevant to them, and provide for their active participation in the instructional process. Therefore, the continuing improvement of the teaching-learning process is recognized as a necessary and primary achievement if the broad philosophical mission of the community college movement is to be realized. Student and faculty success in achieving their academic objectives will be heavily dependent on full accessibility to a multiplicity of various resources, instructional materials, and educational hardware. Consequently, the need for advanced learning resources programs can be seen in such academic support functions as: to serve the reading, reference, and research needs of its users; to provide a collection of print and non-print materials

necessary to support and supplement the teaching-learning program of the college at all levels; to facilitate the teaching-learning process through the application of instructional media; and to support independent/individualized learning in a social environment where knowledge is expanding and skills become obsolete at an ever increasing rate.

Due to the integral partnership of a Learning Resource Center (LRC) with the academic program of a community college, it is the intent of this study to conduct a basic users survey of the LRC services and resources by students to assess the broad impact and responsiveness of those services and resources in the LRC's support of the educational and academic goals of the college. What the study lacks in sophistication is hopefully made up in practical application.

1.2 Problem Statement

As community colleges are many things to many people, so are the resources and services of an LRC perceived and utilized by various people in various ways for various purposes. In the management of any support program, the assessment of the services provided is a necessary prerequisite to insure the responsiveness of the services offered. Consequently, the present investigation is concerned with the following general question: What are the basic utilization patterns and perceived value of services of LRC programs by different categories of student users? Several other interesting questions could be asked here also. For instance, what barriers hinder utilization? Are the level of usage and purpose of usage differentiated by type of student? Are resources adequate for classroom assignments? What can be inferred about the provision of LRC programs based on the comparison of student categorical responses?

1.3 Definitions

For purposes of this study, the following definitions will be applied.

A student is anyone enrolled in a credit class and excludes unclassified or continuing education clientele. A day student is one who takes the majority of his classes prior to 6:00 p.m. An evening student is one who takes the majority of his classes between 6:00 and 10:00 p.m. A freshman is one who has a declared program of study, has not completed a minimum of 45 quarter hours of study toward that program, and has not completed three full quarters of study. A sophomore is one who has a declared program of study, has completed a minimum of 45 quarter hours of study toward that program, and is enrolled in at least his fourth quarter of study. A special student is one who may have a declared program of study, but who is required to register in general studies/developmental courses prior to full academic standing in that program. The status of a student will be determined by the student's own designation of his particular standing on the survey form. It is recognized that the definitions provided are technical and institutional, and that students may not perceive themselves in the same category as the definitions would have them. Such misrepresentation can only be controlled by comparison of sample demographics to population demographics as a check on representativeness of the different categories.

1.4 Hypothesis

Since this study is descriptive in nature, exploratory in design, and simple in construction, no statistical hypothesis will be set forth, although null hypotheses formulated around no significant differences between and among the categories of student responses could be made. As stated earlier, the basic intent of the survey is to discover patterns of utilization and perceived values of the LRC services to students at the community college. While the different categories of students will provide interesting comparisons on the level of utilization and perceived values,

the overall assessment procedures do not lend themselves to close statistical scrutiny.

1.5 Limitations

Because of the lack of control in design, variable manipulation, instrumentation, and implementation, the list of disclaimers and qualifications necessary for the study to achieve any level of validity is too great to comprehend. However, for purposes of management review in a local setting, and for broad assessment of services and resources utilization, the study proves adequate and internally practical. Consequently, the study is environmentally constrained in application and implication. Generalizations will be institutional bound until replication at other community colleges allows for more profound statements of trends or specific findings.

II. REVIEW OF THE LITERATURE

The Community College Student and Implications for LRC Programs

Opening fall enrollment statistics for 1979 indicated that a total of 4,487,872 students were attending credit classes at two-year schools. This represented 29% of all students enrolled in post-secondary institutions. Over half (52%) of those students who enrolled for the first time did so at two-year colleges. By 1985, the number of traditional college age students between 18 and 24 years will be depressed. Two-year colleges are, however, expected to continue their growth, serving increased proportions of women, minorities, and older students through expanding part-time and continuing education offerings. Enrollment projections from the National Center for Educational Statistics indicate that between 1976 and 1986, enrollment at community colleges may increase by as much as 35%, while enrollment at four-year colleges may decrease by 3%. Forty percent

of the existing 1,230 two-year colleges anticipate enrollment increases in the mid-1980's of greater than 5%. Such success warrants explanation, and Clark Kerr (1975) offers four factors favoring the leadership of community colleges. These are: (1) the American population is aging; (2) the decreasing demand for the employment and, therefore, the education of teachers; (3) the increasing demand for non-degree credit education; and (4) the trend for low-cost education.

Because of its lower tuition charges, cultural integration into the community, non-selective, open-door admission policies, and vocational/technical programs, community colleges have been seen as a way of admitting students historically under represented in higher education. In comparison to his four-year college counterpart, the community college student is from a lower income family, has parents with less schooling, ranks lower in measures of academic aptitude and intellectual curiosity (Shea, 1974). Although many generalizations, such as these, have been made about community college students, it should be remembered that few such characteristics are common to all of them. Indeed, it would be a dangerous study which tried to research and synthesize the dominant traits which would identify a typical community college student. Instead, what follows are isolated studies, chosen to reflect general trends in a community college's student body.

SCOPE, The College Entrance Examination Board's study of 90,000 high school students as they enter the adult world, examines several aspects of the family background of college and non-college students. Only 18% of the community college students have fathers in professional or managerial positions, and 20% have fathers who never went beyond high school. First-generation college students often have limited cultural backgrounds. Many families of community college students actively dis-

courage college attendance, as they do not see the connection between education and economic success. Students attending four-year institutions receive more parental encouragement than two-year college and non-college students, while 20% of the junior college students report parental indifference. The degree of parental interest also affects the persistence of college students. Although one might assume that the students beginning college without the encouragement of their parents would be the most enthusiastic ones, they account for the majority of college dropouts.

(Cross, 1968)

As suggested earlier, the open-door policy of the community colleges accounts for a wide range in the ability of their students. While the average academic ability of community college students is similar to the average of those in high school, the colleges have more students from the middle range of ability and fewer from the very high or very low range. Twenty-five percent of the community college students fall in the top quartile of academic ability, while 17% are in the lowest. The remaining 58% fall in the middle range of ability. The range of high school rank is similar. Twenty-one percent of the community college students are in the top quartile of high school rank, where 11% are in the lowest.

