THE OFF-CAMPUS LIBRARY SERVICES
CONFERENCE PROCEEDINGS

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THE OFF-CAMPUS LIBRARY SERVICES CONFERENCE PROCEEDINGS

Edited by

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with the assistance of

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and

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DEDICATION

Four persons more than all others influenced this work and it is to these four that this volume is dedicated:

Harold Abel - President, Central Michigan University: for his encouragement to convene a national conference on off-campus library services.

John E. Cantelon - Provost, Central Michigan University: for his commitment to quality off-campus, nontraditional education and the library services which support them.

John W. Weatherford - Director of Libraries, Central Michigan University: for his patience and his confidence in his assistant's abilities.

Judy Lessin - Bulletin Editor, Central Michigan University: for her love.
ACKNOWLEDGMENTS

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FOREWORD

Three years ago this month President Harold Abel addressed soon-to-be-graduates of Central Michigan University's off-campus masters degree program during an annual graduation reception. In the course of his remarks, Dr. Abel applauded the effort of the C.M.U. Library to provide service to this group and strongly encouraged the convening of a national conference to discuss the need for quality library programs in support of the nontraditional learner. These comments were reiterated and expanded upon by Provost John Cantelon in his talk to the same graduating class.

The librarians associated with the University's off-campus programs have sometimes felt as though we were working in a void. We realized that other institutions of higher education offered nontraditional curricula and that some of these colleges and universities probably supported their academic programs with library services to match the needs of their particular clientele. However, we could not systematically identify off-campus library programs nor colleagues who shared our interests. A conference was one way to foster interaction between parties; this was a vehicle which would permit us to share that which we have experienced while learning from other librarians, administrators, and faculty persons.

The Off-campus Library Services Conference had two main objectives. These were 1) to provide a forum where practitioners could gather to exchange ideas, concerns, perspectives, and research, and 2) to bring together at the national level for the first time those individuals who must work with one another to create and develop successful library programs for off-campus constituents. In both cases, it appears that some success was afforded us. The papers in this volume represent a marked expansion of the available literature concerning this kind of library support. We also have a somewhat better idea of the institutions which are vigorously involved in providing library services for the off-campus learner.

Our efforts to convene a meeting and produce the results of that meeting while extending over a period of a year and one-half are but a minimal beginning to a much bigger undertaking. All too few educators and librarians in higher education understand the full implication of the need for quality library services in support of a vast and growing population of adult learners. Too little attention has been paid the lack of these services by teaching faculty, academic librarians, administrators, accrediting agencies, and professional associations. Even the military which sponsors off-campus education at a huge level
has been seemingly unconcerned about the quality of library support which accompanies such programs. Experience has shown that library service for off-campus programs is unfortunately often considered window dressing rather than an integral part of an academic curriculum. Greater awareness of this situation is called for as is further research. We at Central Michigan only hope that our work has facilitated these future considerations in some small way.

A word on the arrangement of the proceedings is in order. The papers have been organized into categories which best reflect the main discussion topics of the conference. Admittedly, the headings provided are for organizational purposes only and a number of the papers do cross topical boundaries.

Barton M. Lessin  
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Mt. Pleasant, Michigan  
May 5, 1983
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KEYNOTE ADDRESS FOR THE OFF-CAMPUS LIBRARY SERVICES CONFERENCE

by

Dr. John E. Cantelon, Provost
Central Michigan University

Professor George Williams of Harvard has reminded us that the topography of a university campus has deep-rooted historic significance (Williams, 1962). The campus quadrangle finds its genesis in the conception of the university as an institution designed to reverse the ravages of the fall of man. The green campus quad, Williams tells us, began as a symbol of a restored Garden of Eden where the tree of knowledge may be safely tended, walled off from the cultural desert of profane society. The buildings which traditionally have flanked the university quad are the chapel and the library, together supporting the twin goals of Christian culture: piety and knowledge.

In this country Princeton is a kind of prototypical campus with its library almost indistinguishable from the chapel next door—(According to recent news reports, Firestone Library is going to impose entrance charges to other than university personnel). The Firestone Library may be able to get away with these charges but the Princeton Chapel could never re-institute pew rent!)

In any case, the library shares with the chapel an almost mystical quality in its location at the center of British and, derivatively, American higher education. I suspect that this may be the case because both of them share a quality which Rudolf Otto termed "the numinous."

And it may be remembered that the semanticist Korzibski commented that a library is the means by which the dead continue to speak to the living and there is something numinous or spooky about that! The reverential silence traditionally imposed in libraries may, therefore, have mystical as well as practical origins! One catches something of this quasi-religious quality of the library's relationship to the higher educational enterprise in comments that the late American poet and diplomat, Archibald MacLeish made on the occasion of the dedication of the library at York University in Canada. His speech was entitled, "The Premise of Meaning" and I would like to quote at some length from that address:

"What is a collection of books? Which can be reversed to read, What is a book in a collection?—A book to a library—A true book is a report upon the mystery of existence: It tells what has been seen in a man's life in the world, touched there, thought of, tasted.
But it does more... it interprets the signs, brings word back from the frontiers, from the distances. Whether it offers its news in a live voice or is left, like Emily Dickinson's snippets of paper tied up with loops of thread, to be found by an astonished sister afterward in a little drawer, it speaks of the world, of our life in the world. Everything we have in the books of which our libraries are founded—Euclid's figures, Leonardo's notes, Newton's explanations, Cervantes' myth, Sappho's broken songs, even the vast surge of Homer—everything is a report of one kind or another and the sum of all of them together is our little knowledge or our world and of ourselves. Call a book DAS KAPITAL or THE VOYAGE OF THE BEAGLE or THE THEORY OF RELATIVITY or MOBY DICK, it is still... a 'report'—upon the 'mystery of things'. But if this is what a book is in a library, then a library, considered not as a collection of objects that happen to be books but as a number of books that have been chosen to constitute a library, is an extraordinary thing.

For the existence of a library, the fact of its existence, is, in itself and of itself, an assertion—a proposition nailed like Luther's to the door of time. By standing where it does at the center of the university—which is to say at the center of our intellectual lives—with its books in a certain order on its shelves and its cards in a certain structure in their cases, the true library asserts that there is indeed a 'mystery of things', or, more precisely, it asserts that the reason why the 'things' compose a mystery is that they seem to mean: they fall, when gathered together, into a kind of relationship, a kind of wholeness, as though all these different and dissimilar reports, these bits and pieces of experience, manuscripts in bottles, messages from long before, from deep within, from miles beyond, belonged together, and might, if understood together, spell out the meaning which the mystery implies.

For the point is that without the implication of meaning, which is to say the premise of meaning, there can be no mystery anywhere... our world— at least that part of our world which we call the west—no longer hopes for meanings... (but)... meaninglessness is as much a matter of belief as meaning... meaninglessness, like meaning, is a conclusion in the mind, a reading, an interpretation. "No, it is not the library," MacLeish wrote, "that has become ridiculous by standing there against the dark with its books in order on its shelves. On the contrary, the library, almost alone of the great monuments of civilization, stands taller now than it ever did before. The city—our American city—at least—decays. The nation loses its grandeur, becomes what we call a 'power', a pentagon, a store of missiles. The university is no longer always certain what it is. But the library remains: a silent and enduring affirmation that the great reports still speak, and not alone but somehow all together—that, whatever else is
chance and accident, the human mind, that mystery, still seems to mean" (MacLeish, 1972).

Science has been credited with the gradual de-sacralization of western culture. Collecting and reading books have long been identified with basic religious practices in western culture. Even a Xerox cannot avoid utilizing a plum monastic to advertise its copy service miracles!!! The Xerox and the computer are probably the current focal symbols of the tremendous impact of science and technology upon our culture. And, as all of us in this room know, the computer is revolutionizing libraries. The almost mystic circle which one identifies with the card catalogs arranged in the round at Oxford's Radcliffe Camera or our own Library of Congress has been radically altered by the replacement of those card catalogs with computer terminals! And the new Anglo-American system is another indication that the English speaking world leads in the de-mystification of many of human-kind's cultural practices.

But what has this long cultural trend of secularization to do with the focus of this conference—that is, with an exploration of library services in relation to the needs of off-campus or nontraditional education? Permit me to expound a thesis as to what is the truly nontraditional element in off-campus education: A few years ago when I was carrying out an accreditation visit of La Verne University's program in Naples, I learned something of the way in which Italian universities carry on their academic programs. Italian higher education revolves around a set of certifying examinations which a student may petition to take at any time. These exams are administered by three members of the faculty and conducting them is virtually the sole activity of many of the regular members of the academic faculties of Italian universities. Most of the teaching is done by what we would call graduate assistants or temporary faculty. Such a process in American higher education would be thought of as extremely nontraditional and yet all of western higher education began with the founding of the Italian universities at Padua and Bologna.

A second example of how nontraditional traditional education is may be found in the nature of the Master of Arts degree awarded by Oxford and Cambridge. These degrees, as you probably know, are not earned but are awarded by "accumulation." Seven terms after the award of a bachelor's degree and with the payment of an appropriate fee, the master's degree is conferred (in Latin). The rationale for this process goes back to the ancient guild system in which an apprentice became a journeyman and then a master of his trade through actual practice and experience. The young baccalaureate went out into the world and became a master teacher by teaching. This may be the earliest example one could cite of credit for experiential learning. Yet think of how threatening that concept is to many in the field of higher education! These two examples taken from the ancient Italian and English universities should, I believe, remind
us that what we call traditional educational standards, norms and practices have a relatively short history compared to the long history of higher education.

An American historian returned to this country in the late 1960's to accept the presidency of a large university after completing a three-year assignment, establishing technical colleges in one of the developing nations. In those days of highly visible student activism he encountered many attacks upon what was known as the educational "establishment." In his inaugural address, he stated that the only establishment that he knew of in higher education consisted of the faculty, the students and the library. If this triad is indeed the traditional establishment, then nontraditional education is as classical as any program in its constituent elements. This is particularly the case if we take into account the pioneering efforts of CMU's IPCD in its library project. When you add a library to a well qualified faculty, highly motivated students and the usual array of courses, exams, assignments, then much of nontraditional higher education would appear to have as much claim for establishment recognition as any academic program that exists on campus. This still leaves the question of what is nontraditional about many off-campus degree programs. I believe there is an essential element that is nontraditional and which is fundamental to it but I will have to explore it by a brief excursion into what may be regarded as a somewhat abstract philosophical point.

The title under which I would place this part of my address would be "the triumph of time over space." Human existence, indeed all existence as we know it entails both time and space. We are well aware that our twentieth century cosmology considers time and space to be extricably interrelated. We measure time by space and we measure space by time. Yet time and space exist in a perpetual tension. To have space is to "perdurę," that is, endure over a period of time and we know that time is measured by spatial relationships--whether we are talking about revolutions of the earth, the relationship between stars or the position of hands on a clock.

One of my intellectual mentors, Paul Tillich, has written of time and space that they constitute "the most fundamental tension of existence. In the human mind, this tension becomes conscious and gets historical power. Human soul and human history...are determined by the struggle between space and time" (Tillich, 1959). Tillich derived this insight from studying the contrast between the space-bound pagan religions with their local deities and holy places and the Judeo-Christian faith in an omnipresent God, unfettered by spatial or temporal limitations.

Another historical example of the tension between time and space may be seen in our own national experience. America as a national entity exists because of the triumph of time over space. Were it not for the rapid moving of the
frontier across the great geographical spaces of the continent, this republic would either have not existed or existed in a quite different form than it does today. The very existence of a sophisticated technical and industrial society depends upon rapid travel and communication systems which continually demonstrate the triumph of time over space. Thanks to the achievement in the communications and travel fields we, as human culture, are approaching what the late Marshall McLuhan has termed "a global village."

But an even more relevant example of the tension between time and space may be seen in the university. Traditionally, a university has consisted of a time-space equilibrium. The university was first and foremost a special place. It consisted, as I noted earlier, of the green campus quadrangle enclosing a particular space set aside for the purposes of higher education, an Eden in the cultural desert. In the minds of many the university still is primarily a physical location. And many within higher education continue to think of the university in physical or spatial terms—as a plot of land on which there sits a library, laboratory, chapel or an "old main." (Higher education has long been afflicted by what has been termed an "edifice complex."

Then, too, the university curricula consists of time and space movement. A college degree has traditionally involved four years of activity in a single spatial location. Many of the ancient requirements of the Oxbridge system have been spatially related. Colleges have boasted of residence requirements, even historically the requirement of eating a given number of meals in the college hall. It may be recalled that John Henry Newman stated that if he had to make a choice between giving up examinations or the residence requirement at Oxford, he would give up the examinations! But nontraditional education consists of a triumph of time over space. It frequently entails compressed course and time schedules. It has abandoned residence requirements. Nontraditional education consists in bringing the faculty to the students rather than vice versa. It gives credit for learning experiences, it recognizes that some education does not take place in the traditionally "proper" space of the classroom or lab on a particular campus. A competency-based curriculum is essentially time-oriented rather than space-oriented.

What is nontraditional about many elements of nontraditional education is that it measures intellectual development and not sitzfleisch! Nontraditional education is revolutionary in that it asserts that the time of learning takes precedence over the space of learning. Nontraditional education revolves around flexible time schedules. It is more concerned about student-based time and faculty-based time, or a lock-step curriculum geared to the learning speed of the so-called "average" student.
The traditional classroom, of course, involves carefully controlled spatial structures, e.g., it often consists of a raised platform and professorial podium, it established distance between instructor and student as contrasted with the far more informal atmosphere of the typical off-campus classroom. One could also note that the detailed course syllabi required by CMU'S Institute for Personal and Career Development may also be viewed as an example of the victory of time over space. Such a detailed course outline allows students an "all-at-one-time" overview of the subject matter of the course rather than a protracted or slowly paced presentation of that material. The detailed syllabi also permit colleagues to conduct an evaluation of the presentation to be made by a faculty member. It, therefore, reduces the need to travel to the destination in which the course will be presented.

Other aspects of nontraditional programming such as the library "WATS line", the use of films, cassettes, microform and microfiche are all themselves aspects of the way in which time takes precedence over space within this educational mode both for the storage of information and for speed and access to that information. And, of course, we are all aware that the miracle of modern air transportation makes possible the assembling of professionals from the far corners of the land and across distances of ocean in a relatively short period of time so that the spatial separation of university programs are modified though not, of course, entirely overcome.

Indeed, some of the problems which nontraditional education still faces are themselves aspects of the intractability of space. This is clearly seen in the troubling problem of the delivery of textbooks which has plagued off-campus programs everywhere. It is also all too frequently encountered in the way in which the United States mail frustrates our best efforts at speedy communication. Now certainly nontraditional education still involves space and we should be properly concerned that the facilities provided are conducive to learning. But in nontraditional education, space does not dominate. Through its experiences with serving the adult population in nontraditional programs, the university is on the way to being transformed from a place to a process.

Now I say all of this as one who probably has as deep appreciation as anyone for the traditional space of higher education as represented by the dreaming spires of my alma Mater, Oxford. And I do believe that for some segments of our population that kind of experience will always be desirable. We will, I hope, never do away with campuses! But if we are to meet the challenges that we face in terms of the communications revolution and the necessity for addressing the educational needs of adults, helping them make the fateful choices necessary for human survival, nontraditional education, time oriented and not space bound, must become more of the norm.
The library plays a very important role in the transformation of education from a place to a process. Information systems may be viewed as processes which help overcome the traditional limitations of space and time. (This is something that we have learned in Central Michigan University's national library project.) But, as I have noted, the process does not completely conquer time or space. But what the new technology applied to libraries does is to focus the importance on a genuinely collaborative effort between those involved in nontraditional education.

What has been missing in much off-campus education in the past is any significant expression of the collegial effort which this kind of education requires if it is to be effective and legitimize itself in the mind of educators and the citizenry at large. As we at CMU have discovered, administrators, faculty, librarians, and students must all work in a new found collaboration if nontraditional higher education is to achieve this goal--and, in many ways, the center of the effort lies in the library! It is for this reason that I believe the subject matter of this conference is so significant.

The papers presented here will constitute a milestone in the further development of a movement which is more needed today than ever before. Unless we are able to succeed in demonstrating the unique effectiveness of university based nontraditional education, universities themselves may eventually become minor actors in the emerging drama of adult education. This is the meaning of the warning implicit in Harold Hodgkinson's recent set of articles in the CAEL NEWSLETTER. He writes: "The reason behind (the) great expansion of the number of institutions offering educational services to those past high school is, I think, quite simple. It is based on the analysis we have just completed--the expressive value system indicates that Americans desire a greater variety of choice and greater decision-making in food, recreation, music, jobs, clothing, travel, and in educational opportunities. As a result, corporations, among others, are responding to the desire on the part of their workers for greater educational activity by tailor-making programs to meet the needs of the worker and the needs of the corporations. Companies are involved in the improvement of their human resources. The problem is in those colleges and universities that assume that they are or should be the sole providers of postsecondary education services.

Demographic data also accentuates the problem, as the eighties will show a decline in 18-22 year olds, for most of the decade, except for the sun belt. On the other hand, the average age of the American adult will continue to rise, due to the baby boom, now in its forties. Middle-aged adults, especially those who manifest some or much commitment to the "expressive" value system, have already created a vast new market for postsecondary education, particularly when it is
short term, discontinuous, and personalized. Between one-third and one-half of all students in higher education are over 25 today. In addition to the approximately 12 million students being educated in colleges and universities today, there are about 50 million American adults who are being educated in some other setting. These settings encourage learning through direct experience and quite often are highly individualized. Specific learning outcomes are often delineated, and a variety of learning modes are made available depending on the individual student's preferred ways of learning' (Hodgkinson, 1981). If we have the eyes to see and the institutional flexibility to capitalize upon it, a vast new market exists for the universities with their "over-supply" resources of faculty, staff and library resources available to serve. This is a major challenge of the 80's in the field of education. Here is a new role for libraries and librarians to join with others on campuses and across society in a monumental task, the outcome of which will shape the future of the higher learning.

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AS IF THEY WERE HERE: LIBRARY SERVICE FOR OFF-CAMPUS STUDENTS

by

Gerard B. McCabe

Clarion State College

Library service and its provision for students enrolled in off-campus courses is a serious matter, not only for students but for librarians as well. The future of higher education could rest on the success or failure of library service to continuing education. There are many reasons why, and for a beginning let us examine current professional thinking on the question of library service off our campuses.

The March, 1982, issue of College and Research Libraries News announced revised "Guidelines for Library Services to Extension Students" prepared by the Standards and Accreditation Committee of the Association of College and Research Libraries (Assoc. of). The assumptions upon which the "Guidelines" are based read as follows:

1) The academic library is primarily responsible for identifying, developing, and providing resources and services which address the information needs of students and faculty in extended campus programs.

2) The library's parent institution is responsible for providing support which addresses the information needs of its extended campus programs.

3) Effective services for extended campus communities may differ from established practices. The requirements of the instructional program rather than tradition should guide the library's responses to defined needs (Assoc. of, p. 87).

These "Guidelines" are quite specific on the scope of services. Carefully thought out, their obvious intent is to advocate provision of fully adequate services. The implication is clear, library service for extension or continuing education students should be equal in quality to service on the home campus.

In a very straight forward manner, another librarian Aline Soules states: "Academic libraries have a responsibility toward their students no matter what their distance from the main campus. Our attitude has been lax and our effort minimal. We have moaned about budget
problems and our difficulties in meeting even the demands of on campus students instead of realizing our own role in providing service to what is essentially our own community" (Soules, p. 3). That remark, perhaps, is the strongest statement I found in the literature.

While on the subject of professional library literature, it is well to note that each of the professional articles cited in the attached bibliography is a serious effort by a librarian to identify the need for good library service for off-campus programs and in most cases to suggest solutions. All convey the sense of need for quality service. These authors address the problem squarely; so should we all.

The continuing education programs our institutions offer serve a large number of people. The Chronicle of Higher Education for May, 1982, has a summary report of a survey conducted by the Bureau of the Census for the National Center for Education Statistics (21 Million, p. 10). This report announced that twenty-one million adults were involved in continuing education programs in 1981. This substantial market was exploited by various providers. The summary report stated that 20% of the programs were offered by four year colleges and vocational/technical institutes.

What kind of library service are these people getting? A review of the available literature will note a considerable range of service including the use of cable television, and reading collections deposited in host libraries, to virtually no service at all. Where services are offered, they vary to a considerable degree.

In the light of the last remark, what we note most of all is a lack of consistency, a lack of planning, and this is the second issue after the earlier mentioned basic assumptions, addressed by the ACRL "Guidelines." The committee developed four points. Briefly, these points call for the precise identification of need for library service and all that entails, and the setting of goals and objectives with a provision for their evaluation. Planning should occur on an institutional basis, of course, and on a state-wide basis as exemplified in Virginia. The Council of Higher Education of that Commonwealth has established a set of regulations (Virginia, 1980) applicable to all institutions offering academic programs in Virginia whether they are of state origin or from outside its borders. Such a set of regulations fairly and equally applied offers protection to a state's citizens and establishes minimum standards to which all academic institutions must adhere for educational programs offered on or off-campus. Library service is included, and those standards are quite specific. Provision is made for evaluation of continuing education programs. The objective is to achieve some level of quality, something of value for the state's citizens. It is the institution's responsibility to give adequate service.
whether or not state standards are available. The library staff of an academic institution offering continuing education courses must plan carefully for library service to those programs, no matter how remote the location of these offerings is from the parent campus.

The first consideration should be to the structure and nature of the proposed course offerings themselves. Here our concern is for quality. Frequently, off-campus continuing education courses are of eight or nine weeks duration, not the semester length to which so many of us are accustomed. If students are to actually benefit from these courses, and if library service to them is to be helpful and meaningful, then this cannot be left to chance. Librarians need to work closely with the teaching faculty, regular or adjunct, easy to contact or difficult to reach, and together plan for useful and achievable library involvement, research assignments, and whatever it will take to produce a successful learning experience for the students. This is what the public will expect, something worthwhile.

Here are two library support efforts by institutions facing different requirements caused by geographic location. California State University at Chico (Extended Campus, 1982), serves a very large and remote geographic area of northern California. Many of its continuing education courses are offered through cable television. The library response to service requirements also relies on modern technology. The Chico Library attempts to simulate "on-campus" experience for its "off-campus" students. Direct telephone access is available for both extension and reference service. Online data base searching is offered to students, and for some of their needs they are encouraged to use local libraries.

In a completely different geographical setting, the National College of Education of Evanston, Illinois (Extended Campus, 1982), offers its off-campus continuing education courses in standard classroom presentations. Online data base or computer literature searching, as it is sometimes called, is offered, and NCE librarians visit off-campus sites by prearrangement for the purpose of providing this service. Telephone service to the main library is available, and students are encouraged to use local libraries. Arrangements for their access to these libraries have been made in advance. These two examples illustrate the use of modern technology in direct support of off-campus programs, an application of very sound planning. Some others of a similar nature can be found in the literature.

Our institutions are responsible for supporting the financial costs of both the courses offered off-campus and the services required. Perhaps this is a "touchy" subject in some continuing education circles, especially when continuing education administrators are told to recover as much as 130% or more of costs. The ACRL "Guidelines"
include a section on finance; this section relates to the planning effort and is assertive in stipulating that financing be available and that it reflect actual needs. Please recall the scope of services I just described which California State University at Chico and the National College of Education provide, obviously a financial commitment has been made. We know that library services cost money; recognizing this reality, librarians should work closely with continuing education administrators not only to plan for adequate library services but for their budgetary support as well. The public is paying for these services and enough of the money to assure good quality should go back into the program.

As we saw earlier, modern technology makes it possible to carry library service to even the remotest locations. Sometimes neglected or deliberately overlooked because of a fear of high costs is the telephone. Why should fear of a high telephone bill interfere with our basic obligation to provide good library service? Recovery costs can be and should be built into a sound continuing education program. Think of the psychological impact an implied refusal to offer assistance over a telephone has on a student. Why risk alienating our clientele? Some institutions offer library services to their remote locations over a toll free WATS line. In preparing this paper, I called the telephone company and asked for WATS line costs. There are different rates available and a rate can be selected which will provide for the number of service calls a library anticipates as part of its planning for off campus services. My personal impression is that WATS line rates are an economical way to assist students when computer literature searching, interlibrary loan and other reference services are required. Put it in the budget when it is justified. Contact your continuing education administrator, describe what the library can offer, and jointly work out a budget.

It takes people, librarians, to offer these services to off-campus students and faculty just as it does on the home campus. The ACRL "Guidelines" on Personnel recognizes this in its opening sentence "Qualified library personnel should be employed to plan, implement, and evaluate library programs addressing the needs of extended campus students and faculty" (Assoc. of, 1982, p. 87).

Consider what is going on in higher education, and what librarians can contribute so that students will have successful experiences. And why should librarians be excluded? In many instances, advanced courses and programs, albeit many of a professional nature, are offered away from home campuses without any library service or at least, a miniscule amount. These latter, frequently are superficial arrangements for minimal library service made with a nearby academic library where similar programs are not offered or at a local public library where, hopefully at the very least, some basic readings have been deposited. While this should be encouraged, please recognize that it is...
not enough. Public librarians are more than willing to help their clientele with educational needs, but they certainly should not be expected to do it alone, not when an academic institution is the instigator. Today, academic librarians are experiencing reductions in their employment opportunities, yet there is a market, and one not fully developed for their skills. Academic librarians should stand up and insist on being a part of this continuing education effort and do so by offering something worthwhile - our skills as professional librarians. Let's discuss library services with continuing education administrators, get their attention and interest and show them how good library services will enhance their programs. Let's be assertive and not sit and watch jobs erode—there is a need, we must respond to it!

Library service is a hallmark of quality. The quality of an academic institution's academic programs are enhanced by its offering of library service of similar quality. A distinguished faculty recognized for academic achievement attracts students to their institution. The academic reputation they impart to their institution is the chief ingredient in the "sauce" used to attract students to the institution's continuing education programs. Such faculty expect excellent library service, so just as at the home campus, excellent library service should be available at any location, however remote, to which the institution carries its programs. Librarians should recognize this and actively seek to participate with meaningful and appropriate library service.

The question of full library involvement, full participation of library personnel, is a critical one. Programs where library personnel are not involved, which make little or no attempt to offer library service, will eventually fail to the great detriment of the offering institution.

Again, there were twenty-one million adults enrolled in such programs in 1981 and higher education offered 45% of these programs. This is a large market. Librarians facing attrition rollbacks, and delayed recruitment for existing vacancies really should recognize the potential offered by the demand for library service. If this market perceives that academic continuing education programs are not helpful, are not the means to advancement, they will turn away. That 45% of the market will shrink as people seek other means of learning from other providers.

Another concern of the ACRL "Guidelines" and one which several of our authors address is the matter of facilities. The "Guidelines" suggest the possibilities of branch libraries, off-site library offices, contracts, and the already noted telephone service and personal identification of specific librarians who can be contacted for assistance. The last two areas of interest in the ACRL "Guidelines" are
resources and services. These areas are also discussed by our authors.

In Canada the available literature shows some consistency in practice wherein arrangements are made with public libraries to act as host libraries. Mount and Turpel (1980) describe the services offered by Laurentian University to some 3000 part-time students at 15 outside centers. Packages of material are sent to local public libraries in support of course offerings. Students are encouraged to use that same library's interlibrary loan department to obtain additional materials from the university library. Students may call or write the university library for bibliographic assistance. A specially trained library assistant serves as coordinator for the continuing education program. This person can assist in identifying the parameters of an online search for later processing on the Orbit or Dialog networks. Here is a carefully worked out plan for library services which includes most of the features recommended for quality library service.

The earlier quoted Soules (1978), in her article, discusses the establishment of a satellite library, possibly in a public library by joint cooperative effort, and when that is not suitable, in a separate facility.

In a 1976 article, Wiseman reports on a study that was shared between two other Canadian institutions, Queens University and Trent University. His recommendations are interesting. He advocates the support of off-campus library centers for part-time students, also envisioning the placing of core collections in public libraries for use by these students. For his own library, Wiseman recommends a reserve collection specifically and exclusively for part-time students. He endorses the idea of weekend orientation and bibliographic training seminars, and urges greater cooperation between academic and public libraries. The establishment of a professional infomation system for part-time students experiencing "access" difficulties is a particular goal. Further he warns academic librarians of the advisability of visiting these off-campus centers, and the dangers of turning students off on libraries. Obviously, if we really want our institution's continuing education programs to be successful, we must be involved and must work to assure their success.

In the United States, the College of New Rochelle's School of New Resources (Extended Campus, 1982) operates six extension centers or campuses throughout New York City. Each of these has a core reference collection and a terminal linking them to a system which accesses all the college library's holdings and those of the New York regional library network. Certainly, this is a well planned application of current technology. This School of New Resources, by the way, is described as being for the "low income working adult" in order to "increase their access to
higher education." The core reference collection is about 3000 volumes.

In a report prepared by Andrews (1978) the author notes an estimate that as many as seventy thousand students in New York state took off-campus courses in the 1976/77 year. Her report covers only Westchester County where "as of the date of this report, eighteen institutions were offering off-campus courses for credit to approximately five thousand students." By contrast to some of the other articles in the bibliography, Andrews' report may be described perhaps as "telling it the way it is."

There is no intention on my part to single out either Westchester County or academic institutions in New York for particular criticism. The concerns, oversights, and problems Andrews mentions can be found in many other areas.

As she describes the development of these programs, they have "grown, in part to meet the demands of adult students and, in part, to enable colleges to maintain enrollments in the face of a declining birthrate." Note that last phrase, and remember, that declining on campus enrollments mean loss of jobs. So should librarians also look to off-campus enrollments as a means of sustaining employment. Andrews' report goes on to note that "most of the faculty teaching at these off-campus centers are part-time, are probably adjunct faculty, and do not have any real relationship with the academic departments which they represent, seldom serving on committees, or participating in the development of the curriculum." They usually offer no counseling services to students, she also notes.

In the light of this all too typical situation, you can see why library involvement is so critical. Their lack of real affiliation with the parent campus precludes these adjunct faculty from having any awareness of its library's resources and what can be done to support their instruction. We librarians must go to these sites, meet these faculty and work with them. Give them and the students the quality service, the good names of our institutions and our profession which they require. People expect it, that's why they come to us in such numbers.

Andrews notes that the usual continuing education curriculum off-campus is either professional or vocational. Her remarks concerning the availability of local public and academic libraries are interesting. She notes that "most of the public libraries in Westchester County are too small to support an academic program." Yet perhaps with some deliberate naiveté, some of the institutions find the public libraries useful, and "they believe that their obligation to provide off-campus students with library resources is significantly lessened by the availability of public libraries and the libraries of other colleges. Some also contend that the courses offered by their institutions do not require students to use the library extensively, so that
public libraries or the small collections of reserve books assembled in some off-campus sites are sufficient."

So here we see continuing education administrators as saying "library requirements for these programs are minimal." How contrary! How could these programs described as professional be library dependent on campus and just the opposite of-campus? The very term professional connotes a full awareness of the requirements for successful practice in a field of endeavor. Regardless of where students take their courses of instruction, it is wrong not to instruct them in the use of library materials in their chosen field - that is the abstracts, indices, and other services, and surely to make them aware of computer databases available through computer literature searching. This aids in making up the true professional.

One last area of concern for us is noted in Andrews' paper where under the heading "Library Staffing" she notes "only three off-campus centers have any library staff, further it appears that librarians working at main campuses are not expected to consider off-campus library resources and services an important part of their responsibilities." This idea must be refuted wherever it prevails! We must do so. Every student who pays to attend our institutions' programs and to earn their academic credits should receive library service appropriate to the customary need of the discipline involved. This is exactly what the ACRL "Guidelines" assume. Again we must get involved, talk to our academic administrators, to the continuing education administrator. Remind them that good quality library service enhances and sustains the reputation of the institution offering instruction. It certainly reinforces the impression of quality and bona fide sincerity in the minds of the general public, surely in the minds of prospective students. Point out the need for a common sense approach to the questions. It is certainly fallacious to assume that professionally oriented programs taught off-campus can be supported by local libraries or other academic libraries without some prior preparation, and that even minimal service is adequate for students who hope these courses can help them to advance in a highly competitive world.

In the May 14, 1982, issue of Higher Education and National Affairs (Government and, 1982), a news item reports the National University Continuing Education Association's concern with the fact that "the U.S. college students of tomorrow will be predominately adult, part-time learners..." and that government "encouraging and assisting adult part-time students is clearly in the public interest..." These concerns are expressed in a brochure released in May. While the association had a particular topic in mind, the fact remains off-campus, part-time students will be a major consideration from now on for some time to come. So demand is increasing for off-campus continuing education and we academic librarians must adapt
also to that need. We must be involved and must assist in the planning for these efforts. Here is where our future is, here we must succeed.

Earlier, I mentioned the regulations which Virginia's Council of Higher Education imposes on all institutions offering continuing education in the state. Certainly, the all too typical situation described by Andrews (1978) in her paper demonstrates the wisdom of Virginia's approach to the problem. If librarians have an opportunity to provide recommendations for regulations in their states, or for standards within an academic consortium or some other grouping of academic institutions, pertaining to continuing education, I would suggest inclusion of the following requirements or something similar to them.

1. A demonstrated ability to support graduate level work with a superior computer assisted literature searching service. Evidence of such support includes copies of agreements with recognized database vendors. There are several of these.

I believe this to be an imperative particularly for advanced professional instruction and certainly for advanced work in any discipline.

2. The ability to supply recorded and visual materials and essential assigned reading in standard print and non-print formats in sufficient copies for use by students. This guideline includes the provision of a syllabus for each course of instruction including both assigned and collateral readings, recorded or visual materials as may be required by the subject and/or the teaching of advanced material.

3. The institution should provide budgetary and financial data supporting its intent to offer the services described in the first two requirements.

4. Evidence of membership or participation in a recognized library service network such as OCLC Inc., Research Libraries Information Network, National Library of Medicine Regional Network; and/or adherence to the National Interlibrary Loan Code with demonstrated ability to respond to student requests for information through a quality reference service or interlibrary loan service from the institution's own library.
5. For the convenience of its students who are residents of the locale where classes are taught, the offering institution should make arrangements with a local academic or public library for the servicing of library materials, i.e. assigned and collateral readings, furnished to the host library for use by such students. A formal contract may or may not be required.

These are not unreasonable requirements and others may come to mind. Our own institutions or others in our regions or even those from elsewhere who offer programs in our regions should find them supportable.

As we develop our own plan for library service, we should make it as comprehensible as possible. We must visit the proposed class sites and relate our plan to their strengths and weaknesses. Cooperative arrangements with other libraries, academic or public, are to be applauded. The depositing of resource materials in a library in the locale where continuing education courses will be taught is an essential primary step. Reading is still basic to any advanced program and the supplying of basic readings is the duty of the sponsoring library. Our plan will require us to furnish training in library research methodology and we will do so on site during evenings or in weekend seminars, whatever appears best. We cannot leave this to our colleagues in a host library, academic or public, we will carry our library's services to our institution's students.

Our plan will call for students to use the telephone for assistance, a toll free WATS line when justified, and we will staff our telephone lines at times patrons will be likely to use them - at noontime, from 4:00 to 5:00 p.m., and all day Saturday or Sunday when the library is open.

If a satellite library appears justified we will recommend its establishment. If our library has an online catalog or COM catalog, our plan will put a terminal or full sets of the COM catalog at each off-campus location including a host library. Online database searching or computer literature searching will be provided by skilled librarians.

Our plan will put the student first; it will require the designing of frameworks for good library service, and the advancement of that service.

The need is there. It is our future too and that of our institutions. Here is an opportunity, let us seize it.
REFERENCES


Extended Campus Library Services. Compilation of publications of various colleges and universities on microfiche. The Library, California State University at Chico, Chico, CA, 1982.


A proposal is a tool for turning a brilliant idea into a concrete plan of action. Writing a proposal can be an intimidating experience, especially if you have never written one before. In an effort to make the experience less intimidating for you this paper outlines some of the major factors you may want to consider and steps to follow to write a successful proposal for library services to off-campus students.

1. Survey the Literature

In 1980 at the University of Dayton, the authors conducted a 25-year literature survey for a proposal for off-campus library services. We manually searched Library Literature back to 1955. We ran computer searches on: LISA (Library and Information Science Abstracts) from 1969; SSCI (Social Sciences Citation Index) from 1977; and ERIC (covers both Resources in Education and Current Index to Journals in Education) from 1966.

We found three basic types of articles in the literature: 1) those explaining how off-campus teaching faculty were used as couriers or delivery personnel; 2) those on how to establish reserve collections and contract with local public libraries for additional services; and 3) discussions of efforts involving permanent satellite libraries. Unfortunately none of the articles under any of the categories were applicable to the precise circumstances of the University of Dayton. In short the literature survey was not very productive in terms of relevance to our topic. There is one reference, however, that has been published since we surveyed the literature that is essential: the ACRL "Guidelines for Extended Campus Library Services" (Assoc. of, p. 86-88).

Despite our lack of success in finding useful literature in this case, a literature survey is still the recommended first step in developing a proposal. A statement to the effect that you have conducted such a
search will demonstrate that your proposal is based on sound research and reasoning rather than on guesswork. In addition it may well be that you will find useful references during your search; if so, including them in your proposal will give solid support to your suggestions.

2. Consult Your Colleagues

Other librarians form a vast reservoir of information. Tap that reservoir. Contact the librarians in your area to see whether they have had experience with the topic of your proposal. Include special librarians, librarians at state institutions, and particularly librarians at community colleges. Community college librarians tend to have an overall outreach philosophy that can be adapted to off-campus programs. Contacting library consortia members, especially in larger metropolitan areas, is another potential way of acquiring valuable information. If you are lucky (and we were very lucky to have Cynthia Harper from Central Michigan University available to us locally), you may find someone who is more than willing to share his or her experiences with you.

3. Explore The History Of Your Institution

The next step is to visit your college or university archives. An effective argument in a proposal is an appeal to the institution's own philosophy and traditions. Many colleges and universities have formal statements of purpose or mission. If the mission statement or master plan for either your entire institution or for individual departments, colleges, or libraries is not in the archives, enlist the aid of the archivist to help you locate such documents. These documents are well worth the trouble it may take to locate them. If your institution does not have a formal statement, such a survey is useful because not all colleges and universities practice what their mission statements preach.

The archives contain a wealth of information about the institution's past efforts in education and its philosophy of service to students and to community. Examine old college catalogs and various institutional histories. Browsing through past issues of student newspapers and campus staff or faculty publications can yield valuable insights to previous outreach programs. The information you gather at this stage can be invaluable to your further efforts. Now is the time to pick up details on your institution's philosophy of service. Look very carefully at the statements in the beginning of the college catalogs. Read both staff and student newspapers with an eye toward picking up statements (to quote in the proposal) that reflect the philosophy of the institution, paying particular attention to anything that remotely resembles a statement on outreach or extension services either planned or implemented.
If you know of any senior staff or faculty who were involved in any prior off-campus efforts, by all means use them as effective resources. People frequently are as good or better than printed sources for firsthand information or precedents, especially within your own institution.

Before we started our research on this proposal, we both knew that the present extension program evolved during the 1970's. We were pleasantly surprised to find that off-campus education had been a part of University of Dayton since 1938 when a nursing degree was initiated in conjunction with St. Elizabeth's Hospital. During the 1940's and 1950's a variety of extension courses and programs were offered at area hospitals, at the Dayton Art Institute, and in Carthage, Ohio.

4. Outline Your Basic Assumptions

Outline your basic assumptions regarding library services to off-campus sites. Examine them and decide which of them can operate as working principles in your proposal. You will need to make statements concerning a philosophy of service. All the work you did in exploring the archives shows here. Use quotations from current administrators taken from campus publications as well as your local newspaper(s). Quote from the introduction to the current college catalog. Quote from the master plan or mission statement of your institution, college, department or library. Read and quote from library-wide and library departmental policy manuals. Rigorous substantiation of a philosophy at this point leads the reader to a perception of the reasonableness of your ideas and thus to easier acceptance of your proposal.

Some principles of off-campus service you may want to consider include the following: You may decide that it is only fair that off-campus students receive their share of student services. Receiving their share of student services includes access to adequate library resources. If off-campus students are not getting library resources, they are not getting all they pay for. Be alert to the differential tuition that off-campus students sometimes pay; frequently this differential tuition translates into higher tuition than that paid by on-campus students. What are they getting for their money?

If applicable, invoke student/librarian ratios at this point. Student/librarian ratios, if properly handled, can be a useful statistic. To calculate the ratios one must first calculate student FTE or Full-Time Equivalents. Be aware that off-campus student numbers are precisely that—actual numbers of students enrolled in off-campus programs. To calculate off-campus student FTE obtain total credit hour enrollment and divide by whatever number of credit hours is officially considered full-time at your institution. Remember that this number may not be the same for graduate students as it is for undergraduates.
On-campus student numbers are more generally expressed in FTE because of the larger numbers involved. Be very careful with statistics. For example, the body-count method of determining how many off-campus students there are is often employed because a majority of off-campus students take only one course per grading period; the body count number is more impressive than the FTE number. Make sure that you are dealing in apples and apples, not in apples and oranges.

5. **Study The Off-Campus Course Offerings**

Carefully study the off-campus course offerings to determine what courses are taught off-campus. Frequently it's a smaller selection than one might initially assume. Examine the schedule of classes to determine which academic schools or departments are involved in the off-campus effort. Note which levels or sequences of courses are offered.

We discovered that only two subject areas at our university were being offered off-campus: business and education, both at the graduate level. Don't hesitate to contact the appropriate academic offices for further information, such as any on-campus requirements. Read the course descriptions in the college catalog as well as any course syllabi that are available. Do all of these things before going on to the next step.

In summarizing the information for the proposal include specifics as to the extent and level of the off-campus program as it currently exists.

6. **Consult With The Teaching Faculty**

At this point you may be surprised to find that there are relatively few courses in desperate need of your immediate attention. Remember that what the college catalog says about a course may be at variance with the way the course is actually taught. If there is a term paper requirement for a course, there is a probable need for the library; however, if the course is a textbook-oriented course, a practicum, or a laboratory course, there may be little need for library assistance. Be aware of these differences.