(Medsker and Trent, 1972)

Many community college students do not feel academically prepared for college and believe that their high school teachers would rank their ability lower than that of classmates who went on to four-year colleges. SCOPE finds that two-year college students usually describe their best abilities as non-academic tasks, such as working with tools and machines, painting and drawing, sports, cooking, and sewing. In contrast, more four-year college students rate their own abilities highest in the traditional academic areas. (Cross, 1968) Studies have shown, nevertheless,

that transfer students at community colleges achieve records similar to the underclassmen in four-year institutions. Typically, their grade point averages drop during the first term after transfer but are restored during the next. (Palinckek, 1973)

In addition, community college students usually favor immediate goals and rewards. They tend to perceive education as the means for acquiring social mobility and a better job rather than as an opportunity for intellectual growth and stimulation. When high school students were asked in the SCOPE study what type of college they would prefer to attend, those who later entered four-year institutions chose the type which makes lectures available to students and emphasizes studying and serious discussions with the faculty. The future junior college and non-college students preferred the type emphasizing vocational training. Even after transfer to a four-year institution, the community college students tended to major in education, engineering, business administration, or other applied fields. (Cross, 1968)

In another portion of the study, a personality inventory was used to rate the student's "interest in ideas for their own sake rather than for their practical application" (Cross, 1968). Fifty-nine percent of the four-year college students, as compared to 36% of the junior college students, scored in the top third on this measure of intellectual interest. It is interesting to note, however, that at least 36% of the two-year college students scored higher than 41% of the students in four-year colleges.

Since the accessibility of the college is such an important factor, it is not surprising that one reason cited for attending a community college is the low cost of tuition. Fifty-three percent of two-year college students use earnings from employment while attending college. One third, as com-

compared to one half in four-year colleges, receive more than \$500 in support from their family. Twenty-seven percent of the 1976 freshmen were from families with annual incomes less than \$10,000 (AACJC, 1979).

Community colleges, as noted earlier, have been seen as the only viable avenue for higher education for many students. In 1978, 22.3% of all community college students were classified as minority. This figure represents 39% of all minority students in higher education.

Between 1970 and 1980, black student enrollment increased by 30% and Chicano enrollment increased by 65%. Finally, 52.6% of fall 1976's total enrollment in two-year colleges were women. (AACJC, 1979)

These percentages have direct implications for college instruction and LRC services. If community colleges are to meet their objectives, they must consider their clientele and provide personnel and programs which are capable of helping the students develop self-reliance and the personal confidence to insure academic success (Blocker, 1965). Clearly, the majority of students seek the community college as an opportunity for upward social and economic mobility, and view their education as a stepping stone to the achievement of long-range personal and vocational objectives. The community colleges will need broad comprehensive curricula as this diverse range of students from the lower socio-economic classes and the lower half of their high school classes continue to enroll with increasing regularity (Cross, 1973). Additionally, the adult student will contribute to the effort of putting the community college under pressure to develop new curricula and teaching techniques as well as to challenge the students to strive to the limits of their abilities.

A review of the literature provided little of substance concerning the evaluation of LRC programs in response to the new clientele of community colleges. Qualitative and quantitative standards promulgated by

ACRL and ACET remain the benchmarks for comparative services and philosophies. Additionally, the journals carried a host of articles describing specific programs which were successful at particular colleges at particular times. It is evident, however, that the need for a comprehensive LRC is firmly established in its offering to the students of the college basic library services including book checkout, audio-visual review, information retrieval, collection development according to the curriculum, study facilities, and faculty reserve circulation; and basic audio-visual services including equipment utilization, classroom audio-visual aids productions, basic production, and advanced design and development services and individualized learning opportunities; both of which address the larger issues confronting the college's academic programs.

III. METHODS AND PROCEDURES

3.1 General Design

To test the general question of the basic utilization patterns and perceived value of services of LRC programs by different categories of student users, a survey design was used. New River Community College was chosen as the sample site because of the author's familiarity and abiding interest in it. The independent variable, 'categories of students', was measured by student self-designation in two different modes. First was day student or evening student. Second was freshman, sophomore, or special student. Those survey forms in either mode which were not so designated were excluded from the data analysis breakdown by mode, but not from the total sample analysis. The dependent variables were the actual scores obtained on the user survey and were construed as representative of basic utilization patterns and perceived value of services.

Because of the nature of the survey, the rigors of statistical analysis were avoided, and simple frequency counts, frequency percents

and means were compared to discover differences of any magnitude between categories of students.

3.2 Population and Samples

The population of community college students for this study were all those students enrolled for academic credit during the Fall Quarter of 1980 at New River Community College. An additional limitation placed on the population was that the student must be registered for at least one on-campus class. From this population of 2,052 head-count students, a sample of 243 students was selected as follows. As stated, the total sample was broken down by two different modes: In the first mode, 213 day students and 18 evening students were compared. In the second mode, 138 freshman, 63 sophomore, and 28 special students were compared. The computer generated a random list of 10% of all credit classes offered on campus (excluded were independent/supervised study, co-op, developmental tutoring, or any class with less than five students registered). This list consisted of 15 classes, all of which participated in the survey. The representativeness of this sample to the population can be seen in the following analysis of demographic statistics. (The numbers in parentheses are the equated percentages for the population and sample figures indicated.)

	<u>Population Figure</u>	<u>Sample Figure</u>
Head Count Students	2052	243
Day Students	1272 (62)	213 (87)*
Night Students	780 (38)	18 (07)*
Freshman Status	1211 (59)	138 (57)**
Sophomore Status	616 (30)	63 (26)**
Special Student Status	225 (11)	28 (12)**
Male	1030 (50.2)	151 (62)
Female	1022 (49.8)	92 (38)

* 12 surveys were returned without the day or night student designation marked.

*14 surveys were returned without the status designation marked.

It should be noted that the sample is relatively skewed for day and night student representativeness.

3.3 Instrumentation

The survey instrument was designed by the author for the study. It was then reviewed and amended per the suggestions of the LRC's professional staff and a few items were included which were not pertinent to the study, but which were requested for inclusion. The draft document was then reviewed by the Director of Institutional Research for glaring deficiencies and for the appropriateness of the survey's response format for later key-punching. The final survey as was administered appears in Appendix I.

The components of the survey instrument are as follows .