The names of off-campus teaching faculty can be obtained from the institution's schedule of classes or from department heads. Department heads can often provide an overview of their area's off-campus program and its current as well as future needs. Some institutions tend to use part-time teaching staff for off-campus assignments. Such people may be more difficult to reach, but it is important that you do reach them.

When writing the proposal give examples of specific courses and include specific suggestions for library support of these courses. For instance, research courses in schools
or departments of education usually require extensive use of library resources. You might recommend that a librarian travel to the off-campus center to explain library research techniques and the library services available both locally and at the main campus. A demonstration of online search capabilities could also be included in such a presentation.

7. Survey The Library Resources Available Locally

Begin by using the current American Library Directory to determine possibilities for local resources in the area to be served, noting names of libraries, addresses, phone numbers, size of collection, collection strengths, number of branches, etc. Although writing for the information should yield reasonable results, we recommend that you call as many libraries as possible. By calling instead of writing, you get a personal contact and a feel for levels of service actually provided. Site visits are recommended if these are at all possible. Visiting a library provides invaluable personal contacts and more and better information than you can get either by letter or telephone.

When you start delving into the resources available locally to your off-campus students, you will have many surprises, some pleasant and some not. For example during our research we encountered a city with a population over 55,000 whose libraries offered no microfiche readers. When you are faced with such a challenge, don't overlook alternate methods of providing the needed service. To solve a microfiche reader problem you might consider buying the libraries the appropriate equipment, lending the equipment, and referring students to the local pharmacy, insurance agency, or auto parts outlet where such equipment is frequently available (after consulting with the businesses, of course).

We recommend including as an appendix to the proposal an outline of the local library resources available at each off-campus site. In the appendix include complete information on the library: name, address, phone number, name of librarian or contact person, collection size, collection strengths, presence or absence of indispensable indexes, abstracts, or other references that must be available to the off-campus students and any nuggets of information you have picked up that relate to the probable success of any cooperative efforts.

8. Explore The Options

Now is the time to explore three or four of the more obvious options for off-campus service in general. Although by now you have probably decided which course of action you most strongly recommend, you should still explore enough other options to allow for flexibility of approach. Consider several levels of library support. These levels should include a range of funding requirements, personnel
requirements, and complexity of services. The entire range of library services should be represented from the most comprehensive plan down to the obviously substandard minimum. This is the time for an intensive "compare-and-contrast" section in the proposal.

Factors to keep in mind include: librarian/student ratios, funding availability and funding requirements, other similar efforts being undertaken in a particular location, student needs versus student expectations, and academic program requirements. Always keep in mind the basic philosophy of your institution, your library, and your department.

Look carefully at precisely what the various options entail. How many trips to each site during each grading period are required? Who can/will make the trips? Will the trips be with the faculty or not? Can the current staff handle the extra work? Will the current staff handle the extra work? Is overload pay available or even desirable? Are there pressing needs for more staff, and if so, at what levels, part or full-time? How much will it cost, and who will pay for it? Keep in mind that off-campus service is very labor intensive; there are more people per FTE off-campus than on-campus.

Specify what levels of service can be provided for the dollar outlay. For example will photocopies of articles for the off-campus students be provided? Will special funding be available to cooperating libraries? What about special equipment purchases? Will online services be offered? If so, at what level of service: requests phoned in or sent to the main library, or on-site on-demand searches? What ramifications do each of these choices entail? Will special reserve service be provided? What about providing duplication of microfiche versus providing hard-copy for students? Consider publishing a guide to local library resources, especially for metropolitan areas. If you have "done your homework" up to this point, the remaining effort will be simple.

9. Make Your Pitch!

Now make your real proposal. Announce your course of action in detail. Use statistics, especially those which support the particular options you favor. Stress reasonableness and cost effectiveness.

It is entirely possible that at this point you are feeling overwhelmed by the immensity of what you are proposing. If it does seem overwhelming, remember that your ideas can be implemented in phases, beginning small then expanding. Present a detailed timetable for implementation. Very few grand plans for off-campus services leap into being overnight; most plans are phased in over a period of time. Make allowances in the proposal for the successful phasing in of your plan.
Present a detailed budget. A detailed budget includes: staffing requirements and costs, travel considerations and costs both in money and in general wear and tear on the people involved, equipment considerations and costs, postage, materials costs (brochures, forms, pathfinders, bibliographies, etc.), telephone expenses (toll-free versus collect calls versus students calling at their own expense), and computer costs including whether any online literature searching is to be subsidized by the library or paid for by the students.

If your proposal fits in with the overall philosophy of your institution, library, and department, you are well on your way to success. Off-campus library services are exciting. Have fun!

REFERENCE

PREREQUISITES FOR CAMPUS-QUALITY LIBRARY SERVICE TO EXTERNAL DEGREE PROGRAMS

by

John W. Weatherford

Central Michigan University

In such an assembly as this, where innovators are the rule, I must pick my way gingerly lest I tell you merely what you already know. Probably all I have to offer here is a managerial view of the Central Michigan University distant library service which has been in my portfolio of cares and joys since its inception a decade ago.

The library began this project with several assumptions, assumptions which ten years experience has given us no occasion to alter:

1. We would not attempt to set up little libraries wherever the external degree program operated, not even a central "extension" library on the Wisconsin or Florida model, but make the entire collection of the Central Michigan University library available, either by copying or by circulation.

2. Libraries at the distant sites would in general prove adequate for our purposes. We would seek the support of these libraries, and cultivate rapport with them, but never become dependent on them.

3. Library service would be free of charge to extended degree students—even such elements as copying for which we charge on-campus clients.

4. The external degree administration would best know its general library needs, for example, whether it wished to have library service in North Dakota; and the library administration would best know what constitutes adequate library service and how to provide it.

5. Students and faculty at distant sites would be encouraged to deal directly with the home library as they would if they were on-campus, without going through any other channels.

6. The service could succeed only if aggressively sold to students and faculty, and only librarians could do this.

7. The main use of library materials would be for independent paper-writing rather than assigned
8. Financial support would be provided by exploiting large assets by relatively small incremental expenditures. By assets I mean the resources already owned by the university and open to distant library service.

Assets would include for example a building, and administrative support such as accounting services and time spent on planning and decision-making by administrators with broad responsibilities. By far the greatest of these assets is the library collection. Even dedicated collections range in R.K. Fisher's study (1978) up to 122,000 volumes for collections dedicated to distant service in the United States and up to 175,000 volumes in the United Kingdom. Dedicated collections of this kind are not what I mean by assets because they would be an incremental expense of the distant service. I am speaking of an entire university collection made available for distant service. For convenience, let us refer to it as the home collection. For the home collection to be an asset in distant service, it must be strong of course in distant areas of study. The Central Michigan University library's home collection has managed to provide 75% of the books and periodicals requested by its distant master's students, who make their requests without usually knowing whether the home collection can meet them or not. (This experience, incidentally, offers better opportunities to assess the adequacy of the collection than our home experience, where often clients request only those books and periodicals that they think we have.)

We have some clue to the value of freeing our entire collection for distant service. In a sample of two months' requests to the home library from clients scattered among our distant service sites in April and August of 1982, 64% of the requests satisfied by books and periodicals lay in the Library of Congress classifications of the H's, 9% in government documents, and 27% in the LC classes remaining, except for the C's, M's, and S's, which alone had not been called for in the sample months. If we had set up a separate, dedicated collection comprising only the H's, our ability to fill requests would have declined from 75% to 48% of requests, because we would have had only 64% of the collection that we actually drew on.

To be an asset, anybody's home collection must be not only strong but retrievable. As you know, retrievability at a distance varies enormously according to the discipline involved. I need not tell you that The Astonished Muse and The Well-Wrought Urn are less revealing titles than "Paleogenesis and Paleopidemiology of Primate Malaria" or even Insania Pingens. Luck has been with us, giving us only external degree programs in which our home collection is strong, and comprising only the more retrievable subjects. What if a distant learning program required
materials on a large scale in which the home collection is weak, or at the wrong end of the retrievability spectrum? These are limits on the assets available for distant services.

Even if we have not yet encountered these limits at Central Michigan University, they are substantial. They are waiting for you and me, and within present technology they may prove insuperable if we do encounter them. I suggest that the best resolution of this difficulty is already embodied in R.K. Fisher's seventh recommendation for the United States: "No extension course should be approved or accredited without previous evidence of adequate library support..." (Fisher, p.72).

Distant library service depends not only on these assets but on their effective delivery. Delivery in our model is an incremental cost of distant delivery service and it constitutes the bulk of the distant library service budget. Typically this budget has included: librarians and support staff employed exclusively in this program, support staff relieving temporary congestion created by the program in processes at the home library, book and periodical purchases in areas impacted by the program, as well as travel, telephone, OCLC, postage and photocopy.

Now let us see what leverage we have created. For $86 per full-time student the external degree program obtains library service. Compare this to the home cost of $150 per full-time student, where retrievability is easier and delivery a negligible problem. The incremental funding by the external degree administration has thus opened to it assets far exceeding its capacity to purchase.

The external degree program, because it produces net income, can in turn support the familiar off-campus program, the kind that provides standard courses, stays in one state, receives partial subsidy from that state, charges its students only the normal tuition for regular on campus courses, and could never pay for the kind of library service enjoyed by its more affluent sister, the external degree program. The orthodox off-campus program can, however, afford the incremental cost of building a similar library service on the distant library structure, funded as just described. In this off-campus library service we have made only a beginning, owing to our preoccupation with other matters; but both money and organization are there and only waiting for us to get around to it.

This is enough so far, I hope, to show that the current income of a revenue-producing external degree operation can combine with already available assets of the parent university library to provide an aggressive and persuasive library service, and a little serendipity for the more traditional off-campus program as well. How effectively this income and these assets combine depends on their organizational relationship.
From the literature and from this meeting you have probably noticed some variety of organizational structures. In ours, there are two principal parties: the library (which has the assets) and the external degree administration (which has the incremental funds and the need for the service). The formal organ for bringing the two parties together is a joint steering committee comprising representatives of each: usually the director and assistant to the director for the library and the director and ad hoc participants (such as academic or business officer) for the external degree administration.

The two parties are equal in the steering committee. Impasse is resolved by the provost of the university, to whom both directors report. As a practical matter, there has been no such impasse for seven or eight years. The chief but not the only product of this committee is a budget.

The budget is administered by the assistant to the director of libraries as budget director for the external degree library program. The budget does not have rigid line items beyond agreed distinctions among salaries, wages, equipment, and other types of expenditure, although care is taken to keep expenditures to the spirit of the agreement made in the steering committee. In any operation as fluid as this, the annual budget often undergoes interim revisions to accommodate, say, a new geographical area. These revisions are made in the same manner as the budget.

This then is the structure of our particular distant library service: 1) the entire university collection available; 2) delivery at costs to the external degree program proportionally less than those familiar to on-campus administrations; and 3) an organization that recognizes both the paramount needs of the client and the expertise in the library.

I hope some of this description may be useful to you. We came here from Central Michigan University admittedly because we had to talk to somebody in kindred endeavors about the pleasures of our work; but also because we know some of the limits we might encounter any month now, and we need to learn what we can from you.

REFERENCES

PLANS AND PROBLEMS IN EXTENDING LIBRARY SERVICES TO OFF-SITE LOCATIONS

by

Maude W. Jahncke
Kirkwood Community College

Kirkwood was established as a community college in 1966. It is located in Cedar Rapids, Iowa, and serves 122 communities. One hundred nineteen have populations of 2,500 or less and some are located as far as 70 miles from campus. In 1967 Kirkwood contracted with the Department of Social Services for the continuing education programs at Anamosa State Reformatory.

It is difficult for college students to get material for their classes when they are in prison and the prison library is inadequate and the college library is 35 miles away. So, when Kirkwood Community College decided in 1969 to offer credit courses at the reformatory, the Kirkwood Learning Resource Center staff felt challenged, to put it mildly.

Since the LRC holdings are entered and stored on computer tape, we were able to give the reformatory staff access to the LRC holdings by generating book catalogs in author, title, and Dewey formats. We sent copies to the reformatory library and trained the reformatory staff in using them. Thereafter, they helped each other learn to read them effectively. After several trials, we decided to update the catalogs every six months. This is often enough as to be useful to the students but not so often as to be an unwarranted expense.

Faculty at the reformatory order materials on forms that are similar to interlibrary loan forms. We locate the materials in our library, check them out to the reformatory staff, and package them. If the materials requested are not available, an explanation is provided on another form, and whenever possible, another work is substituted.

The most troublesome problem in providing services to the Anamosa inmates was delivery of the materials. To test the several delivery systems available to the LRC, we sent out six packages the same day through three delivery systems. Two packages went United Parcel Service, two went United States Mail Service, and two were sent on a delivery available through the area education association. The U.S. Mail won. Incredulous, we tried the experiment two more times, and each time the books sent through the U.S. Mail arrived first. It may cost a bit more, but the faster delivery promotes good relations with the reformatory students and faculty and at this time continues to be worth it.
The Anamosa project was a success because from the beginning we had firm support from prison and college administrators and the reformatory faculty. We cultivated administrative support by circulating pertinent articles on off-campus learning strategies, by submitting statistical data to support the need for the service, and by discussing the project informally with department heads. From these conversations we compiled a list of suggestions (3 x 5 cards are helpful for listing the suggestions, as you can easily group ideas and add new ones).

Once library staff was serving Anamosa inmates, it was not a big ideological shift for us to consider serving students in Kirkwood’s satellite centers. These centers were set up as part of the college’s 1984 Master Plan. This five-year plan was developed by a task force comprising a total of 239 persons from the college and the community. For nine months they worked within committees to produce a document in which the goals and objectives of the college were set forth as a Master Plan for the continuing development of Kirkwood Community College. Within the Five-Year Goal Statements two directly involved the Learning Resource Center: “Extended accessibility of programs and services throughout the service area and without regard to age, sex, social or economic class, racial or religious background, physical or emotional handicap, or prior educational achievement” and “Provide those facilities and resources required to conduct properly the programs and services of the college” (Kirkwood, p. 3). One of the objectives of the plan was to develop a centralized, yet flexible, satellite system.

In the interests of efficiency, a centralized system for acquiring and distributing learning resources is most practical. Yet in the interests of accessibility, learning resources should be readily available to staff and students in all parts of Area Ten; therefore, Kirkwood should centralize learning resources to the extent appropriate, but seek to make them as available as possible through an open, flexible system (Kirkwood, p. 8).

Satellite centers, scattered throughout the seven-county area are part of the college’s response to this objective. Here students can attend class via interactive color television. Classes are offered over the new microwave system, Tele-link, through the Cedar Rapids-Marion Cable Company. This fall 25 classes are being taught, 20 of them for credit. Twenty-seven faculty are teaching and we anticipate an enrollment of about 1000. Kirkwood Television System (KTS) currently broadcasts to seven sites throughout the 4,292 square miles that comprise Kirkwood’s area.
As director of the Learning Resources Center and a former teacher, I realized that all students needed to have pertinent library materials if they were to receive a quality education similar to that available on campus. Rural communities in Iowa generally have local public libraries with small collections geared to popular reading tastes. There was no doubt in my mind that our central collection would have to provide the needed materials. With this as my goal, I shared my concerns with my staff, and together we set out to convince administration and faculty that they needed us.

The planning/problem solving process that we followed in order to bring library service to distant sites breaks down into four steps: (a) determine the library needs, (b) gain administrative support, (c) learn with whom to work and develop good relationships with them, and (d) keep everyone informed.

First, we had to imagine what a typical off-campus student would need from a central library and how many transactions would take place. Then we had to know the number and types of classes to be taught and who would be teaching. Discussion directly with the faculty was helpful in discovering course needs.

In order to gain administrative support early morning breakfasts were prepared by LRC staff members especially for the President's Council, Deans, and department heads who were invited periodically according to divisions. Guests were seated at small round tables with one of our professional staff at each table to facilitate small group interaction among the guests. After a 30 minute period for food and conversation we continued with an informal group presentation of the services the LRC offered. Most of these gatherings lasted an hour and helped create an atmosphere of understanding and trust that has contributed to a growing advocacy for the extended campus library program.

Despite general administrative support, lack of financial support to insure equal services has taxed our staff's creativity. Multiple reserve copies for seven sites were not planned for in anyone's budget. The selection of items, their ordering, receiving, and processing for each quarter would have been nearly impossible because of the timeline involved. This problem has been temporarily solved by using central collection materials on a rotation basis. As enrollments at satellite centers increase we may need additional staff as well as materials to adequately meet students' needs.

We gained support from the faculty by holding informational meetings about our services, handing out brochures describing our services, and introducing the staff librarian whose primary job was to assist them. She has attended their department meetings to explain the services.
the LRC offers to all faculty. This is another way we reach out to insure that both teacher and distant learner know what library services are available. An in-service for secretaries reinforced what was available for faculty. Here they learned how to order materials and database searches, and how to put items on reserve. This cadre of workers became very important in the on-going, everyday mechanics of library procedures.

Public librarians in small towns were frustrated by demands for a caliber of material that was normally unavailable in their libraries. Our staff librarian visited each of the town librarians at their local library and assured them that Kirkwood did not expect them to miraculously produce the college level materials needed. Instead, she asked for shelf room for reserve materials, explained Kirkwood's new Tele-link system to them, and left explanatory brochures and her telephone number in case additional help was needed. Generally, the librarians parted with the feeling that they could work as a team to serve Kirkwood's off-campus students.

This fall we installed a telephone answering process (TAP) to allow students to request material and leave messages. In order for students to select needed books a book catalog (similar to the one used at Anamosa) is available at their public library or learning site. When material selections have been made students TAP into our phone-in system on a 24-hour basis and let us know what they have chosen. The recorded messages are played back daily when library staff is available, and the material is mailed to the students' local library or home as requested. Materials are returned through the coordinator at the learning site. Magazine articles are duplicated and mailed and need not be returned to the LRC.

An eight-minute videotape describing the LRC services available to students on the extended campus will be shown to all scheduled Tele-link classes during the first week of school. This information will be reinforced with a printed brochure distributed to every student attending off-campus classes and will also be available at the local public libraries.

As additional funding becomes available, we plan to initiate an online catalog at all of Kirkwood's remote campus sites. That will give off-campus students access to our Learning Resources Center collection by author, title, and subject. Using current technology, we will be able to indicate whether the materials are available and even allow the distant student to request materials through the CRT.

In planning library service to off-campus students, one must consult the library budget. In disastrous economic times, no one should expect adequate funding. Grant monies are disappearing or, in many instances, are non-existent.
This is a time for creative planning for the survival of quality library services that can become a cornerstone of the extended campus.

It is vital for library administrators to recognize the urgent necessity of developing goals and objectives in harmony with their institution's educational philosophy. In order to attain these goals, they must gain support of college administrators, cultivate good public relations, develop a reputation as a service-oriented department, and stay alert to the changing roles of libraries.

REFERENCES

ON-CAMPUS BENEFITS FROM AN
INNOVATIVE EXTENDED CAMPUS LIBRARY SERVICES PROGRAM

by

Robert M. Cookingham

California State University, Chico

"Courage is not the absence of despair; it is rather, the capacity to move ahead in spite of despair." (May, 1975 p.3)

I am here today to preach the joy of innovation; the fun of looking at the old in a new light; the painful pleasure of taking something small and watching it grow, fall apart, and then creating something better from the ashes.

Innovation doesn't have to come from a $100,000 grant from the U.S. Office of Education--although I'm the first to admit it helps. No, innovation is rearranging what's around you to make it better. Necessity sharpens the challenge.

We in higher education are entering an era of slashed budgets, declining enrollments and frozen admission numbers. Some university administrators have been paralyzed with depression; others have looked at the crisis and realized they can circumnavigate this reality by aggressively recruiting off-campus students.

The strategy of extending service is being greeted with cries of relief around the country, by some administrations. They budget video cameras, technicians and talkback buttons and with high-tech readiness, gleefully blast off into telecommunication-space.

Academic librarians are the first to understand that the latest electronic enthusiasm is like the arrow that fell to earth they knew not where. We are the foot soldiers of this new frontier, the ones forced to cope with the difficult, physical details of making the airborne classes succeed in providing off-campus students with education equal to those on-campus.

Through this electronic service called Instructional Television Fixed Service (ITFS), a professor from California State University, Chico can mention a supplementary book and across the northern one-fifth of California, students in front of 27-inch television sets jot down the title. The problem of getting that book from our shelves at the Meriam Library to an eager pupil in Yreka, 220 miles away is not as easy as holding it up in front of three television cameras and saying, "Look. See. Here it is."
Our task is formidable, but the benefits are surprising. Extended campus services can be a research and development opportunity for academic libraries. This paper will focus on the idea that delivery systems, bibliographic instruction, faculty relationships or collection management techniques which are developed out of necessity for the off-campus student, can readily be adapted and integrated into the central library services.

At California State University, Chico, we have learned that techniques or programs as developed for off-campus students can make services more effective back on-campus. We have found the expense of sending a librarian out to address the needs of three upper division students attending class in a high school 48 miles away, is money well spent. A potential 14,000 students in Chico are benefitting from solutions the librarian is bringing back to campus.

By analyzing how out-lying students learn; ways of getting materials to students; ways of making students aware of materials, we can devise programs for the transmission of knowledge. Does it matter where the program is developed? No. The important factor is that principles should be transferable. What we want the off-campus students to know about library services is the same thing we want to happen on-campus.

Through the ITFS program, CSU, Chico has integrated the off-campus students into the normal, state-supported student body. We believe this to be a pioneering step in off-campus educational programs. In September, 1979, prior to state-support for these students, there was an enrollment of 120 students in seven courses at nine sites. The next fall, with state-support, attendance nearly doubled: 238 students in eleven courses. By 1981 there were 399 students taking 25 courses at twelve sites. State-supported students pay fees considerably less than that of extension, self-supported courses.

Without the ITFS program and the tremendous support the entire University has given the research for off-campus students in the past few years, CSU, Chico would be a relatively small, rural university as it enters the 21st Century. Now, CSU, Chico is at the state-of-the-art in educational technology.

From the President of the University to the technician who adjusts the microwave dishes; from the Director of the Library to the faculty member who teaches a bi-lingual education course on ITFS; everyone has caught the upbeat spirit of progress, change--dare we say growth in these times when smaller-is-okay-I-guess.

CSU, Chico is committed to integrating students, off or on-campus; to providing an equal access to education for all. That is our reason for innovation.
For example, when we say we are going to give all of our students equal access to learning resources, then we must solve the problems of who is going to provide the service, where is it going to be housed, how many extra copies of materials do we purchase; how does accreditation effect what we're doing; are the local facilities adequate for the students?

I would like to share with you some of the things that have been accomplished and some of their possibilities. Part of the excitement of what we are doing, is knowing we are doing what should be done anyway. Remember, necessity sharpens the challenge.

FACULTY

Faculty members are assigned by their department, through the Office of Continuing Education to teach a particular course over ITFS. The faculty needs for library resources, initially, ranged from "We don't need you--a textbook will suffice," to "It's impossible. We need so much."

Our faculty were in a new environment, television. They had been comfortable teaching on-campus, usually in the same room, for years. Suddenly they were being thrust electronically over all of northern California. Students out there could see and hear them. They could hear the students. Our ITFS system is a two-way audio and one-way video communications network.

An anthropology professor teaching a course faced unseen savages when he stood in front of three television cameras in the Chico studio-classroom. He was stunned weekly when he received an onslaught of amplified voices to his casual question: "Are there any problems?"

When the librarian approached professors in these situations and asked, "How can I help?" problems quickly surfaced. Few, initially, involved library materials. "Am I doing a good job?" the professor worried. "What do I sound like? I don't think I have the courage to look at myself on video-tape.‖ "Did the chart come across in last week's lecture?‖ and "There is a person in Red Bluff who needs help with her research."

The librarian works with the faculty member and the student. The knowledge faculty members have of a library is limited, usually not beyond that gained during their years as a student. Today they either own what they want, or keep the library's copy. However, after working together on off-campus problems, the faculty members involved are re-examining their total relationship with the library. Some are even returning library materials.
We have found professors who were assigning materials which are out-of-print; materials which the library doesn't own and never did. Materials yet to be published.

ITFS has made the librarian a necessary partner with the teacher and student. We are able to re-establish our position in the educational process.

STUDENTS

Our program stresses a librarian going to local sites, meeting the students and being aware of some of their specific needs.

With the first visit, it was apparent that a lot of assumptions had been made by the students about the University. This abyss of their general mis-information had to be corrected. In dealing with off-campus education, we are always going to be faced with the fact that whoever a university sends off-campus, they do become involved in general guidance and counseling. Administrators would prefer this did not happen; but librarians have been doing it for years. Public librarians call it I & R services (Information and Referral).

From the library's standpoint, one of the most persistent problems dealt with the students' expectations of research and study requirements. These are off-campus students used to high school or community college settings. They never had to cope with faculty members who insist upon treating them like graduate students.

Out of this situation our Office of Continuing Education produced a handbook for the ITFS Student. The individual responsible for editing the booklet, was not the librarian. He was a member of the staff of advising and orientation. As a result of everyone's efforts, many student services on-campus have upgraded their level of outreach activity, not only to include off-campus students, but also those students working at the University farm six miles outside of Chico as well as students at various teaching resource centers in the service area.

DATABASE SERVICES

Access to database services, like DIALOG, SDC or BRS, is standard operating procedure in today's academic library. At CSU, Chico the funds for supplying this resource to off-campus students does not come out of the usual operating accounts for database services. Although it allows us not to duplicate materials; neither does the materials budget support the service. Since this is a new program, with a new emphasis, the library administration agreed to pay for all searches generated by or because of off-campus activities, from any reimbursement or gift funds.
Probably one out of one hundred students on-campus request an online search in an average year. The off-campus student's rate is one out of three.

A reason for this extraordinary high percentage is that a majority of the students are taking education courses. They can use the ERIC database available on either DIALOG, SOC or ERS. ERIC searches average three to five dollars each. We own all ERIC documents on microfiche and have approximately 75% of the journal citations retrieved in an average search. Knowing this we gave up trying to provide education indexes in sufficient copies throughout the region. What paper or microfiche indexes exist are used to define the student's topic or research paper. The student then contacts the library at Chico to have a librarian do an online search. The contact can be via telephone, radio, U.S. Mail, delivery van or in person. The choice is left up to the student's needs, location and available means of communication.

Librarians have begun to research the real and actual costs of using print indexes versus the online indexes. I know the data gathered at CSU, Chico will support more student (and faculty) access to these online bibliographic indexes.

COLLECTIONS

The ITFS network has forced us to not create separate collections of materials. At this point in my career, I find it unimportant to worry about where something is, which library has a particular title. Librarians have been developing methods to locate materials. We need to make our systems more reliable and cost conscious. This universal network we have been refining over decades is the routine of inter-library loan. Somebody wants something and the local library doesn't own it. Inter-library loan finds it and retrieves it. How fast or how effectively we never really worried about.

In the past we operated under a different philosophy of librarianship. Succinctly stated it was: Give me the money and I will purchase, catalog, circulate and shelve all the library materials my patrons will need. Today's philosophy should read something like this: Give me the money and I will provide the access to all the materials my patrons need. We will buy, catalog and store some materials, but our emphasis will be on providing the channel to get it rather than the shelf to store it on.

In dealing with off-campus students, we know we cannot duplicate our collections of materials at all our sites in northern California. We don't even try. About ten years ago Chico did pull together three collections of books on public administration for placement at three sites. Those
materials have since either been discarded or given to the local institutions. They were not used. Today we do try to duplicate bibliographic tools, methods or equipment to access materials.

This fall, CSU, Chico is initiating an online catalog/circulation system using CLSI's LIBS 100 expanded format with the public access module. The equipment includes 32 ports. Two of those ports are for dial-up access. One of those two ports will be devoted to a test site at one of our community college classrooms.

The student using the online system should be able to dial-up the computer in the Chico library, connect the phone to the keyboard terminal and initiate either an author, title, subject or call number search of the items in the library's collection. The system can also do an abbreviated Boolean search where two categories can be combined--it can give the student a list of all titles owned by the library by Dostoyevski in Russian.

BIBLIOGRAPHIC INSTRUCTION

Training students in the use of library materials is an ongoing situation, a part of our discipline. We devise programs for off-campus instruction, using video recordings of classroom lectures and presentations by librarians. They can either be broadcast live or video-taped classroom sessions.

On-campus, subject specialists teach students in a particular discipline how to find and use resources in their field. Despite all good intentions, however, these librarians can never present their lectures to every student in any discipline within any one year. There simply isn't time to lecture, work the reference desk and participate in collection development procedures.

At Chico, we are creating pre-programmed, taped instructions for the off-campus students. All of the tapes will be kept in the Instructional Media Center making them also bibliographic instructional tools available for on-campus students. All CSU, Chico classrooms are wired and equipped with television sets. Professors can ask an IMC technician to play a particular tape whenever it is necessary and convenient for their instructional purposes.

Taping lectures, utilizing four or five major tools within a discipline and having that tape available for use by all students and faculty surely expands our library patron's awareness and understanding of our resources. We're forced to do it with each ITFS class since the students are not on-campus.
I believe in good public relations. When librarians act as public relations specialists we can build services with minimum amounts of effort.

Because of ITFS we needed to make off-campus students aware of library services. Classes on television lasted 50 minutes. Hourly, that left 10 minutes of free air time. To fill that space IMC technicians video-taped thirty unedited minutes of librarians at their reference desks giving reference services. A portion of the tape was played in the minutes between the televised classes.

Live transmission of faculty lectures are in shades of gray. However, video-tapes can be transmitted in color. Reference services were demonstrated in living color.

There are 13 reference librarians in the department and only one tape was made. Not all 13 appeared on the tape. When an off-campus student would telephone and a librarian answered who wasn't on the tape, they would be confused when the voice said, "I just saw you on television. Can you help me?" It took a few calls before they realized who the TV stars were.

COORDINATOR

The most important thing that we have yet to identify has been included as a part of everything we have discussed. All off-campus activities need to be coordinated. We have been defining specific areas of responsibility. We need a librarian who can work with faculty and students. This work needs to be done, with and through the campus office of continuing education.

The activities at Chico have developed in me a strong opinion that the librarian should also assume an authority in the development, training and coordination of library resources throughout an area. It is apparent that the person should have the responsibility for working with area libraries and librarians in developing cooperative patterns of existence.

With an anticipation of no one opposing that idea, we need to look at other relationships.

At our University I would also call for all the off-campus, community groups who are involved with the library to be the responsibility of this librarian. There is a group of important exceptions. At CSU, Chico these can be identified as those subject specialty groups who already work with a subject specialist librarian. What I am trying to identify are the off-campus units which need and do not
have any access to the bibliographic and learning resources available within the academic library.

Alumni of the university usually have no real spokesperson in the library. Yet, alumni could begin to remove some of the vacuum in our materials budgets; vacuum created by legislatures and restrictive property tax initiatives. In many cases, alumni live within commuting distance of their alma mater. Undoubtedly they are using a local library for materials which they first became aware of during their years in college. Materials which not only contribute to their profession; but add to their abilities to be productive citizens in our regional communities.

As a public library patron, the alumnus of a local academic institution usually are not well received. He/she is going to be asking for something that the local library doesn't own, and the local librarian will probably have to spend an inordinate amount of time prying it out of the university library. This is one reason why these individuals need a representative in the library to speak for them. That person should be the extended campus librarian. The individual should not only be working with alumni, but also with skilled and professional groups; working to encourage their access to current as well as research literature.

Within the library structure, we are talking about a person with administrative clout and status. One of my goals would be to see the off-campus activities centered in an office of an assistant director for off-campus affairs. An office similar to that currently assigned to the other various assistant directors on most campuses. Only at that level of administrative responsibility can we see a truly unified approach, an integrated solution to the problems associated with off-campus learning resources.

Library activities, off-campus or on-campus are compliments, magnets which attract the best of our abilities and the brightest of our technologies. Librarians can bring them together creating better access to resources for everyone.

REFERENCE

DECREASING THE DISTANCE:  
THE LIBRARY, OFF-CAMPUS EDUCATION AND TECHNOLOGY

by

Joyce V. Rumery

Central Michigan University

You are a student attending classes part-time offered by a university as part of their off-campus education program. Only you are not in the next community, you are three states away. You pick up your syllabus when you register at your local center and discover that you are required to complete a research paper and a case study by the end of the course, in approximately a month and a half. You know your public library has some material, but not enough for your research and there is no other research facility near you. What happens now?

At Central Michigan University we have answered this question. In 1971 Central Michigan created an external degree granting arm, the Institute for Personal and Career Development. This Institute gives the educational opportunities offered by Central Michigan to individuals who cannot attend classes in the traditional manner. This national educational system now offers courses at program centers throughout the United States (including Hawaii) plus Canada and the Azores. The students receive a Masters degree in Management and Supervision or a Master of Science in Administration. Some of the areas of concentration include business management, financial management, health care administration, marketing management, personnel management and public administration. There is also an undergraduate program at selected sites in the home state.

The need for library services to this scattered and distant population was recognized early in the Institute’s development. After consideration of other types of library programs, including branch libraries, the current library program was planned and put into operation in 1974. The plan to make the resources of the Library available to all Central Michigan University students was necessary because the local libraries in the areas where our students lived and worked often did not have the specialized material to support a graduate program. Also the interlibrary loan system was not timely enough to meet the needs of students in special format courses.

The service to the off-campus students is dependent upon the IPCO Library Program structure. A structure specially designed to provide effective service to all off-campus students, faculty and staff. This structure consists of the campus staff, four regional librarians, center representatives in the local program centers and
local libraries. What makes all of these parts work together is the technology employed with the single end result, to serve the off-campus user. This paper will cover each of the components of the IPCD Library Program and how they work, the type of user we serve, the technology we are currently using, the technology we have planned and future possibilities for the use of existing technologies in our library service program.

Library Program Structure

The various parts of the IPCD Library Program structure combine to form a whole equivalent to a traditional campus university library available to all off-campus students. The difference is that there is no local physical library building. The library, from the point of view of the students, consists of two telephone numbers, one to their regional librarian and one to the campus library office. The process of library services usually follows this pattern. The center representative receives the syllabus from the instructor. The representative sends a copy of the syllabus to the regional librarian. A research guide, a general guide to subject headings, is usually prepared from the syllabus, copies are made and sent to the center for the students as they register. The students may then call the regional librarian with their research problem. In the reference interview the librarian suggests subject headings, sources and local resources available to the student. If the student has access to the appropriate indexes, they locate citations and request the material from campus using the toll free number (WATS). Just as the regional librarian is the equivalent of a reference staff of a traditional library, the WATS number to the campus office is the Library Program circulation desk. The student places requests for items, up to fifteen per week, with a twenty-four hour turnaround time. The material is charged out or photocopied and mailed first class to the student. The student then has the material necessary for the assigned work. If the student does not have access to indexes or the topic does not lend itself to manual searching other parts of the library services are available. The regional librarian may search the indexes and help the student request material. The card catalog or indexes on campus may be searched by the bibliographic aid in charge of the campus library office. The Bibliographic Retrieval Services (BRS) databases pertinent to the topic will be searched by the regional librarian and the printout will be mailed to the student for selection of material to request from campus. OCLC is used to determine Park Library holdings of the citations retrieved through BRS so printouts mailed to students include items that can be requested from campus. The IPCD Library Program was developed in this way so our students are not dependent upon local resources. Many areas where classes are offered have excellent library resources which our students may use, but there are also areas where the nearest good research facility is too far for commuting, for those people this service is especially vital.
Population Served

The student population we serve are distant learners, but they have many characteristics in common. They are adult learners, they work full-time and are from middle management positions. Because of the constraints of their lives or distance from a university or college they are unable to attend classes in a traditional setting. The Institute designed its program to meet the specific needs of these students. Classes are offered in a variety of formats from a standard term to those consisting of ten weeks, three weeks and even one week intensive programs. Courses are also given in conjunction with the conferences of professional organizations such as the National Program for Health Care Professionals and the College and University Personnel Association. In this way IPCD recognizes the special needs of adult learners who wish to continue their education, but because of their locale or commitments are unable to attend a traditional university. Many of the students in the program are military and need a special format in order to complete a degree before being transferred to another base. These students come from a range of backgrounds, some are recently from an undergraduate program, some have not attended a university for years and there are also many diverse subject backgrounds. For these people there needs to be a library service that can really serve, to bring the information they need closer to them, to decrease the distance between their program site and the main campus in Mt. Pleasant, Michigan.

Current Technology

Service to this divergent population can only be accomplished through the use of various technologies. The need to get information and material from campus and from the regional librarians' offices to the users in as short a time period as possible necessitated the introduction of a number of technologies to disperse information. We found that as the program centers grew we could not work alone and still answer the needs of our users. The most obvious item of technology we are currently using is the telephone. The library services are based on the use of the telephone for student contact. Students call the regional librarian for all assistance and they call the campus office for loans and photocopies. Calls to the regional librarian may be collect and a toll free WATS number is provided for students to reach campus. Conference calls are also arranged so the regional librarians and the home campus can keep in touch. This is also a cost effective way to hold meetings. Our network of telephone connections has proven to be the best way to maintain contact and the only way to provide quick personal service to our users. Without our use of the telephone system we could not give the service necessary to support the IPCD program. In addition to the telephone the regional librarians' offices have recording machines so users can contact the local office at all times. The machines allow for lengthy messages so the contact can be a
good start for research help and in a way makes the regional librarian accessible to the student twenty-four hours a day. The campus WATS line is generally available to the student for over one hundred hours per week.

Another basic use of technology for our students is the use of photocopiers and reader-printers. As requests are received in the campus office forms are filled out with the bibliographic information to retrieve the material. The journals are gathered from the shelves and may be in any of three forms, single issues, bound volumes or microfilm (or fiche). The requested material is then copied on either a photocopier or a reader-printer. The material is then mailed first class to the user. Although photocopiers are now an everyday part of our lives, they remain a vital part of our service to our students. Since they cannot come to a physical library we must bring the library to them, copying capability is at the core of our service.

Our existing technology also includes terminal access to both OCLC and Bibliographic Retrieval Services. The terminal used is a multifunction Texas Instrument Silent 745. Each of the regional offices have a TI terminal and the campus office also has terminal access to OCLC. The regional librarians and the campus staff can access Central Michigan's holdings in both books and serials. At the regional librarian level we use the terminal in the preparation of bibliographies of Central Michigan owned material, to answer user questions about holdings and to determine local library holdings of material. The library office staff will determine serials and book holdings on OCLC before calling others who have the material from the shelves. This has made our service much more responsive to the needs of the off-campus user. The regional librarian can guide the user to material owned by Central Michigan and avoid delays and the frustration of requesting material not owned by campus. It is also invaluable in creating bibliographies for individual classes. Material owned by Central Michigan can be determined in the regional office and bibliographies can be created that include the Central Michigan call number and are definately retrievable from campus. Information on local library holdings are important for material not owned or missing from campus so that the regional librarian can retrieve the information or direct the student to the local resource. OCLC is used as a national card catalog for students in all locations.

The same terminal is used in the regional offices for access to Bibliographic Retrieval Services. BRS is a multifunction database system containing among others databases in business, health care and the social sciences. Searches are available to students when local resources do not exist or manual sources do not work. It gives the students a subject access to the literature of their topic. After receiving the printout the students can request the material by calling the toll free number to campus and
receive material without leaving home. This method has been most effective in remote areas without adequate local resources.

We have also decreased the distance for our students by producing a slide/tape program that was developed to explain our services and how to access these services. This slide/tape has also been made into a videotape. It does not replace the regional librarian in all aspects since it does no bibliographic instruction, but it is important because it increases our coverage to the student population. It also brings the campus closer to the off-campus student with photographs and information about Park Library and the resources available to them through the library services. Also, the services of the regional librarian are extended since personal contact through class visits cannot cover all classes at all times. The slide/tape is our alternative to getting the information to the student without travel time away from the office.

One last aspect of the current library services is the sending of material to the users. All photocopies, books, research guides or other material sent either from the regional librarian or the campus staff is mailed first class. This use of the United States Post Office is the best way we have found to get material to the student.

Planned Technology

Although the library services are currently answering the needs of most of our students we are still planning ways in which to bring the student and their campus library even closer together. We are planning to accomplish this by further use of technology for all aspects of our service. Some of the ways that are planned for the coming year to broaden our services are a new database vendor, student access to business material in the campus card catalog, a bibliographic instruction videotape and a new computer system for the regional offices.

The new database vendor we will be acquiring is Dialog. This will give us more access to business and health care databases. We will use the databases in the same manner as BRS. The use of the databases from Dialog will increase our rate of locating information that a user requests.

We also have a project to bring the library collection of management material even closer to the student. Selected parts of Park Library's card catalog on management and other business related material will be put on microfiche to be placed in regional centers or other convenient areas for students. The student will be able to select material from the campus library locally from a fiche catalog and then request the material from campus. This eliminates a subject search on campus or a check of OCLC by the regional librarians. It also eliminates the frustration of requesting material not owned by campus. We are working
with our local areas to determine the location for the fiche catalog. This single project will bring the resources of Park Library much closer to the distant learner and will add to their local research capabilities.

A bibliographic instruction videotape produced for each region is another part of our growing technology. This was a logical offshoot of our slide/tape presentation of accessing the library services. The script for the bibliographic instruction videotape has been completed and work with the campus media department has begun. This tape describes the uses of indexes, card catalogs and other research tools. A videotape will be produced for each region with emphasis on the students and their needs because of locale. It will be used for all new students and in classes where a review of resources is needed. It will eliminate some of the traveling now done by the librarians to bring this information to the student and will be quite cost effective in that aspect. This tape used in conjunction with the slide/tape should provide all of the information a student needs to use the Library Program and also to do effective research. This will not completely eliminate the need for travel, but will help free us to focus our energies on bibliographies, special requests and development of research tools for our students.

Lastly, but by no means least we have planned to replace our terminals with IBM personal computers. These will include a CRT, keyboard, disks, a printer and a modem. They will be used to access OCLC and the databases plus many other applications. We plan to use it as a word processor, for control of our own collection of reports, drafts of papers and other items. The electronic mail capability may be used for sending conference reports, monthly activity reports and statistics. All of the uses of this equipment have not yet been discovered for our program, but it will become an indispensable tool for the operation of the library services and for service to our students.