Questions 1-3	Demographic Data
Questions 4-6	Level of utilization of basic library services
Questions 7-12	Evaluation of basic LRC operations
Questions 13-19	Purposes of utilization
Questions 20-30	Perceived value of the LRC collection
Questions 31-37	Specific problem identification
Questions 38-53	Perceived value of LRC services
Questions 54-62	Level of utilization of basic audio-visual material
Questions 63-67	Utilization preference of basic audio-visual material
Questions 68-75	Value of media used in the classroom
Questions 76-83	"Easiness" of use of equipment

3.4 Implementation

The faculty members for each of the 15 sample classes were contacted by the author to explain the purpose and intent of the study and to gain permission for the survey to be conducted in their classes. Consequently, the study was conducted during the third week of November, and the survey

instrument was administered by the faculty members to their classes during the first twenty minutes of class. The completed surveys were returned to the author at the end of the class period, reviewed for appropriate responses, and submitted to the Data Processing Center for keypunching and manipulation.

3.5 Data Preparation and Reporting

It was agreed that the following data reports would be generated by the computer from the survey. First, basic frequency counts for each possible response for each viable question, and to include frequency, cumulative frequency percent, and cumulative percent were to be given. Separate frequency reports would be generated for each category of student (i.e., day or night, and freshman, sophomore or special student) and a total sample report would be generated. Second were basic means for each viable question, and to include the response rate, the mean, the standard deviation, the standard error of the mean, and the variance. Separate means reports would be generated in the same number and manner as the frequency reports.

IV. DATA ANALYSIS

4.1 General Discussion

When asked how often they used the LRC resources and services, 40% of the sample said "seldom" or "never." Such an initial utilization pattern or lack thereof is further supported by the fact that 44% of the sample said that they do not check out any books or use any audio-visual materials during an academic quarter. Furthermore, 75% of the sample have never used the LRC on the weekends. While it would seem that the sample would have little knowledge of the LRC collection of resources, 73% of them felt that the collection was adequate for their classroom assignments.¹ Also, the most

frequent response when rating the overall collection, as well as the major sub-collections (i.e., reference, magazine/newspapers, audio-visual material, fiction) was "good." Similarly, when analyzing the sample's responses to the value of specific services, the greatest proportion of responses were given as "very important" to the following services: book checkout, 42%; reference service, 38%; study/reading, 37%; reserve material, 29%; research and assignment preparation, 30%; general help and assistance, 34%. Indeed, when the responses "very important" and "most important" are combined, the service of greatest value to the sample was study/reading followed by general help and assistance. It is interesting to note that not one service listed in Questions 38 through 53 was considered by the majority of the sample as being "not important."

It would seem that the sample of students use the resources of the LRC, but do not check them out; that is, they use them for on-campus, in-house purposes. This would support the implication that the utilization pattern is assignment specific. Those questions which related to classroom projects, required readings, faculty reserve materials, or general study with text books were consistently rated higher by the majority of the students than those questions which might imply self-study or independent, non-classroom related exploration. It would seem that the value of the LRC, its services and resources, is founded in the facts that the LRC has certain resources which are necessary for the completion of homework and classroom assignments, and that the LRC provides a quiet place for studying in between classes. What does this say for all those great intellectual, philosophical, and self-improvement arguments put forth for the support and advancement of libraries?

4.2 Specific Analysis: Freshman-Sophomore-Special Student

Figures 1 through 8 provide a more detailed analysis of the data

broken down by category of students. In Figures 1, 2, and 3, we have charted comparative percentages of responses for each possible response for three questions which indicate usage. In all cases, sophomores were the more active users. Figure 1 shows that nearly 64% of the sophomores used the LRC at least twice a week, while 48% of the freshmen and 54% of the special students used the LRC less than once a week. Figure 2 indicates that 64% of the sophomores check out one to nine books a quarter, while 81% of the freshman and 79% of the special students check out at most two books per quarter. This same pattern is again evident in Figure 3 where freshmen and special students parallel each other in non-utilization, and sophomores exceed the average mean.

Figure 4 refers to Questions 13-19 on the survey instrument, and was included to get an indication of the purposes for which the sample used the LRC. The mean response for each stated purpose was calculated, and then the seven means were ranked in order of importance. As stated in the general discussion, class-related research and general study with text books were considered most important as indicated by their first and second rankings by the total sample. What is interesting is that casual reading/browsing was ranked third above fifth ranked using reserve materials. Using audio-visual material ranked fourth because of the high priority given to it by special students. Sophomores ranked five of the seven purposes differently than did the sample as a whole, and most misplaced was their second order ranking of using reserve materials.

Figure 5 is similar to Figure 4 in that it represents ranked means of responses. It pertains to Questions 38 through 53 on the survey instrument. The possible response range was from (5) = Most Important to (2) = Not Important and (1) Didn't Know It was Available. While the variability of means across the categories when compared to the total sample

mean is important, it is more interesting to note the changing priorities of value given to different services by the different categories of students. Again, general study/reading, general assistance, and reference services were given three of the top four rankings for all groups. The sample as a whole gave fifth ranking to photocopy services above all other "noble" services, while the fifth ranking for the categories of students was scattered among book checkout by freshmen, research assistance by sophomores, and assistance in media usage by special students. Ranks six through fourteen presented no coherent pattern.

Figures 6-A and 6-B are an attempt to assess the instructional value of specific audio-visual aids presently available in the LRC. In Questions 56 through 62, the sample was asked to rate the frequency of use of the specific aids in their classes. The overall sample mean was calculated and is labeled in Figure 6-A as Mean of Utilization. In Questions 68-74, the sample was asked to rate the quality or effectiveness of the specific aids. The overall sample mean was calculated and is labeled in Figure 6-A as Mean of Effectiveness. The Coefficient of Value was obtained by subtracting the Mean of Effectiveness from the Mean of Utilization.² That is,

$$\text{Mean of Utilization} - \text{Mean of Effectiveness} = \text{Coefficient of Value}$$

The implications of the Coefficient of Value are as follows. If an audio-visual aid is heavily utilized in a classroom but is perceived by the students as having very little effectiveness, then the coefficient will tend to be positive, indicating that the specific aid is overutilized for its effectiveness. If an audio-visual aid is not heavily utilized in a classroom but is perceived by the students as being very effective, then the coefficient will tend to be negative, indicating that the specific aid is underutilized for its effectiveness. If the aid is heavily utilized and highly effective, or little utilized and non-effective, then the

coefficient will tend to be "0" indicating proper utilization. In this study, the chalk board and the 16 MM film across all groups had the highest coefficients of value, indicating overutilization. Conversely, filmstrip/cassettes and slide/cassettes had the lowest coefficients of value, indicating underutilization.

Figures 7 and 8 are basic bar graphs indicating comparative proportions of responses by category of student for each response set for Questions 55 and 20.

4.3 Specific Analysis: Day - Night

Analysis of the sample by category of student designated as day or night was deemed inappropriate by the author due to the unrepresentativeness of the sample. Eighty-seven percent of the sample considered themselves day students, while only 18 respondents or 7% of the sample considered themselves night students. (Twelve respondents or 6% of the sample gave no designation.) This does not correspond in any significant way with the population breakdown of 62% day students and 38% night students.

V. CONCLUSION AND IMPLICATIONS

The conclusions to be drawn from this survey are as simple as they are profound. If LRC's are to be effective support programs of the college's educational master plan, they must align themselves more closely with the academic schedule and class offerings of the college. Patterns of utilization show that student usage of resources and services provided by the LRC are highly correlated with homework assignments and classroom activities. Measurement of the success of LRC programs should be based, therefore, not on what or how much is checked out for student research but rather how much is used on-campus, in-house by the students. Programs and services need

to be integrated with faculty instructional objectives and planned learning activities. Utilization patterns must not be left to chance, student initiation or based on ideal assumptions about the cultural and intellectual stimulation provided by the resources (although this is not to say that such virtues are not realized, or should not be articulated as purposes of the LRC, rather that they play a lesser role than might be expected). Utilization of the LRC should be directed toward specific learning outcomes based on classroom assignments. Furthermore, once the demand has been activated, the services should be tailored to the individual student or category of student; that is, freshman and special students have different needs and express different purposes and values in their use of the LRC than do sophomores. Once all this has been done, then the LRC can go about training and initiating the students into the joys of exploration, self-improvement, and life-long learning.

Also, faculty members and LRC personnel need to take a hard, critical look at the use of types of audio-visual materials used in the classroom to support the teaching-learning process. The perceived effectiveness of any specific audio-visual aid may be quite different for the students than it is for the faculty. One means to assess this is by way of the formula devised in this study to generate Coefficients of Value for each type of audio-visual material.

FIGURE 1

HOW OFTEN DO YOU USE THE LRC?
(Percent of Frequency Response)

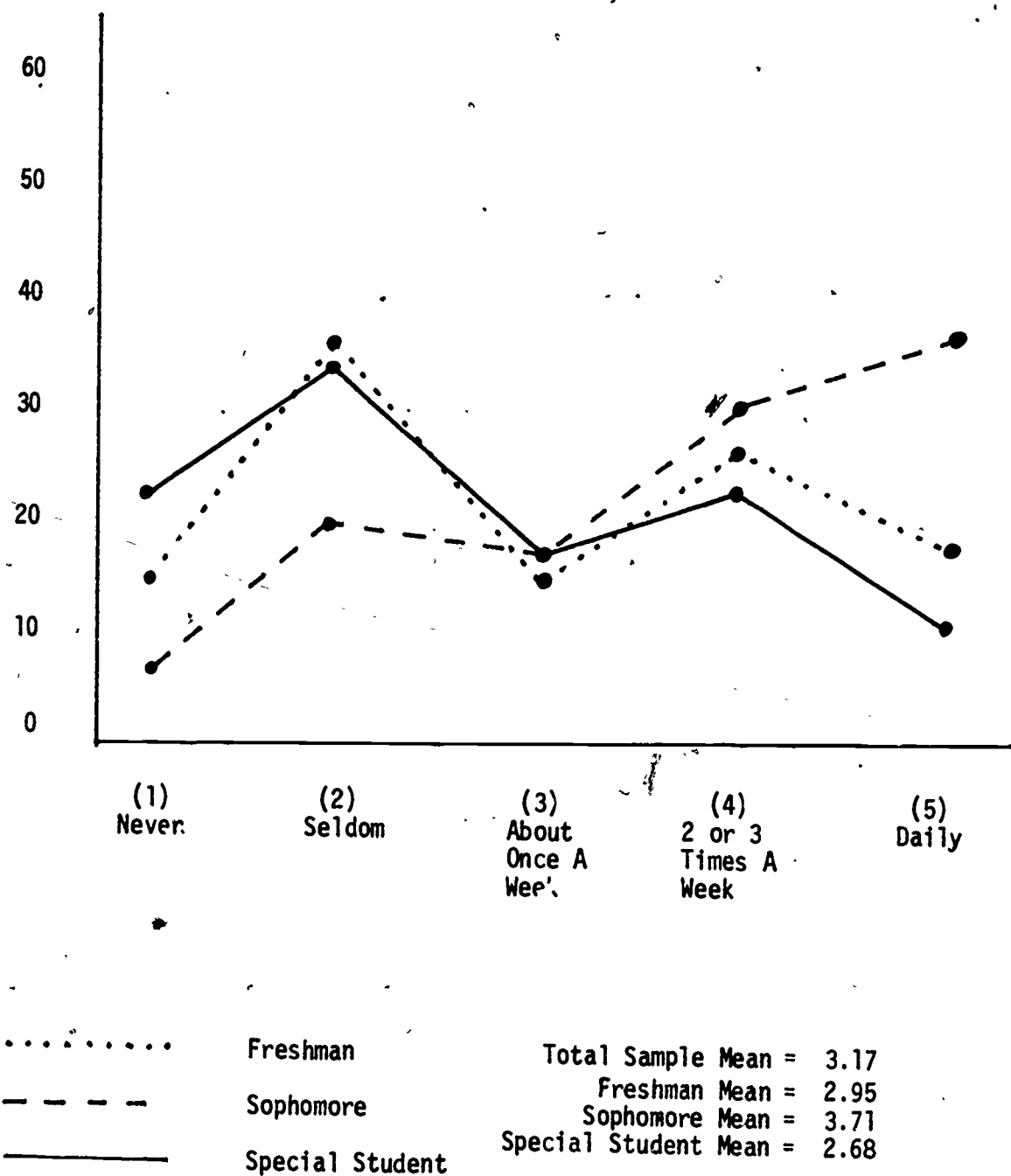
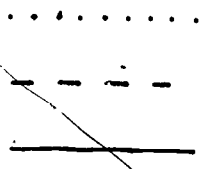
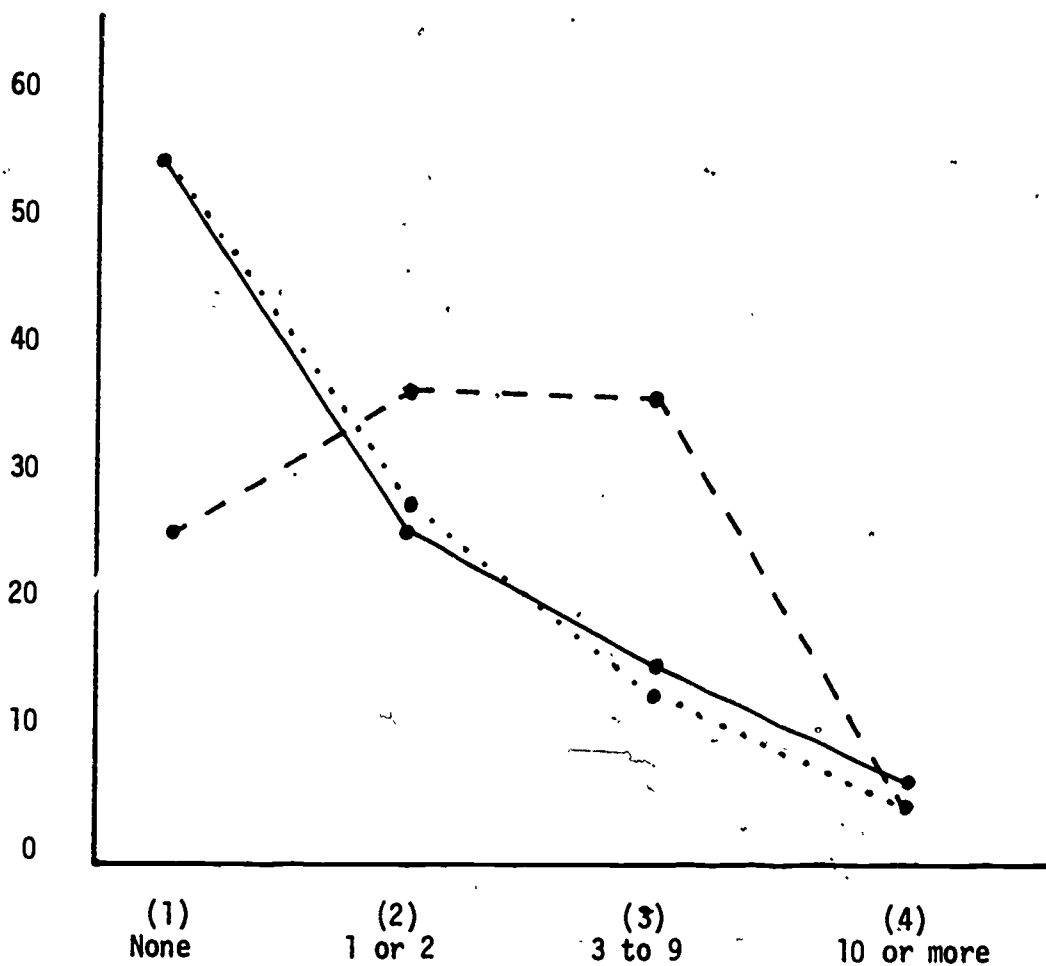