All of these items that we have in the planning stage are not the end of our growth and service to the distant learner. As IPCD grows the Library Program will grow and more technology will be used to bring the campus library and the student closer together. The IPCD Library Program is unique and there is no end to what we can accomplish through the use of technology.

Future Technology

There are many types of technology currently available that can be adapted or used in our library services. Some of these are telex/fax, videotex and the electronic blackboard. The future addition of these technologies to our services depends upon their cost, the state of the art of the equipment and the benefit to our program.

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Telefacsimile is one of the most exciting areas to explore. It is the transmission over telephone lines of an exact copy of a document to a remote site. This would speed up the delivery of the photocopies requested from campus. A compatible machine would be located in the regional office or other areas convenient to the students. The material could then be mailed locally or picked up by the student. Recently there have been reports of problems with the reproductive quality of the equipment (Raitt, 1982) and it would have to be investigated for feasibility of the transmission of our large number of requests. But awareness of the possibility of this system in the future of our services should not be overlooked.

Videotex is another technology that would have a positive impact on the IPCD Library Program. It is a two-way interactive, telephone based system linking computers to television sets (Raitt, 1982). A receiver located in areas convenient to the students could provide the updated information on the library services such as the campus office hours or any other information that would be an alternative to the general inquiry questions we receive.

The electronic blackboard may also be another method of reaching students in remote areas. It employs the use of telephone lines which carry both voice and diagrams drawn on a blackboard. Questions can be asked through a conference telephone connection. This system may fit into our program as another way for the regional librarian to reach distant classes without time away from the office.

There are obviously many other technologies currently available that are applicable to our Library Program. Some day we may be investigating such things as cable television, satellite communication or broadcasting. Where we go from here depends on the direction the Institute maintains to serve the students and the focus of the Library Program. But whatever direction is taken technology must be a part of the total system. Without the use of various equipment and the development of different aids for the off-campus user, the IPCD Library Program could not exist. Our service, in the final analysis, depends upon the needs of our users and our ability to answer those needs with financial commitment, available technology and our enthusiasm.
REFERENCES


VIDEO INSTRUCTION: ONE EXPERIENCE

by

Jeneane Johanningsmeier

Central Michigan University

As librarians, we are well aware that the value of any library is directly proportional to a user's ability to retrieve information from it. As librarians serving students removed by a few or even hundreds of miles from the campus library, we have all struggled with the two-headed monster of delivery: delivery of materials and delivery of professional services, including library education. The questions we ask around this instruction are the same as those asked on campuses: What should we teach? How should we teach? Why should we teach? But our answers will differ from those of campus librarians and they will differ among ourselves because they are determined in part by the unique shape of the library support systems we have structured.

The IPCD Library Program of Central Michigan University serves off-campus graduate students in management studies at the Master's level. Students from New Jersey to Hawaii can request materials from the campus library by dialing a toll-free telephone number at any hour that the library is open to students on campus. Books and photocopies are mailed to the student first class. There is no charge for copying. Books are loaned for one month and may be returned in the same mailing, label provided, by library materials rate. Requests are normally filled within twenty-four hours.

Four regional librarians, responsible only for service to off-campus programs, work full-time to ensure that all students and faculty are aware of the delivery capability of the campus library and to assist students in conducting research. Since no two regions are identical, each librarian develops her own techniques to accomplish these ends. But all librarians incorporate class visits as an essential ingredient of their service and all librarians use the class visit to provide library instruction.

While our students need not borrow from other collections, they must be able to use the reference tools of local libraries to identify materials that they can then request from campus. In simplest terms, the local libraries have the menu and the campus library has the kitchen. Library skills are vital; students who are unable to use an index or read a citation or who are ignorant of basic management reference sources cannot ask for what they need. But equally important, students must grasp the distinctions as well as the connections between each of the three interlocking components: the community resources, the campus collection, and the regional librarian.
Recognizing our responsibility to students and to local librarians to deliver this information, we have developed a number of tools. In 1978, we produced the CMU Library Guide, a manual that provides general information about how libraries and reference sources are organized and identifies specific materials that are most useful to students in our programs. We have just completed the second revision of that Guide. Bookmarks, listing telephone numbers of Wide Area Telephone Service (WATS) lines and regional librarians, and differentiating between the services of the two, are tucked into textbooks as they are sold to students. Some regional librarians produce individual pathfinders. Those of us who work in programs where short, intense schedules demand immediate intervention, prepare ad hoc course research guides from the instructor’s syllabus.

The guides are distributed to each student at registration or at the first class meeting. They identify appropriate reference sources and direct students to local libraries that own those sources. When they recommend indexes, they also suggest relevant subject headings. They announce any special services available for that course, such as a reserve collection placed in a local library or database searches conducted in the regional office. They always include the telephone number and hours of the regional office.

The Problem

A year ago, we conducted a self-study to gauge the effectiveness of our service. While we already knew how many students were enrolled off-campus and how many requests were coming in to the campus library and the regional offices, we knew very little about why students did or did not use the services available to them. When breakdowns occurred, where did they occur? Could we determine, by region, the weaker links in our system?

By and large we were pleased with what we found. (If you are interested in more information about the study, you may contact Mr. Barton M. Lessin, Assistant to the Director of the Library, Central Michigan University). But we were concerned that time and distance prevented many of our students from hearing a presentation by the librarian at the time that it would be most valuable, when they took their first course. And, indeed, it was possible for a student to complete the program without ever having been in a class that the librarian visited.

Here it is important for you to know something of the geographic scope and the intensive schedules of the off-campus education that we support. For instance, in the Southeast, we serve students at nine program sites extending from Richmond, Virginia to Key West and New Orleans. Only one program offers courses on an eight week schedule; all
others begin and end in one month. Also, there is no fixed entry point. Students are admitted into the program at all locations every month in the calendar year.

That is why in April of 1982, we began to search for some mediated form of instruction that would complement and reinforce the other two, the printed material and the librarian, and that would permit us to reach all new students at every location. Not only could we not be everywhere at once, we could not be everywhere as often as we wished. We decided to use the Southeast, where the problems of time and distance are most acute, as the pilot for this project.

A word about money. Travel is an essential part of the cost of providing library services to our students. Site visits include visits to local libraries and administrative offices of the University as well as class presentations. They are occasions to learn as much as they are occasions to teach. Sometimes what is learned in Jacksonville or Savannah is not apparent until one visits Charleston or Atlanta. It is a continuous process of filling in the puzzle pieces, and while one is never assured of having all the pieces, or of being able to put the pieces one does have in all the right places, it is still invaluable to visit regularly each location within the region. It was our intent, then, to contain, not eliminate the visits by the librarian.

The Medium

There are two reasons that video emerged as the most viable solution to our dilemma. Neither of them is pedagogical. Videotape players were available at every location in the Southeast and matching production facilities were available in the library on campus.

While there is no evidence to suggest that one form of media is better suited to library instruction than another, there is good reason to believe that the best instruction results from a meticulous fit between the message and the inherent qualities of the form (Hardesty and Gatz, 1980).

If you remember network news during the Vietnam war, or if you think of the recent coverage of the Israeli invasion of Lebanon, you know something about what television does best of all. Those broadcasts contained no information that was not printed in newspapers. Much less, in fact, television simply broke off fragments of those complicated events to expose the way they were experienced in one place at one time by a few people. You may question the moral and political ends of television news reporting, but you cannot question the ability of the medium to affect attitudes.

This is not the occasion to sift the sands of data to define the learning process. It is important, however, for us to recognize the significance of attitude in learning.
behavior and to realize how few students come to us with even some small regard for what a library can mean.

John Lolly and Ruth Watkins see the reliance solely on cognitive objectives as the reason for the failure of most library audio-visual instruction. And that is why they believe "there must first be an attitudinal appeal, which is infinitely more difficult to portray" (Lolly and Watkins, p. 56).

They suggest further that by using Edgar Dale's "Cone of Experience," a model for media selection, we can develop guidelines for mediated instruction that does affect attitudes:

1) Concentrate primarily on students.
2) Portray an atmosphere that is comfortable.
3) Demonstrate practice or use of library resources.
4) Portray reward (Lolly and Watkins, p. 57).

These are ways that we can teach with media. But what should we teach? What did we want our students to know? What should they be able to do as a result of our instruction?

The Information

The answers seemed self-evident. First, students should be able to identify and use appropriate reference tools and indexes to support research in management studies and to conduct subject searches in the library catalog.

We were convinced that the ideal way to show someone how to use a library is to work individually with that person in a library. Paradise and lunch is working under those conditions on a topic that is important to the learner. It made sense, then, to select one or two real research problems and solve them, using the camera to place the viewer in the library with the librarian.

Although humorous dramatic situations have been used to measurable good effect in the production of videotapes for undergraduate instruction, we wanted our presentation to be direct, without comedic invention (Nagy and Thomas, 1981). Not boring, certainly, but not cute. Our students are adults and we want them to take us seriously. It is possible, of course, to be funny or least amusing and to be taken seriously by adults at the same time (witness the Federal Express commercials), but that kind of success requires extraordinary professional talent and a brilliant idea. We had neither.

What we did have was the means to select a real information problem and to construct a search, introducing each tool at the moment it is needed, demonstrating its value, and displaying the results. Our television presentation would contain no information not already
printed in the Library Guide. Much less, in fact. But videotape would permit us to show a process and to approximate an experience. In this way, the two different instructional components reinforce each other. The Guide serves the student in much the same way as an owner’s manual; supplying specific information on the spot as it is needed.

In addition, television also gave us the means, unavailable to us in print or in-class presentations, to deliver visual information about the library on-campus. For our students, the library exists only at those moments that they place a request and that the materials arrive in their mailboxes. No wonder we have been asked if a book is "in stock," as if we are the equivalent of L.L. Bean, mailing chamois cloth shirts out of a warehouse.

To be sure, we wanted our students to see just how the staff of the IPCD Library Program office acts for them; taking their telephone requests, displaying titles on the OCLC terminal, going to the stacks, matching citations, retrieving books and journals, copying, and mailing. All of those moving images say, "This is how we work for you. This is how we save you time." But we wanted them to observe that activity in the larger context of the library itself.

If we could transmit, incidentally and peripheral to the main action of the student assistants, other images, like a loaded booktruck being pushed through the stacks, the buzz and hum of rush hour at the reference desk, and a database search in progress, then our students could infer something about the size and scope of our facility.

By using the regional librarian to conduct the search and to provide the voice over narration for the other parts of the presentation, we connect her to the larger operation of the library support system. Evidence of her subject familiarity and concern for the problems students face at each location are demonstrated by the course research guides and the class visits. Each activity reinforces the other and increases the credibility of the regional librarian.

The Process

The creation of our videotape is still in process. We have consulted our production staff on-campus and have written a script which is now being revised. We have looked at other mediated instruction and learned; some efforts we judged successful, others less so, but all helped us to visualize our own task. The process itself has required us to look closely at our efforts to provide library education for the off-campus student. At every step, we have had to ask: What should we do? How should we do it? Why? Those are good questions.


INTERACTIVE LEARNING: EXPLORING COMPUTER-ASSISTED
INSTRUCTION (CAI) FOR LIBRARY USER EDUCATION

by

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In this paper, the authors wish to show the relationship between the need to increase Western Michigan University (WMU) student knowledge and skills in information retrieval and the key features of off-campus programs, to indicate that a similar need exists nationally, and to promote a computer-based library user education program as a means to satisfy the need.

Key Features of Off-campus Programs

According to Malcolm Knowles (1976), the key features of the nontraditional approach to education are redefinition of the roles of student and teacher, the use of learning contracts, and the multiplicity of resources for engaging in study. These characteristics reflect the thinking of such notables as Sam Gould and Cyril Houle who describe nontraditional study as an attitude that puts the student first and the institution second, concentrates more on the former's need than on the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and de-emphasizes time, space, and even course requirements.

If self-directed learners utilizing learning contracts and a variety of learning resources are central to off-campus programs, it is essential that students be trained in conducting a search for information, and that this training include library research. This paper underlines the need to increase student knowledge and skills in information retrieval. It further maintains that a method used to meet this need should provide individualized instruction at the convenience of the students.

Problem/Need at Western Michigan University (WMU)

A microcosm of Knowles' description of a type of nontraditional education is found in Western Michigan University's off-campus, degree-granting program. Program faculty have observed that the nature of off-campus
undergraduate and graduate courses requires nontraditional students to assume greater responsibility for learning than traditional students, relying less on formal course structure and hours spent in the classroom. Some of the research courses, in particular, rely heavily on student use of library resources. Consequently, the needs of these students in terms of library research are greater. In a study that was conducted at one of the 5 regional WMU off-campus centers, students rated "library resources" as the 3rd highest area when asked to rank 13 areas of difficulty in attending the off-campus program (Peekstok, 1979).

This ranking may be explained, in part, by an analysis of the student population as revealed by the study. The students ranged in age from early twenties to sixties, with a median age of 31, and 45% of the students attended college prior to 1969. It follows that many of these students also brought with them library background that did not include recent developments in information retrieval. In general, these students had only the basic traditional skills such as using the card catalog and decoding a bibliographic citation.

In addition, 71% of those studied were employed full-time and the times in which they were most likely to use the library were the least likely hours in which to receive the full range of library services.

Problem/Need Nationally

Like students at Western Michigan University, nontraditional students nationally are handicapped in their ability to exploit their education. They are often returning to studies after an absence from higher education. The nontraditional student has not assimilated and cannot immediately adapt to changes in type and amount of educational information available. The student inquirer must confront both the growth and diversity of information and resource materials and the development of a sophisticated technology of information access. Recent years are marked by the appearance of such complex and substantive multivolume sets as Social Sciences Citation Index and the ERIC system. These reference works, coupled with the extensiveness of online bibliographic databases and the increasing use of online card catalogs, advance the capabilities for library research in significant ways. The survival of the student researcher, therefore, requires that the student develop sophisticated and efficient search strategies and even acquire new information retrieval skills unknown to earlier generations of students.

While there is a void of recent research studies that focus on the nontraditional student library research needs, two studies suggest that students regardless of status have instructional needs similar to those identified at Western Michigan University. Paterson's (1978) "Assessment of
College Student Library Skills," revealed that these instructional needs include such basic skills as the identification of information. In general, they know how to proceed, but they are not familiar with the specialized tools involved. Paterson's study supports the findings of an earlier study by Jostis and Wright (1972).

Focusing on the college student, Cross (1971) asserts that in higher education today a great variety exists in the characteristics of college students. Nearly every ethnic group, age financial bracket, and ability is represented, both male and female. The diversity of student characteristics described by Cross is especially evident in the nontraditional student population, who, in turn, bring with them different levels of library experience.

Even though academic and public libraries would be the logical place to offer library instruction to nontraditional students, libraries are not fulfilling this function. In a sampling of U.S. off-campus programs, the authors found disparity in library services provided to students. Generally, library research instruction was not offered or it consisted of orientation to the library.

Not only are nontraditional students forced to operate without any formal library research instruction, but many are employed adults who may utilize traditional institutions during evening or weekend hours, when the services are limited. Because of the peculiarities of their work/study patterns, instructional time and materials must be available on an unscheduled basis.

Proposed Solution

Thus far, the problem has been described and reference made to student instructional needs. These needs are identified as: 1) the need for library research instruction; and 2) the need that this instruction be individualized and available upon request. Instruction in library research is intended to increase student knowledge of library resources and to improve student information retrieval skills. It is anticipated that knowledge and skill acquisition will enable the student to plan and implement a literature search; identify and extract the needed information from the appropriate indexes and abstracts; and locate selected materials identified through the use of indexes and abstracts. Individualizing the instruction will accommodate both the diversity in student instructional needs and the time constraints of the commuting student.

If student preferences for the various individualized instruction methods are used to determine acceptable instructional options, several preferred methods of individualized instruction are identified by a University of Illinois study (William & Davis, 1979). A breakdown of individualized instructional methods revealed printed handouts, instruction from librarians, and computer-assisted
instruction rated higher than audio and visual presentations and self-paced texts. At WMU, printed handouts are used to provide generalized instructions to the use of selected resources. But the development of recent, complex reference sources, such as Social Sciences Citation Index, limit the effectiveness of printed handouts intended to be brief self-instructional aids. Individualized instruction from librarians, although desirable, is not a realistic option for most libraries. Due to cost and staff limitations, it is unreasonable to expect library or teaching faculty to provide individual instruction for each student. The last instructional method, computer-assisted instruction (CAI), is proposed as a solution to the problem.

Besides student preferences, computer technology has two characteristics essential to the solution of the problem. First, unique to the microcomputer is its diagnostic, interactive capability. In contrast to programmed instruction textbooks and audiovisual aids, a well written program provides students with an immediate response to their questions or statements with the rule of logic underlying the response, even if the student is routed back to a logical place where the missed information is presented again—preferably in a different format. Second, computers can search for bits of information and, in a very short time, supply these to students who otherwise could not spare the time for conventional methods of acquiring this content.

In addition to the preceding considerations, the rational for using CAI at Western Michigan University includes the following reasons:

1) CAI can be programmed to present information that can be approached at various levels or depths. This is a significant feature that can be used for varying the depth of explanation for complex reference sources.
2) CAI presents information in a variety of formats, an important characteristic for maintaining student interest.
3) CAI is available at the convenience of the student.
4) The microcomputer is an attractive technology, the kind of technology students will need to use in their careers and personal lives.
5) CAI is cost-effective. In 1979 CAI could be delivered for roughly 18 cents per student hour (Doerr, 1979, p.14). This figure is based on six hours of use per day, September-May, for an estimated 5 year useful life.
6) Dwindling library budgets indicate that a cost-effective instructional technology such as the microcomputer is needed as an alternative to using personnel to provide individualized instruction.
7) A computer-based model of library instruction could be replicated nationally.
8) The software package provides a competency-based curriculum universally accepted by colleges and universities. Key reference sources which are identified are ones commonly held by college and university libraries.
While it would be desirable to include research reports with the reasons for using CAI, Splittgerber (1979), after a review of the literature, cautions against generalizing from them. Avner (cited in Splittgerber, 1979) concludes:

"Although there have been a number of excellent research studies on the effectiveness of CAI... current studies, in most instances, fail to describe the instructional applications in sufficient detail to warrant a reasonable basis for generalizations to other school settings" (p.22).

The University of Illinois study, cited earlier, demonstrates, however, the applicability of CAI to library-centered subject content and usage. Evaluation of library instructional lessons developed at the University of Illinois at Champaign-Urbana using PLATO, a computer-assisted instructional system, indicated that they are highly effective in teaching biology students to use reference and bibliography collections, the two areas on which the lessons focused.

The proposed solution, then, essentially points to the need of a library research program with the following elements: consideration of instructional needs unique to the nontraditional student; adoption of a self-paced instructional strategy using CAI; and the development and promotion of a library instructional program that could be replicated nationally.

Goals of a Computer-Based Library User Education Program

Based on the foregoing analysis and conclusions, a program with three major goals is being developed at Western Michigan University. First, of primary importance is the increase in knowledge and skills in information retrieval of students, in off-campus programs. In establishing this goal, it is recognized that research skills are essential to the academic and professional success of off-campus students and that instruction should be made available to off-campus students who desire to improve their research skills.

The second goal is the promotion of computer-assisted instruction as a cost-effective method for teaching library research skills. In establishing this goal it is accepted that individualized instruction best satisfies the needs of nontraditional students. It is further recognized that CAI has the greatest capability to accommodate the nature and requirements of individualized instruction, and does so cost-effectively.

The third goal, derived from the two mentioned above, is the development of a replicable program of library user instruction that could be used nationally in libraries.
Description of Library Research Instructional Lessons

Because the computer-based lessons constitute the crucial component in the program, the authors will describe the lessons and show several sample screens from Western Michigan University's lesson on the Apple II microcomputer. First, it should be pointed out that the lessons are designed for students doing an in-depth project. The lessons will introduce some students to the knowledge and skills prerequisite for doing a literature search. For other students, CAI offers the option of review. Also, note that the lessons are based upon the assumption that the student knows how to use the card catalog, interpret citations from the Reader's Guide, and has had experience writing a term paper.

Presently, the CAI library research package consists of five lessons: one for a unit on search strategy and four for a unit on retrieving information from key indexes and abstracts. The CAI lessons are designed to allow students to evaluate their understanding of search strategy, the purpose and organization of selected reference sources, and their efficient use. By following simple instructions, the student has the option to obtain detailed instructions for using the program, examples of search strategies, reference source summaries, and a bank of test questions. The use of branching will allow the student to omit or repeat certain lesson segments, depending on the student's entry level skills and mastery of lesson content.

The unit on reference sources will also combine selective use of illustrative text with explanatory comments, and use mini-checks to determine mastery of content. After the student responds to an objective question, the program indicates whether the answer is correct and provides an additional explanation of a concept, if necessary. Because the optimum attention span of most learners is 15-20 minutes, lessons are to be programmed for segments varying from 10-20 minutes. However, some students may spend more or less time working through the lessons depending on their entry level skills.

Evaluation and Promotion of the Program

Thus far, this presentation has included a discussion of the key elements of off-campus programs and the related library research competency needed by the nontraditional student; a description of the need/problem at Western Michigan University and nationally with a proposed solution; and a summary of the CAI lesson design and content. The remainder of this paper presents the authors' approach to program evaluation. Finally, some suggestions are offered for promoting a computer-based instructional program.
Evaluation of the program is focused on courseware effectiveness (product evaluation) and program cost. In considering what data should be collected for product evaluation, attention will be given to first, the collection of data on the lessons and second, learner outcomes. Because the lessons need debugging, information about students' learning experiences, especially the extent and nature of learning difficulties they encounter, is provided by a comments facility which is an option for users to leave messages for the author. A monitoring system keeps item analyses for each question bank. Accumulated data can be used to assess the test items and to identify problem lesson segments.

Of primary interest is the extent to which learner outcomes have been realized. These are based on specific objectives developed for each lesson. Post-tests programmed with the computerized lessons will be used as the assessment instrument. Each student's progress through the lessons will be directed by a computer managed instruction (CMI) program. Student attitudes toward the overall program will be determined through personal interviews and the use of a programmed questionnaire.

While computer-assisted instruction may be identified as an appropriate solution for an instructional need, cost-related concerns may deter an institution from exploring or accepting CAI as a viable instructional mode. For this reason, program costs are addressed in this paper.

The calculation of program costs may be determined by either of two factors or a combination of the factors. These factors are programs that are based on commercially produced courseware or courseware produced inhouse. A sample budget for the programs established with commercially produced courseware is represented by Figure 1.
**Figure 1**

**Program Budget Using Commercially Produced Courseware**

*(per 100 Students)*

**Hardware**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost per Unit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Apple II Computers @ $1,530.00 each</td>
<td></td>
<td>$3,060.00</td>
</tr>
<tr>
<td>Two Disk Drives with Controller Card @ $645.00 each</td>
<td></td>
<td>$1,290.00</td>
</tr>
<tr>
<td>Two Color Monitors @ $400.00 each</td>
<td></td>
<td>$800.00</td>
</tr>
<tr>
<td><strong>Total Hardware</strong></td>
<td></td>
<td><strong>$5,150.00</strong></td>
</tr>
</tbody>
</table>

**Additional Costs**

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Costs (per year)</td>
<td>$120.00-120.00</td>
</tr>
<tr>
<td>Cost of Single Commercially Produced Courseware Program (varies considerably)</td>
<td>$30.00-250.00</td>
</tr>
<tr>
<td>Furniture (varies depending on need and preference)</td>
<td>$150.00-500.00</td>
</tr>
<tr>
<td><strong>Total Additional Costs</strong></td>
<td><strong>$300.00-870.00</strong></td>
</tr>
</tbody>
</table>

**Estimated Total Budget Using Minimum Additional Costs**

*(5,150.00 + 300.00)*

$5,450.00

*Most libraries have access to group purchasing discounts. Thus, these costs may vary considerably.*

In programs based on in-house courseware, development costs for the courseware are critical budget items. Figure 2 lists fixed items that must be considered when developing computer-based courseware. Costs assigned to individual items should only be viewed as an example; actual costs may vary with the institutional setting.
Program Budget Using In-House Developed Courseware (per 100 students)

See Figure 1 for minimum fixed budget costs in addition to in-house courseware (hardware, service costs & furniture)

- Content Specialist Salary (for a minimum of 100 hours @ a median salary of $15.00/hour) $1,500.00
- Programmer Salary (for 160 hours @ $10.00/hour) $1,600.00
- Editor Salary (for 32 hours @ $15.00/hour) $480.00
- Documentation (optional) which may include a technical description of the program goals; evaluative data; and/or supplementary reproducible materials (requiring an average of 40 hours of time @ $15.00/hour)

Estimated total budget $9,630.00

Another budgetary concern is the question of cost-effectiveness. J.V. Boettcher and M.K. Drew, for Control Data Corporation, have calculated the cost-effectiveness of CAI through a cost comparison and analysis of traditional and computer-based instruction. Part of this analysis includes a mathematical formula which is useful in determining when it is cost effective to produce in-house courseware. It is particularly useful for calling out the factors that must be considered in order to determine cost-effectiveness.

Appendix A provides worksheets and instructions for doing a cost comparison for a specific instructional need; it is recommended that these worksheets be used only as a first, broad look at any given instructional need. It should be noted that figures assigned to fixed items, for the sake of example, will vary. If it appears as if computer-based courseware would help serve your library user education program needs, a consultant from Control Data Corporation should be contacted to help adapt the cost comparison to a particular institution.

In addition to the preceding considerations, planning for a computer-based library instruction program should include a promotional strategy. Teaching faculty and students should be included in this strategy planning. Approaches assuring the use of the CAI lessons might include workshop offering, brochures, journal articles, and duplication of the computer courseware for national distribution.

Hopefully, this paper has shown you that a computer-based library instructional program is a viable and necessary component of library services to off-campus
students and faculty. The instructional need is there; the technology is available; and the time for action is now.

References


Peekstok, S.V. *Benton Harbor Student Profile Survey.* Unpublished manuscript, Western Michigan University, Division of Continuing Education, 1979.


## V. Traditional - Computer Based Instruction Cost Comparison *

<table>
<thead>
<tr>
<th>Costs</th>
<th>Traditional</th>
<th>CBE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Actual CWHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TRAD.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_CWHS x .75 =</td>
<td>CBE CWHS</td>
</tr>
<tr>
<td><strong>Delivery Cost</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per Day (8 Hrs/Day)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner Salary Day</td>
<td>$ <em>X</em> DAYS X</td>
<td>$ <em>X</em> CWHS = $</td>
</tr>
<tr>
<td></td>
<td>STUDENTS/SESSION</td>
<td></td>
</tr>
<tr>
<td>Per Diem</td>
<td>$ <em>X</em> DAYS X</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>STUDENTS/SESSION</td>
<td></td>
</tr>
<tr>
<td>Instructor/Day</td>
<td>$ <em>X</em> DAYS =</td>
<td>N/A</td>
</tr>
<tr>
<td>Classroom/Day</td>
<td>$ <em>X</em> DAYS =</td>
<td>N/A</td>
</tr>
<tr>
<td>Materials</td>
<td>$ <em>X</em> STUDENTS =</td>
<td>$</td>
</tr>
<tr>
<td>Fixed Travel (Airfare)</td>
<td>$ <em>X</em> STUDENTS/</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>SESSION =</td>
<td></td>
</tr>
<tr>
<td>Variable</td>
<td></td>
<td>$ <em>X</em> CWHS = $</td>
</tr>
<tr>
<td><strong>Terminal</strong></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Total Delivery</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(COST OF TRADITIONAL DELIVERY FOR A CLASS OF STUDENTS)</td>
<td>(COST OF CBE DELIVERY/STUDENT)</td>
<td></td>
</tr>
<tr>
<td>For cost of traditional delivery/student, divide total by # of students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ <em>X</em> / <em>STUDENTS</em> =</td>
<td>$</td>
<td></td>
</tr>
</tbody>
</table>

*These costs should only be viewed as an example; actual costs may vary.*
COST ANALYSIS

CBE DEVELOPMENT COST
(MINUS) TRADITIONAL DEVELOPMENT COST $_____
INCREMENTAL DEVELOPMENT COST $_____
DELIVERY COST - TRADITIONAL $_____
(MINUS) DELIVERY COST - CBE $_____
CBE DELIVERY SAVINGS $_____

Using these cost analysis figures, it is possible to estimate the number of students needed to break even on CBE instruction and the cost differences between CBE courseware and traditional courseware.

(1) To determine the number of students needed to break even on CBE instruction use this formula:

\[
\frac{\text{INCREMENTAL DEVELOPMENT COST}}{\text{CBE SAVINGS}} = \frac{\# \text{ OF STUDENTS TO BREAK EVEN ON CBE}}{\# \text{ OF STUDENTS}}
\]

(2) To determine the cost difference between CBE courseware and traditional for a specified number of students, use this formula:

\[
(\text{TRADITIONAL DEVELOPMENT } + (\# \text{ OF STUDENTS } \times \text{TRADITIONAL DELIVERY COST})) - \text{CBE DEVELOPMENT } + (\# \text{ OF STUDENTS } \times \text{CBE DELIVERY COST}) = \text{CBE COST SAVINGS.}
\]

\[
(____ + (____ \times ____)) - (____ + (____ \times ____)) = ____.
\]
DIRECTIONS FOR FILLING OUT A COST-COMPARISON SHEET FOR TRADITIONAL VS. CBRE COURSEWARE

(see attached sample comparison if you have questions)

COSTS: TRADITIONAL

1. In the space next to development, fill in the cost of development for a specified course.

2. In the space next to ACTUAL CWHS, place the number of courseware hours.

DELIVERY COSTS: TRADITIONAL

3. Figure that each traditional day of instruction covers 6 hours of instruction. So divide the number of courseware hours by 6. The number of courseware hours divided by 6 is the number of days of delivery. In the space next to Learner Salary Day, fill in the estimated daily salary, multiply by the number of days, and then multiply by the average number of students per session. That figure is entered after the equal (=) sign.

4. In the space next to per diem fill in the average per diem cost, multiply by the number of days of instruction, multiply by the average number of students who will need to travel (include instructor's per diem here also), and enter result after the equal (=) sign.

5. In the space next to Classroom/Day, fill in the cost for any classroom, multiply by the number of days of instruction, and enter result.

6. In the space next to MATERIALS, enter the cost for materials for each student and multiply by the number of students.

7. In the space next to travel, enter the average cost of airfare, multiply by number of students who need to travel (include instructor's travel here), and enter result.

8. In the section called Total Delivery, enter the sum of all the figures, divide by the average number of students per class. This result is the cost per student for delivering that course.
COSTS: CBE

1. In the space next to Development, enter the cost of development for a course.

2. In the space next to ACTUAL CWHS, enter the number of CWHS of the traditional course, multiply by .75. This figure gives you the number of typical courseware hours of a CBE course.

3. Under delivery cost, in the space next to Learner Salary Day, enter the average salary hour, multiply by the number of CBE hours, and enter result.

4. In space across from MATERIALS enter average cost of materials for a student.

5. In the space next to TERMINAL, enter the hourly cost of a terminal, multiply by the number of courseware hours in the hour, and enter result.

6. In the space next to total delivery, sum figures under delivery cost. This is the cost of CBE delivery/student.
Appendix A

This section provides a cost comparison of an "average" 12-hour course. Costs are projected for the same course if developed and delivered for the traditional mode and if developed and delivered for computer-based education mode.

Certain assumptions were made to complete this cost comparison.

- The traditional course was assumed to be 12 hours long.
- The learner salary was assumed to be $25/hour including burden.
- The class was assumed to have 20 students.
- It was assumed that 20% of students (4) plus the instructor incurred travel and per diem expenses.
- It was assumed that there was a $10 a day fee for classroom.
- It was assumed that materials cost per student to be $10.
- It was assumed that the course was 7 hours of PLATO, 2 hours of Text.

The cost comparisons - as broken out in this example - should definitely be viewed as only one example out of an infinite number of possible examples of training needs. These cost comparisons are presented primarily to illustrate the types of variables and costs that affect total training costs.
## V. TRADITIONAL - COMPUTER BASED INSTRUCTION COST COMPARISON

(Continued)

<table>
<thead>
<tr>
<th>Costs</th>
<th>Traditional</th>
<th>CBE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development</td>
<td>$22,500</td>
<td>$62,181</td>
</tr>
<tr>
<td>Actual CWHS</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery Cost</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per Day (6 hrs/day)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner Salary Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per Diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor/Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom/Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixed Travel (Airfare)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable Terminal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Delivery</td>
<td>$11,020</td>
<td>$70</td>
</tr>
</tbody>
</table>

*These costs should only be viewed as an example; actual costs may vary.*
COST ANALYSIS

APPENDIX A (CONTINUED)

CBE DEVELOPMENT COST $62,181
MINUS TRADITIONAL DEVELOPMENT COST $22,500
INCREMENTAL DEVELOPMENT COST $39,681
DELIVERY COST - TRADITIONAL $551
MINUS DELIVERY COST - CBE $305
CBE DELIVERY SAVINGS $246

Using these cost analysis figures, it is possible to estimate the number of students needed to break even on CBE instruction and the cost differences between CBE courseware and traditional courseware.

(1) To determine the number of students needed to break even on CBE instruction use this formula:

\[
\text{INCREMENTAL DEVELOPMENT COST} = \frac{\# \text{OF STUDENTS TO BREAK EVEN ON CBE}}{\text{CBE SAVINGS}}
\]

\[
\frac{39,681}{246} = 159 \text{ STUDENTS FOR THIS EXAMPLE}
\]

NOTE: This is break-even point for moderately priced traditional course with the stated assumptions. This point would be much lower for expensive traditional training (approximately 70 students). Break-even point would be higher for very inexpensive traditional training (approximately 300-400 students).
(2) To determine the cost difference between CBE courseware and traditional for a specified number of students, use this formula:

\[
(\text{Traditional Development} + (\# \text{ of Students} \times \text{Traditional Delivery Cost})) - \text{CBE Development} + (\# \text{ of Students} \times \text{CBE Delivery Cost}) = \text{CBE Cost Savings},
\]

\[
(22,500 + (200 \times 351)) - (62,181 + (200 \times 305)) = 9,519. \text{ (savings for this example)}
\]
TEACHING SYSTEM ANALYSIS TO LIBRARIANS OVER TELENET

by

Dwain L. Scott

Emporia State University

The purpose of this paper is to outline the development and implementation of a TELENET system analysis course of instruction within the curriculum of a library school. The basic premise is threefold; first, that a need exists for professional librarians to study system analysis; second, that development of a course of instruction should be based upon a three dimensional philosophy of library science; and third, that although instruction over TELENET poses unique problems, use of audio networks is feasible for implementation of this instruction. The proliferation of information and escalating cost of that information is forcing librarians to investigate system analysis techniques. Research indicates that information is growing at close to an exponential rate and that management of the growth of this information has become a major problem for librarians (Tague, 1981). Additional studies indicate that information is also becoming more expensive. A paper by Wilfrid Lancaster, Laura Drasgow and Ellen Marks, in 1980, pointed out that as the general rate of inflation increased to 40%, the price of secondary publications increased to 850%. System analysis, a new library science discipline, is a tool which helps meet the demand for effective management of this escalating volume of expensive information. This discipline employs computers to accomplish library objectives more efficiently. The employment of computers in library systems has, however, followed two different approaches (Salton, 1980). The first approach, piecemeal automation, was initially used in small libraries and consisted of converting operations to digital processing one application at a time. A librarian employing this approach might automate circulation, acquisition and cataloging but only one function at a time. Piecemeal system development resulted in uncoordinated subsystems requiring extensive retrofit and culminated in insurmountable management problems. Librarians employing these systems were disillusioned and forced to look for something else. The second approach to library automation was development of an integrated system dealing with the total library. This approach has been more successful and librarians today are using this system approach as a means to manage information within limited resources. However, the system approach has its disadvantages.
A key drawback is a requirement either to train librarians in this field or to hire system specialists. The employment of specialists has the disadvantage of communication difficulty between the specialist and the librarian. Professional librarians realize they cannot perpetuate an archaic system, nor can they turn over control of information to specialists with whom they cannot communicate. The resolution of this dilemma appears to rest upon the responsiveness of librarianship to system analysis. Librarians, as individuals, must have adequate technical training to participate in this field, and the library profession as a whole must be receptive to these new ways in which information and people are brought together. However, librarians are fearful. They are afraid of the unknown, of obsolescence or replacement, of future social problems, and a fear greater than any other is a fear generated by a combination of math anxiety and an assumption that system operation is primarily mathematics (Phi Delta Kappa Newsletter, 1982). These fears can be overcome. Through the process of continuing education, librarians can become a part of the changing world and once a measure of success has been achieved they will be willing to launch out into the world of progress, a world that will become even more complex in the years ahead, where there will be an even greater need to develop library skills to cope with change.

Library educational institutions have also failed to meet the requirements of a change-oriented clientele. Schools have continued to teach low level library skills already relegated to non-professionals instead of addressing technical subjects. Also, they have failed to recognize that librarians have a need for self-directed professional development but cannot afford the luxury of driving to a university three times a week or of taking time off from jobs to attend classes.

Instructional technology, or techniques born of the communication revolution, is used to resolve this problem for the 1400 Kansas Librarians. The Kansas Regents Network (TELENET) is being used as an alternative communication vehicle for teaching system analysis to practicing librarians. The network is a convenient educational communication system linking 34 locations throughout Kansas. Use of the network provides maximum education for minimum expenditure of resources. The ability of librarians and library educational institutions to adapt to this self-directed process of learning may provide the best means for survival in the turbulent years ahead.

The program described in this paper follows the educational philosophy that instructors should be more concerned with application of basic ideas than with accumulation of information. The goal of this course is not learning system analysis as a content subject but learning
from analysis as a mode of thinking so that concept analysis becomes a lifelong tool. This goal requires students to experience education rather than to observe an educational process. Experiencing education is a personal and private event: it must, therefore, be undertaken from the point of view of the student having the experience. What the professor does, essentially, is to make a prediction concerning what students will experience if they perform certain tasks under certain conditions. But the act of experiencing requires students to abstract and draw concepts, or to separate what appears united and reassemble the pieces in different orders. Many librarians, however, look upon change with a sense of anxiety and fear. They want things to stay the way they are. So the experience must assist librarians in the revision of their library philosophic concepts without undermining the form and security these concepts provide.

Educators, especially library science educators, tend to over generalize the philosophy of librarianship. Some of these generalizations are revealed in their statements about library functions. "The library is the storehouse of knowledge." "The library is a mirror of the universe." "Librarians are service elements." "The library is the heart of the University." They are equally as confident and as conflicting about their points of view. Some express a humanistic orientation while others are scientific or idealistically oriented; some express a materialistic point of view, and a few even approach a holistic system theory.

To preclude misunderstanding in the instructional program for system analysis, it is necessary that participants view librarianship from the same perspective because if basic suppositions are different, no amount of reasoning can bring about system results that coincide. A three-dimensional philosophy of librarianship is used for system analysis course development and implementation (Nitecki, 1980). Conflicting philosophies and perspectives are subsumed within these three dimensions. The first dimension is a procedural level and includes bibliographic organization, storage and retrieval of media. A second level is the contextual level and includes a consideration of the knowledge contained within that media: the highest level, and one not as frequently taught in library schools, is the conceptual level, or the putting together of elements and parts to form a complete whole. It is at this last level that ideas based upon common properties, events or qualities are brought together to develop into new aspects of knowledge. Conflicting philosophies of librarianship are subsumed under these three dimensions; the procedural level includes selection, cataloging, storage and retrieval; the contextual level includes information contained within the media; and the conceptual level includes the combining of ideas and the growth of knowledge. A library system analysis course based upon these dimensions presents the same appearance from all perspectives. Operating system subroutines are developed at the procedural and contextual
levels and system management is conducted at the conceptual level.

In terms of the foregoing philosophy, a Master of Library Science introductory course in system analysis was developed for presentation over the Kansas Regents Network. Course objectives were structured through three levels of cognitive behavior: knowledge and comprehension, application and analysis, and synthesis. The following five specific objectives provided for course orientation; (1) to develop an understanding of such basic system analysis principles as flowcharts, design, management and documentation, (2) to comprehend and interpret conceptual ideas based on the common properties of groups of objects, events or qualities, (3) to apply measures of central tendency, Venn diagrams and probabilities to concrete situations and to predict outcomes, (4) to introduce uncertainty into time/cost schedules, (5) to plan an element of a system with appropriate abstract relations based upon an analysis of factors involved. The emphasis in this course is on practical aspects of library system development within a framework of concept analysis. Students develop subroutines for the procedural and contextual levels and manage library systems at the conceptual level. Students become familiar with methodological procedures and technical vocabulary by reading two textbooks: The System Analyst and Thinking With Concepts.

No course prerequisites are required, but much of the course involves logic and mathematics; therefore, continuing steps to avoid math anxiety are taken. Since some familiarity with the basic notions of probability theory is essential for developing systems, a brief review of probability theory is required for students with less preparation. At the advanced level, courses in statistics and logic should be required so that researchers in the theory and methodology of library system analysis can be trained.

Graded assignments for this course include: (1) Composition of a persuasive essay at a high level of abstraction, on a library system analysis concept, (2) Analysis and documentation of a segment of an information system to include: system description, output narrative, input analysis, sample of documents and forms, flowcharts, arrow diagram of the system with critical path designation, project evaluation and review technique (PERT) charts of system development, and project durations using the logic of the critical path method (CPM). Minimum expectation in papers includes, a demonstrated understanding of the theoretical knowledge of concept evaluation and system analysis, familiarity with technical language, and a foundation in rhetorical communication.

A detailed course syllabus, approaching workbook status, was written and provided to each student at the initiation of instruction. The major course segments in
this syllabus are: (1) understanding the principles and theoretical framework of system analysis including classification of models, measures of central tendency and probability theory, activity networks and arrow diagramming—3 units, (2) comprehension and interpretation of system analysis processes including the addition of time to arrow diagrams and determination of critical paths, concept analysis and logic, communications theory and PERT, CPM and development of cost curves—5 units, (3) practical application of measures including interaction with computers using BASIC language, programming functions, loops and entering data into computer systems—5 units. A total of thirteen, 3 hour lecture units and two, 3 hour examination units was scheduled.