FIGURE 2

HOW MANY BOOKS DO YOU CHECK OUT A QUARTER?
(Percent of Frequency Response)



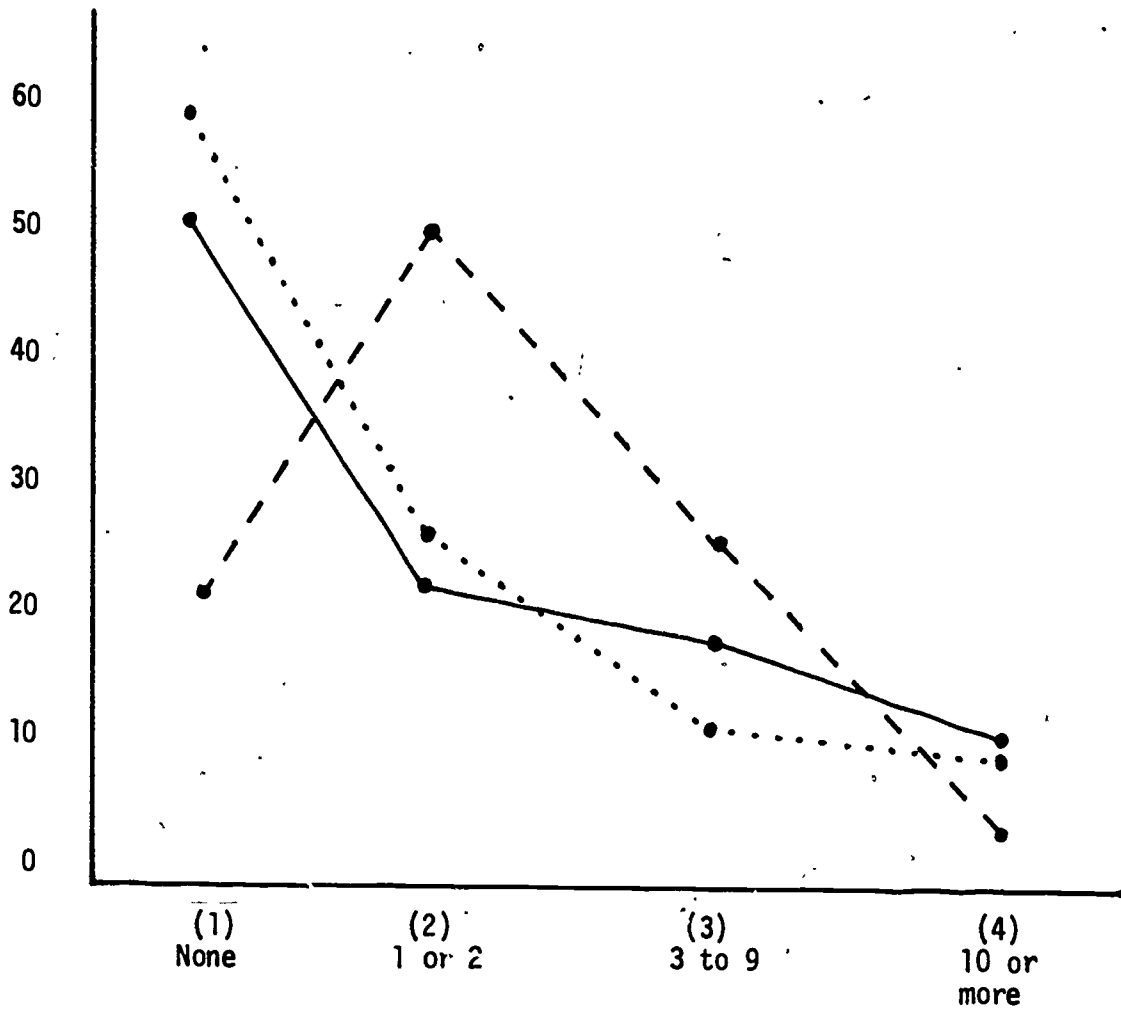
Freshman
Sophomore
Special Student

Total Sample Mean = 1.92
Freshman Mean = 1.71
Sophomore Mean = 2.19
Special Student Mean = 1.75

FIGURE 3

HOW MANY TIMES PER QUARTER DO YOU USE
NON-PRINT MATERIALS?