Outline of System Analysis Syllabus
Understanding the Principles and Theoretical Framework of Analysis (3 units).

These units focus on modeling concepts and on a review of mathematics. Frequently, in the development of library systems, too little time is devoted to an analysis of the interaction of components which results in a rapid development of a weak system and requires many changes and retrofits. The use of graphic techniques facilitates understanding system dynamics and holistic analysis which results in development of a stronger system. Murdock and Ross suggested the classification of models shown in Table 1. These models are discussed and students construct similar library system models.

<table>
<thead>
<tr>
<th>Class</th>
<th>Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function</td>
<td>Descriptive, Predictive, Normative</td>
</tr>
<tr>
<td>Structure</td>
<td>Iconic, Analog, Symbolic</td>
</tr>
<tr>
<td>Time Reference</td>
<td>Static, Dynamic</td>
</tr>
<tr>
<td>Uncertainty Reference</td>
<td>Deterministic, Probabilistic</td>
</tr>
<tr>
<td>Generality</td>
<td>General, Specialized</td>
</tr>
</tbody>
</table>

Table 1
Classification of Models

Review of mathematics includes measures of central tendency and probability theory. Three situations are introduced where measures of central tendency are helpful. First, a comparison of group performance to a standard reference, for example, reading preference of a specific group of young adults compared to national norms. Second, the indication of a performance standard not previously known, for example, circulation of paperback books in a library. And third, comparison of a level of performance under two or more conditions, for example, circulation change in relation to change in operating hours. Only the
mode, median, mean, range, variance and standard deviation are reviewed. Student activities are designed to stimulate problem analysis rather than cookbook type formula substitution. In designing a time problem using measures of central tendency, for example, times should be expressed in hours and minutes so that the student must convert to a single measure and the problem should require, but not specify, the establishment of a base time for comparison.

Review of probability theory is introduced with three closely related topics: (1) seven axioms for the algebra of events, (2) sample space, (3) probability measures. The seven axioms for the algebra of events are:

1. Events are collections of points in space.
2. The universal event is the collection of all points in the entire space.
3. The complement of an event includes all points in the universal event which are not included in the event.
4. The null event contains no points and is the complement of the universal event.
5. The intersection of two events represent all points which are included in both events.
6. The union of two events represent all points which are in either event or in both events.
7. Two events are equal if each event is included in the other event.

Venn diagrams, or pictures of events in a universal set, are used to illustrate the concepts specified in the algebra of events.

Probabilities are assigned by adding three probability axioms to the seven axioms for the algebra of events. The three probability axioms are:

1. For any event, the probability of that event is equal to or greater than zero.
2. The probability of the universal event is equal to 1.
3. If the combination of two events is equal to the complement of the universal event, then the probability of the sum of the two events is equal to the sum of the probability of each event.

These ten axioms provide the framework for computing probabilities in this course but can also be used for more complex problems. In order to minimize math anxiety,
students are not required to compute probability problems at this time but are provided sample exercises and solutions.

Comprehension and Interpretation of System Analysis Processes (5 units).

The basis of successful system development technique is an activity network or project network model (Whitehouse, 1973). Two major variations of this model are applied to the management of information systems in this course: PERT—project evaluation and review techniques, and CPM—critical path method. The basic feature of PERT is an estimate of a time span followed by the generation of overall project duration and probabilities for meeting time estimates. Unlike PERT, CPM considers duration over a range of costs and estimates the minimum cost of any feasible duration.

The heart of activity methods is development of networks for carrying out the programs. These networks show precedence and relationship between program elements and are called arrow diagrams. Students develop simplified arrow diagrams representing interrelationships among library activities. Dummy activities are introduced to place additional restraints on specified tasks (Figure 1).

**Figure 1. Activity network with time estimates**

In Figure 1, the project starts with tasks A and B. At the completion of task A, task C may start; and at the completion of both tasks A and B, task D may start. Task C follows task A, and task E follows both C and D. There is no relationship between task C and D except they both follow A. Time estimates are made for each task and included in arrow diagrams. In Figure 1, it can be seen that path A,C,E would require nine time units and path A,B,D,E would require eight units. Therefore, path A,C,E is the critical path or the shortest path from the first to last task completing all activities. Any shortening of the project must be along this path.
In the example shown, all of the relationships are apparent by inspection and mental arithmetic; however, in a library project the number of activities is greatly increased and algorithms are used for determination of critical paths and other scheduling information. The network is solved from the earliest event to the last activity and then analyzed working backward from the last activity to the first event. Solution of the network provides not only the critical path but also the time any task may be delayed before it affects the project completion time and the time any task may be delayed before it affects the earliest starting time of a task immediately following.

Two new units are introduced at this time: an exercise in concept building and an introduction to communication processes and functions. Students are often confused by ambiguity in the use of the word communication. The word is used in only two ways in this course. It refers to the process of stimulating meaning in a human mind by means of a message and at the same time, it refers to the process by which these messages are transferred from one place to another. Concept analysis, the other element in this unit, goes deeper than the meanings being communicated. It is concerned with the significance of words and is related to abstractions within the message.

The importance of rhetorical communication techniques in the development of abstract concepts has been recognized for years, but most students approach communications, especially system communications, with inadequately developed rhetorical thought processes. They assume that a system, once developed, will work and that patrons will accept it because it is working. System development based upon weak communications between librarians and patrons will probably not succeed. If such development does succeed, it is by accident rather than design. This unit addresses the rhetorical thought and applies that process to communication of system analysis information. Students are presented persuasion models in the most rudimentary form of claim, warrant and data, and then these models are amplified by the addition of reservation and qualification. Students demonstrate understanding of this process by selecting an information system concept, at a high level of abstraction, and writing a persuasive essay on the topic. Student comprehension of communication knowledge is broadened through a descriptive unit on communication concepts and vocabulary. Basic communication elements, investigative approaches and the tools of language, symbols, senders/receivers, messages, noise and channels are presented. The Individual Difference Theory is contrasted to the Social Category Theory, and then the acceptance of ideas is represented by a synthesis of various adoption studies into an adoption curve (Blake and Haroldson, 1975).

Having taken a two unit diversion from system modeling, students are brought back to activity networks and introduced to PERT by the addition of time estimates and
project durations. Standard deviation of time estimates and probability theory is used to calculate scheduled time for events, time of project completion, and the probability that particular activities will have slack during development.

Cost data is introduced into activity networks by assigning two cost estimates to each activity. These two estimates are based upon a relationship between time and money (i.e., the shorter the time the higher the cost, and the longer the time the smaller the cost). The mathematics of CPM develops various project durations from which optimum schedules are selected. Selection of a particular schedule from alternatives will depend upon individual student project objectives. The relationship among direct, indirect, and total project costs is represented by cost curves that are combined with effectiveness curves to determine optimum break points.

Application of System Analysis Processes (5 units).

System analysis is primarily a problem solving process. Logical patterns demanded by programming, however, often change the perspective from which the problem is being solved. In studying and applying programming language to library problems, the student becomes conscious of these different perspectives. But the key to understanding this logic and an essential skill for using systems is the knowledge of at least one computer programming language. BASIC is the major language used with many desk top computers and is an excellent first computer language. It includes many of the logical and conceptual components found in other programming languages but requires a minimum amount of mathematical background.

The general approach to this segment of the course is to begin with short programs and build them into larger segments. Although students derive greater benefit from seeing programs run, this course is organized without the aide of hardware, since problem solving techniques can be developed with or without a computer. The first language unit is designed to familiarize students with numerical constants and variables, arithmetic operations, BASIC expressions, and program statements. No matter how well constructed the program statements are, they cannot be used until the student tells the computer to put the results into some meaningful form; therefore, print statements, commands, error messages and spacing is presented. The student is now ready to write a first program; but before writing any programs, students should be cautioned to document problem analysis, input, data manipulation and output in clear text. The initial programs are written to perform simple functions that are familiar to students; find the volume and surface area of a rectangle, convert degrees Celsius to degrees Fahrenheit, or compute the selling price of a book when the list price and discount are given. The student is taught to interact with the system by using input, print and directional statements. Then with the introduction of
conditional transfers, the full potential of computers can be applied and students have the tools to use the computer for decision making. The decision technique, however, involves comparison of two BASIC expressions so relational symbols are introduced. The programming logic is now more complex, and students are encouraged to pictorially display logic through use of programming flowcharts. BASIC problems are often formulated in mathematical terms so two types of functions, included in the language, are now addressed; library functions are described by example and flowcharts and user defined functions are described by the same techniques. Students now should be able to write programs with simplified logic. The last unit in this instruction addresses "read" and "data" statements which allows input of long lists of data values without excessive typing.

This paper does not attempt to describe in detail the complete syllabus. Rather, it proceeds from the framework developed in the section on needs assessment to discuss the conceptional base on which the syllabus rests. Students are led to grasp the intimate and often difficult relations between library system problems and the design and methodology of solutions. Students are encouraged to think relationally and structurally. They are then required to demonstrate understanding of the total symbolic process of system analysis by presenting an original segment of an analyzed problem.

The first system analysis course built upon this syllabus was tested on campus during the summer of 1981. A six week course was taught to ten students. Seven students successfully completed the course, two withdrew, and one did not meet minimum criteria. The primary weakness discovered during the test class was a lack of sample problems and exercises in the syllabus. Subsequent revision corrected this fault before the course was presented over TELENET. Student evaluation of the test course indicated that the course stimulated critical thinking, and that reading and other assignments were appropriate, and that the subject matter was vital to the library program.

During the 1982 spring semester, the course was offered via the Kansas Regents Network. Thirty students initially registered for the course and twenty-three successfully completed the instruction. Of the thirty initial students, 7 withdrew, 14 completed the course in an outstanding manner and 9 completed in an excellent manner. No students completing the course failed to meet minimum criteria. The class was conducted for fifteen, three hour periods. Instruction was broadcast to 9 different TELENET stations throughout Kansas.

Evaluation of the course was largely in relation to the five objectives stated earlier in this paper; however, evaluation of course effectiveness, so soon after the course was implemented, can only be predicted. Prediction of long-range course effectiveness is possible, according to
Carl Rogers and Ralph Tyler, if self-initiated activities reflect accomplishment of course objectives. The fifth objective, to plan an element of a system with appropriate abstract relations based upon an analysis of factors involved, subsume the first four objectives and is used as the device for prediction of long-range course effectiveness.

The following subjects were selected by students for self-initiated system analysis design.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of students selecting this subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bibliographic control</td>
<td>3</td>
</tr>
<tr>
<td>Document and purchase control</td>
<td>3</td>
</tr>
<tr>
<td>Inventory control</td>
<td>4</td>
</tr>
<tr>
<td>Circulation control</td>
<td>5</td>
</tr>
<tr>
<td>Sales (Church school)</td>
<td>1</td>
</tr>
<tr>
<td>Selection analysis</td>
<td>1</td>
</tr>
<tr>
<td>Church membership &amp; donation control</td>
<td>1</td>
</tr>
<tr>
<td>Remedial reading</td>
<td>1</td>
</tr>
<tr>
<td>Cafeteria operation</td>
<td>1</td>
</tr>
<tr>
<td>Serial control</td>
<td>2</td>
</tr>
<tr>
<td>Short story indexing</td>
<td>1</td>
</tr>
</tbody>
</table>

Evaluation of these projects was weighted in the direction of critical and logical thinking. The first element evaluated was the problem statement. Did the student identify the problem addressed simply, clearly, and completely? A fundamental principle of problem statement is that if one wants to solve a problem, one must know what the problem is. After problem evaluation, the design was evaluated against the following six criteria:

1. Does the system meet the stated requirement?
2. Is the system kept within stated constraints?
3. Is the system workable?
4. Is the system controllable?
5. Does the system fit into the operating environment of the facility?
6. Can the design be improved upon?

The elective projects submitted by students enrolled in the TELENET system analysis course were all evaluated at well above minimum course criteria. No higher praise can be given except to say that all projects addressed a specific problem, and all projects were workable. It may therefore be assumed that long-range course effectiveness predictions are positive. Short-range evaluation by students was
conducted through an anonymous questionnaire but response was so influenced by student background that it could not be used as an evaluation tool. For example, students with a strong math background wanted more mathematics taught while those students weak in math wanted less emphasis in this area.

Whether or not the other TELENET courses, modeled on the one described in this paper, will be more or less successful cannot be predicted; however, future instructors can be satisfied if they have contributed to the development of a new kind of librarian: a librarian described by Niel Postman and Charles Weingartner as an actively inquiring, flexible, creative, innovative, tolerant, liberal person who can face uncertainty and ambiguity without disorientation and one who can formulate viable new meanings to changes which threaten individual and mutual survival. The starting point for professional librarians is to understand how information and technology can be combined to deliver a better service to the patron. The success of a library system is directly related to the librarian's involvement. This has been overlooked by both library educators and professional librarians because of the highly technical nature of computer systems and the attitude that system development should be the responsibility of specialists.

There is an approach to teaching system analysis to practicing librarians, without major inconvenience, that is valid both to educators and librarians. System analysis instruction can be taken directly into the field via TELENET. This paper was written about a TELENET introductory system analysis course with the main objective of teaching foresight, insight, analysis and design. Professional librarians who master this first step, possess requisite skill to proceed to more advanced analysis. Advanced analysis could also be conducted via TELENET and should include the application of national standards to individual programs, extension of BASIC through matrix operations and the use of computer hardware for online programming. During the final phase of the process, programs should be professionally documented, retrofitted, and empirical descriptions published.

This program is a phased development to upgrade training of professional librarians in technical system analysis fields. In addition, guidance could be provided for the development of state standards and interface between systems. The program is conducted over the State network so that the maximum number of professionals can be retrained at a minimum cost.
REFERENCES


COOPERATING WITH A COOPERATIVE: INFORMATION SERVICES FOR THREE INSTITUTIONS OF HIGHER EDUCATION

by

Judy Landau and Judith Lin Hunt

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The Stamford/Greenwich Center for Higher Education is a cooperative educational facility sponsored by the University of Bridgeport, Fairfield University, and Norwalk Community College. The three institutions share a common building, and the operating expenses are divided on a basis proportionate to the amount of instructional space allocated to each institution. In addition to offering undergraduate, graduate, and non-credit courses, the Center also provides academic and career counseling and library information services.

The Center opened in September 1978, with approximately 700 students enrolled in about 60 courses and has grown to approximately 1,700 students enrolled in 109 courses in the Spring 1982 semester. The directors of extension services at each cooperating institution meet periodically to review programs and avoid course duplication to ensure that there is very little overlapping of course offerings. The University of Bridgeport offers courses in counseling, education, business management and medical technology. Fairfield University's offerings are predominately in graphic and interior design, advertising, and real estate. Norwalk Community College offers secretarial courses and undergraduate studies in mathematics, history and English.

The Library was originally housed in a small room on the main floor of the Center and was equipped with desks, shelving, supplies, several pieces of audio-visual equipment and a very basic reference collection. It was the responsibility of the part-time librarian to determine the need for further materials to support the curricula. This resulted in the purchase of additional volumes for general circulation, reference and bibliography books, and subscriptions to several journals and newspapers.

The library is now located in a larger room, and is staffed by one part-time librarian for 20 hours per week, and one part-time library assistant working 15 hours per week. Since the majority of the courses at the Center are offered in the late afternoon and evening, the Library is staffed four nights from 4:00 p.m. to 9:00 p.m. and two mornings for a total of 30 hours per week.

What type of student enrolls at the Center? This question is posed as it is of vital importance to know the characteristics of the part-time students in order to
provide appropriate and adequate library support services. According to a survey recently conducted at the Center, 48% of the students are enrolled in graduate studies, 35% in undergraduate studies, 81% are women, and 82% range in age from 20 to 49 with the mode between 30 to 39. Sixty-six percent of the students reside in the Stamford/Greenwich area and 66% are employed either full- or part-time. Priorities for choosing the Center are convenience of location, quality of courses and instruction, and class scheduling. The largest percentage of students are women who are returning to school after a 16 to 18 year hiatus to complete undergraduate studies, undertake graduate studies, or are looking for a career change. There are also many women who suddenly do not know what to do with the rest of their lives and want to enroll in a course. William Maehl, Jr. states that: "About 40 million American adults are seeking to make career transitions. They are predominately female, white, and between 20 and 39 years of age, and half have already completed some post secondary schooling. Education is one of the most frequently chosen avenues among them to affect their career change" (1980, p. 196). When a person registers for a course without a career change in mind, he or she is looking for something that has not as yet been defined in his or her own mind.

Maehl also states that "liberal education can help the adult develop a sense of vocation, not as a career in the job sense, but rather in the sense of calling or life purpose. This is often a need people have at mid-life..." (1980 p. 198). The Center attracts many such adults as it is centrally located for area residents, provides career counseling and has convenient class hours.

In a survey by Reehling, it was found that "the adult college woman now represents the fastest growing segment in the student population, and most are returning because of economic or sociopsychological reasons" (p. 491). They return to school for self-improvement or employment. Reehling's survey also revealed that 323 of the part-time adult college women almost half the women were employed, most were working 31 hours or more per week outside the home, and more than half reported they were using their own money to finance their education. The women are not only self-directed and self-motivated but also high achievers.

"Whatever the obvious reasons for resuming a formal education--to upgrade job skills or train for a second or third career, older students bring to the academic environment a different set of attitudes and expectations" (Von der Embse & Childs, 1979, p.476). And, according to Von der Embse and Childs (1979), they are more likely to be high achievers than younger students. So often the teaching staff at the Center comments on the joy and stimulation received from teaching adult students. One wonders, therefore, why the faculty frequently scale down the requirements for research and supplementary reading for the
adult students. Is it due to faculty recognition of too little time for too much, or is it concern that the materials and resources for the off-campus part-time student are just not readily available? Howard Bowen writes in Adult Learning, Higher Education and the Economics of Unused Capacity (1981) that there are two major avenues to increase the potential of the adult student. His recommendations include improving the quality of facilities and programs, including library resources.

Not to be overlooked in the discussion of student composition at the Center is the male student who comprises approximately 22% of the enrollment. For the most part he is employed full-time and is enrolled either in a business management or computer course. He is motivated primarily by job advancement. In fact, there is an increasing trend at the Center toward certificate programs. Due to the pressure of full-time employment, family life, and studies, the adult part-time male student wants to do well with as little inconvenience as possible.

A smaller but equally important group is the retirement-aged adult student who attends college for his own edification. In December of 1979, a Center survey revealed that 15% of the student body was in the age group of 50 to 59 and six percent were over 60. Although in the 50 to 59 age group there were a number of women completing graduate studies and men enrolled in courses for career advancement, the larger number were enrolled for 'learning for learning's sake.' The retirement age student is not to be dealt with lightly. The retirement age student, according to Dewey (1980), "sees college as an active means of changing themselves and their lives. Any failure on the part of the institution of higher learning, the faculty, or the other students to take their learning efforts seriously is clearly resented" (p. 500). The retirement age adult does more than his share of boosting the circulation statistics at the Library.

Now that the composition of the students enrolled at the Center has been examined, the next question is: what type of extension library services best serve the needs of the students and faculty at the Center? In assessing the services and procedures of the library in the past two years, the librarian has developed a list of ten essentials:

1) Provide and make readily available required course readings (Beaumont, 1978).

This basic service can only be achieved through advanced planning with the faculty. It is necessary for the librarian to be informed prior to the beginning of the semester of the professor's immediate and long range needs in order for the materials to be borrowed from one of the three cooperating institutions, from area libraries, or for the Center's resources to be placed on reserve. Also,
arrangements may have to be made with area libraries to place their materials on reserve in their libraries for the Center's students. For part-time working adult students to lose a week or two can be disastrous for their time considerations.

2) Provide a core collection of reference books, journals and circulating materials that are appropriate to the courses offered at the Center (Assoc. of, 1980).

In developing a core collection for the Center's three cooperating members, one of the considerations is to acquire materials and resources related to the specific courses offered at the Center. Included in the core collection there should also be materials appropriate for those individuals who are returning to school after many years and either feel insecure in their own abilities or need to brush up on skills. Accordingly, the core collection offers books on study skills, basic writing, grammar, spelling and basic mathematics.

3) Provide ready reference service to students and faculty.

By using the core collection of reference books and acquiring bibliographies and indexes, the student is able to begin research while at the Center, before using a university library or local library.

4) Build an extensive referral system (Beaumont, 1978).

The library staff must have a thorough knowledge of the resources of the neighboring libraries and cooperating institutions. An indispensable tool is A Directory of Selected Reference Materials in Libraries and Historical Societies published by a regional organization, the Southwestern Connecticut Library Council. It locates reference materials in libraries in Fairfield County, the area served by the Center. The library also has a list of periodicals of the three cooperating institutions. Bibliographies of the subjects which are taught at the Center are kept in a vertical file. The duty of an extension librarian with few resources at hand is to find out where the information is available and refer the student to the source. And if feasible, to retrieve the needed materials and deliver them to the Center for the student's use.

5) Instruct students in use of library materials (Assoc. of, 1980).

One of the characteristics of the part-time adult student is the fear and insecurity in utilizing library resources. In most cases, the student has not engaged in research for many years or never received library
instruction. Therefore, library extension services should include library instruction on a group, class and individual basis. An informal service is offered in the Library Information Room by instructing the students in the use of various reference sources when we are searching for information. Also, at the beginning of each semester flyers for the students and faculty are delivered to the classrooms informing them of our location and services (See Appendix A1-2). In the Center's 1982 fall brochure the library orientation tour conducted by the University of Bridgeport Library is advertised as one of the services offered to the students.

6) Utilize interlibrary loan service extensively.

Even though interlibrary loan can at times be slow and cumbersome and the student often does not have the time to wait, it is still one of the services most in demand. The use of interlibrary loan is also dependent upon the faculty giving advance notice of assignments, and the students recognizing the possible wait for their materials.

7) Coordinate library extension resources with courses offered.

In order to alleviate the part-time students' struggle with time considerations and lack of library skills, often the Center's library's resources are gathered together to coordinate with specific courses and displayed separately with a sign indicating that they are available for student use. Circulating materials are used so that the students may read them in their leisure time.

8) Support academic and career counseling services through a career center.

In order to support these services, the Library has a special section set aside for academic and career resources, the 'Career Center.' It has become the most popular and well-received service by both staff and students. The needs of the Career Center place a tremendous strain on the budget since the material must be not only current but also appropriate to the needs of the Center's diverse clientele. Sending for free and inexpensive materials is one method of expanding the Career Center resources. Information is also gathered from the community and local corporations. Job listings are placed on the bulletin board in the library. Books relating to career information were also culled from the library's collection and placed in the Career Center. Periodicals such as Working Mother, Working Woman, and Occupational Outlook Quarterly also form an important part of the periodical collection.

9) Provide audio-visual equipment.
The need to have audio-visual equipment available at the library to support the teaching staff cannot be overemphasized. The faculty from the three institutions rely heavily on audio-visual equipment as a teaching aid. Servicing the teaching staff of the three cooperating institutions is difficult due to the fact that there is only one of each type of equipment. This necessitates advanced and careful scheduling. At the beginning of each semester, handouts listing type of equipment available, with attached request forms, are given to the faculty (See Appendices B&C). When the request forms are returned, the name of the professor, the course, time, date and equipment needed is placed on a schedule on a reserve basis. With enough prior notification, arrangements for the transportation of equipment from one of the three cooperating institutions can be made, if the identical A.V. equipment is requested for the same time period.

10) Institute innovative procedures.

In order to meet the needs of the adult students, the librarian must keep an open minded view as to library procedures. Marilyn Lutzker (1981), librarian at the John Jay College of Criminal Justice, suggests that we use "open and creative rethinking of established modes, ... especially the ones that are so entrenched that we never give them a second thought" (p. 11). Flexible loan periods are also suggested, allowing, when feasible, class books to circulate (Fisher, 1978; Lutzker, 1981). Lutzker even suggests that seldom used reference books be allowed to circulate (Lutzker, 1981). At the Center, library reserve books circulate on a two-three day or weekly basis, and the honor system is used for checking out books. The Library is open all of the 65 hours a week that the Center is open, but is staffed only 30 of those hours. Therefore, a box is left on the desk for book cards and students and faculty are asked to sign their names and home/business phone numbers. It is akin to giving a library key to the Law Review student. The librarian also makes copies of journal articles from the main campuses after the student has done the basic research. This policy was established after a student presented a long list of articles needed for research. At first the librarian was reluctant to perform this retrieval activity, but after listening to the student's schedule, the librarian, following Ms. Lutzker's philosophy, said "Why not?" (p. 7).

The key words for the extension librarian in a cooperative setting are flexibility, adaptability and cooperative ability. The extension librarian functions as the reference, periodical, circulation and acquisition departments with expertise running the gamut from audio-visual expert to interpreter of instructions on assembling shelving and tables, to self-appointed pick-up and delivery service.
The librarian does not function solely as the guardian of resources at the extension library, but incorporates as part of the duties locating and retrieving materials from other sources for faculty as well as students. Due to budget considerations, the librarian developed the art of being a 'bag lady'. On weekly trips to the University of Bridgeport's campus library, the periodicals and reference departments are visited in search of unwanted, duplicate or discarded material. It is always good policy to have a friend or two at each of the cooperating university libraries who will readily and happily search their stacks for a book requested by a Center student or quickly research a question.

The part-time adult student who comprises almost 80% of our student body does not always have the time to travel in order to obtain the necessary resources. Therefore, when feasible and appropriate, the librarian provides pick-up and delivery service. The philosophical question is not pondered as to what comprises professionalism. The role of librarian in a cooperative setting is to support faculty and students in all their endeavors. What is professional, in this respect, is not a consideration. Educating the staff of the cooperating campus libraries of the functions of the library calls for both tact and friendly persuasion. Soliciting and receiving support and cooperation from the faculty at the Center requires that the librarian does most of the cooperating. Persistence in obtaining reading lists and book recommendations from the faculty makes the extension library work. The librarian is not confined to the boundaries of the library, but should go out into the corridors and classrooms introducing one's self and asking if a professor would like a selection of books placed on reserve at the Center. The librarian markets the wares and services of the Library Information Services.

In cooperating with a cooperative the most difficult challenge is to obtain the concordance of the three member institutions. The University of Bridgeport as the lessor of the Center facility, acts as the fiscal agent for the Center. The University of Bridgeport has assumed the responsibility of staffing and servicing the extension library. University of Bridgeport's campus library orders and catalogues the books requested by the extension librarian. Interlibrary loan is provided through the University's membership in NELINET. Fairfield University, through a grant received from the U.S. Office of Education, established an adult career and educational services center at the extension center to assist the students of the three universities. When the initial grant money for books in the Career Center was spent, no further money was forthcoming, and funding is now a part of the extension library's budget. Norwalk Community College has offered library equipment to the extension library provided that it is not first requested by Norwalk Community College campus departments. Thus, the cooperating universities are pooling their
resources for the benefit of the extension library. However, it is not enough. The cooperating universities need to recognize that their campus libraries do not support their off-campus students. It does not matter what the individual institution library holdings are. The universities do not, in the true sense of the word, support their part-time extension students who enter the academic world with a special set of circumstances. Therefore, it is incumbent upon the extension librarian to educate the directors of extension services at each cooperating institution and librarians at the main campuses with the importance of long term loans—such as long as a semester or even on a nine-month basis. The same holds true for audio-visual equipment. It is essential to have the complete cooperation of the campus librarians to ensure that they consider the library extension needs when discarding materials, shelving, and other library equipment; or consider the extension library when donations of books are received. This type of cooperation is accomplished, set up, and maintained by visiting the campus librarians and extension directors as often as possible in order to reinforce their awareness of the existence and needs of the extension library program. The extension library is a component of all three institutions, and, as such, should be regarded as an integral part of each.

In the past, the librarian has not been included in curriculum planning, nor has the faculty taken the initiative to consult the librarian before students are given an assignment. In order to remedy this situation, a proposal has been made that a library committee be formed consisting of representatives from each of the cooperating libraries and the Director of the Center. This committee will examine the projected courses to assess the extension library’s resources and to determine the contributions that would be forthcoming from campus libraries to support the program. In addition, a request has been submitted to establish scheduled meetings with the faculty to discuss and plan for their requirements for the approaching term. Moreover, it has been recommended that the extension librarian be included in the Program Committee meetings scheduled during the year with the Director of the Center and representatives from each cooperating institution so as to ensure that the necessary learning resources are available for the proposed programs (Assoc. of, 1980). Extension directors of the three cooperating institutions and the Center Director realize and understand that the quality of the courses offered at the extension are tied to the extension library resources and the services it offers to the part-time student. An injustice is committed to these students when services and resources are inadequate.

Until now, area corporate involvement and resources have been unexplored and 'unrecruited'. The Stamford/Greenwich Center is in an area well known for its corporate headquarters. Many of these corporations request
that their employees take courses offered at the Center and reimburse them for the tuition. On-site courses sponsored by the Center are now held at various corporate headquarters in the region. A Certified Employee Benefits System course is held on-site at the Singer Company. Business management courses, a re-entry workshop, and an advising and counseling workshop are also offered at on-site locations. Here is a realm for the extension librarian to explore in order to solicit support in terms of materials and financial donations.

Coordination, cooperation and compatibility between and among the three institutions, administrative staff, faculty and library is of vital importance in order to best serve the needs of the extension students and support them in their endeavors. They deserve no less than the full-time campus students. Projections have been made by Bowen (1980) that 75% of future college students will be part-time. This is a number that can't be ignored; nor should this group be cheated out of their rightful services any longer. They may be part-time students, but they are paying full-time tuition.
REFERENCES


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APPENDIX A1
LIBRARY INFORMATION SERVICES
STAMFORD/GREENWICH CENTER
FOR HIGHER EDUCATION

The Library Information Services Room is located diagonally across from the office and there is a sign overhead advertising "Library Information Services." This room contains the resources and support services which will assist you in your endeavors.

The resources which are at your disposal include the following:

1) Basic reference collection of encyclopedias and dictionaries (general and specific), almanacs, bibliographies, atlases, handbooks, indexes and directories.

2) Collection of "How to" books such as How to prepare for the CLEP exams - law exams, real estate, etc. We also have books featuring study, writing and grammar skills, and books on how to do research, and resume writing.

3) Basic materials related to your special courses such as books on banking, accounting, history, anthropology, education, counseling, gerontology, psychology, computer programming.

4) Books on career planning, job hunting and job opportunities in our Career Center.

5) Daily newspapers such as the Greenwich Times, Wall Street Journal and New York Times. We also have a collection of journals that include Psychology Today, Business Week, Education Digest, Working Mother, Forbes, Smithsonian, Aging, Technology Review, and New England Journal of Human Services.

The Library also offers a number of services to support your learning needs. They include:

1) An Inter-Library Loan System, so that you may request books and materials from Bridgeport, Fairfield and Norwalk campus libraries and area public and special libraries.

2) Materials placed on reserve for you by your instructor.

3) Photocopier at 10¢ a copy.

The Library is staffed Monday through Thursday evenings from 4:00-9:00 p.m. The Library is open during the day; however, the staff is available only on Tuesdays and Fridays from 9:30 a.m. to 2:30 p.m. If you need additional assistance in acquiring materials, I may be reached through the Center 637-4563, or leave a note in the Library Mail Box located in the Office with your name, phone number and materials needed.
The Library's circulating books and periodicals are loaned on a two week basis and special arrangements are made for class reserve books. If Jill Feyer or myself are not here, and you wish to borrow a book, please fill out book card (in pocket on back of book) with your name, phone number, and date and leave in office in Library Mail Box.

We look forward to helping you and supporting your efforts.

Judy Landau
Information Services Librarian
APPENDIX A2

TO: ALL FACULTY AT THE STAMFORD GREENWICH CENTER

FROM: JUDY LANDAU, INFORMATION SERVICES LIBRARIAN

SUBJECT: LIBRARY SERVICES

I am sure that you all know by now where the Library Information Services Room is located. However, for those of you who have not had a chance to visit or use the Library, we are located diagonally across from the Office on the main floor. You will see a sign overhead advertising "Library Information Services." The Library offers you a number of resources and services to support and supplement your courses. If the staff is kept informed of your immediate and long range plans, it will enable us to supply and reserve the necessary materials for you and your students.

The Library offers the following instructional support aids:

1) Basic reference collection

2) Periodicals in the areas of current events, education, psychology, business, counseling and aging

3) An Inter Library Loan system to obtain books, periodicals and films from the University of Bridgeport, Fairfield and Norwalk Campus Libraries, and area public and special libraries

4) Audio-visual equipment

5) A Photocopier

6) A system for you to place materials on reserve for your students

The Library is staffed Monday through Thursday evenings from 4:00 p.m. - 9:00 p.m. The Library is open during the day; however, the staff is available only on Tuesdays and Fridays from 9:30 a.m. to 2:30 p.m. If you need additional assistance in acquiring materials, I may be reached through the Center 637-4563, or leave a note in the Library Mail Box located in the Office with your name, phone number and materials needed.

Please come in and visit -- take a look around -- offer suggestions for books and periodicals that would be helpful to you.
APPENDIX B

TO: FACULTY

FROM: JUDY LANDAU

SUBJECT: AUDIO-VISUAL EQUIPMENT

Request forms for Audio-Visual Equipment may be obtained from the Library Information Services Room. If you need any AV Equipment, please fill out forms in advance and return to the library staff. You will be notified only if your request cannot be filled. Duplicate equipment or other AV equipment not housed at the Stamford/Greenwich Center may be obtained from the University of Bridgeport campus. The staff must receive the request a week in advance.

Please return all AV equipment to the Library or Office. Classes ending at 10 p.m. please make special arrangement with staff. Returning equipment is of the utmost importance since the equipment is easily lost, stolen or "misplaced."

The staff appreciates your cooperation in this matter. "Returned" equipment allows us to have all equipment available to you for the time you have requested.

Library Information Services has the following equipment:

A. 16 mm projector
B. Carousel slide projector
C. Film strip projector
D. Record Player
E. Overhead Projector
F. Opaque Projector
G. Television set, by special reserve
H. Portable video tape system, by special reserve
APPENDIX C

LIBRARY INFORMATION SERVICES

STAMFORD/GREENWICH CENTER FOR HIGHER EDUCATION

Equipment needed:

Date: Time: Room:

Special Instructions:

Signed:

FILL OUT AND RETURN TO LIBRARY INFORMATION SERVICES OR CENTER OFFICE:
YOU WILL BE NOTIFIED ONLY IF YOUR REQUEST CANNOT BE FILLED. THANK YOU.
LIBRARY SERVICES FOR EXTENDED DEGREE STUDENTS
AT THE UNIVERSITY OF WISCONSIN-GREEN BAY

by

Joan M. Robb

University of Wisconsin-Green Bay

The Extended Degree Program at the University of Wisconsin-Green Bay (UWGB) was established in 1978 to meet the needs of returning adult students interested in completing a college degree while pursuing their careers. This is a self-directed program of learning, with most coursework completed off-campus. The predominance in the program of individualized research in an off-campus setting requires that the student utilize libraries effectively and have access to library services that can accommodate their unique library needs. Accessibility to library materials and services should be equivalent to that of the traditional college student. The UWGB Library Learning Center and the Extended Degree Program have cooperated since the program's inception to develop services to meet these needs.

The Extended Degree Program is a Liberal Arts program providing a Bachelor of Arts: General Studies Degree. This is an upper division competency program combining lifelong learning and problem solving. Students must complete or demonstrate competence at the junior/senior level in six areas. These include four credits in problem-solving, six credits in communication skills, and nine credits in each of the following areas: business and economics, social sciences, natural sciences, and humanities and the fine arts. A fifteen credit area of emphasis from one of the last four areas or a combination must also be completed. The areas of problem solving and communication skills are an essential part of the degree. They are included to assist the students in the process of inquiry and be applied to their other coursework. It is recommended that these competencies be completed early in the program. The other competency areas reflect the philosophies of the departments on the UWGB campus and are designed to combine a liberal arts program with application to the professions.

The Extended Degree Program is a self-directed program of study. All students are assigned advisors to assist them in designing their schedules, which are set up on a yearly basis. A variety of course formats are available, providing both individual and group learning situations. The majority of coursework to fulfill competencies is completed through learning contracts. These are based on written agreements between the professor and student. The agreement, in syllabus form, outlines the course of study based on study guides developed by faculty in each competency area. The agreements can be adapted to meet an individual's needs and incorporate a student's personal experience along with
readings, assignments, and research. Learning modules also provide a means of fulfilling competencies. These are self-paced learning programs, more structured than the individualized programs and include introductory materials, reading lists, and assignments, as well as tapes or slides depending on the module. Group learning situations are also offered. Seminars and workshops provide students with a classroom learning situation and an opportunity to meet with other Extended Degree students. Seminars are set up on a contract basis with preparatory readings, a Saturday class, and interim assignments, followed by another class one or two months later. An annual summer week session is offered providing students with learning and social activities on campus. Courses taken at this time are arranged on a contract basis with preparatory readings, and independent assignments after the sessions are concluded. In addition, students may fulfill competencies with on-campus, media, and extension classes approved by their advisors.

An important element of the program is the Adult Learning Seminar, a two credit course required for students in their first year. The seminar provides an overall introduction to the Extended Degree Program focusing on the theme of adult education. The seminar functions in two ways: social and academic. In the social context, the seminar is designed to ease the adjustment that adult students may have when returning to college. There is interaction between students in similar situations and discussion by faculty on the adult in higher education. In the academic context, students are tested for reading and writing skills based on preparatory readings assigned before the on-campus session, and the writing of papers following the seminar. This also assists in establishing a study routine with the objective of maintaining the pattern in their other studies.

Students may be admitted into the required courses of the competencies with 62 credits of lower division coursework. This includes transfer credits from other schools and evaluation of work experience equivalent to coursework. Students may also prepare to enter the program by taking required lower division coursework. In this case, the advisor will assist in planning a schedule of required background courses from programs around the state and specially designed learning modules. At the present time there are 240 students enrolled in the Extended Degree Program, most residing in the central and eastern part of the state more than 50 miles from UWBG. The average age of a student is 38.

The library needs of Extended Degree students were considered very early in the development of the program. The predominance of individualized coursework and research in such a program increases the student's reliance on library resources. The library facilities and materials available to them are therefore significant factors in their
learning effectiveness. Access to appropriate research materials is vital.

In developing library services for the Extended Degree Program, it was evident that students might require assistance in obtaining appropriate materials, guidance in research strategies, and/or help in accessing some libraries. A Liaison Librarian for the Extended Degree Program was appointed to assist students. The librarian was familiar with the students' courses and research needs, and as their library contact provided continuity for students when they requested assistance, reducing possible barriers students might have felt when asking for help.

Students received a letter of introduction from the librarian when they enrolled in the program outlining the services available to students and the way to contact the librarian by phone or mail. These services included obtaining materials to supplement local library collections, assistance with research strategies, helping with any problems when a student used the UWGB Library, and arranging for students' use of libraries throughout the state if this was necessary.

Although these services were considered adequate during the first year and a half, it was necessary to evaluate their effectiveness. A survey on student utilization of libraries was viewed as the most effective means of analysis. This survey was conducted in the summer of 1980. The survey consisted of thirty-one questions focusing on three major areas: the student's perceived need for library use in the program, access to libraries, and knowledge and utilization of library services and research techniques. Questions were designed to provide information on library use in relationship to library type. Directions also indicated that personal comments or questions could be included whenever the student wished.

Of 107 surveys sent out, 31 or 29% were returned. Results indicated that 100% of the respondents recognized the need for libraries to succeed in the program and used libraries as their primary information sources. Seventy-one percent (71%) used the library nearest them with greatest frequency. Seventy-two percent (72%) were within five miles of a public library, 38% were within this distance of a college library other than UWGB, and 11% were within five miles of UWGB. Libraries were used by 100% of the students at least once per month. Fifty-five percent (55%) of them used a library once per week. Fifty-three percent (53%) of those using a library weekly relied on public libraries. Students used libraries primarily on evenings and weekends. When questioned about the types of libraries students had used, 77% had used public libraries, 45% had used a college library other than that at UWGB, and 45% had used the UWGB Library. Although 81% of the students responded that libraries, in general, were easy to use, 59% felt knowledgeable when using public libraries, while only 24%
rated themselves knowledgeable when using the UWGB Library, and 45% rated themselves in this way for other college libraries. Eighty-two percent (82%) felt they used libraries efficiently when working in a public library, while only 54% felt this way when using an academic library.

Students indicated a reliance on more traditional library services such as reference and circulation in all types of libraries. An analysis to the response concerning the type of materials used for research shows that 75% relied on books rather than journal articles. Other types of materials such as government documents were not used by any of the respondents. When asked how well their research needs were met, 58% replied that all their research needs were met when using the UWGB Library while only 25% were fully met by public library resources.

The results indicate that, although students recognize the importance of libraries for success within the program, their use of libraries is not particularly sophisticated. Selection of a library for research and study is based primarily on convenience, both distance and time, rather than on materials and services provided. There is a strong identification by most of the students with the more familiar library facility, the public library. The general perception by the students that libraries are easy to use must be considered in this context. As the data indicates, students felt more knowledgeable and efficient when utilizing public rather than academic libraries. The overall impression presented by the survey is that students are intimidated and overwhelmed by academic libraries. As a result, they turn to public libraries more often, even though they indicated that academic libraries are better able to meet their research needs.

The survey results clearly indicate that students are naive in their use of library research tools. Whether using public or academic libraries, students still relied most heavily on book sources. There was a tendency not to refer to journals for research, even though these contain more current information than books. Other types of information sources including media and documents were not used at all. Finally, when questioned if students had received any type of library instruction in the past, only 50% indicated that they had.

What must be considered are the possible negative effects that this limited knowledge of library resources might have on the students' performance within the program. The survey illustrates the great variation in libraries used by students and the result in inconsistency of services available to them. There is also a great lack of uniformity in the students' level of library skills. The survey succeeded in identifying two major inadequacies of library services to Extended Degree students. First, that students rely more on materials within non-academic libraries and these materials may be inadequate for college level work and
secondly, that the students' knowledge of research materials and services was generally limited and could hinder their effectiveness within the program.