(Percent of Frequency Response)



.....

Freshman

Sophomore

—————

Special Student

Total Sample Mean = 1.90
Freshman Mean = 1.69
Sophomore Mean = 2.16
Special Student Mean = 1.89

FIGURE 4

FOR WHAT PURPOSES DO YOU USE THE LRC?
(Ranked Mean Scores)

	Total Sample	Freshman	Sophomore	Special Student
Class Related Research	1	2	1	2
General Study	2	1	3	1
Casual Reading/ Browsing	3	3	5	5
Using A.V. Materials	4	4	4	2
Using Reserve Materials	5	6	2	4
Individualized Instruction	6	5	6	6
Meeting Others	7	7	7	7

FIGURE 5

VALUE OF SERVICES PROVIDED BY THE LRC
(Ranked Means)

	Total Sample		Freshman		Sophomore		Special Student	
	Mean	RM	Mean	RM	Mean	RM	Mean	RM
Study/Reading	3.81	1	3.90	1	3.88	2	3.29	3
General Assistance	3.79	2	3.56	4	4.24	1	3.75	1
Book Checkout	3.66	3	3.66	5	3.62	6	3.23	4
Reference	3.65	4	3.58	2	3.82	3	3.52	2
Photocopy Services	3.40	5	3.58	2	3.62	6	3.09	8
Reserve Material	3.26	6	3.06	9	3.72	4	3.10	7
Research Assistance	3.26	6	3.10	8	3.67	5	3.05	6
Individ. Instruction	3.17	8	3.19	6	3.20	11	3.00	9
Asst. in Media Usage	3.13	9	3.02	10	3.42	8	3.14	5
Reciprocal Borrowing	3.07	10	3.02	10	3.33	10	2.71	13
I.E.L.	3.07	10	3.13	7	3.06	14	2.70	14
AV Equip. Use in LRC	3.01	12	2.85	13	3.37	9	2.95	10
Media Production	2.94	13	2.87	12	3.15	13	2.76	12
Equipment Checkout	2.82	14	2.63	15	3.20	11	2.81	11
Computer Biblio.	2.68	15	2.67	14	2.71	15	2.62	15
Media Checkout	2.50	16	2.43	16	2.70	16	2.29	16

FIGURE 6-A
CLASSROOM USE OF MEDIA - TOTAL SAMPLE

	Mean of Utilization	Mean of Effectiveness	Coeffic. of Value	Instructional Utiliza. Factor
Closed Circuit T.V.	3.00	2.80	+ .20	--
Chalk Board	3.89	2.46	+1.43	Overutilized
Filmstrip/Cassette	3.00	3.98	- .98	Underutilized
Slide/Cassette	2.81	4.49	-1.68	Underutilized
16 M.M.	2.36	.79	+1.60	Overutilized
Audio Cassette/Tape	2.74	1.92	+ .82	Overutilized
Overhead Transparencies	3.00	2.67	+ .33	--

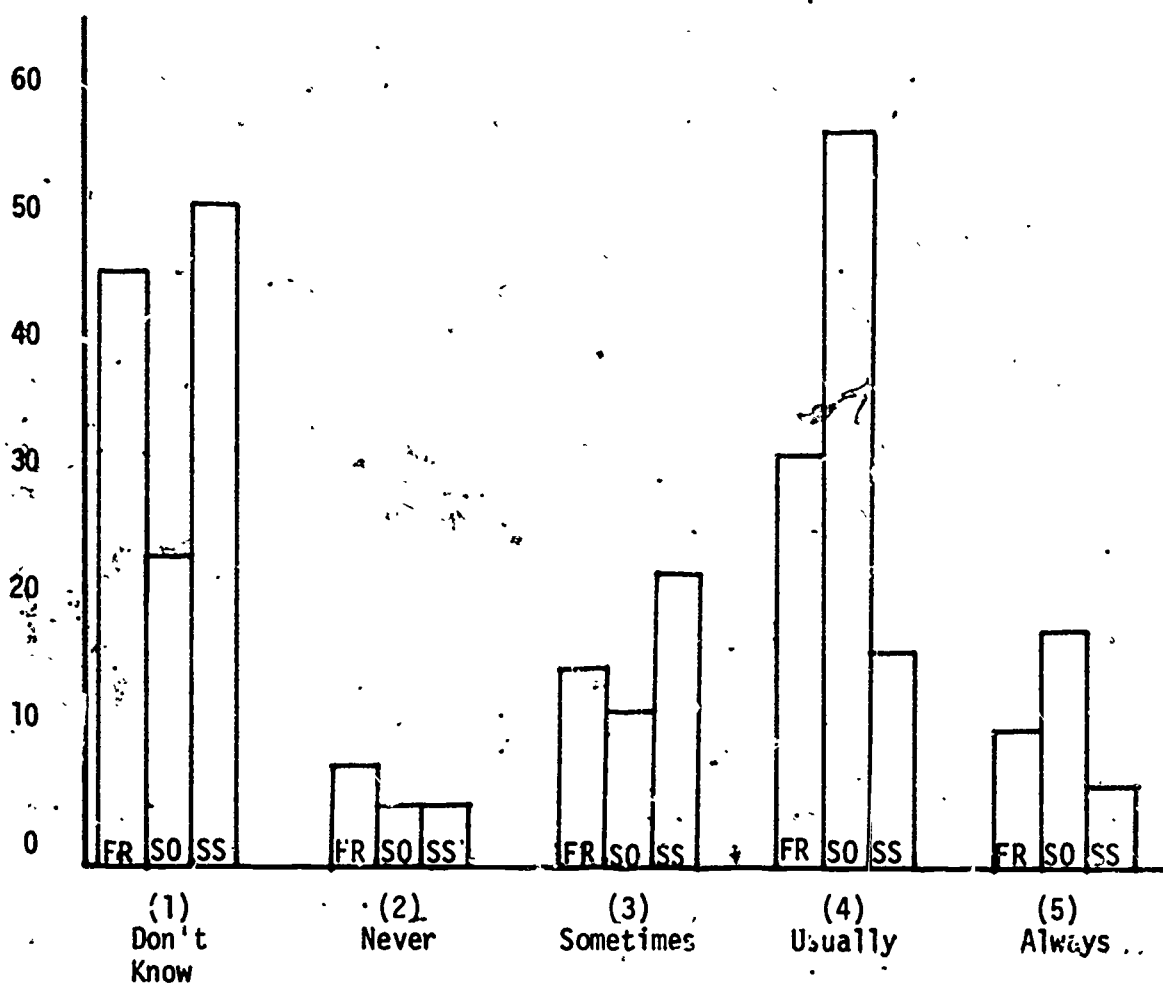
FIGURE 6-B
COEFFICIENT OF VALUE BY CATEGORIES OF STUDENTS

	Freshman	Sophomore	Special Student
Closed Circuit T.V.	+ .09	- .31	+ .07
Chalk Board	+1.51	+1.18	+1.79
Filmstrip/Cassette	- .90	-1.10	-1.33
Slide/Cassette	-1.69	-1.44	-2.19
16 M.M.	+1.52	+1.77	+1.38
Audio Cassette/Tape	+ .69	+ .81	+1.29
Overhead Transparencies	+ .39	+ .21	- .15

FIGURE 7

ARE A.V. MATERIALS A VALUABLE AID IN HELPING YOU UNDERSTAND CONCEPTS PRESENTED IN CLASS?

(Percent of Frequency Response)



FR = Freshman

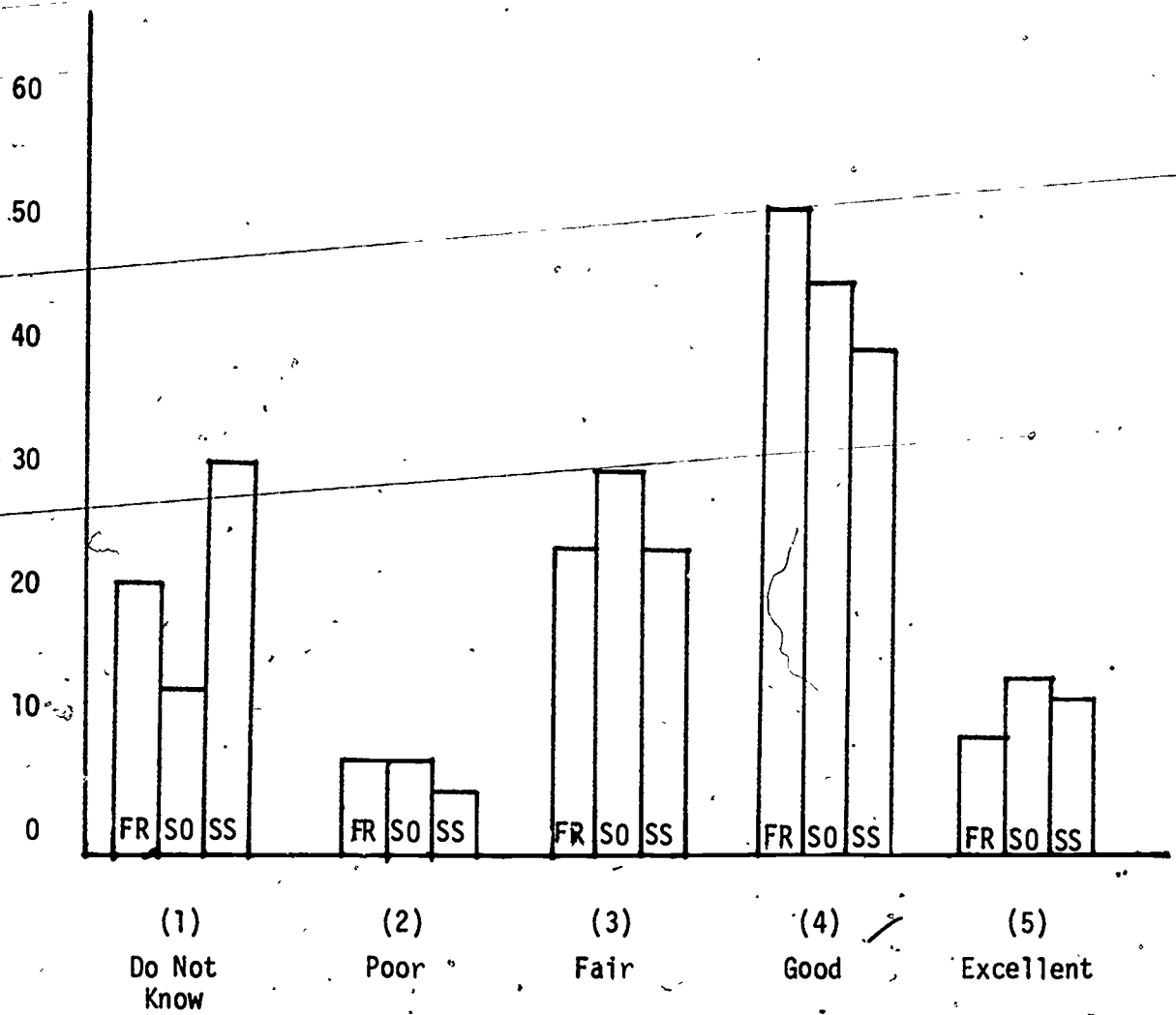
SO = Sophomore

SS = Special Student

Total Sample Mean = 2.84
 Freshman Mean = 2.64
 Sophomore Mean = 3.40
 Special Student Mean = 2.50

FIGURE 8

HOW DO YOU RATE THE OVERALL COLLECTION
(Percent of Frequency Response)



FR = Freshman

SO = Sophomore

SS = Special Student

STUDY NOTES

1. Concerning the high percentage of students who seldom use the LRC and the seemingly unmatched high percentage who find the collection adequate to their needs, analysis of the data sets shows no internal inconsistency across these responses. At the extreme "non-use" side of the frequency counts, 11.25% or 27 subjects from a sample of 240 responded that they never use the LRC; 44% or 106 subjects from a sample of 241 responded that they have not checked out a book; and 17.62% or 37 subjects from a sample of 210 responded that they did not know how to rate the collection, with an additional 33 subjects not responding to that question at all. These facts support the conclusion that students utilize the LRG resources and services (88.75% use the LRC in some manner), but that they are not using them in what might be termed traditional, quantifiable measure of services; i.e., circulation statistics. For every book circulated, there may be three books used in support of classroom assignments which are not checked out. A student who uses the resources on campus is just as qualified as one who circulates the resources to assess the adequacy of the collection. Indeed, the data sets confirm the suspicion that what is measured as use is only an indication of the larger purposes to which students put the services and resources of the LRC.