The reliance on materials in public libraries is not surprising when the students' situations and the time available to them for study are considered. It is important, however, that students have access to college level materials. The supplementation of local library resources is one function of the Liaison Librarian. The survey confirmed the need for this service and stronger emphasis was made to incoming students so that they would be aware of it when researching.

The second and more important characteristic of students enrolled in the program is the basic level of knowledge they have of library services and research tools. Although the Liaison Librarian can supplement the Library resources available to a student at the local level, it is important that the student be able to utilize local materials efficiently before turning to the Librarian for assistance. Without a basic understanding of library research methods, this is not possible. The initiation of some type of library orientation was viewed as the logical solution to the problem.

Because students are enrolled in the program from throughout the state, there are few opportunities when a large number of them are on campus. The Adult Learning Seminar provides the best opportunity to reach a large number of students and also is the most beneficial for them for application to their future studies. Initially, the library orientation was set up as one of several optional sessions students could attend during the seminar. This session included a discussion of library services and procedures. Although the session was strongly recommended to students, attendance was poor. The importance of the program was reexamined and a formal library instruction session was incorporated into the weekend seminar in October of 1981.

The library instruction session is presented in a format similar to that given to students in the basic composition classes UWGB. These sessions are designed to provide uniformity in the basic library skills that Extended Degree students begin their studies with. Instruction sessions include a lecture on basic research tools and methods, an exercise which allows the students to work in the Library and apply what they have learned, and a discussion of the answers. Sessions last an hour and a quarter and are conducted by the Liaison Librarian. The lecture focuses on accessing information in the Social Sciences, one of the competency areas, and a subject from which parallels are easily drawn to other topics.

Discussion is included on basic library services such as reference, circulation and reserves. Students have full
library privileges at UWGB and this information is quite useful for them. The intention of the lecture is to make students aware of the diversity of materials found in libraries and the methods of utilizing these effectively. The card catalog is explained and emphasis is placed on how to use the subject catalog and subject heading guides. Subject dictionaries and encyclopedias are discussed and a variety of periodical indexes are introduced to illustrate different formats. These include The Social Sciences Index, Public Affairs Information Index, Psychological Abstracts, and The New York Times Index. Each has a unique feature that students should be aware of. A discussion of the Monthly Catalog to U.S. Government Publications is included because few students are aware of the diversity of information in documents. Other area collections are introduced such as media, and rare books and archives, as sources of special materials. Services available in the library such as interlibrary loan and database searches are also mentioned. Since most students do not use the UWGB library as their primary resource, parallels are drawn to other types of libraries and the services they provide. Included with the handouts summarizing basic research procedures, is a list of libraries in the state that have the indexes discussed. The need for proper documentation in research is stressed in the session and a variety of style manuals are presented.

Students complete an exercise following the lecture. This includes a series of questions requiring them to use tools just discussed. They must use the subject catalog, note various elements on a card, search periodical indexes, and locate articles. A brief discussion of the exercise and any questions complete the session.

Student reaction to these sessions has been quite favorable. Not only do they get practical experience in the use of an academic library, but they are also able to meet the Liaison Librarian and become aware of the library services available to them. It is not only reassuring for students to know someone to contact in the library, but also helpful for the librarian, providing her/him with insight into students' circumstances and research needs.

The library needs of returning adult students in an off-campus degree program such as the Extended Degree Program at the University of Wisconsin-Green Bay are unique. There is a greater reliance on individualized learning and research. Students must utilize their local library resources for much of this, but these resources and the students' utilization of them may be inadequate for college level work and affect their performance in the program. The development of library services to students, supplementing their local library resources and instructing them in library use, has functioned successfully at UWGB to offset these deficiencies and provide accessibility to materials and services that are available to the traditional college student.
EXTENDED DEGREE LIBRARY USE SURVEY

Instructions:

Please complete the following questions by 1) picking the response that best describes your circumstances or locale, 2) responding in any column that pertains to your use of different types of libraries, and 3) adding any comments you wish at any point in the survey.

The objectives of this library use survey are to determine your use of libraries and your attitude toward this use.

PLEASE RETURN THE COMPLETED SURVEY BY SEPTEMBER 3, 1980. Enclosed is a stamped self-addressed envelope to use for returning the questionnaire. Thank you!

1. To satisfy your general personal/professional information needs, would you say you rely most on
   a) Spouse
   b) Colleagues
   c) Home/business library
   d) Public library
   e) College/university library
   f) Newstand/bookstore
   g) Other

2. Do you rely most for your extended degree information needs on
   a) b) c) d) e) or f) above, or other ____________________________?

3. Do you consider use of a library necessary for academic success in an extended degree program such as this?
   a) Yes
   b) No

4. What percentage of your courses (if any) can you successfully complete without using library resources? _________

5. Please respond "yes" or "no" to the following. Feel free to add your own comments.

   a) Are you able to get to a library
during open hours?
   — during open hours?
   — near your home or work?
   b) ______ Are you having trouble finding the books/articles you need?
   c) ______ Are you familiar with library information and research techniques that can speed your searching?
   3) ______ Did you know that for: research assistance you can call a professional librarian at the UWGB Library Learning Center? Call (414) 465-2385, leave your name and phone number. The librarian will call you back shortly to assist you in finding specific books and magazine articles, or provide information and research assistance.
e) ___ Are you aware of differences among library materials collected by colleges, universities, technical institutes/junior colleges, and special and public libraries?

6. Do you consider your current use of library research tools adequate for academic success?
   a) More than adequate
   b) Adequate
   c) Less than adequate

7. What kinds of library uses are required in your Extended Degree courses? (Circle one or more)
   a) Overviews of a field of study needed when writing course contracts
   b) Curriculum support materials, e.g., Course Reserve readings or media materials
   c) Locating reading list/bibliography titles
   d) Paper/presentation research
      --using book sources
   e) --using magazine articles, and indexes and abstracts to find the articles
   f) No library use required
   g) Other
8. Have you ever used a library for finding information related to your Extended Degree course work?
   a) Once per day
   b) Once per week
   c) Once per month
   d) Never
   e) Other ____________________________

   If yes, please list which libraries you use or have used. ____________________________

   Which library do you use most frequently? _________________________________________

   Is this the library nearest you? Yes ___ No ___

9. What times of the day and week are you most likely to use any library?
   a) Weekends
   b) Monday-Tuesday
   c) Wednesday-Thursday
   d) Friday
   e) 8 to 12
   f) 12 to 3
   g) 3 to 5
   h) 5 to 9

10. How far are you from the library nearest you, whether you have access to this library or not?
    a) One mile
    b) Two to five miles
    c) Six to ten miles
    d) Over eleven miles

11. Do you find libraries easy or difficult to use?
    a) Easy
    b) Difficult
    c) Please expand or comment

12. Do you perceive any barriers, physical or otherwise, to your use of libraries?
    a) Yes
    b) No
    c) Please expand or comment

   [Columns for Library types: UGCH, Local, Public, College/Univ., Jr. College, Special]
13. What kinds of materials do you use most frequently at library(ies)?
   a) Books
   b) Magazines
   c) Please expand or comment

14. What kinds of services do you use in library(ies)?
   a) Information/Reference and research assistance
   b) Interlibrary Loan
   c) Circulation of books, magazines for home use
   d) Study space, individual or group
   e) Other

15. Are you able to obtain any necessary assistance to satisfactorily complete your research at the libraries you use?
   a) Always
   b) Most of the time
   c) Sometimes
   d) Hardly ever
   e) Never

16. Are there any other services that are not now provided by library(ies) that you believe should be provided to extended degree students?
   a) UGGB List of Magazine Holdings
   b) UGGB Course Reserve materials temporarily transferred to local libraries
   c) Other

17. The first step when you get a bibliography is to try to a) borrow the material from the Extended Degree Office or b) purchase the material from UGGB’s bookstore. What would be your next step if you could not get the needed material by doing a) or b)?
   c) Borrow material from professor's personal library
   d) Borrow material through UGGB Extended Degree Liaison Librarian
   e) Look for material at the library
   f) Purchase book from another bookstore
   g) Borrow material from another library through UGGB Interlibrary Services
   h) Borrow material through local library's interlibrary services
   i) Other

18. Would you say you have good success with your most likely alternate source of materials?
   a) Yes
   b) No

19. If no, do you try this source because of
   a) Convenience
   b) Familiarity
   c) Other
20. Sometimes, when you cannot find enough course materials at your nearest library you may need to borrow the material from another library. Do you ever attempt to obtain course materials through Interlibrary Loan services at...
   a) Yes
   b) No

21. Are you satisfied with the speed in which you receive interlibrary loan materials from...
   a) Always
   b) Sometimes
   c) Never
   d) Please expand or comment

22. Is the length of the loan period, including one renewal, adequate when you borrow materials through interlibrary loan at...
   a) Yes
   b) No
   c) If no, please explain

23. Are you aware who provides the materials or where they come from when you use interlibrary loan?
   a) Local (city/county) resource providers?
   b) Academic/university/collage resource providers?
   c) Other in-state resource providers?
   d) Out-of-state resource providers?

24. Can one library or type of library provide all your needed materials and services? (If you need more than one library to support your studies, please indicate what percent of the total support is provided by the different types of libraries.)
   a) Yes
   b) No, need more than one library for materials

25. Have you ever had a course (for credit or no credit) on how to use libraries?
   a) High School
   b) College
   c) Other
   d) Never

26. Please rate your own skills in the use of libraries.
   a) Have problems
   b) Average ability
   c) Knowledgeable
   d) Very knowledgeable
THE DELIVERY OF OPEN UNIVERSITY COURSES 
AND CAREER PLANNING SERVICES 
AT SELECTED MARYLAND PUBLIC LIBRARY SITES 

by 

Karen Brown 

University of Maryland - University College 

Introduction 

The public library provides a unique setting to meet the education and career planning needs of adults. A pilot project designed to offer Open University courses and career planning services at selected Maryland public libraries during Fall 1982 was initiated by University of Maryland University College. This paper focuses on the coordinating role of the University College Library Services office throughout the project.

Context of Project 

More than "forty million Americans or 36% of the population between the ages of 16 and 65 are in a career transition status" according to a report prepared by the College Entrance Examination Board in 1978. This report indicated the following characteristics of those in career transition:

* Most adults in transition are now employed and wish to either change fields or to change level or status in their present fields.

* Most in-transition adults (60 percent) plan to seek additional education in order to gain credentials for entry into new fields or to promote advancement in present fields.

* Adults in transition want career services of all types.

* Most in-transition adults do not know about agencies offering job or career help in their communities.

* Adults are interested in formal career services to supply what they are unable to gain through work experience and through conversations with family and friends" (Arbeiter, p. 1-2).

The characteristics found in the national study are also evident in the University of Maryland University College population. University College extends the resources of the
University throughout the state and around the world to students who cannot or choose not to enroll in more traditional full-time, post-secondary programs. Educational programs limited as little as possible by time and location are emphasized. Undergraduate and graduate programs are offered at a variety of extension locations around the state. Approximately seventy percent of University College's undergraduates are seeking additional education and training for career advancement reasons according to a recent survey (Questionnaires, 1981). Career planning services are an essential component of any educational program designed for adult students. To meet the growing need of part-time adult students facing career transitions, the Career Planning office saw a need to utilize new approaches to extend support services beyond its central location. As will be discussed further, the public library setting was recognized as a favorable site for the extension of services.

The public library was also viewed as a potential site for Open University courses offered by University College. These courses, modeled after the British Open University system, are independent study units supplemented with optional attendance at learning center meetings. The primary purpose of the learning center meetings is to provide students with the opportunity to discuss course readings and/or televised course segments. A tutor facilitates the learning center meetings, which stress informal discussion rather than the traditional lecture method. One reason for selecting the public library as a potential learning center site was because of its conducive environment. Many of the courses include videotaped materials which could be placed on reserve in the public library and easily used by students. In addition, public libraries tend to be accessible with convenient locations and hours of service. Finally, the overall educational mission of the public library clearly complements the goals of both aspects of the proposed project.

Planning Process

The University College Library Services, Career Planning, and Open University staff recognized the potential for expanding programs via the public library network. It was decided early on to develop a pilot project at a few sites and carefully evaluate the results before expanding programs statewide. To assist with implementing the project, the University College Librarian initially contacted in December 1981 the Maryland Division of Library Development and Services (DLDS), a state office that provides program development support primarily to public and school libraries throughout Maryland. Representatives within DLDS welcomed the idea and encouraged its implementation as a pilot project. The Maryland Plan for Libraries, 1981-1986 had just been published, and one of the five goals outlined in the publication provided a framework for the project.
GOAL 2:

All persons engaged in formal educational programs will be able to obtain and use a variety of materials and services to meet their instructional needs.

Faculty and staff in educational agencies, institutions, and programs will be able to obtain and use a variety of instructional resources to meet the needs of their students as well as their own needs for research and professional growth.

These materials and services should be available within a timeframe and in a format satisfactory to faculty, staff, and students' needs through the library or school library media center of the institution with which the user is affiliated" (Maryland Plan, p. 21).

To decide the best method for implementing the project and to project a time line, a second meeting was arranged in early February. The University College Librarian and Career Planning Coordinator met with the DLDS Community Services Specialist and five public library administrators representing different size library systems located throughout the state. At this meeting, the project idea was explored further, and a plan of action was established.

As a result of the meeting, it was agreed that even though the proposed project fit within the scope of the five-year goals, further needs assessment was needed to determine the levels of interest among the various library systems and to decide what particular programs should be implemented. Fortunately, a statewide meeting of Maryland public library administrators was scheduled for late March. At this meeting, a morning session was devoted to exploring cooperative services between academic institutions and public libraries. The session began with a presentation by the University College Librarian and Career Planning Coordinator that covered characteristics of adult part-time students and the educational opportunities available to them. Following this presentation, three public librarians described educational programs initiated in their libraries that were designed for the adult student. Each of the programs discussed involved establishing cooperative arrangements between a university or college and the public library. At the end of the session, each of the public library administrators was asked to complete a survey that assessed their interest in the pilot project.

Over one half of the twenty library system administrators responding expressed interest in the project. Based on existing programs and projected needs, two library systems were selected as sites for the pilot project -- Enoch Pratt Free Library (Baltimore) and the Southern Maryland Library System (St. Mary's, Calvert, and Charles
counties). The systems contrast sharply in terms of the populations served. The Enoch Pratt Central Library is located in the heart of Baltimore city, while the libraries located in southern Maryland serve small town and rural populations.

Following the selection of two public library systems, a series of meetings between each library system's staff and University College representatives were held to iron out program specifics (publicity, logistics, etc). Throughout this phase, the University College Librarian played a coordinating role by facilitating meetings and introducing appropriate staff to one another. As a result of these planning meetings, the following cooperative services were arranged:

CAREER PLANNING

1. **Individual Career Assistance:** Individual assistance would be provided in the public library by University College adult peer advisors. One-to-one career advising would be available to adults on an appointment and walk-in basis. The advising sessions would emphasize self-assessment, career transition, expanding career options, and the job search.

2. **Group Career Assistance:** To meet the wide range of career planning needs, group workshops would also be offered. They would focus on specific stages of the career development process. Workshop topics could include self-assessment, resume writing, occupational information, decision making, the job search, and job interviewing.

3. **Training:** The peer advisors providing the career planning are University College students who receive training in career counseling strategies and techniques, as well as current occupational information. These students are enrolled in the University College Cooperative Education program for which they receive degree credit related to their career objectives. Use of student peer advisors provided a cost effective means of training more advisors to serve adult learners.

In addition to the peer advisors, librarians at each of the public library sites would provide career-related reference services and assistance. A training session and training materials would orient them to the career development process and the unique needs of adult students.
OPEN UNIVERSITY COURSES

1. Learning Center Sites: University College
   Open University courses would be offered at
   the public libraries and would consist of
   weekly learning center meetings for students
   enrolled in the courses. The three courses
   offered include: "Issues in Criminal Justice,"
   "Child Abuse and Neglect," and "Understanding
   Movies."

2. Resources: In addition to the learning
   center meetings, the library would assist by
   making the course materials (both print and
   nonprint) available to students.

Throughout the planning process, several benefits of
the proposed activities were predicted. The public library
would see (1) increased number of new users, (2) the
provision of services that meet long-range goals, (3) staff
training, (4) increased use of library resources, and (5)
additional library program promotion. University College
would benefit through (1) more effective outreach and
community service, (2) better service to part-time students
through the use of existing community resources, and (3)
expanded credit offerings for students enrolled in the
Cooperative Education and Open University programs.
Evaluation of the pilot project will focus on these areas,
as well as on the effectiveness of the planning and
implementation steps.

Future Directions

Although the pilot project has not been fully
implemented at the time of writing this paper, some future
directions can be identified. Depending on the results of
the program evaluation, both University College and public
library representatives hope to expand program offerings to
additional Maryland library systems in the future. Of
particular note is that the overall plan for the project
emphasizes a cost-effective means for increasing the
public's access to needed career assistance and educational
programs. The cost-effective nature of the project is
particularly significant at a time of declining resources
for post-secondary institutions and community organizations.
The nontraditional nature of most off-campus programs
requires new approaches to meet students' educational needs.
Cooperative arrangements between different, but
complementary, organizations encourage the development of
innovative program ideas. Although the University College
pilot program has not yet been completed, those involved
would agree that it is a possible step in a new direction
for each organization.
FOOTNOTE

Questionnaires completed by 1000 University of Maryland University College students seeking academic advisement (January and February, 1981).

REFERENCES


THE EFFECTS OF INNOVATIVE EXTENDED LIBRARY SERVICES ON TOTAL LIBRARY OPERATIONS

by

Judith Ream and Norman Weston

National College of Education

Part One: Effects on the Library and College

National College of Education is a small, private college specializing in the training and development of elementary teachers and human resources personnel at undergraduate levels. The college began in 1886 and has been growing ever since to its present size of 3000 students. The library is small, containing fewer than 100,000 volumes. Our library staff totals seven professional librarians and six paraprofessionals; they serve three distinct library centers. Yet, small though we are, we have undertaken an ambitious program to provide nontraditional library services for off-campus students.

Nontraditional degree programs have been in existence at National College of Education for four years now. From the beginning the library staff has been involved in developing services to meet the needs of students in these programs. This involvement has affected all aspects of library operation.

This paper presents a short history of the NCE program, describes the services provided by the library and explains how these services have affected library operations, in particular staff, acquisitions and budget. The paper will also cover the changing role of the reference librarian and of the library itself.

In the fall of 1978, because of declining enrollments in its teacher training programs, National College of Education began a nontraditional field-based Bachelor's degree program in Applied Behavioral Sciences. Subsequently, two Masters degree programs were offered, one in Education and the other in Management and Human Resource Development. The students in these programs are required to complete twelve to eighteen months of intensive classwork, plus a thesis or research project based on their work experiences. Since a majority of the students are employed full-time, the classes meet in the late afternoon or evening.

National College of Education has three campuses, the main one in Evanston, Illinois, a branch in downtown Chicago, and a branch in the western suburb of Lombard, Illinois. A few of the field-based classes now meet at one of the three campuses, but most meet at public schools,
hospitals, churches and businesses all over the metropolitan Chicago area.

When the field-based program started, all of the classes met at field sites and students did not have direct access to an NCE library. So, the first extended library service, a "free" online computer literature search for each field-based student was designed to provide some access to library sources. Taking a portable terminal to the class site, NCE librarians performed computer searches and produced a printout in the form of a specialized bibliography for each student.

At first, only the course instructors helped the students interpret and make use of their printouts. When it became obvious that many students needed more help doing research than a computerized bibliography could provide, the second extended service came into being. The library staff developed a basic guide to research, the "library module", and a bibliographic instruction curriculum for each field-based program. Formal bibliographic instruction sessions are scheduled, either at an NCE library, or a public or community college library near the class site. NCE librarians and the course instructors teach basic research skills and work individually with students to help them prepare their computer search request forms and use their printouts.

Knowing some basic research skills and with printout in hand, students began asking where they could find the materials they needed for their projects. The third component of extended services, document delivery, answered that need. Students are encouraged to call upon the NCE library staff to provide interlibrary loan material, find out where resources are available and make arrangements for students to use specialized library collections in the Chicago area.

National College of Education is fortunate to be located in one of the richest library-resource areas of the United States. We belong to the North Suburban Library System, a multi-type library network which provides periodical articles to users. Articles needed by our students are requested from the Central Serials Service of NSLS; in strict accordance with copyright regulations, copies are made by member libraries who send them to us without charge. Of course, NCE provides articles for other libraries on request as well. This cooperative article copying service is heavily used. A direct line to the library's public service's office will accept collect calls from students.

If a student chooses not to wait several weeks for the articles to arrive via the network, or if the articles needed cannot be obtained due to copyright limitations, we can arrange for him to visit virtually any other library in the Chicago area. Many years ago, the Illinois Regional
Library Council established an Infopass, a standard form which tells the visited library that this patron has been referred from his own library after exhausting all resources at that library. Infopass is accepted by virtually all libraries in Chicago, academic, special, or public. While our students are generally not given borrowing privileges, the collections of more than 500 libraries are thus available for reference use.

Extended library services have affected the NCE staff in many ways. Three librarians have the title of public services librarian, but almost everyone on the staff, including the director, is called upon to teach bibliographic instruction or do computer searches occasionally. When we hire librarians now, we look for people who have some teaching experience and want to do online searching as well as perform traditional reference duties. We want people who do not mind working three nights a week, possibly traveling to a different site each night and who are flexible, creative and able to cope with the frustrations, uncertainties, and occasional impossibilities of a program like ours.

The use of interlibrary loan has increased significantly since the initiation of field-based library services. All interlibrary loan functions used to be simply an extra duty for the Periodicals Clerk on the rare occasions that interlibrary loan was requested. Now, we have a half-time paraprofessional responsible only for document delivery and interlibrary loan. Because most of the online databases contain only journal references, our heaviest interlibrary loan requests have been for articles. Now that Books in Print is online, we expect an increase in book requests. We use both the North Suburban Library System and OCLC interlibrary loan procedures for books.

As our requests for materials from other libraries has increased, so have the requests to us from those libraries. NCE has a comprehensive collection of journals in elementary education and special education, some of which even our giant neighbor in Evanston, Northwestern University Library, does not have. We provide articles to libraries in the North Suburban Library System without charge. In addition, because we have one of the few microfiche duplicators in the area, we will provide libraries with limited quantities of copyright-free ERIC documents on fiche without charge.

Extended services also have affected acquisitions. Since NCE traditionally was a teacher training institution, the library collection reflected that focus. The nontraditional programs involve students in many fields including business, human services, allied health and criminal justice, so we have made some drastic changes in our selection criteria.

Last year we totally revised our periodicals list, dropping many of the more popular titles that students can
find easily at public libraries and adding research journals in the fields mentioned above. Any title that is requested five times for interlibrary loan is added automatically to our list for purchase.

The last few years have seen a healthy growth in book acquisitions to support the new subject fields. This growth has forced us to deal with the issue of space. Many of our books were purchased to support courses that no longer are taught at NCE, so we are involved in a necessary but painful weeding process. While we still are far from meeting the changing needs of our students, we hope to build gradually toward a collection that more accurately reflects the current curriculum of the college.

It is difficult to discuss any aspect of extended services without mentioning money. How has the library paid for the staff, equipment and resources needed to provide these services?

When NCE decided to start a field-based program, it contracted with an organization called the Institute for Professional Development (IPD) to recruit students and handle the initial management of the program. Computer searching was an integral part of the curriculum but no one had direct responsibility for this aspect of the program. The then Associate Director of the library saw an opportunity for the library to take a more active role in the college, so the library staff assumed responsibility for computer searching. IPD supplied the original computer terminal and paid for the first two years of online searches. All searches took place at night and NCE librarians did them on an overtime, extra-pay basis.

After that two year period, the computer time used for searching was billed to the NCE departments responsible for field-based classes. At the same time, the library budget was increased to add a new extension services librarian to conduct the majority of library instruction classes & do computer searches. After a few months, the extension services librarian was going out to field based classes three or four nights a week and other librarians still were doing computer searches as overtime.

The field-based programs were a success and extension services had become a permanent and large part of the library operations. The library budget again was increased to absorb all costs for computer searching, field-based library instruction and document delivery. Because the field-based classes were were such a financial success for the College, the administration wholeheartedly support the library's role in serving these classes. The administration also has supported library budget requests, including expenditures for equipment such as the microfiche duplicator and high speed terminals. The cost of extended services is now a major portion of the library budget and the total budget has increased significantly over the past four years.
By providing services that then create their own demands, the library has been able to show the need for additional financial support. This support would not have been available or forthcoming for traditional library services.

National College of Education has completed its contract with IPD and now has total control over all phases of its field-based classes. The concept has been so successful that other colleges with declining enrollments are investigating the possibility of starting similar field-based programs. NCE now has its own institute that offers consulting services to such colleges. The NCE library director discusses with these colleges how their libraries can play a significant role in the development and success of these programs.

Extended library services have had as much of an impact on the librarians as they have had on the library itself. The new role and diverse responsibilities of an NCE public services librarian are very different from those of a traditional reference librarian. These changes can best be seen in the weekly schedule of a public services librarian.

Part Two: Effects on Librarians

To give you some idea of a typical work week for a National College of Education librarian let me check my pocket calendar on a Sunday evening looking ahead to next week.

Monday I am scheduled for a library skills instruction at a community college on the south side of Chicago. I have already contacted the librarian there and she knows I will be arriving with my students around 6 p.m. on Tuesday and Wednesday, I will work at our suburban campus in Lombard; I am the coordinator of the library there. Aside from the general reference duties that need to be performed, I will meet with the director of our undergraduate extension program to iron out the details for the release of some student projects for one of our field-based instructors. Wednesday I will do a brief demonstration on the operation of our video playback equipment for another instructor so he can preview some videotapes. On Thursday, I will spend some time writing up computer search strategies for a search session another librarian and I will be doing at a field site that evening. I will have to ensure that there is an unencumbered phone line available at the field site for our portable computer terminal. After the search session on Thursday evening, on Friday it's 9 to 5 back at our main campus library in Evanston. We will have a staff meeting in the morning to discuss, among other things, streamlining our document delivery system and some proposed changes in one of our library instruction curriculums. During the afternoon, I will need to get together with one of our librarians to discuss progress on the library instruction module we are
developing for NCE's full-time undergraduates in the more traditional curriculum.

As you can see, in addition to extension services, requiring two to three evenings a week in the field, each NCE librarian is involved with projects or responsibilities in other areas such as acquisitions, periodicals, interlibrary loan, or scheduling. Flexibility is the key word to describe the librarians and the extended library services we perform at NCE. Flexibility in the hours we work each week and flexibility in the duties we have to perform in the field and on campus.

Since the fall of 1978, we have been developing the systems and procedures for providing library services to field-based programs. We determined at an early date that our librarians needed to know how to conduct computer searches. In addition, there has been a growing realization that we must assume broader responsibilities as educators and public relations people. It is important and instructive to examine the effects which extension services have had on NCE librarians and the roles they now play as information specialists, library educators, and public relations people.

As public services librarians, we are active and visible, and we play a key role in the promotion and success of the college's field-based programs. The extensive use of computer searching at our field sites has done much to enhance our image as information specialists. We are seen as information experts, not as "guardians of the books". The portable computer terminal has allowed us to provide information in a quick, yet comprehensive manner. Though we still work the reference desk at our three campus library locations, answering the traditional reference inquiries and directing students to needed resources, we have noticed an ever-increasing use of the DIALOG databases for quick reference searches. Much of this usage has evolved as our searching abilities have become sharper. We can now get online and offline quickly and efficiently with little cost. The acquisition of two high speed 1200 baud terminals has also encouraged more computer assisted reference searching.

The establishment of our newest branch library in Lombard has also helped to project the image of NCE librarians as information specialists. We opened in Lombard with very few books, a small stack of periodicals, and a limited reference collection. Our two greatest assets, are a 1200 baud computer terminal and an ERIC microfiche collection from 1975 to date. Since most of the students on this campus are graduates in the field of education, we stress the use of ERIC for their research assignments. Though we do give instruction in the hands-on use of the ERIC system, we often find a quick author, title, or limited subject search in ERIC to be the best service we can offer. Our adult learners want information today that they can use on their jobs tomorrow. Their time is often limited
by the demands of a full-time job and family responsibilities, so we do our best to provide them with the depth of information they need in the shortest time possible; this requirement is best satisfied by computer searching.

Last year we offered free computer searching to all our Lombard campus students to encourage them to use the service. This opportunity has made many students aware of the possibilities of computer literature searching. They have had a chance to see and use the results, and are coming back this year for more extensive searches. Many have realized that with the use of the computer, they can do a more thorough and comprehensive search in five minutes than they could otherwise do in five hours. For more information on the possibilities of online searching in the reference department, see "Online Searching in the Small College Library: The Economics and the Results," by Matzek and Smith. Published in the March 1982 issue of Online magazine, this article has some very good suggestions for keeping computer search costs low and patron service and satisfaction high.

At NCE we now do over 200 searches a month, at field sites and at the three campus library locations. This number has consistently grown over the last year and reflects not only increased enrollments in our field-based programs, but an increased awareness on the part of the students and the librarians that we have something unique and valuable to offer. Computer searching has helped to identify NCE librarians as information specialists.

Library instruction has always been a part of the librarian's role at National College of Education. However, the advent of the field-based programs soon changed the scope, instructional methodology, and focus of our library skills courses. Formerly, most of our students were full-time undergraduates, pursuing a traditional curriculum. Today, our students are mostly working adults, enrolled in either of our two extension masters degree programs or in our extension bachelor's degree program. Their needs, learning style and motivation are clearly different from that of the traditional undergraduate.

This shift in the character of our student population demanded that our librarians re-examine their role as educators. We quickly came to realize that we were dealing with students who, because of their working world experience, were more self-directed and often more critical of our teaching methodology. They also expressed a readiness to learn and an orientation toward applying what they have learned.

To meet the demands of the adult learner we have become facilitators rather than lecturers. The basic guideline for adult education is that the students be allowed to learn. We are constantly aware of the mood and makeup of
the groups we meet for field-based library instruction. We see them in the evening, usually after they have had a full day's work. What we have to offer must be concise, relevant, and presented in such a straightforward manner. During the two to three hours we spend with a group in the library, the emphasis is always toward helping these adults make meaningful connections between the world of work and the world of academia.

In tradition to developing an awareness of the needs and learning styles of a new student population, we also have been called upon to design appropriate curriculums for these students. We have learned that the types of educational materials and methods we select are as important as their content. This has meant we have had to educate ourselves in learning systems design, use of audiovisual equipment, and instructional methodology. Those of us not accustomed to an interactive hands-on approach to teaching have had to make some adjustments. However, through sharing ideas, techniques, and materials, we all have become more effective library educators.

Our group efforts have produced three separate and distinct library skills curriculums covering each of the three field-based degree programs. The focus of each curriculum depends upon the focus of the degree program. About half of our library instruction classes are conducted at one of the three NCE library locations. The other half are held at community college libraries in the Chicago area near to the usual meeting place of the field-based class. Whether the instruction is held at a campus library or in the field, we emphasize that the proficiencies developed during the instruction can be used in other libraries in the Chicago area. We do this to encourage students to be more self-sufficient in their research and to make them aware of their local community library resources. The fact that we do arrange for classes to be held in other libraries and encourage our students to use libraries other than those of National College of Education points up the public relations aspect of extended library services.

Obviously, we do not just show up with a class at another library and begin teaching. Contacts, clearances, and logistics are worked out well in advance. One of our team of public services librarians has the task of arranging for the field-based library instructions and assigning an available librarian for the evening. This is no easy task. It involves making contact with an administrator to get clearance for use of the host library and then making arrangements with the head librarian for space, time, and any needed audiovisual equipment. The scheduling librarian must then inform the classroom instructor and the librarian assigned to the instruction that all arrangements have been made. It is up to the librarian doing the instruction to get to the library well enough in advance of the class to familiarize himself with the library layout, location of needed resource materials, and general policies and
procedures of the library that may effect the students.

The communication and rapport achieved by the scheduling librarian and the instructing librarian with a host library is extremely critical. Though we have found nearly all of the community libraries and librarians helpful and cooperative, we must be constantly aware that we could severely damage the reputation and financial future of the extension programs by being denied access to preferred libraries as a result of misunderstandings.

In addition to making sure things go smoothly at the libraries hosting our library instruction classes, we are frequently asked to convey messages and concerns from instructors in the field to program coordinators on campus. Again, we might be asked by one of the students to clarify a particular policy or procedure that might not necessarily involve the library. Though we sometimes cannot provide definitive information on these matters, the students see us as representing the National College of Education and therefore a visible link with the larger institution.

As public service librarians involved in extension services, public relations has taken on greater significance over a wide range of interactions. Be it soothing concerns of a student in the field, making arrangements for a library instruction or computer search, or securing access to a special or community library for our students... the NCE librarian has to communicate a positive, yet cooperative attitude in dealing with the public.

To sum up the effects which extension services have had upon the NCE libraries and librarians, I would like to point to the more centralized role we now play in the functioning of the extension programs and in the administrative structure of the college as a whole. The staff and budget of the library has grown in proportion to the yearly enrollment increases in the external degree programs. Library extension services play such an integral part in these programs that we have added staff when other institutions have been forced to cut. We have a large and active Learning Resources Advisory Committee made up of librarians and faculty members representing degree programs both graduate and undergraduate. In short, with the advent of the external degree programs, the library has gained more status and recognition within the College. Our librarians have become more regularly involved with students, instructors and administrators at all levels. We have high visibility on campus and in the field as information specialists, educators, and as representatives of National College of Education.
NATIONAL COLLEGE OF EDUCATION'S EXTENDED CAMPUS
LIBRARY SERVICES: A MODEL PROGRAM

by

Gertrude Weinstein and Dennis Strasser
National College of Education

Part One: Overview of the Program

Picture this scene:

It is 6:00 p.m. on a Tuesday evening in late fall. Seventeen men and women have congregated in a Park District fieldhouse in the suburb of Prospect Heights, Illinois. The classroom is informally arranged: chairs in a semicircle, coffee perking nearby. Among those in the group are a bank teller, a supervisor of nurses and a surgical nurse from a nearby hospital, a police officer, a credit union employee, and an employed woman interested in setting up a community daycare center, among others.

This is an undergraduate class of National College of Education students, members of an off-campus program designed primarily for employed persons outside of the traditional 18-24 student age group. In a geographic location twenty or more miles from the parent campus, this heterogeneous unit will have successfully completed, after a prescribed number of months, all the modules or units required for a Bachelor of Arts in Behavioral Science, familiarly called "BAABS". The modules are taught by a Primary Instructor who coordinates a team of Resource Instructors, each with a specialized field of expertise.

About ten weeks into the course of study, the class is launched into their research project, a major requirement in which they must complete an investigation into a job-related problem. This requires a literature search and this is where the Library enters the scene.

The tenth or eleventh class session is held in the nearby Prospect Heights Public Library. The students have, by this time, selected a research topic, they have prepared an outline of their project proposal, and the topic is tentatively approved. A Library Resource Instructor, one of the NCE Public Service librarians, directs the class through a brief lecture, and a hands-on individualized manual search. The goal for the evening is to introduce students to research sources and to provide them with an opportunity to start exercising, under guidance, their library skills in searching material relevant to their needs. The subject content for the evening is the use of the appropriate indexes, strategies for subject searching, and location of and access to resources. An important component of research is the computer search, and the instructors emphasize its
potential time-saving and coverage benefits. They describe how to prepare for the search, fill out a useful request form, and provide enough information for a successful search. By the end of this session, the students have begun the research process, and are preparing the so-called "Blue Form" or search request for the next encounter with NCE librarians. In this request form, students must draft a written statement of their topic or problem, and must choose several key words to indicate concepts they wish to pursue.

Two or three weeks later, this time at the regular class meeting site, two Library Resource Instructors appear--Blue Forms in hand. They carry a portable Texas Instruments computer terminal, set it up in a space separated from the classroom, and proceed to alternate searching with individual student interviews. Each student is allotted enough time (usually 20-25 minutes) to verify the strategy that has been planned by the NCE librarian and to have an off-line Dialog search done in their presence. Should it happen that all students are not covered, interviews are completed that evening or by telephone at another time, and the searches are completed on campus.

A week or so later, each student receives, by mail, a printout of bibliographic references to journal articles with abstracts. Approximately fifty citations are provided. Once they have examined the printout and selected those citations useful to their project, they are able to call the "Reference Hot-line" for requests, by-passing switchboards, even reversing charges if desired! The Library obliges by sending copies of books, journal articles, or microfiche at a very minimal cost for service.

Parenthetically, it must be mentioned that "bibliographic counseling" is a major service provided by our reference librarians. Students who have not stepped inside the halls of academe in many years, display an enormous amount of anxiety about every phase of the program--and library competency is often a particularly perplexing area. Our librarians have held many a hand, figuratively speaking, and have been applauded by both instructors and students for their help.

Multiply this scene twenty to twenty-five times for the entire undergraduate program. To realize the full scope of library involvement in off-campus Field Experience programs (PEP's), add to that number forty to forty-five classes at the Graduate Degree level. A Master of Science in Management and Human Resources Development, and a Master of Education are degrees offered in the field experience mode. The structure of all bear some resemblance: classes are held in sites conveniently close to employment, students are generally those seeking nontraditional pragmatic curricula to suit immediate professional needs, students tend to be serious and demanding in their wish to test the belief that a college degree is their key to a bright and financially rewarding future. But there, similarity of programs departs.
Each program is uniquely designed with requirements prescribed by the appropriate parent faculty within National College of Education. The Library has responded to these requirements with three separate curricula for Bibliographic Instruction tailored to their needs. As soon as each new class is announced in any of the programs, the library mails out an information packet to each of the Primary Instructors. This includes a cover letter containing an introduction to our service, directions for procedure, and special directions covering requirements of the computer terminal to carry on searching. Also added are a copy of one of the three curricula and a copy of the latest edition of the Library Module. If the response is slow, the Primary Instructor is contacted by phone, and negotiations for participation are begun. Communication lines have been noticeably enhanced through this personal and mail contact.

In keeping with the widely divergent needs and goals in all three of these programs, bibliographic instruction must maintain flexibility and sensitivity to these variances. NCE librarians who serve as Resource Instructors have realized that teaching strategies and techniques need to differ recognizably with each group. Pre-packaged instruction just does not work. Strong emphasis on individualization, perception of students needs for that extra helping hand, and communication of the concept of the importance of successful experience for each student is the key to the enormously positive response and enhanced library image at National College of Education.

How we have reached this point in off-campus services is an interesting account.

Part Two: Development of the Program

In 1886 Elizabeth Harrison founded what was to become National College of Education, a small private teacher education institution in Evanston, Illinois. In the early 1900's as the National Kindergarten College, it became a leader in the early kindergarten movement. As time went on adoption of its present name reflected growth of student body and resources, and NCE became known for its exceptional elementary teacher education programs. This tradition has continued for many years, with expansion into quality graduate education and liberal arts programs during the 1960's.

However, by the middle 70's the handwriting was on the wall. Serious declines in undergraduate college enrollments, particularly for small private single mission colleges, were causing such institutions to take a hard look at not only their programs, but also their future. The high demand for elementary educators declined, and so did the revenues associated with training these educators. By 1976 NCE's enrollment figures in teacher education were a fraction of what they had been ten years earlier. The
college clearly needed an alternative to the traditional on-campus single program curriculum.

In early 1978 the college began negotiating with the Institute for Professional Development (IPD) to plan and implement a nontraditional program aimed at a nontraditional student population. The program as conceived and demonstrated would provide an opportunity for working adults, aged between 25 and 60, to complete their bachelor's degree in a minimal amount of time.

To enter the program students would have already completed their first two years of college. In addition they would be required to submit an extensive autobiography and portfolio, describing in detail their life experiences. This portfolio would be the primary source used by college faculty to award experiential learning credit. The program would be offered one evening per week, so as not to interfere with the students' full-time employment.

Negotiations with I.P.D. to adopt their model continued through the summer of 1978. Discussions concerning the curriculum for the program were extensive. It was determined that the degree offered would be a Bachelor of Arts in the area of Applied Behavioral Science. The new program was given the title BAABS, as the degree title implies. In the beginning, much of the proposed curriculum was based on a similar program which IPD had established at the University of Redlands. However, it became increasingly clear that it would be impossible to merely transfer such a program without adaptation. Extensive review, revision, and addition of materials, by NCE's faculty, was necessary before the program could be approved and offered. The resultant curriculum, though related to NCE's previous traditional offerings, included a variety of modules in the areas of organizational behavior, supervision, management, and interpersonal skills.

Other aspects of the IPD Model were adapted with little revision. The "Field Experience Model" provided the structure. Because this model does not necessarily require a traditional on-campus classroom setting, class groups are scattered throughout the Chicago Metropolitan area. In most cases the groups meet near or at the students' places of employment; in schools, churches, or other accessible locations. This concept of field based instruction, provided convenient and accessible educational opportunities for adult students.

The format stipulated one primary instructor to be assigned a class group of between 12 and 20 students. This instructor was to remain with this group throughout the 42 week program. However, as the group progressed through the series of modules, other presenters were called upon to offer lessons in their particular area of expertise. For instance, a statistician would visit the group for one or two sessions during the statistics module.
The field experience model does not rely on the lecture method exclusively. From the start, program planners realized that adult learners must also be participants in their growth process, and that concepts being taught must be relevant and applicable to real life situations. To this end the program makes extensive use of discussion and analysis. This interaction and constant exchange between the instructor and students, and between the students themselves provides a positive learning experience. Students are encouraged to examine and dissect problems from many sides and exchange ideas and solutions. It is not unusual for a student to apply concepts and ideas gained in class to a real work situation the next day. Indeed, the link between the program and the student's work environment is very strong.