2. Concerning the Coefficient of Value, it should be noted that more research needs to be done before this coefficient can have any theoretical significance. For instance, at certain points along the analysis when a methodology is either heavily utilized (4 or above) or little utilized (1 or below), it would be extremely difficult to get an accurate rendering of the over or under utilization of the methodology.

Furthermore, the concept itself is fraught with additional confounding variables. It is, however, on a surface level a gross indication of the perceived student value. Additionally, while its use in decision making may be limited, it does have "face validity" in arguments encouraging faculty to integrate audio-visual resources into their presentations.

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APPENDIX I

SURVEY INSTRUMENT

Please rate the following questions using this scale:

1)= Not Important 2)= Moderately Important 3)= Very Important

For what purposes do you use the LRC?

- _____ 13. General study with own books
- _____ 14. Individualized instruction
- _____ 15. Meeting
- _____ 16. Casual reading/browsing
- _____ 17. Class related research
- _____ 18. Using audio-visual materials
- _____ 19. Using materials put on Reserve by faculty members.

Please rate the following areas of LRC collection using this scale:

1)= Do Not Know 2)= Poor 3)= Fair 4)= Good 5)= Excellent

- _____ 20. Overall collection
- _____ 21. Magazines/newspapers
- _____ 22. Audio-visual materials
- _____ 23. Recreational reading materials (Best Sellers, Paperbacks, etc.)
- _____ 24. Reference
- _____ 25. Humanities (Includes: English, Art, Music, etc.)
- _____ 26. Social Sciences (Includes: Psychology, Sociology, Social Work, Family, etc.)
- _____ 27. Business (Includes: Accounting, Secretarial Science and Data Processing)
- _____ 28. Math/Science (Includes: Math, Geology, Physics, Biology, Chemistry, etc.)
- _____ 29. Health Sciences
- _____ 30. Technologies

Have you encountered any problems in your use of the LRC in the areas listed below?

1)= Yes 2)= No

- _____ 31. Heating/Cooling
- _____ 32. Noise
- _____ 33. Missing books
- _____ 34. Locating books and/or materials
- _____ 35. Difficult check-out procedures
- _____ 36. Restrictive rules and regulations
- _____ 37. Help from LRC personnel

PART II. CURRENT NEEDS AND PROJECTED NEEDS

Indicate the value of services presently provided to you by the LRC. Use the following scale:

1)= Didn't Know it Was Available 2)= Not Important 3)= Moderately Important
4)= Very Important 5)= Most Important

- _____ 38. Book checkout
- _____ 39. Reference service (aid by LRC staff in obtaining information)
- _____ 40. Study/reading area
- _____ 41. Photocopy services
- _____ 42. Individualized instruction (use of any media specifically required for a course)

PART II. CURRENT NEEDS AND PROJECTED NEEDS (continued)

Indicate the value of services presently provided to you by the LRC. Use the following scale:

- 1) = Didn't Know it Was Available 2) = Not Important 3) = Moderately Important
 4) = Very Important 5) = Most Important

- _____ 43. Equipment checkout
 _____ 44. Media production (photography, audio, tapes, and slides made on request)
 _____ 45. Use of AV equipment in library
 _____ 46. Nonprint checkout
 _____ 47. Use materials which instructor has put on reserve
 _____ 48. Computer prepared lists of books and AV materials
 _____ 49. Assistance in research and preparation of assignments
 _____ 50. Assistance in use of media for class preparation
 _____ 51. Borrowing privileges from other area libraries
 _____ 52. Obtaining magazine articles and books which this library does not have from another library (Interlibrary Loan)
 _____ 53. General help and assistance

PART III. LRC EQUIPMENT & MEDIA SERVICES

Use the following scale to rate Questions 54 thru 67:

- 1) = Don't Know 2) = Never 3) = Sometimes 4) = Usually 5) = Always

- _____ 54. The AV equipment in the LRC works properly
 _____ 55. AV materials are a valuable aid in helping me understand "things" presented in class.
 _____ 56. Closed circuit TV is used in my classes
 _____ 57. The chalk board is used in my classes
 _____ 58. Filmstrips are used in my classes
 _____ 59. Slides are used in my classes
 _____ 60. 16mm films are used in my classes
 _____ 61. Audio (cassette and/or reel to reel) tapes are used in my classes
 _____ 62. Overhead transparencies are used in my classes
 _____ 63. I like to use slide/tape packages for my classwork
 _____ 64. I like to use video tapes for my classwork
 _____ 65. I like to use sound filmstrip for my classwork
 _____ 66. I like to use audio cassettes for my classwork
 _____ 67. I like to use records for my classwork

Use the following scale for Questions 68 thru 83:

- 1) = Don't Know 2) = Poor 3) = Fair 4) = Good 5) = Excellent

Media used in the classroom

- _____ 68. Closed circuit TV
 _____ 69. 16mm films
 _____ 70. Sound filmstrips
 _____ 71. Slide/tape packages
 _____ 72. Audio tapes
 _____ 73. Overhead transparencies
 _____ 74. Chalkboard
 _____ 75. Records

PART III. LRC EQUIPMENT & MEDIA SERVICES (continued)

Use the following scale for Questions 76 thru 83:

1)= Don't Know 2)= Poor 3)= Fair 4)= Good 5)= Excellent

Indicate how easy each piece of equipment listed is to use:

- _____ 76. Slide projector
- _____ 77. Audio cassette player
- _____ 78. Filmstrip/record player
- _____ 79. Filmstrip/cassette player
- _____ 80. Video tape player
- _____ 81. Audio real to reel player
- _____ 82. Record player
- _____ 83. Microfilm/fische reader/printer
- _____ 84. List any general comments or suggestions you wish to make about the LRC.