Approximately 8-10 weeks into the IPD model program students would begin to consider a proposal for the culminating project, which could be a study, a paper, or even, (perhaps), a grant proposal. At any rate, library research and a literature review would be necessary. The project is extensive—it might be called an undergraduate thesis. The original Redlands curriculum provided each student with a computer search of their topic, thus providing an up-to-date list of documents and abstracts for student review and ultimate use.

NCE program planners retained the computer search for two reasons. First, they felt that adult students, usually employed full-time, required assistance in gathering information about available literature, and such students do not have free time available to conduct lengthy manual searches for source material. Second, program personnel felt that exposure to computer searching makes the student more aware of the existence and capability of such services. In addition, computer searching was retained because the student need not go to the college campus to receive a search. By using a portable computer terminal and a telephone, searchers could take the service to the students at virtually any field location.

At this point, the college library saw an opportunity to extend its service, and took the initiative to provide needed searchers. The Reference staff added computer searching to its services, and the off-campus library program was born. When the program began in September of 1978, the college library reference staff became traveling searchers.

The Redlands curriculum model provides for a library module to be presented by the regular Primary Instructor. The purpose of the module was twofold: first, to provide a very basic review of library research methods for the students; and second, to instruct the class in how best to prepare for the upcoming computer search to be performed by NCE's visiting librarians. The original library module was, in essence, a quick review of card catalog and index usage. Along with the review, the Primary Instructor asked the
students to complete some simple research activities, which became known as the "Scavenger Hunt." In this exercise, students attempted to answer questions using periodical or newspaper indexes and card catalogs. The intent of these activities was to provide the opportunity for some hands-on practice. The problem, however, was that these activities were not relevant to the student's interests, class assignments, or project topics. In addition, as searchers NCE librarians were becoming increasingly frustrated and concerned with the quality of search requests being received. In many cases topics were poorly conceived, and concepts were not clearly defined.

By 1980, it became clear that increased library involvement, beyond mere provision of the computer search, would greatly benefit the BAABS faculty and students. If we, as librarians, could offer our knowledge and experience by providing more consultation and comprehensive library instruction along with the existing search service, we would begin to solve the problems described above, and offer needed assistance to FEP faculty. Unlike traditional undergraduate students, our adult clients were very diverse in their interests and information needs. Project topics in any one class group concerned behavioral science in areas ranging from engineering, to nursing, to social welfare, to data processing. Quality library instruction had to be provided for everyone, while consideration for each individual students' topic and specific information needs had to be maintained.

The Library requested and received permission from NCE administration to hire an extension services librarian, a professional, whose sole responsibility was to provide library instruction and computer searches for the BAABS classes. This person, above all, had to be flexible, and had to tolerate a great amount of evening work.

Simultaneously, the Reference staff revised and greatly expanded the original library module. We provided not only general bibliographic information, but specific strategies in the use of specialized indexes, abstracting services, and directories. In addition, a section was included which described the advantages and functions of some special libraries in the Chicago area.

Because no two BAABS class groups were identical, we have had to maintain adaptability regarding our presentations. We've found this to be vital in establishing communication with any one particular group. The more we know about the topics of a group, the more relevant our remarks are for individuals.

Presently, we no longer use the title "Extension Services" librarian, primarily because, to one degree or another, we are all involved in extension instruction and computer searching. Rapid expansion of the program increased the needs to such an extent that computer search and library instruction activity increased by over 1200
percent from 1979 to 1982. There are now three professionals permanently assigned to extension work and three others on call as needed.

As a result of the increased library involvement students have received more extensive quality library instruction, more relevant information regarding their research strategies, and in addition, have become more confident and efficient library users. As searchers we have also noted more clearly defined search requests resulting in higher quality searches.

After the students receive their search results, they are required to read through the abstracts and determine which items may be useful for their project. We attempt to provide each student with approximately fifty citations. In addition to the search results the student also receives a computer search information packet detailing how to interpret the abstracts and locate materials.

Initially we offered the traditional interlibrary loan services to assist the students in procuring the documents needed for their project. However, many times the students could not come to any of the campus locations to request materials. In 1979 we installed a direct telephone line bypassing the regular college switchboard. This telephone number was publicized as the reference hotline, to be used if students had questions about their abstracts, or needed advice about where to locate materials. In 1980 we began offering expanded interlibrary loan services. Now known as information-by-mail, this service makes greater use of the reference hotline and offers an opportunity for students to phone in interlibrary loan requests for copies of journal articles, microfiche, or books. The cost to the student is kept to a minimum since we will accept collect calls. Some minimal charges for photocopying and mailing are passed on to the student. Between July 1, 1981 and June 30, 1982 our interlibrary loan department provided nearly 5000 journal articles to NCE students.

Initially, the graduate program administrators did not wish to receive computer searches and research instruction for their graduate students. The decision to determine student need in this area was left up to the Primary Instructor in each class group. As time went on, some groups were receiving searches and instruction, while others were not. Since all students were paying equal tuition this inequity soon became a problem. All students in these programs now receive a search and research instruction and may take advantage of all document delivery services.

Even though library services such as research instruction and the computer searching are similar in each field based program, there are also differences. The research instruction we provide for the undergraduate BAABS groups provide some basic research skill development, along with guidance in topic selection. The instruction we offer graduate students is somewhat more advanced. We assume a
certain prior knowledge on the part of the graduate students. These students often are more experienced in research and have more clearly defined goals and demands.

The computer searches we provide are tailored to the individual students' needs. We will search as many databases as we feel necessary to provide comprehensive coverage of the topic. We make extensive use of databases in business, education, allied health, and the social sciences.

Currently we service five to seven classes from any one of the three field based programs in any given week. On the average we perform 151 computer searches and instruct 195 students in library use per month.

No one person is responsible for development and implementation of the services we now provide, over time there has been a tremendous joint effort with FEP faculty in planning, sharing, and developing our present extension services. All our librarians take part in both formal and informal curriculum development and policy meetings. We are continually reviewing instructional procedures, content, and are actively seeking input from patrons, as well as, Field Based Instructors.
DELIVERING OFF-CAMPUS LIBRARY SERVICES
IN NORTHERN CALIFORNIA

by

Robert M. Cookingham

California State University, Chico

The Chico campus of the California State University System was established in 1887 as a state normal school. In 1924 the California Legislature mandated the school to become a four-year college; in 1961, it became a part of the 19 individual campuses comprising the California State University and College System. This is one of three separate systems of higher public education in California. The other two are the community colleges which offer the first two years of post-high school education and the University of California with extensive doctoral programs.

Chico is located in an agricultural town of 26,000. It is an hour-and-a-half drive north of the state capitol in Sacramento. The campus sits near the northern end of California's Central Valley surrounded by the Coastal Range, the snow-capped volcanic peaks of the Cascade Range and the rugged Sierra Nevadas. The climate is mild all year and the Sacramento River bottom soil is fertile. While large fruit and nut orchards, rice fields, sheep and dairy farms form an economic base for the community, residents of the town are culturally as well as economically aware of the University. Population figures do not include all the 14,300 students who study at Chico.

The California State University system was designed to bring undergraduate and masters degree programs to citizens throughout the state. Chico's designated service area includes the half-million inhabitants of the 12 inland counties north to the Oregon border and east to Nevada--a 32,888 square mile region that comprises 21 percent of the state.

Though the service area of CSU, Chico encompasses most of the state north of Sacramento, the present reality is that the exceptionally attractive campus and climate primarily attract urbanites from the nearby San Francisco Bay Area and the Los Angeles Basin. Unlike most California public schools, CSU, Chico is not a commuter campus. Most of the students come from families which are fairly wealthy, but not wealthy enough to give up California's free higher public education to send their children to expensive private schools such as Stanford or the University of Southern California.

The Library at CSU, Chico is not organized along traditional lines. The reference department is a self-governing unit within the University library structure.
Thirteen professionals work in reference services. A decade ago, one of these positions was designated as a visiting librarian post.

Yearly, the reference department makes a proposal on some aspect of librarianship which they want investigated. If the administration approves their plan, it is advertised and a librarian is hired to execute the proposal. In the past, some of these visitors have organized collection development, integrated audio-visual materials or broadened bibliographic skills.

In 1979 the reference department wanted to examine ways of providing library services to off-campus students. Their impetus was the University's four-year-old, highly publicized Instructional Television Fixed Service program, or ITFS.

ITFS offered two-way audio and one-way video communication of live lectures at CSU, Chico and sites located throughout northern California. From 1975 to 1979 only upper-division or graduate level extension (self-support) courses were offered via ITFS. If all admissions requirements were met, the ITFS student could register as a regular, state-support student and pay the state-support fees. For the student, this meant a considerable reduction in the costs of pursuing an education.

In 1979, prior to ITFS offering state-supported courses, there were nine sites with an enrollment of 120 students in seven courses. The next year under state-support, attendance nearly doubled. By 1981 there were 399 students taking 25 courses at 12 sites.

The popularity of ITFS reflects an electronic alternative to sending professors 220 miles north to Yreka, with stops along the way in Red Bluff, Anderson, Redding and Weed. Or, expecting students to drive similar distances to Chico.

With the introduction of ITFS, students in the classroom at Chico and students scattered over the 12 counties saw and heard the same lecture, at the same time. All students had the same opportunity to immediately question the professor. Everything was to be as equal as current technology would permit.

Consequently, the reference department formalized its intent to have the visiting librarian investigate and realize alternative methods of delivering library services to remote sites. For the first time, the visiting appointment was for a three-year period, rather than the usual one-year.

The department hoped their visitor would identify problems during the first year. In the second year
COOKINGHAM

contingent ways of delivering services were to be tried. At the end of the third and final year, a recommendation listing alternatives and their cost was to be presented.

The advertisement that appeared in Library Journal in February, 1980 was brief. It stated: "Chico is seeking a librarian who is knowledgeable and experienced in the development, organization, management and delivery of library services to students and faculty at extended campus learning sites throughout northeastern California."

I was hired to begin on September 1, 1980.

My background focused on developing library programs to serve sparsely populated rural areas. My previous experience included Head of Extension Services for Great Falls (Montana) Public Library, Deputy Director Monroe County (Michigan) Library System and Personnel Director/Business Manager for the Massachusetts Board of Library Commissioners. The last major position I held was as the Director of the Southcentral Federation of Libraries headquartered at the Billings (Montana) Public Library.

The job advertisement had been specific concerning my new responsibilities. But, as it turned out, everything was not almonds and olives. Everyone realized travel would be involved--in fact, necessary to cover this vast area; but no provisions had been made for a state car. After two months, the dean came up with $500 of travel money that I could use. Since then things have worked themselves out.

I subsequently attended classes at each of the nine sites, talking with the students and watching the teachers via television. Over a period of time, I discovered I was the only University representative who visited the extension classrooms on a continuous basis.

Quiet time on the highways gave me sufficient opportunity to consider a number of solutions. I was hired to develop systems to deliver materials, yet I saw there were two steps necessary before getting to the point of making materials available, a Triple A program if you will: awareness, access and availability.

I would like to define each of the three parts in the program and then elaborate on how they work.

We need to make all the units of the University aware that the library can provide resources off-campus as well as on-campus. All the units includes administration, continuing education, faculty members, department chairs, students, student support services, librarians off-campus, community college administrators, etc.

We are to provide specific tools and techniques for students to access materials that are assumed to be in
the campus library. We are talking about printed indexes as well as computerized bibliographic services. This access also includes working with the local library systems to use their inter-library loan network.

We know it does not do any good to tell people that libraries exist to provide information and research materials, then give patrons tools to access specific titles, authors or journals without making them available.

AWARENESS

Most students are unclear what resources an academic library has. Most faculty members think libraries have not changed since they used them for their graduate work. For our part, we college librarians have our own blind assumptions. We generally believe that students as well as faculty should know what a library is and what it can do--and they should. But most don't.

Before we could raise the awareness of the students, faculty and librarians, we needed to do some consciousness raising with administrative and support units on-campus.

All off-campus education, including ITFS, is administered by our Office of Continuing Education. It was apparent to me that the library had to have a good working relationship with this administrative group. Consequently we began bi-weekly meetings, with prepared agendas. Participants in the meetings include the administrators of continuing education, a representative from the student affairs office, and personnel from the Instructional Media Center (IMC) who are responsible for the mechanical maintenance of the ITFS facilities.

The ever-present fourth factor in these meetings is a representative from the library. The librarian brings a unique perspective. This person is the only member of the assembled group who visits all the sites, meets most of the students and discusses the course requirements with the various professors.

Other people have been invited based upon the needs of the ITFS program. For instance, individuals connected with disabled students interested in signing for the deaf, have attended.

At these meetings we try to solve the various problems of the off-campus learner, the faculty member teaching via simultaneous television transmission, as well as any administrative dilemmas. During the meetings, the librarian actively participates in the total planning and decision making. By being a part of this process, the library is
able to influence both the content and the scope of the program offered.

Making faculty members aware of library resources is an integral part of our program. When a faculty member is assigned to teach an off-campus course, the library contacts the instructor to set up a time to discuss the course.

During this conference, a librarian asks a very basic question: "What learning resources would you expect a student on-campus to use to successfully complete your course?" The professor is free to describe these requirements without worrying about the off-campus student. The librarian's role is to insure the off-campus student will be able to meet them.

Professors' comments have ranged from the expected to the extreme. They have said, "My students do not need to use a library. Everything they will need will come from the textbook and my lectures." Professors have also said, "I am teaching the research methods course. My students will be writing the opening chapters of their thesis. They need library services."

In working with those who insist their courses are self-contained, we smile and say "Thank you." With the second type of professor we have an opportunity to explore some alternative ways of delivering library resources.

For instance, if the professor requires students to read current journal articles related to specific topic areas, we can create a bibliography using DIALOG or another vendor, then reproduce the information on microfiche and give the citations and abstracts to the students.

But that's getting ahead of ourselves. We have yet to talk about making students and their communities aware of library resources.

Isolated extension students do not have a working knowledge of an academic library. And why should they? Their library experience is based either on a small county library, a branch of a library system, or a local community college library. They might expect to find Time magazine in their community but certainly not Information Technology and Libraries.

It was through continuing visits to sites that we have been able to develop student awareness of library services. Sometimes this has not had a direct bearing on the class they were taking, but has affected their academic experience. I have worked with students finishing a paper for a course in which they had taken an incomplete; and I have worked with students in gathering materials to pass examinations which challenge courses.
We've talked about administration, faculty and students. There is one other component in the awareness factor, the local educational community. For CSU, Chico that includes the facilities where we hold classes: community colleges, high schools, the board rooms of county superintendent of schools, grade schools, cable television networks and training centers for both government agencies and private industry.

Some of the personnel who make all of this work includes librarians, superintendents of schools, janitors—janitors because they open ITFS sites for students on weekends.

Additionally, we have made faculty and students aware of the local library's delivery network as a means of getting materials from CSU, Chico on inter-library loan. This may be the most unusual aspect of the CSU, Chico experience. We work very closely with the public library network to help our students obtain materials quickly. In return for their assistance, we treat their library patrons via inter-library loan as though they were our students. There is no difference in our level of inter-library loan service.

When someone asks a local library for a journal article which is at CSU, Chico, any person can expect to receive a copy of the article in a minimum number of days. We do not quibble over whether that request came from a Chico student or the local pharmacist. We can't ask local libraries to jump for our students if we won't give them the same service for their patrons.

ACCESS

Tools for access can be described as either print, microform, online or equipment.

The most common print access tools are the H.W. Wilson indexes. Because more than 50% of our off-campus students are education majors, we have purchased additional copies of The Education Index. We have also placed other Wilson indexes at various sites to support other disciplines.

Remember, we are looking for tools which will give the student a citation—something to request through a library. Another possibility would include Subject Guide to Books in Print and other titles in that series. CSU, Chico has collection development policy statements for the various disciplines as well as librarians with subject specialities. It should not take long for individuals with that knowledge to teach upper-division, graduate level students how to use the Subject Guide to Books in Print as a print catalog.

CSU, Chico has all of its serial holdings on a set of five microfiche. Every off-campus student has available a copy of the listing. Numerous bibliographies have been
prepared, reproduced on microfiche and given to the students. Out-of-print, as well as non-copyrightable materials have been duplicated on microfiche.

The most exciting part of developing access to materials, however, has been the use of online data services. CSU, Chico subscribes to both DIALOG and BRS. Our most successful off-campus tool has been the use of various databases, especially ERIC. For all computer searches, the library has a program of subsidization. The first ten dollars is paid by the library; the second $10 is paid by the patron (student or faculty member); and the third $10 is paid by the library. All additional costs are paid by the patron.

Searching on ERIC through BRS means the majority of searches cost less than $10. Consequently, I heavily promote the use of computerized searches. I have encouraged off-campus students to use print indexes to define their topic. Once the available indexes have been used, the students can direct-dial the reference desk and request an online search.

We have installed telephones with Radio Shack automatic dialers at various sites. With the push of a single button, the student is in touch with one of 12 specific on-campus extension telephones. Two of the buttons ring the University library. Any time the site is open, the student can call either the Reference Desk or the Extension Librarian.

We have told the students, "Push, 'Reference' when you need help in defining your problem or want to know where to look next. Push 'Extension' when you want a particular article or book and the normal delivery system won't give it to you fast enough."

The ultimate in technological access begins later this fall. One test at a community college will have access to our computerized catalog/circulation system. CSU, Chico has touch terminals as well as keyboard terminal access to its card catalog. The system we are using is CLSI's LIBS 100 circulation system with the public access catalog module.

Off-campus students will have dial-up, keyboard access to our catalog. They can search by author, title, subject or call number for any item. Users can also do an abbreviated BOOLEAN search combining any two designated categories. The student will know whether a specific item is checked out, on reserve, in the reference collection or on the shelf. Thus, the student will immediately see what we own and be able to weigh the odds of obtaining the material through the local library.
From the Oregon border to the middle of the San Joaquin Valley, libraries are connected by delivery vans which daily exchange materials between cooperating institutions. We have taken advantage of this existing system to deliver books, xerox copies of articles, microfiche, audio-visual kits and computer texts.

In an isolated, rural area like northern California, the public or community college libraries are the only local facilities immediately available to off-campus students. I believe the librarians in these libraries can be invaluable in providing a personalized reference service for the off-campus student. I actively promote the use of local libraries.

While a few of the out-lying librarians were sophisticated about the technological changes that have swept our profession, most, quite frankly, were not. Although they had never experienced an online search, they were as excited to discover how simple and quick computers can be as any of us were the first time.

We have put on one-day workshops for local librarians on how to use various specialized resources, such as law materials. Although these libraries do not have individual subscriptions to DIALOG, SOC or BRS, they have participated in designing search arguments as well as interpreting the results. For each local library which participates in an online search for an off-campus student, we have given them free searches on the subjects of their choice.

In setting up this cooperative system, we could have created a separate office to fill off-campusus requests. That is still possible. However, every academic library has an inter-library loan department and Chico is no exception. I believe that inter-library loan offices are established to locate and fill requests for materials which are not available locally. From my point of view, locally includes, Anderson, Redding, Chico, etc. That is, any site or campus where CSU, Chico has students.

For our purposes, then the inter-library loan department acts as the unit which coordinates the delivery and return of library materials. Whether it's a journal article, a book or a microfiche copy of an ERIC document; everything is handled by the staff of inter-library loan.
What we have been talking about this afternoon may seem unusual to some of you. As librarians, we understand an individual's need for information. What we must do is to make everyone aware of libraries. Next we have to assure our potential patrons that libraries, library resources, and librarians are accessible. Then, ultimately, we must build the networks to provide fast, reliable delivery of materials when they are identified and needed by our library patrons.
PROVIDING A COOPERATIVE LIBRARY CATALOG FOR OFF-CAMPUS FACILITIES

by

Terry L. Zinser

Cerritos Community College

The process for bringing library services and catalogs to off-campus facilities for College of the Siskiyous was begun in 1980. The college, a public two-year community college, enrolls 1,000 students on its 260 acre campus and an additional 1,500 students in part-time classes throughout the country. Part-time and extension students are given instruction at the main campus as well as eleven outreach teaching sites scattered throughout this very large 6,263 square mile service area. This service area of the country is large enough for the states of Rhode Island and Connecticut to easily fit within its borders as shown below (See Figure 1).

There are fifty-five faculty at the main campus and an additional 130 part-time instructors. These part-time instructors teach either at the main campus or at the off-campus sites. It is not unusual for these part-time teachers to be at sites which are one to two hours driving time from the main campus (See Figure 2). College of the Siskiyous offers a complete undergraduate and baccalaureate transfer program, vocational training, career education, and enrichment courses. Undergraduate level courses prepare students for transfer to four year colleges and universities and the vocational programs suit the needs of this rural and largely agricultural county. In addition, the college is involved in a number of appropriate technology and energy programs such as cordwood construction, alcohol fuels, wood stove building, solar systems and farming. A curriculum as interesting and varied as this creates unique demands for library materials and services.

The demands for library and instructional support materials come from the campus faculty and the off-campus teachers. Films, video cassettes, audio tapes, filmstrips, books, records, and periodicals are required at all teaching sites including the equipment for its use. Neither teachers nor students who reside at distant locations can be expected to come to the main campus weekly to pick up materials and equipment or to gain access to the library's books, periodicals and media. Travel from some of the off-campus sites during winter is often hampered by heavy snowfall which often makes roads and interstate highways impassable. Ice and snow conditions exist for four to five months per year. This 6,263 square mile county in extreme northern California has a total population of 39,732 (U.S. Bureau, 1980). A 6.3 population per square mile makes rural Siskiyou County a vast mountainous, agricultural, and
difficult area in which to deliver library services off-campus.

The college is one of the 107 California Community Colleges and receives a combination of state and local funding. Each college is governed by a locally elected Board of Trustees and has its own campus administration. Library services at College of the Siskiyous are combined in the Learning Resources Center. The center houses the traditional library, multi-media center, computer center, and art gallery. The print and non-print materials are combined in the same building but are administered separately. There is a separate card catalog for print materials and a separate catalog for non-print.

**Learning Resources**

The library houses a collection of over 30,000 volumes suited to the community college curriculum and the community at-large. Major strengths of the collection are religion, philosophy, forestry, and the biological sciences. There are subscriptions to 179 periodicals. The media center houses 5700 discs and tapes, primarily jazz music to support a very strong vocal jazz program. There is a small collection of slide-tape programs, 44 video cassettes, and 29 filmstrips. No 16 mm films are owned by the college; they are rented on a contract basis through the county schools office or a regional cooperative library system. Annual circulation of library materials was 16,496 for the 1980-81 academic year.

Staffing for the Learning Resources Center includes two certificated or professional positions, one a librarian, the other a media coordinator. There are two full-time twelve month clerical positions and one ten month position. In addition, there are two technicians in the media center, one as audio visual and the other for video repair and production. Staffing is supplemented by a minimal 800 hours of student help annually.

There is also a county-wide public library system, the Siskiyou County Public Library. Its main headquarters library is 30 miles north of the college in Yreka. In addition the library system has branches in seventeen towns scattered throughout the college's service area. The county system holds 150,695 volumes which it rotates among its branches. Collections in the branches range from 200-300 volumes in the small store front locations to 10,000 to 14,000 volumes in the larger towns. The county's residents borrow an impressive 365,000 (1980) items per year from the public library alone. This is an admirable 9.1 circulations per capita and must be considered in light of the fact that only one card catalog exists at the main library for all seventeen branches. Teachers and students in the college's outreach sites must rely heavily on the service from the public branches and their collections which are limited and
already in heavy demand from the local public library patrons.

Plan For Cooperative Outreach Services

The plan was begun in November, 1979, as the California State Librarian offered a special invitation for school libraries and public libraries to cooperate and compete for state administered Library Services and Construction Act (LSCA) funds. The state library does not normally have authority for the academic libraries. This invitation for cooperation came in the wake of California's Proposition 13 and the state library's concern for continuation of library services in the public schools. Proposals were requested for funding during the 1980-81 fiscal year. The state library still maintains an advisory committee on school library/public library cooperation and continues to receive innovative proposals from institutions wishing to share resources and improve service.

The proposed plan submitted jointly by College of the Siskiyous and the Siskiyou County Public Library called for combining the card catalogs of each institution and making it available at each branch or outreach teaching location. Neither the public branches nor any of the college's outreach teaching sites had any catalog of available resources. In addition, a small union school district in the county wanted to combine its resources as well and become a participant in the first combined college library/public library/school library catalog in the state. This district was the Mount Shasta Union School District.

The cooperative proposal received $89,000 funding for the 1980-81 year and an additional $25,775 for 1981-82. The plan called for the combining of the holdings of the three institutions into a COM catalog for distribution throughout the county and for a delivery network to move materials between sites. The combined catalog would have 30,000 titles and 5,000 records and tapes from the college; 5,000 titles from the school district; and 80,000 titles and 1,000 records from the public library. These figures are estimates based on the best known inventory for all institutions. Precise title numbers and duplicate titles held are not now known. It is expected that the COM production will provide a more precise record of the three collections.

The plan allows for more than just a combined catalog. In as much as the college has teaching sites in eleven of the seventeen towns that are served with county library branches (See Figure 3) the duplication of services is avoided and students and patrons gain an expanded pool of materials to work with. The county library already had branches and the college usually rented small schools or community centers for teaching sites; thus, new buildings did not have to be built nor did new staffs need to be created. What was needed at each branch and teaching site
was a detailed catalog of the available materials in the participating libraries. Even at the public library branches, the branch patrons and librarian had no idea of what the total county holdings were because there was no catalog at the branches; only at the main library. Once located, the materials only needed to be delivered to these outlying areas. The U.S. Mail had been used in the past to deliver requested titles to the public branches. No books were ever delivered to the college sites. The plan called for an economical and practical vehicle for delivery travel between these remote and rural sites. The grant would purchase the vehicle and routine maintenance would be the responsibility of the libraries once the funding period was completed (See Figure 3).

The requirements for the delivery vehicle are dictated by the extreme ice and snow conditions as well as the mountainous terrain. A four wheel drive or certainly front wheel drive was required. The continued maintenance costs were carefully considered by the institutions and a small front wheel drive American station wagon was purchased. Title to the vehicle remains with the State of California, but for all due intent the vehicle remains with the three libraries for their use following the first year of operation with grant funds. An added benefit for this plan is the California Library Services Act (CLSA) and the Interlibrary Loan Program funded by that act. The intent of the Act is to support the sharing of library resources through interlibrary loan. Specifically the Act provides a reimbursement of $2,71 for loans between a public library and a school or college. It is anticipated that as the cooperative catalog is used by the students and patrons in the off-campus and branch locations enough loan reimbursements will be received to off-set at least the majority of the costs of operating the delivery vehicle.

The Process

As the preliminary step to any machine conversion, an inventory needed to be made. The inventory of all three institutions was begun with a staff of six CETA personnel and several part-time student aides. Following the inventory which also involved a seeding process for the public library, the CETA personnel were then trained as data entry clerks. None of the libraries had any records in machine readable form. The grant provided for OCLC terminals at the college and main public library. The school district collection was converted as a holding library of the college. Full retrospective conversion of all print and non-print holdings was begun. First to be entered was the record collections of the libraries. This would end up as a small 8,000 item collection and could serve as a test catalog for quick distribution to the branches. The conversion was completed and the record collections were converted to COM by a commercial vendor.
Once received from the vendor the microfiche catalogs of the sound recordings were distributed to ten public library branches plus the main libraries of each institution. This would allow for a trial user and librarian orientation to the use of a COM catalog. The experience would allow for the training of branch staff and for the introduction of instruction in the use of the catalog to new students and public patrons as a part of the existing orientation programs. This trial period using the smaller record catalog would also allow time for the delivery schedules and routines to be refined before substantial numbers of books needed to be transported between sites. Regular delivery service to seven of the branches was instituted with the training of two college student drivers. These drivers spent an average of six hours on the road one day per week each. The major difficulties with the delivery system came from sorting and arranging the materials for different branches in a useful and space efficient manner in the station wagon. There was little public patron or student resistance to the use of the microform catalog. The only major complaint, aside from input errors which were transferred to the finished catalog, came from adult patrons who sometimes found the catalog difficult to read.

The Results

A. LSCA Fund Provided For:

1. OCLC terminals and printers for retrospective conversion
2. Delivery vehicle (Ford Escort Station Wagon)
3. Microfiche readers for 21 branches and teaching sites. (Bell & Howell ABR-VII)
4. Project coordinator's salary
5. Production of the COM catalog
6. Retrospective conversion costs
7. Continuation of data entry clerks following elimination of CETA program

B. Local Contributed Funds Provided For:

1. Eleven ROM readers for use at main libraries
2. ROM turntables and pedestals
3. Project director's salary
4. Delivery drivers salaries
5. Vehicle maintenance
6. Clerical assistance and supplies where needed
7. Additional in-kind contributions

C. Major Constraints:

1. Securing agreements among three separate and distinct public jurisdictions
2. Inventory of the library collections
3. Maintaining skilled and interested data entry personnel
4. The data entry process
5. Meeting projected deadlines

D. Major Accomplishments:

1. Improved public awareness and support for cooperative ventures
2. Improved access to library resources
3. Extension of campus library resources off-campus
4. A model for cooperative school library/public library programs
5. A current COM catalog

Resources

Interlibrary Loan Reimbursement Program
California Library Services Board
Library-Courts Building
P.O. Box 2037
Sacramento, CA 95809
(916) 322-8476

Siskiyou Rural Outreach Cooperative
Ms. Doris Newman, County Librarian
Siskiyou County Library
719 Fourth Street
Yreka, CA 96097

Advisory Committee for School Library/
Public Library Cooperation
Library-Courts Building
P.O. Box 2037
Sacramento, CA 95809

College of the Siskiyous
Learning Resources Center
800 College Avenue
Weed, CA 96094
(916) 938-4462

REFERENCES


Siskiyou County Area

SISKIYOU COUNTY 6,263 sq. miles

Rhode Island 1,214 sq. miles
Connecticut 5,009 sq. miles

Fig. 1
ACCENT ON ACCESS:  
THE DELIVERY OF LIBRARY SERVICE AT THE WEST VIRGINIA  
COLLEGE OF GRADUATE STUDIES  

by  
Sue P. Forrest  

West Virginia College of Graduate Studies  

The West Virginia College of Graduate Studies offers master's degree level education throughout Southern West Virginia. The administrative headquarters is located at Institute, West Virginia, eight miles west of Charleston, the State Capital. The College was established in 1972 at the recommendation of the West Virginia Board of Regents by the State Legislature as an independent, state-supported graduate institution with the mission to provide graduate study opportunities through teaching, research and public service activities. The specific geographical service area of responsibility is the 16 counties of southern West Virginia, an area which contains approximately 39 percent of the state's population or approximately 760,000 people.  

Through four academic divisions, COGS offers 17 degree programs in the areas of Education, Behavioral Studies and Humanities, Business and Management, and Engineering and Science. The student body of 3,200 (Fall 1981) is 97% part-time; 95% of the students are fully employed, working professionals. There are no undergraduate programs, athletic teams, resident students, or owned facilities. The College leases all office space, classrooms, laboratory, computer, and library facilities from other colleges, schools, or the private sector. The College was fully accredited for 10 years by the North Central Association in 1981 (WVCOGS Fact Book 1981-82).  

The philosophy and operation of the College are focused on providing quality education at times and locations convenient and accessible to students. Half of the classes offered each semester are taught by faculty routinely traveling to remote locations. Consider the setting of rural West Virginia--narrow, circuitous primary and secondary routes through rugged terrain connect population clusters. Distances are not measured in miles but in the time that it takes to get from place to place. Lewisburg is 120 miles from our major campus headquarters, but the distance is described as 3 hours in good weather. It is in this setting and with the COGS mission as a guide that we must deliver library support and service.  

For clarification and consistency in terminology, library service at the Graduate College will be described in this paper in the terms of the "Guidelines for Extended Campus Library Services" approved in January, 1982 by the Association of College and Research Libraries (Assoc.  

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of, 1982). The "Guidelines" define "main campus" as the center of library activity. The main campus of the West Virginia College of Graduate Studies, or COGS, is shared with West Virginia State College, a public undergraduate institution of 4,500 students. To share facilities with other state institutions is specified in our mission statement (West Virginia Board, 1979). The library is also a shared facility with interfiled book and journal collections, shared equipment and instructional materials, shared network affiliation, and interscheduled staffs. The collections of each institution are complementary, and duplication is avoided if possible. The development of the combined collection greatly enhances the resources of both. Totally reciprocal library service exists between WVSC and WVCOGS.

Defining an "extended campus" is more difficult. The "Guidelines" offer no synonym but indicate anything "nontraditional" and requiring library support may be called extended campus. Extended campus is interpreted quite loosely at the Graduate College. There are four established learning centers in towns of the service area where programs are offered on a fixed cycle. There are also a number of other communities where classes are offered each semester in response to prevailing student need. In fall 1981, 120 classes were offered in 21 different locations. There are equally as many options for library service wherever programs and classes are offered.

Another term that needs to be clearly identified is "service outlet". The Graduate College uses the term to describe local points of library service which are arranged individually on a class-by-class basis to accommodate the semester's schedule. These service outlets include two public undergraduate institutions, where contracts are annually negotiated to pay for library service; one private college, where payment is in kind for the service of a professional librarian and staff to maintain the library hours evenings and weekends; another professional school, which provides space and cooperation gratis; a dozen public libraries that cooperate and find their public library service is promoted in the community when patrons initially come into the public library as COGS students. In some cases, schools become service outlets when the schools are remote and offer help and space.

Library service to these extended campus locations is coordinated by a professional librarian based in Beckley, WV. The position requires someone who can handle front line action and is mobile enough to make and maintain the contacts with the service outlets. All other COGS library staff members serve as backup and support for extended campus needs, as well as serving those users of the main campus library.

The slogan "Accent on Access" has been the theme of presentations and publications of the library for several
years. But what actual materials are accessible to students at these service outlets? The package varies from place to place and class to class. Consider this example of what was done to support three education classes taught last summer in Craigsville, Craigsville is a coal mining community of about 800, and 110 students from Craigsville and many smaller communities of Nicholas county enrolled in the three courses. The cost of the courses was underwritten by Island Creek Coal Co., providing the opportunity for further professional training of the county's public school teachers. The classrooms and library service outlet were arranged at Beaver Elementary School. Access to the book collection was provided via a microfiche copy of the card catalog generated from our cumulated database entries in the OCLC network system. Ten year runs of four index and abstract titles including Educational Index, C.I.E., ERIC, and Psychological Index, were provided to access journal literature. Request forms and all supplies to return those requests to the main campus were provided. A librarian visited the classes to explain the mechanics of library delivery service and to offer bibliographic instruction. As students began to define their research topics, their preliminary manual searches of the literature identified appropriate descriptive terms. If that did not provide enough information, students developed a search profile, and the librarian performed an automated literature search on a portable terminal. The users carefully reviewed the printed bibliography to determine the most appropriate references. They then completed and submitted their request forms to the main campus where these were quickly filled. Material including reprints, books, microfiche, ERIC documents and portable readers were returned directly to the users.

In the 1981-82 academic year approximately 6,500 user requests were answered in this manner. This delivery system takes a great deal of coordination between the faculty member teaching the course and the library to succeed. Some faculty members request reserve collections for support; some request basic reference tools such as Buros Mental Measurement Yearbook and representative tests be made available. The entire William S. Gray Reading Research Collection of microfiche, the cabinet that contains the card index to it and a fiche reader/printer were taken to one class site for student use.

The material returned to students is shipped in several ways including U.S. mail, United Parcel Service, delivery by faculty or teaching assistants, or by the librarians. The Graduate College has an 800 telephone number whereby its students can call in requests for library material or for any other college business.

The newest delivery mode is a converted van that has been arranged with cabinets, shelving, desks, and microform readers. It is outfitted with an appropriately selected
book collection, film, fiche, indexes and standard reference books and driven to class locations by librarians.

One of the most difficult courses to serve is that offered via teleconference. The courses are taught from the main campus at two to eight different locations simultaneously via telephone hook-up. All students can talk to and hear each other and the faculty member can lecture and hear each of them. Librarians make presentations describing available services usually at the second teleconference session. Materials to support the classes are frequently rotated among the receiving sites for a limited time. Faculty are very flexible in their assignments, requirements and due dates to accommodate users.

There are two other pertinent issues regarding such a delivery service. One is financing it, and the other is evaluating the service. The Graduate College does not have a separate budget for support of extended campus library service as suggested by the ACRL "Guidelines". It is not felt the institution is large enough or are categories of expenditure flexible enough for such a division. The budget for total library service was $270,700 in 1981-82 or approximately 7% of total institutional expenditures. Delivering library service is not a cheap proposition. For example, the salary of the staff librarian based in southern West Virginia is not all the personnel amount that can be counted. When requests from these users come in, as much of the staff of the main campus library as is necessary is assigned to search and prepare the materials for delivery. The times of greatest use requests are late September and all of October in the Fall Semester and late March and April in the Spring Semester. The greatest costs are in the Current Expense category including telephone, mail, and printing supplies and services.

In an effort to evaluate the delivery of library service and in preparation of documentation for the latest North Central Accreditation visit, southern West Virginia users were asked to respond to a survey. The compilation was entitled Perceptions (WVCOGS 1980). The surveyed students reported that they found adequate access to library resources both on the main campus and in outlying areas. Classes have been asked to respond to a questionnaire following a bibliographic instruction session and report that the instruction is helpful and informative. Further followup forms are being accumulated this semester. The forms are sent to users along with their searches or materials. They will be summarized at the end of the semester and suggestions and comments incorporated in the spring. Cumulative records are kept of users requests to identify specific needs at specific locations. For example, requests of articles from journals are tabulated and the annual subscription list is reviewed relative to the data. New subscriptions can be easily identified based on actual
use. Faculty at extended campus locations are continually consulted for advice and direction.

In summary, at the main campus and at extended campus locations, library service is the core of academic support service and is designed to answer the informational needs of the students and faculty wherever classes are offered by the Graduate College.

REFERENCES


A BIBLIOGRAPHIC INSTRUCTION MODEL
FOR REACHING
ADULT PART-TIME STUDENTS

by

Karen Brown

University of Maryland - University College

Introduction

Much has been written about the increasing number of adults enrolling in college and university programs. Literature on the delivery of courses at off-campus locations details the planning and implementation steps but, unfortunately, discusses very little about library resources and services needed to complement these course offerings. Faculty and student access to course-related library materials is one major component of any quality off-campus program. A second component, bibliographic instruction, has only begun to receive attention and is the focus of this paper. As an educational technique for off-campus classes, bibliographic instruction presents a thorny problem for faculty, students, and administrators alike. The obstacles are several: lack of time for students with career and family commitments, distance to research facilities, and "library anxiety" among returning students. This paper presents a model of bibliographic instruction that incorporates both credit and non-credit options to meet the unique needs of part-time students. It was designed by the Library Services office of University of Maryland University College.

Bibliographic Instruction and the Part-time Student

The ability to retrieve and utilize information is crucial to career, educational, and personal endeavors. In fact, these skills have assumed heightened importance as the complexity of information retrieval increases. Adults returning to school quickly realize the necessity of developing information retrieval skills in order to complete course-related projects. The results of a library use survey conducted by University College in 1980 showed that 55.1% of those students surveyed recognized a need for information retrieval skills and expressed a willingness to learn them (Library Use, p. 13). Models of bibliographic instruction used with traditional undergraduate students are not adequate for part-time adult students unless modified. Differences between adult students and traditional students have been one focus of the continuing education literature over the last several years. A number of key concepts are pertinent to developing an effective model of bibliographic instruction for adult students and are discussed briefly below.
Not only has the process of information retrieval become more complex in the academic library environment, but the work setting is also rapidly changing in terms of information handling. The prevalence of word processing units, information management systems, and microcomputers exemplifies the phenomenon. The majority of adult part-time students have career commitments which bring them in contact with these new information systems. While on the one hand, adult students find they lack the skills necessary for effective information retrieval, they do tend to have more practical experience and contact with advanced information storage and retrieval devices than traditional students. Any bibliographic instruction program designed for an off-campus program should take advantage of the practical knowledge and experience adults bring to the classroom.

Part-time adult students also differ from the traditional college student in that they usually have clearly defined areas of study. In most cases, the area of study being pursued is career-related. Many of the research projects they undertake are oriented towards their work situation. Typical research projects include drafting a technical proposal, exploring new trends in a particular field, preparing comparative case studies, and investigating new theories or concepts. Again, the bibliographic instruction program will need to take into account and be applicable to the interplay occurring between a student’s education and work environment. The two often occur hand in hand.

Finally, instruction in information skills for the part-time students should incorporate Malcolm Knowles concept of "andragogy."

...this implies that it is no longer realistic to define the purpose of education as transmitting what is known. In a world in which the half-life of many facts (and skills) may be ten years or less, half of what a person has acquired at the age of twenty may be obsolete by the time that person is thirty. Thus, the main purpose of education must now be to develop the skills of inquiry. When a person leaves schooling he or she must not only have a foundation of knowledge acquired in the course of learning to inquire but, more importantly, also have the ability to go on acquiring new knowledge easily and skillfully the rest of his or her life (Knowles, p. 19).

Based on this concept, an off-campus bibliographic instruction program must be rooted in a framework that embodies flexibility, adaptability, and the notion of
"Learning how to learn." Considering the diverse background, experiences, and knowledge that adult part-time students bring to the classroom, the content of the instruction must be both meaningful and placed within a broad context. Although this may seem fairly straightforward, Pamela Kobelski and Mary Reichel elaborate on the necessity in a recent library journal article.

"The use of conceptual frameworks allows the teacher to build a cognitive structure that will improve student learning. A recent review of the research indicated that such structures were most valuable (1) when the material to be learned was potentially meaningful, but appeared unorganized or unfamiliar and (2) when the learner lacked a context for the material or had no related knowledge or abilities" (Kobelski and Reichel, p. 74).

Rather than presenting examples of specific reference sources and types of library facilities and services, bibliographic instruction should emphasize techniques and strategies for information retrieval. These techniques and strategies should be patently transferable to new situations that require gathering information so as not to limit their use by resource or location constraints. This type of instruction encompasses self-directed learning -- an approach adult students find attractive.

Bibliographic Instruction Model

By using the concepts outlined above, the formats for effective delivery of bibliographic instruction fall in line. University of Maryland University College provides students with several credit and non-credit library instruction options. Each will be described briefly emphasizing the approach used and content covered.

NON-CREDIT:

*Workshops: Several workshops are offered each semester free of charge to University College students and the general public. These workshops have proved to be extremely popular, with an average of twenty people attending each two hour session. The content of the sessions varies each term and reflects specific course-related research interests of University College students. Workshop titles have included "Starting the Research Project," "Library Research Strategies for Graduate Students," "Business Information Sources," and "Basic Library Research Skills." An emphasis is placed on techniques and strategies for identifying, locating, and evaluating information found in libraries, information centers, and organizations. This approach makes it possible to transport the workshops to different library settings or
an off-campus site classroom.

*Course-related Instruction:* By instructor request, the University College Library Services office will arrange for class presentations designed around specific course projects. Whenever possible, arrangements are made for the class to meet in the off-campus site library. In almost all cases, the staff of the library welcomes these sessions, because students become familiar with available resources and learn how to use them. Similar to the workshops, the class presentations emphasize strategies for identifying appropriate libraries and resources. Due to the subject specialty of most course-related instruction, these sessions are unique from the workshops. It becomes advantageous to highlight specific reference sources and titles. Both faculty and students have responded on evaluations that these sessions are particularly valuable in that they fulfill an immediate need to learn information retrieval skills.

*Instructional Materials/Publicity:* The University College monthly newsletter, *New Dimensions*, which is sent to all students, is a key tool for increasing students' awareness of libraries and information sources. In addition to publicizing upcoming workshops, the Library Services office frequently includes articles about area library facilities, services, and tips on locating needed information.

The Library Services office distributes to students a library guidebook and prepares instructional handouts as needed. Typical handouts include subject bibliographies, pathfinders, and general information about research strategies.

In addition to these publications, computerized literature searches are conducted for students on a direct cost basis. Many students have commented that computerized literature searching provides a quick and efficient means for supplementing the library research process. Instructional materials describing the service and explaining how to use search results are provided. Although a majority of University College students are undergraduates and many academic libraries hesitate to promote computerized literature searching to undergraduates, University College evaluations show that with adequate explanation of the pros and cons, the service has proved valuable.

**CREDIT:**

*One-Credit Course:* A one-credit course was recently developed jointly by the Library Services office and the Writing Center (a free tutorial service provided on a walk-in basis to University College students). The course was developed as a result of increased requests by faculty for additional course-related instruction and comments from some workshop participants that they would prefer more
in-depth instruction. The one-credit course, "Information Retrieval and Research Writing Skills," introduces students to the process of preparing course-related research projects. Similar to the workshops, the course emphasizes a broad array of research strategies and techniques. Students from all disciplines (business, humanities, etc.) are encouraged to enroll. The assignments and a writing project allow students an opportunity to use resources specific to their academic major or area of interest.

**Independent Study Course/Text:** To provide for more flexibility, a self-paced text and workbook developed from the one credit course is being planned. The text and workbook will form the basis of an independent study course. It is a course that could be offered through University College’s Open University Program, which is modeled after the British Open University system of self-guided study. An independent study course on information retrieval skills would fit within this curriculum, which is specifically designed for adult part-time students.

**Conclusion**

A review of the library literature on bibliographic instruction shows that many of the approaches detailed above are prevalent, but very little has been written about their application to off-campus programs. By incorporating concepts of adult learning, these models can be adapted to the unique research needs of adult part-time learners. Off-campus college and university programs bring together students who have a wide range of experiences and who are pursuing a variety of educational goals. Since the attainment of these goals often hinges on the ability to locate needed information effectively, information retrieval skills have become an integral part of any education. In fact, it has become essential to continued lifelong learning.

**REFERENCES**


Library Use At University of Maryland University College: Survey Results, College Park, MD: University of Maryland University College, 1980.
BIBLIOGRAPHIC INSTRUCTION AT OFF-CAMPUS SITES

by

Janice L. Peyton

Evergreen Valley College

An off-campus library site may be described as a branch library which is situated at a location other than the main library at the main college campus. It usually, by design, has fewer resources, fewer staff members, and limited services.

The importance of providing adequate bibliographic instruction to library users is unsurpassed by any other function, in terms of meeting the needs of the user. While off-campus libraries address many problems, there are also unique situations which dictate both the role that bibliographic instruction should play, as well as the level of bibliographic instruction which must be provided.

Because decentralized facilities, services and resources influence the goals and procedure in which bibliographic instruction will be executed, considerable planning should be given to: objectives; methodology (the organization and administration of the program); advantages and disadvantages; and future trends.

In a statement addressing the needs of the community college to take educational programs and services into the community, at the same time devising new means of making formal instruction flexible and relevant to life experiences of students, Dorothy Knoell contends that the goal of providing universal access to comprehensive post-secondary education should be reinforced by "... developing both off-campus facilities and new institutional technologies" (Knoell and McIntyre, 1974).

Let us add to this concept by stating that objectives for bibliographic instruction programs must reflect the mission of the off-campus site; the advantages and limitations of the facilities; as well as the level of available technologies at the institution.

In more specific terms, John A. Williams, in reinforcing the need of school libraries to better prepare students for college, feels that rudimentary criteria for a comprehensive bibliographic instruction program should include the obligation to:

determine students' needs, the degree of instruction, and the quality of instruction
convince faculty of the value of bibliographic instruction

accept and/or recruit the assistance of the teaching faculty

accept the fact that the necessary training in instruction cannot be done quickly

train students to save time and become more efficient searchers

set goals for each level of instruction

make learning rewarding and relevant; give students the chance to practice what they have learned

administer proficiency tests and reward accomplishment by letting the good student pass by steps in a well developed plan

solicit administrative and faculty involvement

avoid the urge to teach the course you took in reference at library school

develop materials tailored to local needs (Williams, 1979)

Again, in constructing objectives for a bibliographic instruction program, keep in mind the total mission of the site. The role that bibliographic instruction plays is directly dependent upon needs of the population served.

The methodology involved in planning an effective bibliographic instruction program dictates that in-depth consideration be given to the organization and administration of the facility and to the mode of the information access to be provided. Several questions must be addressed:

1) Will there be a library at the site? Assuming that the off-campus site was selected because of high visibility and accessibility to local residents, it is possible that other adequate facilities and services are also strategically located near the site. In which case, cooperative arrangements for shared services and responsibilities may be feasible. If a cooperative arrangement is possible, then bibliographic instruction could compliment the entire service concept of the off-campus site, as well as augment the array of services available at the cooperating organization.

2) How will services be provided? Will there be at least one full-time librarian at the site or will services be limited to or supplemented by some abbreviated print or video format? Ideally, at least one full-time librarian
should be available at the site during service hours, even if resources are limited. Under normal circumstances, the standard student/teacher ratio should be observed. However, with growing budget constraints, the availability of a full-time librarian at the off-campus site may become increasingly difficult to justify.

Narrowing the gap between full-time staff and no staff may take a cursive evaluation of peak service hours of similar libraries or even public libraries in the area. Although there is no substitute for a full-time librarian who is capable of providing user services including bibliographic instruction at the site, some possibilities for supplementing limited staff at the site include:

1) a small reference library with a card or COM catalog to the collection on the main campus or to another relevant collection

2) micro format duplication of a considerable portion of the main college library (e.g., if the curriculum of the off-campus site lends itself to business, then the subject heading of BUSINESS and allied subjects could be included)

3) neighborhood centers which provide a conducive study environment, library resources, typewriters, calculators, audio visual equipment could be utilized

4) interlibrary loan and/or courier services (e.g., vans, shuttle buses, etc.) might be utilized in transporting requested material on an interlibrary loan basis

5) union catalogs with other agencies, and institutions in the area (Knoell, 1974)

Regardless of the option chosen for providing bibliographic or physical access to needed materials, the key factor in regards to instruction is that in order for resources and services to be utilized in an efficient and cost effective manner, bibliographic instructional materials must be largely mass-oriented and self-instructional (Knoell, 1974).

In selecting the best form of instruction, consideration should be given to the following types:

Commercially prepared packages. These materials generally give a universal approach to library use. After the initial financial outlay, these packages provide flexibility as well as an opportunity for the user to pace himself.

Locally developed packages. Elementary packages are usually workbook-answer-sheet format. The following elements are considered essential: pre-test, behaviorial
objectives for each module and post-test. More sophisticated packages often include various mediated configuration of instruction modes, including a combination of print and/or slides, tapes, films (Knoell, 1974).

A combination of both commercially prepared materials and locally developed materials could offer even greater possibilities of addressing the heterogeneity of the library users.

The importance of the time and efforts involved in weighing the advantages and disadvantages of the types of prepackaged materials should never be discounted. Working with an inappropriately chosen teaching mode could become increasingly difficult. This is not to say that there is no room for error; but carefully weighing of the advantages and disadvantages during the planning phase could reduce the amount of duplicated effort. Of course, after selection and implementation of the instructional materials, a continuous evaluation process will help in refining any technique.

A preliminary evaluation instrument should be designed during the early stages of program planning. The time invested in structuring this tool will be invaluable in measuring the effectiveness of the medium and mode of instruction. This evaluation tool should continually reflect symmetry in effectiveness and polish as the bibliographic instruction program develops and becomes more refined.

Advantages or assets of having an effective bibliographic instruction program. Confident library users can be the best public relations system available. If adequate services, along with a well planned bibliographic instruction program are provided, an inborn recycling system can be established and maintained. New users will easily become oriented to the program; pass the word; and keep the cycle going. This promotional technique, once established, is virtually cost free.

Disadvantages or potential problems in planning a bibliographic instruction program. As is the case with all library functions today, the prevailing negative characteristic associated with providing an effective bibliographic instruction program is the lack of financial support. Thus, a major problem in providing adequate bibliographic instruction for off-campus sites is keeping administrative overhead low enough that they do not outweigh the benefits of the bibliographic instruction program. Again, one must weigh the cost and level of personnel needed. A combination of adequate documentation and realistic expectations are key factors in justifying personnel load.

Duplication of effort may also cause viable ideas to virtually self-destruct. Remember that cooperative ventures can be an investment.
Here, we cannot overemphasize the significance of keeping the total library program in proper perspective. If we isolate bibliographic instruction as a separate entity, and fail to show its relationship to both the total instructional and service programs, then this library service is more susceptible to losing administrative support.

Many bibliographic instructors underestimate the importance of providing a quality program, and therefore lessen the credibility of their efforts by under-budgeting. Merrill in *Criteria for Planning the College and University Learning Resource Center*, said: "The minimum subsidy support that can maintain a viable learning resource center must provide for equipment, replacement, research and development, instructional presentation services and planning services" (Merrill, 1977).

Often the library at the off-campus site has to compete with the main library whose administrators may see the site as threatening. Here the inclusion of ideas from every facet of the main campus during planning and on a continual basis as well, could relieve some of the stress.

Because technical processing for an off-campus site is often done at a centralized location, the technical services staff may not be recognized for their significant efforts in the total library program. Including the technical services staff in the planning of the bibliographic instruction program, and especially requesting that they alert the bibliographic instruction coordinator of new and/or specialized reference sources which would be appropriate for use at the off-campus site might minimize possible turbulence among staff members.

**Future trends.** The recent proliferation of literature addressing the need for improved bibliographic instruction programs at every level has called for careful planning for future programs. Effective forecasting can only be based on an assessment of local needs, space, time and financial support.

**Local needs.** Acquire as much empirical data about the student population (of the site) as possible. If a student profile is available, use it. However, we must caution ourselves not to use the data to stereotype groups of people, but rather to diagnose areas of critical need and to target the audience level of various groups.

**Space.** Guidelines for planning space utilization are available. However, few of these standard guidelines suggest adequate preparation space for bibliographic instruction programs. Consider the feasibility of a conference room area and storage space specifically for bibliographic instruction materials.
Time. "Flexibility" is the key word here. The needs of the users do not necessarily fit the schedule of the bibliographic instruction coordinator. It is especially important during the first weeks of each session to promote the bibliographic instructional program to be readily available; and to have adequate directions for scheduled or impromptu one-on-one-type assistance as needed.

Allocate for staff development time, which for the coordinator of bibliographic instruction, must include time for planning, evaluation and fine tuning of materials, so that materials are kept current and relevant. Care must be taken to ensure that the entire staff is informed of what is expected in terms of time and to solicit their cooperation. Keeping the staff informed of long-range and short-range goals helps to minimize staff frustration and curiosity about how the bibliographic instructor's time is spent.

Available funds. Needless to say, administrative support for adequate space, time and money, respectively may be difficult to attain. If the administration does not understand the role of a carefully planned and administered bibliographic instruction program at an off-campus site, a great deal of footwork may be required in order to produce adequate data to justify local needs. But the importance of this homework is exceeded by few other preliminary steps during the planning stages.

Arguments about bibliographic instructional programs range from controversies over whether or not bibliographic instruction should be offered as a formal course, or infused into each discipline, to whether or not off-campus sites should have separate collections; serve as branches or whether a library at an off-campus site is justifiable.

Although there is little codification on the elements to include in the hierarchy of the basic planning and implementation phases of an effective bibliographic instructional program, Cottam and Davell have devised what is probably one of the most workable models available. In a recent article in Journal of Academic Librarianship, "A Conceptual Planning Model for Developing Bibliographic Instruction Programs" was introduced. In the model the authors explained the interrelationships in great detail between program components, assignment of responsibility, phases of process, and results (Cottam and Dowell, 1981).

In terms of the types of instruction which seem to have won favor among bibliographic instructional proponents, point-of-use instruction seems to have become a popular concept. The point-of-use instruction tactic as described by Cipolla both strengthens the user's confidence by addressing immediate needs of the user as well as directs users to prepared bibliographic instruction programs. "... In that way, the specific needs of the individual library
user could be met when they occurred, whether or not a librarian was on hand" (Cipolla, 1980).

Computers as a means of bibliographic access, and interlibrary loan as a means of physical access will be key factors in providing library resources to off-campus library sites. These services will ultimately reduce duplicated efforts and encourage cooperation among libraries. Bibliographic instructors have an obligation to teach effective search strategies in order that users will develop poise and confidence in satisfying their information needs locally. However, more importantly, bibliographic instructors will be charged with informing library users of the array of information available through networking, and acquiring and/or developing materials to assist users to make intelligent use of these services and resources.

Further, bibliographic instructors will become more cognizant of the urgency to grow professionally. Demands will be made on administrators, library schools, continuing education programs, independent agencies as well as local libraries to meet the need for continued professional growth in new techniques of bibliographic instruction.

Finally, bibliographic instructors will continue to recognize the need to share experiences. Bibliographic instruction clearinghouses will play an important part in both providing samples of tried and tested manuals, packets, and bibliographic evaluation tools.

Certainly, formal evaluation tools will become more popular. Therefore, easing somewhat the task of acquiring and sharing specific empirical data about local programs.
REFERENCES


BEHAVIORAL BIBLIOGRAPHIC INSTRUCTION: 
MERGING FEELINGS AND FACTS

by

Angela Weyhaupt

Barat College Library

We've all seen it: papers with a bibliography consisting of two ten-year-old books and an article from last week's Time magazine. And we've heard it: "My library doesn't have anything." We know it does--at least enough to compile a working bibliography--and we know it can be found with very little effort. Why don't students find the information that they need?

For students away from their institution's main library, some of the reasons are inherent in the situation: an off-campus library facility or a small public library may not be equipped with a full range of human and print resources, or the hours of library service may conflict with the students' other responsibilities. These administrative matters are largely beyond the control of the bibliographic instruction librarian. Other reasons for ineffective library use are cognitive: students are unaware of the appropriate tools in their field, they are unskilled in the use of those tools, or they are unable to match the tools to the task. And some of the reasons are emotional: students are embarrassed to ask a question that seems too simple, unsure of what services they are entitled to, or not convinced that the results of a thorough search will be worth the effort.

In the beginning, bibliographic instruction focused on the introduction of tools. Annotated bibliographies and point-of-use displays acquainted users with the encyclopedias, indexes and handbooks of their field. The instructional services librarian was responsible for designing materials and answering questions. Bibliographic instructors soon realized, however, that students should be introduced to tools in the context of a search strategy. Pathfinders, workbooks, and structured course-related exercises were used not only to develop familiarity with resources but also to teach students efficient library habits.

This was an important development. It recognized that library use depended not only on knowledge of catalogs and indexes, but also on skills in problem analysis: using overview tools such as encyclopedias or textbooks to define the problem or topic, gathering information related to the solution or argument in primary and secondary sources, evaluating the information in terms of authority, currency and relevance, and organizing and presenting the solution or conclusion for other members of the academic community.
Search strategies were not taught as something unique to libraries, rather they were presented as a special case of a general problem-solving process. Library use was linked to reasoning.

The problem-solving approach to bibliographic instruction, however, addresses only the cognitive obstacles to effective library use. Off-campus students need that information, but they must also be persuaded to put that information to use. Improving patterns of library use may mean convincing students to begin assignments sooner to allow time for interlibrary loan, to drive to a better-equipped but less convenient library, or to overcome the fear of looking "stupid" or "out of place" in an unfamiliar library. Simply describing sources and strategies may not motivate students to make these changes. If the bottom line of bibliographic instruction is not merely knowledge but behavior, then problem-solving instruction must be supplemented with behavior-changing techniques.

Behavior is strongly influenced by attitudes; allowances must be made, therefore, for emotional as well as intellectual obstacles to change. Guided group discussion that permits an exchange of both information and feelings about library use can help alter negative attitudes. Such discussion may begin with a presentation on the library tools appropriate to the task, and proceed through a discussion process that resembles the problem-solving process:

1. Understanding the meaning of the Presentation and the life problem to which it may offer possible answers;
2. understanding of the group members' positive and negative intellectual and emotional reactions to the problem itself and to the Presentation;
3. comparing and checking new information and reactions with what the group members already know;
4. considering the implications and consequences;
5. deciding what they, as individuals, feel, believe, and must do. (Flynn & LaFaso, p.6)

A discussion on the use of journal literature, for instance, might reveal impatience with using two-step indexes, such as Psychological Abstracts, resistance to using microfilm readers, or annoyance at the trouble or delay in using interlibrary loan. In the discussion, these reactions can be considered in light of what the students
hope to learn from the assignment, and how important that learning is to their immediate and long-range goals. Some students will decide that the easiest way, falling back on the familiar card catalog, is good enough, and the librarian must respect that decision. But others will decide that the extra effort is not too great and that it will be repaid by the prospect of more recent and more authoritative results and the acquisition of a skill that will carry over into graduate or professional work.

Unfortunately, few librarians are in a position to lead a discussion that probes and resolves "group members positive and negative intellectual and emotional reactions." There may be only an hour or less to impart content and change attitudes. Unless some group cohesion is already present, students are unlikely to disclose negative feelings. Worse, if the librarian is not highly adept in eliciting discussion there is a risk that students will feel threatened by the attempt and avoid contact with the librarian in the future.

There is another, indirect, way of allowing the emotional factors inhibiting change to be expressed. Rather than presenting search strategies in abstract terms, the librarian can model one, including feelings as well as facts. Modeling refers to an individual who serves as an example, to written or verbal accounts of behavior, or to simulations using hypothetical situations. Modeling's efficacy is supported by social learning theories that stress that learning takes place in an environment that includes affective as well as cognitive and psychomotor skills (Kahn & Cangemi, 1979). By observing or imagining actions appropriate to a particular social situation, students can learn new behaviors, reduce inappropriate behaviors, or adapt already-learned behaviors to new situations (Goldstein & Sorcher, 1974; Bandura, 1977). Experiments with job seekers and foreman have shown that modeling and other social learning techniques such as role playing are as effective as discussion in influencing behavioral change (Hollandsworth, Dressel & Stevens, 1977; Goldstein & Sorcher, 1974; Latham & Saari, 1979).

What attributes should be modeled? Certainly planning, persistance, and resourcefulness should be reflected in a sample search. Humor and flexibility are also essential. The librarian must be willing to take the students' part, to deviate from the conventional where necessary, to bounce back from dead ends, to find facts and acknowledge feelings and to use both to accomplish the task at hand.

A sample search begins with a statement of the problem that is specific and realistic in terms of time and effort to be expended in this search session (usually 1-2 hours). This helps students estimate what can be accomplished within the time blocks usually available to them. Once the problem is defined, the search follows the librarian's thought process, including options that are
considered and rejected, and shows how the strategy is modified as the search is carried out. The idea of planning a search is foreign to most students, so the advantages of spending time in thought rather than wasting time in random action should be stressed. The librarian also has the opportunity to model critical thinking, as new information is evaluated and used to restate the problem or change the approach to sources.

Carrying out the planned strategy often allows the librarian to call attention to some of the library's procedures, such as the proper way to fill out an interlibrary loan request or the use of the Library of Congress Subject Headings. In this way "simple" facts can be reviewed without embarrassing students who have not learned them.

The librarian can also mention some of the peculiarities of the particular libraries students may be using. If students will be working at a public library, for instance, the presentation might include the kind of identification a student must have to check out a book at that library, what materials circulate to students who are not primary patrons of that library (e.g., residents of a neighboring town), whether loans can be renewed by phone, whether there is a grace period before overdue fines are levied, what periodical indexes are held by that library, the floor plan of the library, and where parking is available. A file of such information, gleaned from letters to neighboring academic and public libraries or from personal visits, can be organized and referred to in the bibliographic instruction session so that students can avoid a faux pas at a strange site.

The search should always conclude with personal information about the librarian, including name, office hours, and phone number. If the search presentation is successful, students will feel confident to approach for further help, and it should be easy for them to do so.

A behavioral approach to bibliographic instruction, using discussion or modeling, has three advantages for the students. Ultimately, they are helped to develop good library skills as "second nature." As they complete the assignment they have the extra information and reassurance to approach off-campus resources comfortably. Even the time spent in the library session is more enjoyable, since simulation or discussion bridges the gap between experienced and inexperienced searchers and welcomes comments and interplay.

Bibliographic instructors also profit from a behavioral presentation. As librarians they are more likely to develop close ties with colleagues at neighboring institutions, and less likely to develop an ivory tower mentality. As teachers they find it easier to create a teachable moment, since simulations raise the kind of questions that are
encountered only when researchers try to put theory into practice: How do you find out which journals a library holds? Who handles interlibrary loan, reference, or circulation? Finally, as human persons there is the opportunity to communicate not only thought and judgment but also patience, imagination, compromise and humor.

Behavioral bibliographic instruction recognizes that there are both practical and psychological obstacles to off-campus library use. Students, therefore, need both cognitive skills to deal with the intellectual demands of undergraduate research and coping skills to handle the stress of working in a new environment. Discussion and modeling provide information and motivation to resolve both of these issues and encourage a change in library knowledge and attitudes. And when students not only know where to find information, but want to find it and are comfortable searching for it, they are able to continue learning and to make informed decisions throughout their lives.
REFERENCES


Appendix A

Sample Search: Christian Theology in the 80s

Today's task: Choose a topic and begin a working bibliography.

What to write about? Browsing through the Readers' Guide sometimes gives me an idea. Let's look under "theology." Maybe something biographical about Martin Marty? (He's a home-town boy, and it would be easy to research in Biography Index and Readers' Guide.) . . . Liberation theology is a possibility—all those Marxists and lots of political controversy to spice up the theology. . . . So many titles look interesting, maybe I could read one of these articles and use it as a jumping-off point:

"For life and against death: a theology that takes sides"
"Encounter of Christian faith and African religion"
"asking the existential questions" by Rosemary Reuther . . .

Rosemary Reuther reminds me of feminist theology. I think I'd like to run with that.

Now that I'm serious about a topic, it's time to try the scholarly journals. I'd rather begin with ones that are locally available, so I'll check Humanities Index. Under "feminism" there's a list of mixed articles, some about literature or history, and some about religion and philosophy. Here are a few that looked good:

bibl Christianity and Crisis 40: 86-95 Ap 14 '80

"Metaphysics, Christology and sexism" Religious Studies 16: 179-93
Also, under the heading "woman (theology)" I found

"Image of God in man—is woman included?" Harvard Theological Review
72: 175-206 July 1979

Ready for Religion Index One. Under "feminism" they refer me to "women
(theology)"—interesting that they use the plural—women—and Humanities
Index used the singular. Lo and behold! P. Murray turns up again, also
writing on black and feminist theologies, this time in the Anglican Theological
Review, and there's an abstract in the second section of Religion Index One.
This does look interesting; I probably won't need both articles, and the G&G
one is in this library and has a bibliography, so that's my choice.

I wonder what the Catholic Periodical Index has? This sounds provocative:

"Was St. Paul a closet feminist?" U.S. Catholic 45: 35-37 May 80

I think that's enough to start with. Next time I'm in the library I'll
check the card catalog under "Woman (theology)" and "Theology—20th century",
and Subject Guide to Books in Print under the same headings to see whether
there's something I should get through interlibrary loan. Looks good!

For help, see: Angela Heyhaupt, 9 a.m.-5 p.m. Tuesday through Friday,
1-9 p.m. Monday, ext. 237
Appendix B

Checklist for Behavioral BI

1. Learn about library assignments made in off-campus programs or in courses that attract large numbers of commuting students. Talk with faculty about offering library instruction.

2. Learn about the libraries available to your students. Find out about hours, borrowing privileges, holdings, equipment, staff, and make notes on the locations of "want shelves", staging areas, and other things that strike you as unusually frustrating or felicitous.

3. Do several sample searches. Based on your experiences are the library assignments suited to the resources at hand? Are the instructors open to alternatives that might be a better match? Can you improve the available resources by offering on-line searching in the classroom? Would making union lists of serials available to students reduce the delays of interlibrary loan?

4. Incorporate your experience into your instruction. Ask for feedback from students through formal or informal evaluations so that their experiences can also be reflected in your instruction.
LIBRARIES FOR LIBRARIANS: IDENTIFYING AND EVALUATING RESOURCES FOR OFF-CAMPUS GRADUATE PROGRAMS IN LIBRARY AND INFORMATION SCIENCE

by

Mary T. Kim

Kent State University
Columbus Extension Program

and

A. Robert Rogers

Kent State University

Introduction

In 1975 the faculty of the School of Library Science at Kent State University began offering off-campus graduate courses in library science to staff from the public library systems of Columbus, Ohio and surrounding Franklin County. Initially only one off-campus course was offered each term, with classes being held in the main library building of the Public Library of Columbus and Franklin County. In order to complete the master's degree in library science within a reasonable time period, students needed to attend the main campus in Kent, Ohio. Since this time, the extension program has grown, now serving over 100 part-time students employed in all types of libraries in central and southern Ohio. Course schedules have been expanded to three to five offerings per term. All seven core courses, plus a variety of electives, are now available through the Columbus Extension Program; consequently many students now complete their degree programs in Columbus without visiting the main campus and its resources. This means that students must rely on local library science collections for their graduate course work.

As the extension program developed, libraries and regional library associations from other parts of the state of Ohio requested that similar extension programs be established in their respective areas. Concerned with the impact of multiple extension offerings on the main campus program and faculty as well as the program's ability to provide quality education in off-campus areas, the Kent State School of Library Science obtained an LSNA Title III grant from the State Library of Ohio to assess the need for additional graduate library science programs in Ohio and to determine the optimum approach for meeting these needs. Part of the study attempted to identify library science collections throughout the state which might be able to support off-campus programs or courses in librarianship. Specific attention was given to evaluating resources available to support the Columbus Extension Program.
This paper will briefly describe the consortial arrangement of libraries in central Ohio which supports the Columbus Extension Program and will outline the method employed in identifying and evaluating library science collections throughout Ohio. Individuals interested in the specific findings of the collection evaluation should examine the final project report and other project documents (Rogers and Kim, May, 1981; Rogers and Kim, March, 1981).

The Columbus Extension Program

The Kent State Columbus Extension Program provides graduate courses leading to a master’s degree in library science. The program serves the needs of part-time students who are employed in area libraries as well as full-time students who are geographically confined to the central Ohio area. Classes are held in the evenings and on weekends.

The Columbus Extension Program is supported by a consortial arrangement of libraries, information services and library multi-type cooperatives in central Ohio. Through formal cooperative agreements with the Public Library of Columbus and Franklin County, the Ohio State University, and the Online Computer Library Center, Inc., the Columbus Extension Program leases office and classroom space and secures library services for extension students. Courses are taught by a combination of main campus faculty and professional librarians and information specialists employed at area libraries and information services. An extension coordinator, who lives in Columbus, has offices in the main library building on the O.S.U. campus. In addition to teaching and advising responsibilities, the extension coordinator works with cooperating libraries in providing library support for off-campus courses.

Library Services for Extension Students

Borrowing privileges: Most students reside in Franklin County or are employed at an area library. Consequently they may borrow from the Public Library of Columbus and Franklin County and/or use the professional tools of their employing library. As will be discussed later in this paper however, the Ohio State University and the State Library of Ohio have the two major periodical and monographic collections in library and information science in the central Ohio area. Students rely heavily on both collections.

Under the cooperative agreement with the Ohio State University, courtesy cards are issued on a term by term basis to students currently enrolled in extension courses. These permit students to borrow materials from the Ohio State University Libraries as well as the State Library of Ohio. Both collections may be accessed through the Library Control System, the O.S.U. online catalog. Students may check on the availability of items in both collections.
either by performing their own search at any public terminal or by calling the O.S.U. Libraries' telephone center. The center will check on the availability of an item, report on its circulation status, page an item or place a save on it. This service is particularly helpful for commuting extension students. In addition, since the State Library of Ohio is closed evenings and weekends, the paging service permits working students to page material from the excellent professional collection at the State Library and pick up the paged items from the circulation desk at the O.S.U. Main Library.

Students may also obtain courtesy cards at other state universities in Ohio which belong to the Inter-university Library Council (e.g., Wright State University, Ohio University, and University of Cincinnati). The Kent State University Libraries issue an IULC card to students who then are provided access to collections of member libraries. Students who commute to Columbus from Dayton, Athens, and even as far away as Cincinnati may therefore borrow from professional collections closer to home.

Reserve collections for course support: As part of the cooperative agreements with the Columbus public library and O.S.U. Libraries, course instructors may place items on reserve in either library. Instructors provide the extension coordinator with reserve bibliographies. The coordinator checks on the availability of materials. If neither collection (i.e., The State Library of Ohio or O.S.U. Libraries) has the item or lacks sufficient copies, the coordinator requests that supplemental materials be sent from the main campus. Items are shipped from the main campus and placed on reserve in the O.S.U. Main Library where the majority of classes are held.

Library orientation and other services: Because of the nature of the library science degree program, no separate bibliographic instruction is provided to the extension students. The O.S.U. Libraries do conduct workshops which teach students how to use the online catalog system. If the need occurs, special workshops are scheduled for K.S.U. extension students who cannot attend other sessions due to employment commitments.

The area libraries also provide a unique form of course support by serving as practicum sites. The Columbus Area Library and Information Council of Ohio (CALICO) serves as a clearinghouse, linking area libraries with students seeking practicum sites. Individual libraries also contact the extension coordinator as practicum opportunities become available.
Identifying and Evaluating Library and Information Science Collections

In 1980 as part of a continuing program development effort, the Kent State School of Library Science decided to step back and objectively evaluate the Columbus Extension Program in terms of continuing local need, future placement of graduates, and extensiveness of local library science collections. To achieve this last goal, a preliminary evaluation of library collections in the field of library and information science was performed, using the OCLC database. The purpose was to determine which geographical areas in Ohio might best support off-campus graduate education programs in librarianship. In addition this collection evaluation sought to shed some light on extension students' complaints that needed materials were not available in area libraries.

The preliminary nature of this evaluation is stressed for several reasons. First not all Ohio libraries participate in the OCLC system. In addition it was determined that all professional collections were not always cataloged by member libraries or entered into the OCLC database. Search results therefore reflect minimum holdings at best. Finally this evaluation only examined collection coverage, i.e., title availability versus title accessibility.

The collection evaluation examined the extensiveness of Ohio periodical collections and the ability of the library collections to support specific courses as taught at the School of Library Science at Kent State University. In the periodical collection evaluation libraries holding any of the 211 titles indexed in Library Literature during 1980 were identified by searching the OCLC database. The results of the OCLC search suggested that twenty-three libraries possessed "major" periodical collections. A "major" collection was liberally defined as one with at least ten of the indexed titles. These twenty-three libraries were sent draft copies of the search results and were asked to verify findings and to provide specific holding information. The results of the initial search and the follow-up survey were published and distributed to all library and educational media programs in Ohio as well as the twenty-three major holding libraries (Rogers and Kim, March, 1981).

Specific attention was given to adequacy of collection by geographical region. For this purpose, as illustrated in Figure 1, Ohio was divided into regions roughly corresponding to the eleven library regional organizations in Ohio. Kent State University is located in the NOLAR region; Case Western Reserve University, in the INFO/CAMLS region; and the Columbus Extension Program, in the CALICO region.
For each region, the percentage of titles held in various periodical categories was determined. Table 1 illustrates one such breakdown. This "general" periodical category included 62 key North American titles indexed in Library Literature and consistently listed in reading lists issued by Kent State University School of Library Science. As expected, the two regions with library science libraries had the highest percentage of titles (i.e., INFO and NOLA regions) followed by the Columbus extension area (i.e., CALICO). Although the Kent State program had not committed any funds to collection development in the CALCO region at the time of the study, the results indicated that central Ohio continued to be the best location for the off-campus program.
TABLE 1
Availability of Titles by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage of General Periodicals Held (N=62)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALICO</td>
<td>90%</td>
</tr>
<tr>
<td>COIN</td>
<td>18%</td>
</tr>
<tr>
<td>INFO/CAMLS</td>
<td>97%</td>
</tr>
<tr>
<td>MILO</td>
<td>66%</td>
</tr>
<tr>
<td>MOLO</td>
<td>0%</td>
</tr>
<tr>
<td>NOLA</td>
<td>94%</td>
</tr>
<tr>
<td>NORWELD</td>
<td>79%</td>
</tr>
<tr>
<td>OVAL</td>
<td>48%</td>
</tr>
<tr>
<td>SOLO</td>
<td>2%</td>
</tr>
<tr>
<td>SWORL/GCLC</td>
<td>53%</td>
</tr>
<tr>
<td>WORLDLS</td>
<td>0%</td>
</tr>
</tbody>
</table>

Further analysis revealed that the Ohio State University, with 76 percent of the "general" periodical titles, and the State Library of Ohio, with 73 percent, had the two principal collections in the extension area. These two collections were further evaluated in terms of duplicate and unique subscriptions as well as collection gaps (i.e., titles held by Kent State but not by either of the two central Ohio collections). This analysis demonstrated the complementary nature of the two collections. O.S.U. Libraries had more specialized titles on automation, more academic library bulletins and more foreign English titles; the State Library provided the only source for regional and state association periodicals. A comparison of titles not held with course reading lists identified specific courses which would require reprint files to support course assignments.

A similar OCLC search was performed for non-periodical titles appearing on reading lists of selected core courses and electives. Search results were not verified by the individual libraries due to the number of titles involved. Percentages reported must therefore be viewed as conservative estimates of any library's ability to support specific courses.
The project once again analyzed results region by region. Table 2 illustrates the central Ohio analysis for five of the required core courses. Such a breakdown has several uses. It identifies libraries which might provide reserve collections. It also indicates the best location for classes. For instance the O.S.U. campus is the best location for the research methods course while OCLC furnishes the best site for the automation class. Table 2 further indicates that any future collection development activities should concentrate on improving support for the cataloging course which had the poorest coverage of the five core courses considered.

**TABLE 2**

Percentage of Reading List Titles Held by Major Collecting Libraries in Central Ohio: Core Courses*

<table>
<thead>
<tr>
<th>Libraries</th>
<th>OCLC</th>
<th>OSU</th>
<th>State</th>
<th>Columbus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>26%</td>
<td>90%</td>
<td>81%</td>
<td>71%</td>
</tr>
<tr>
<td>Cataloging</td>
<td>66%</td>
<td>81%</td>
<td>68%</td>
<td>59%</td>
</tr>
<tr>
<td>Research Methods</td>
<td>19%</td>
<td>90%</td>
<td>68%</td>
<td>74%</td>
</tr>
<tr>
<td>Management</td>
<td>63%</td>
<td>88%</td>
<td>88%</td>
<td>63%</td>
</tr>
<tr>
<td>Automation</td>
<td>100%</td>
<td>89%</td>
<td>67%</td>
<td>56%</td>
</tr>
</tbody>
</table>

*General works from other subject fields were excluded from the searches. Articles in periodicals were also excluded.

Table 3 reports a similar analysis for elective courses. This analysis confirms previously held assumptions about the nature of different collections; that is, that the State Library has an excellent collection in public library materials while O.S.U. Libraries is the basic source for academic library materials. This analysis further supports the continued offering of specific courses such as the public library in the Columbus program. It suggests that other electives, such as the newspaper and mass media libraries, could not be offered in Columbus without major shipments from the main campus.
TABLE 3

Percentage of Reading List Titles Held by Major Collecting Libraries in Ohio: Type-of-Library Courses*

<table>
<thead>
<tr>
<th>Libraries</th>
<th>Electives</th>
<th>OCLC</th>
<th>OSU</th>
<th>State</th>
<th>Columbus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper and mass media libraries</td>
<td>29%</td>
<td>64%</td>
<td>50%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>School library</td>
<td>9%</td>
<td>91%</td>
<td>64%</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Public library</td>
<td>21%</td>
<td>67%</td>
<td>94%</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Academic library</td>
<td>37%</td>
<td>90%</td>
<td>84%</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>Special library</td>
<td>44%</td>
<td>67%</td>
<td>67%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Art library</td>
<td>10%</td>
<td>85%</td>
<td>61%</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>Music library</td>
<td>25%</td>
<td>100%</td>
<td>50%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

*General works from other subject fields were excluded from the searches. Articles in periodicals were also excluded.

As indicated earlier further breakdowns and detailed discussion of library science collections in Ohio appear in the final project report cited earlier. The intent of this paper has been to describe a method for identifying and evaluating library collections which might support specific graduate courses and/or graduate research in library and information science. It is suggested that this method may be employed by librarians interested in evaluating local library support for off-campus courses in any field and in any geographic area. A search for specific titles in the OCLC database can identify areas which can support specific courses or research efforts. The described analysis and publication of these search results can provide students with a guide to area libraries, faculty with a resource for course development and educational administrators with evidence that quality coursework can be supported in given areas. Of course such an evaluation cannot replace on-going collection evaluation by off-campus instructors and extension students; however, such an evaluation can provide a framework for future collection development for off-campus program support.
REFERENCES


Figure 1
A Map of Eleven Ohio Regions
REVIEW AND REVISION: THE PREPARATION OF "GUIDELINES FOR EXTENDED CAMPUS LIBRARY SERVICES"

by

George V. Hodowanec

William Allen White Library
Emporia State University

In January 1980, the ACRL Standards and Accreditation Committee agreed to review the 1967 "Guidelines for Library Services to Extension Students." At that time, the "Guidelines" were 13 years old and deserving of a review because their own text stated that they, "...must be subjected to revision and change. As innovations are made in college and university extension divisions, the "Guidelines" must be changed and revised to meet these new conditions" (Assoc. of., 1967). Many librarians also considered the 1967 "Guidelines" outdated, even though, as a survey later showed, others considered them adequate and up-to-date.

Few useful sources were found in a review of literature on extension library services. However, one source made up for the paucity. R.K. Fisher's study in The British Library Research and Development Reports (1978) contained the most pertinent information on the subject. Fisher had based his report upon a survey of library services offered to university extension students in this country, and his abstract noted "that library services to extension students in the U.S.A. are still in many respects inadequate...." (Fisher).

A survey of responses or reactions to the 1967 "Guidelines" seemed a logical place to start gathering information for the Standards and Accreditation Committee's review. So, during February, March, and April of 1980, a survey was conducted asking for librarians' input on the matter of reviewing or maintaining the existing "Guidelines." The survey instrument, not professing to be strictly "scientific", was a letter summarizing the existing guidelines and posing various questions about introducing specificity and quantification into the "Guidelines." This letter also asked questions about the desirability of adding an evaluative checklist to the "Guidelines." To the 144 letters mailed to libraries across the country, 42 usable responses were received. Of those 42, 33 spoke directly to the issue of revision, with 36 percent in favor of maintaining the 1967 "Guidelines" and 42 percent in favor of revisions ranging from slight to substantial. Another 16 percent of the responses did not address the issue of revision, but simply presented suggestions for revision. Only 6 percent of the usable responses found the issue of revision not applicable to their circumstances or their
expertise not applicable to the issue of revision. This pie chart presents the breakdown of responses graphically.

As the chart shows, the majority of those responding expressed favor for revision. This information finalized the Standards and Accreditation Committee's decision to revise the 1967 "Guidelines".

The survey responses to questions about the appropriateness of specific or general guidelines indicated a preference for general guidelines, as the following chart illustrates.

Additionally, the survey revealed preference for an evaluative checklist by a 2-to-1 margin. As the following
chart shows, 65% of those responding favored an evaluative checklist, while only 35% opposed such a checklist.

With 58 percent of the respondents preferring revision of the 1967 "Guidelines", with 58 percent also preferring general guidelines, and with 65 percent favoring an evaluative checklist to measure the appropriateness of their extended campus library services, the revision process began in earnest. All responses were coded and grouped by states in order to see any profiles of regional concerns that might have been expressed. From each response, the specific comments addressing the specific survey questions were extracted. Thus, all comments on the pros and cons of revision, all preferences for specific or general guidelines, and all suggestions for specific additions or deletions were compiled under separate headings, but in their original authors' language.

From the outset, responses warned of existing and potential difficulties with terminology and definitions of key terms. A California respondent, for example, remarked that the various types of extension programs needed to be defined in the new guidelines because the 1967 "Guidelines" did not take into account changes that the 1970's thrust upon library services. This remark was echoed by a New York respondent who commented that, "...the concept of off-campus study has changed so drastically in the past fifteen years that the terminology needs changing..." The revised "Guidelines" incorporated these responses. The first draft proposal mailed to the members of the Standards and Accreditation Committee contained a discussion of the terminology problems, and it offered some alternatives. By the time the final draft of the revised "Guidelines" was prepared for its March 1982 publication, "Guidelines for Library Services to Extension Students" had become "Guidelines for Extended Campus Library Services." To the
phrase "extended campus library services," the 1982 "Guidelines" assigned the following meaning: "...library programs designed for non-traditional and/or continuing education students and faculty. The courses may be credit or non-credit, the students matriculated or non-matriculated, full-time or part-time, and the classes taught at a main campus, branch campus, or off-campus location." (Assoc. of, 1980)

Respondents also suggested that the sections on finances and personnel be modified or elaborated. Some hoped to see financial support for extended campus library services recommended at a level equivalent to support for residential student library services. Later, the concept of comparable support was offered as a replacement for equivalent support. Some suggested that language covering professional staff and support staff assignments to extended campus library services be included in the revised "Guidelines." Others suggested that if the "Guidelines" simply helped librarians set policy, then procedures within the capabilities of "knowledgeable" library employees would be established to carry out the policy.

In June of 1980, the Standards and Accreditation Committee received these and many other suggestions from the respondents along with an initial revision of the 1967 "Guidelines." This draft attempted to incorporate the majority voice on specific components of the "Guidelines" and to be consistent throughout. Certain revisions, for example, were based on new assumptions, so new assumptions were written.

In October of 1980, this draft of proposed revisions and an accompanying evaluative checklist were published in College & Research Libraries News with notification that special hearings would be held to review the entire document at the 1981 ALA Midwinter Meeting in Washington, D.C. This draft revision was essentially the first illustration of the direction that the revision process was taking. The title of the "Guidelines" had been changed to emphasize a different type of library service rather than to emphasize a different type of student. The format had been modified to distinguish sharply the assumptions, definitions, and guidelines sections. Furthermore, the format followed a more universally recognized pattern for guidelines: subject entry, general assertion, and specific recommendations. The revised text recommended that library services expenditures for non-campus/extension students be comparable to expenditures for campus students. The 1967 "Guidelines" recommended only that funds be budgeted specifically for library services to extension students and adjusted according to empirical evidence. The revised text recommended responsibilities of library personnel for delivery of materials and services to non-campus courses, and it recommended staffing requirements comparable to those identified in the Standards for College Libraries (Assoc. of, 1975). The 1967 "Guidelines" recommended
assigning a professional librarian the responsibilities for handling materials and services for extension courses. Moreover, the 1967 "Guidelines" made no mention of a methodology for determining staffing requirements. Similar differences, all reflecting attempts to introduce precision into the language while preserving general applicability and flexibility of the guidelines, were discernable between the two documents.

Even a more obvious difference between the original and proposed revised "Guidelines" was the inclusion, in the latter, of an evaluative checklist for reviewing library services to non-campus/extension students. Based on a twelve-level spectrum of strong-to-weak evaluations of budget, staff, facilities, resources, and services, the evaluative checklist enabled a library to construct a graphic profile of its proficiencies and deficiencies in addressing the "Guidelines."

At the 1981 ALA Midwinter Meeting in Washington D.C., the hearings on the draft of proposed revisions to the 1967 "Guidelines" generated much valuable, and occasionally heated, discussion on the language and concepts of the October 1980 draft. Many detailed suggestions were offered that ultimately helped cast the revised "Guidelines" in their present form. Those attending requested clarifications of the survey methods. They took exception or noted dissatisfaction with such terminology as "comparable", "non-campus", "extension", and "branch library". They exchanged ideas on the use and underlying assumptions of "guidelines" as opposed to "standards." The disparity of backgrounds and the lack of common experiences was evident when some of those attending expressed unfamiliarity with the title "extension librarians"; several librarians across the country had just that title. More significantly, distinctions between urban and rural extended campus library services were pointed out. The promise and spector of technology advancing to change needs and delivery systems was noted in an effort to encourage continued flexibility in the language and application of the "Guidelines." Representatives of very large and very small libraries pointed out the need to make the "Guidelines" equally applicable at both ends of the scale. The evaluative checklist, initially supported by the largest proportion of respondents, was questioned severely even though a number of those attending the hearings still supported such a devise.

By June of 1981, the subcommittee for revision of the "Guidelines for Library Services to Extension Students" had submitted its third draft of "Guidelines for Extended Campus Library Services" to the Standards and Accreditation Committee. This draft was much more "lean" than the draft discussed at the Washington hearings. It represented a serious attempt to incorporate the comments received to date into a document that was still a useful statement on the subject. After further revision by the Standards and
Accreditation Committee to reflect other points made in testimony and written responses, the ACRL Board approved the final draft on January 26, 1982. This draft was published as an official ACRL statement in the March 1982 College & Research Libraries News.

During the revision process, comments, and correspondence from certain librarians indicated that they had a great deal of interest in the project, interest from professional curiosity or from current participation in an extended campus academic program or from both. These people formed a "target group" to whom a follow-up questionnaire was mailed in May 1982. Neither the structure of the questionnaire nor the selection of the "target group" was determined scientifically. However, those who had expressed interest in the project did seem to comprise an appropriate population for an informal follow-up survey.

The final two questions on each questionnaire asked if the librarians had seen the October 1980 preliminary and the March 1982 final revisions of the revised "Guidelines" and if the updated version had affected their program of extended campus library services. Those responding to these questions indicated that the updated version was being used to support claims for necessary funding and staff, to construct a framework for an extended campus library services program, to develop budget proposals, and to expand the traditional concepts about college students and library services. There seems to be, then, some utility to the updated version.

The revised "Guidelines" were adopted without the evaluative checklist. Ultimately, two effective arguments were made against the inclusion of such a checklist. First, extended campus programs vary greatly, and there could be no single instrument which would adequately measure the effectiveness of such a library service offered by a number of colleges and universities. Second, as initially proposed and subsequently refined, the evaluative instrument was too specific, and no one could expect the twelve-level numerical continuum to be used with the same consistency at different colleges and universities. An alternate proposal, which made the checklist into a simplified guide, also did not meet the Standards and Accreditation Committee's approval because the guide could not indicate how effective a given library's extended campus services were. The committee suggested that the availability of such a guide be communicated to those interested in using one. (See Appendix.) Some librarians have already expressed desire for an instrument like the guide in order to review the efficacy of their extended campus library services operation; as it measures the level of library services in individual extended campus programs, the guide can contribute significant data on the overall national level of such services and program.
One last item stands before academic librarians involved in extended campus programs. As Fisher's 1978 report on library services to extension students noted, "In general very little attempt has been made to implement the ACRL (1967) "Guidelines"... Where there is no extension library, guidelines nos. 1 and 2 have not been implemented at all... only the minimum of attention has been paid to nos. 3 ...4 and 6, and only no. 5 has received substantial implementation. Where there is an adequate extension library, guidelines 1,2,4 and 6 have been implicitly adopted and are being implemented while the implementation of 3 and 5 varies according to the degree of liaison between extension librarians, extension tutors and main library staff " (1978, p.70). Fisher implied that the failure in adequate extended campus library services did not result from weaknesses in the 1967 "Guidelines" so much as it resulted from libraries' failures to implement them. The 1982 revised "Guidelines" are the result of carefully considered review by many librarians and arduous discussion and debate. Whether or not the time and the effort were worthwhile will be largely determined by whether or not librarians implement the 1982 "Guidelines for Extended Campus Library Services."

REFERENCES


APPENDIX:

REVIEW GUIDE
FOR EXTENDED CAMPUS LIBRARY SERVICES

The following guide reviews the basic elements of an active, effective program of extended campus library services. Its purpose is not corrective, but diagnostic; it dictates no courses of action but differentiates between the successful and unsuccessful components of an academic library's extended campus library services. It must be made absolutely clear that this guide has not received official endorsement of the Standards and Accreditation Committee and is not part of the "Guidelines for Extended Campus Library Services". However, the Standards and Accreditation Committee recommended that those interested in using such a guide be offered this document for consideration and trial.

This review guide presents the same six basic elements of extended campus library services as are presented in the 1982 revised "Guidelines" for those services (Assoc. of, 1982, p. 86-88). Under planning, finances, personnel, facilities, resources, and services, several items are listed. Affirmative and negative responses to these items indicate the state of a library's extended campus services. Diagnosis of the overall condition of these services at an academic library is made by determining what percentage of the total answers (28) the "yes" answers comprise. If "yes" answers make up 80 percent or more of the total answers, the library being reviewed probably has an active and effective program offering extended campus library services. If "yes" answers are in the 75 percent range, the program is probably satisfactory; but specific components of the program, identified by "no" answers on the guide, need attention. If "yes" answers fall into the 66 percent range, the extended campus library services are probably only minimally adequate; serious attention needs to be given to those elements for which the review recorded an answer of "no". If "yes" answers dip to the 50 percent or below range, extended campus library services at the library being reviewed are probably inadequate; should such a library desire to support extended campus programs, a large number of the basic components need to be implemented.

Section one: PLANNING

1. A university-approved, written statement exists, describing the library-resource needs of the extended campus program. Yes___ no___

2. A university-approved, written statement exists, identifying the educational objectives of the extended campus program and proposing methods for meeting those objectives. Yes___ no___
3. The university-approved, written statement identifying educational objectives and proposing methods for meeting them is regularly updated to reflect changing educational requirements of the institution. Yes___  No___

4. A standing committee--made up of faculty, librarians, and personnel responsible for administering the extended campus academic program--exists and serves in an advisory capacity of the institution's director of the extended campus program. Yes___  No___

Section two: FINANCES

1. A university-approved, written statement exists, describing the budgetary considerations required for meeting stated educational objectives by providing extended campus library services. Yes___  No___

2. The standing committee for extended campus library services regularly reviews the budgetary methods and fiscal requirements for those services. Yes___  No___

3. The allocation of funds for extended campus library services matches the institution's budgeting cycle. Yes___  No___

4. The budget for extended campus library services includes specific amounts for:
   A. Salaries Yes___  No___  
   B. Resources Yes___  No___
   C. Equipment Yes___  No___
   D. Contractual Agreements Yes___  No___
   E. Processing Yes___  No___
   F. Access (special library hours hours and delivery services) Yes___  No___

Section three: PERSONNEL

1. The number of staff assigned to provide extended campus library services is proportionate to the number of staff assigned to provide regular campus library services for regular campus programs. Yes___  No___

2. The educational background of the extended campus library personnel provides them with specific training and experience necessary to respond to informational requirements of students in the extended campus program. Yes___  No___
3. Classification, status, and salaries of extended campus library services personnel are commensurate with responsibilities and equivalent to corresponding positions of other library employees at the institution. yes___ no___

Section four: FACILITIES

1. Students enrolled in an extended campus academic program and living within commuting distance of the institution have access to the facilities housing library resources. yes___ no___

2. Facilities housing resources used by students enrolled in extended campus academic programs are accessible at times convenient for those students. yes___ no___

Section five: RESOURCES

1. Available resources are adequate to support the stated educational objectives of the extended campus academic program. yes___ no___

2. Collection development occurs on a regular basis, continually reflecting the changing informational needs of extended campus students; when required, supplemental means (e.g., a local library, a special delivery system) are adequate to meet these informational needs. yes___ no___

Section six: SERVICES

1. The following library services are available to extended campus students, either through arrangements at the institution's library or through contractual arrangements with local libraries:

   A. Reference assistance yes___ no___
   B. Telephone consultation services yes___ no___
   C. Instruction in the use of library resources yes___ no___
   D. Interlibrary loan service yes___ no___
   E. Computer assisted bibliographic and information services yes___ no___
   F. Assistance with the use of nonprint materials yes___ no___
   G. Access to audiovisual equipment yes___ no___
   H. Bibliographic access to available resources yes___ no___
STANDARDIZATION OF COURSE CONTENT IN EXTENDED DEGREE PROGRAMS

by

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Extended degree programs at both the undergraduate and graduate levels face many challenges in assuring academic quality. The distance of instruction from the campus creates difficulties for the faculty and administration in providing the same quality and content in the academic activities that is provided on campus. Often instructors teaching in the program are not full-time "regular" faculty, but part-timers who are teaching for various reasons and have various academic backgrounds. Also, scheduling formats are frequently different from those of the campus which means that the methodology and course assignments employed are different. An even more fundamental difference relates to the student body. Extended degree programs almost exclusively serve working adult students who do not have access to the programs on the main campus. The responsibilities of the adults prevent them from taking a full load of courses within a traditional semester or quarter format. The special characteristics of clientele groups in extended degree programs cause the conscientious instructor to modify the methodology used and to maximize the students' experience and background. Consequently, many questions can be raised about whether or not the instruction offered in the external degree program is parallel to that offered on campus.

The institution as a whole and the extended degree program in particular are obliged to deliver a program off-campus which is a valid reflection of the campus academic programs. A commitment to serve the adult working student is not antithetical to the maintenance of high standards of academic quality in the academic offerings. Every effort must be made to serve the students as creatively as possible and to provide academic experiences of comparable quality and content to those found on campus. The moral, ethical, and professional motives for this effort are self-evident, but there are also practical reasons. Accrediting and licensing bodies are paying greater attention to extended degree programs, and they are demanding that the academic activities be standardized by the campus faculty and that the extended degree students receive an education comparable to that received by the traditional campus student. These reasons combine to demand that the extended degree program work hard to see that such standardization is achieved.

In order to assure that the course content and instruction in the external degree program is comparable to
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dhat of the campus, a number of mechanisms must be developed
and utilized. Each mechanism must be designed to convey as
much information to the instructor and students as possible
about what is expected in the course and to provide them
those important services which are found on campus. At the
same time, the means of assuring the standardization of
instruction must be flexible enough to allow the instructors
and students freedom to tailor the presentation of the
prescribed content to the needs and strengths of the student
clientele.

The most important element in assuring quality is to
identify an academically well qualified instructional staff.
The instructors in the extended degree program must have
qualifications in the relevant disciplines that are equal to
or superior to those of the campus staff who teach the same
courses. While the use of campus faculty is the most
certain way to assure a standardization of course content,
many extended degree programs must rely on part-time
instructors because the campus faculty is already committed
fully to staffing campus courses. In most institutions the
courses of the extended degree program are offered to the
"regular" faculty on a voluntary overload basis. Those
courses not taken by the institution's full-time
instructorial staff must be staffed from the pool of
approved part-time people.

Before the part-time instructor is contracted for a
specific course, he or she should meet the same criteria for
academic qualifications that are used for instructors who
teach the course or courses on campus. In order to be
considered for approval, the candidate should be required to
provide a current vita, transcripts of advanced work and
degrees, and letters of recommendation which provide some
insight into the person's teaching experience and/or
potential. These materials are then reviewed by the
relevant academic department which will determine whether or
not the individual should be approved to teach. Once the
candidate has been approved by the appropriate department,
he or she is eligible to be contracted to teach. The
administrator can be relatively confident that the
instructor has the knowledge in the subject matter to
provide an academically sound course for the students, but
this is only the first step in preserving the integrity of
the institution's courses in the extended degree program.

At the time of approval the instructor should be given
as much information as possible about his or her
responsible, the nature and purpose of the program, and
a general profile of the student group that will be in the
class. The instructor should also be given a comprehensive
outline for the specific course or courses for which
approval to teach has been granted. This outline is
specially prepared for the extended degree program by the
department faculty member who regularly teaches the course.
The purpose of the outline is to convey to the instructor
the institutionally approved content of the course, the
departmental objectives, a list of recommended texts, a breakdown of the topics and subtopics that are to be covered as well as the appropriate sequential order, and a sample bibliography. With the outline as a guide, the instructor knows the departmental expectations and can prepare for the class so that it will be consistent in content and approach with that taught on campus. At the same time he or she is free to modify the instructional methodology as most fitting in order to convey the specified content effectively to the students. In this way the extended degree course will be the same course as presented on campus, and there should be consistency between the various offerings of the same course by different instructors in diverse locations.

Unfortunately provision of model course outlines to instructors does not necessarily ensure that every offering of a specific course will follow the standardized description and content. Some instructors ignore the outline to teach the course in a manner with which they are most familiar or according to the contents of a "barrel" of lectures prepared for other courses. Other instructors will try to follow the intent of the outline but will make poor decisions about textbooks, assignments, and methodology and therefore stray far from the department's intent for the course. A few will think they know better than the departmental faculty and totally reject the departmental guidelines. Even if they do know more about the content of the course than demonstrated in the campus instructor's model outline, preservation of the course's integrity is essential in the eyes of accrediting and licensing bodies.

In order to protect the standardization of the course, the instructor's class outlines which are given to the students should be reviewed by the department or responsible administrator at the beginning or end of each course. While a review before the class begins is well within the institution's rights, it does border on the violation of the instructor's academic freedom. Traditional faculty may reject the instructor's class outline because of a repugnance toward the methodology rather than because the content and objectives of the course were ignored orperverted. However, review at the end of the course allows the instructor to teach the course as he or she sees fit, yet also allows the institution to review the whole result of the course which includes not only the instructor's class outline but also student responses to course evaluation surveys and information from staff and other faculty.

The academic department should undertake the review of the class outline to determine if the content presented was consistent with the standard course. This review should entail examination of all the information available. If the department finds that the instructor gave a course that followed the departmental guidelines, a letter stating so should be sent to him or her. If the department finds that the instructor strayed somewhat from the standard course, the instructor should be contacted and the problems
discussed so that he or she will have an opportunity to correct them before being contracted to teach the class again. In some few cases the department and the extended degree program staff may decide that the problems are so great that the instructor's approval should be rescinded, and no further contracts offered. Such an extreme step is taken only in those cases in which the instructor appears to be either unwilling or unable to teach the course as designed and intended by the department.

Through the use of the model outline and the review of the instructor's class outline, the extended degree program is able to encourage and enforce standardization of its courses with those offered on campus. It is able to take the necessary actions to ensure that the quality and content of the education that extended degree students receive is at least equal to that available on campus. Also, when outside reviewing bodies evaluate the nontraditional program, they will find the necessary consistency of the subject matter and course content between the campus and off-campus academic programs.

Another key element in the standardization of course content and quality is the access of both instructors and students in the extended degree program to the library resources available on campus. For students to have a comparable academic experience in the extended degree program, they must be able to obtain the necessary material to do the preferred supplemental reading and to undertake research papers. Instructors need the same library resources as campus faculty in developing bibliographies for the class outline and reserve reading lists and for conducting literature searches for their own research that is related to the course. Access of extended degree students to library resources is a difficult and expensive project for the institution, but it is mandatory if the program is to have academic integrity.

The institution must find some way for the adult working students to have access to the library. In extended degree programs which provide instruction within relatively easy driving distance of the campus, the staff must work to inform the students about the services available at the library, get library cards or other necessary identification to them so that they can use the library when they come to campus, provide the required parking permits, and arrange for the library to be open when adult working students are most likely to use it. As is already well known, adult working students are often very apprehensive about venturing on to the formal campus and perceive that they will encounter many hurdles to using the campus resources. If the extended degree staff does not take aggressive steps to remove these hurdles, the adult student will feel that his or her worst fears are realized as he or she confronts a library system geared strictly to the needs of resident traditional students. The nontraditional student will flee in panic or in anger and, consequently,
will fail to utilize those resources needed to achieve the appropriate academic level.

In programs whose students are distant from campus or who lack mobility to get to the campus library, the problems are even more complex. Librarians and extended degree staff must work together to find a way to overcome the distance and bring the library to the student. At the same time, these administrators must seek creative solutions that will maximize not only the campus resources but also the resources of the student’s community as a whole.

One way to serve the needs of the distant student as well as the instructor is to establish a toll-free telephone link with the library. During the normal business hours, evenings, and weekends, a trained librarian is available to answer the students’ questions and take requests for materials. The number is published and disseminated to the students along with a list of the available hours. It is crucial that the hours extend into the evening and on the weekends because the nontraditional student is often unable to call during the “usual” business hours. The librarian on duty can take requests for books and articles as well as for bibliographical information. The library should be prepared to provide a rapid turn-around on all requests so that the student will know quickly whether or not the materials requested are available and, if not, where they might be obtained close to his or her residence. Also, the sooner the material gets to the student, the sooner it can be used and returned. Such a service is of no value if the materials do not get to the student in time to use in the class. In addition, if the librarian has questions about the request or has other suggestions and information for the student, a return telephone call should be standard procedure as opposed to waiting for a letter to be typed and move through the mails.

This same telephone access can be used by instructors to request materials for use in preparing for the class, in setting up a reserve list of books and articles that can be readily available for the students as they need them, and in formation of a bibliography. For the instructor it is comparable to walking across campus and talking with the librarians. In this way, the instructor is able to duplicate the sources available to the campus instructor and also to feel free to assign supplemental reading and research papers usually associated with the campus course.

In some cases, particularly with extended degree programs that are very distant from the campus, students have library resources available in the community to which they have open access, or possibly there are college and university libraries to which access can be arranged. The professional librarians of the campus can be of great assistance to their students by contacting the local resources and arranging for the students to utilize their
services. Often institutions of higher education, whether private or public, are reluctant to let students from competitive institutions use the library. In such cases, contractual relationships may be established with the library receiving a flat amount or a fee per individual student which will help defray the added expense of increased usage. In return the students are given access to the library as well as lending privileges. In this way the library resources are made available to the student at a level comparable to what would be provided if they lived in close proximity to the home campus of their program. Through telephone access to the campus library and arranged access to local libraries, the students in the extended degree program are very well served and can be expected to undertake a level of work in the course that compares very favorably with that expected of the traditional student located on campus.

Another service which is important to all students, traditional and nontraditional alike, is for the librarians to provide information about the use of libraries in general for research. Almost all students at the undergraduate level, and far too many at the graduate level, do not understand how to use the library to its fullest. This is particularly true for the nontraditional extended degree student who has been away from the academic setting for some period of time. The librarians can help these students and their instructors by visiting an early session in the course and explaining the use of the research tools available in libraries, any reasonably good library, not just the campus one. It is even better if they have simple handbooks that the students can take with them to the library in order to find and exploit the resources available.

While these activities are expensive and time consuming, they give the student the information and resources needed to do the work expected in the course. The institution cannot expect its instructors to provide the same course as presented on campus in the extended degree program, if the same library resources are not available. An instructor would be foolish to assign research projects and/or supplemental reading if the students are unable to obtain the required materials. By providing access to library resources to the extended degree students, the institution demonstrates to both instructors and students that it is committed to providing the same level of academic program in the extended degree program as on campus.

Assurance of the standardization of courses and course content in offerings both on campus and off is vital to the institution and to the extended degree program. Every effort must be made to have instructors in the extended degree program whose qualifications are substantially the same as those of the campus faculty. In addition, through the model course outline, the departments communicate to the instructors the content which should be covered in the course as well as other information that will assist them in
providing an academic experience which is the same as found in all other offerings of the specific course. Finally, the institution must ensure that faculty and students have access to the library resources that are required for teaching and for taking the course. Through the serious implementation of these mechanisms, the institution can make great strides toward standardizing its course offerings regardless of where and to whom the courses are taught. Also, these efforts will enable the extended degree program to provide the same academic experience for its students as is available on campus which is the fundamental purpose of the program. The students will benefit substantially, and the program will provide a creditable nontraditional academic experience for adult working students.
IMPACT OF OFF-CAMPUS PROGRAMS ON LOCAL LIBRARIES: AN OHIO PERSPECTIVE

by

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Central Michigan University students have had no noticeable impact on local libraries in the Dayton/Columbus, Ohio areas. This paper will define the major reasons for this lack of negative impact. In the course of this study, I interviewed approximately 30 public and academic librarians and conducted a sample study involving 130 CMU students enrolled in the CMU program in Columbus, Ohio. A survey completed by CMU students and several self-study reports conducted by the University support the conclusions of the study.

In order to discuss the program's library impact, it is necessary to present an outline of the services offered to students enrolled in CMU's Institute for Personnel and Career Development. The Institute as an independent degree-granting branch of the University offers a graduate program in management and supervision in seven areas of specialty including business, health care, logistics, personnel, public administration, and management science. The program is offered in 50 locations throughout the United States and in the Azores.

The library program serving the students in these diverse locations has four librarians located across the country who visit classes and provide bibliographic instruction, library guides, bibliographies, and telephone reference assistance. The regional librarians and the students are connected to Park Library in Mount Pleasant, Michigan by access to a WATS-line so that they can order materials and request subject searches of the card catalog by telephone. The materials and information are mailed to the students free of charge and received by them in three to five days. The regional librarians provide research guides and database searches for the students who call collect from their locations. This service is also provided free of charge and response time from the librarians is comparable to that of the WATS-line service.

If the local library resources do not include other materials needed for course work, CMU frequently purchases them for the local library. Instructors sometimes request specific materials for outside reading. These are placed on reserve by the regional library near the course site or at Park Library where students may telephone their requests.
providing an academic experience which is the same as found in all other offerings of the specific course. Finally, the institution must ensure that faculty and students have access to the library resources that are required for teaching and for taking the course. Through the serious implementation of these mechanisms, the institution can make great strides toward standardizing its course offerings regardless of where and to whom the courses are taught.

Also, these efforts will enable the extended degree program to provide the same academic experience for its students as is available on campus which is the fundamental purpose of the program. The students will benefit substantially, and the program will provide a creditable nontraditional academic experience for adult working students.
The regional librarians visit course sites before a program is implemented to survey local libraries. Interviews with local librarians are conducted to evaluate library resources and to foresee future impact of CMU students (See Appendix A). The regional librarian and local librarians discuss the collection, the hours, and lending policies of the local library. If the regional librarian determines that the collection lacks a necessary index, she may recommend that CMU purchase the index for that library. Business Periodicals Index was purchased for the Whitehall Branch of the Columbus and Franklin County Library and for several libraries in North Dakota and in the southeast.

Are the needs of the students in this graduate program being met? How do we determine what those needs are? Is the program effective enough to lessen or cancel the student impact on the local library? In his report to the University Raymond Fisher, a noted British authority on Extended Education, offers the following criteria for developing an off-campus library program:

The nature of the off-campus library services of any particular institution is likely to be determined by a number of factors peculiar to external degree programs generally. The main factors are:

1. The types of courses and the type of teaching being offered.
2. The range and nature of the subjects being studied.
3. The geographical situation of individual students.
4. The work situation of students.
5. The location of off-campus classes....
6. The attitudes of academic, library, and administrative staff toward external programs (Fisher, p.2).

An examination of the Central Michigan program in light of Mr. Fisher's recommendations reveals the following: (a) The institute offers a limited range of courses in a specific subject field. (b) The courses are taught on-site by faculty from the local community and by campus staff attuned to the needs of off-campus students. (c) The student body consists of highly motivated adult learners who work full-time and carry a relatively heavy class load. (d) The attitude of the administration, academic staff, and library personnel toward the program is supportive and understanding of the students' needs in such a non-traditional program.

Students enrolled in the program completed a survey in August, 1981, which attempted to determine if the library program was meeting their needs (See Appendices B and C). Ninety-four and two-tenths percent of the students surveyed in the Ohio region felt that the library program more than met their needs. The key to this response lay in the
bibliographic instruction done by the regional librarian. In response to question 13, "Did you receive a class presentation from the regional librarian?" Those who responded favorably numbered 83.1%. This accounts for the students' high use of library service. There were 2,185 requests from the total region in 1981; from Columbus and Dayton were received 365 and 1,034 requests, respectively.

Related questions are Central Michigan Park Library's role in meeting students' needs and the library program's impact on local libraries. Again let us turn to Raymond Fisher's evaluation of the program and the factors which contribute to instituting good library service for the off-campus program. Some of the factors that he outlines for a good program are:

The kind of services provided by any particular institution depends on which of the many different variables outlined above apply in that particular situation. However, it is possible to isolate some basic requirements for accomplishing an effective service:

A. Timely access to those materials which it is essential for the student to read may be accomplished by one or more of the following means:

(i) Small collections of books located in or near the classroom for the duration of the courses, each collection based on the instructor's book list for the course.

(ii) A small collection of reference books located near the classroom, or near where the student lives (e.g. in a local library) for finding out what has been published on particular subjects.

(iii) Timely access to the central library, or to a parent institution, in person or by telephone and mail, for requesting and obtaining required materials.

(iv) Easy access to a local library (i.e. local to where a student lives or works), not that of the parent institution, from which a student may borrow.

B. For degree-level work and essential concomitant of the above is to have easy access to a reference librarian who can guide students to appropriate local resources, train them in the use of libraries and in the use of basic reference tools, assist with information inquiries and, in general, act as a first point of contact for students with bibliographic needs.
C. A requirement for external degree students is access (through a librarian) to computerized literature searching. A subject database is more up-to-date than printed indices and can (much more quickly than by manual searching) produce a bibliography on a special topic.

D. A basic requirement at all levels is a copying service, especially photocopying (for journal articles, etc.) but also copying and printing for all types of media (Fisher, p. 5-6).

Our preliminary examination of Central's program illustrated that it meets all Mr. Fischer's requirements for a good library support program for the off-campus student. Approximately 20 librarians in the Columbus, Ohio, area were asked about impact on daily operations of students enrolled in the Central Michigan program. Fifteen replied that they were unaware that the Central program was still operating in the Columbus area, four replied that they were pleased that the Central students and their families were using the local library thus increasing usage statistics, and one replied that he had issued a number of courtesy cards to Central students but was unaware of how many students had utilized them in his library as a result.

In Cleveland, Ohio, the survey conducted before the start of the program in Cleveland found librarians more than willing to admit our students to their libraries and many expressed their desire to help the students in any way possible. Lending policies in the Cleveland area were quite liberal. The public library system was open to use by residents of the Cleveland metropolitan area and many of the academic libraries were accessible to the students for payment of a small fee routinely charged.

Librarians in the Dayton, Ohio area responded that they found the Central students well-prepared with research guides in hand. None of them felt that the students were burdens to their libraries. Borrowing privileges were arranged for students in health care with local hospital libraries by a call-first arrangement with the regional librarian.

Work done with students prior to their visits to a local library resulted in the low impact that the students had on the local library. Students in the Columbus program were asked what local library was visited most frequently. Their responses cited 36 different libraries (See Appendix D). The geographic distribution of the students meant that no one library in the Columbus area was required to serve all the students enrolled in that program.
The key factors in the impact of off-campus programs are the interaction between the librarian and the adult learner and the distribution of the students. A study done by James J. Groak in which he examined the impact of external degree programs on local libraries in New York, is presented in a flow chart of this interaction (See Diagram 1). Dr. Groak illustrates what the adult learner brings with him to a program, what his needs are, and how the librarian meets those needs. He also recommends that university administrators consider the following guidelines for setting up their programs:

1. "Administrators should work for greater cooperation with libraries in order to avoid unnecessary duplication of services and materials.

2. Administrators of non-residential degree programs should attempt to educate librarians as to the availability of each program and the characteristics and problems particular to non-residential study.

3. Administrators of non-residential degree programs should inform public libraries of the types of materials needed by their students.

4. Those responsible for administering non-residential degree programs should inform libraries of changes in their programs so that such changes can be reflected in the types of service and collections provided in libraries.

5. The administrators of non-residential college programs should attempt to demonstrate the potential of libraries in the student's academic career.

6. Existing practices by some non-residential degree programs of reimbursing college libraries for student library use should be re-examined in light of greater use of public libraries" (Groak, p. 75).

Librarians involved with off-campus programs must analyze the needs of off-campus students and use this analysis to implement programs that will meet the needs of the adult learner while minimizing impact on the local library. Central Michigan University's program has had little or no impact on the borrowing, staffing, and workload of the libraries located near their programs. This lack of impact has been the result of much planning, programing, and administrative support. The regional librarians have assumed the responsibility of educating students, faculty, and local librarians so that students needs have been met and the local libraries have been unaffected in any negative manner. The regional librarian shoulders the major responsibility of marketing the program to the students and the local community in such a way that the program's existence becomes an asset to the students, to the community, and to the local library. The Central Michigan University Program has successfully brought all
these areas together. Our program's success can be duplicated if the guidelines outlined here are followed and the librarians involved are willing to go the extra step. The Central Michigan University programs have succeeded to the point that we may draw the conclusion that an off-campus program which meets the needs of its off-campus students results in little or no negative impact on community libraries.

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APPENDIX A

LIBRARIAN SURVEY

1. What are the hours of your library?

2. What are your lending policies?

3. Does your collection include the following indexes:
   A. Business Periodicals Index
   B. Applied Science and Technology Index
   C. Current Index to Journals in Education
   D. Education Index
   E. Funk & Scott Index
   F. Index to Legal Periodicals
   G. PAIS (Public Affairs Information Service)
   H. Personnel Management Abstracts
   I. Reader's Guide to Periodical Literature
   J. Social Science Citation Index
   K. Social Sciences Index
   L. New York Times Index
   M. Wall Street Journal Index

4. If not, may we purchase an index and place it in your library?

5. Will you permit a reserve collection in your library?
Appendix B  Impact of Off-Campus Programs

CENTRAL MICHIGAN UNIVERSITY
IPED Library Program
Student Evaluation Interview Guide

DIRECTIONS:

Please complete the information requested on the right side of the answer form (Program or Regional Center, Department, and Course Number) by entering the appropriate letter or number in the corresponding box and then blackening the corresponding square below the box.

For each item, please indicate the response that most nearly reflects your opinion by blackening the appropriate square with a LEAD PENCIL.

In addition to the answer form, a sheet has been furnished so you may make additional comments or explain answers in greater depth. Enter the program or regional center and the course number in the spaces provided.

Thank you for your cooperation and for providing information which will enable us to improve library service to CMU students.

* * * * *

GENERAL INFORMATION

1. How many courses have you completed on your CMU program? (If you are currently enrolled in a course, count it as a course you have taken.)
   1. First course
   2. 2 - 4 courses
   3. 5 - 7 courses
   4. 8 - 10 courses
   5. 11 or more courses

2. Are you enrolled in the health care concentration?
   1. Yes
   2. No

3. What is your area of employment?
   1. Government Agency (Not Health Care)
   2. Health Care Organization
   3. Military
   4. Other Employment
   5. Unemployed

4. How many of your CMU courses have required the preparation of papers and/or reports?
   1. None
   2. 1 - 3 courses
   3. 2 - 4 courses
   4. 7 - 10 courses
   5. 11 or more courses

5. How many of your courses necessitated your using an academic and/or research library (i.e., a library which has professional reference services and professional journals appropriate to the discipline you are studying)?
   1. None
   2. 1 - 3 courses
   3. 4 - 6 courses
   4. 7 - 10 courses
   5. 11 or more courses

2/5/91
6. Which of the following local library resources do you use MOST in obtaining reference materials for papers and reports?

1. Local public library
2. Local academic library
3. Base or post library
4. Specialized library (e.g., corporate, hospital)
5. Personal library

7. Which of the following local library resources do you use LEAST in obtaining reference materials for papers and reports?

1. Local public library
2. Local academic library
3. Base or post library
4. Specialized library (e.g., corporate, hospital)
5. Personal library

8. What treatment do you receive as a CMU student at your local library?

1. Very hospitable
2. Hospitable
3. Adequate
4. Indifferent
5. Unfriendly

9. Is the lack of reference materials in your local library a problem for you?

1. Yes
2. No

10. Were you adequately informed about the CMU Library Program?

1. Yes
2. No

11. How helpful is the CMU Library Guide (blue and white booklet) in preparing research papers?

1. Very Helpful
2. Satisfactory
3. Does Nothing
4. Misleading
5. Have not seen it

12. How did you first learn about the CMU Library Program?

1. Regional CMU Librarian
2. Instructor/Advisor
3. Classmate
4. Letter from the CMU Library
5. Other

13. Did you receive a class presentation by the CMU regional librarian?

1. Yes
2. No (if response is no, skip question 14)

14. Was the class presentation relevant and useful?

1. Yes
2. No

15. Are you satisfied with the accessibility of the CMU regional librarian?

1. Yes
2. No
Appendix C

CENTRAL MICHIGAN UNIVERSITY
THE LIBRARY

August 3, 1981

TO: IPCD staff in the Midwest and ASMT regions: program centers: 001, 010, 004, 006

FROM: Barton M. Lessin

RE: Student survey

This memo is meant to point out highlights of the library student survey dealing with areas served by the IPCD Midwest regional librarian, Cynthia Harper.

Question 4 - 21.5% of the students in the Ohio, Kansas City, and North Dakota programs are in the health care concentration. This is twice the percentage represented by the total sample. It is not surprising that 100% of the ASMT respondents indicated that they are in the health care concentration.

Question 11 - 94.2% of the Ohio sample felt they were adequately informed about the Library Program. This tops the total sample response to the same question by over 16%. There is no reason to assume that students in the Ohio programs are not receiving sufficient communication on this support system.

Question 13 - 83.1% of the Ohio sample said that they first learned of the program from Cynthia Harper. This percentage is well above that for the total sample and is direct evidence of Cynthia's ability to identify with and market the Library Program.

Question 14 - 91.8% of the Ohio students responding to the survey said they had been in a class when Cynthia presented a library orientation presentation. This is clearly exceptional. Even the most highly organized on-campus library orientation program would have great difficulty in reaching its students at this rate.

Question 15 - 90.2% indicated the presentation was both useful and relevant. With ASMT students, this satisfaction level included 94.1% of the sample.
Appendix B  Impact of Off-Campus Programs

16. If you have contacted the CMU regional librarian for reference assistance, how useful was her response?
   1. Very Useful
   2. Satisfactory
   3. Did Nothing
   4. Was Misleading
   5. No Contact Initiated

17. Which of the following is the most frequent type of contact you have had with the CMU Library Program?
   1. None
   2. Personal Conference
   3. Telephone
   4. Class Visit
   5. Other

CMU Library Program - Mt. Pleasant, Michigan

18. Have you borrowed or received materials from the CMU Library Program in Mt. Pleasant, Michigan?
   1. Yes
   2. No (If response is no, skip questions 19-21).

19. Do you use the CMU Library Program in Mt. Pleasant more than local library resources?
   1. Yes
   2. No

20. Are the books and articles that you request on the WATS line reaching you in time to be useful?
   1. Usually
   2. More often than not
   3. Sometimes
   4. Less often than necessary
   5. Rarely

21. Was the assistance from the CMU Library in Mt. Pleasant useful and practical?
   1. Strongly Agree
   2. Agree
   3. Undecided
   4. Disagree
   5. Strongly Disagree

Summary - CMU Regional and Mt. Pleasant Library Program

22. What is your overall impression of the CMU Library Program?
   1. Excellent
   2. Good
   3. Fair
   4. Poor
   5. Unaware
Question 17 - 48.8% said that they found the response from the Midwest regional librarian either very useful or satisfactory. This was 18% over the adjusted percentage for the total sample and the highest in all regions.

Question 23 - 66.9% of the students rated the Library Program either excellent or good. This was well above the response for the total sample. Equally important was the relatively low percentage of students (14.7%) who reported that they were unaware of the Program.

BL/nrh
### Informal Survey of Columbus Students

**What Local Library Do You Use?**

<table>
<thead>
<tr>
<th>Library Name</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Library Columbus &amp; Franklin County</td>
<td>22</td>
</tr>
<tr>
<td>Cahanna Branch</td>
<td>2</td>
</tr>
<tr>
<td>Hilltop Branch</td>
<td>1</td>
</tr>
<tr>
<td>Martin Luther King Branch</td>
<td>1</td>
</tr>
<tr>
<td>Northside Branch</td>
<td>1</td>
</tr>
<tr>
<td>Hilliard Branch</td>
<td>1</td>
</tr>
<tr>
<td>South High Branch</td>
<td>1</td>
</tr>
<tr>
<td>Morse Road Branch</td>
<td>1</td>
</tr>
<tr>
<td>Reynoldsburg Branch</td>
<td>6</td>
</tr>
<tr>
<td>Whitehall Branch</td>
<td>6</td>
</tr>
<tr>
<td>State Library of Ohio</td>
<td>13</td>
</tr>
<tr>
<td>Ohio Historical Society</td>
<td>1</td>
</tr>
<tr>
<td>Worthington Public Library</td>
<td>3</td>
</tr>
<tr>
<td>Grandview Public Library</td>
<td>7</td>
</tr>
<tr>
<td>Westerville Public Library</td>
<td>2</td>
</tr>
<tr>
<td>Arlington Public Library</td>
<td>1</td>
</tr>
<tr>
<td>Upper Arlington Public Library</td>
<td>2</td>
</tr>
<tr>
<td>Akron Public Library</td>
<td>1</td>
</tr>
<tr>
<td>Cuyahoga Falls Public Library</td>
<td>1</td>
</tr>
<tr>
<td>Marion Public Library</td>
<td>1</td>
</tr>
<tr>
<td>Newark Public Library</td>
<td>3</td>
</tr>
<tr>
<td>Clintonville Library</td>
<td>1</td>
</tr>
<tr>
<td>Bexley Library</td>
<td>1</td>
</tr>
<tr>
<td>Riverside Methodist Hospital Medical Library</td>
<td>4</td>
</tr>
<tr>
<td>St. Anthony's Hospital Medical Library</td>
<td>1</td>
</tr>
<tr>
<td>Mt. Carmel Hospital Medical Library</td>
<td>1</td>
</tr>
<tr>
<td>Bossard Memorial Library</td>
<td>1</td>
</tr>
<tr>
<td>Wagner's Memorial</td>
<td>1</td>
</tr>
<tr>
<td>Ohio State</td>
<td>21</td>
</tr>
<tr>
<td>Franklin University</td>
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</tr>
<tr>
<td>Capital College</td>
<td>6</td>
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<tr>
<td>Rio Grande College</td>
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<tr>
<td>Akron University</td>
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<tr>
<td>Kent State</td>
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</tr>
<tr>
<td>Otterbein College</td>
<td>2</td>
</tr>
<tr>
<td>Denison College</td>
<td>1</td>
</tr>
</tbody>
</table>
Diagram 1

- Goals
- Objectives
- Background and experience in subject
- Attitudes toward subject

Adult Learner

- Step 1: Describe adult's objectives, tasks, perspective
- Step 2: Specify information needed to support tasks
- Step 4: Evaluate materials and services provided

Step 3: Provide materials service, guidance

Librarian

- Skill in diagnosing information requirements
- Skill in providing information service
- Knowledge of information resources & services
- Knowledge of subject areas

1. Interaction of Adult Services Librarian with Adult Learner
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